One Bright Ray – Mansion Evening

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

Program Type: Adult Diploma
Grades 9-12

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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.

Walkthrough Date:	March 21, 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*
Tom McLaughlin		
Principal		

Walkthrough Review Team:

Daniel Turner	Tiana Wilson	Seth Morones
Director of Instructional Resources, Opportunity Network	*Assistant Director, Re-Engagement Center*	*Strategy Analyst II, Opportunity Network*

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

Daily Student Schedule

Monday to Thursday	4:30 pm – 8:35 pm

Course Frequency

Core Courses	4 times per week

Class Duration

Core Courses	75 minutes
Support Groups	45 minutes

Number of Classes

Number of Courses Students Can Take	3 Classes in each of 3 Modules, 1 course in Summer

School Culture

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:

Students can also access tutoring from 4:00 to 4:30 pm before classes begin, and academic support after class. Students can also engage in one course of credit recovery via Edgenuity each module.

College & Career Readiness

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

Certifications Offered
- OSHA-10 Certification
- CPR Certification
- Mandated Report Certification

Additional/Other Certification Opportunities:

Students who are required to meet Act 158 requirements receive 1:1 counseling with an individualized plan to meet their requirements.

Culture of Academic Success

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

Additional/Other Academic Success

The program has student led fundraisers, trips, and cultural events throughout the year. The program honors high achievers in each content area, as well as a Phoenix Award for anyone who maintained Honor Roll each term until graduation.

Summary of Program Areas of Strength

1. **School-Wide Focus and Relationship Building**
   There was clear evidence the school wide focus on setting up expectations for courses (sharing a syllabus with the major assignments and daily lesson structures explained for those who are re-engaging after a long break from school) as well as building relationships (such as having opportunities students to work in pars and some ice-breaker activities- key for the start of a new term).

2. **School Culture**
   School culture was strong- students said they felt seen and known by name, treated with respect, and supported by staff/leaders when they need help with problems. As an adult diploma program, reshaping a student's academic experience so that it is markedly better compared with prior experiences is crucial for student success and persistence.

3. **Student Engagement**
   Student engagement was high in all classes, students were on task and following teacher directions as the teachers were sharing expectations for their classrooms, gathering some initial student data, and working to establish classroom culture. Some students were taking ownership of their learning, asking questions about the syllabus, confirming expectations for assignments, and in one instance students were observed making arrangements to support one another.

4. **Rigor and Scaffolding**
   Despite having a high level of diversity in student academic levels, age of students, and years of school experience, teacher's lesson and unit plans were aligned to standards and showed a clear scaffolding of rigor over time.

Performance Summary- All Domains

The table below summarizes the number of standards by category which 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)	17	28	2.4	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*
Domain III: Conditions for Learning (Page 7)	20	28	2.9	Expectations Met *(SY2021-2022: Expectations Met)*
Total	52	76		Overall Percentage: 68%

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
Program Environment Maintains a school environment where students feel welcome and invited.		Expectations Met *(SY2021-2022: ▼ Exceeding Expectations)*
School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Expectations Met *(SY2021-2022: Expectations Met)*
Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		Expectations Met *(SY2021-2022: Expectations Met)*
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: ▼ Exceeding Expectations)*
Awareness of Conditions Teachers display an awareness of conditions.		Expectations Met *(SY2021-2022: Expectations Met)*

Observation Summary

The Program was welcoming with classrooms that were clean and bright and staff greeting everyone. Some teachers also made special efforts to make their space inviting, for example in two classrooms there was quiet music playing during work time and transitions. Students were aware of the expectations and the policies for the school; teachers were taking attendance and implementing other school-wide systems. Laptops were utilized as part of the instruction in multiple classrooms, with students engaged with online materials provided in the google classroom, and little off task web browsing etc. There were very few off-task behaviors observed and in some classrooms, there was positive reinforcement for participation in the different classroom activities. In addition, teachers were observed demonstrating an awareness when students were uncomfortable, needed more time, or were getting frustrated and adjusted their support as necessary.

Domain 2: Instructional Delivery

Components of Effective Instruction	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
Instructional Modeling Teachers model the thinking and learning process.	The modeling observed was not consistent across classrooms- some teachers were modeling the academic skill as well as how to complete the required tasks, but some did not. A lack of modeling often led to some student confusion and less access to the content.	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*
Curriculum Relevance Teachers make the curriculum relevant for their students.	Some classes observed had relevant content and time was taken to explicitly make this connection- be that focusing the lesson on Philadelphia or through personal reflection in the foreign language classroom. In other classes, however, this was not observed. Being able to find relevance and connect the lesson to prior experiences and current understanding is key for adult learners.	Nearing Expectations *(SY2021-2022: Nearing Expectations)*
Curriculum Rigor The program ensures all lessons are rigorous.		Expectations Met *(SY2021-2022: Expectations Met)*
Student Effort Courses are developed and implemented to ensures students are working harder than their teachers.		Expectations Met *(SY2021-2022: Expectations Met)*
Classroom and Instructional Data Evidence of data is visible.	In some of the classrooms observed (Geometry and Spanish) teachers were collecting student data, however, there were many missed opportunities to gather information on student understanding by questioning or by observing students' written responses.	Nearing Expectations *(SY2021-2022: Nearing Expectations)*
Teacher Questioning Teachers question all students with the same frequency.		Expectations Met *(SY2021-2022: Expectations Met)*
Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.	The levels of questioning observed were predominantly lower level. Some teachers did ask higher-level questions, however, this practice was not consistent across classrooms. Often questions resulted in one-word responses with little explanation or reasoning being shared and students were infrequently prompted to expand their responses.	Nearing Expectations *(SY2021-2022: Nearing Expectations)*

Observation Summary

Students were actively working and completing academic tasks in the classrooms that were observed, and in many of those classrooms, the teacher was also either presenting grade-level and rigorous tasks or scaffolding up to grade-level content. In addition, the teachers were also questioning all students and making visible efforts to have a majority of students participate in the class- joining in discussion or answering questions.

There was much less consistency with modeling observed in classrooms, yet teachers providing modeling across classrooms and content areas would likely help students to better access the content that is being taught. In addition, while nearly all students were questioned, not all students were presented with challenging and complex questions, and instead were only presented with low-level questions.

Finally, some classrooms observed presented content in a manner that students found relevant and could make connections with- however, this was not consistent across classrooms and there were several missed opportunities for the teacher to build relevance in the content for students (which is of particular benefit to older students.)

Opportunities for Growth

1. Standard 1: The program should provide teachers with professional development that establishes what strong modeling looks like across content areas, and why that is so important for students to access grade-level content.

   This modeling should focus not only on how to complete academic tasks but also on the thinking/academic skills that are involved. With limited time, it is important to include the rationale for when to model so that teachers can more efficiently navigate those decisions in lesson planning and execution. Peer sharing of modeling strategies could occur within PLCs.

2. Standard 2: The program should provide professional development or coaching for those teachers who want or need more support with building relevancy in their lessons.

   A previous suggestion of adding relevancy prompts/fields to the lesson planning template along with targeted feedback on this area may be helpful. Finding relevance is particularly important for adult learners, and is a key component of making the content accessible and relevant for students. As the lived experiences and backgrounds of the adult students enrolled can change during the year, this should be revisited prior to the start of each module so that relevancy shifts can be made nimbly for the benefit of students enrolled in each module.

3. Standard 5: The program should provide professional development or coaching to teachers on easy to implement strategies for gathering and using data from checks for understanding to make instructional decisions.

   This focus on checks for understanding and using the data to make decisions would allow the instruction to be more responsive and better support student needs. With the diversity of student academic levels and attendance challenges, being responsive is an important component for ensuring the effectiveness of instruction.

4. Standard 7: The program should provide coaching (such as real-time support) to teachers to increase the cognitive complexity of their questioning, and in particular their checks for understanding of the main lesson objective.

   Moving teachers from just asking for an answer, to an answer and justification or evidence is key to challenging students at multiple levels of cognitive complexity. Teachers will likely need support to both remember to ask for explanations and also to do so for their highest leverage checks for understanding as well. PLCs can be a useful time for sharing questioning frames and co-developing student activities and prompts that will lead to higher order thinking, analysis, comparison and judging to support student critical thinking across content areas.

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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
Non-Engagement *Teachers are aware of non-engagement in their classrooms*		Expectations Met *(SY2021-2022: Expectations Met)*
Engagement Strategies *Teachers use a variety of engagement strategies.*	Some of the classrooms observed used multiple engagement strategies- notice and wonder, kahoot, etc. However, several classrooms did not utilize an engagement strategy and were presenting information only using a lecture style that did not encourage student engagement.	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*
Student Engagement *Students appear to be engaged in the lesson.*		Expectations Met *(SY2021-2022: Expectations Met)*
Peer Interactions *Students are interacting appropriately with other students.*		Expectations Met *(SY2021-2022: ▼ Exceeding Expectations)*
Teacher Interest *Teachers demonstrate a clear interest in their students.*		Expectations Met *(SY2021-2022: ▼ Exceeding Expectations)*
Student Responsiveness *Students are appropriately responsive to teacher interactions.*		Expectations Met *(SY2021-2022: ▼ Exceeding Expectations)*
School-Wide Focus *There is clear evidence of the school-wide focus in the classrooms.*		Expectations Met *(SY2021-2022: Expectations Met)*

Observation Summary

There was strong engagement from students in the classrooms we observed, and students were observed trying to complete all teacher-assigned tasks and interacting appropriately with one another. Teachers were observed working to learn more about their students (it was the start of a term and some culture-building activities were observed- such as surveys or group discussions).

The school-wide focus on setting clear expectations and building community was also observed. For example, one math teacher was developing a class culture around embracing error and showing perseverance with their class motto, "No Pride, No Ego, Just Math." While students were generally engaged, some classrooms utilized a lecture-style approach to introduce their syllabus and course, and utilizing a range of engagement strategies would likely have led to greater student understanding and retention of the material as well as create opportunities for student ownership of their learning, a necessary success factor for older students.

Opportunities for Growth

1. Standard 2: The program should provide professional development on engagement strategies, in particular, those that support student internalization of content and/or will provide the teacher an opportunity to check for understanding.

   These types of activities help support continued engagement and provide the teacher with helpful data points from which they can offer more support or adjust instruction. Consider utilizing some of the professional development tools provided by the district (such as Tune-up Tuesdays, or the #teachPHL series, as well as PD offered by the Opportunity Network team) regarding engaging lesson openings and the think/pair/share structures.