



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. *NOTE: Due to the COVID pandemic, availability of some academic data was affected. Academic data may be available in part, whole or not at all.* 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.

**During the 2020-21 school year, due to Covid related health restrictions meant that instruction was being conducted remotely. All Instructional Walkthroughs were conducted virtually as well, including meetings with leadership, class video conference observations, interviews with staff and students, and review of documentation. Initial feedback from the walkthrough was also given at the end of the visit to the program.*

GENERAL INFORMATION

Walkthrough Date: Feb 16, 2021

Contract Term: FY 2018 - FY 2022

Program Type: Accelerated (Grades 9-12)

CONTACT INFORMATION

2111 Eastburn Avenue, Philadelphia, PA 19138

Phone: 215-924-8950

Webpage: <https://www.ombudsman.com>

INSTRUCTIONAL MODEL

Students complete courses using several online platforms. They receive additional instruction in a small-group setting with a teacher to review learning topics from the course and receive individualized assistance and monitoring during the session to ensure they are progressing through the content. The instruction is self-paced.

PROGRAM LEADERSHIP

Julita Byrd, Regional Director, Philadelphia

Angela Stewart, Center Director of Instruction

WALKTHROUGH REVIEW TEAM

Daniel Turner, Director of Instructional Resources

Marcus Devose, Assistant Director, Transition Services

Seth Morones, Strategy Analyst

Kia Woods, Instructional Special Education Advisor

Jennifer Szwec, Special Education Case Manager

PROGRAM OVERVIEW

Ombudsman Northwest Accelerated Academy offers students the opportunity to participate in a ½ day (4-hour) program using online platforms to offer instruction for credit acceleration. The program is designed to provide students with self-paced instruction online while offering individualized support as needed on a student-by-student basis.

Daily Structure:

- Students attend school in either the AM or PM and work asynchronously completing coursework on Odysseyware and Gradpoint.
- Students receive face-to-face instruction in small group settings in core content areas on a weekly basis.
- Daily intervention is provided to students via Reading Plus. Students are assigned interventions based on the STAR assessment.

Teacher Feedback:

- The Center Director for Instruction formally observes and provides feedback using the Danielson Framework twice a year
- The Center Director for Instruction regularly reviews lesson plans for the small group instructional block
- Teachers are assigned ongoing professional development to improve instructional practice using the programs LMS365 platform

Intervention:

- There is a daily intervention block listed in the schedule for students based on their performance on the STAR assessment for English Language Arts and Mathematics
- Teachers provide small group instruction using components from the online platform
- Teachers meet with students as needed based on students' requests for additional help using the school's request procedures

Professional Development:

- Teachers receive ongoing professional development as needed to implement the program with fidelity
- District level professional development that is required and aligned to the program's instructional model
- Climate and culture topics related to attendance and behavior
- Compliance topics associated to state, federal and local mandates

Parent Communication:

- Teachers conduct regularly scheduled parent-teacher conferences
- Advisors contact parents routinely to discuss student progress
- Parents are contacted daily when students are absent

Use of Data – the administration and instructional staff use the following to monitor student performance

- Academic data obtained from the online platforms
- Small group performance and individualized consultation with the instructors
- Performance on the weekly writing prompts
- STAR Assessment for progress monitoring

SUMMARY OF PROGRAM AREAS OF STRENGTH

- The program has a very welcoming environment with positive teachers that celebrate student effort and success
- Strong sense of community, students had their cameras on and were participating in the lessons
- Clear expectation that all students present would participate and engage
- Student academic data tracking systems with STAR are in place and done with fidelity
- Students commented in the interviews about how much the school reaches out and builds relationships- "you miss the teachers and they share how much they care about you"
- Clear systems to communicate expectations and progress toward completing of those expectations

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 2020-21 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	PERCENTAGE
Domain I: Overall Management	14	20	
Domain II: Instructional Delivery	19	28	
Domain III: Conditions for Learning	22	28	
TOTAL	55	76	

** Percentages were not calculated due to COVID and full-time virtual teaching and learning, this structural change does not support comparison of the report for the 2020-21SY to previous or future school years.*

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. Teachers began class by welcoming all students, and checking in with everyone. However, later in the lesson when students joined late they were not always acknowledged and/or when they appeared distracted, there was no space given to make sure everything was ok.			X		

Summary:

The program is very inviting and friendly, creating small learning spaces to supplement students independent work and provide the support they need targeted to the skills they are trying to master. The teachers and students were utilizing tech tools to engage and work through the lesson content. There were not disruptive behaviors and everyone seemed to be familiar with school routines and procedures.

Opportunities for Growth:

1. Work with staff to develop tools and strategies to help with monitoring students and making sure that they feel both welcome and accountable for engaging. In addition, also support staff with some simple tech troubleshooting skills to help students as they are learning virtual to overcome some simple tech hurdles.

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. In classes, there were many checks for understanding and tasks for students to complete that were aligned to the content and in some cases the rigor of the standard. However, teachers would at times take over the thinking load and complete the most challenging parts of a problem. Additionally, there were moments where students were just sharing an answer vs. explaining ones process or approach. When classes are very small this is likely not the most effective way to discuss a problem.			X		
5. Evidence of data is visible. While the work and courses at Ombudsman are driven by online platforms which students are completing largely independently, the connection of the live synchronous lessons to those platforms was not observed. Similarly there was no reference to other data points (STAR, previous exit tickets, etc.)- these were discussed in teacher interviews, but no evidence observed during classroom visits.			X		
6. Teachers question all students with the same frequency.				X	
7. Teachers ask all students questions at different levels of cognitive complexity.				X	

DOMAIN II: INSTRUCTIONAL DELIVERY

Summary:

The program had engaging lesson that leveraged a variety of presentation tools- including modeling and short videos to help deliver key content during the lessons. The content delivered in all classes observed was presented in a way that was relevant to students, and their engagement was evident- with cameras on and frequent participation from all students. Teachers were providing tasks for students that were both rigorous and aligned to the content of their courses. In many classrooms there was a consistent expectation of doing pre-work, which also increased the rigor of the course.

Opportunities for Growth:

1. Provide professional developed that focuses on the debrief of a check for understanding question in which the thinking load remains with the student. Providing teachers with these strategies, as well as some other tools to add scaffolds instead sharing the answer with students will help them to shift the hard thinking work of the lesson from the teacher to the students.

2. Provide teachers some concrete ways to include more of a data driven approach to the planning process. This may include adjusting the planning template or routine to include space for a data reflection (Exit Tickets, STAR, Oddyseyware, or other sources) and how that reflection impacts the lesson and its focus, tasks, or checks for understanding.

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:

During the lessons observed at Ombudsman, the program was utilizing a variety of engagement strategies. The most common was for students to participate by answering teacher questions- which were tailored to the students' previous responses. There was a safe environment where students and staff were able to interact with their cameras on and while discussing complex topics. Teachers were clearly interested in their students and supporting them to be successful, as evidenced by their interactions during class. Students and staff were aware of the software platforms and expectations they needed to meet in order to be successful.