THE SCHOOL DISTRICT OF PHILADELPHIA

OPPORTUNITY NETWORK
INSTRUCTIONAL WALKTHROUGH 2020-2021
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. *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.

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: March 24, 2021

Contract Term: FY 2018 - FY 2022

Program Type: Dual Enrollment (Grades 9-12)

CONTACT INFORMATION

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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

DeAndre Jones, Assistant Dean, Division of Access and Community Engagement

Monifa Young, Director, Gateway to College

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WALKTHROUGH REVIEW TEAM

Daniel Turner, Director, Instructional Resources

Majeedah Scott, Director, Office of Multiple Pathways to Graduation

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Nefertiti White, Special Education Director

Tanya Bradley-Watson, Director of Special Education

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 –
- Students attend their academic courses based on their individual schedule, these courses are taught by CCP instructors
- Students have a weekly one to one meeting with their Academic Coordinator
- Students also participate in daily advisory meeting, as well as workshops, some courses - Hip Hop and Ethics, Senior Seminar, and Achievement Lab.

Teacher Feedback
- College faculty are evaluated and supported by their department deans
- Hip Hop and Ethics as well as Senior Seminar are observed by the program coordinator, these observations are unannounced and feedback is shared afterward
- There are weekly meetings to discuss student data, and how that information can inform the work of the academic coordinators during achievement lab and one to one check-ins with students

Intervention
- Use the different data sources below, student supports are adjusted and different topics are addressed in the weekly Academic Coordinator meetings with students, or different supports are provided during the Achievement Lab
- Additional meetings/supports are scheduled for students with IEP supports
- The team also reviews initial evaluation and re-evaluation reports and coordinates with the Center of Disability on campus to support students in their CCP courses

Professional Development – the instructional staff have received development on the following topics:
- "Consciously Leading Change" a PD series led by CCP that addresses some of the issues raised by the Covid pandemic as well as racism and inequality in society
- Edgenuity (in particular some of the parent communication tools available on the platform), as well as how to progress monitor and how to provide supports for students who may be struggling or need modification as required by their IEP
- Trauma informed practices

Parent Communication –
- Parents are contacted via text messages, phone calls, letters home about student progress and other key announcements
- With the shift to remote instruction, the program has implement the Remind App as another tool for parent communication
- Parent facing workshops are held in partnership with CCP
- Bi-weekly email is sent to the students and parents, "Shout-out and Update"

Use of Data – administration and instructional staff use the following to monitor student performance
- Starfish early warning alerts from professors
- Edgenuity progress reports
- Canvas grades
- STAR assessment scores/other progress monitoring tools
- Midterm/end of semester grades
- Other information from Academic Coordinator weekly meetings and daily check ins (student self-reported progress)

SUMMARY OF PROGRAM AREAS OF STRENGTH

- The program staff are having very individualized and focused advising sessions with students, even while school is happening remotely
- The program has found creative ways to continue building their community and culture, and of providing students with a variety of supports while operating remotely
- Each support given, and the courses taught by Gateway staff have worked to make the content relevant for students
- There is a warm and welcoming environment at Gateway, where staff are working to build rapport with students
- Advisors are regularly reviewing and discussing data with students in their check-ins
- Advisors are providing a strong mix of both academic supports, as well as logistical and executive functioning supports to students during their check-ins

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 2020-2021 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	PERCENTAGE
Domain I: Overall Management	15	20	
Domain II: Instructional Delivery	15	20	
Domain III: Conditions for Learning	15	20	
TOTAL	45	60	

* 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. In the observation of some advising supports, teachers asked for students to engage and made clear they were available for support. In addition, they also provided high accountability support to a few individuals. However, there was not a clear structure for teachers to see what students were or were not working on and if they were engaged or struggling.			X		

Summary:

The program was very welcoming, across their structures- elective courses, 1:1 advising, and group academic support sessions. It was clear that they had several structures in place to connect students with resources, as well as clear expectations for attendance and how to obtain extra support.

1. Create a tool to allow advisors more insight into what students are working on during academic support and to help them collect data on who does or does not need additional academic support. Consider have students sign in, and then set a small goal for what they will get done during the academic support person, sharing that goal with the support team in writing. Havin this document would greatly improve the advisors ability to progress monitor students, and to provide small group supports to students who may be trying to complete the same task.

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. Data was clearly a driving force in the individual check-in, and one that allowed the advisors to support and help establish accountable goals for the student. However, it was unclear how data was being used to support students in other settings, and likely led to less intentional supports begin provided.			X		
6. Teachers question all students with the same frequency.	N/A				
7. Teachers ask all students questions at different levels of cognitive complexity.	N/A				

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. The program has made each of their student class settings and or support structures very relevant to their students, connecting the work they are doing in class or in their CCP courses wit their daily lives and lived experience. In addition, in the classroom and academic support settings, students are carrying the cognitive load.

Opportunities for Growth:
1. Support the advisors and academic support team in setting goals and using data in the moment to improve supports for students. Consider creating tools that would allow for more goal setting, where students determine what they would like to get done in their academic support block, what the next steps are from their advising session etc. These goals could then inform the advisors and staff of how best to support students in that time, and how to further develop students executive functioning skills to be more successful in all of their courses at Gateway.

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. During the elective courses and 1:1 advising teachers were aware of student's engagement, and non-engagement was not a concern. However, the structure of the academic advising was one that provided very little visibility for the teachers to gauge student engagement.			X		
2. Teachers use a variety of engagement strategies.				X	
3. Students appear to be engaged in the lesson.	N/A				
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.	N/A				

Summary:

There was student engagement observed in all three structures that were observed during our walkthrough. Staff were working hard to build rapport and to be supportive of students in each structure. There were many examples of how staff showed interest in their students, and this contributed to the positive culture observed. All interactions observed were positive and appropriate.

Opportunities for Growth:

1. Provide the academic support team development on tools and techniques they can use to help monitor student engagement more effectively. Consider how you could leverage goal setting and progress monitoring, that uses technology (such as a shared google doc) as well as low tech tools (quickly verbally checking in with a student- "how are you doing? What problem/slide/page are you on now?") to better monitor student engagement during the academic support block.