

## Instructional Walkthrough Report

SY 2022-2023

### Instructional Walkthrough Overview

Instructional Walkthroughs for all Opportunity Network contract programs focused on the instructional design and implementation of this design with consistency and fidelity at the classroom level required to deliver high quality instruction to all 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.

Walkthrough Date: March 16, 2023

Contract Term: FY2023 – FY2027

### General Information

**Program Mission:** *Fortis engages students through a blended learning environment that utilizes both classroom instruction and online components, all of which is data-driven and tailored to the needs of each student. The program engages students through meaningful academic courses, socioemotional education, post-secondary counseling, and student-teacher relationships. Whether a student's goal is to make their way to college or go directly to the workforce, Fortis prepares them for whatever is next in their journey.*

**Program Leadership:**

Michael Marrone <i>Chief Executive Officer and President</i>	Rebecca Tomlinson-White <i>Principal</i>	Gina Craig <i>Chief Academic Officer</i>
Patrick Durkin <i>Director of Climate and Culture</i>		

**Walkthrough Review Team:**

Daniel Turner <i>Director of Instructional Resources, Opportunity Network</i>	Majeedah Scott <i>Director, Multiple Pathways to Graduation</i>	Seth Morones <i>Strategy Analyst II, Opportunity Network</i>
Marc Johnson <i>College and Career Manager</i>	Amy McCourt <i>Multi-lingual Manager</i>	

## Program Overview

The following is a brief description and summary of different aspects of the Opportunity Network program. These descriptions were shared by the programs prior to the walkthrough and informed by observations as part of the formal Instructional Walkthroughs.

### Daily Structure

#### Program Snapshot

Enrollment	103 (as of April '23)
Instructional Model	Direct Instruction

#### Daily Student Schedule

Full Day	8:30 am – 2:42 pm
----------	-------------------

#### Course Frequency

Core Courses	5 times a week
--------------	----------------

#### Class Duration

Full Days	55 minutes
Wednesdays	35 minutes

#### Number of Classes

Number of Courses Students Can Take	4 – 6 (maximum if taking Edgenuity courses for credit recovery)
-------------------------------------	---

#### School Culture

Students participate in advisory each morning from 8:30-9:00, there is a student council, and monthly Town hall.

#### Core Curriculum Resources

Math	Ck12
English	Norton Anthology of African Amer. Lit. and Novels
Science	SDP Curriculum
History	Ck12

### Student Supports

Achieve 3000 Literacy	Intervention Period
Achieve 3000 Math	✓ Co-Teaching/Push-In Support
✓ Small Group Instruction	✓ Community/External Partners (ex: ELECT, etc.)

#### Additional Supports:

The program also has an after-school grant-funded academic support for students, three days a week from 2:45 – 4:00 pm.

### College & Career Readiness

✓ Service Learning Opportunities	<u>Certifications Offered</u> <ul style="list-style-type: none"> <li>• OSHA 10</li> <li>• CPR/First Aide</li> <li>• Mandatory Reporter (Act 31)</li> </ul>
✓ Internship Program	
✓ 1-on-1 Counseling	

#### Additional/Other Certification Opportunities:

The program has also developed a partnership for students to help build environmental monitoring buoys and established a Coding Club.

### Culture of Academic Success

- ✓ Honor Roll
- ✓ Public Recognition
- ✓ Restorative Practices

#### Additional/Other Academic Success

There is a daily 25min Keystone Prep structure offered for students, as well as monthly incentive celebrations.

## Summary of Program Areas of Strength

Below are short descriptions of areas where the program has shown sustained strength, as informed by the school visit, student and staff interviews, and a review of the provided artifacts.

- Warm and Welcoming Environment**  
 The program has created a very welcoming environment- both from the greeting that visitors receive in the main office to the noticeable happiness and joy present in classrooms.
- Grade-Level Content**  
 Students were provided grade level content and expectations especially in regards to the majority of student tasks and activities, including text driving the lesson in many classrooms (in alignment with the Science of Reading initiative in the network) and experiential learning activities in Science.
- Student Engagement**  
 Students were engaged in almost all classrooms, furthermore there were almost no disruptive behaviors observed evidencing students' awareness of classroom and school wide expectations and norms.
- Relationship Building**  
 Teachers have established relationships with students, and positive reinforcement was often provided strategically to help push students and keep them engaged/working hard.
- Meeting Students' Needs**  
 Teachers were sensitive to students' needs and how they were showing up to the learning space (comfort checks, support and accommodation with reading aloud, skipping a word while keeping students focused on the work) which positively impacted how they were engaging with the work.
- Student Voice**  
 There was observed growth in the amount of student voice and collaboration opportunities taking place, which likely also supported growth in student engagement and learning.

## Performance Summary- All Domains

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2022-2023 Instructional Walkthrough. Information regarding how standards in each domain are measured can be found in the Performance Framework for Opportunity Network contract programs.

Domains	Program Performance	Total Possible	Average Rating	Category
<a href="#">Domain I: Overall Management (Page 4)</a>	15	20	3	Expectations Met <i>(SY2021-2022: Expectations Met)</i>
<a href="#">Domain II: Instructional Delivery (Page 5)</a>	20	28	2.9	Expectations Met <i>(SY2021-2022: ▲ Exceeding Expectations)</i>
<a href="#">Domain III: Conditions for Learning (Page 7)</a>	23	28	3.3	Expectations Met <i>(SY2021-2022: Expectations Met)</i>
Total	58	76	Overall Percentage: 76%	

## Domain 1: Overall Management

Management for a Safe and Educationally Supportive Environment	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
<p>1. Program Environment Maintains a school environment where students feel welcome and invited.</p>		<p>Expectations Met (SY2021-2022: ▼ Exceeding Expectations)</p>
<p>2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.</p>		<p>Expectations Met (SY2021-2022: Expectations Met)</p>
<p>3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.</p>		<p>Expectations Met (SY2021-2022: Expectations Met)</p>
<p>4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.</p>		<p>Expectations Met (SY2021-2022: Expectations Met)</p>
<p>5. Awareness of Conditions Teachers display an awareness of conditions.</p>		<p>Expectations Met (SY2021-2022: Expectations Met)</p>

### Observation Summary

The program has created a welcoming environment, where there are many warm interactions between staff and students taking place, both inside and outside the classroom. The uniform and cell phone policies in place positively impacted the learning environment in classrooms where very few disruptions were observed. In addition, transitions were efficient and orderly- both between classes, but also within class periods as students changed activities. In several classrooms, teachers were monitoring their students and actively worked to make sure everyone was involved in the lesson activity. At times this meant teachers were positively acknowledging and reinforcing those who were on task and redirecting those who were not.

One potential area for growth is to alter the student seating arrangement to support additional student engagement. Although classes had a small number of students, they often sat spread out in the classroom. Program should consider how adjusting the seating arrangement could make the classroom feel more inviting creating within the room more of a community, encouraging even more student-to-student conversation.

## Domain 2: Instructional Delivery

Components of Effective Instruction	Observation Notes <i>(notes are provided for standards rated Nearing or Did Not Meet Expectations)</i>	Performance Rating
1. Instructional Modeling Teachers model the thinking and learning process.		<p><b>Expectations Met</b> <i>(SY2021-2022: Expectations Met)</i></p>
2. Curriculum Relevance Teachers make the curriculum relevant for their students.		<p><b>Expectations Met</b> <i>(SY2021-2022: Expectations Met)</i></p>
3. Curriculum Rigor The program ensures all lessons are rigorous.		<p><b>Expectations Met</b> <i>(SY2021-2022: ▲ Nearing Expectations)</i></p>
4. Student Effort Courses are developed and implemented to ensure students are working harder than their teachers.		<p><b>Expectations Met</b> <i>(SY2021-2022: ▲ Did Not Meet Expectations)</i></p>
5. Classroom and Instructional Data Evidence of data is visible.		<p><b>Expectations Met</b> <i>(SY2021-2022: ▲ Nearing Expectations)</i></p>
6. Teacher Questioning Teachers question all students with the same frequency.	<p>There was a lack of consistency in the levels of questioning and questioning of all students observed. For example, in some classrooms, a clear effort was made to engage all students in the checks for understanding, while in others some students were not questioned or addressed during the observations. One class that was very inclusive and had strong questioning was ELA where the discussion was facilitated to include all voices. In other classrooms, the teacher asked very few questions or only called on volunteers.</p>	<p><b>Nearing Expectations</b> <i>(SY2021-2022: ▼ Exceeding Expectations)</i></p>
7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.		<p><b>Expectations Met</b> <i>(SY2021-2022: ▲ Nearing Expectations)</i></p>

## Observation Summary

The program is implementing an instructional model that is providing students with grade-level appropriate instructional materials, activities and rigor (as evidenced by the novel and other text choices and the inclusion of standards in the teacher's daily lesson plans.) Students were also expected to be engaged in active learning tasks in all classrooms. In some cases, the student activities and the topic being studied were made relevant to students and their lives; for example, in ELA, there was a connection proactively established between the mini-buses in the novel they were reading and Philadelphia's local transit system SEPTA. Most lessons also included modeling of the student activity so that students understood the task or the skill focus of the lesson (such as in Spanish or in Construction).

Teachers were asking students high-level questions, often pushing them to explain their thinking. The information gathered from that questioning as well as what they could observe while circulating and observing student work then drove some instructional decisions (this was particularly evident in Construction and Geometry where the teacher had a clear and transparent response to what they were seeing in the student work). One area for improvement is the consistent questioning of all students, some teachers only asked for volunteers and asked a limited number of questions, while others had more strategic approaches to questioning and made sure to include all voices through direct questioning or discussion which allowed for students to demonstrate higher order thinking (as in ELA).

## Opportunities for Growth

1. Standard 6: Teachers question all students with the same frequency.

The program should provide professional development and coaching for teachers on different questioning techniques, as well as set the expectations all students should participate in discussions and checks for understanding.

The professional development could include strategies such as cold calling, using a participation tracker, or popsicle sticks etc. to determine who is answering. In addition, there should be clear and consistent expectations set by school leadership that all students should be questioned with higher-level questioning and expected to participate so that the teacher can have data on everyone's understanding and not just those willing to volunteer or who most understand the content.

## Domain 3: Conditions for Learning

Establishing Conditions Necessary for Learning	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
<p>1. Non-Engagement Teachers are aware of non-engagement in their classrooms.</p>		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
<p>2. Engagement Strategies Teachers use a variety of engagement strategies.</p>		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
<p>3. Student Engagement Students appear to be engaged in the lesson.</p>		<p>Expectations Met <i>(SY2021-2022: ▼ Exceeding Expectations)</i></p>
<p>4. Peer Interactions Students are interacting appropriately with other students.</p>		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
<p>5. Teacher Interest Teachers demonstrate a clear interest in their students.</p>		<p>Exceeding Expectations <i>(SY2021-2022: ▲ Expectations Met)</i></p>
<p>6. Student Responsiveness Students are appropriately responsive to teacher interactions.</p>		<p>Expectations Met <i>(SY2021-2022: ▼ Exceeding Expectations)</i></p>
<p>7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms.</p>	<p>The program leadership named having data-driven instruction as a school-wide focus area. In some classrooms evidence of data-driven instruction was present, but in others, there was no evidence of data in the classroom (data walls showing no data, no graded student work, and/or no reference to informal assessments). There was growth from past walkthroughs in the amount of student voice and ownership of learning, but there is still room to improve in having students' voices do the majority of talking in all classrooms (a previous focus area).</p>	<p>Nearing Expectations <i>(SY2021-2022: ▼ Exceeding Expectations)</i></p>

## Observation Summary

The program has created an environment where students are engaged in their work and oftentimes in a way that has them interacting with their peers. This is key to student learning and creates an environment where students will learn more in not only individual lessons but over time. The program has this level of engagement because teachers and staff are not only frequently present and circulating during work times, but demonstrated an awareness of when students were disengaged from work. There were a variety of engagement strategies utilized in classrooms, which further supported engagement by diversifying the type of work students were asked to do (engaging openings, partner work, group work, experiments, gallery walks, etc.) All of this was further supported by a high level of teacher interest in their students- which was observed not only as encouragement and acknowledgment but also awareness of students' lives. For example, in science class, the teacher previewed that they would be discussing cancer and that it might be difficult for some students to talk about if they know or love someone who has or may have had cancer. One area for improvement would be the school-wide focus, where the evidence of having data-driven instruction wasn't consistent across classrooms.

## Opportunities for Growth

1. Standard 7: There is evidence of the school-wide focus in the classrooms.

The program leadership should work to clearly define their school-wide focus areas and provide staff with professional development and coaching to help them implement the aligned strategies. School-wide focus areas should set the theme for professional development during the school year and be revisited often to ensure fidelity in implementation.

Consider how to make sure that the staff has a clear understanding not just of the rationale for choosing the school-wide focus, but what limited number of evidence-based strategies or techniques they should be implementing to be successful with the school-wide focus. It may be helpful to identify what improvement would look like and sound like to someone visiting the classroom and what impact that can have on students so that there is a shared vision for success.