THE SCHOOL DISTRICT OF PHILADELPHIA

OPPORTUNITY NETWORK

INSTRUCTIONAL WALKTHROUGH 2021-2022

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. 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.

GENERAL INFORMATION

Walkthrough Date:

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 Delgado, Chief Executive Officer

Anna Duvivier, Chief Operating Officer

Joycet Velasquez, Chief Academic Officer

Kara Fisher, Director of Curriculum and Instruction

Maggie McMillan, Principal

Myron Hargrow, Dean of Students

WALKTHROUGH REVIEW TEAM

Daniel Turner, Director of Instructional Resources

Majeedah Scott, Director of the Office of Multiple Pathways to Graduation

Seth Morones, Strategy Analyst II

Nolita Pettus, Special Education Advisor

PROGRAM OVERVIEW

Here is a brief description of different aspects of the program, these descriptions were shared by the program and observed as part of the Instructional Walkthrough.

Daily Structure – Students are rostered into a cohort based on their individual needs and personal circumstances with varying start and end times. Students' rosters consist of three classes, as well as a Community Building class and a lunch period. Community Building classes include workshops for students on self-development, problem solving, and emotional coping strategies. Students that wish to earn additional credits are also able to Edgenuity for credit recovery, with support from different counselors and leaders at the school. Academic support is available to students daily either before school or after for all courses.

Teacher Development and Feedback – Teachers provide lesson plans weekly, often written in collaboration with other OBR teachers of the same content, and receive written feedback from the principal. In addition, there are also informal daily walkthroughs, as well as formal observations for teachers throughout the year. Teachers also have individualized coaching goals and meet with the principal weekly to work toward those professional development goals. And when necessary, there are more intensive supports provided to teachers that show a need in several areas for growth.

Multi-Tiered System of Supports – The program has academic support as well as review and reteach opportunities built into their calendar for all students. In addition to this, there are weekly MTSS meetings, where students referred by teachers are discussed, and interventions are assigned and monitored for 2 to 4 weeks. There are additional systems in place around attendance as well, such as the Student Attendance Improvement Plan (SAIP) process, as well as home visits for students identified by the Engagement Team.

Professional Development – The instructional staff have received feedback on the following topics: lesson structure, engagement strategies, teaching writing across curriculum areas, Keystone-style assessments, and MTSS. There are also plans in place for Achieve3000 training to provide another support for students with math and literacy growth areas.

Parent and Family Engagement – Various methods are utilized to communicate with students and parents, and address the unique needs of their students, who range in age from 16 to 21. There are daily student absentee calls, text messages, emails that are made by the Attendance Officer, EST Social Worker, Administration (eg, Principal and Dean of Students), as well as daily student meetings and check-ins being done on Google Meet or in-person to discuss any concerns or celebrate positive success.

Use of Data – Data is used not only to determine student successes and needs for intervention, but also the programming that the program uses. There are number of student data sources, including attendance, teacher gradebooks, and the STAR Assessment. These help to determine when more support is needed, and to help the program in partnership with the student and their family remove any barriers to success. There are both program-level systems like the MTSS team and their data tools, but also some that are used across the OBR network. The Director of School Improvement provides campus-wide data on a regular basis that helps in determining their program's priorities. The program also seeks input through surveys of staff, students, and families throughout the year.

SUMMARY OF PROGRAM AREAS OF STRENGTH

- There was clear evidence of strong relationships between students and staff, and the program has established a very welcoming environment through their procedures, physical spaces, and warm greetings.
- The program has established very efficient and productive program-wide systems, such entry procedure, technology access, etc.
- Students were working hard during some of the lessons observed, as teachers pushed students to own the thinking and to be creative and defend their reasoning.
- The program effectively used a wide variety of student engagement strategies, both to start the lesson and throughout the instructional period.
- The program has strong utilization of technology, allowing for more creative and deeper learning.
- There was a high level of student voice in some classes where most students were participating and eager to do so.

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 2021-2022 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	AVERAGE RATING	Category
Domain I: Overall Management	16	20	3.2	Expectations Met
Domain II: Instructional Delivery	18	28	2.6	Expectations Met
Domain III: Conditions for Learning	22	28	3.1	Expectations Met
TOTAL	56	76	Overall Percentage: 74%	

DOMAIN 1: OVERALL MANAGEMENT

Management for a Safe and Educationally Supportive 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, with a very clean and well-organized school space. They have a quick and efficient morning entry routine and have adjusted systems so that they can dynamically adjust to be more welcoming. An example of this was the quick combining of advisory groups to form a larger group where more relationship-building and discussion could take place. There were clear routines and procedures in place both program-wide and at the classroom level.   Staff were effective in their redirections when necessary. Lastly, teachers were aware of conditions, often scanning and circulating the room.

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. *There was clear modeling of the task in the ELA classroom, however, clear modeling of the task or skill was not observed in other classrooms.*			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. *The use of data to inform instruction was visible in some classes (eg, teachers listening to conversations and prompting students to share), but not consistently in all classes.*			X		
6. Teachers question all students with the same frequency.				X	
7. Teachers ask all students questions at different levels of cognitive complexity. *There was a high volume of teacher questioning observed, and at a variety of levels. However, frequently the highest-level questions were directed to a smaller group of more outgoing students. In other cases, the questioning was at lower-level depths of knowledge. There is a opportunity here to increase the level of questioning and making sure all students grapple with the highest-level questions.*			X		

DOMAIN II: INSTRUCTIONAL DELIVERY, *continued*

Summary:

The program had consistently relevant materials and incorporated a high level of student choice into their classrooms, which supported student engagement. The lesson topics and activities were standards-aligned and grade level appropriate, but in student interviews, they expressed a desire to be challenged even more. Modeling was observed, but was inconsistent. Students were working hard and engaged in all classes as teachers worked to make sure that everyone's voice was heard. There are opportunities to give students even more ownership, such as moving from sharing an opinion to sharing evidence or rationale from a text. While all students participated, the highest-level questions were often only answered by volunteers and the most outgoing students in the room. Another area for growth is the use of data. There was inconsistent evidence of teachers using data in the moment from student responses and conversations to inform their instruction—some did this well, while it was not observed in others.

Opportunities for Growth:
1. (Standard 1) **The program should provide professional development and coaching on providing a strong model of a skill or process.** Consider utilizing common planning time as a space to have staff collaborate and build their modeling skills, some teachers are doing this well and can support their peers.

2. (Standard 5) **The program should provide professional development and coaching on a small set of strategies to use student data in real time.** Consider identifying just 2 or 3 concrete but flexible strategies or techniques for teachers to use in gathering and then responding to student data in the moment. Staff are already circulating and scanning, using this habit to further develop their responses will improve their effectiveness and efficiency in this area.

3. (Standard 7) **The program should provide professional development on crafting higher order thinking questions as well as coaching on how to make sure that all students engage with these questions.** Consider having staff collaboratively plan and craft questions that are higher order during common planning time, working from a shared definition of what is and is not a higher order thinking question. Additionally, provide teachers feedback and coaching on how they are getting all students—not just the volunteers—to engage with more challenging questions.

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 classrooms observed effectively utilized a wide variety of engagement strategies such as images, videos, writing, and group discussions to facilitate their lessons.. Teachers were aware when students weren't engaging, and utilized several different redirection strategies to help them to engage in the work. This meant that students were on task most of the time, and there were no disruptive behaviors observed. This is likely in part due to the strong staff/student relationships, which were discussed during the student interviews. Staff have built rapport, and students responded positively when asked to participate, move their seat, etc. There were several examples of strong student to student interactions, but there is room to incorporate more small group activities within the lessons.