



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 11, 2019

Contract Term: FY 2018 - FY 2022

Program Type: Accelerated (Grades 9-12)

CONTACT INFORMATION

3133 Ridge Ave Philadelphia, PA 19132

Phone: 267-571-1952

Webpage: <http://www.onebrightraycommunity.org/>

INSTRUCTIONAL MODEL

The One Bright Ray model is a project-based learning model to provide students with the opportunity to complete work that culminates in a final project that extends their learning of the content in a relevant application.

PROGRAM LEADERSHIP

Marcus A. Delgado, Chief Executive Officer

Anna Duvivier, Chief Operating Officer

Joycet Velasquez, Chief Academic Officer/Acting Principal

Kara Fisher, Director of Curriculum and Instruction

Adebiji A. Falana, Dean of Academics

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

Cameo Posey, Assistant Director, Adult Education

Elvis Mucaj, Strategy Analyst II, Opportunity Network

PROGRAM OVERVIEW

One Bright Ray Mansion – Day Program is an Opportunity Network contracted program that offers students the opportunity to participate in an accelerated high school program to increase the students' opportunities to gain high school credit and ultimately graduate from high school. The program is designed to provide students with opportunities to develop social and emotional skills necessary for successful participation in the school setting as well as maintain and continue to develop academic skills necessary for grade promotion and credit attainment at the secondary level. The program is designed to allow students to manage their workload as they complete their final project in an effort to develop skills needed at the post-secondary level.

Daily Structure - the instructional day consists of a full academic schedule

- Incorporates project - based learning design that is the central focus of the OBR programs
- Four-week modules that are delivered quarterly with two parts each for a total of eight weeks
- At the end of a module, there is a curriculum connected project that students must complete after each four-week module resulting in eight projects per year in each subject

Teacher Feedback

- Site administrators provide feedback using the Danielson model and offer informal feedback throughout the day
- Lesson plans are posted in centralized locations and modules are designed as storyboards for the entire four-week period
- Site administrators and central staff periodically review the storyboards providing formal and informal feedback to instructors
- Teachers participate in collaborative planning with the Dean of Academics

Intervention

- TABE data is used to identify students for interventions during daily TABE Academy blocks for intervention
- Instruction with a teacher is supplemented with access to an online program that personalizes learning based on the accompanying program assessment
- Teachers receive support for providing accommodations to diverse learners

Professional Development – the instructional staff have received feedback on the following topics:

- Teachers are provided professional development during individualized meetings with the Dean of Academics
- Central office staff has implemented a plan for professional development with a consultant who is focused on assisting them with understanding standards-aligned instruction
- Teachers receive ongoing support for instructional delivery from program and central office administrators

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 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 an average of two to three times per year
- Data walls are maintained by central office administrators
- Data dialogues occur with the program administrators during central office meetings
- Sites conduct data meetings with the leadership team and with the staff

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 a connection to relevance and real-world experiences.
- The students have input into their learning and work on completing specific content-focused tasks.
- There are expectations for school-wide behavior that have been put in place and attempts have been made to reinforce them in each classroom.
- Students indicated that they feel cared for by the staff.
- The academic work is supported by Google classroom.
- There is a shared page for centralized materials and the standards have been identified for teachers.
- Teachers receive regular feedback on their lesson design and implementation.
- There is an intentional focus on backwards design in module planning and all lessons are connected to meeting the goals of the final project.
- The administration provides ongoing support to the teachers in the development of lesson plans.
- The administration has developed an intervention block and has focused on providing students intervention experiences in an attempt to remediate gap skills.
- The structure in place requires students to be active participants in the learning experience where they have been assigned work to complete on their own as part of the learning experience.
- Teachers incorporate a consistent common board and post documents that demonstrate the learning sequences that they will incorporate where all modules have been planned in advance of the implementation.
- Teachers reported feeling supported by the administration.

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	13	20	65
Domain II: Instructional Delivery	14	28	50
Domain III: Conditions for Learning	16	28	57
TOTAL	53	76	70

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. <i>In some classrooms, teachers were not consistently or successfully reinforcing the expectations for student behavior that were established by the program. There were disruptions to the instruction and large numbers of students not following the classroom routines or following the procedures.</i>			X		
4. Acknowledgement of students who are/are not following rules and procedures is evident in classroom/school-wide. <i>Teachers made attempts to redirect behavior in some classrooms. Some attempts were less successful in redirecting the disruptive behavior.</i>		X			
5. Teachers display awareness of conditions.				X	

Summary: The program has established school-wide expectations that have been effective in maintaining a safe and orderly environment at the program level. The instructional staff make attempts to reinforce the expectations at the classroom level. 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)
<p>1. Teachers model the thinking and learning process.</p> <p><i>Teachers in most classrooms did not effectively use the gradual release model that is a cornerstone of the One Bright Ray programs. There was inconsistent evidence of scaffolding to higher levels of thinking and limited use of tiered questioning. Teachers did not consistently model the thinking and learning process or provide support for students before requiring independent thinking. In some classrooms, the teacher did most of the thinking without offering students the opportunity to respond to or practice what they were learning.</i></p>			X		
<p>2. Teachers make the curriculum relevant for their students.</p>					X
<p>3. Lessons are rigorous.</p> <p><i>Lesson activities and materials were not consistently aligned to grade level standards. Higher levels of thinking and complex materials were used less frequently providing students with inadequate opportunities to demonstrate grade-level thinking. Students did not consistently engage in thinking activities that would deepen their understanding of the content in several classrooms nor were they provided the opportunity to demonstrate thinking that would indicate mastery of grade level content.</i></p>		X			
<p>4. Students are working harder than their teachers.</p> <p><i>Students were observed working in cooperative groups in some classrooms. While some teachers implemented a gradual release model, there were others that did not require students to complete grade level work. At times, teachers were offering lower level activities for students to complete. The implementation of the OBR model requires students to complete assignments on the Google classroom site, which requires students to take ownership of the work, but the level of challenge in the work varied across classrooms.</i></p>			X		
<p>5. Evidence of data is visible.</p> <p><i>Some classrooms have data posted and there has been an organization level attempt to look at data more closely. The teachers attempt to look at the data from TABE and intervention blocks have been created to focus on addressing the deficit areas in this assessment. Rubrics are used with students, but some do not measure progress on academic skills aligned to the standards.</i></p>			X		

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
<p>6. Teachers question all students with the same frequency.</p> <p><i>Teachers questioned students infrequently resulting in some students responding more than others in many classrooms. The focus of the tasks and level of the questioning was not at the level of the standard.</i></p>			X		
<p>7. Teachers ask all students questions at different levels of cognitive complexity.</p> <p><i>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. The focus of the activities observed in many classrooms were focused more on project completion without reference or connection to the standard. Some classrooms did not offer students the opportunity to expand on their learning or respond in a manner that exceeded simple repetition of the teacher's delivery of the content.</i></p>		X			

Summary:

The program requires teachers to post lesson plans and incorporate a common board that identifies the standard and the tasks for the day for students. There is a common lesson plan format and required artifacts on the board that include a project rubric. The teachers are given the standards to use as they create modules in the storyboard format. The staff incorporate a standardized lesson plan format that lists accommodations and modifications as a section on the plan. There is a communicated intention for staff to make learning relevant and interesting to students.

Opportunities for Growth:

- 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 module to furthering students demonstrating knowledge and skills required by the appropriate grade level standard.
- 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 mapping out the storyboard to allow them to connect each day to mastering the appropriate grade level standards to ensure adequate exposure and coverage throughout the year.
- 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 in the module relates to providing students with opportunities to engage with the content and demonstrate appropriate standards - aligned outcomes as they work on a final project that extends their learning of grade level concepts.
- 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.

5. **Support teachers in better understanding how to implement the gradual release model to provide opportunities for students to do the thinking that is required by the standards.** 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.
6. **Align rubrics to the appropriate grade level standards in order to effectively monitor student progress.** Consider how each part of the rubric can inform and describe student progress to mastery of the grade level content as part of the assessment process for the final project.

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)
<p>1. Teachers are aware of non-engagement.</p> <p><i>In most classrooms, teachers appeared to monitor a majority of the students for compliant engagement. In some classrooms, many students were not engaged in the work and the teacher did not redirect or attempt to engage them.</i></p>			X		
<p>2. Teachers use a variety of engagement strategies.</p> <p><i>Students in some classrooms were not engaged in the lesson. The students did not sit in seats that facilitated higher levels of engagement having been permitted to select seats that did not allow for closer proximity to the teacher and the visual materials. There were limited attempts in some classrooms to facilitate student engagement or offer interactive activities with the content or other students.</i></p>			X		
<p>3. Students appear to be engaged in the lesson.</p> <p><i>Each classroom had at least a few of the 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.</i></p>			X		
<p>4. Students are interacting appropriately with other students.</p> <p><i>Behavior in some classrooms caused disruption to the learning environment and was either unaddressed or the attempt to redirect by the teacher was unsuccessful.</i></p>			X		
<p>5. Teachers show interest in their students.</p>					X
<p>6. Students are appropriately responsive to teacher interactions.</p> <p><i>This varied across classrooms. Some attempts to address inappropriate behavior resulted in argumentative behavior from the student. In some classrooms, students disregarded the redirection that teachers attempted.</i></p>		X			

Establishing Conditions Necessary for Learning		N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
7.	There is evidence of the school-wide focus in the classrooms.				X	

Summary:

The One Bright Ray organization has articulated standardized components that are likely to ensure the necessary conditions for learning to occur; however, the administration has been working on establishing this with the staff and student population at this new program site. Intentional efforts have been made to share the norms, policies and procedures for ensuring the appropriate climate. The administration has planned professional development to assist staff in creating and maintaining these necessary learning conditions moving forward. There are consistent expectations that have been communicated by the administrative team and have been supported as well as being consistently reinforced by them. Staff and students, who were interviewed, 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 in the classrooms with little variance and some attempts made to ensure the necessary conditions for learning were established in classrooms in the building.

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.