

## 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 7, 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-258  
Instructional Model- *Direct Instruction*

#### Daily Student Schedule

*Monday-Friday 8:00am-3:05pm*  
*Wednesdays 8:00am-11:46am*

#### Course Frequency

*Daily*

#### Class Duration

*Full Days 65 min*  
*Wednesdays 45 min*

#### Number of Classes

*Number of courses students can take*  
*2 courses min*  
*4 courses max*

#### School Culture

*Students participate in OBR Seminar class for 35 minutes daily.*

#### 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
- PBIS
- Honor Roll
- 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. An academic enrichment period is available for students M/T/Th/F from 2:15pm-3:05pm.

#### Additional Supports:

The Emotional Support Team provides added resources for social emotional health for students who need it. The EL Coordinator works to support multilingual learners through in class assistance, small group instruction, and individualized interventions.

### College & Career Readiness

- Internship Programs
- FAFSA support
- 1 on 1 counseling

#### 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	16	20	80%
Domain 2: Instructional Delivery	20	28	71%
Domain 3: Conditions for Learning	21	28	75%
<b>Total</b>	57	76	<b>Overall Percentage: 75%</b>

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

**Observation Summary**

OBR Simpson Daytime Program is a warm, welcoming learning environment. School wide routines and procedures like bathroom passes and uniforms were consistent and effective. The morning announcements reiterated the importance of the school wide procedures, and gave reminders for students both to celebrate them, and hold them accountable to the school policies. Teachers managed their classrooms with awareness of student needs and we observed teachers using proximity and frequent circulation to make sure all students were meeting expectations.

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><b>1. Instructional Modeling</b> Teachers deliver content in a well-organized, clear, and accessible manner.</p>		<p><b>Expectations Met</b> <i>(SY 2023-2024 ▲ Nearing Expectations)</i></p>
<p><b>2. Curriculum Relevance</b> Teachers make the curriculum relevant for their students and connect to prior and future learning.</p>		<p><b>Expectations Met</b> <i>(SY 2023-2024 ▲ Nearing Expectations)</i></p>
<p><b>3. Curriculum Rigor</b> Lessons are rigorous and based on grade level standards.</p>	<p>We observed lessons that were based on grade level standards as evidenced in the lesson plans of most classes. Although we observed two classes that had standards aligned and appropriately rigorous activities, most of the instructional delivery in the other classes lacked appropriately rigorous standards aligned activities.</p>	<p><b>Nearing Expectations</b> <i>(SY 2023-2024: ▲ Did Not Meet)</i></p>
<p><b>4. Student Effort</b> Lesson design and implementation ensure students are working harder than their teachers</p>	<p>We observed a theme of missed opportunities for students to talk, both to teachers and to each other. We observed several classes that relied on lecture-based instruction. It is recommended that teachers who do this well lead a PLC to model strategies for increased engagement and effort.</p>	<p><b>Nearing Expectations</b> <i>(SY 2023-2024: ▲ Did Not Meet)</i></p>
<p><b>5. Classroom and Instructional Data</b> Tracks and analyzes assessment data regularly to drive short and long-term planning, re-teaching, and differentiation. Differentiation is visible.</p>		<p><b>Expectations Met</b> <i>(SY 2023-2024 ▲ Nearing Expectations)</i></p>
<p><b>6. Teacher Questioning</b> Frequently engages all students with opportunities to think, speak, and write.</p>	<p>We saw significant evidence in most classes of students being asked to write and speak, yet observed missed opportunities for students to think critically. Higher order questions were evident in some lesson plans, but it is recommended to give feedback on lesson plans with close attention to higher order thinking questions, and how they should translate into instructional delivery.</p>	<p><b>Nearing Expectations</b> <i>(SY 2023-2024: ▲ Did Not Meet)</i></p>
<p><b>7. Cognitive Complexity</b> Teachers ask all students questions at different levels of cognitive complexity.</p>	<p>In the teacher interviews, teachers mentioned at length the importance of integrating higher order questions and cognitive complexity into both lesson plans and instructional delivery—and shared how they try to do that with fidelity. We saw this focus in other lesson plans as well, but often the cognitive complexity in the lesson plan did not translate into the instructional delivery. We observed mostly recall questions, as opposed to questions teachers had in lesson plans that went deeper.</p>	<p><b>Nearing Expectations</b> <i>(SY 2023-2024 Nearing Expectations)</i></p>

## Observation Summary

Lesson plans were well organized and showed evidence of planning for cognitive complexity through questioning and activities, yet this often was not actualized during instructional delivery. Teachers seized many opportunities to make curriculum relevant to students, their community, and the world. Teachers shared in the Teacher Interviews how OBR Simpson uses STAR data and exit tickets to collect data that helps inform differentiation and small group re-teach opportunities. It is recommended to focus on implementation of higher order thinking questions and increased planning for cognitive complexity in both lesson planning and instructional delivery, and to implement real time coaching in classes to model what this execution looks like.

## 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 create a structure so students are able to take on more of the thinking load during guest presentations and not just be passive listeners.**  
This structure may be a structured note taking form, a standard set of reflection questions, or a group discussion prompt. Students should be active, and their engagement should be visible (such as note taking, questioning, etc.) during the guest presentation.
- **Standard 6: Teachers questioning.**  
**The program should provide professional development and coaching for teachers on different questioning techniques which push all students to grapple with the problem and allow the teacher to control who responds to the questions.**  
This may include more cold calling or other systems (names on popsicle sticks, etc.) that allow the teacher to choose who responds (and not just take volunteers), in addition, there may be different structures like think/pair/share or the inclusion of more wait time with cueing that will encourage more voices to participate.
- **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...?"  
**The program should provide professional development, as well as planning support, for teachers to ask more questions of cognitive complexity.**  
This may include asking different questions or shifting the teacher's question to push students to provide evidence or explain their thinking.

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><b>Expectations Met</b> <i>(SY 2023-2024 ▲ Nearing Expectations)</i></p>
<p>2. <i>Engagement Strategies</i> Teachers use a variety of engagement strategies.</p>		<p><b>Expectations Met</b> <i>(SY 2023-2024 ▲ Nearing Expectations)</i></p>
<p>3. <i>Student Engagement</i> Students are actively engaged in the lesson.</p>		<p><b>Expectations Met</b> <i>(SY 2023-2024 ▲ Nearing Expectations)</i></p>
<p>4. <i>Peer Interactions</i> Students are interacting appropriately with other students to own their learning.</p>	<p>We observed missed opportunities for partner work and student talk. Along with the recommended added focus on cognitive complexity and higher order questioning, increased focus on this component will support similar best practices. If students are being asked higher order questions, and then being given time to discuss these questions with each other, increased student thinking, talking, and sharing will occur, leading students to more fully own their learning.</p>	<p><b>Nearing Expectations</b> <i>(SY 2023-2024: ▼ Expectations Met)</i></p>
<p>5. <i>Teacher Interest</i> Teachers show interest in their students.</p>		<p><b>Expectations Met</b> <i>(SY 2023-2024: Expectations Met)</i></p>
<p>6. <i>Student Responsiveness</i> Students are appropriately responsive to teacher interactions.</p>		<p><b>Expectations Met</b> <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><b>OBR Simpson's areas of foci;</b></p> <ul style="list-style-type: none"> <li>• <b>Teacher professional development and coaching</b></li> <li>• <b>Positive learning environment</b></li> <li>• <b>Use of data to drive instruction</b></li> </ul>		<p><b>Expectations Met</b> <i>(SY 2023-2024: ▲ Did Not Meet)</i></p>

## Observation Summary

The learning environment at OBR Simpson is thriving with strong teacher and student relationships and positive classroom environments where students were appropriately responsive to teachers during our observations. We observed different engagement strategies in some classrooms. Student and teacher interviews conveyed students and teachers have mutually respectful relationships and feel proud to be part of the learning community at OBR Simpson. There is an opportunity for more frequent peer-to-peer interactions in most classrooms, and increased student talk overall, to create more opportunities for students to truly own their thinking and learning.

- **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.