One Bright Ray – Elmwood

Provider: International Education and Community Initiatives
d/b/a One Bright Ray, Inc.

Program Type: Accelerated
Grades 9-12

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Instructional Walkthrough Report
SY 2024-2025

Instructional Walkthrough Overview

Instructional Walkthroughs for all Opportunity Network contract programs focused on the instructional design and implementation of this design with consistency and fidelity at the classroom level required to deliver high quality instruction to all students. Instructional Walkthroughs assessed program performance across three domains: 1) Overall Management; 2) Instructional Delivery; and 3) Conditions for Learning with a focus on domain 2—Instructional Delivery. Taken together, the three domains encompass key instructional expectations that are required to ensure effective instruction that facilitates meeting the program's contract requirements with The School District of Philadelphia, as well as applicable federal, state and local laws.

Instructional Walkthroughs are one part of the School District's three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Instructional Walkthroughs, Operational Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, and program expansion. This report summarizes the program's performance for each of the three domains reviewed during the Instructional Walkthrough. Each domain has been considered, in terms of key indicators for the domain area, and were rated by the walkthrough team in one of four performance categories. Standards identified in bold in the subsequent pages of this report are the focus standard(s) in each domain. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Instructional Walkthrough, interviews with key stakeholders, and observations in the classrooms.

Walkthrough Date: March 10, 2025

Contract Term: FY 2023-2027

General Information

Program Mission: *The mission of One Bright Ray Community High School is to provide a quality education to urban, over-aged and under-credited students in search of a positive school experience while earning their high school diploma. We challenge each student to explore his/her personal and academic potential through our accelerated Project Based curriculum and respectful relationships.*

Program Leadership:

Monica Hawk *Chief Executive Officer*	**Anna Duvivier** *Chief Operating Officer*	**Dr. LaToya Johnson** *Chief Academic Officer*
Adam Zeiser *Principal*		

Walkthrough Review Team:

Majeedah Scott *Director, Multiple Pathways to Graduation*	**Emily Diefendorf** *Director of Instructional Resources, Opportunity Network*
Marcus De Vose *Assistant Director, Transition & Alternative Education*	**Kia Woods** *Case Manager Special Education, Office of Specialized Services*

Program Overview

The following is a brief description and summary of different aspects of the Opportunity Network program. These descriptions were shared by the program prior to the walkthrough and informed by observations as part of the formal Instructional Walkthrough.

Daily Structure

Program Snapshot
Enrollment- *123*
Instructional Model- *Direct Instruction*

Daily Student Schedule
M/T/W/Th/F *8:00am-2:15pm*
Wednesdays 8:00am-11:46am

Course Frequency
Once a day

Class Duration
Full Days 6*5 min*

Number of Classes
Number of courses students can take
4 classes max

School Culture
Students have community building during OBR Seminar class for 35 minutes weekly. Academic Enrichment is offered M/T/Th/F from 2:15pm-3:05pm.

Core Curriculum Resources
Math- Savvas
ELA- Savvas
Science- OBR Curriculum
History- OBR Curriculum

Student Support and Academic Success

- Co-Teaching/Push-In Support
- Small Group Instruction
- Community/External Partners

- PBIS
- Emotional Support
- Public Recognition
- Restorative Practices

Additional/Other Academic Success Practices
One-on-one in person adaptive instruction is provided to students as necessary. Edgenuity is available for students for individual graduation requirements.

Additional Supports:
The Emotional Support Team provides home visits and added resources for social emotional health for students who need it.
The program also offers Social Emotional Learning (SEL) programs, mindfulness practices, mentoring groups, individualized counseling and mental health services.

College & Career Readiness

- Internship support
- 1-on-1 College and Career Counseling

Certifications Offered
- OSHA 10
- CPR Certification
- ServSafe
- Harm Reduction Overdose Prevention
- Ladder Safety
- Train the Trainer
- Mandated Reporting in Child Abuse

Performance Summary

The table below summarizes the number of standards by category which met expectations consistent with contract requirements during the 2024-2025 Instructional Walkthrough. Information regarding how standards in each domain are measured can be found in the Performance Framework for Opportunity Network contract programs.

Domain	Program Performance	Total Possible	Average Rating
Domain 1: Overall Management	14	20	70%
Domain 2: Instructional Delivery	17	28	61%
Domain 3: Conditions for Learning	22	28	79%
Total	53	76	**Overall Percentage:** 70%

*Select domain criteria are bolded to indicate the prioritized areas of focus. Ratings for those bolded areas of focus were weighted if the program scored "met expectations" or "exceptional".

Domain 1: Overall Management

Establishing Conditions Necessary for Learning	Observation Notes *(Notes are provided for standards when expectations are not met.)*	Performance Rating
1. Program Environment Maintains a school environment that is welcoming and inviting especially for students.		**Expectations Met** *(SY 2023-2024: Expectations Met)*
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		**Expectations Met** *(SY 2023-2024: ▼ Exceptional)*
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		**Expectations Met** *(SY 2023-2024: Expectations Met)*
4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.		**Expectations Met** *(SY 2023-2024 ▲ Nearing Expectations)*
5. Awareness of Conditions **Teachers notice what is happening in the classroom and make adjustments accordingly.**	There were missed opportunities for teachers to make adjustments based on student responses/student behaviors. For example, a teacher was observed sitting at a desk rather than circulating and checking in with students during the lesson. There were also occasions that teachers would field a question from a student and answer the question themselves, rather than restate the question and ask for a student response.	**Nearing Expectations** *(SY 2023-2024 Nearing Expectations)*

Observation Summary

The program environment is positive and inviting for students. School wide routines were evident throughout the day, as well as clear and explicit classroom procedures. For example, hall passes were consistently used, uniform expectations were clear, and the school-wide video daily announcements reviewed and celebrated multiple school wide initiatives. There were a few instances where there were missed opportunities for teachers to make real time adjustments based on student responses, which could be practiced during an upcoming Professional Learning Community (PLC).

Opportunities for Growth

- **Standard 5: Awareness of Conditions is evident.**
  The program should conduct Professional Development to model and practice strategies to adjust instruction based on student response and student need.
  This professional development could support teachers in circulating and monitoring student work, or in designing activities that allow the teacher to engage all students. The book, "Total Participation Techniques" is one resource that may be helpful, as well as practicing opportunities to adjust mid lesson during PLC time. Consider having Opportunity Network team members facilitate a PLC around this topic.

Domain 2: Instructional Delivery

Establishing Conditions Necessary for Learning	Observation Notes *(Notes are provided for standards when expectations are not met.)*	Performance Rating
1. *Instructional Modeling* **Teachers deliver content in a well-organized, clear, and accessible manner.**		**Expectations Met** *(SY 2023-2024: Expectations Met)*
2. *Curriculum Relevance* **Teachers make the curriculum relevant for their students and connect to prior and future learning.**		**Expectations Met** *(SY 2023-2024 ▲ Nearing Expectations)*
3. *Curriculum Rigor* Lessons are rigorous and based on grade level standards.	There is evidence in lesson plans and materials that lessons are based on grade level standards, however there should be more rigorous activities that are aligned to the objective taking place in most classrooms. There is a disconnect between lesson plans for rigorous activities and instructional delivery of rigorous activities.	**Nearing Expectations** *(SY 2023-2024 Nearing Expectations)*
4. *Student Effort* Lesson design and implementation ensure students are working harder than their teachers	Students were compliant and working, yet teachers were doing the majority of the talking and thinking aloud. More participation techniques and opportunities for student talk are recommended so students can assume the cognitive load and own their learning.	**Nearing Expectations** *(SY 2023-2024: ▲ Did Not Meet)*
5. *Classroom and Instructional Data* **Tracks and analyzes assessment data regularly to drive short and long-term planning, re-teaching, and differentiation. Differentiation is visible.**	It is clear from the Leadership Presentation that school-wide data is being tracked with a focus on attendance and achievement data. This is reinforced in hallway displays, the daily announcements, and school wide student support. However, the data analysis did not seem to translate to the classrooms. Teachers, as well as the administration, should be reviewing data to drive planning and instructional delivery, and to differentiate accordingly.	**Did Not Meet** *(SY 2023-2024 Did Not Meet)*
6. *Teacher Questioning* Frequently engages all students with the opportunity for them to think, speak, and write.		**Expectations Met** *(SY 2023-2024: Expectations Met)*
7. *Cognitive Complexity* **Teachers ask all students questions at different levels of cognitive complexity.**	We often saw teachers ask higher order questions and then answer the question themselves. Lesson plans showed opportunities for scripted questions designed for higher order thinking, analysis, and debate. However, those questions did not often translate to the instructional delivery.	**Did Not Meet** *(SY 2023-2024: ▼ Nearing Expectations)*

Observation Summary

Lesson plans were well organized and showed evidence of planning for cognitive complexity through questioning. However, the questions embedded in the lesson plans often did not make it to the instructional delivery. Additionally, the activities in many classrooms were not appropriately rigorous to meet the standard being taught. Focusing on rigorous implementation of lesson plans, increased student talk, and higher order questions throughout instructional delivery is recommended.

Opportunities for Growth

- **Standard 3: Lessons are rigorous.**
  The program should provide coaching and feedback to ensure the lesson activities are grade-level appropriate and aligned to the state standards.
  Consider how closer adherence to the program's curriculum and the core resources that it calls for may support this work. Provide professional development to help teachers plan and practice more rigorous classroom activities to meet the rigor of the standards.

- **Standard 4: Students are working harder than their teachers.**
  The program should provide professional development and coaching for their teachers on strategies to cognitively engage students and establish an expectation for the structure of lessons, including how often students should engage in activities where they can own the thinking load and practice the objective skill or concept.
  Opportunities to practice the skill and experience the full cognitive load are critical for students to internalize the concepts. The book, "Total Participation Techniques" along with the activities in the curriculum resources chosen by the program should be considered when establishing and supporting this expectation. Consider having the Opportunity Network Team facilitate a PLC to practice these strategies.

- **Standard 5: Data is used to drive planning and differentiation.**
  The program should provide professional development on techniques or structures for gathering/analyzing formative data and leveraging it to make instructional adjustments during the lesson.
  Choose a limited number of strategies and responses (that are flexible and non-content specific) as you initially build this skill and expectation into your instructional program. Consider holding a PD session inclusive of all OBR contracted programs so that all instructional staff can develop this capacity and give an opportunity for network leaders or exemplar teachers to model these strategies.

- **Standard 7: Teachers ask all students questions at different levels of cognitive complexity.**
  The program should provide professional development and coaching to teachers on how to ask higher-order questions of their students, especially those asking students to explain their thinking or support their answers.
  Lesson plan study should take place to see where connections to instructional delivery can be more strategic. Teachers should practice asking these questions in roll play scenarios. Additionally, integrate frequent follow up questions that teachers can ask to help push students to give more complex responses (for example, Explain what you mean? Why? Where did you see that in the text? Can you build on their response?).

Domain 3: Conditions for Learning

Establishing Conditions Necessary for Learning	Observation Notes *(Notes are provided for standards when expectations are not met.)*	Performance Rating
1. Non-Engagement Teachers are aware of and appropriately address non-engagement in the classroom.		**Expectations Met** *(SY 2023-2024 ▲ Nearing Expectations)*
2. Engagement Strategies **Teachers use a variety of engagement strategies.**		**Expectations Met** *(SY 2023-2024: Expectations Met)*
3. Student Engagement Students are actively engaged in the lesson.		**Expectations Met** *(SY 2023-2024 ▲ Nearing Expectations)*
4. Peer Interactions **Students are interacting appropriately with other students to own their learning.**	There were missed opportunities for group work in most classes observed. We did see evidence of planning for think-pair-share activities in some lesson plans, but we did not see that executed consistently in the instructional delivery.	**Nearing Expectations** *(SY 2023-2024 Nearing Expectations)*
5. Teacher Interest Teachers show interest in their students.		**Expectations Met** *(SY 2023-2024: Expectations Met)*
6. Student Responsiveness Students are appropriately responsive to teacher interactions.		**Exceptional** *(SY 2023-2024: ▲ Nearing Expectations)*
7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms. **OBR Elmwood's areas of foci** • **Complex questioning and critical thinking** • **Student engagement**	There are opportunities to support teachers in the school wide focus of complex questioning and rigorous engagement during instructional delivery. This support and development for teachers will lead to the desired outcome of increased critical thinking and active learning for students.	**Nearing Expectations** *(SY 2023-2024 Nearing Expectations)*

Observation Summary

As increased student engagement is a priority for the program, focusing on strategies for students to collaborate will be beneficial. Prioritizing students talking with each other in pairs, on teams, in debate, etc. to enhance the conditions for learning at OBR Elmwood. Many of these conditions are already actualized; the relationships between students and teacher are caring, supportive, and intentional. A variety of engagement strategies are present, and students are appropriately responsive and motivated to succeed. There should now be a strong focus to empower and facilitate students talking and thinking critically together to really own their learning.

Opportunities for Growth

- **Standard 4: Peer Interactions.**
  The program should provide professional development as well as set clear expectations for the frequency of student-to-student interactions to take place.
  This professional development should focus on some of the many structures for group work, as well as the Think/Pair/Share structure that can greatly increase the level of student discourse, and likely engagement and interest as well. Providing teachers with professional development on how to introduce and implement these structures will help them to support students in building the social skills they are working to develop and improve. Setting the stage and then monitoring for an expected level of student discourse will also help support teachers in making this a key component of their lessons.

- **Standard 7: There is evidence of the school-wide focus in the classrooms.**
  The program should develop some key student outcomes which incorporate growth in several teacher actions for focus on complex questioning and critical thinking.
  Consider how you will message this focus (such as students working collaboratively, or increased focus on rigorous activities during instructional delivery) to the larger community, and how you will continue to share progress toward the goal. By clearly aligning teacher and staff PD to this focus area goal, you are more likely to have positive outcomes and increased buy-in to the goal.