

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: April 7, 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

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WALKTHROUGH REVIEW TEAM

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PROGRAM OVERVIEW

One Bright Ray Fairhill 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 –

- Each day begins with advisory (15min), with a longer advisory on Fridays (for career exploration supports)
- Classes are delivered in 4 week units, three weeks of gradual release instruction focused on a final product, followed by a week of review and reteach to support students in mastering the required skills
- Students' schedules are individualized and can contain synchronous courses led by a teacher via Google Classroom/Meets as well as asynchronous courses on the Edgenuity platform (only for those students who meet the criteria for these courses)

Teacher Feedback

- Teachers are provided standards aligned planning resources for each unit, and then received feedback on their unit plans and daily lesson plans from the Dean of Academics
- Teachers are consistently observed informally by the principal and Dean of Academics, these observations then inform differentiated support for teachers based on their individual needs and student outcomes
- This school year the feedback shifted from being strictly aligned to the Danielson Model, to reflect the practices that the school leadership team felt most aligned to the virtual instruction approach

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

- Attendance and engagement in synchronous online courses
- Engagement and performance on the Edgenuity platform
- Bi-weekly MTSS teacher referral data
- Student input surveys about the type of course (synchronous/asynchronous) as well as content that they would like to take (in order to improve engagement from students)
- STAR Test achievement data in math and reading

Intervention

- There are bi-weekly MTSS meetings held to discuss student data, and assign supports for academics, attendance, or behavior as needed
- There are several different opportunities for students to receive support outside of class through various office hour offerings
- There is a series of classes held at the start of each term known as "professional development" to help students navigate the challenges of taking course remotely

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

- Technology and instructional strategies for remote instruction, with a focus on student engagement
- Data driven instruction
- Differentiated supports (with some focus on the virtual space)

SUMMARY OF PROGRAM AREAS OF STRENGTH

- Welcoming environment across classrooms, there were students attending and active in all classrooms visited
- There were clear and consistent routines across classrooms observed that supported the welcoming environment and minimized frustrations and removed some barriers to engagement
- Lesson plans featured grade level and standards aligned tasks and materials and were rigorous, which aligned to the execution of the lesson in many classrooms
- Wide variety of engagement strategies were being utilized (including jam boards, strong modeling, google documents, and chat) there were engagement tools utilized in all classrooms observed
- Both teachers and students seemed familiar and at ease using the technology tools they had chosen for their lessons, things ran smoothly across classrooms
- There was a responsiveness to student data, as seen in some adjustments in practice by the leadership team throughout the year

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	18	20	
Domain II: Instructional Delivery	19	28	
Domain III: Conditions for Learning	21	28	
TOTAL	58	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 established a warm and inviting culture even while operating remotely. They have engaged with students, and are utilizing tools and technology resources to make sure they are aware of students and the conditions they are facing. School wide routines and procedures as well as norms are in place, and students are able to utilize technology tools (like google docs or jam boards) to interact with their teachers during class.

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. While all lesson plans were rigorous, and there was evidence of rigorous tasks and questions in all classrooms visited, in the execution of these tasks, some teachers would adjust the task lowering the rigor and/or taking the thinking load back from students and answering the question themselves. In other classes, this was not the case- students owned the thinking load and were engaging in standards aligned activities.			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. There were checks for understanding being utilized in all classrooms, and in varying formats (sharing on mic, in the chat, or completing a document/jam board.) However, in some classrooms these questions were consistently low rigor (true false questions, choose A or B), while in others there were strong analysis questions which students were prompted to support with an explanation or evidence from the text.			X		

Summary:

In the lessons observed, it was clear that the program is not only providing students with content that is relevant, but that they have made a consistent effort to engage with students in the work. There were consistently opportunities for students to respond to a question or task, and many of these tasks were rigorous and standards aligned. There were multiple examples where the teachers was utilizing a complex text as a core part of their instruction and there was modeling of new content. Additionally, teachers were responsive to their checks for understanding, providing additional support or scaffolds as necessary for students. While there was evidence of all of these qualities, in some areas they were not consistent and the level of rigor in execution did not always match the rigor of written lesson plans or pre-designed tasks.

DOMAIN II: INSTRUCTIONAL DELIVERY, *continued*

Opportunities for Growth:

1. Provide teachers with support in facilitating rigorous instruction. Consider a combination of both professional development for teachers around how to facilitate with rigor, and the most common pitfalls (adjusting a task in the moment to be low rigor, or not pacing the lesson to provide students the time needed to complete complex tasks). It may also be helpful to provide teachers with real time coaching, so that they become more aware of the moments when the lesson execution is not matching the rigor of their plans, and to see that their students can and will engage with the rigorous tasks they had planned.
2. Support teachers with improving their consistency in having strong checks for understanding (those that are rigorous and standards aligned). Consider utilizing a blend of professional develop, teacher reflection, and coaching to support teachers in improving their checks for understanding. Professional development could focus on scripting and imbedding prompts for strong checks for understanding, and in how student responses can then guide instruction. Reflection could be having a teacher self-evaluate their checks for understanding (from observer notes etc.) and then evaluating what information they learned about their student understanding and potentially suggesting alternative checks for understanding that could have been used. Lastly, coaching could happen through feedback (written or in a conversation) or in the moment prompting from an observer such as the principal or Dean of Academics.

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. In some of the classrooms observed, teachers were able to closely monitor student engagement (both by seeing if their cameras were on, but also by their interaction with the jam board (or other engagement tool), and seeing in they were on the right slide.) However, this was not the case in all classrooms- and in some rooms the teacher did not have insight or seem aware of what students were or were not engaging in the lesson.			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 program continues to have a welcoming environment, as evidenced by the appropriate student to student interactions as well as the willingness of students to respond to their teachers and the directions they are given. There was a very large variety of tools used to engage with students, ranging from the very high tech to low tech methods- all of which supported instruction. Teachers showed a genuine interest in their students, and relevant content was utilized in most classrooms. The school wide focus on engagement and different tools for facilitation was readily apparent. The biggest area for improvement would be to more consistently utilize techniques or tools that allow teachers to be aware when students are not engaging in the task or lesson.

Opportunities for Growth:

- I. Provide support through PD or coaching on how to facilitate with the engaging tech tools and lesson activities, that allow teachers to more closely monitor student engagement. There are many tools being used for students to engage in the tasks of the lesson, but at times these did not allow the teacher insights into who was or was not doing their work, and or who may need more support. Consider providing some professional development around some common tools and how they can both be engaging for the student, and provide the teacher insights into participation and engagement. Additionally, providing follow up coaching in real time as teachers begin to use these or apply the new techniques will likely improve teacher awareness of engagement and allow them to provide stronger in the moment supports.