

## Operational Walkthrough Report

SY 2022-2023

# Achieve Academy of Philadelphia

Provider: The Camelot Schools of Pennsylvania, LLC  
(a Specialized Education Services, Inc. (SESI) company)

Program Type: Transition  
Grades 6-12

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

## Operational Walkthrough Overview

Operational Walkthroughs for all Opportunity Network contract programs focused on the systems and structures required to deliver equitable, high quality instruction and supportive environments for all 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 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 informing 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.

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

Walkthrough Date: December 1, 2022

Contract Term: FY2023 – FY2027

## General Information

Program Mission: *At SESI, our mission is to provide educational services for K-12 students who require specialized educational and 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*

Cassandra Oshinsky  
*Instructional Specialist*

Gregory McCleary  
*Executive Director*

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John Hale  
*Prevention & Intervention Liaison, Prevention & Intervention*

Jessica Morris  
*Attendance Coach, Attendance & Truancy*

## Program Demographics

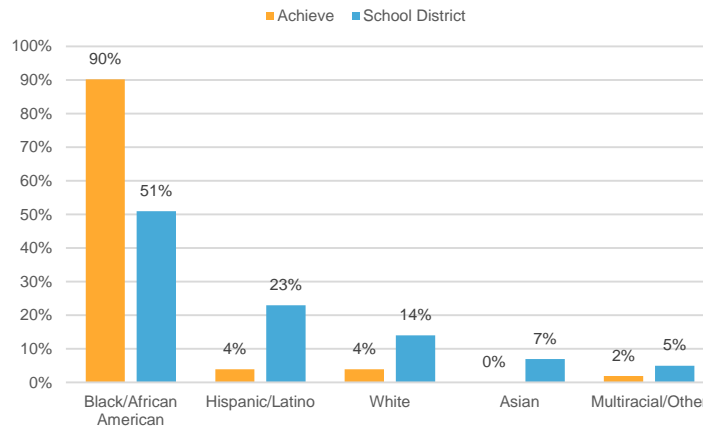
The School District of Philadelphia’s official demographic information is reported on October 1<sup>st</sup> of each academic year. To more closely align with the student composition of each program on the date of the walkthrough, demographic data for Opportunity Network programs is reported here as of November 2022.

### Enrollment

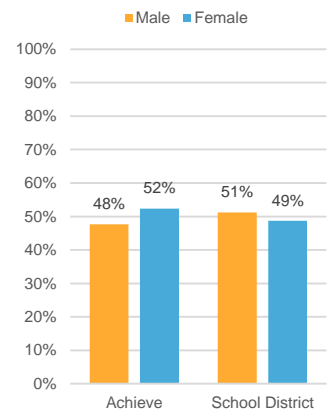
**51**  
Total Student Enrollment

**300**  
Program Capacity

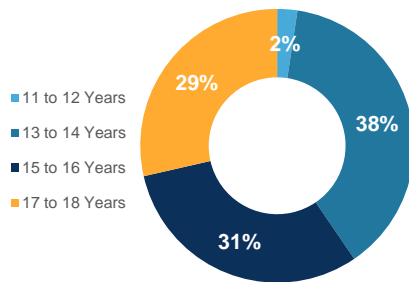
### Race & Ethnicity



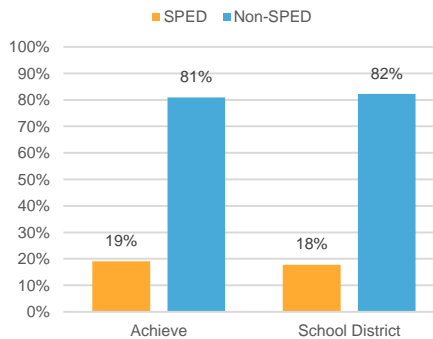
### Gender



### Student Age



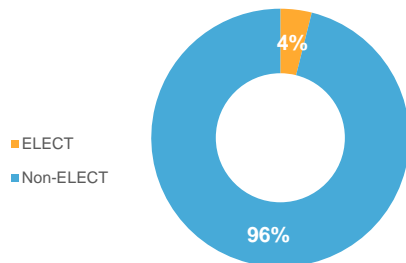
### Special Education



### English Learners

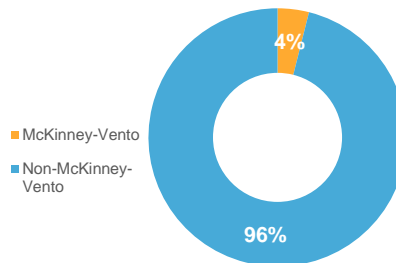
*There were no English Learners enrolled at Achieve Academy of Philadelphia as of November 2022.*

### ELECT



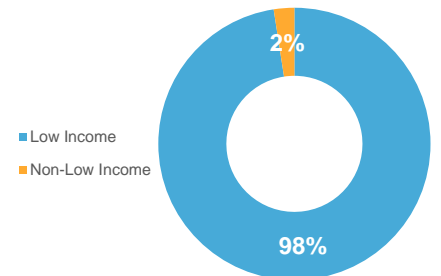
*The Philadelphia ELECT program is a comprehensive network of education, health, and support services designed to assist pregnant and parenting teens in completing their education and becoming self-sufficient.*

### McKinney-Vento



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

### Low Income



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

## Performance Summary- All Domains

The tables below summarize the number of standards by category which met expectations consistent with contract requirements during the 2022-2023 Operational Walkthrough. Information regarding how standards in each domain are measured can be found in the Performance Framework for Opportunity Network contract programs.

### Domain 1: Academic & School Climate Accountability

Category	Requirements Met
<a href="#">Academic Quality (Page 4)</a>	3 / 5
<a href="#">School Climate &amp; Culture Quality (Page 5)</a>	11 / 12
Domain Total	14 / 17

### Domain 2: Organizational Compliance

Category	Requirements Met
<a href="#">Student Academic Support, Progress Monitoring &amp; Reporting (Page 9)</a>	6 / 9
<a href="#">Record Keeping &amp; Communication (Page 11)</a>	4 / 5
<a href="#">Personnel (Page 12)</a>	4 / 7
<a href="#">Governance &amp; Enrollment (Page 14)</a>	3 / 5
Domain Total	17 / 26

### Domain 3: Accommodative & Financial Compliance

Category	Requirements Met
<a href="#">Accommodative Quality (Page 16)</a>	4 / 5
<a href="#">Financial Compliance (Page 17)</a>	4 / 4
Domain Total	8 / 9

## Domain 1: Academic & School Climate Quality

### Category 1: Academic Quality

#### Standard 1: Curricular Quality

*The measurement of the quality and evolution of instructional frameworks, practices and materials offered by the contractor and adherence to offering and effectively using appropriate student assessments.*

Contract Requirement	Rating	Review	Recommendations
Instructional Frameworks Designs program-specific instructional materials or purchased PA state-aligned materials.	✓	The program utilizes the School District's resources and guidance documents for curriculum. Sample materials demonstrated the use of high-order thinking. The program uses the "Word of Day" to assist in implementing vocabulary morphology strategies (VOMO).	
Baseline Assessments Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	✗	Less than 80% of students have scores for the STAR pre-test in reading (76%), but met the target for math (80%).  100% of students were assessed for BIMAS for behavior.	Continue to administer the BIMAS assessment for all students at least 2x within 45 days and use results in MTSS meetings to align and adjust with MTSS supports. Additionally, share out post-assessment results with the Transition team (parent/guardian, student, LEA, etc.) during Periodic Review to add evidence for readiness to transition and/or to adjust set goals/develop action plans for improvement.

#### Standard 2: Effective Monitoring and Supports for Academic Barriers

*The measurement of the contractor's systems and structures for identifying and removing academic barriers and ensuring processes exist to support school staff in delivering high quality, standards-aligned instruction.*

Contract Requirement	Rating	Review	Recommendations
Social Emotional Learning Incorporates explicit Social-Emotional Learning (SEL) and development by which students can acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions for lifelong success.	✗	The program has a curriculum and lessons for daily SEL instructional delivery. The program focuses on self-regulation, mindfulness and decision-making. The program has a format and activities for SEL skill building.  However, it is not evident how skill development is being incorporated into Personalized Learning Plans (PLPs), MTSS or Periodic Reviews (PRs).	Train all staff on SEL competencies and skills to help recognize, support, and track skill acquisition, growth, and demonstration (behavior modification) across the school environment beyond compliant behavior, engagement, and participation (behavior management).  Share specific data/progress not just tiers from SEL groups in MTSS meetings and incorporate them into PR meetings.

Contract Requirement	Rating	Review	Recommendations
<p>Multi-Tiered System of Supports Identifies and supports struggling students through a well-designed and effectively implemented Multi-Tiered System of Supports (MTSS).</p> <p>The MTSS utilizes research-based interventions inclusive of academic, behavioral, and attendance supports.</p> <p>Tier 1 interventions are universal and incorporated into the core academic program and climate.</p>	✘	<p>Program has strong Tier 1 universal supports and research-based interventions across domains to support the program model.</p> <p>The program has begun to incorporate team meetings to capture information. However, MTSS does not appear to be well-designed to support collaboration across teams, use data to adjust individual strategies, or plan for follow-ups based attendance, social and behavior needs.</p>	<p>The program should review data across domains in leadership meetings to identify trends, address specific student needs and plan for additional support with assigned team members. With this review, interventions can be implemented more timely.</p> <p>Additionally, the team should identify and ensure additional connection to community services for students to support in their transition out of the program.</p>
<p>Teacher Planning Time/Professional Learning Cycles (PLCs) Sets aside at least 45 minutes weekly for teachers to collaborate and plan effective instruction and build their capacity to teach grade-level standards.</p>	✔	<p>The program provided a yearlong calendar of professional development (PD) and schedule with topics.</p>	<p>The program can provide additional evidence of actual agendas and sign-in sheets</p>

## Category 2: School Climate and Culture Quality

### Standard 1: Positive and Welcoming School Environment

*The measurement of the contractor's systems and structures to manage and support student behavior and maintain a healthy school climate.*

Contract Requirement	Rating	Review	Recommendations
<p>Positive Behavior Supports and Student Incentives Employs a system of positive supports inclusive of individual and/or group-based incentives.</p>	✔	<p>The program has clear behavioral expectations and program-wide norms reinforced through weekly student ratings and incentives inclusive of special meals, Student Government membership, gift cards and trips. Incentives incorporated with student privileges such as participation in on/off-campus events, wearing different color uniforms, ordering lunch, student government incentives, etc.</p>	
<p>Bullying Employs measures to combat both cyber and in-person bullying. Ensures incidents are reported and monitored according to School District policies.</p>	✔	<p>The program conducts Bullying and Harassment training for staff and follows the School District's Bullying and Harassment policies and procedures.</p>	
<p>Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).</p>	✔	<p>The program engages in community healing circles, peer mediation and reflective writing. Training and resource materials were provided.</p>	<p>Recommendation would be to capture interventions, mediations, and resolutions and how students benefited.</p>

Contract Requirement	Rating	Review	Recommendations
Code of Conduct Code of Conduct is aligned to the <a href="#">School District's Code of Conduct</a> for infractions and consequences. Evidence the program's discipline practices are aligned to the Code.	✓	The program has adopted the School District's Code of Conduct. Review of Office Discipline Referrals (ODRs) indicates consequences were aligned with SDP Behavior Matrix; no long term OSSs this school year to date.	

## Standard 2: Barriers to Student Success Supports, Monitoring and Reporting

*Measurement of the contractor's systems and structures to identify, provide supports, report and monitor attendance and behavioral concerns and meet obligations to appropriate authorities.*



Contract Requirement	Rating	Review	Recommendations
Reporting Attendance and Disciplinary Incidents in SIS Accurate and timely reporting of attendance and disciplinary incidents on a daily basis.	✓	No known or outstanding issues. All incidents are reported timely and in the appropriate District systems. Teachers take attendance daily and code student absences in Infinite Campus. ODRs were generally entered timely into the SIS.	Program should remind families of excused versus unexcused absences, and follow-up with families to obtain documentation required for excused absences so these can be coded appropriately for students.
Attendance Barriers Addresses individual student attendance barriers and follows the <a href="#">School District's Attendance and Truancy Protocols</a> (i.e., Notice of Third Illegal Absence, attendance improvement conferences, entry of SAIPs into the SIS, etc.)	✗	<p>Staff documented all absences and contact made to parents/guardians for students are listed as having 10+ absences. Absences were monitored and follow up meetings were scheduled. Staff made attempts to reach out to parents/guardians to discuss attendance concerns. Three-day Letters were generated, however, how the letter was sent and date sent was not documented in SIS. The SAIC invite letter also should have been sent out and documented.</p> <p>The program has not documented timely implementation of the District's Truancy Protocol for students with 3+ absences. Notices of Third Illegal Absence, School Attendance Improvement Conferences (SAICs) and School Attendance Improvement Plans (SAIPs) were not completed as required for all students reviewed.</p> <p>Program provided evidence of home visits for students who exceeded 10+ absences.</p> <p>As of November 1, 2022, 14% of students were considered chronically absent (i.e., have accrued 20 or more unexcused absences within a 45-day period).</p>	<p>The Attendance Team should send a Notice of Third Illegal Absence immediately after the third unexcused absence is accrued. Ensure the SAIC is scheduled by the 6th unexcused absence for each student and develop an individualized SAIP during the SAIC. SAICs may be virtual to support family participation and timeliness of conference.</p> <p>The program should identify the attendance barriers and provide supports and strategies to address them. The interventions should be documented with fidelity on the SAIP and ensure follow-up during MTSS and leadership meetings.</p> <p>The program should also follow up with truancy referrals to ensure they are submitted timely for eligible students. As a transition program, attendance and truancy tracking, support and monitoring should be based on student attendance school year to date, not only during enrollment in the transition program.</p>

Contract Requirement	Rating	Review	Recommendations
<p>Staff and Resources for Healthy School Climate</p> <p>Provides staff and resources needed for safe schools and attendance reporting, as well as an optimal learning environment.</p>	✓	<p>The program employs a school counselor, director of student supports, behavioral health specialists, operations director, and other support staff.</p>	
<p>Clinical Questionnaire</p> <p>Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.</p>	✓	<p>Evidence of a clinical questionnaire was observed through the Registration form which allows students to explain personal needs.</p>	<p>The program should incorporate supports based on needs to address barriers in the Student Plan and MTSS tracker to ensure follow-up and progress.</p>

### Standard 3: Student, Family, and Community Engagement

*Measurement of the contractor's efforts to engage students, families, and community-based organizations to improve academic achievement, support overall student growth and extracurricular opportunities, and enhance school climate and culture.*

Contract Requirement	Rating	Review	Recommendations
<p>School Community Building</p> <p>Incorporates community building at least weekly to provide a platform for all students to establish community, build relationships, learn to resolve issues, take ownership of their actions, and engage positively with the school environment with empathy and compassion.</p> <p>Community building practices may include: morning meetings, group advisory, restorative circles, harm and healing circles, townhouses, etc.</p>	✓	<p>The program convenes a daily school-wide Assembly consisting of small groups/teams and staff facilitators. Assembly focuses on promoting pro-social behavior by using student voice and peer feedback. The program also uses the time to focus on student incentives, recognition, and reinforcement of program-wide norms.</p>	<p>Present a sample form of practice and procedures such as a meeting standard agenda, topics, summary of observations, or make special notes to refer to school building activities through other evidence, pictures, classroom discussion and SEL.</p>
<p>Family Engagement</p> <p>Embraces a culture which supports parent/guardian engagement in the life of the program, including consultation on governance matters and opportunities to review student learning and progress.</p> <p>The contractor must have a plan for implementing and sustaining family engagement programs.</p> <p>Family engagement practices may include: parent conferences, advisory boards, community workshops, resource banks, family nights, and the engagement of students' own children and siblings.</p>	✓	<p>Parent/guardian attendance is required at orientation for enrollment. The program has a Parental Advisory Board and has community members and partners who are also members.</p> <p>The program maintains a running log of calls/communications made for each enrolled student showing the reason and outcome of the communication. Notes indicate calls are made to parents/guardians for attendance, grades, and behavior.</p>	<p>Provide meeting notes and agenda for parent/guardian meetings as additional evidence.</p> <p>The program should be proactive in providing family communication regarding program-specific and District-wide events.</p>

Contract Requirement	Rating	Review	Recommendations
<p>Student Voice and Leadership            Offers equitable and recurring opportunities for students to contribute to the life of the program, including choice within the curriculum, inclusion on program governance, and student-led leadership groups.</p>		<p>The program has a robust Student Government program in which membership is open to all students who are on track with academics, behavior and attendance. Student Government members contribute to the life of the program through peer leadership opportunities (e.g., redirecting peers; peer mediation/conflict resolution), and curricular and extra-curricular decisions.</p>	
<p>Community Partnerships            Engages community and non-profit agencies to provide non-academic services and support.</p>		<p>The program is beginning to engage with community organizations to provide opportunities for students and an advisory council to support program improvement efforts.</p>	<p>Develop additional partnerships with community organizations to support mentorships, after school activities, and community connections/support which will continue when a student transitions.</p>





## Domain 2: Organizational Compliance

### Category 1: Student Academic Support, Progress Monitoring, and Reporting

#### Standard 1: Progress Toward Projected Graduation and Postsecondary Planning

*Measurement of the systems and structures in place to support student with readiness for graduation and post-secondary planning aligned to student level interests.*

Contract Requirement	Rating	Review	Recommendations
<p>Personalized Learning Plans Creates a written plan for each student including supports, data, progress monitoring, and outcomes.</p>		<p>The program provides PLPs for students focusing on behaviors (a requirement for Transition programs).</p> <p>The PLPs include specific strategies to support student development academically but PLPs reviewed lacked strategies for social emotional development.</p> <p>The program's student plans summarize needs and areas for growth but it lacked the plan to improve progress. The plans also lacked evidence of connections to outside resources to support students with removing barriers as they transition to their next school assignment.</p>	<p>The program can provide more emphasis on creating SEL strategies and transferable skills supporting students in developing behavioral change which can be implemented in a traditional school setting.</p> <p>The program should ensure goal and progress measures align. PLPs should track SEL skills acquisition and growth beyond compliant behavior, and participation.</p> <p>Use student data collected prior to the midpoint and formal periodic review to adjust strategies, improve progress or determine what additional supports are needed in frequency, intensity or duration.</p> <p>The program should initiate connections to community supports earlier to ensure engagement is obtained prior to transition out of the program.</p>
<p>Program-wide Career Readiness Activities Establishes documented partnerships with employers and institutions of higher education, program-wide postsecondary efforts for exploration, preparation, and matriculation or employment, and completion of required activities related to the Future Ready PA Career Portfolio/ ESSA Accountability Standards.</p>		<p>The program has postsecondary partnerships and students participated in postsecondary readiness activities.</p>	<p>The program should plan partnerships and activities to ensure students are progressing and meeting Act 158 graduation requirements in a short period of time to align with the restricted length of time students can be enrolled in Transition Programs.</p>

Contract Requirement	Rating	Review	Recommendations
<p>Graduation Plans Develops detailed, student-specific graduation plans to meet Act 158 requirements (and Act 1 if eligible) including the identification of each student’s selected graduation pathway and pathway components, and/or any waivers for each student.</p> <p>Employs practices to review plans with students at least once per term and documents progress. Ensures the Academic Plan for Act 158 in the SIS is current and all required documentation is uploaded in a timely manner.</p>	Not Applicable	There are no graduation plans requirements for this program type. PLPs serve as student progress plans.	

### Standard 2: Diverse Learner Population

Quality measurement of the systems and structures in place to accurately and timely report student progress for diverse learners, including special education students and English Learners (ELs).

Contract Requirement	Rating	Review	Recommendations
<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	There is no special education capacity requirement for this program type.	
<p>Baseline Measures and Progress Monitoring 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>	✓	<p>Program has a progress monitoring schedule indicating when progress monitoring will be completed.</p> <p>3 of 3 IEPs reviewed had sufficient evidence of progress monitoring.</p> <p>No EL students were enrolled at the time of the walkthrough.</p>	Update Progress Reports every 2 weeks and use the program’s progress monitoring schedule to stay on track with timely monitoring.
<p>IEP Identification, Implementation, Evaluation &amp; Review Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws. Includes Transition Services in IEPs for students 14 years or older. Cooperates with the School District to provide IEP services with fidelity.</p>	✗	<p>3 of 3 IEPs reviewed included updated assessment data and current levels. There was evidence of alignment between students’ needs and IEPs.</p> <p>1 of 2 IEPs with eligible students reviewed had evidence of transition plans, goals and activities. Neither the Transition Assessment nor a minimum of two services/activities for each Transition Goal/Domain were present.</p>	<p>Review eligible students and administer an assessment (e.g. O’Net) to plan and capture Transition Goals and Services.</p> <p>Transition Program team should review IEP from sending school and document findings from new Transition Assessment and update services/activities as appropriate as an amendment to the IEP.</p>

Contract Requirement	Rating	Review	Recommendations
Annual IEP Updates Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance.	✓	Program was 100% compliant for the Dec 1 Child Count.	
IEP Meetings Assumes lead role for scheduling, convening, and completion of IEP meetings as well as all special education related paperwork. Documents participation of all required IEP team members. Collaborates with the School District as necessary and appropriate to support students.	✓	10 of 10 IEPs reviewed included invitations for the annual IEP meeting. The invitations allowed for 10+ days prior to the scheduled meeting to support parent/guardian participation.	
EL Identification, Implementation, 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.	Not Applicable	No ELs were enrolled at the time of the review. 10 of 10 enrollment files reviewed had a Home Language Survey.	

## Category 2: Record Keeping and Communication

### Standard 1: Obligatory Communications to the School District

*Measurement of the systems and structures in place to adhere to timely recordkeeping obligations to the School District.*

Contract Requirement	Rating	Review	Recommendations
Student Information System Upload Uses the School District's current student information systems to access and upload all student enrollment, academic, behavioral, and attendance records in real time.	✓	No known or outstanding issues related to uploading and maintaining accurate and timely student records. The program addresses student information errors in a timely manner and communicates with the School District for support or needed resources.	
Archive of Historical Information Maintains an archive of all historical student academic and behavioral records.	✓	No known or outstanding issues related to maintaining an archive of all historical student academic and behavioral records.	

Contract Requirement	Rating	Review	Recommendations
Emergency Preparedness Conducts and reports school safety drills timely using the required School District system. Develops emergency preparedness plans in Previsor by the annual deadline and updates plans timely and as needed throughout the school year.	✓	Previsor documentation shows the program is up to date with all required safety drills. Vital Information Plan (VIP) and Emergency Operation Plan (EOP) were submitted by the August deadline.	

### Standard 2: Student Performance Reporting and Recordkeeping

*Measurement of the systems and structures in place to ensure reporting and appropriate recordkeeping of student academic performance in alignment with School District's obligations to parents and/or legal guardians.*

Contract Requirement	Rating	Review	Recommendations
Student Progress Reporting Provides timely reporting of student academic progress on an interim basis to students, parents and/or legal guardians. For end of term report card, utilizes the approved School District report in coursework attempted/ completed, level of achievement, and attendance.	✓	There are no current issues with timely reporting of student academic progress.	
Official Certified Information Ensures all official grades, credits, transcripts and diplomas are solely produced by the School District and/or Infinite Campus.	✓	The program has identified a point of contact for ensuring all official academic and other student information is produced by the appropriate School District systems.	

### Category 3: Personnel

#### Standard 1: Background Checks, Licenses, and Educator Certifications

*Measurement of the contractor's compliance with relevant local, state, and federal educator personnel requirements.*

Contract Requirement	Rating	Review	Recommendations
Teacher Certifications Provides Pennsylvania certified teachers in all core instructional areas.	✗	As of the date of the walkthrough, the science, English, math and social studies teachers were not appropriately PA certified for the classes they teach. Several of these teachers have a "Non-Certified Educator PK-12" designation with PDE.	Recommended the program engage staff in obtaining emergency certifications and support teachers through a permanent certificate program for all core content areas.

Contract Requirement	Rating	Review	Recommendations
<p>Administrator Certification Provides at least one Pennsylvania certified administrator per site.</p>	✘	<p>The program does not have a dedicated site Principal with a valid PA administrator certification.</p> <p>The program has a Supervisor of Curriculum on staff with a PA certification for Curriculum &amp; Instruction.</p>	
<p>Diverse Learner Services Staff Provides sufficiently trained and certified/ licensed professional staff for diverse learner services, including special education and ELs.</p>	✔	<p>The program employs a certified Special Education teacher and ESOL teacher.</p>	
<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>For both new and continuing hires:</p> <p>FBI Background Check: 19 of 24 employees reviewed had a valid check on file. 2 of these 5 missing are within 90 days of hire.</p> <p>PA Child Abuse Clearance: 19 of 24 employees reviewed had a valid clearance on file.</p> <p>PA Criminal History Check: 19 of 24 employees reviewed had a valid check on file.</p> <p>Act 168 documentation: 10 of 16 eligible employees reviewed had documentation on file.</p>	

### Standard 2: Personnel Ratio and Professional Development

*The measurement of the systems and structures in place for the contractor to adhere to the contractual personnel ratios and required training and professional development offerings.*

Contract Requirement	Rating	Review	Recommendations
<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>The program is in compliance with the contractually required 25:1 student to teacher ratio and 100:1 student to support staff ratio.</p>	
<p>Obligatory Trainings Provides all employees with Act 71, Act 126, and other obligatory PA Department of Education professional trainings and monitors timely completion and updates as required.</p>	✘	<p>Act 71 Training: 22 of 24 employees reviewed had a completion certificate on file. 1 of 2 employees missing is within 90 days of hire.</p> <p>Act 126 Training: 21 of 24 employees reviewed had a completion certificate on file for the required 3-hour training.</p>	

Contract Requirement	Rating	Review	Recommendations
District Professional Development and Contractor Meetings Ensures teachers and administrators engage in School District professional development opportunities (required and optional) and monthly contractor meetings.	✓	Program-based staff and Camelot/SESI regional staff regularly and consistently engage with Network meetings and School District required meetings (e.g., equity lead meetings, SpECM meetings).	

## Category 4: Governance and Enrollment




### Standard 1: Program Governance

*Measurement of the contractor's structures and protocols in place to adhere to contractual governance requirements.*

Contract Requirement	Rating	Review	Recommendations
Program Advisory Council Establishes a formal program advisory council inclusive of community members, parents, students, and staff.  Advisory councils must meet minimally six times per school year.	✓	The program presented evidence of an established Program Advisory Council. Program has included staff, community members and partners, students and a parent.	List evidence of Advisory Council Meetings (i.e.: sign-in sheet, agenda, meeting minutes, etc.). Plan to have several student and parent/guardian representatives to create continuity of their participation as students transition into/out of program on a rolling basis.  Develop a plan to recruit new community partners to focus on career exploration and community connections.
Equity The program's Equity Lead engages in School District monthly meetings.  The contractor operates the program in a manner which advances equity in alignment with the <a href="#">School District's diversity, equity, and inclusion practices, policies, and equity definition</a> .	✓	The program has an Equity Lead who attends School District monthly meetings. The program has adopted the School District's definition of equity.	

Standard 2: Student Enrollment

Evidence of the contractor's structures and practices in place to adhere to contractual enrollment protocols.



Contract Requirement	Rating	Review	Recommendations
<p>FERPA Complies with the Family Educational Rights and Privacy Act (FERPA) and designates a single point of contact for FERPA information.</p>		<p>The program complies with FERPA for students 18 years and older.</p>	
<p>Student Enrollment Records Secures personally identifiable information and does not request or require prohibited information at time of enrollment (e.g., SSNs).</p> <p>Collects proof of Philadelphia residency and proof of age at the time of enrollment.</p> <p>Requires completion of an enrollment application inclusive of home language survey and parent registration statement.</p> <p>Collects and maintains immunization records.</p>		<p>Files were not readily available for review to determine necessary documents or prohibited information.</p> <p>10 of 10 enrollment files reviewed contained proof of age.</p> <p>10 of 10 enrollment files reviewed contained proof of address. 7 files matched addresses in the SIS.</p> <p>6 of 10 enrollment files reviewed contained immunization records.</p>	<p>Update demographic information within a timely manner from the date of students' enrollment in SIS. Although students are transitioning from a School District school, the program should reconfirm all parent/guardian and household contact information at time of enrollment both in SIS and as on intake documentation and compare with proof of residency.</p>
<p>Referrals Managed Contractor partners with the School District for timely engagement and enrollment of referrals.</p>		<p>The program holds orientations for new students twice weekly to accept referrals for enrollment eligible students. Recently, the program has begun outreach and follow-up with students to ensure they enroll timely.</p>	<p>Continue to follow-up with students who do not attend orientation and ensure students enroll immediately after orientation.</p> <p>Continue to offer flexibility with orientation meetings and times when necessary.</p> <p>Identify need and provide support with any barriers to immediate enrollment including uniforms &amp; transportation.</p>

Domain 3: Accommodative & Financial Compliance

Category 1: Accommodative Quality

Standard 1: Facilities

Evidence the contractor complies with established facility requirements.

Contract Requirement	Rating	Review	Recommendations
<p>Federal, State, &amp; Local Facility Regulations                      Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities.</p> <p>The program is housed in a non-sectarian facility.</p> <p>If in School District facility, provides ready access and cooperates with School District for required inspections.</p> <p>If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing as well as electrical and fire safety inspections.</p> <p>Also if in a privately-owned facility, program secures licensed contractor for required AHERA inspections and provides report to the School District.</p>		<p>The program is housed in a School District facility.</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.</p> <p>For School District-owned facilities, contractor fulfills the obligations of their lease agreement regarding maintenance and reports maintenance issues timely and does not make any unapproved alterations.</p>		<p>No issues with the program maintaining the facility or reporting maintenance issues timely.</p>	



## Standard 2: School Calendar, Uniforms, and Transportation

Evidence the contractor complies with the minimum number of instructional days required by the contract and makes the program accessible to all eligible students.

Contract Requirement	Rating	Review	Recommendations
<p><b>Academic Calendar</b> Maintains an academic calendar at least equal in days of operation to the <a href="#">School District's calendar</a>. Notifies School District timely of any changes to or deviations from submitted calendar.</p>	✓	The program follows the School District's academic calendar.	
<p><b>Transportation Management</b> Complies with the School District's requirements to appropriately manage transportation services for students. TARs are entered timely and transpasses are activated prior to expiration to ensure transportation access for all eligible students.</p>	✓	No known issues with managing transportation services for students.	
<p><b>Dress Code and Uniforms</b> Establishes an equitable dress code for students inclusive of expectations regarding school uniform.</p> <p>If required, provides uniforms to students upon request due to financial need and/or youth experiencing homelessness.</p> <p>Does not have policies or practices which create barriers to participation in learning based on dress code or uniform. Dress code is gender neutral.</p>	✓	The program provides uniform assistance to students who need it and uniforms are gender neutral.	Discuss uniform assistance during new student orientation to remove any barrier to enrollment.

## Category 2: Financial Compliance

### Standard 1: Procurement of Operating Certificates

Evidence the contractor complies with all relevant operating licenses, certificates, and insurance requirements.

Contract Requirement	Rating	Review	Recommendations
<p><b>Tax Liabilities</b> Provides the School District both prior to, and throughout operation with a Certificate of Tax Clearance absolving any city tax liabilities.</p>	✓	The program had a valid Certificate of Tax Clearance through 12/10/2022 on the date of the walkthrough.	

Contract Requirement	Rating	Review	Recommendations
<p><b>Proof of Insurance</b>                      Provides a Proof of Insurance prior to, and throughout operation 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.</p>	✓	<p>At the time of the walkthrough, the program's insurance documentation was current and included the contractually required types and levels of insurance, however, an expert review will be conducted by the Office of Risk Management.</p>	

**Standard 2: Financial Management and Reporting**

*Evidence of the contractor's financial viability and adherence to standards of financial management including monitoring and reporting of revenues and expenses, and invoicing to the School District.*

Contract Requirement	Rating	Review	Recommendations
<p><b>Financial Management</b>                      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.</p>	✓	<p>FY2023 budget was submitted for approval by the School District in accordance with the start of a new contract term.</p>	
<p><b>Monthly Invoicing</b>                      Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.</p>	✓	<p>No current issues with timely and accurate submission of monthly invoices.</p>	