THE SCHOOL DISTRICT OF PHILADELPHIA

OPPORTUNITY NETWORK
INSTRUCTIONAL WALKTHROUGH 2020-2021
Program Name: One Bright Ray Mansion
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: Feb 18, 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

Christine Godfrey, Principal

Myron L. Hargrow, Dean of Students

Monica Hawk, Dean of Academics

WALKTHROUGH REVIEW TEAM

Dawnlynne Kacer, Executive Direction Opportunity Network

Daniel Turner, Director of Instructional Resources

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Marcus Devose, Assistant Director, Transition Services

Seth Morones, Strategy Analyst II, Opportunity Network

Nicole Danker, Special Education Case Manager

Tanya Bradley-Watson, Special Education Director

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

Intervention

- The program offers daily drop in supports through office hours
- Review and re-teach period every four weeks are designed to support students in successfully completing the course
- Students needing individual supports can receive classroom and non-classroom supports through the MTSS process

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

- Lesson structures
- Engagement strategies
- Teaching writing in all curriculum areas
- Sharing effective practices

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.
- 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

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

- Daily attendance data is reviewed at a minimum on a weekly basis by the Dean of Academics
- Edgenuity grades and progress for those enrolled in those courses
- Grades from the courses taught through synchronous instruction
- Teacher referrals to MTSS
- Feedback from students and teachers in periodic surveys, focused on programming and potential changes

SUMMARY OF PROGRAM AREAS OF STRENGTH

- The program has a warm and welcoming environment, that has been successfully transition to the virtual space
- Lesson planning has improved from previous walkthroughs (more complete with stronger rigor and lesson design), there was also strong feedback provided on planning, as well as consistent objective alignment
- There were a variety of different tools and approaches being used to improve student engagement
- There was a clear focus across classrooms on utilizing the gradual release model as well as engaging student activities
- Teachers were modeling their content, and had chosen resources/topics that were relevant for students within their content areas
- There was evidence of the use of data to plan and adjust instruction
- Teachers were interested and caring about their students

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	18	28	
Domain III: Conditions for Learning	20	28	
TOTAL	52	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. *There were lessons observed where the teacher utilized a lecture type format with text heavy slides- despite having very small class sizes (2-4 students). In other instances, the teacher would pose a question for everyone to answer and then after getting just one response, move forward.*			x		

Summary:

Overall, all classrooms were welcoming and inviting virtual spaces, and there were no culture or behavior concerns observed. Teachers greeted students and referred to them by name, and had clear routines and procedures established in their classrooms- both for how the lesson components would flow together, but also in their use of a variety of technology tools. Working to increase engagement from all students and the opportunity for that engagement to take different forms so that the teacher has better awareness of the students' engagement and understanding is the key growth area here.

Opportunities for Growth:

1. Provide teachers with professional development and coaching on strategies for engagement that provide the teacher more information about their students in the moment. This may look like strategies that require everyone to participate, or allow for teachers to monitor student work privately (as if looking at their work in person). This would allow teachers to better support students who may be distracted or confused about the current task or lesson.

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. *In some of the lessons observed, what was taught did not match the level of rigor planned for in lesson plans. This meant that at times teachers were not utilizing grade level vocabulary aligned to the content. Additionally, the questioning observed was all at the depth of knowledge levels one and two, and did not meet the rigor of questions in their planning documents or required by the standard.*			X		
4. Students are working harder than their teachers. *During some classroom observations teachers took the thinking load off students, and instead shared a response or explanation. There were many missed opportunities to engage and push more of the work onto students to explore and or analyze the content being shared, instead- the teacher provided the explanation or analysis without giving students the opportunity to share their insights first.*			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. *Some of the CFUs observed were lower level questions, or did not push students to rigorously engage with the content. These questions were often lower level depth of knowledge questions that simply confirmed understanding, instead of having students make connections or evaluate what they were talking about in class.*			X		

Summary:

There are consistent and clear expectations for staff members, in terms of unit structures, lesson planning expectations , and the structure of their virtual lessons. In addition, there are several tools that have been made available to staff members to help support with student engagement. Weekly feedback is given to staff on both their lesson plans and their lesson delivery. There is a widespread expectation and effort being made to create lessons and modify lesson content so that it is more relevant to the students. There is an opportunity for improvement in making make sure that plans are executed as written and that questioning is rigorous and aligned to the standard.

DOMAIN II: INSTRUCTIONAL DELIVERY, *continued*

Opportunities for Growth:

1. Support teachers in further developing a consistent school wide vision and expectation for higher level questioning. This would allow teachers to more consistently utilize stronger checks for understanding that require a more rigorous depth of knowledge and better align to the instructional standards.
2. Provide professional development for staff so that they may incorporate more collaborative activities into their lessons, and more opportunities for students to engage deeply with the content. Doing show would help teachers to more frequently shift the thinking load onto students in an authentic way, and allow students to better engage in standards aligned content.
3. Provide more professional development and coaching for teachers on how to provide more wait time as well as effective scaffolds that allow a student to access the problem. By more effectively providing the scaffolds and wait time, teachers will not transfer the thinking load from the student to the teacher as quickly, and provide more opportunities for students to practice with rigorous tasks.

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. *Today there were students who, while signed into the class meeting, were not participating. In some instances, these students were not addressed or probed by the teacher. Rarely was there an expectation around participation set by the teacher to begin class or at the start of a lesson activity.*			X		
4. Students are interacting appropriately with other students. *In today's visit, there were many activities that would have been more engaging and rigorous with more student to student interactions. There were no direct requests observed for students to work together to solve a problem, give feedback to a peer, or build on what another student was saying.*			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:

This year the One Bright Ray organization has worked to use data to drive decisions, in particular in trying to improve student engagement (and attendance) as well as to support students in earning more credits. These efforts have led to not only structural changes to the schedule, but also to more professional development and the adoption of new teaching practices by their staff. Teachers demonstrated a clear interest in their students and have attempted to implement these new strategies with fidelity. Continuing this work to improve engagement and provide more opportunities for student to student collaboration will further improve outcomes.

DOMAIN III: CONDITIONS FOR LEARNING, *continued*

Opportunities for Growth:

I. Support teachers in developing a school wide expectation that students will work collaboratively, and with some professional development on how to facilitate these tasks. Having collaboration be a consistent structure across content areas, and one with a common approach to facilitation of these tasks will allow it to become a part of the school's culture and allow for increased student engagement.
II. Provide professional development and coaching for teachers on giving clear directions that include expectations for participation. Providing those expectations when giving the directions to an activity will help to communicate to students how they will be engaging, and that the teacher expects them to engage. This could further support engagement with the new tools and tasks teachers are assigning, as well as providing key information to the teacher about which students are and are not able to follow the lesson and complete the tasks.