

## Instructional Walkthrough Report

SY 2022-2023

# One Bright Ray – Simpson

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 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 16, 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 <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>	Marta Lasiy <i>Principal</i>	Sean McDevit <i>Dean of Academics</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>
Rodreen Howell <i>Student Transition Liaison, Transition Services</i>	Amy McCourt <i>Multilingual Manager, Multilingual Curriculum and Programs</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	272 (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.
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#### School Culture

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

#### 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:

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	<u>Certifications Offered</u> <ul style="list-style-type: none"> <li>• OSHA-10 Certification</li> <li>• CPR Certification</li> <li>• Others based on student interest areas</li> </ul>
✓ Internship Program	
✓ 1-on-1 Career Counseling	

#### 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 and provides academic support before and after school four days a week.

## 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 maintains a strong and welcoming environment for all students, and while leaders shared there have been some culture challenges this year, no climate concerns were observed during the Instructional Walkthrough. The atmosphere in the classrooms themselves was joyful and energetic.
- Inclusion of Text within Lessons**  
 There was a noticeable and observably strong shift to include more text in the lessons from previous years' Instructional Walkthroughs. Some examples of incorporating text into lessons was in African American History, Environmental Science, Social Science, and Art History- where the text was grade level appropriate and connections were made to make it relevant for students.
- Use of Incentives to Promote Student Participation**  
 In classrooms where the teacher utilized the school's ticket incentive to promote student participation in the lesson there were higher levels of participation and more student voice.
- Focus on Literacy**  
 Many classrooms demonstrated a clear focus on literacy, which was illustrated in multiple different structures, including: VOMO, vocabulary routines, and prefix posters.
- Student/Staff Relationship Building**  
 Students spoke to the high level of care and engagement from teachers and staff, which was also observed in the classrooms.

## 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>	19	20	3.8	Exceeds Expectations <i>(SY2021-2022: <span style="color: green;">▲</span> Expectations Met)</i>
<a href="#">Domain II: Instructional Delivery (Page 5)</a>	21	28	3	Expectations Met <i>(SY2021-2022: <span style="color: green;">▲</span> Expectations Met)</i>
<a href="#">Domain III: Conditions for Learning (Page 7)</a>	22	28	3.1	Expectations Met <i>(SY2021-2022: <span style="color: green;">▲</span> Expectations Met)</i>
Total	62	76	Overall Percentage: 82%	

## 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 <i>(SY2021-2022: Expectations Met)</i>
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Exceeding Expectations <i>(SY2021-2022: Expectations Met)</i>
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		Exceeding Expectations <i>(SY2021-2022: ▲ Expectations Met)</i>
4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.		Expectations Met <i>(SY2021-2022: Expectations Met)</i>
5. Awareness of Conditions Teachers display an awareness of conditions.		Exceeding Expectations <i>(SY2021-2022: ▲ Expectations Met)</i>

### Observation Summary

The program maintains a welcoming and focused learning environment where teachers are caring for their students, there are few disruptions, and systems are in place and operating effectively on both school-wide and classroom levels. The school is clean, bright, and decorated with content aligned displays. Teachers and staff were observed checking on students' well-being both inside and outside of class. In some classrooms, a ticket system was used to recognize student participation and effort, which resulted in those classrooms having the strongest student engagement with sustained, high levels of student voice. There is an opportunity to display even more student work, particularly in the art classroom.

## 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.		Expectations Met <i>(SY2021-2022: Expectations Met)</i>
2. Curriculum Relevance Teachers make the curriculum relevant for their students.		Expectations Met <i>(SY2021-2022: ▼ Exceeding Expectations)</i>
3. Curriculum Rigor The program ensures all lessons are rigorous.		Expectations Met <i>(SY2021-2022: Expectations Met)</i>
4. Student Effort Courses are developed and implemented to ensure students are working harder than their teachers.		Exceeding Expectations <i>(SY2021-2022: ▲ Expectations Met)</i>
5. Classroom and Instructional Data Evidence of data is visible.	There were many teachers circulating and gathering data on student work (as well as other strategies used such as jam boards and small whiteboards), however, there were very few observations where the data collected was shared with students or was utilized to inform the teacher's instruction. Some teachers did leverage data during the lesson; these included the Spanish, Math, and Chemistry classrooms.	Nearing Expectations <i>(SY2021-2022: ▼ Expectations Met)</i>
6. Teacher Questioning Teachers question all students with the same frequency.		Expectations Met <i>(SY2021-2022: Expectations Met)</i>
7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.		Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i>

## Observation Summary

The program demonstrated growth in this domain, which included not only more rigorous lessons that were focused on a common text, but also in having more higher-level questions for students. The program shared they have been working to support teachers in having a stronger vision and plan for their lessons, leading to a deeper understanding of the objective and what mastery would look like. This work has led to stronger questioning, improved modeling, and student activities that were both objective aligned and rigorous, pushing students to own the cognitive load and express higher-order thinking. Teachers were able to do this in part by making clear efforts to connect the lesson content to students' lived experiences. One area where there is an opportunity for further development is the use of data, and increasing the amount of transparency that teachers have with students about what data they are collecting and how they are responding to it in their instructional practice.

## Opportunities for Growth

### 1. Standard 5: Evidence of Data is Visible

The program should provide professional development and coaching on both how to collect data in a transparent and visible way for students, and how to respond to such data in the moment.

This may include techniques for scanning student responses, analyzing exit tickets, or other content specific approaches. Consider how the program can identify a small number of strategies for responding to data that are flexible across classrooms, and work to develop these during your Professional Learning Communities. As some classrooms are already integrating student data into their instructional practice, these teachers could model their thinking in PLCs so that the staff can co-create the strategies that would be used across classrooms which will also create some predictability for students in their learning environment.

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

### Observation Summary

The program made several adjustments as part of their school-wide focus to create the conditions for that learning they have in place. These successful adjustments included a shift away from traditional direct instruction to a more engaging and student-driven approach. They have several opportunities and structures in place to encourage student-to-student interactions, as well as general lesson engagement. While there were differing levels of engagement across classrooms, students were on task and participating in all classes. This growth was made possible in part by the positive relationships staff worked to build with their students. The importance of these relationships was expressed explicitly in student interviews during the walkthrough. The program should continue working to maintain its progress and continue to improve; leveraging the school-wide focus areas it has had success with this year.