



**Mid-Year Evaluation
Camelot Academy East**

Provider:

The Camelot Schools of Pennsylvania, L.L.C.

Site Visit Date:

Wednesday, December 6, 2017- 8:30 a.m.

Contract Term:

FY 2018 - 2022

Child Count Compliance:

100%

Program Capacity:

200

Percent of students attending at least 80% of school days: 64.4%

Site Visit Review Team:

Majeedah Scott, Director, Multiple Pathways, Opportunity Network
Marcus De Vose, Assistant Director, Transition Services, Opportunity Network
Jacqueline Jones, Transition Liaison, Opportunity Network
Jere Mahaffey, Director, Executive Strategy, Philadelphia Youth Network
Marlon Riddick, Transition Liaison, Opportunity Network
Sithi Pardeshi, Policy Manager, School Reform Commission
Darryl Johnson, Director, High School Supports, Office of High School Supports

Program Staff:

Milton Alexander, Vice President of Operations, Camelot Schools
Scott Cruttenden, Regional Director, Camelot Schools
Jennifer Green, Executive Director, Camelot Academy East
Alyssa Boyle, Principal, Camelot Academy East
Krista Maugle, Director, Student Services, Camelot Academy East
Sarah Koberlein, Academic Coordinator, Camelot Academy East
Melita Johnson, Director, Diverse Learners, Camelot Academy East
Elizabeth Vaden, Clinical Director, Camelot Academy East

Domains and Performance Levels:

Programs were rated according to **seven domains**: 1) **Vision for Learning**, 2) **Family & Community Relationships**, 3) **School Safety**, 4) **Positive Environment**, 5) **High Quality Instruction**, 6) **Talent Development** and 7) **Data**. The domains are aligned to the School District's evidence-based High Performing School Practices and the 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 rated according to **three performance levels**: 1) **Failing**, 2) **Needs Improvement**, and 3) **Proficient**. **Failing** indicates that a program could not demonstrate or did not develop practices identified within a domain component. **Needs Improvement** indicates that a program has made some progress or effort towards practices identified within a domain component, but has not sufficiently developed the practice. **Proficient** indicates that a program has made adequate progress towards the implementation of practices identified within a domain component.

Comments/ Considerations:

Camelot Academy East is in its second year of operation and serves as an approved Alternative Education for Disruptive Youth (AEDY) provider. The Camelot Schools of Pennsylvania was awarded a contract to operate Transition programs via the Request for Proposals 520 competitive bid process for Alternative Education Programs. Camelot Academy East offers alternative education services to middle and high school students in a contract school setting.

SUMMARY OF FINDINGS

Vision for Learning

Rating: PROFICIENT [5 of 5 components met]

Strategy for literacy and numeracy skill-building (Yes). Camelot Academy East’s leadership discussed the strategy they use to increase students’ reading and mathematics skill levels. Students are administered the Test of Adult Basic Education (TABE) upon entry into the program, a total of three times per year for students enrolled for 120 days or more. The assessment gives grade equivalencies and sets baseline data for math and reading. All data is transcribed into Google Docs for all staff to view and plan. The goal for staff is to increase two (2) grade levels for students who are behind at least 2 levels. Typically, middle schoolers score in the upper 4th grade level range and high schoolers are not much better at about the 5th grade level. The program’s academic staff meets weekly to discuss TABE data, interventions, and students’ overall academic progress in class. The staff also works together to develop accommodations that are incorporated into daily lesson plans. These accommodations support as many students as possible with skill gains. In addition, each student has a Personalized Learning Plan (PLP) that documents their academic goals, progress, and strategies for skills improvement. Teachers use TABE data and class assessments to determine common deficiencies among students, which are then addressed using accommodations that are woven into their lesson plans. Every week teachers meet to discuss the updates on the students. If students are struggling, teachers come up with appropriate interventions to assist the student in their learning. The end-of-year TABE scores provide staff with each student’s skill growth for the year. Leadership recognizes that comprehensive lesson planning and same routines/procedures in all class really decrease inappropriate or disruptive behavior. Staff noted that through good lesson planning, a lot of the smaller fires are put out before they even get started and allow for effective instruction. Off task behaviors are minimized with routine, curriculum mapping and effectively using time during class. **Retention plan implementation (Yes).** Camelot Academy East presented their plan with baseline data in attendance, promotion, and climate from the previous year and goals for the current year. The staff at Camelot Academy East closely monitors student attendance, and has incentive and activities that keeps students engaged with the program. Camelot Academy East follows the School District’s truancy procedures, which requires the program to contact parents via telephone and certified mail when students reach three (3) to seven (7) absences. The program will make referrals to truancy court for any student with 10 unexcused absences. The program’s staff discussed building a rapport at intake, so that they can freely talk with students and parents about issues. The staff contacts parents via phone each day that a student is absent. The program reaches out to student’s social services workers, probation officers, and may refer to an afterschool program for support. Camelot Academy East works collaboratively with the District’s Transition Liaisons to engage students who show signs of risk in the program by meeting with families and developing a plan of action. **Orientation for new**

students (Yes). Camelot Academy East staff discussed the importance of engaging with each family at the start of a student's enrollment. The first engagement occurs during new student orientation, which is mandatory for parents to attend. During orientation, the program's staff explains their high expectations for attendance, academic achievement, and behavior. The program's policies are discussed at length, and families are given a program handbook that they can use to reference various policies and expectations whenever needed. The program presented the orientation documents such as outline, forms, and handbook. The Director of Student Services speaks to families about what successful transition back to neighborhood schools looks like. Students receiving special education services will meet with the Director of Diverse Learners to review and amend the Individualized Education Program (IEP) to best support the students. From the beginning, staff hears from parents about their concerns, asks students about their strengths and weaknesses, and gives them a preview of how the IEP will be implemented at the program. The Opportunity Network Transition Team assists the program by ensuring documents are compliant and services are arranged for students. Camelot Academy East enrolls students in grades 7-12 who received a disciplinary transfer for a serious Code of Student Conduct violation. The goal of the program is to help students receive supports and social-emotional learning to return to a traditional school. Camelot Academy East has secured a partnership with People Acting to Help (PATH), a behavioral health agency, to make referrals, and provide supports to students. Seeing the need for additional mental health resources, Camelot Academy East has added a Clinical Director who work with the AEDY Transition programs and the Transition Team. **Family engagement plan** (Yes). Camelot Academy East discussed their parent engagement plan including home visits, activities, and the Parent and Community Advisory Board. The program maintains an 'open door' policy for parents to discuss their child. Additionally, Camelot Academy East has helped to support overall student retention by removing certain barriers that can have a negative impact on a child's academic success and adding services such as PATH and an afterschool program. All teachers at Camelot Academy East make contact with parents by telephone every week to communicate positive news and concerns. **Personalized learning plans** (Yes). Camelot Academy East creates Personalized Learning Plans (PLP) to develop and track goals for students in the areas of Academics, Social Emotional Development, and Attendance. Results from the TABE are used to develop individual academic plans for each student. Leadership forecasts the transition date or graduation date for students and conducts informal periodic reviews and formal periodic reviews to determine a student's readiness to transition. The Transition Team receives transcripts before enrollment so that roster planning for students can begin, to ensure they are taking classes toward graduation. Also, the senior capstone teacher is instituting micro-internship opportunities and are working to develop those partnerships now.

Family and Community Relationships

Rating: PROFICIENT [5 of 5 components met]

Parent surveys (Yes). Camelot Academy East leadership discussed and presented the surveys they administer to parents. Surveys are administered throughout the school year at parent conferences and meetings. The program team has also translated the survey into Spanish to accommodate Spanish speaking parents. The program leadership team analyzes parent survey results, and uses that data to develop program-wide initiatives and to make improvements to the program. Results from the first round of parent surveys indicated that parents felt welcomed and engaged and that the program staff communicates a lot with them and wishes that

their child would do the same. **Parent/community outreach** (Yes). The program discussed and presented evidence of its specific efforts to reach out to parents. Camelot Academy East plans to host a spaghetti dinner for parents in the spring. The program discussed their partnership with McClure Elementary School. Seniors on Wednesdays tutor elementary students during the math block and shadow therapeutic support staff. The program has developed an afterschool music program, coordinated with PATH and convenes monthly community service projects. **Communication logs** (Yes). Camelot Academy East presented communication logs, which documents their daily outreach to parents. Communications consisted of positive phone calls about student achievement, attendance calls when students are absent, as well as concern calls when students have challenges. The program tracks the calls via Google Docs to allow other staff members to see previous communications and issues. Camelot Academy East conducts Periodic Reviews with students, parents, and the SDP Transition Liaison to update on a student's progress and prepare for transition. The program also holds interagency meetings with social workers, probation officers, and staff to provide wraparound support for students. **Strategy to improve family engagement** (Yes). Camelot Academy East presented a series of events and outreach efforts that encourages parents to visit the program, talk to staff, express any concerns, and/ or give feedback about the program. The staff conducts home visits when they cannot communicate with parents over the telephone. Camelot Academy East leadership expressed expanding the Parent and Community Advisory Board to include a neighborhood school principal, police department, and providers as a way to build a good rapport with parents to support student success. The program coordinates community service projects, such as the Puerto Rico Relief efforts and volunteering at Children's Hospital of Philadelphia. The program works with organizations such as Temple University's Cradle to the Grave and Center for Grieving Families programs. **Partnerships with employers and postsecondary institutions** (Yes). Camelot Academy East discussed the relationships that they have built and continue to build with the community, colleges, trade schools, and employer groups. Staff utilizes their personal networks to invite speakers in for career days. The program has partnerships with Pathways to Justice Careers, Temple University, Kappa Alpha Psi Fraternity, and local businesses. Camelot Academy East hosted a college and career fair and financial workshop to provide information about postsecondary opportunities. Students take the placement test for Community College of Philadelphia, have to apply to at least three colleges, and take the SAT/ACT.

School Safety

Rating: PROFICIENT [6 of 6 components met]

Average daily attendance (Yes). On the day of the site visit, the average daily attendance (ADA) was 82%. The program present their list of students. **Use of Scholarchip with fidelity** (Yes). Camelot Academy East experienced technical difficulties with Scholarchip and Infinite Campus (IC), the two systems do not always speak to each other. Nevertheless, the program maintained attendance in Scholarchip, IC, and a spreadsheet, which is audited weekly by staff. **Number of students present in each classroom** (Yes). Review team members' count of students present in classrooms was consistent with the program report for that day. **Attendance policy and truancy plan implementation** (Yes). Camelot Academy East discussed and presented their plan to address attendance and truancy. Camelot Academy East demonstrates an exemplary level of attendance monitoring and intervention. The campus has written policies in place and utilizes a 3-5-7 attendance procedure, which triggers a letter, home visit, and meeting at the program respectively. However, staff shared that calls to students and

parents typically proceed these types of interventions. Heavy emphasis is placed on building strong rapport and relationships that allow staff to recognize individual issues, identify problems, and create resources or solutions. The program also utilizes a great deal of proactive interventions to prevent common causes of absenteeism, e.g., utilizing intake processes to identify potential problems and providing resources (transport, uniforms, etc.). A major component of the program's attendance and truancy plan is to partner with students' individual stakeholders, such as probation officers and social workers. Furthermore, the program proactively establishes cultural norms that build rapport, establishes trust, and incentivizes positive behavior. For high-risk students with low ADA prior to enrollment, the program sets high expectations with attainable goals to engage students to improve attendance. The program also employs the services of the Norris Square Association for truant students. **Orderly daily routines and transitions** (Yes). Transitions are well orchestrated and trauma-informed. Team Leaders facilitate an orderly transition by giving each class in the Community a 5-minute warning, which allows students and teachers time to complete work, clean/break-down activities, resolve any conflicts, and calm down/relax. The small structure and use of Team Leaders (as opposed to a bell system) also allow for flexibility in timing. This enables the teacher to request extra time when necessary. The program days begin and end with a Townhouse. The townhouse is a common space that allows students to see and speak with teachers before and after the program day ends. This practice provides space to mentally and emotionally prepare and reflect, as well as a chance to get helpful information and reminders. Review team members observed student transition between class periods. All students behaved appropriately during transition and students settled into their next class periods without engaging in any disruptive activities. **Program-wide positive behavior system** (Yes). The program has continued to increase their mental/behavioral health support in response to a growing need for counseling services with the addition of a Clinical Director. Camelot staff are all instructed on interpersonal skills. Additionally, Behavior Specialists provide targeted support to prevent and respond to behavior issues. Camelot Academy East continues to utilize well-developed cultural norms and commitments for students and teachers to foster a culture that builds and reinforces positive behavior and community. This is reinforced with structures such as Student Government and various levels of student status incentivized with additional privileges. Leadership spoke about revisiting organizational cores and adding resources and training to support student needs, such as trauma-informed care, mental health, and classroom engagement. Camelot Academy East presented and discussed its plan for program-wide positive behavior supports. Camelot Academy East's plan for program-wide positive behavior support is founded upon five basic norms that are taught during orientation and reinforced through visual cues around the program and in each classroom. The five basic norms set high expectations for students to respect themselves, their peers, and the entire program community. On a weekly basis, Camelot Academy East ranks students according to their academic progress, attendance, and behavior. The rankings group students into "concern", "neutral", "pledge", and "Falcon" designations. "Concern" students receive one-on-one meetings with program staff to discuss challenges and to devise plans for improvement. Students with the highest rankings enjoy a number of incentives, including special lunches, leadership roles (e.g., taking visitors on tours of the program), and decision-making power as it relates to program policies and activities. The highest ranking students become members of the program's student government. Staff at Camelot Academy East are trained in the program's tiered behavior intervention system. Staff use: friendly non-verbal warnings, concern non-verbal-stern facial gestures, helpful verbal warnings, and concern verbal warnings. The program's student leaders also provide support to their peers through friendly redirection. If these interventions and de-escalation techniques do not work for a student who is behaving inappropriately, behavior support staff escort the student out of class to have a conversation with the program's operations team leader or refer the student to the counselor.

Positive Environment

Rating: PROFICIENT [4 of 4 components met]

Engagement of students and families in building positive environment (Yes). Camelot Academy East has a well articulated plan to engage students and families in building a positive environment in the program. The student government structure assists students with developing positive prosocial behaviors. Parents are engaged by being invited to back to school night. Parents also received surveys and provided feedback on the program and things that can be done to increase their child's academic success. Camelot Academy East provided photos of students cleaning up their local neighborhood, participating in salsa dancing, monthly trips for those students who are on target. The students also assisted in collaborating with local fraternities to gather Thanksgiving meals for families. Students who are meeting their behavior, academic, and attendance goals are entered into the Falcon club and are prepared for transition. Within the club, students will be able to identify the skills they learned/strengthened at Camelot and how those skills will help them succeed when they transition back to neighborhood schools. This is a 6-week curriculum where the students focus on group goals, their self-image, teamwork, communication, and leadership. Camelot Academy East works to rebuild trust with parents. The program discussed being available after hours and helping families who cannot afford coats. As discussed in the "Family and Community Relationships" section of this report, the program consistently and frequently connects with parents in support of their child's academic success. The program initially engages families and students in building a positive environment during orientation. The Camelot Academy East Parent Advisory Board helps the program to make program-wide improvements, and board members provide an important parental perspective for program leaders who need to make decisions for the program. **Respectful interactions between staff, students, and families** (Yes). Review team members observed respectful interactions between all students and staff. **Staff have a good rapport with students** (Yes). Staff engaged students in small talk as they transitioned to the next class, and students greeted staff respectfully. Students also acknowledged the review team as visitors to their program, and greeted them with handshakes as they transitioned. During the observation of staff and students, teachers were engaging students and talking to them in a low and respectful voice in the hallway. In the classroom, students participated without fear of rejection from their peers or teachers. Teachers encouraged students to provide positive feedback and engage in student conversations to promote learning in and out of the classroom. Program staff uses a trauma-informed approach to understand the underlying issues that students may be experiencing. Staff observes changes in students and any issues that may trigger students during the program day. **Team building activities for staff and students** (Yes). Camelot Academy East engages in team building activities for staff and students. These activities were evident in the program's year calendar. The staff had a rock climbing activity and a building council meeting with the other co-located programs. Teachers go to lunch with students and talk to them to get know them on a different level. Leadership communicates issues with each other and shares relevant information. Program leadership is planning events including a spaghetti dinner in the spring and more team building activities with staff. Many of the leaders worked together for years in other Camelot locations and are strategically assigned to build that cohesion. Staff attends trips with students and interacts with them. Staff participated in special events with students like prom, talent shows, birthday celebrations, and sports and award ceremonies.

High Quality Instruction

Rating: PROFICIENT [7 of 7 components met]

Students actively engaged in class (Yes). Review team members observed several classes in the middle and high communities. Class objectives, lesson plans, class rules, and norms were posted in classrooms. All students were actively engaged in the lessons. In addition, instructional resources were posted throughout the classrooms (e.g., word walls in the English class). During the observation, middle school students in English were presenting a story and drawing while their peers gave constructive feedback based on a grading rubric. In art class, students were analyzing perspectives and using patterns to construct buildings. **Early warning system for academic interventions** (Yes). Camelot Academy East implements its own system of early warning indicators in order to catch challenges early on and provide interventions to resolve those challenges. Teachers enter class grades weekly, and they analyze student achievement data to determine which students are facing academic, behavioral, or attendance challenges. Using weekly grades data, teachers are able to identify “red flag” students who are in need of an intervention. “Red flag” students meet individually with their teachers, and parents are notified of the challenges. Students with academic challenges receive extra help and their individual academic plans are adjusted to reflect specific accommodations and strategies to support students. At the end of each semester, teachers may have a make-up work day as an opportunity for students to improve on assignments or to turn in missed work. Students with continuous behavior challenges receive redirection from behavioral staff or additional support. One example is of a student who was having trouble in Science at the end of day. After assessing his needs, it was discovered that the student had difficulty comprehending the science material. Now, a special education teacher pushes into that class to support the student. **Students enrolled in the courses they need to meet graduation requirements** (Yes). Camelot Academy East presented student rosters and the program’s master schedule. Middle school students take all necessary classes to be promoted. All high school students are rostered for the classes they need to earn credits towards graduation. **Program has identified students eligible for Keystone and PSSA Exams** (Yes). Camelot Academy East educates students in grades six through eight. As such, eighth grade students take the PSSA, and program staff provided the review team with a list of students who are required to take the exam based on grade and test content. In addition, a list of high school students eligible for the Keystone exams were presented. **Strategies used to prepare students for Keystone and PSSA Exams** (Yes). The program develops a testing plan for teachers and students to prepare for the exam. PSSA-style of questions are incorporated into class-based assessments and writing occurs across the curriculum in all classes. The course-based Keystone exams are aligned to content standards and lesson plans are aligned to contents standards. Camelot Academy East teachers focus on student mastery and understanding of concepts rather than just basic recall. Lesson plans often require students to explain and demonstrate their understanding of the concepts they learned. ‘Word of the Day’ is used to build testing vocabulary. The program also provides test taking strategies to reduce students’ test-taking anxiety. **Postsecondary bridging plan** (Yes). Camelot Academy East presented their plan for postsecondary bridging. **Postsecondary exploration and preparation** (Yes). Students enrolled at Camelot Academy East are given numerous opportunities to explore postsecondary options. All seniors take the Community College of Philadelphia's placement test. Students participate in volunteer hours to expose them to career options. The program also invites guest speakers talk to students about their careers and has a new partnership with the Southeastern Pennsylvania Transportation Authority (SEPTA). The program discussed a cohort of students who may be off the graduation track when they arrive at Camelot Academy East. Through their programming, students are placed back on track by course

rostering and attending summer school. Students are able to graduate when they may not have the opportunity at their home schools. Camelot Academy East also has found that some students may not have participated in postsecondary activities at their home school. The staff works quickly to get them prepared for life after high school. The program also connects with Thaddeus Stevens Trade School and other trade schools, conducts college visits, and refers students to the Office of Vocational Rehabilitation. Every senior takes a capstone class where the curriculum is based on concepts to get them ready for postsecondary options.

Talent Development

Rating: PROFICIENT [7 of 7 components met]

Common planning time for teachers (Yes). Camelot Academy East sets aside time each Wednesday for collaboration and common planning time (CPT) among teachers. The program's administrators presented the schedule and focus areas for Wednesday common planning time. The program's most recent Wednesday common planning time focused on differentiated instruction, classroom management, and the review of actual case studies to support students who are struggling academically. Leadership surveyed teachers. The Wednesday common planning time is not solely focused on teachers; behavioral staff also participates and contributes their expertise in the area of positive behavior management. Teachers will also participate in CPT training as facilitators. The Special Education Director will turn around district information and meets with the sister campuses' directors to discuss best practices. The program discussed a desire to incorporate PATH to conduct training for the staff to address behavioral health trends they may see with students. **Differentiated staff supports** (Yes). The program staff discussed their strategies to support staff. The diverse learners teacher will do co-teaching with colleagues. Teachers at Camelot Academy East conduct peer observations (instructional rounds) in order to learn from each other and to provide constructive feedback to their peers. The Academic Coordinator will co-plan with teachers to develop their lesson plans and develops goal setting plans.

Professional development calendar (Yes). Camelot Academy East presented sign-in sheets from past professional development sessions, as well as a calendar of upcoming topics. The program's leadership noted that topics for professional development are subject to change based on the needs of the staff. The program has a set number of training hours for staff: 40 hours for existing staff, 16 additional hours for new hires and 80 hours for new programs. **Staff selection process** (Yes). Camelot Academy East posts open positions on typical job posting websites such as Indeed.com. The program's parent company, Camelot Schools, does the first line of vetting candidates and then sends those resumes to Camelot's local leadership to further narrow down candidates. Candidates undergo a series of panel interviews and are required to solve a case study scenario and to present a sample lesson if they are interviewing for a teaching position. Camelot also puts together the characteristics of what a successful Camelot staffer looks like and what it takes to be successful in working with students. This part of the process helps to hold staff accountable and to be clear about what characteristics staff needs to have. **Staff turnover** (Yes). Camelot Academy East has retained most of its staff from the previous year. Staff was promoted to other positions within the organization and one left to pursue educational goals. **New staff induction** (Yes). Camelot Academy East holds summer training with all staff. New staff undergoes two weeks of orientation in which they learn about the program's norms and culture, professional expectations, behavioral management techniques, and expectations for lesson plans and classroom instruction. Leadership will pair-up with new teachers and the academic coordinator to provide support. **Principals conduct regular observations and provide constructive feedback** (Yes). The program's academic administrators (the Principal

and Academic Coordinator) observe classrooms on a daily basis. The quality management process and consultant help to ensure leadership are meeting goals and support staff. Professional development topics are created based on each teacher's strengths and weaknesses. Teachers are required to self-identify two areas in which they need to improve, and those goals are documented and worked on throughout the school year. Teachers receive quarterly formal observations each program year, and informal observations are done weekly by administrators. Camelot Academy East presented documented informal lesson plan feedback. Formal observations are based on the Danielson Framework focusing on Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibility.

Data

Rating: PROFICIENT [4 of 4 components met]

Strategy to track student academic progress and provide interventions (Yes). The program utilizes Google Docs to track grades and attendance on a weekly basis and staff are required to enter data into the Google Docs each week. In addition, each student has a Personalized Learning Plan (PLP) that documents their academic goals, progress and strategies for skills improvement. The PLP helps to inform the Periodic Review process, which is held one a semester with parents, the student, program staff, student's social services workers, and the District's Transition Liaison. The meeting documents inform all relevant parties about the progress of students. Camelot Academy East in conjunction with the SDP Transition Team hold meetings throughout the program year where a program administrator facilitates parents/caregiver conferences with student and district administrator to review and discuss challenges, strengths, areas of concerns, strategies for improvements, and next steps of support and transition. **System to collect and analyze data** (Yes). Camelot Academy East presented the Campus Improvement Plan (CIP) and data report from previous year. Program administrators aggregate and disaggregate the data to understand program-wide and individual student-level trends for attendance and grades. Data are discussed weekly during the program's Wednesday common planning time. The data allow staff to easily see which students are progressing and which students are off-track. Staff monitors data trends to develop interventions for struggling students and to also determine how well interventions are working and whether or not efforts need to be adjusted. **Program improvement plans and related data reports** (Yes). Camelot Academy East presented and discussed the program's CIP, which is a performance document required of all Camelot's programs. The CIP includes performance expectations set by the School District, as well as those set by Camelot. The CIP also includes strategies for meeting performance goals outlined by the School District and Camelot. Similar to Camelot's other programs, Camelot Academy East's CIP will serve as a year over year performance report by referencing previous years' outcomes, which are used to set targets for the current program year. **Formative and summative assessments** (Yes). Camelot Academy East uses the TABE to gauge student growth and to provide targeted interventions for skill growth. Teachers are required to administer classroom-based assessments on a daily basis, such as an exit ticket to demonstrate a student's level of mastery with new concepts. Teachers are also required to administer unit exams, midterm exams, and final exams.