One Bright Ray – Elmwood

Provider: International Education and Community Initiatives d/b/a One Bright Ray, Inc.

Program Type: Accelerated

Grades 9-12

6404 Elmwood Avenue, Philadelphia, PA 19141| (215) 488-1177

https://www.onebrightraycommunity.org

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 28, 2023
Contract Term:	FY2023 – FY2027

General Information

Program Mission:	*The mission of One Bright Ray Community High School is to provide a quality education to urban, over-aged and under-credited students in search of a positive school experience while earning their high school diploma. We challenge each student to explore his/her personal and academic potential through our accelerated Project Based curriculum and respectful relationships.*

Program Leadership:

Marcus A Delgado	Anna Duvivier	Joycet Velasquez
Chief Executive Officer	*Chief Operating Officer*	*Chief Academic Officer*
Rachel Turanski	Myron Hargrow	
Principal	*Dean of Students*	

Walkthrough Review Team:

Daniel Turner	Majeedah Scott	Marlon Riddick
Director of Instructional Resources, Opportunity Network	*Director, Multiple Pathways to Graduation*	*Student Transition Liaison, Transition Services*
Kia Woods	Carrie Haslanger	
Case Manager, Specialized Services	*Professional Learning Specialist, Learning Network 13*	

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	129 (as of April '23)
Instructional Model	Direct Instruction

Daily Student Schedule

Full Day	8:15am – 3:40pm
Half Day	8:15am – 12:00pm

Course Frequency

Core Courses	Once a day (or 5 times a week)
Keystone Courses	10 times each week

Class Duration

Full Days	65 minutes
Wednesdays	35 minutes

Number of Classes

Number of Courses Students Can Take	5 classes, or 4 credits if enrolled in Keystone courses.

School Culture

Students participate in Community Building twice a week during OBR Seminar class for 35 minutes.

Core Curriculum Resources

Math	Savvas
English	Savvas
Science	OBR developed
History	OBR developed

Student Supports

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

Additional Supports:

The school provides social and emotional support from social workers and counselors. The school also has an Engagement Support Team (EST) that supports students that may need to re-engage or get support with attendance.

College & Career Readiness

- ✓ Service Learning Opportunities
- ✓ Internship Program
- ✓ 1-on-1 Career Counseling

<u>Certifications Offered</u>
- OSHA-10 Certification
- CPR Certification
  Others based on student interest areas

Additional/Other Certification Opportunities:

The program works with PYN to offer students paid internship opportunities.

Culture of Academic Success

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

Additional/Other Academic Success

The program also has community building courses known as OBR Seminar; they also have multiple incentive systems- including the opportunity to earn various pins for their lanyard.

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.

- Student Ownership of Learning
  The school has developed a culture where students were taking ownership of the thinking load in many classes (have largely student voiced discussions, asking questions about the topic) and quickly engaging to practice the skills being taught, and asking for support as needed.

- Classroom Engagement
  Teachers were encouraging discussion in many classrooms, especially in ELA, and pushed for most student voices to be engaged in the conversation.

- Use of Technology
  The school's hybrid approach to utilizing technology was observed, as students were using a mix of technology and printed resources, a shift that has improved student engagement.

- Safe Environment for Learning
  Students and staff seemed comfortable talking about potentially difficult issues and taking academic risks during class discussions, evidence of an environment that is not only physically but also psychologically safe.

- Seminar Class
  The program has made some strategic adjustments to the OBR Seminar (shift in focus to graduation requirements) and other supportive structures (moving some supports to the start of day) to improve the impact they are having on students.

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
Domain I: Overall Management (Page 4)	15	20	3	Expectations Met *(SY2021-2022: Expectations Met)*
Domain II: Instructional Delivery (Page 5)	20	28	2.9	Expectations Met *(SY2021-2022: Expectations Met)*
Domain III: Conditions for Learning (Page 7)	21	28	3	Expectations Met *(SY2021-2022: Expectations Met)*
Total	56	76	Overall Percentage: 74%	

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
1. Program Environment Maintains a school environment where students feel welcome and invited.		Expectations Met *(SY2021-2022: ▼ Exceeding Expectations)*
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Expectations Met *(SY2021-2022: Expectations Met)*
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		Expectations Met *(SY2021-2022: Expectations Met)*
4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.		Expectations Met *(SY2021-2022: Expectations Met)*
5. Awareness of Conditions Teachers display an awareness of conditions.		Expectations Met *(SY2021-2022: Expectations Met)*

Observation Summary

The program has created a warm and welcoming environment, the building is clean and bright, students were greeted by staff when they arrived, and there are several supportive school culture structures in place. For example, while the school building does not have a common area large enough for a whole school meeting, the school leaders have developed a town hall structure using video conferencing where the dean is able to build culture with announcements and jokes, but also interacting with students in classrooms via their smart TVs. There were minimal disruptive behaviors and students were frequently positively acknowledged for completing their work and demonstrating effort on the learning tasks and activities. Teachers were able to give this feedback because they had a high level of awareness of how their students were doing.

Domain 2: Instructional Delivery

Components of Effective Instruction	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
1. Instructional Modeling Teachers model the thinking and learning process.		Expectations Met *(SY2021-2022: ▲ Nearing Expectations)*
2. Curriculum Relevance Teachers make the curriculum relevant for their students.		Expectations Met *(SY2021-2022: Expectations Met)*
3. Curriculum Rigor The program ensures all lessons are rigorous.		Expectations Met *(SY2021-2022: Expectations Met)*
4. Student Effort Courses are developed and implemented to ensure students are working harder than their teachers.		Expectations Met *(SY2021-2022: Expectations Met)*
5. Classroom and Instructional Data Evidence of data is visible.	The use of data was not consistent across classrooms- in some spaces the teachers utilized student data (such as online responses to the lesson opener) to help direct the conversation, however, in other classrooms, teachers were not scanning student responses and did not reference any data in making instructional adjustments.	Nearing Expectations *(SY2021-2022: Nearing Expectations)*
6. Teacher Questioning Teachers question all students with the same frequency.		Expectations Met *(SY2021-2022: Expectations Met)*
7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.		Expectations Met *(SY2021-2022: ▲ Nearing Expectations)*

Observation Summary

The program has several strong, consistently observed instructional practices in place, including effective modeling, utilizing grade level materials, and having students authentically apply the objective skills. Teachers also made efforts to help students see relevancy in the lessons- be that by choosing materials that had relevant content, or including specific activities in the lesson where students could identify the relevancy. Students fully owned the thinking load in most classrooms, as evidenced in discussions conducted with little input (mostly facilitation) from the teacher. The program also had inclusive questioning, challenging almost all students with questions at varying levels of complexity, frequently pushing students to explain or support their responses. One area of opportunity is the use of data to adjust instruction, which was not consistent. Some classrooms had the teacher very effectively scan and identify trends in student responses, and then provide guidance or a quick re-teach moment based on those observations. However, in other classrooms, such as Algebra, the data collection and adjustment did not take place.

Opportunities for Growth

1. Standard 5: Classroom and Instructional Data

   The program should provide professional development and coaching support for teachers on how to gather and respond to formative data from students during the lesson.

   This may be a multi-part process as teachers first learn about formative data collected from questioning or scanning during the lesson and perhaps separately, how to use daily assessment data (like an exit ticket or performance task) to then inform future instruction. These types of adjustments should be visible to students in some way (teacher naming the adjustment etc.) to support a data-driven culture in the classroom and the school. Consider providing this PD during the Professional Learning Community meetings (PLCs), where the collaborative nature of the meeting can draw on the strengths shown by some staff members in collecting and responding to data.

.

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
1. Non-Engagement Teachers are aware of non-engagement in their classrooms.		Expectations Met *(SY2021-2022: Expectations Met)*
2. Engagement Strategies Teachers use a variety of engagement strategies.		Expectations Met *(SY2021-2022: Expectations Met)*
3. Student Engagement Students appear to be engaged in the lesson.		Expectations Met *(SY2021-2022: Expectations Met)*
4. Peer Interactions Students are interacting appropriately with other students.		Expectations Met *(SY2021-2022: Expectations Met)*
5. Teacher Interest Teachers demonstrate a clear interest in their students.		Expectations Met *(SY2021-2022: ▼ Exceeding Expectations)*
6. Student Responsiveness Students are appropriately responsive to teacher interactions.		Expectations Met *(SY2021-2022: Expectations Met)*
7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms.		Expectations Met *(SY2021-2022: Expectations Met)*

Observation Summary

Overall, the program was meeting expectations in the domain Conditions for Learning. Students were engaged in all classrooms, and teachers had a strong awareness and were able to re-engage students who became off task. Student interactions were positive and appropriate, including when students would disagree or offer divergent viewpoints during class discussions (as they did about women's rights in the ELA classroom). Teachers demonstrated high levels of connectedness and rapport, often referencing details about students' lives or engaging with them in conversations related to challenges they were facing inside and outside of school. The program also had observed success with their school-wide focus areas, having improved instructional routines, engagement with technology (through more strategic use), and growth in strong, supportive staff and student relationships.