

Instructional Walkthrough Report SY 2024-2025

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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: April 4, 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**
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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-253
Instructional Model- *Direct Instruction*

Daily Student Schedule

MT/Th/F 8:00am-2:15pm
Wednesdays 8:00am-11:46am

Course Frequency

Once a day

Class Duration

Full Days 65 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 twice weekly. Academic Enrichment office hours are 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. The program does not offer and track student use of District provided online adaptive programs.

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), mindfulness practices, mentoring groups, individualized counseling and mental health services.

College & Career Readiness

- Internship support
- Service Learning
- FAFSA support
- 1-on-1 College and Career Counseling

Certifications Offered

- OSHA 10
- CPR Certification
- Ladder Safety
- 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	18	20	90%
Domain 2: Instructional Delivery	18	28	64%
Domain 3: Conditions for Learning	21	28	75%
Total	57	76	Overall Percentage: 75%

*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 <i>(Notes are provided for standards when expectations are not met.)</i>	Performance Rating
<p>1. Program Environment Maintains a school environment that is welcoming and inviting especially for students.</p>		<p>Exceptional <i>(SY 2023-2024: Exceptional)</i></p>
<p>2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.</p>		<p>Exceptional <i>(SY 2023-2024: Exceptional)</i></p>
<p>3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.</p>		<p>Expectations Met <i>(SY 2023-2024: Expectations Met)</i></p>
<p>4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.</p>		<p>Expectations Met <i>(SY 2023-2024 ▲ Nearing Expectations)</i></p>
<p>5. Awareness of Conditions Teachers notice what is happening in the classroom and make adjustments accordingly.</p>		<p>Expectations Met <i>(SY 2023-2024 ▲ Nearing Expectations)</i></p>

Observation Summary

The program environment is welcoming and inviting for students. Students mentioned in interviews that a positive school community is blooming at OBR Fairhill. Schoolwide 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. Teacher and student interactions were respectful and joyful.

Domain 2: Instructional Delivery

Establishing Conditions Necessary for Learning	Observation Notes <i>(Notes are provided for standards when expectations are not met.)</i>	Performance Rating
<p>1. Instructional Modeling Teachers deliver content in a well-organized, clear, and accessible manner.</p>		<p>Expectations Met <i>(SY 2023-2024: Expectations Met)</i></p>
<p>2. Curriculum Relevance Teachers make the curriculum relevant for their students and connect to prior and future learning.</p>		<p>Expectations Met <i>(SY 2023-2024: Expectations Met)</i></p>
<p>3. Curriculum Rigor Lessons are rigorous and based on grade level standards.</p>	<p>Lesson plans included grade level appropriate standards and plans for rigorous activities, yet the instructional delivery did not realize the lesson plans consistently.</p>	<p>Nearing Expectations <i>(SY 2023-2024: ▼ Expectations Met)</i></p>
<p>4. Student Effort Lesson design and implementation ensure students are working harder than their teachers</p>	<p>In one class, students were working collaboratively and the teacher was acting as a facilitator of the learning. However, this did not occur in any other observed classes. Other observed classes were lecture based, with teachers calling on students to answer one by one.</p>	<p>Nearing Expectations <i>(SY 2023-2024: ▲ Did Not Meet)</i></p>
<p>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.</p>	<p>In some classrooms we observed teachers circulating and checking in privately with students to check for understanding. While exit tickets/closures were included in some lesson plans, we did not observe exit tickets or other data collection to adjust planning or instructional delivery during observations. While there was evidence of planning for differentiation in some lesson plans, we did not observe differentiation beyond some scaffolded questioning in most classrooms.</p>	<p>Did Not Meet <i>(SY 2023-2024: ▼ Nearing Expectations)</i></p>
<p>6. Teacher Questioning Frequently engages all students with opportunities to think, speak, and write.</p>		<p>Expectations Met <i>(SY 2023-2024: Expectations Met)</i></p>
<p>7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.</p>	<p>During our teacher interviews, a teacher referenced trying to incorporate Bloom's Taxonomy into lesson planning and intellectual preparation. However, we did not see higher order questioning and critical thinking taking place in most classrooms.</p>	<p>Nearing Expectations <i>(SY 2023-2024: ▲ Did Not Meet)</i></p>

Observation Summary

Lesson plans were well organized and showed evidence of planning for cognitive complexity through questioning and activities. However, the activities in many classrooms were not appropriately rigorous to meet the standard being taught. Additionally, there was more teacher talk observed than student talk, and a reliance on lecture style instruction. It is recommended to focus on rigorous implementation of planned instructional delivery with a clear through line from standards-aligned activities, increased student talk with evidence of higher order questioning with learning verified through checks for understanding, and exit tickets to allow for needed instructional shifts in subsequent lessons.

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. Examples of activities include hands-on student work with expository writing integrated throughout content areas.
- **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: Evidence of Data is Visible**
The program should provide professional development and coaching on both how to collect data in a transparent and visible way for students, and how to respond to such data in the moment.
This may include techniques for scanning student responses, analyzing exit tickets, or other content specific approaches. Consider identifying a small number of strategies for responding to data that are flexible across classrooms, and work to develop these during your Professional Learning Communities.
- **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 role 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 <i>(Notes are provided for standards when expectations are not met.)</i>	Performance Rating
<p>1. <i>Non-Engagement</i> Teachers are aware of and appropriately address non-engagement in the classroom.</p>		<p>Expectations Met <i>(SY 2023-2024: Expectations Met)</i></p>
<p>2. <i>Engagement Strategies</i> Teachers use a variety of engagement strategies.</p>		<p>Expectations Met <i>(SY 2023-2024: Expectations Met)</i></p>
<p>3. <i>Student Engagement</i> Students are actively engaged in the lesson.</p>		<p>Expectations Met <i>(SY 2023-2024: Expectations Met)</i></p>
<p>4. <i>Peer Interactions</i> Students are interacting appropriately with other students to own their learning.</p>	<p>Group work was observed in one classroom, yet there were many missed opportunities for group work or partner work in all other classrooms. Teacher talk outweighed the student talk consistently.</p>	<p>Nearing Expectations <i>(SY 2023-2024: ▼ Expectations Met)</i></p>
<p>5. <i>Teacher Interest</i> Teachers show interest in their students.</p>		<p>Expectations Met <i>(SY 2023-2024: Expectations Met)</i></p>
<p>6. <i>Student Responsiveness</i> Students are appropriately responsive to teacher interactions.</p>		<p>Expectations Met <i>(SY 2023-2024: Expectations Met)</i></p>
<p>7. <i>School-Wide Focus</i> There is clear evidence of the school-wide focus in the classrooms.</p> <p>OBR Fairhill's areas of foci;</p> <ul style="list-style-type: none"> • Increased student participation • Social Emotional Learning 		<p>Expectations Met <i>(SY 2023-2024: Expectations Met)</i></p>

Observation Summary

The learning environment at OBR Fairhill is comprised of strong teacher and student relationships and positive classroom environments where students were appropriately responsive to teachers during our observations. As increased student participation is a priority for the program, focusing on more opportunities for student talk and discourse is recommended. It is recommended to include planned opportunities for peer interactions and discourse in lesson plans, which can then become an opportunity during instructional coaching to solidify these routines and practices during instructional delivery.

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.