

Instructional Walkthrough Report

SY 2024-2025

3079 West Susquehanna Avenue, Philadelphia, PA 19121 | (215) 999-3110

<https://www.onebrihtraycommunity.org>

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 24, 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

Karen Jackson
Principal

Dr. Jennifer Rogers
Director of Evening Programs

Walkthrough Review Team: **Cameo John**
Assistant Director,
Office of Multiple Pathways to
Graduation

Emily Diefendorf
Director of Instructional
Resources, Opportunity Network

Majeedah Scott
Director,
Office of Multiple Pathways to
Graduation

Tiana Wilson
Assistant Director, Office of
Multiple Pathways

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-75
Instructional Model- *Direct Instruction*

Daily Student Schedule

Monday-Thursday 4:30pm-8:35pm

Course Frequency

Monday-Thursday

Class Duration

1 hour 55 minutes

Number of Classes

Number of courses students can take
1 course min
4 courses max

School Culture

Trauma informed, culturally responsive, mindful based group meets every Wednesday from 7:30-8:30pm. Student Council meets twice a month from 6:15 to 6:45pm.

Core Curriculum Resources

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

Student Support and Academic Success

- Small Group Instruction
- Community/External Partners
- Emotional Support
- Public Recognition
- Student Government
- Honor Roll
- 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 Social Worker, College and Career Counselor, Push-In Tutor, and Post-Secondary Counselor provide added support for students.

College & Career Readiness

- Service Learning
- 1-on-1 College and Career Counseling

Certifications Offered

- OSHA 10
- CPR Certification
- 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	16	20	80%
Domain 2: Instructional Delivery	21	28	75%
Domain 3: Conditions for Learning	23	28	82%
Total	60	76	Overall Percentage: 79%

*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>Expectations Met <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>Expectations Met <i>(SY 2023-2024: Expectations Met)</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: ▼ Exceptional)</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: Expectations Met)</i></p>

Observation Summary

OBR Mansion Evening Program is a welcoming, joyful, and inviting learning environment. The excitement and initiative that students show in classes is palpable. Teachers are equally enthusiastic, and show genuine care for and attention to students. We observed teachers being aware of student needs and preferences, and adjusting instruction accordingly. School wide and classroom wide routines and procedures are student friendly, and operating effectively.

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 ▲ Nearing Expectations)</i></p>
<p>3. Curriculum Rigor Lessons are rigorous and based on grade level standards.</p>		<p>Expectations Met <i>(SY 2023-2024 ▲ Nearing Expectations)</i></p>
<p>4. Student Effort Lesson design and implementation ensure students are working harder than their teachers</p>		<p>Expectations Met <i>(SY 2023-2024 ▲ Nearing Expectations)</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>The small class sizes allow teachers to differentiate in the moment for most students in many classes and that was frequently observed. In classes with larger class sizes, more frequent checks for understanding and exit tickets would help support the teacher in creating small group re-teach opportunities, one-on-one support, and other differentiation strategies.</p>	<p>Nearing Expectations <i>(SY 2023-2024: ▲ Did Not Meet)</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>We saw evidence in lesson plans and in instructional delivery that teachers were planning for and asking higher order questions in most classes. However, we observed that a continued focus on this will yield even more critical thinking opportunities for students, enhancing the overall learning experience.</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, and the instructional delivery mirrored the lesson plans in most classrooms. Student were working hard to own their learning, and teachers were acting as facilitators in most classrooms. We saw teachers differentiating for students in most classes, which increased engagement and participation. We recommend a continued focus on collecting data in the moment that will further inform differentiation plans and instructional delivery. While we saw teachers planning for higher order thinking questions and in many cases executing them during instructional delivery, we also recommend this remains a focus. Since the learning environment and student engagement is strong, the increased focus on weaving cognitive complexity into every lesson at every opportunity will set students up for success in fully owning their learning.

Opportunities for Growth

- **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 student questions at different levels of cognitive complexity.**
The program should provide professional development and coaching for teachers on asking higher-order thinking questions.
This may include having teachers write out key questions in their lesson plans, or the use of helpful follow-up questions that add complexity, such as “Can you explain that? What evidence do you see in the text that supports your answer? Is that still true if...?”

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: ▼ Exceptional)</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: ▼ Exceptional)</i></p>
<p>4. <i>Peer Interactions</i> Students are interacting appropriately with other students to own their learning.</p>		<p>Exceptional <i>(SY 2023-2024: Exceptional)</i></p>
<p>5. <i>Teacher Interest</i> Teachers show interest in their students.</p>		<p>Expectations Met <i>(SY 2023-2024: ▼ Exceptional)</i></p>
<p>6. <i>Student Responsiveness</i> Students are appropriately responsive to teacher interactions.</p>		<p>Expectations Met <i>(SY 2023-2024: ▼ Exceptional)</i></p>
<p>7. <i>School-Wide Focus</i> There is clear evidence of the school-wide focus in the classrooms.</p> <p>OBR Mansion Evening's areas of foci;</p> <ul style="list-style-type: none"> • Students doing the cognitive work • Welcoming learning environment • Bloom's Taxonomy 		<p>Expectations Met <i>(SY 2023-2024: Expectations Met)</i></p>

Observation Summary

The learning environment at OBR Mansion Evening Program shows strong teacher and student relationships and positive classroom environments where students were appropriately responsive to teachers during our observations. We saw evidence of positive peer-to-peer interaction among students. We observed students and teachers informally checking in on each other and motivating each other in many classrooms. We observed different engagement strategies in all classrooms. The school wide learning and engagement we observed involving students in reading and responding to the One Book, One Philadelphia programming illustrated the excellent conditions for learning at OBR Mansion Evening.