



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 23, 2022

Contract Term: FY 2018 - FY 2022

Program Type: Accelerated (Grades 9-12)

PROGRAM LEADERSHIP

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WALKTHROUGH REVIEW TEAM

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INSTRUCTIONAL MODEL

“Our mission is to provide personalized, evidence-based educational services for nontraditional learners in collaboration with families and school districts.”

PROGRAM OVERVIEW

Ombudsman Northwest Accelerated offers students the opportunity to participate in a half-day (4-hour) program using online platforms intended for credit acceleration. The program is designed to provide students with self-paced instruction online while offering individualized support as needed on a student-by-student basis. 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 attend school in either the morning or afternoon and work asynchronously to complete coursework on Odysseyware and Gradpoint.
- Students receive face-to-face instruction in small group settings in core content areas on a weekly basis.
- Daily intervention is provided to students via Reading Plus. Students are assigned interventions based on the STAR assessment.

Teacher Development and Feedback –

- The Center Director for Instruction formally observes and provides feedback using the Danielson Framework twice a year.
- The Center Director for Instruction regularly reviews lesson plans for the small group instructional block.
- Teachers are assigned ongoing professional development to improve instructional practice using their LMS365 platform.

Multi-Tiered System of Supports –

- There is a daily intervention block listed in the schedule for students based on their performance on the STAR assessment for English Language Arts and Mathematics.
- Teachers provide small group instruction using components from the online platform.
- Teachers meet with students as needed based on students' requests for additional help using the program's request procedures.

Professional Development –

- Teachers receive ongoing professional development as needed to implement their program with fidelity.
- Required District-level professional development are aligned to the program's instructional model.
- Climate and culture topics are covered in professional development as they relate to attendance and behavior.

Parent and Family Engagement –

- Teachers conduct regularly scheduled parent-teacher conferences.
- Advisors contact parents routinely to discuss student progress.
- Parents are contacted daily when students are absent.

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

- Academic data obtained from the online platforms.
- Small group performance and individualized consultation with the instructors.
- Performance on the weekly writing prompts.
- STAR Assessment for progress monitoring.

SUMMARY OF PROGRAM AREAS OF STRENGTH

- During student interviews, strong staff/student relationships were a consistent theme.
- Student ownership of the learning was visible in both the larger asynchronous work area as well as in the small group classrooms.
- There were examples of students supporting one another in positive interactions during the visit.
- During the small group instruction in the classroom, students were willing to ask questions or for help when they needed more support.
- The lessons observed were relevant and interesting for students (eg, Philly examples and using language familiar to students).
- The program has established strong program-wide routines and procedures, such as the tracker board at the building entrance, to support a positive community.
- During student interviews, students spoke about supports they receive for post-secondary plans.
- There was evidence of a variety of student incentives and reinforcement for attendance, academic achievement, and effort.

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	14	20	2.8	Expectations Met
Domain II: Instructional Delivery	18	28	2.6	Expectations Met
Domain III: Conditions for Learning	21	28	3	Expectations Met
TOTAL	53	76	Overall Percentage: 70%	

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. <i>The majority of students were engaged and productive, however, some students were observed sleeping and were not refocused by an adult.</i>			X		
5. Teachers display awareness of conditions.				X	

Summary:

The program has established a very warm and inviting space. Students were greeted both by staff and there are several welcoming displays, and it was clear systems and procedures were well established and understood. The environment was very peaceful and quiet and supported student learning. Staff were circulating and supporting students as they completed their asynchronous tasks online. These conferences and the one-to-one support, meant some students were able to disengage—and at times sleep—during work time. This was not the case during the small group instruction, in which teachers had all students engaged and participating in the lesson.

Opportunities for Growth:

1. (Standard 4) **The program should adjust the staff monitoring routines to ensure that all students are frequently observed and addressed if they are disengaged or sleeping.** Consider having an adult routine where between conferences that circulate/scan the room and address any off-task behaviors.

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. <i>There were rigorous tasks included in the lesson plans observed today, however, students did not get to fully experience the rigor of the activities as they remained too heavily teacher supported. This meant there were few opportunities to assess student mastery of the content to then inform instruction.</i>			X		
4. Students are working harder than their teachers.				X	
5. Evidence of data is visible. <i>Teachers were often quick to move through the lesson content, either missing opportunities to confirm student understanding, or moving forward when students did not understand the comment. Based on what was observed, teachers were not driven by data, but rather by their agenda, likely due to time pressure.</i>			X		
6. Teachers question all students with the same frequency.				X	
7. Teachers ask all students questions at different levels of cognitive complexity. <i>Student questioning was inconsistent across classrooms For example, in some instances where teachers asked questions of all students, in both classes, the highest-level thinking grew from student-to-student conversations. Consider ways to adjust questioning and the prompts to encourage more student conversation, and less guided questioning on lower level items. Students were ready and able to discuss these topics in greater depth and detail—look for ways to provide that opportunity more frequently.</i>			X		

DOMAIN II: INSTRUCTIONAL DELIVERY, *continued*

Summary:

Overall, the live instruction observed during the walkthrough reflected some both areas of strength for growth. The modeling of a complex skill, such as analyzing the application of amendments in the Bill of Rights, was strong and led to students successfully apply the skill as well. Such connections also helped students find relevancy in the materials used. Student participation and ownership of their learning was particularly strong in the small group instruction but was also observed in the larger asynchronous learning environment. There were also rigorous tasks designed and asked of students, but at times they were not able to fully experience the thinking load when teachers provided support quickly if they demonstrated struggle. Further, the highest-level questions came from student conversations, which signals they are ready for high level conversations.

Opportunities for Growth:

1. (Standard 3) **The program should provide professional development and coaching support on facilitating strong practice activities.** Consider ways to help teachers further develop their understanding of practice, and how to facilitate both not only to help students build skills, but also gather useful data to inform instruction.
2. (Standard 5) **The program should provide professional development and coaching on pacing and in planning for manageable objectives.** Consider adding a component to your planning process where teachers check for pacing and feasibility of completing the lesson (given the tight time constraints) so that the small group lessons are not rushed, but responsive to student needs.
3. (Standard 7) **The program should provide professional development on higher-level questioning.** Consider how to support teachers in understanding the difference between higher- and lower-level questions, with the goal of having more high-level conversations during class—there is evidence students of the program are ready for this level of work. This type of professional development is well aligned to the collaborative nature of the program’s common planning time.

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. <i>The focus on instructional growth was evident in the ELA classroom, where the teacher tried to maintain a rigorous pace. However, there was not clear evidence of a rubric or larger goal in terms of student responses in the history class.</i>			X		

Summary:

The program had students were not only engaged in the variety of strategies used during their small group instruction, but were also supportive of one another in both the small groups as well as the larger classroom setting. There was clear evidence of strong student/teacher relationships, which also led to an environment where students felt comfortable advocating for themselves and asking for help when it was needed. Students were responsive to teacher directions, and described in their interviews how they felt, “[the teachers] care about me.” In terms of the program-wide focus area, implementation was not consistent across all of the classrooms observed.

Opportunities for Growth:

- (Standard 7) **The program should clearly define their program-wide focus area(s), and work to empower everyone so they are able to help support that goal.** Consider adding clarity to the focus area(s), describing exactly what would be observed when the goal is met, and its importance. Additionally, consider how providing clarity on focus areas can be shared not only with the staff, but students and families so they can support the program’s goal as well.