

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 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.*

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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-149
Instructional Model- Direct Instruction

Daily Student Schedule

Full Day 8:15am-3:12pm
Half Day 8:15am-12:00pm

Course Frequency

Monday-Friday
Core classes meet once/day
Keystone classes meet twice/day

Class Duration

65 min full days
35 min half days

Number of Classes

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

School Culture

Students participate in Community Building twice per week on Mondays and Fridays during OBR Seminar for 35 minutes.

Core Curriculum Resources

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

Student Support and Academic Success

- Small Group Instruction
- Push In/Pull out support
- Community/External Partners
- Emotional Support
- Public Recognition
- Honor Roll
- Mentoring Programs

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:

Social workers and counselors provide added support for students. The Emotional Support Team conducts home visits and provides other resources for disengaged students.

College & Career Readiness

- Service Learning
 - 1-on-1 College and Career Counseling
 - Internship Opportunities
- Certifications Offered
 - OSHA 10
 - CPR Certification

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	16	28	57%
Domain 3: Conditions for Learning	18	28	64%
Total	48	76	Overall Percentage: 63%

*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: Expectations Met)
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: Expectations Met)
5. Awareness of Conditions Teachers notice what is happening in the classroom and make adjustments accordingly.	We did not observe disruption, but we did observe evidence of student disengagement without teachers checking in with students to reengage them in the learning.	Nearing Expectations (SY 2023-2024: ▼ Expectations Met)

Observation Summary

OBR Mansion provides a welcoming and inviting student centered atmosphere. School wide and classroom wide routines and procedures are student friendly, and operating effectively. Staff and student relationships are strong and meaningful, and this was evidenced in both teacher and student interviews. Students remarked how comfortable they feel at school here, and how they know they are valued and cared for by staff. We observed missed opportunities for staff to reengage some students in the learning environment, and recommend a continued focus on reengagement strategies for disengaged students.

- **Standard 5: Teachers display awareness of conditions.**
The program should provide Professional Development and PLC (Professional Learning Communities) time to model and practice strategies for adjustment of instruction reengage and meet the diverse needs of students. This professional development will likely support teachers in circulating and monitoring student work, reengaging students or are disengaged, rephrasing questions based on student responses, and scaffolding directions and questioning.

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 ▲ Nearing Expectations)
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.	In some classrooms, we observed lesson plans with detailed planning for grade level standards and appropriately rigorous activities to match. However, the pacing of those classes and the instructional delivery did not match the lesson plans. The majority of activities observed were not appropriately rigorous for students. In one classroom, a mismatched standard was observed, making it unclear if the teacher was able to unpack grade level standards and then design a lesson with activities to actualize that standard.	Nearing Expectations (SY 2023-2024: ▲ Did Not Meet)
4. Student Effort Lesson design and implementation ensure students are working harder than their teachers	We observed much more teacher talk than student talk, and missed opportunities for students to be working together and carrying the cognitive load.	Did Not Meet (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.	This was a focus in the Leadership Presentation, yet differentiation was not observed in lesson plans or during instructional delivery. We observed remediation consistently where there were opportunities for scaffolds. More frequent checks for understanding and exit tickets would help support teachers in creating small group re-teach opportunities, one-on-one support, and other differentiation strategies.	Did Not Meet (SY 2023-2024 Did Not Meet)
6. Teacher Questioning Frequently engages all students with opportunities to think, speak, and write.	While we did see opportunities for students to think and speak, we saw missed opportunities for students to write. Student engagement was often limited to calling on students one by one, or students volunteering to answer and share. There were missed opportunities for all students to participate, which led to some students we observed being passive learners or opting out of the learning altogether.	Nearing Expectations (SY 2023-2024: Nearing Expectations)
7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.	We saw some evidence in lesson plans that showed teachers were planning for asking higher order questions in some classes. However, we observed that a continued focus on rigorous activities that are standards aligned, combined with various engagement strategies and scaffolded questioning will yield more critical thinking opportunities for students, enhancing the overall learning experience.	Nearing Expectations (SY 2023-2024: ▲ Did Not Meet)

Observation Summary

We observed lesson plans and agendas that were rooted in clear objectives. We observed references from one content area to other content areas, and linked to prior learning which is a new and positive trend for this campus. There was a trend of the instructional delivery, particularly the execution of appropriately rigorous activities, not matching the lesson plans. We observed pacing as a barrier to getting through the lesson completely in some cases, as evidenced by instances of significantly more teacher talk than student talk. We also observed remediation during opportunities for differentiation. We recommend creating more opportunities for students to write, particularly to write and respond to higher order questions, to increase the opportunities to critically think and achieve greater cognitive complexity.

Opportunities for Growth

- **Standard 3: Lessons are rigorous.**
The program should provide coaching as well as lesson plan feedback for teachers so that 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. Consider how lesson plan expectations and the guiding documents might be improved so that teachers have more clarity on what to teach and how to meet the rigor of the standards.
- **Standard 4: Students are working harder than their teachers.**
The program should 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 thinking 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.
- **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 6: Teachers question all students with the same frequency**
The program should provide professional development and coaching for teachers on different questioning techniques, as well as set the expectations all students should participate in discussions and checks for understanding.
The professional development could include strategies such as cold calling, using a participation tracker, or popsicle sticks etc. to determine who is answering. In addition, there should be clear and consistent expectations set by school leadership that all students should be questioned with higher-level questioning and expected to participate so that the teacher can have data on everyone's understanding and not just those willing to volunteer or who most understand the content.
- **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 (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.	There were missed opportunities to reengage students who were disengaged or would have benefitted from differentiation. This is an instance where the small class size is a benefit. Teachers should be circulating and checking in with all students to engage, scaffold, or reengage as needed.	Nearing Expectations (SY 2023-2024: ▼ Expectations Met)
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.	We saw students showing compliance more than active engagement. As active engagement is one of the areas of focus for OBR Mansion, this is an area for continued concentration.	Nearing Expectations (SY 2023-2024: ▼ Expectations Met)
4. Peer Interactions Students are interacting appropriately with other students to own their learning.	We observed instances where peer-to-peer interactions were occurring, but they appeared to be organic interactions rather than planned. We recommend a PLC on students working together to own their learning with practice on think-pair-share strategies, structured debate strategies, etc.	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.		Expectations Met (SY 2023-2024: ▲ Nearing Expectations)
7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms. OBR Mansion's areas of foci; <ul style="list-style-type: none"> Differentiation Scaffolded questioning Engagement strategies for active learning 	We observed improvements overall from last year in the classroom structures, and saw that students knew what to do and what to expect in classes. Lesson plans and tight systems and routines were also stronger than last year. OBR Mansion is now positioned to focus on realizing the desired instructional delivery of these lesson plans, systems, and routines. A continued focus on engagement strategies, scaffolded and complex questioning, and differentiation will contribute to actualizing the school wide foci.	Nearing Expectations (SY 2023-2024: Nearing Expectations)

Instructional Walkthrough SY 2024-2025

OBR Mansion Daytime

Observation Summary

We observed a strong learning community between teachers, students, and staff at OBR Mansion. Student and teacher interviews confirmed the care and support that both teachers and students feel for each other, and teacher interest and student responsiveness to teachers was evident in most classrooms. It is clear that teachers want their students to be successful. We observed a variety of instructional engagement strategies, yet would like to see more active engagement from students as opposed to compliance. A focus on peer-to-peer interactions is recommended as another instructional engagement strategy that will elevate the opportunities for cognitive complexity and also active engagement.

Opportunities for Growth

- **Standard 1: Teachers are aware of non-engagement.**

The program should arrange classrooms so teachers can easily circulate and monitor all students and their engagement in the lesson.

This may mean assigning seats when class sizes are small, or re-arranging when the room is full. Staff should be able to circulate the room, or confirm participation by having students engage in a visible engagement strategy (taking notes, talking with a partner, sharing out with a signal/card etc.).

The program should provide professional development on the need for student engagement, as well as strategies for addressing when students are disengaged.

This should focus on how to strategically provide redirection or support for students who may become distracted or may need additional support to complete a task and engage in the grade-level work.

- **Standard 3: Students appear to be engaged in the lesson.**

The program should provide professional development and coaching for teachers on how to give clear directions and to build in accountability for lesson activities.

Consider having a common language of what it looks and sounds like when students are engaged, and work to set this as the goal for all classrooms in the school.

- **Standard 4: Students are interacting appropriately with other students.**

The program should establish structures and expectations allowing for more student-to-student communication and support staff with their implementation.

During the lab work time, this may be having students in the same course partner up for a weekly debrief of what they have been learning, or having students connect over their daily goals and progress at the start or end of the class time. In the small group pull-out space, this may be having teachers utilize structures like Think/Pair/Share or partner tasks as part of the lesson.

- **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 their next focus.

Consider how you will message this focus (such as student engagement or peer-to-peer interaction) 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.