THE SCHOOL DISTRICT OF PHILADELPHIA

OPPORTUNITY NETWORK
INSTRUCTIONAL WALKTHROUGH 2021-2022
Program Name: One Bright Ray Simpson
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: March 1, 2022

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

Marta Lasiy, Principal

Sean McDevitt, Dean of Academics

Elizabeth White, Dean of Students

WALKTHROUGH REVIEW TEAM

Daniel Turner, Director of Instructional Resources

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

Marcus Devose, Assistant Director of Transition and Continuation

Jennifer Szwec, Instructional Support Case Manager

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 begin their day at varying start times, but everyone who enters the building follows a clear entry procedure- both supporting school wide norms as well as health and safety protocols. Students take 75min courses, and their day also includes a community building period, lunch, and an advisory period. Seniors are also enrolled in Senior Seminar course to help them complete graduation requirements. Academic supports are offered before and after school throughout the week.

Teacher Development and Feedback – Teachers receive frequent feedback and support with planning and instruction. Each week teachers meet collaboratively for Common Planning Time. The principal, or the dean of academics, also meet frequently for short check-ins with teachers – here they discuss lesson plan and observation feedback, as well as other development areas. There is differentiated support, and more intensive supports are implemented as needed by the dean of academics.

Multi-Tiered System of Supports – The program has adopted STAR as their universal screener and has a form with which teachers may refer a student to the MTSS process. There are increasing intensive supports from students, ranging from drop in academic support hours, to required attendance for academic supports, and one-to-one coaching. The program has also adopted an engagement tracker and incentive system to help support students engage more frequently. The program also added time to their calendar for review and reteach opportunities to support students and provide extra support with projects and the accelerated nature of the program. The program is piloting Achieve 3000 in some classrooms, with the intention of adopting more widely in the future. The program also utilizes the SAIP documentation and support process for attendance issues.

Professional Development – Professional development is held weekly as part of the Common Planning Time structure. In addition to these meetings, staff also participate in larger network wide PD Events throughout the year (which support all of the One Bright Ray schools). There is also other development work led by Mr. McDevitt the school's dean of academics. They have focused this year on having engaging openings as well as writing strong quality objectives that communicate clearly "what" and "how" students will be learning each day.

Parent and Family Engagement – The program has continued the utilize the engagement team structure that they created during remote instruction the previous year. This team of staff members work together to reach out to students and their families daily in a variety of ways (eg, phone calls, text message, social media, home visits, etc.) In addition, the engagement team holds in-person conferences with students and families to express concerns about attendance or academics.

Use of Data – The program utilizes the STAR assessment to gather student's math and reading levels, and have adopted several new strategies to increase the number of students who are completing the test and form who they have this growth data. STAR data is then used in making support decisions within their MTSS program.

SUMMARY OF PROGRAM AREAS OF STRENGTH

- During the visit, the program had very strong student engagement with teachers using a variety of approaches, giving students multiple opportunities and methods for engaging, including jam board, pencil and paper, and google docs.
- The program consistently uses Engaging Openings/Cognitive Engagement strategies, as was observed across classrooms.
- Several questions observed were asked at a high level, both in writing and verbally.
- The program established a positive and supportive school culture, as indicated by observation and as reported in the student interviews.
- Objectives were visible across classrooms and were rigorous and grade-level aligned.
- Technology was observed being smoothly employed across classrooms; all students had laptops, and there were no charger or access issues, etc.

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 2018-2019 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	AVERAGE RATING	CATEGORY
Domain I: Overall Management	17	20	3.4	Expectations Met
Domain II: Instructional Delivery	21	28	3	Expectations Met
Domain III: Conditions for Learning	23	28	3.3	Expectations Met
TOTAL	61	76	Overall Percentage: 80%	

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's classrooms are neatly decorated, warm, and inviting. Students are greeted when they arrive, and the school-wide procedures are strongly in place. Norms are well understood and respected by students, including those related to technology (eg, cell phones, laptops, etc.), and bathrooms. Teachers were consistent in both sharing expectations, and in reminding or redirecting students when those expectations were not being met. There were some opportunities for teachers to circulate more and monitor more closely what students were doing on their laptops, and also a missed opportunity to encourage more student-to-student conversation by adjusting where students were seated in the classroom (eg, in some instances students were too far apart to engage in a conversation). Overall, the environment was welcoming, focused, and very supportive of student learning.

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.				X	
6. Teachers question all students with the same frequency.				X	
7. Teachers ask all students questions at different levels of cognitive complexity. *While all students were consistently expected to grapple with varying levels of question complexity in writing, however, in multiple classrooms when students shared verbally, they often took volunteers and the more vocal or confident students tended to dominate the conversation. Consider supporting teachers in using a data driven approach to make sure the class understands the content/task before moving on as oppose to relying solely on student volunteers.*			X		

DOMAIN II: INSTRUCTIONAL DELIVERY, *continued*

Summary:

Teacher modeling of both tasks as well as concepts and thinking processes was strong across classrooms. There were consistent efforts made to make the curriculum relevant for students, be that focusing on current events, including an engaging lesson opening, or a reference to current popular trends. Objectives observed were standards aligned and grade appropriate. There was evidence of using data to adjust and drive instruction, however, this was often based on the feedback of one student. Consider looking for ways to use more data to inform those decisions. Students were all engaging with teacher checks for understanding, however, the most difficult high-level questions were always answered by volunteers and this meant frequently only a small group of students would dominate that part of the conversation. Consider supporting teachers with more strategic ways to gather data on high level question and use that to inform instruction.

Opportunities for Growth:
1. (Standard 7) **The program should provide development and coaching support to teachers with engaging all students with high-level questioning, with a particular focus on those students who may not initially volunteer to answer.** This is important for equity in the classroom, and may require other supports or strategies for teachers to use when calling on a less confident students potentially needing more support in answering high-level 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:

Engagement was consistently strong across classrooms where teachers employed a wide variety of engagement strategies, both with and without the use of technology. Teachers were circulating and encouraging of students as they attempted various tasks. There were many opportunities for students to interact with one another, and they did so in a productive way. Teachers were very interested in their students and were observed not only offering support as needed, but also building and further developing the already strong relationships they had in place. There was clear evidence of the school-wide focus areas in classrooms (eg, the engaging opening routines, clear objectives, and the smooth integration of technology into instruction). Consider ways to incorporate more turn-and-talk opportunities for students, as well as more consistent lesson closing activities.