THE SCHOOL DISTRICT OF PHILADELPHIA

OPPORTUNITY NETWORK

INSTRUCTIONAL WALKTHROUGH 2020-2021

Program Name: One Bright Ray Elmwood

Provider: International Education and Community Initiatives d/b/a One Bright Ray, 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. *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: March 1, 2021
Contract Term: FY 2018 - FY 2022
Program Type: Accelerated (Grades 9-12)

CONTACT INFORMATION

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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
Maggie McMillan, Principal
Melissa McGonigle, Dean of Academics
Lisa Fary, Educational Support Teacher
Kate Rymer, ESL Teacher

WALKTHROUGH REVIEW TEAM

Daniel Turner, Director of Instructional Resources
Majeedah Scott, Director, Office of Multiple Pathways
Jazzmyn Mills, Client Support Liason, Re-Engagement Center
Benaline Baluyot, Manager, Multilingual Programs
Tanya Bradley-Watson, Director of Special Education
Sara Karpovich, Special Education Advisor- Compliance

PROGRAM OVERVIEW

Daily Structure - this year students have the option of synchronous remote, hybrid, or asynchronous remote instruction. For those receiving synchronous or hybrid instruction, the daily routine consists of-
- A daily advisory period as well as office hours support in the afternoons
- Synchronous classes for a total of 75min, 45 are teacher led and 30 focus more on student independent practice
- Friday is an asynchronous day, where students complete work independently as well as Naviance tasks (these assignments are posted to google classroom), teacher support is available as needed

Teacher Feedback
- Support and feedback are provided to teachers on their unit plans as well as their lesson plans
- Teachers are observed formally and informally, receiving both written feedback as well as meeting 1:1 to discuss feedback aligned to the Danielson Framework
- Individual coaching is provided weekly aligned to goals identified in partnership with the teacher and principal
- Differentiated support is provided to those teachers who demonstrate a need for support in multiple areas

Use of Data
- Data is reviewed bi-weekly by staff members, focusing on attendance, behavior and academic progress (teachers provide updates on the effectiveness of interventions)
- Surveys of staff, students, and families have been utilized to gather qualitative data for planning and adjusting programming
- Shifted from TABE to the STAR Assessment as a universal screener and tool to measure student growth in Math and Reading

Intervention
- MTSS system in place, with different interventions and bi-weekly data meetings
- Teacher support is provided through office hours each day after instruction has finished
- Added a review and re-teach week to the calendar, where teachers schedule students to review missing work, failed quizzes or other missing assignments
- The school has created an engagement team to manage the SAIP process and coordinate outreach to students to support with improved attendance

Professional Development –
- Teachers receive development on Friday's during the asynchronous work time, this is done on a network wide level by the OBR team, as well as in campus specific PD led by the principal and differentiated for small groups of teachers
- Topics of focus this year have been improving gradual release model, rigor and scaffolding, active engagement strategies, modeling reading and writing skills in the non-English classroom, and level of questioning and expanding student thinking

Parent Communication –
- The school has established an engagement team to help coordinate the daily outreach to families around attendance- utilizing a variety of tools: phone, email, text messages, power school, social media, and others.
- School has shifted to having meeting with families via google meets or Zoom when necessary
- Teachers have also utilized the suite google communication tools to keep families informed
- Teachers each own an Edgenutiy course and coordinate the communication about progress and sharing any concerns with students enrolled in that credit recovery option

SUMMARY OF PROGRAM AREAS OF STRENGTH

- Teachers created a welcoming environment, providing a task to start class that was valued but allowed others to join before addressing new content
- Teachers utilized a wide variety of engagement strategies and techniques and did so with few tech disruptions or glitches
- Data points were shared both in class and in individual check-ins, driving goal setting and adjustments to instruction
- Several teachers set clear expectations for participation and some even gave time limits to create urgency
- Strong visuals were present in several of the presentations
- Student to student conversations were taking place, and students were responding to their classmate's responses
- Google classroom and other systems for online instruction are in place and are supporting student learning
- Most class tasks/content were presented in a way that was relevant and engaging for students
- Orientation program was effectively building community and skills for students new to the school

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	16	20	
Domain II: Instructional Delivery	21	28	
Domain III: Conditions for Learning	22	28	
TOTAL	59	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.				X	

Summary:

The program has created a warm and welcoming environment online. This was evident both in their orientation course- the Virtual Academy, where students were building relationships and learning some of the basic skills needed for online instruction. This was extended into classrooms where in some rooms the sense of community allowed for class discussions, and in all rooms observed there were productive interactions. Teachers were aware of some of the challenges and struggles that students may find in accessing the content (practicing the use of tech tools, slowing and explaining a modeling video, etc.) Teachers were frequently addressing students by name and praising their participation. There were no disruptive behaviors observed.

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 some of the lessons observed the students' role was very passive and low expectations or no explicit expectations were set for student participation. Instead it was much more of the teacher sharing information and or answering some of their own questions. In another example, during a one to one check in- the mentor (teacher) was doing much of the recording- even writing down next steps, vs asking or expecting this of the student.			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:

There are clear expectations for instruction, and these have been re-established in the virtual space for One Bright Ray Elmwood. Teachers were consistently utilizing google classroom, and incorporating virtual resources smoothly in their instruction. In addition, there were several examples of teachers utilizing tech tools to provide rigorous tasks for students. Lessons were relevant to students, and this is a stated goal of the program. Additionally, there was a clear use and reference to data- this was evident in classrooms where teachers were leveraging past exit tickets to adjust the lesson, as well as in the one to one check-ins about Edgenuity work where data was driving next steps and goal setting. The area of focus should be on continuing to shift responsibility to the student, while this balance was tilted toward the student in some classrooms- in others the teacher did most of the thinking work and very little control was given to students. Checks for understanding were consistent, frequently allowed all students to respond, and were at varying levels of complexity.

Opportunities for Growth:
1. Support teachers in shifting the ownership and responsibility to complete tasks and participate more onto students. This could look like strategies or techniques where students are recording their own next steps or notes, having a student be the recorder in jam board situations etc. Increased responsibility and interaction will likely drive stronger engagement and improved student outcomes.

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:

The school has taken made significant changes to create strong conditions for learning in the virtual space. Rooms were very warm and teachers leveraged a wide variety of tools and techniques to engage students (from utilizing jam boards, the raised hand feature in google meets, student discourse, and others.) These techniques were largely successful, and while some classrooms visited had room to implement more engagement strategies- even on those rooms, students were appropriately responsive and showed engagement when addressed by the teacher.