

THE SCHOOL DISTRICT OF PHILADELPHIA

Opportunity Network

440 N. BROAD STREET, 2nd Floor
PHILADELPHIA, PENNSYLVANIA 19130

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OIC Career and Academic Development Institute (CADI) Mid-Year Evaluation December 22, 2016

Provider: OIC of America
Contract Term: FY 2013-FY 2017
Program capacity: 130

Site Visit Date: Thursday, December 8, 2016- 9:00 a.m.
Child Count Compliance: 94%
Average Daily Attendance & Number of Students Present:
90% (119 students present out of 132 enrolled)

Walkthrough Review Team:

Majeedah Scott, Director, Multiple Pathways
Jennifer Zahor, Special Education Director
Nicholas Spiva, Program Specialist, Charter
Schools Office
T'Aira Wright, Special Education Special Projects
Assistant
Barbara Cobb, Supervisor, DHS Education Support
Center

Program Staff:

Dr. Pamela Thomas, Principal
C. Benjamin Lattimore, Director, National Literacy
Programs, OIC of America
Kelly Lugo, Special Education Liaison

Domains and Performance Levels:

Programs were rated according to seven domains: Vision for Learning, Family & Community Relationships, School Safety, Positive Environment, High Quality Instruction, Talent Development, and Data. The domains are aligned to the School District's evidence-based "High Performing School Practices" and "Essential Features of Alternative Education Programs", as well as the Pennsylvania Department of Education's Leadership Framework. Each domain includes three to seven components that are individually rated according to three broad performance levels: **Failing**, **Needs Improvement**, and **Proficient**. In general, a **Failing** rating indicates that a program could not demonstrate or did not develop practices identified within a domain component. A **Needs Improvement** rating indicates that overall a program has made some progress or effort toward practices identified within a domain component, but has not sufficiently developed the practice. A rating of **Proficient** indicates that, in general, a program has made adequate progress toward the implementation of practices identified within a domain component.

SUMMARY OF FINDINGS

Vision for Learning

OIC CADI was rated **Proficient** in all of the five components within this domain: orientation for new students, strategy for literacy and numeracy skill building, retention plan implementation, family engagement plan, and individual graduation plans.

OIC CADI administers the TABE to students three times per year. Students with significant skill deficiencies receive support from the program's Special Education Liaison, regardless of whether they have an Individual Education Plan (IEP). The Special Education Liaison pushes into English and mathematics courses daily. Interventions are developed for push-ins based on students TABE scores.

OIC CADI discussed and presented its retention plan. The program's Case Managers make phone calls home every two days that a student is absent from school. In addition, home visits are conducted for students who the

program is unable to reach. In addition, all students have individual check in meetings with their Counselor or Case Manager each week to review any challenges or successes that a student has encountered. Pertinent information is shared with Teachers and other program staff during the weekly staff meeting. These case reviews create a supportive circle for students, with all staff who interface with a student contributing to the student's interventions. OIC CADI interacts with criminal courts frequently on behalf of their students. This partnership is another component of the supportive circle that the program maintains for young people. The courts often assign students to OIC CADI as a diversion and intervention for preventing further delinquent activity.

Family and Community Relationships

OIC CADI was rated **Proficient** in all of the five components within this domain: parent surveys, parent/community outreach, communication logs, strategy to improve family engagement, and partnerships with employers and postsecondary institutions.

OIC CADI surveys parents when students first enroll in the program, and also each year during Back to School Night. The program has invested in additional supports for students as a result of parents' survey responses. These supports include additional Case Managers and more intensive academic supports. The program has an open door policy for parents. OIC CADI presented evidence to support its parent outreach efforts.

OIC CADI has developed partnerships with more than two dozen postsecondary institutions and employers. The program presented its articulation agreements with UPS and KIA Enterprises to hire and train OIC CADI graduates for full-time employment. The program's Career Counselor has expanded partnerships with colleges to offer 22 workshops with different institutions. Partnerships with colleges have yielded on site admissions for OIC CADI students.

School Safety

OIC CADI was rated **Proficient** in all six components within this domain: orderly daily routines, average daily attendance (ADA), number of students present in each classroom, use of Scholarchip with fidelity, program-wide positive behavior system, and attendance policy & truancy plan implementation.

The program presented its Scholarchip report and most students swipe-in using their ID cards. ADA was 90% on the day of the site visit, which aligned with the number of students present in each classroom. The Scholarchip report showed that all students had swiped in and none were manually marked present on the day of the site visit.

OIC CADI implements the "CADI Coins" incentive program, through which students are rewarded for having excellent Behavior, Academics, Respect, and Communication (B.A.R.C.). Students with the best B.A.R.C. are honored every week; they have their names posted in the hallway and they receive CADI coins, which they can cash in for gift cards and other items. The review team saw consistent evidence that the CADI coins system is implemented in the school. Reminders are posted in each class; honored students are posted in the hallway; and the program presented its menu of incentives that can be traded in for CADI coins.

Positive Environment

OIC CADI was rated **Proficient** in all four components within this domain: respectful interactions between staff, students and families, staff have a good rapport with students, engagement of students and families in building a positive environment, and team building activities for staff and students.

OIC CADI maintains an environment in which all students and staff feel welcomed and safe at school. OIC CADI has a peer tutoring program that helps to engage students in building a positive environment. The program also has a peer mediation program. OIC CADI credits their peer mediation program as a major strategy for

preventing fights among students. The program acknowledges individual students and staff with birthday shout-outs over the loud speaker and posts birthdays on a board in the hallway.

The program discussed its team building activities for staff. Teachers are honored during the program's awards ceremonies. The program gives holiday dinners for staff and students. OIC CADI staff also enjoy fun time outside of the school together, including bowling and Sixers games.

High Quality Instruction

OIC CADI was rated **Proficient** in all seven components within this domain: students actively engaged in class, early warning system for academic interventions, identifying students eligible for Keystone exams, students enrolled in the classes they need to graduate, postsecondary bridging plan, postsecondary exploration and preparation, and strategies to prepare students for Keystone exams.

The program uses an online learning platform called EXTRA to customize lessons for students who are in need of credit recovery. EXTRA allows CADI Teachers to pinpoint specific areas of a course that a student may still need to master. Students are required to complete a paper and PowerPoint presentation to demonstrate learning from courses taken on EXTRA.

The Career Counselor discussed and presented evidence of her Comprehensive Counseling Program, which includes discrete activities for students, one-on-one meetings, connections to employment and college pathways, career exposure events, and financial aid support. OIC CADI's Career Counselor utilizes a customized website that is available to OIC CADI students and parents. The website is an extension of the work done with students daily, and makes it easier for students and parents to access postsecondary resources.

OIC CADI discussed its early warning system for academic interventions. The program uses Engrade online grading system. Teachers post grades in the system and School Counselors monitor student progress and initiate interventions for struggling students. Grades are monitored weekly by School Counselors. The OIC CADI Principal meets with parents of struggling students to discuss challenges and to develop solutions with their support.

Talent Development

OIC CADI was rated **Proficient** in all of the seven components within this domain: staff turnover, professional development calendar, staff selection process, new staff induction, principal conducts regular observations and provides constructive feedback, common planning time for teachers, and differentiated staff supports.

OIC CADI presented documentation of the Principal's classroom observations and weekly common planning time. The Principal supports Teachers as needed with developing lesson plans. Teachers receive weekly informal observations, quarterly formal observations, peer on peer observations, and biweekly coaching. OIC CADI Teachers have common planning time daily from 3:00-3:30 PM. Teachers also collaborate each Wednesday for a longer period of time after the program's staff meeting. OIC CADI follows the District's professional development schedule, and presented evidence of sign in sheets and agenda from professional development sessions held this year. The program is working with an outside provider to offer a series of professional development sessions on classroom management. OIC CADI staff now attend a weeklong orientation, at which time staff are immersed in the program's culture. New staff participate in team buildings activities to get to know each other, as well as veteran staff and administrators. OIC CADI presented the orientation materials that it uses for new staff orientation, along with sign in sheets.

Data

OIC CADI was rated **Proficient** in all four components within this domain: strategy to track student academic progress and provide interventions, formative and summative assessments, system to collect and analyze data, and program improvement plans and related data reports.

OIC CADI discussed its ongoing use of data to track student academic progress. It also discussed its use of data to consistently make program-wide improvements. Grades are entered into the Engrade system on a weekly basis and the program uses system-generated reports to get weekly snapshots of student progress. OIC CADI administers the TABE three times per year, and presented its related data analysis of student scores. OIC CADI now uses a standard lesson plan format, which includes Do Now's and exit tickets. All classes administer unit tests, midterms, and final exams, and the program sets aside common time during each cycle to give these exams.

The program's Principal works with Counselors and Case Managers to identify struggling students using Engrade reports and Scholarship reports for attendance. Students who are failing courses and/or have poor attendance are put on improvement plans after meeting individually with their Teachers and Counselors. Plans are reviewed weekly during all staff meetings. Program staff review communication logs to determine student challenges in non-academic areas. Weekly case reviews occur among the program's Counselors, Case Managers, and Administrators. During this time, staff review challenges that students are facing outside of school that negatively impact their school performance. Staff work with outside providers to support students with personal challenges, and check in frequently with these entities to work collaboratively on behalf of students.