THE SCHOOL DISTRICT OF PHILADELPHIA

OPPORTUNITY NETWORK
INSTRUCTIONAL WALKTHROUGH 2018-2019
Program Name: Gateway to College
Provider: Community College of Philadelphia

INSTRUCTIONAL WALKTHROUGH OVERVIEW

Instructional Walkthroughs for all Opportunity Network contract programs focused on the instructional vision and implementation of the vision at the classroom level required to deliver high quality instruction to students. Instructional Walkthroughs assessed program performance across three domains: 1) Overall Management; 2) Instructional Delivery; and 3) Conditions for Learning. 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 on a four-point scale. 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.

GENERAL INFORMATION

Walkthrough Date: April 3, 2019

Contract Term: FY 2018 - FY 2022

Program Type: Dual Enrollment (Grades 9-12)

CONTACT INFORMATION

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Webpage: https://www.ccp.edu/academic-offerings/high-school-student-programs/gateway-college

INSTRUCTIONAL MODEL

Students complete courses at the local college that permit them to gain high school credits for graduation as well as obtain college credits prior to graduation.

PROGRAM LEADERSHIP

Dr. David E. Thomas, Associate Vice President, Strategic Initiatives; Dean, Division of Access & Community Engagement; Executive Director, Institute for Community Engagement & Civic Leadership

Monifa Young, Director, Gateway to College

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WALKTHROUGH REVIEW TEAM

Dr. Tracy Ocasio Director, Instructional Resources

Majeedah Scott, Director, Office of Multiple Pathways to Graduation

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PROGRAM OVERVIEW

The Gateway Program located at the Community College of Philadelphia is an Opportunity Network contracted program that offers students the opportunity to participate in a dual enrollment, allowing students to gain high school credits while participating in college courses.

Daily Structure - the instructional day consists of a full academic schedule
- Students complete coursework during instructional blocks in a traditional classroom setting with an instructor from the college
- Students receive additional coursework to address basic skills and the state standards for ELA and Math in a smaller setting with an instructor from the program
- Students also receive additional services to meet their social and emotional needs in support of furthering academic learning
- Students participate in a senior seminar focused on topics of interest to support their successful completion of the program

Teacher Feedback
- Site administrators provides feedback to the program staff
- Professors are evaluated per the college contracted evaluation plan

Intervention
- Student progress is regularly reviewed, and support is provided by counselors
- Students have the opportunity to receive support in the Gateway office or may take advantage of the college academic labs if they are struggling with their coursework
- Students are provided online opportunities to address deficit skills

Professional Development
- Teachers participate in specific professional development offered at the college level

Parent Communication – parents receive information from the program staff as needed and during regularly scheduled times for sharing progress
- Parents are contacted intermittently to discuss student needs and to share positive information

Use of Data
- Students take entrance/placement exams that determine their roster
- Students take the TABE assessment an average of two to three times per year
- Data notebooks are maintained by administrators
- Data from the online platform and student grades are used to plan and provide interventions

SUMMARY OF PROGRAM AREAS OF STRENGTH

- Students may participate in a large array of courses that allow them to gain college credit based on the results of their placement exams.
- Students have multiple avenues for receiving support connected to the program and the college itself.
- Program staff regularly review data and use it to support student progress.
- The senior seminar has been developed to support successful progress in this program and to provide opportunities to support a smooth transition to the students' post-secondary pursuits.
- There are multiple interventions in place to assist struggling students and there is flexibility in creating an appropriate roster for students.
- During the interviews demonstrated high levels of motivation and expressed their appreciation of the opportunity to be part of the program.
- Students can gain college credits while fulfilling high school graduation requirements.
- The program onboards students with a required "boot camp."

PERFORMANCE SUMMARY OF ALL DOMAINS

The table below summarizes performance by category on elements that are conducive to effective instruction and are consistent with the academic performance measures in the contract during the 2018-2019 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	PERCENTAGE
Domain I: Overall Management	20	20	100
Domain II: Instructional Delivery	17	20	85
Domain III: Conditions for Learning	19	20	95
TOTAL	56	60	93

DOMAIN 1: OVERALL MANAGEMENT

Management for a Safe and Orderly Environment	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. The program is welcoming and inviting.					X
2. School - wide rules and procedures operating effectively.					X
3. Classroom rules and procedures are operating effectively.					X
4. Acknowledgement of students who are/are not following rules and procedures is evident in classroom/school-wide.					X
5. Teachers display awareness of conditions.					X

Summary: The program has established expectations that have been effective in maintaining a safe and orderly environment. The program staff consistently reinforce the expectations. Student recognition has been an integral part of ensuring these outcomes. Program staff monitor the climate and respond to student needs. Staff and student relationships were highlighted during the student interviews as a positive aspect of the program.

DOMAIN II: INSTRUCTIONAL DELIVERY

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. Teachers model the thinking and learning process.				X	
2. Teachers make the curriculum relevant for their students.					X
3. Lessons are rigorous.	X				
4. Students are working harder than their teachers.	X				
5. Evidence of data is visible.					X
6. Teachers question all students with the same frequency.				X	
7. Teachers ask all students questions at different levels of cognitive complexity.				X	

Summary: The review team was not able to observe the classes that students take at the college level due to contract restrictions. The team observed the senior seminar and the students seeking individual help in the Gateway office. To that end, some of the statements above were not applicable to the observations that were able to be conducted and were not rated or calculated as part of the overall rating of the walkthrough. One area not captured above was the discussion of attempts to prepare students for the state assessments. The administration and program staff have been identifying ways to ensure more students are prepared to meet these requirements.

Opportunities for Growth:

1. **Support teachers in identifying the appropriate standard and the level of thinking required in the student outcomes to ensure that student work is at the appropriate level of complexity in preparation for the state – mandated assessments required of the students.** Consider how the intervention opportunities and the online platform might assist students with being more successful on the required state assessments.
2. Continue to provide intervention and support to struggling students.
3. Continue to look at the effectiveness of the Senior Seminar in supporting student success and offering relevant topics for post-secondary transition.
4. Continue to create enrichment opportunities for students.
5. Continue to explore course options and opportunities for flexibility in rostering students.
6. Continue to market the program to potential students and to maintain program enrollment.

DOMAIN III: CONDITIONS FOR LEARNING

Establishing Conditions Necessary for Learning	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. Teachers are aware of non-engagement.	X				
2. Teachers use a variety of engagement strategies.	X				
3. Students appear to be engaged in the lesson.				X	
4. Students are interacting appropriately with other students.					X
5. Teachers show interest in their students.					X
6. Students are appropriately responsive to teacher interactions.					X
7. There is evidence of the school-wide focus in the classrooms.					X

Summary: Student engagement was present in the senior seminar where students worked on tasks (i.e., completing scholarship applications) using the Naviance platform. The program has standardized components that ensure the necessary conditions for learning to occur through the multiple layers of support that are offered. Staff and students stated that they feel respected and valued. There was consistent articulation of the program's goals and areas of focus during the interviews. There was evidence of these expectations being implemented as part of the program and in the artifacts that were shared.