

Instructional Walkthrough Report

SY 2024-2025

1142 East Erie Avenue, Philadelphia, PA 19124 | (215) 774-6000

<https://www.onebrightraycommunity.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 28, 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
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Adam Zeiser Principal	Dr. Jennifer Rogers Director of Evening Programs
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Walkthrough Review Team:	Cameo John Assistant Director, Office of Multiple Pathways to Graduation	Emily Diefendorf Director of Instructional Resources, Opportunity Network	Marcus De Vose Assistant Director, Transition & Alternative Education
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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-140
Instructional Model- *Direct Instruction*

Daily Student Schedule

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

Course Frequency

Monday-Thursday, 13 weeks = 1 module

Class Duration

Full Days 75 min

Number of Classes

Number of courses students can take
*3 courses per module, 3 modules per year
+1 course in summer module*

School Culture

Social Emotional, culturally responsive, mindfulness groups meets Tuesdays from 7:35pm-8:35pm. Student Council meets bi-weekly on Tuesdays.

Core Curriculum Resources

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

Student Support and Academic Success

- 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 Social Worker and Counseling Team provides added resources for social emotional health for students who need it.

College & Career Readiness

- Service Learning
- FAFSA support
- 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	17	20	85%
Domain 2: Instructional Delivery	23	28	82%
Domain 3: Conditions for Learning	24	28	86%
Total	64	76	Overall Percentage: 84%

*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.		Exceptional (SY 2023-2024: Exceptional)
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.		Expectations Met (SY 2023-2024: Expectations Met)

Observation Summary

OBR Simpson Evening Program is an environment full of welcoming joy. Students and teachers share the excitement in being part of this program, and that was evidenced in both the student and teacher interviews during our observation. Both school wide and classroom routines and procedures were explicit and operated effectively.

Domain 2: Instructional Delivery

Establishing Conditions Necessary for Learning	Observation Notes (Notes are provided for standards when expectations are not met.)	Performance Rating
1. <i>Instructional Modeling</i> Teachers deliver content in a well-organized, clear, and accessible manner.		Expectations Met (SY 2023-2024 ▲ Nearing Expectations)
2. <i>Curriculum Relevance</i> Teachers make the curriculum relevant for their students and connect to prior and future learning.		Expectations Met (SY 2023-2024: ▼ Exceptional)
3. <i>Curriculum Rigor</i> Lessons are rigorous and based on grade level standards.		Expectations Met (SY 2023-2024 ▲ Nearing Expectations)
4. <i>Student Effort</i> Lesson design and implementation ensure students are working harder than their teachers		Expectations Met (SY 2023-2024 ▲ Nearing Expectations)
5. <i>Classroom and Instructional Data</i> Tracks and analyzes assessment data regularly to drive short and long-term planning, re-teaching, and differentiation. Differentiation is visible.	There was evidence of planning for differentiation in most lesson plans, yet we did not observe differentiation beyond some scaffolded questioning in most classrooms.	Nearing Expectations (SY 2023-2024: ▼ Expectations Met)
6. <i>Teacher Questioning</i> Frequently engages all students with opportunities to think, speak, and write.		Expectations Met (SY 2023-2024: Expectations Met)
7. <i>Cognitive Complexity</i> Teachers ask all students questions at different levels of cognitive complexity.		Expectations Met (SY 2023-2024 ▲ Nearing Expectations)

The delivery of content in a well-organized, clear and accessible manner was a school focus this year, and we saw multiple forms of evidence that confirmed this was taking place. 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. Student were working hard to own their learning, and teachers were acting as facilitators in most classrooms, letting the students engage in the cognitive complexity. We did not observe differentiation beyond scaffolded questions in most classrooms, thus recommend a clear focus on supporting differentiation strategies during instructional delivery.

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.

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: Expectations Met)
2. Engagement Strategies Teachers use a variety of engagement strategies.		Expectations Met (SY 2023-2024: ▼ Exceptional)
3. Student Engagement Students are actively engaged in the lesson.		Expectations Met (SY 2023-2024: Expectations Met)
4. Peer Interactions Students are interacting appropriately with other students to own their learning.		Expectations Met (SY 2023-2024: ▼ Exceptional)
5. Teacher Interest Teachers show interest in their students.		Exceptional (SY 2023-2024: Exceptional)
6. Student Responsiveness Students are appropriately responsive to teacher interactions.		Expectations Met (SY 2023-2024: ▼ Exceptional)
7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms. OBR Simpson Evening's areas of foci; <ul style="list-style-type: none"> Students doing the cognitive work Strong teacher and student relationships Grading accountability 		Expectations Met (SY 2023-2024: Expectations Met)

Observation Summary

The learning environment at OBR Simpson Evening Program is comprised of 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. For example, we observed students informally checking in on each other and motivating each other in many classrooms. We observed many different engagement strategies in all classrooms. Student and teacher interviews showed that students are (and feel) very cared for at OBR Simpson. Students shared stories of teachers going above and beyond to make sure that students felt supported and successful.