





OPERATIONAL WALKTHROUGH OVERVIEW

Operational Walkthroughs for all Opportunity Network contract programs focused on the systems and structures that are required to deliver high quality instruction to students. Operational Walkthroughs assessed program performance across three domains: 1) Academic & School Climate Accountability; 2) Organizational Compliance; and 3) Accommodative & Financial Compliance. Taken together, the three domains encompass key operational expectations that are based on the program’s contract with The School District of Philadelphia, as well as applicable federal, state and local laws.

Operational 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 Operational Walkthroughs, Instructional 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 Operational Walkthrough. 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 Operational Walkthrough. All SY2021-22 Operational Walkthroughs were conducted in-person and on-site.

A  indicates that the program met the contract requirement. A  indicates that the program did not meet the contract requirement. The basis for the rating is provided in the Additional Notes section for each standard.

GENERAL INFORMATION

Walkthrough Date: October 4, 2021

Contract Term: FY 2018- FY 2022

Program Type: AEDY Transition (Grades 6-12)

CONTACT INFORMATION

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Webpage: <https://sesischools.com/locations/achieve-academy-of-philadelphia/>

MISSION

“At SESI our mission is to provide educational services for K-12 students who require specialized educational and positive behavioral supports to overcome challenges that impede their success in a traditional school setting. We believe that all children deserve an education that goes beyond academics and enables them to grow into responsible, self-sufficient adults.”

PROGRAM LEADERSHIP

Milton Alexander, Deputy Superintendent

Scott Cruttenden, Regional Director

Gregory McCleary, Executive Director

Kirsten Hurley, Principal

Melita Johnson, Director of Special Education

WALKTHROUGH REVIEW TEAM

DawnLynne Kacer, Executive Director, Opportunity Network

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Marcus De Vose, Assistant Director, Transition Services

Seth Morones, Strategy Analyst II, Opportunity Network

Charla Hill, Transition Liaison, Opportunity Network

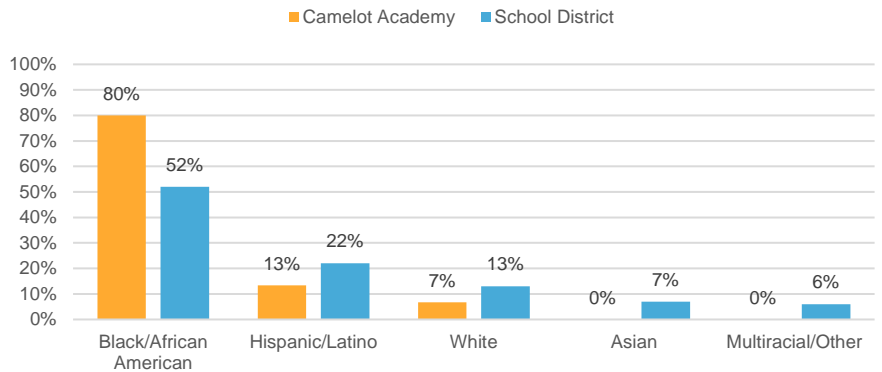
The School District of Philadelphia's official demographic information is reported on October 1st of each school year. The Opportunity Network's demographic information is reported here as of November 2021 to more closely align with the student population on the date of the walkthrough.

ENROLLMENT INFORMATION

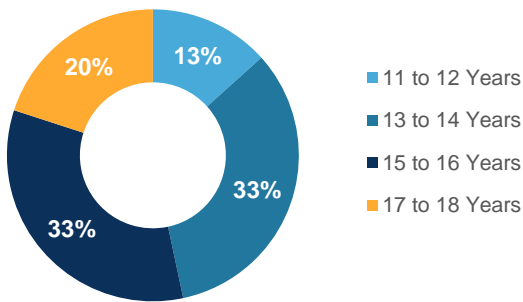
Enrollment as of November 2021

15
 Contracted Maximum
 280

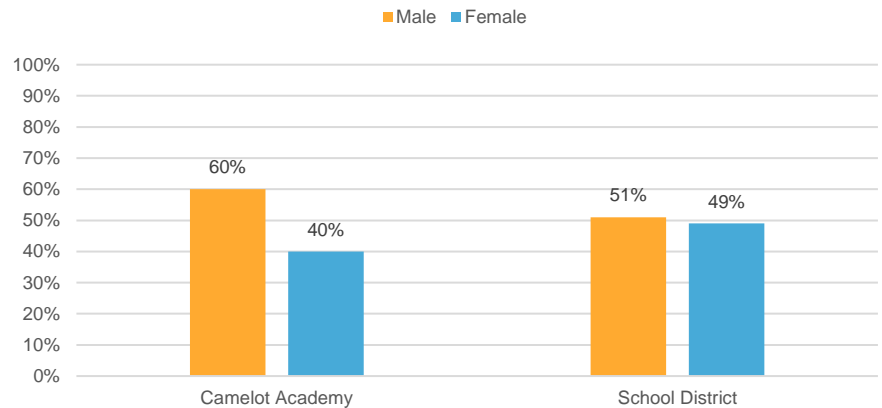
RACE & ETHNICITY



ENROLLMENT BY AGE

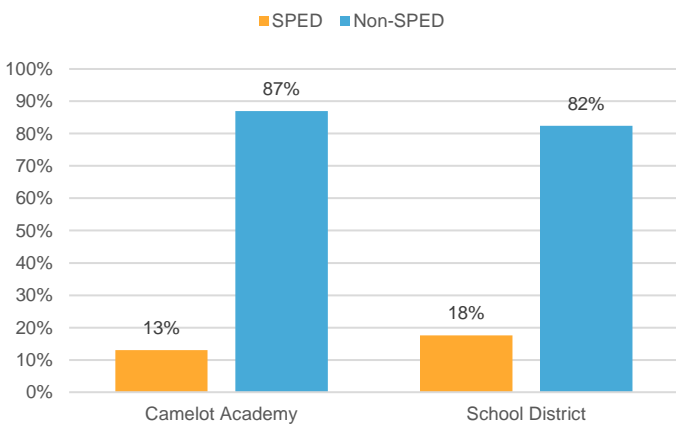


GENDER

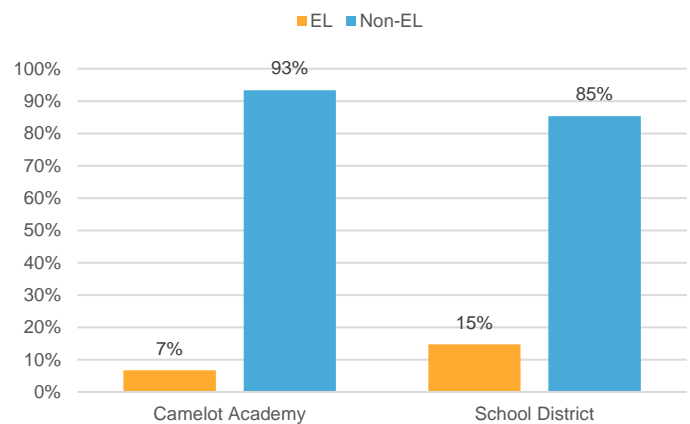


DIVERSE LEARNERS

SPECIAL EDUCATION

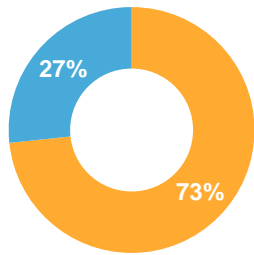


ENGLISH LEARNERS



All data for attendance, student conduct, low income, McKinney-Vento, and Education Leading to Employment and Career Training (ELECT) participation reflect enrollment as of November 2021 to more closely align with the student population on the date of the walkthrough.

LOW INCOME



Low Income Non-Low Income

Low income status is calculated by the number of students directly certified as receiving public assistance.

MCKINNEY-VENTO

There were no McKinney-Vento students enrolled at Camelot Academy as of November 2021.

The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all children and youth experiencing homelessness.

ELECT PARTICIPATION

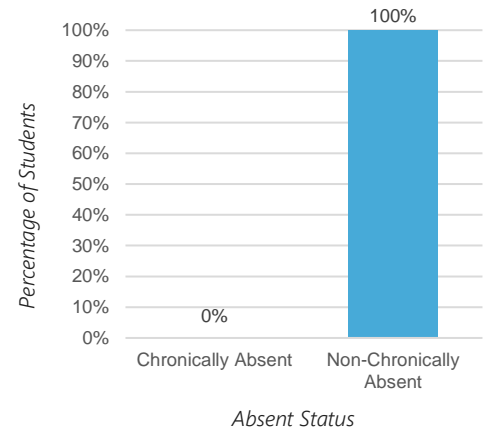
There were no ELECT participants enrolled at Camelot Academy as of November 2021.

The Philadelphia ELECT program is a comprehensive network of education, health, and support services designed to assist pregnant and parenting teens in completing their education and becoming self-sufficient.

OUT OF SCHOOL SUSPENSIONS SY2021-22

There were no suspensions at Camelot Academy as of November 2021 school year to date.

CHRONICALLY ABSENT SY2021-22



Students are considered chronically absent if they accrue 20 or more unexcused absences within a 45-day period.

RATES OF COMPLAINTS

No Complaints reported for SY2021-22 as of November 2021 school year to date.

RATES OF RESTRAINTS

No Restraints reported for SY2021-22 as of November 2021 school year to date.

DOMAIN 1: ACADEMIC & SCHOOL CLIMATE ACCOUNTABILITY

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2021-2022 Operational Walkthrough. Information regarding how standards in the Academic and School Climate Accountability domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Academic Quality (Page 5)	1 / 3
School Climate Quality (Page 6)	3 / 6
TOTAL	4 / 9

DOMAIN 2: ORGANIZATIONAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2021-2022 Operational Walkthrough. Information regarding how standards in the Organizational Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Student Progress Monitoring & Reporting (Page 8)	3 / 4
Record Keeping & Communication (Page 10)	4 / 4
Personnel (Page 11)	5 / 7
Governance & Enrollment (Page 12)	3 / 3
TOTAL	15 / 18

DOMAIN 3: ACCOMMODATIVE & FINANCIAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2021-2022 Operational Walkthrough. Information regarding how standards in the Accommodative & Financial Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.




CATEGORY	REQUIREMENTS MET
Accommodative Quality (Page 14)	5 / 5
Financial Compliance (Page 15)	4 / 4
TOTAL	9 / 9

CATEGORY I: ACADEMIC QUALITY

STANDARD: CURRICULAR QUALITY – Evidence of systems and structures to ensure quality curriculum and instruction offered by contractor		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
BASELINE and REQUIRED ASSESSMENTS: Offers baseline (pre-test) and required assessments (STAR, Basic Assessment in Reading & Math, PA PSSA/Keystone Exams, P/SATs) for academic progress monitoring.	Not applicable	No students were enrolled in the program at the time of the walkthrough.
BEHAVIOR MODIFICATION/CHARACTER EDUCATION: Educational program offered includes behavior modification/character education.	✓	Program uses the evidence-based Character Strong curriculum that is structured, sequential, focused on addressing problem behaviors and age appropriate. The curriculum is used to provide the required 2.5 hours per week of character education for each student. Recommend that the program ensure alignment between individual student goals, MTSS interventions, and the character education curriculum.

STANDARD: STUDENT PERFORMANCE – Evidence of systems and structures to ensure expected student progress in the program as defined in the AEPR and consistent with contract expectations		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
ACADEMIC ACHIEVEMENT: Collects and uses data to track and monitor student progress to evaluate academic achievement and makes appropriate instructional shifts and/or differentiate instruction.	✗	Although no students were enrolled at the time of the walkthrough, there was no evidence that data collection systems and trackers were in place for MTSS to analyze, and review student data, CPT meeting structures to shift teacher practice, and appropriately tiered academic interventions.
POST-SECONDARY READINESS: Collects and uses data to track and monitor student post-secondary readiness.	Not applicable	No students were enrolled in the program at the time of the walkthrough.
ACADEMIC PERFORMANCE BARRIERS: Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes.	✗	Although no students were enrolled at the time of the walkthrough, there was no evidence that data collection systems and trackers were in place for MTSS to analyze, and review climate data, and appropriately apply tiered academic interventions.

CATEGORY 2: SCHOOL CLIMATE QUALITY

STANDARD: DISCIPLINE MANAGEMENT – Evidence of systems, structures and contractor efforts to effectively manage student behavior and employ positive behavior intervention & supports system		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>RESTORATIVE JUSTICE and POSITIVE CLIMATE PRACTICES:</p> <p>Employs restorative justice practices (e.g. facilitated mediation, reflective writing, peer court/advising). Evidence of policies and practices to combat bullying including cyber bullying.</p>		<p>Although no students were enrolled at the time of the walkthrough, the program plans to use PaTTAN/Peterson (2006) alternatives to suspension, which includes mini-courses, counseling, community service, restitution, behavior contracts, peer mediation, etc. The program created a form to capture peer mentoring events.</p>
<p>STUDENT INCENTIVES:</p> <p>Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).</p>		<p>Although no students were enrolled at the time of the walkthrough, the program has a system in place for tracking and calculating student weekly ratings. Student Government is a large part of the school's PBIS and membership is based on students demonstrating adherence to behavioral norms, adequate academic progress and high attendance. Student Government members enjoy special incentives, such as trips off campus, special meals, use of school vending machine, and special uniform designations. Norms evident in student handbook (Five Basic Behavioral Norms). Program plans to give weekly incentives based on behavior, academics and attendance.</p>
<p>TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS:</p> <p>Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.</p>		<p>The program has a system to ensure that socio-emotional development plans are completed for each student within their first 30 days enrolled in the program. Students complete a BIMAS Self-Report assessment and Parents complete a Parent Form during New Student Orientation. A Personalized Learning Plan (PLP) for each student is completed within five days of the Welcome Meeting with the Student Support Coordinator. The counselor completes a Needs Assessment for each student that is used to develop the socio-emotional development plan. Monthly Counselor Calendar was evident that includes an ongoing schedule to conduct a Needs Assessment for all new students.</p>

STANDARD: ATTENDANCE & DISCIPLINE REPORTING – Evidence of systems, structures and contractor efforts to track, monitor and report student attendance and behavior, including compliance with Safe Schools Act		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>DRILLS and SAFETY REPORTING: Conducts and reports appropriate school safety drills, designates rally and shelter-in-place locations, and reports school safety incidents as required.</p>	<p>X</p>	<p>No evidence of Fire Drills being conducted. At the time of the walkthrough, the program's Drill Record had not been updated since last school year.</p>
<p>CODE of CONDUCT: Adopts and provides to students a code of conduct aligned to School District's Code of Conduct.</p>	<p>X</p>	<p>Program uses an electronic version of the SDP Code of Conduct. However, the SDP Code of Conduct was not linked in the program's Student Handbook. Recommend reviewing the tone shifts in the SDP Code of Conduct and applying these to the student handbook and other student facing materials to reinforce goals and guardrails, commitment to being an anti-racist organization, restorative and community focused practices.</p>
<p>TRUANCY and DISCIPLINE REPORTING: Accurate and timely reporting of attendance, truancy and disciplinary incidents as required by contract. Develops Student Attendance Improvement Plans (SAIP) and communicates with parents/guardians timely to prevent chronic absenteeism.</p>	<p>X</p>	<p>3 students enrolled since the 2020-2021 operational walkthrough had more than 6 unexcused absences. No evidence of SAIPs or communications with parents/guardians regarding chronic absenteeism. The attendance and truancy protocols and timelines are not aligned with those required by SDP procedures.</p>

CATEGORY I: STUDENT PROGRESS MONITORING & REPORTING

STANDARD: STUDENT LEVEL PLANS – Evidence that contractor creates, maintains and effectively implements student-level plans for learning, behavior and post-secondary and communicates student progress to student and family for all students		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>PERSONALIZED LEARNING PLANS (AEDY Transition & Continuation only): Creation (upon enrollment of student) of a Personalized Learning Plan that includes a Transition Plan for student to return to School District.</p>	Not applicable	No students were enrolled in the program at the time of the walkthrough.
<p>PERIODIC ACADEMIC and BEHAVIOR REPORTING: Provides timely reporting of student academic progress (on quarterly or semester basis to students, parents and/or guardians) including information for coursework attempted/completed, level of achievement and progress, behavior and attendance.</p>	✓	Although no students were enrolled at the time of the walkthrough, the program did not have any issues with timely reporting of student academic progress since the last walkthrough.
<p>GRADUATION AND POST-SECONDARY PLANS: Creation and maintenance of plan for progress towards graduation (including credits needed) and a student-specific post-secondary plan aligned to student interests.</p>	Not applicable	No students were enrolled in the program at the time of the walkthrough.

STANDARD: DIVERSE LEARNER POPULATION – Evidence of systems, structures and contractor policies to appropriately identify, support and monitor instruction for special education students and English Learners (ELs)		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>ENROLLMENT of SPECIAL EDUCATION STUDENTS: Enrolls special education population no less than 15% and no greater than 20% of the program capacity.</p>	Not applicable	Students are placed into AEDY by the School District; program cannot control enrollment demographics.
<p>BASELINE MEASURES: Provides baseline measures for both special education and EL students against which to monitor growth. Monitors progress toward IEP goals and communicates this progress routinely to parents/guardians.</p>	Not applicable	At the time of the walkthrough there were no special education nor English Learner students enrolled in the program since November 16, 2020. No IEP nor EL reviews were conducted during the walkthrough.





CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>IEP IDENTIFICATION, EVALUATION & REVIEW: Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.</p>	<p>Not applicable</p>	<p>At the time of the walkthrough there were no special education nor English Learner students enrolled in the program since November 16, 2020. No IEP nor EL reviews were conducted during the walkthrough.</p>
<p>ANNUAL IEP UPDATES: Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance. Includes Transition Services in IEPs for students 14 years or older. Documents participation of all required IEP team members.</p>	<p>✓</p>	<p>2 of 2 IEPs were in compliance for December 1 Child Count (100% compliance).</p>
<p>IEP MEETINGS: Assumes lead role for scheduling, convening, and completion of IEP meetings as well as all special education related paperwork. Collaborates with the School District as necessary and appropriate to support students.</p>	<p>✓</p>	
<p>EL IDENTIFICATION, EVALUATION & REVIEW: Identifies potential ELs using the Home Language Survey, evaluates students using screener, and assesses ELs annually using ACCESS exam to provide all required services for success of EL students.</p>	<p>✗</p>	<p>No EL students were enrolled in the program at the time of the walkthrough. Home Language Survey included in the program's orientation packet was missing five (5) required questions.</p>

CATEGORY 2: RECORD KEEPING & COMMUNICATION

STANDARD: COMMUNICATIONS WITH SCHOOL DISTRICT – Evidence that contractor timely and accurately reports information to the School District either directly or via provided systems consistent with contract requirements and written updates from the School District		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>STUDENT INFORMATION SYSTEM UPLOAD: Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.</p>	✓	
<p>ARCHIVE OF HISTORICAL RECORDS: Maintains an archive of all historical student academic and behavioral records.</p>	✓	

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>SECURE PERSONALLY IDENTIFIABLE INFORMATION: Secures personally identifiable information, does not request or require prohibited information at time of enrollment (e.g. SSNs), and ensures that if student is 18+ years of age, student provides consent to release records.</p>	✓	0 of 3 enrollment files reviewed for students enrolled in the program since the last operational walkthrough contained personally identifiable information. Recommend that FERPA release form include student rights, and is clearly identified with program name and appropriate for a K-12 setting.
<p>ENGAGEMENT WITH PARENTS/GUARDIANS AND FAMILIES: Contractor ensures that it communicates with all stakeholders as appropriate to maintain levels of engagement including reporting of student academic progress, information regarding program events (e.g. back to school nights) and student expectations (e.g. orientation and handbook) in a manner that is accessible to all.</p>	✓	Although no students were enrolled at the time of the walkthrough, the program has a system in place to communicate weekly with parents/guardians and track outreach efforts. Plans for monitoring and supporting students with attendance and retention include the involvement of parents/guardians.


CATEGORY 3: PERSONNEL

STANDARD: BACKGROUND CHECKS, LICENSES & EDUCATOR CERTIFICATION – Evidence of contractor compliance with relevant contract, state and federal educator personnel requirements		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>EMPLOYEE BACKGROUND CHECKS: Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.</p>		<p>PA Criminal History Check: 1 of 2 new employees reviewed had a valid check on file. PA Child Abuse Clearance: 2 of 2 new employees reviewed had a valid clearance on file. FBI Background Check: 2 of 2 new employees reviewed had a valid check on file. Act 168 documentation: 1 of 2 new employees reviewed had documentation on file. Reviewed 6 existing employees, evidence that program is maintaining valid, up-to-date background checks and clearances.</p>
<p>PROFESSIONAL CERTIFICATIONS: Provides PA certificated teachers in all core instructional areas.</p>		<p>No appropriately certified teachers for math or science core courses on staff at the program as of the date of the walkthrough.</p>
<p>PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR): Provides at least one PA certificated administrator per site.</p>		
<p>STUDENT SUPPORT SERVICES STAFF: Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs.</p>		



STANDARD: PERSONNEL RATIO & PROFESSIONAL DEVELOPMENT – Evidence of contractor adherence to contractual Personnel Ratios, contractually or statutorily required trainings, and relevant staff professional development		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>PERSONNEL RATIOS: Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.</p>	✓	
<p>OBLIGATORY TRAININGS: Provides all employees with Act 71, Act 126, and other obligatory PDE professional trainings and monitors timely completion and updates as required.</p>	✓	<p>Act 71 Training: 8 of 8 employees reviewed had a completion certificate on file. Act 126 Training: 8 of 8 employees reviewed had a completion certificate on file for the required 3-hour training. Program staff regularly attend required PDE trainings for AEDY programs.</p>
<p>ENGAGEMENT IN DISTRICT PROFESSIONAL DEVELOPMENT AND CONTRACTOR MEETINGS: Ensures that teachers and administrators engage in School District professional development opportunities and monthly contractor meetings.</p>	✓	



CATEGORY 4: GOVERNANCE & ENROLLMENT


STANDARD: PROGRAM GOVERNANCE – Evidence of systems, structures and contractor activities to support compliance with contractual expectations for program governance		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>COMMUNITY ENGAGEMENT: Engages community and non-profit providers to provide a diverse and relevant range of non-academic student services and support.</p>	✓	<p>The program partners with a behavioral health provider to support students' non-academic needs and therapeutic services.</p>
<p>COMMUNITY ELICITATION: Has active school or community advisory board or process by which the school community can provide input and feedback to the contractor regarding the program. Encourages parent/guardian participation in the District-wide annual survey.</p>	✓	<p>63.6% parent participation in the 2020-2021 District-wide Survey (minimum of 10% required).</p>

STANDARD: STUDENT ENROLLMENT – Evidence of systems, structures and contractor practices to meet contractual and statutory requirements for student enrollment and eliminate barriers to entry		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>TIMELY ENROLLMENT: Contractor does not create barriers to enrollment and enrolls students referred and/or who apply timely. Enrollment and/or student files contain information as required by PDE for enrollment. Program has procedures in place to confirm eligibility of students prior to enrollment.</p>		
<p>RESIDENCY REQUIREMENT: Contractor does not serve students from other LEAs without written consent of School District. Contractor confirms residency of student prior to or at time of enrollment.</p>	Not applicable	Students are placed into AEDY by the School District and it is expected that the sending school has confirmed residency.
<p>RE-ENGAGEMENT CENTER REFERRALS: Contractor has reserved 50% of seats for School District's Engagement Center (REC) and/or partners with the REC to receive referrals.</p>	Not applicable	Students are placed into AEDY by the School District; the program does not receive REC referrals.


CATEGORY I: ACCOMMODATIVE QUALITY


STANDARD: FACILITIES – Evidence of contractor compliance with established facility guidelines, contractual/statutory requirements and lease terms (if in School District-owned properties)		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>FEDERAL, STATE, & LOCAL REGULATIONS: Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities. The program is housed in a non-sectarian facility. If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing.</p>		
<p>FACILITY MAINTENANCE: For privately-owned facilities, contractor maintains regular upkeep of facility including structure, student and staff related spaces as well as outside grounds. For School District-owned facilities, contractor fulfills the obligations of their lease agreement regarding maintenance and reports facility condition issues timely.</p>		Program is housed in a SDP-owned building.

STANDARD: SCHOOL CALENDAR, TRANSPORTATION AND UNIFORMS – Evidence that contractor operates a program that meets the minimum number of days of instruction as required by the contract and makes the program accessible to all eligible students		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>CALENDAR: Maintains an academic calendar that minimally has at least as many instructional days as that of the School District. Submits operational calendars timely and appropriately notifies the School District departments of any changes in the calendar.</p>		
<p>TRANSPORTATION: Maintains accurate student information to allow the School District to appropriately manage transportation services for students. No corrective action initiated regarding required student transpass usage reports.</p>		

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
UNIFORMS: Establishes a clear dress code for students inclusive of expectations regarding school uniform. Provides uniforms to students upon request due to financial need. Does not have policies or practices that create barriers to instruction based on dress code or school uniform.		Recommendations related to Policy 252 to remove any gender specific language from dress code policies.

CATEGORY 2: FINANCIAL COMPLIANCE

STANDARD: PROCUREMENT OF OPERATING CERTIFICATES – Contractor provides School District with relevant operating licenses and certificates; maintains current insurance consistent with contract requirements		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
TAX LIABILITIES: Provides School District with Certificate of Tax Clearance absolving any city tax liabilities.		
PROOF OF INSURANCE: Provides Proof of Insurance related to: (1) Worker's Compensation and Employer's Liability, (2) General Liability Insurance, (3) Automobile Liability Insurance, (4) Professional Liability Insurance, (5) Educator Legal Liability Insurance, (6) Excess/Umbrella Liability, and (7) Directors' and Officers' Liability Insurance.		The program's insurance documentation was approved by the Office of Risk Management.

STANDARD: FINANCIAL MANAGEMENT AND REPORTING – Evidence the contractor adheres to standards of financial management including with monitoring and reporting of revenues and expenses, invoicing to the School District and ability of contractor to maintain financial viability		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
FINANCIAL MANAGEMENT: Provides detailed information upon request regarding program annual budgets, as well as actual expenses and revenues. Upon request, provides independent third-party financial audit timely; audit does not indicate any material weakness or going concerns.		No concerns highlighted in an independent audit of the organizations FY 2020 financial statements.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>MONTHLY INVOICING: Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.</p>	