

Instructional Walkthrough Report

SY 2022-2023

One Bright Ray – Simpson Evening

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

Program Type: Accelerated
Grades 9-12

1142 E Erie Avenue, Philadelphia, PA 19124 | (215) 744-6000

<https://www.onebrihtraycommunity.org>

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: April 24, 2023

Contract Term: FY2023 – FY2027 (*SY 2022-2023 is Program Opening Year*)

General Information

Program Mission:	<i>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.</i>		
Program Leadership:	Marcus A Delgado <i>Chief Executive Officer</i>	Anna Duvivier <i>Chief Operating Officer</i>	Joycet Velasquez <i>Chief Academic Officer</i>
	Monica Hawk <i>Director, Curriculum and Instruction</i>	Patrice Morris <i>Principal</i>	Arkadiy Yelman <i>Director of Evening Programs</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>

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	108 (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	Sawas
English	Sawas
Science	OBR developed
History	OBR developed

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:

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	<u>Certifications Offered</u> <ul style="list-style-type: none"> • OSHA-10 Certification • CPR Certification • Mandated Report Certification
✓ Internship Program	
✓ 1-on-1 Career Counseling	

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	✓ Restorative Practices
✓ Public Recognition	

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

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**
 All of the classrooms observed during the walkthrough were warm and welcoming and several students were seen having positive and joyful interactions with their peers and teachers related to the content.
- Student/Teacher Relationship Building**
 Teachers were clearly aware of their students' concerns and showed interest in them and their lives, often leveraging their interests when possible to further classroom engagement to the material. This also showed respect for the students and their lived experiences as all students in this program are adults (18+ years old) and offer a broad range of real-world experiences to support connections to learning in a safe, trusting, relationships-centered learning environment.
- Classroom Modeling**
 Effective modeling was observed in several classrooms, including strong visuals for note taking and using sentence starters.
- Student Engagement**
 Student engagement was high across all classrooms, which was clearly driven by the relationship building and engagement activities utilized during the lessons.

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*
Domain II: Instructional Delivery (Page 5)	21	28	3	Expectations Met*
Domain III: Conditions for Learning (Page 7)	23	28	3.3	Expectations Met*
Total	59	76	Overall Percentage: 78%	

*2022-2023SY is the first year of the Simpson Evening program, and so there is no prior year rating for comparison.

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
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Expectations Met
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		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
5. Awareness of Conditions Teachers display an awareness of conditions.		Expectations Met

Observation Summary

The program has created a welcoming and encouraging learning environment, mostly driven by warm teacher and staff interactions with their students. In classrooms, students were engaged and given positive feedback for participating and contributing to the lessons. Teachers, and the school overall, have systems in place to make sure students have the materials, instructional resources and technology support they need to be successful. This is particularly important as many students in this program are returning to the classroom environment after an extended period of time and last experienced an instructional setting prior to the School District's adoption of a 1:1 learning environment and extensive integration of education technology. Teachers were aware of conditions by checking on students who were unexpectedly absent, providing supports and tools to access the content and extra materials as needed (pencils, prior handouts, notebooks, etc.).

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.		Exceeding Expectations
2. Curriculum Relevance Teachers make the curriculum relevant for their students.		Expectations Met
3. Curriculum Rigor The program ensures all lessons are rigorous.		Expectations Met
4. Student Effort Courses are developed and implemented to ensure students are working harder than their teachers.	The level of expectation for what students would complete without teacher support was inconsistent from classroom to classroom. Some lessons had students working independently by the end of class with activities that allowed them to fully apply the objective skill, while in others the activities were all heavily teacher-directed and supported, and students were not being released to assume the cognitive load.	Nearing Expectations
5. Classroom and Instructional Data Evidence of data is visible.		Expectations Met
6. Teacher Questioning Teachers question all students with the same frequency.		Expectations Met
7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.		Expectations Met

Observation Summary

The program had consistently strong modeling in the classrooms that were observed, with teachers modeling both the skills that were being taught as well as the process for completing the tasks assigned (such as taking notes, graphing, or annotating a passage). There were also some examples of teachers making explicit connections between their content and students' lived experiences so that the lessons felt more relevant. Teachers were observed scanning student responses, and working to make sure that all student voices were included in the conversation, and in most classrooms they were also asked to explain their thinking or justify their responses allowing students to demonstrate higher-order thinking. Instructional texts used were aligned to grade-level standards and connected to relevant state standards in the lesson plans reviewed.

Opportunities for Growth

1. Standard 4: Courses are developed and implemented to ensure students are working harder than their teachers.

The program should provide professional development and coaching for teachers on crafting lesson plans with student activities that allow students to independently practice and master the objective skill or concepts.

While there are many ways to do this, consider a gradual release model, which begins with direct teacher modeling, and then transitions to more independent student practice. Alternatively, another approach is more constructivist, such as that described in the school district math framework, where students first attempt a problem, and then through discussion and guided debrief from the teacher, students develop a new understanding of the topic. The teacher may at that point provide a clear model of the skill or concept, before releasing the students to practice independently or with peer support. There is also a similar approach in science, known as 5E. Whichever structure the program chooses to adopt, students should be supported as they work to fully practice the objective skill or concept without teacher support.

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

Observation Summary

During the walkthrough, teachers were observed both working to build relationships with students and also leveraging existing relationships to support and engage their students. At times teachers had students share how they would handle a situation faced by characters in a story, while in others, teachers pushed students to connect recent events to events that took place nearly seventy-five years ago. There was minimal non-engagement observed, and frequently when a student was not engaged they were quickly acknowledged and supported by the teacher to re-engage with the lesson or task. This was made possible by the variety and diversity of engagement strategies being used across classrooms (be that from shared stories, class discussions, experiments, etc.). Lastly, there was evidence of the school-wide focus in creating a consistent classroom experience for students, and providing seamless support to help students overcome moments of frustration due to academic challenges.