THE SCHOOL DISTRICT OF PHILADELPHIA
OPPORTUNITY NETWORK

Instructional Walkthrough Report
SY 2022-2023

YESPhilly
Provider: Youth Empowerment Services, Inc.
Program Type: Accelerated
Grades 9-12
2709 North Broad St., 4th Fl., Philadelphia, PA 19132 | (215) 769-0340
https://yesphilly.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:	March 14, 2023
Contract Term:	FY2023 – FY2027

General Information

Program Mission:	*The mission of YESPhilly is to develop a broad base of opportunities for Philadelphia's out-of-school youth to prepare them to become successful, self-sufficient adults. We have developed an educational model that prepares students for college and careers by tying together personal development, media arts and technology skills, and academic instruction to meet Pennsylvania standards for high school.*

Program Leadership:	Gary Paprocki	David Rivoire	Shanta Richardson
	Executive Director	*Principal*	*Dean of Students*

Walkthrough Review Team:	Daniel Turner	Majeedah Scott	Seth Morones
	Director, Instructional Resources	*Director, Multiple Pathways to Graduation*	*Strategy Analyst II, Opportunity Network*
	Kia Woods		
	Case Manager, Specialized Services		

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

Daily Student Schedule

Mon/Tues/Thur/Fri	9:00 am – 2:45 pm
Wednesday	9:00 am – 2:35 pm

Course Frequency

Core Courses	Once a day (or 5 times a week)

Class Duration

Full Days	55 minutes
Wednesdays	30 minutes

Number of Classes

Number of Courses Students Can Take	6 classes maximum, 5 course minimum

School Culture

Students have mentoring with their advisor from 9-9:10 am each day and from 9-9:40 am on Wednesdays.

Core Curriculum Resources

Math	Summit Platform
English	Summit Platform
Science	Summit Platform
History	Summit Platform

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 program also offer students both drop-in and mandatory office hours with teachers that can support in the courses they need support.

College & Career Readiness

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

Certifications Offered
- OSHA 10
- CPR Certification
- ServSafe
- Mandated Reporting in Child Abuse

Additional/Other Certification Opportunities:

The program has developed partnerships with Rapping About Prevention, Harriett's Bookshop, and Human Nature to provide internships and credential opportunities. The program also has an in-house media lab to support work toward graduation requirements.

Culture of Academic Success

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

Additional/Other Academic Success

YESPhilly supports students with a consistent lesson openings and closings, as well as the small goal setting and frequent feedback tools of checkpoints and final projects on the Summit platform.

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**
  The program has created a welcoming environment with warm greetings upon entry, and a strong adult presence throughout the building.

- **School-Wide Systems**
  The program has continued to develop some strong (and improved) school-wide systems, including MTSS, attendance monitoring and supports, and the entry procedure/overall school security.

- **Student Relationship Building**
  Teachers genuinely care for their students and seem invested in the work, as evidenced by many different student/staff interactions.

- **Act 158 Partnerships**
  The program has done a great deal of work to develop partnerships to support students in meeting the requirements for Act 158, and so far this year 100% of their winter graduates have met Act 158 requirements.

- **School Culture**
  The program is developing an exciting outdoor recreation space for students. This builds on other changes to improve school culture during lunch (with ping pong, corn hole, etc.).

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 *(SY2021-2022: Expectations Met)*
Domain II: Instructional Delivery (Page 6)	14	28	2	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*
Domain III: Conditions for Learning (Page 9)	16	28	2.3	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*
Total	43	76	Overall Percentage: 57%	

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 *(SY2021-2022: Expectations Met)*
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Expectations Met *(SY2021-2022: Expectations Met)*
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.	Classroom procedures were not consistent in the classes observed. Some rooms clearly had a consistent routine or flow and procedures to support different structures, while other classrooms did not. It was also unclear what the rules and expectations were in some of the classrooms visited, for example: seating, eating food, and leaving the room.	Nearing 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.	Minimal reinforcement/acknowledgment of students on task (such as narration) was observed. In addition, teachers' redirection of students was not always effective. Students off task were not always addressed, and when addressed were not always responsive.	Nearing Expectations *(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 warm and welcoming atmosphere inside the building and is working to make it even more socially inclusive and inviting. There are clear school wide rules in place, as well as an established entry procedure. New structures are being implemented- such as more activities during lunch and before school to encourage attendance and create more community (such as the creation of an outdoor area with a small basketball court).

There are opportunities for growth in the classroom setting as rules and expectations are not consistent from classroom to classroom, which creates different learning environments and often times different levels of student engagement. There is also a need for more re-enforcement and more consistent responses both for addressing off-task behaviors and more serious misbehaviors. Some teachers seemed less comfortable in this area and were resistant to addressing students that were not engaged in the lesson.

Opportunities for Growth

1. Standard 3: Classroom rules and procedures are operating effectively.

    The program should provide school-based staff with professional development and coaching on the design, implementation, and maintenance of strong classroom routines.
    Consider the areas that can have the biggest impact on the lesson- such as the seating arrangement, how to leave the room (bathroom/office/etc.), and how to access materials like student laptops with minimal classroom disruption. Improving these routines will allow for more efficient transitions and a more consistent classroom experience for students.

2. Standard 4: Acknowledgement of students who are/are not following rules and procedures is evident in classroom/school-wide.

    The program should provide teachers with professional development and coaching on positive narration and other reinforcement strategies, as well as effective and aligned redirection strategies.
    Consider how to leverage some of the School District's resources in alignment with the program's broader culture work (like Relationships First), as well as some of the opportunities for new/novice teachers like #teachPHL or the Tune Up Tuesday PDs.

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.	The modeling that was observed was focused largely on how to complete tasks and not of the concept or skill being taught. Some classes had clear modeling, such as in math where the teacher modeled constructing a graph and in English where the class engaged with a pre-test to grow their understanding of strong evidence. This academic modeling was not consistent across classrooms.	Nearing Expectations *(SY2021-2022: Nearing Expectations)*
2. Curriculum Relevance Teachers make the curriculum relevant for their students.		Expectations Met *(SY2021-2022: ▼ Exceeding Expectations)*
3. Curriculum Rigor The program ensures all lessons are rigorous.	The lessons and content/materials observed were consistently at lower levels. Some of the texts (for example, novels and the segregation passage in AAH) were grade-level appropriate texts, but the activities were not rigorous for students. In math "Do Now" assignment was aligned to foundational integers content (how many places is the number 12 from 0? How many places is -12 from 0?) and was not grade-level appropriate. In other classes, the teacher solely led the discussion (in ELA, the teacher read the entire time - no student was asked to read, and the only questions asked were low level for example, "how do we feel about that?") dramatically lowering the rigor.	Did Not Meet Expectations *(SY2021-2022: ▼ Expectations Met)*
4. Student Effort Courses are developed and implemented to ensure students are working harder than their teachers.		Expectations Met *(SY2021-2022: Expectations Met)*
5. Classroom and Instructional Data Evidence of data is visible.	There was no observable evidence of using data to make instructional shifts in real time. Teachers were observed circulating and asking students "you ok?" but not gathering data from student responses. Some classes had exit tickets but for others there was no evidence of an assessment or final check for understanding (though some lesson plans indicated there would be one). The results of prior exit tickets were not referenced. Some classes had student work displayed, but this wasn't consistently observed.	Did Not Meet Expectations *(SY2021-2022: ▼ Nearing Expectations)*
6. Teacher Questioning Teachers question all students with the same frequency.	For the most part, teachers spoke to and asked questions directly of the whole class. Only a few times did a teacher specifically call on an individual student. This resulted in a small number of students answering the majority of teacher questions, and some students not participating.	Nearing Expectations *(SY2021-2022: Nearing Expectations)*

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.	Most questions observed were low-level, the exception to this trend were instances where teachers went around to check in with students individually. In those cases, the teacher was able to identify where the student's baseline was and allowed them to reference previous lessons and materials when probing more of providing support. There were missed opportunities in all classes to scaffold questions and materials; instead, teachers introduced new concepts at grade level. This meant that many of the lessons observed felt rushed, despite evidence that students were falling behind. Some classes did provide some scaffolding, such as Spanish.	Nearing Expectations *(SY2021-2022: Nearing Expectations)*

Observation Summary

The program has some examples of effective instruction as well as individual examples of strength in some classes and content areas, however there are several areas in need of improvement in this domain. Stronger implementation of the Summit curriculum, including adjustments to make the content relevant for students, stronger and more consistent modeling, and the implementation of more checks for understanding are needed to improve instruction. There was little visible evidence of how the Summit platform was being leveraged or how it was connected to the lessons observed. The program has shared their plans for summer staff development from Summit (their curriculum provider) which they hope will help to develop their team and improve their implementation.

Opportunities for Growth

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

   The program should provide teachers with professional development on different modeling techniques, with a focus on how to model an academic skill.
   This may look like inclusion of strategies such as a "Think Aloud," analyzing a mentor text, finding an example in a primary source document, etc. The key here is that students are able to see, hear, or somehow experience the academic skill being taught.

2. Standard 3: Lessons are rigorous.

   The program should provide professional development and coaching for teachers aligned to increasing the rigor of their lessons while maintaining accessibility.
   This may include such activities as unpacking the unit projects in Summit, creating exemplars, analyzing student data and scaffolding the content, targeted lesson plan feedback, and instructional coach supported co-planning.

3. Standard 5: Evidence of data is visible.

   The program should provide teachers with professional development and coaching on how to collect and respond to student data at different parts of the lesson to improve student understanding of the content.
   This may be a multi-part process as teachers first learn about formative data collected from questioning or scanning during the lesson and perhaps separately, how to use daily assessment data (like an exit ticket or performance task) to then inform future instruction. These types of adjustments should be visible to students in some way (teacher naming the adjustment etc.) to support a data-driven culture in the classroom and the school.

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

   The program should provide teachers with professional development and coaching on questioning techniques and structures that will allow for the more purposeful questioning of all students.
   This may mean practicing strategies with teachers on cold calling and how to frame the purpose and rationale for students. Program should also support teachers with development of seamless to use systems for tracking who has and has not participated with possible inclusion of student incentives, positive reinforcement, etc.

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

   The program should provide professional development, coaching, and lesson plan feedback on the types of questions that students engage with during the lesson.
   Focusing on the types of questions and tasks that students are given and the level of cognitive complexity will help to improve the questions. Also, during PLCs, teachers should discuss and consider the most relevant and effective methods for response, encouraging the use of techniques that engage everyone (such as Think/Pair/Share). Lessons feedback should ensure that lessons generally seek to challenge a majority of students with questions of greater complexity.

.

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' awareness of their students' engagement was not consistent from classroom to classroom. For example, in some classrooms, the teachers were aware and working to engage all students- questioning and addressing those that were not engaged. While in other classrooms, teachers appeared unaware or did not address those that were not engaged.	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*
2. Engagement Strategies Teachers use a variety of engagement strategies.		Expectations Met *(SY2021-2022: Expectations Met)*
3. Student Engagement Students appear to be engaged in the lesson.	There were some students on task and attempting the activities in each class observed, however, there were also frequently students off task and disengaged from the lesson. At times- this was students intermittently completing a task and then going on their phone, but in others, it was more disruptive such as students listening to music without headphones.	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*
4. Peer Interactions Students are interacting appropriately with other students.	During the classroom observations, there were no activities or prompts from the teacher for students to work together on a task, discuss a question with a partner, or collaborate on an activity. Students, when they did interact, did so as short sidebar conversations or during transitions/lunch (these were largely very appropriate, and demonstrated some relationship building among students).	Did Not Meet Expectations *(SY2021-2022: ▼ Nearing Expectations)*
5. Teacher Interest Teachers demonstrate a clear interest in their students.		Expectations Met *(SY2021-2022: ▼ Exceeding Expectations)*
6. Student Responsiveness Students are appropriately responsive to teacher interactions.	There were a variety of responses to teacher directions/redirects- at times students responded quickly, beginning a task or getting back on track, while in other instances they ignored the teacher or did not follow the directions given.	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*
7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms.		Expectations Met *(SY2021-2022: Expectations Met)*

Observation Summary

The program's teachers were working to learn about their students and expressed interest in their well-being. However, there is room for growth in the levels of student engagement, student-to-student inquiry, and the use of the Summit curriculum. There were some examples of strong student engagement and different engagement strategies, but these were not consistent across classrooms. More fully implementing the Summit platform and its checkpoints/final product orientation may help to increase engagement. Teachers should also continue to develop the relationships they are building with students and the effectiveness of their responses to misbehavior so that students spend less time off task or disengaged.

Opportunities for Growth

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

   The program should provide professional development on techniques to monitor student engagement and provide coaching for teachers during classroom visits when they have students who are disengaged.
   This professional development should include both planning (designing tasks for engagement) as well as instructional techniques (for example scanning student responses during work time).

2. Standard 3: Students appear to be engaged in the lesson.

   The program should provide professional development and coaching for teachers on how to message their expectations for engagement as well as acknowledge (or re-enforce)/address students as needed.
   Creating consistent expectations and messaging on engagement as well as responses to that engagement will support more students in participating and learning from the lesson. Recommend using the Professional Learning Communities structure to collaborate and leverage teachers' strengths in this area.

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

   The program should establish an expectation for student interactions and provide professional development and coaching for teachers on creating opportunities for those interactions.
   Consider as a group what structures (think/pair/share, partner conversation, class discussions, etc.) would be most relevant and impactful and congruent with your current school culture. Based on this analysis, develop teachers on how to implement those structures with fidelity. Further, support that development with coaching and accountability for implementation.

4. Standard 6: Students are appropriately responsive to teacher interactions.

   The program should provide professional development and consider other ways to support a school wide culture where school-based staff are clearer with expectations and directions, and students are more likely to respond appropriately.
   Supporting staff with clearly and consistently uplifting expectations and school culture as well as modeling individual techniques on how to effectively respond when students are not appropriately responsive will be key to having students respond more appropriately to teacher.