

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 9, 2023

Contract Term: FY2023 – FY2027

General Information

Program Mission: *Our mission is to provide personalized evidence-based educational services for nontraditional learners in collaboration with families and school districts.*

Program Leadership: Julita Byrd
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Principal

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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	57 (as of April '23)
Instructional Model	Computer -Based

Daily Student Schedule

AM Session	7:30 am – 11:45 am
PM Session	12:00 pm – 4:00 pm

Course Frequency

Core Courses	5 times a week
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Number of Classes

Number of Courses Students Can Take	Most take 6 courses; can add more if courses completed early.
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School Culture

Students have advisory each week, and the school has a Student Ambassador program for peer mentoring of new students.

Core Curriculum Resources

Math	Odysseyware
English	Odysseyware
Science	Odysseyware
History	Odysseyware

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 receive academic support in subject specific intervention groups that meet weekly based on their academic achievement data in their Odysseyware courses.

College & Career Readiness

Service Learning Opportunities	✓	Internship Program	✓	1-on-1 Counseling	<u>Certifications Offered</u>
					<ul style="list-style-type: none"> • IRS Basic Tax Preparer • Federal Emergency Management Agency (FEMA)- Various Areas

Additional/Other Certification Opportunities:

In partnership with the ROTC program at Martin Luther King Jr. HS, the program offers ASVAB testing preparation support.

Culture of Academic Success

✓	Honor Roll
✓	Public Recognition
✓	Restorative Practices

Additional/Other Academic Success

The program also recognizes a student of the month as well as those who grow the most on STAR with a recognition ceremony and other incentives.

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.

- Relationship Building**
 Structures such as the one to one check-ins and the advisory period are productive opportunities for staff to build relationships with the students.
- Positive Staff Culture**
 In interviews and staff member interactions, there was evidence of a positive staff culture, and strong buy-in from the team, even though several team members are relatively new.
- School-Wide Routines and Procedures**
 School-wide routines and procedures are working and the school climate reflects this.
- Data Driven Culture**
 There is a data driven culture that celebrates student growth, as there are several observable tracking systems- credits, lessons completed, etc. posted in the computer lab.
- Data Tacking**
 The program has improved making more visible the MTSS data tracking. The subsequent supports and interventions are now more aligned to data (such as the STAR assessment) to meet student needs.

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)	13	20	2.6	Expectations Met <i>(SY2021-2022: Expectations Met)</i>
Domain II: Instructional Delivery (Page 6)	13	28	1.9	Nearing Expectations <i>(SY2021-2022: ▼ Expectations Met)</i>
Domain III: Conditions for Learning (Page 9)	14	24	2.3	Nearing Expectations <i>(SY2021-2022: ▼ Expectations Met)</i>
Total	40	72	Overall Percentage: 56%	

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 <i>(SY2021-2022: Expectations Met)</i>
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Expectations Met <i>(SY2021-2022: Expectations Met)</i>
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		Expectations Met <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.	Systems for addressing students who are disengaged in both the larger computer lab space, as well as in the classroom are in place. However, we observed teachers hesitant to address students who were asleep or disengaged in the small group classroom.	Nearing Expectations <i>(SY2021-2022: Nearing Expectations)</i>
5. Awareness of Conditions Teachers display an awareness of conditions.	Teachers were able to see if students were writing or not, but they did not check for understanding or demonstrate much awareness of student competency with the lesson content. For example, there was no check to see if students knew any of the vocabulary words reviewed in English, or in math when it became clear students did not understand that functions could represent a situation.	Nearing Expectations <i>(SY2021-2022: ▼ Expectations Met)</i>

Observation Summary

The program has a welcoming atmosphere, with a well-established and efficient entrance routine, as well as a system to track and celebrate students' academic progress. The building itself was clean and decorated to help create a culture of academic achievement. There were minimal disruptive behaviors observed, and there were systems to support students (handouts, pencils, etc.). While help was readily available, there did seem to be some hesitation in addressing students who were sleeping or disengaged during the small group pullout. There was also a lack of awareness from the teachers of what the students did and did not understand during the small group lessons.

Opportunities for Growth

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

The program should provide professional development and coaching for teachers on how to respond when students are not engaged, as well as techniques to provide acknowledgment and praise for those that are engaged and participating (such as narrating the positive).

Consider how to include compassion and understanding in these responses so that students are receptive and can quickly become productive after being addressed or continue to participate after being acknowledged. Two examples of redirection that could be used are a whole group reminder, "Remember, everyone should be answering problem 8 on the worksheet." and an anonymous reminder, "I have three students who have started to read and annotate; I'm still waiting on two people to get started."

2. Standard 5: Evidence of data is visible.

The program should provide professional development as well as lesson plan feedback to support teachers in increasing their awareness of student understanding during a lesson.

This may look like development on key check for understanding strategies, support with backward design, or even clarifying one's vision for success with the objective. Having a certified Principal onsite daily will also support with real-time classrooms observations and coaching as well as timely, regular lesson plan feedback both of which can support implementation with fidelity.

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.	In the small group lessons modeling was either skipped or not aligned to the objective. In the English class, the lesson was almost all lecture and there was little modeling of a skill. In the math class, there was modeling, but it was not fully aligned with the objective in the lesson plan or practice activities. In the materials provided in the Curriculum Survey, there were no clear models of how the content should be modeled for students. Modeling in the Ombudsman model is important, as there are few in-person moments for students to see an academic skill demonstrated for them.	Nearing Expectations <i>(SY2021-2022: ▼ Expectations Met)</i>
2. Curriculum Relevance Teachers make the curriculum relevant for their students.	In both the math and English small group, there were no attempts to help students explicitly connect with the content. The ELA topic was the Harlem Renaissance (presented with no connections to Philadelphia or the students) and math was presented with very little context.	Did Not Meet Expectations <i>(SY2021-2022: ▼ Expectations Met)</i>
3. Curriculum Rigor The program ensures all lessons are rigorous.	While we could not confirm during our observation, it is assumed that the online curriculum resources are aligned with common core standards (given the vendors that are used). The small group pullouts were not rigorous, in particular very little was asked of students to attempt the skills in the lesson and there was only minimal text used to drive the lesson in English.	Nearing Expectations <i>(SY2021-2022: Nearing Expectations)</i>
4. Student Effort Courses are developed and implemented to ensure students are working harder than their teachers.	Students were asked to do very little in either of the small groups- students were only asked to copy vocabulary, versus respond to prompts in writing or compare/contrast meanings of words, usage, etc.	Did Not Meet Expectations <i>(SY2021-2022: ▼ Expectations Met)</i>
5. Classroom and Instructional Data Evidence of data is visible.		Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i>
6. Teacher Questioning Teachers question all students with the same frequency.	There was very little questioning of students in the small group setting that was not whole group or volunteer only. Small groups (3-5 students) meant that most students participated, but this was not the result of observed teachers' actions.	Nearing Expectations <i>(SY2021-2022: ▼ Expectations Met)</i>

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.	Questions posed to students in the small group pullouts were largely opinion or recall questions, with very few that required explanation or students to defend their thinking with evidence. There were no questions in writing that asked students to apply or utilize the skill that was being taught.	Nearing Expectations <i>(SY2021-2022: Nearing Expectations)</i>

Observation Summary

The program at Ombudsman is a largely computer-based instructional delivery model, however, in our walkthrough we focused our observations and feedback on the small group instruction that takes place for students in Math and English Language Arts. The instruction during the small group pullouts presents many opportunities for improvement. These opportunities range from increased modeling and more rigorous lessons that are relevant to students to more high-level questioning and student activities that include demonstration of complex communication and critical thinking. An area of instructional strength at Ombudsman was the use of data- where teachers are consistently conferencing with students about their performance and these outcomes are celebrated both with the student and publicly with their tracking system.

Opportunities for Growth

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

The program should provide professional development and coaching for the teachers on how to model the objective skill or concept when leading a small group.

Consider how to support teachers with having a strong common visual for their model as well as conducting an impactful think-aloud of their process. One approach to developing this skill could be that the leader first demonstrates a strong model for teachers during professional development including the use of a common visual. Then teachers would have an opportunity to practice a model they would share with students and get feedback from the leader or their peers (such as during a PLC.) Finally, teachers could then utilize a model during the small group lesson with their students while being observed and getting feedback from the leader.

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

The program should provide professional development and coaching for teachers around some explicit strategies to make a lesson or unit relevant for students.

This would likely include giving students time to reflect and make connections to the content or providing them with choices, where they can identify the topic that they are most interested in. Additionally, as the instructional materials and curriculum is national, suggest use of SDP and Opportunity Network provided instructional resources to make local and regional connections in lessons with students. As small groups were limited to ELA and math at the time of observation, this is also an opportunity to make social studies and science lessons more relevant for students via use of Philadelphia specific non-fiction texts in ELA and STEM activities in math.

3. Standard 3: Lessons are rigorous.

The program should provide teachers with support in identifying rigorous objectives to teach during the small group pullout and choosing lesson activities that allow students to practice the objective.

Consider such approaches as a normed data analysis that would help identify helpful objective skills, a uniform lesson plan template that includes what activities and materials the teacher plans to use, etc. Regular lesson plan feedback and real-time classroom observation are also essential to ensuring rigor; having a on site Principal should support with having both of these supports for teachers as well.

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

The program should provide professional development and coaching for teachers on designing engaging activities for students where they may practice the objective skill independently or with peer support.

These activities should include students producing written work or other products (presentations, artwork, etc.) that are grade-level appropriate and standards-aligned.

5. Standard 6: Teachers question all students with the same frequency.

The program should provide professional development and coaching for teachers on questioning techniques that allow the teacher to be strategic and include all students.

Some strategies may include cold calling or using a random choosing tool, like Popsicle sticks. Consider also providing development for teachers on structures like Think/Pair/Share which are useful for preparing students to share or participate in class discussions.

6. Standard 7: Teachers ask all student questions at different levels of cognitive complexity.

The program should provide professional development and coaching for teachers on asking higher-order thinking questions.

This should include having teachers write out key questions in their lesson plans, or the use of helpful follow-up questions that add complexity, such as "Can you explain that? What evidence do you see in the text that supports your answer? Is that still true if...?", etc. Questions can and should scaffold but in each lesson they should reach a level in which the students are owning the cognitive load and are being asked to compare, evaluate, analyze and/or judge.

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.	Teachers were circulating and scanning in both the small group classroom and the larger computer lab to observe that students were on task and on the right website. However, there were almost no checks for understanding asked or visible cues (such as students taking notes) for teachers to know students were engaged in the lessons in the computer lab or the small group classroom.	Nearing Expectations <i>(SY2021-2022: ▼ Expectations Met)</i>
2. Engagement Strategies Teachers use a variety of engagement strategies.	There were minimal student engagement strategies observed in the small group pullouts, and little evidence of non-digital engagement techniques used in the computer lab (such as posters, projects, experiments, etc.).	Nearing Expectations <i>(SY2021-2022: ▼ Expectations Met)</i>
3. Student Engagement Students appear to be engaged in the lesson.		Expectations Met <i>(SY2021-2022: ▼ Exceeding Expectations)</i>
4. Peer Interactions Students are interacting appropriately with other students.	There was no evidence or instances of group work, or even partner talk on academic material. While not an expectation in the computer lab, this was a missed opportunity in the pullout classes as well as the advisory time.	Did Not Meet Expectations <i>(SY2021-2022: ▼ Expectations Met)</i>
5. Teacher Interest Teachers demonstrate a clear interest in their students.		Expectations Met <i>(SY2021-2022: Expectations Met)</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.	The program had recently hired several new staff members, and was in the beginning stages of launching a new school wide focus at the time of the walkthrough.	N/A <i>(SY2021-2022: Nearing Expectations)</i>

Observation Summary

Overall, students at Ombudsman are engaged in academic work- especially when working to complete their online learning platform tasks. Teachers circulated and showed interest in their students- not just in their academic progress, but as people as well. When asked to do something, students responded appropriately (both in the large computer lab as well as in the small group pullout room). Teachers at times were not aware of student engagement, as there was very little visible student engagement taking place (such as writing, annotating a text, solving math problems, working with a partner, etc.). There is an opportunity for the program to have many more opportunities for student engagement both by diversifying the type of student products that are created and also by having more engaging activities for students in the small group pullout sessions (as opposed to primarily relying on lectures).

Opportunities for Growth

1. Standard 1: Teachers are aware of non-engagement.

The program should identify some key structures which will help to identify active student engagement both in the computer lab and in the pullout room, and then develop teachers on how to support the implementation of these structures.

These structures may include a visible note-taking expectation (for example, students need to write in a journal/graphic organizer at least 3 key points during each lesson), an annotation system (notes taken on the platform, or on a printed text), etc. The structure should allow a teacher to visually scan the room (lab or pullout space) and know who is and is not engaged in the lesson.

2. Standard 2: Teachers use a variety of engagement strategies.

The program should provide teachers with professional development and coaching on engagement strategies for use in the small group pullouts.

Consider leveraging resources like the book "Total Participation Techniques" or the district PD series #teachPHL (the Strategies for Active Engagement session in particular) for this professional development. The program may also consider how to creatively modify some of the online courses to include assessments that result in student work product (such a poster, written paper, or presentation) rather than an assessment as this would also lead to increased engagement.

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

The program should establish structures and expectations allowing for more student-to-student communication and support staff with their implementation.

During the lab work time, this may be having students in the same course partner up for a weekly debrief of what they have been learning, or having students connect over their daily goals and progress at the start or end of the class time. In the small group pull-out space, this may be having teachers utilize structures like Think/Pair/Share or partner tasks as part of the lesson.