One Bright Ray – Mansion

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

Program Type: Accelerated

Grades 9-12

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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:	February 7, 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*
Monica Hawk	Stephanie Finnin	Kellen Massie
Director, Curriculum and Instruction	*Principal*	*Dean of Students*

Walkthrough Review Team:

Daniel Turner	Majeedah Scott	Seth Morones
Director of Instructional Resources, Opportunity Network	*Director, Multiple Pathways to Graduation*	*Strategy Analyst II, Opportunity Network*
Nolita Pettus	Tiana Wilson	John Hale
Case Manager, Specialized Services	*Assistant Director, Re-Engagement Center*	*Prevention and Intervention Liaison*

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	97 (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	Twice a day (or 10 times a 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

Certifications Offered
- OSHA-10 Certification
- CPR Certification
- Others based on student interest areas

Additional/Other Certification Opportunities:

The program also has an ongoing project to create Art installations in their community as a service learning project. The program also 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 has community building classes, provides 1:1 academic support before/after school, celebrates "Zero Day" for those graduating each module, and has several school-wide competitions.

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.

- **Welcoming Environment**
  There was a strong welcoming environment- the building looks great and the adults were consistently greeting all students.

- **Digital Citizenship**
  The program has included instruction on "digital citizenship" with a focus on responsible computer use; as a result, virtually everyone was on the correct site etc. during the lesson.

- **School-wide Rules and Procedures**
  The school-wide rules and procedures were clear, well understood, and consistently enforced - only minimal off-task behaviors were observed today (most often disengagement etc.).

- **Use of Technology**
  The teachers were all utilizing technology as part of their lessons (virtual models, using digital worksheets, etc.) to support student engagement and to provide better long-term access to classroom materials.

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)	18	20	3.6	Exceeding Expectations *(SY2021-2022: ▲ Expectations Met)*
Domain II: Instructional Delivery (Page 5)	16	28	2.3	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*
Domain III: Conditions for Learning (Page 8)	20	28	2.9	Expectations Met *(SY2021-2022: Expectations Met)*
Total	54	76	Overall Percentage: 71%	

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.		Exceeding Expectations *(SY2021-2022: ▲ Expectations Met)*
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Exceeding Expectations *(SY2021-2022: ▲ Expectations Met)*
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		Exceeding Expectations *(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 very welcoming and focused environment for students. Staff are warm and friendly, and demonstrated not only an awareness of the conditions in their classrooms but throughout the program space. School wide and classroom level systems and routines are in place to support students in making sure they are reading for learning (e.g. have the needed supplies) but also are able to focus on their work (e.g. no disruptions). The leadership teams focus on student engagement (specifically making sure students feel connected and seen by the school) and increasing attendance through a whole team approach with all staff working to reach out to students about attendance concerns. This distributed approach to student supports is a likely key contributor to the positive school culture we observed as well.

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.	Teachers were observed using strong modeling of how to use a conjugation tool in Spanish and there was strong modeling of the task in English 2, however, modeling was not clear in science and in math it was not observed or only modeled for one student at a time. There is a need for a more consistent school-wide approach to modeling of the student activity or task. Another example is the method used for introducing vocabulary, varied methods were observed- with varying levels of effectiveness.	Nearing Expectations *(SY2021-2022: Nearing Expectations)*
2. Curriculum Relevance Teachers make the curriculum relevant for their students.	The strongest relevancy came in English 2 where students learned about the author and used this to build background, and then in biology used a slinky to make the demo more interesting. However, this was not consistent as there was no relevant connection made for students in math or Spanish.	Nearing Expectations *(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.	In many of the classes observed teachers were providing high levels of support to students one on one, but there was little expected of students during whole-group instruction. In several classrooms there were few moments where students were expected to apply the objective skill and provide the teacher insights into their understanding.	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*
5. Classroom and Instructional Data Evidence of data is visible.	While teachers were frequently observed scanning student work and monitoring the class, there were very few examples of teachers referencing what was observed and addressing any common misconceptions. One exception to this was in the English class, where the teacher cued specific students to share their viewpoint on the opening question to highlight opposing views.	Nearing Expectations *(SY2021-2022: Nearing Expectations)*
6. Teacher Questioning Teachers question all students with the same frequency.		Expectations Met *(SY2021-2022: Expectations Met)*

Components of Effective Instruction	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.	The vast majority of questions posed to students were low-level, with very few comprehension or other high-level questions being asked. Frequently questions were asked for a definition or for students to read- not to share their interpretation, judgement or analysis.	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*

Observation Summary

The program had generally inconsistent performance in the area of Effective Instruction. There were several instances of strong instructional practices; however, these were not consistent across classrooms with a high level of variance observed. The program was meeting expectations with rigor; the work students engaged in was grade level appropriate. Teachers also sought to engage all students in the lessons; there was consistent evidence of teachers making an effort to question all students during instruction. Building on these strengths, the program has an opportunity to improve in the areas of modeling, relevancy, having students own the thinking load, and responding to questions with higher levels of complexity.

Opportunities for Growth

1. Standard 1: Teachers model the thinking and learning process.

   The program should provide professional development and coaching for teachers on the use of effective modeling.
   Consider how to more effectively set expectations for modeling, while also respecting the different pedagogies at play in the different content areas, answering the question "What does modeling look like at OBR Mansion?" Suggest creating a culture of modeling that starts with leader and staff interactions (staff meetings and professional development), extends to staff to staff interactions (PLCs and MTSS meetings) and grows to becoming a part of the culture in every classroom for teacher to student interactions.

2. Standard 2: Teacher make the curriculum relevant for their students.

   The program should provide professional development as well as coaching or lesson plan feedback for teachers on how they can make sure to highlight and emphasize the relevance of their daily lesson or objectives for students.
   This is particularly important for older learners, and can help them to build on the robust background knowledge they have as well as their lived experiences. Consider utilizing some of the resources shared in the network Instructional Updates as well, such as Tune up Tuesday content, or past PD available on the district's Educator Hub. This may be a useful topic for discussion during the program's weekly PLC meetings.

3. Standard 4: Students are working harder than their teachers.

   The program should provide professional development and coaching for their teachers on strategies to cognitively engage students.
   Consider building on the work of the Engaging Opening PDs offered by the Opportunity Network or including resources like "Total Participation Techniques" (which is used in the #teachPHL PD series from the district) in program professional development via a teacher book study or workshop.

4. Standard 5: Evidence of data is visible.

    The program should provide professional development and coaching for teachers on how to gather and leverage data from checks for understanding or scanning to inform instructional adjustments.
    It would be helpful for the program to determine two to three data collection techniques (scanning written student responses, exit tickets, other checks for understanding) and set an expectation that they are utilized on a consistent basis so that students are familiar with a common set of strategies and teachers can support each other in mastery of these same strategies. Once a common set of strategies is established, then the program should support teachers with knowing how to respond to the feedback they are getting from that data including which instructional shifts to use and when.

5. Standard 7: Teachers ask all students questions at different levels of cognitive complexity.

    The program should support teachers in both planning and then utilizing higher order thinking questions as a key way to measure student understanding.
    This may be making small adjustments to the lesson plan format or feedback to include scripted questions aligned with the lesson objective. Additionally, this may look like real-time coaching of teachers, where the school leader models or shares a higher order thinking question while visiting the classroom. Consider also how this can connect and build on the next steps for Standard 5, as there are likely some connections between the two that could be developed utilizing the PLC structure.

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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
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: ▲ Nearing Expectations)*
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.	Group work was present in a small number of classes - some observers saw interaction in those groups, however, a number of reviewers did not see students interacting with each other around the lesson or learning during their observations.	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*
5. Teacher Interest Teachers demonstrate a clear interest in their students.		Expectations Met *(SY2021-2022: Expectations Met)*
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: ▲ Nearing Expectations)*

Observation Summary

The program's teachers were engaging most to all students in their lessons; this was achieved through both the use of resources (both supplies in the classroom as well as digital tools) and also different engagement strategies. Teachers demonstrated a willingness and interest to address and encourage those students who were not engaged. The teacher's interest in their students was further evidenced by teachers supporting students with solving problems so that they could engage with the lesson. There is an opportunity for the program to support more frequent and productive student-to-student interactions leading to increased student ownership of their learning and an increase in relevance through students connecting learning to their lived experiences. The program has effectively executed on their focus of Digital Citizenship, and may find success in focusing on student-to-student conversations in the future.

Opportunities for Growth

1. Standard 4: Students are interacting appropriately with other students.

   The program should provide professional development and coaching for teachers on structures requiring and supporting student-to-student interactions (e.g. group work, think/pair/share, whole group discussion, etc.).
   Consider who on the team may already be using these structures, and leveraging their expertise during PLCs to help support their peers. Additionally, these structures should be modeled for the staff by school leadership in their meetings and professional development, which can then be practices more by teachers in the PLCs. If necessary staff could also engage in peer observations of these structures, visiting classrooms where the structure is in place to support further effective implementation.