**THE SCHOOL DISTRICT OF PHILADELPHIA**

OPPORTUNITY NETWORK
INSTRUCTIONAL WALKTHROUGH 2018-2019
Program Name: OIC Career and Academic Development Institute (CADI)
Provider: Opportunities Industrialization Centers of America, Inc.

## 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:** March 28, 2019

**Contract Term:** FY 2018 - FY 2022

**Program Type:** Accelerated (Grades 9-12)

### CONTACT INFORMATION

444 N. 3rd Street, 4th Floor, Philadelphia, PA 19107

**Phone:** 215-567-2410

**Webpage:** https://www.oicofamerica.org/

### INSTRUCTIONAL MODEL

OIC CADI's program was designed to offer accelerated classes in traditional settings with direct instruction being supplemented by integrated technology.

### PROGRAM LEADERSHIP

**C. Benjamin Lattimore,** Director, National Literacy Programs

**Dr. Pamela Thomas,** Principal

### WALKTHROUGH REVIEW TEAM

**Dawnlynne Kacer,** Executive Director, Opportunity Network

**Dr. Tracy Ocasio,** Director, Instructional Resources, Opportunity Network

**Majeedah Scott,** Director, Office of Multiple Pathways to Graduation

**Elvis Mucaj,** Strategy Analyst II, Opportunity Network

# PROGRAM OVERVIEW

OIC CADI is an Opportunity Network contracted program that offers students the opportunity to participate in an accelerated high school program to increase the students' potential to gain high school credit and ultimately graduate from high school.  The program is designed to provide students with high school coursework that incorporates the integration of technology.   The program offers a compliment of high school courses through direct instruction that is offered five days per week in a seven-period day.

**Daily Structure** - the instructional day consists of a full academic schedule
- Students attend classes as outlined by the master schedule
- Each class period is comprised of teacher-led instruction and includes the integration of technology
- There is a computer lab period for students each day
- The Edgenuity platform is used to supplement instruction

**Teacher Feedback**
- Site administrators provide feedback using the Danielson model and offer informal feedback as part of the evaluation process
- During the interview, the site administrator reported that lesson plans are reviewed by site administrator

**Intervention**
- During the interviews, team reported that intervention and differentiation is available to students, but it was unclear how gap skills were being addressed based on the use of assessment data
- The administrative team stated in the interviews that classrooms should be incorporating some form of intervention and differentiation into the lesson for struggling students
- Summer school offers credit acceleration for specific students

**Professional Development** – the instructional staff have received instructional opportunities to grow their practice in the following ways:
- Teachers are provided professional development during specific days designed to offer this opportunity
- Professional development has included operational topics

**Parent Communication** – parents receive information from the program staff as needed and during regularly scheduled times for sharing progress
- Parent communication is provided by teachers during parent conferences
- Administrators and staff provide ongoing communication as needed

**Use of Data** – the administration and instructional staff use the following to monitor student performance
- Students take the TABE assessment and a plan has been developed to ensure multiple measures are available for all students
- Data is also gleaned from work on the online platform

## SUMMARY OF PROGRAM AREAS OF STRENGTH

- There is a consistent welcoming environment across the program where teachers display interest in their students and the attempt to engage them.
- The program emphasizes the integration of technology.
- The program offers credit acceleration during the summer months.
- Teachers were passionate about the work they were doing with students during teacher interviews.
- There was evidence that many teachers worked to establish a good rapport with their students and demonstrated appropriate affection and effective relationships with the students.
- Students, who were interviewed indicated that they feel connected to the school and valued by the staff.
- The program offers small class sizes.
- There are staff in the hallways monitoring student transitions.
- The administration is familiar with all enrolled students.

## PERFORMANCE SUMMARY ON THE THREE DOMAIN AREAS

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 | 12 | 20 | 60 |
| Domain II: Instructional Delivery | 10 | 28 | 36 |
| Domain III: Conditions for Learning | 14 | 28 | 50 |
| TOTAL | 36 | 76 | 47 |

## 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.<br><br>*There were consistent expectations posted throughout the building. The hallways were orderly during transition; however, there were late arrivals to class by large numbers of students.* | | | X | | |
| 3. Classroom rules and procedures are operating effectively.<br><br>*There was variance across the program by classrooms. In some classrooms, students were aware of the expectations, routines and procedures causing no disruption to the classroom. In some classrooms, this was less clear and late arrivals interrupted the instruction that was being provided.* | | | X | | |
| 4. Acknowledgement of students who are/are not following rules and procedures is evident in classroom/school-wide.<br><br>*There was variance across the program by classrooms. In some classrooms, there were minimal disruptions. In some classrooms, the students were not adhering to expectations and teachers were less successful in redirecting them.* | | | X | | |
| 5. Teachers display awareness of conditions. | | | | X | |

Summary: The program has posted school-wide expectations that have been not been consistently effective in maintaining a safe and orderly environment at the program level. The instructional staff made attempts to reinforce the expectations at the classroom level with limited success. 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. Some classrooms were not as aligned to the school-wide expectations for behavior or there were attempts that were unsuccessful to reinforce these expectations.

1. **Articulate with the staff the expectations that will be consistently followed by all students throughout the program and communicate these expectations as well as reinforce them with the student population.** Create a space for staff to discuss school-wide expectations and opportunities to teach those expectations and reinforce them with the entire student population.
2. **Ensure classroom expectations are in place and aligned to the school-wide expectations.** Create opportunities for teachers and students to understand the expectations for appropriate behavior and offer support in having them develop aligned classroom management plans.
3. **Provide ongoing professional development to staff on effective classroom management to increase their ability to address inappropriate behavior and prevent disruption to the learning environment.**

## 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.<br><br>*Teachers in most classrooms did not effectively use the gradual release model.  There was inconsistent evidence of scaffolding to higher levels of thinking and limited use of tiered questioning.  In many classrooms the teacher did most of the talking about the content.  Teachers did not consistently model the thinking and learning process or provide support for students before requiring independent thinking.* | | X | | | |
| 2. Teachers make the curriculum relevant for their students. | | | | X | |
| 3. Lessons are rigorous.<br><br>*Lesson activities and materials were not aligned to grade level standards.  Materials and activities in most classrooms were far below grade level and did not align to grade level standards.  Materials selected by instructional staff were not appropriate for providing grade level instruction.  Students did not consistently engage in thinking activities that would deepen their understanding of the content in several classrooms.  Lesson plans did not reflect state standards and the standard was not appropriately identified in most every classroom.* | | X | | | |
| 4. Students are working harder than their teachers.<br><br>*The level of challenge in the work varied across classrooms, but in most every classroom, students were not required to complete grade level work aligned to the state standards.  The standards were not appropriately identified in lesson plans. Collaborative opportunities were not incorporated in the classrooms that were observed.  Students were not required to demonstrate learning in most classrooms, and some elected to not participate in the instruction. Students were engaged in side-bar conversations and some were distracting the others in the classrooms.* | | X | | | |
| 5. Evidence of data is visible.<br><br>*The use of data was not evident.  A small percentage of students had taken more than one TABE assessment offering little progress monitoring data for the staff.  There was no indication during the interviews that staff use data responsively in planning their instruction.* | | X | | | |

| Components of Effective Instruction | N/A | Did Not Meet Expectations (1) | Nearing Expectations (2) | Expectations Met (3) | Exceeding Expectations (4) |
|---|---|---|---|---|---|
| 6. Teachers question all students with the same frequency. *Teachers questioned students infrequently resulting in some students responding more than others in many classrooms. There were large numbers of students in most every classroom that were not engaged with the content at all during the observation electing to do unrelated tasks with little or no redirection. The focus of the tasks and level of the questioning was not at the level of the standard. Some teachers required students to respond during classroom conversations or in some form of writing increasing students' likelihood to successfully interact with content.* | | | X | | |
| 7. Teachers ask all students questions at different levels of cognitive complexity. *Questioning did not require students to engage in higher level thinking. Most questions were lower level questions that were below the level of thinking required by the standard.* | | X | | | |

Summary:

A common lesson plan format was not evident in the plans reviewed and many lesson plans did not have an appropriate standard identified. The master schedule indicated that teachers were teaching specific courses, but there were concerns about the credits that were being awarded to the students based on the content that was being taught. The administration shared that they expected differentiation and modification for struggling students as well as collaborative opportunities during the instructional block. This was not observed in most classrooms. There have been recent changes to staff that have hindered the opportunity to effectively support all staff, but the administration has developed a plan to fill these crucial open positions. As a result, students with individualized educational plans have not been provided services and supports outlined in their plans.

Opportunities for Growth:
1. **Ensure that students are appropriately rostered.** Credit must be awarded in alignment to the guidance by the Pennsylvania Department of Education.
2. **Support teachers in ensuring that their objectives are a direct reflection of the standard in terms of the student outcomes and the complexity of the thinking required by the student outcomes.** Consider how teachers might anchor the work in each part of the lesson to furthering students demonstrating knowledge and skills required by the appropriate grade level standard.
3. **Assist teachers with identifying the appropriate resources, complex texts and learning experiences to expose students to rigorous content and to connect them to practical real-world experiences.** Assist teachers with selecting the appropriate grade level resources to connect each day to mastering the appropriate grade level standards to ensure adequate exposure and coverage throughout the year. Consider mapping out the coverage of the standards prior to the onset of the year.
4. **Provide teachers with professional development to better construct activities and tasks that ensure mastery of the standards for the module through daily activities that increase in complexity in an effort to provide ample opportunities for students to demonstrate the skills and knowledge for each of the standards.** Consider how teachers might ensure that each lesson relates to providing students with opportunities to engage with the content and demonstrate appropriate standards - aligned outcomes that demonstrate their learning of grade level concepts.

5. **Support teachers in identifying and implementing collaborative opportunities that will support student engagement as well as ensure that students are mastering the content through opportunities to summarize, respond and evaluate content experiences.** Assist teachers with understanding how to use these activities in such a way that it reinforces the academic content and behavioral expectations.

6. **Support teachers in better understanding how to implement the gradual release model to provide opportunities for students to do the thinking.** Consider providing professional development that assists teachers with preplanning specific questions that provide them insight to student understanding at varied levels for the content they are teaching. Assist them with understanding how to select instructional strategies that support the gradual release of responsibility for learning and increased ownership of the standards-aligned outcomes through deepened understanding.

7. **Assist teachers with better understanding the assessment data and continue to reinforce the assessment plan to ensure that all students have multiple data points.** Provide professional development that allows teachers to interpret data and plan responsive instruction in order to provide the differentiation that is part of the instructional vision.

8. **Ensure that special education students receive the services described in their individualized educational plans (IEP).** With the recent staff changes, students with IEPs were not being provided the level of service by a certified professional that was described in their least restrictive placement. The administration has a plan in place for hiring to support these students with either a permanent person or a contracted position.

## 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. <br><br> *Teachers did not address many students that were not engaged at any time during the lesson. At times, students in these classrooms were redirected unsuccessfully if an attempt was made. Students were permitted to select seats that did not facilitate active engagement or the ability to see the instructional materials.* | | X | | | |
| 2. Teachers use a variety of engagement strategies. <br><br> *Students in some classrooms were not engaged in the lesson. At times, the behavior was very disruptive and prevented other students from being engaged. There were limited attempts in some classrooms to facilitate student engagement or offer interactive activities with the content or other students. Collaborative activities that were part of the instructional vision communicated by administrators were infrequently observed.* | | X | | | |
| 3. Students appear to be engaged in the lesson. <br><br> *Each classroom had several students who were not actively engaged in the lesson. Many activities did not require students to be actively engaged or offer challenge to the students. Large numbers of students arrived late to each class and in many classrooms resulted in no engagement by these students once they were present as well as disruption to the instructional delivery.* | | X | | | |

| Establishing Conditions Necessary for Learning | N/A | Did Not Meet Expectations (1) | Nearing Expectations (2) | Expectations Met (3) | Exceeding Expectations (4) |
|---|---|---|---|---|---|
| 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.<br><br>*The vision for instruction that was communicated during the interviews was not observed with consistency across classrooms.* | | | X | | |

Summary:

The staff seemed to have worked on establishing norms and procedures that would be conducive for setting the learning conditions as evidenced by the posters throughout the building.  Intentional efforts have been made to share the norms as described and some teachers made efforts to reinforce these.  Staff and students, who were interviewed, stated that they feel respected and valued.

Opportunities for Growth:

1.  **Assist staff with utilizing a variety of engagement strategies to promote appropriate interaction with one another while engaging in discourse about the content.**  Consider professional development opportunities that might increase the teachers' knowledge of instructional strategies for increasing compliant and cognitive engagement.
2.  **Provide professional development that assists teachers with ensuring adequate learning conditions.**  Assist teachers with teaching and reinforcing behavioral expectations and the competencies that are developed through intentional social and emotional learning.