Achieve Academy of Philadelphia – East Campus

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

Program Type: Transition

Grades 6-12

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Instructional Walkthrough Report
SY 2022-2023

Instructional Walkthrough Overview

Instructional Walkthroughs for all Opportunity Network contract programs focused on the instructional design and implementation of this design with consistency and fidelity at the classroom level required to deliver high quality instruction to all students. Instructional Walkthroughs assessed program performance across three domains: 1) Overall Management; 2) Instructional Delivery; and 3) Conditions for Learning. Taken together, the three domains encompass key instructional expectations that are required to ensure effective instruction that facilitates meeting the program's contract requirements with The School District of Philadelphia, as well as applicable federal, state and local laws.

Instructional Walkthroughs are one part of the School District's three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Instructional Walkthroughs, Operational Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, and program expansion. This report summarizes the program's performance for each of the three domains reviewed during the Instructional Walkthrough. Each domain has been considered, in terms of key indicators for the domain area, and were rated by the walkthrough team on a four-point scale. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Instructional Walkthrough, interviews with key stakeholders, and observations in the classrooms.

Walkthrough Date:	March 23, 2023
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	Scott Cruttenden	Jennifer Green
Deputy Superintendent	*Regional Director*	*Executive Director*
Jeannie Nutter	Samantha Petroski	
Academic Coordinator	*Clinical Director*	

Walkthrough Review Team:

Daniel Turner	Majeedah Scott	Marcus De Vose
Director of Instructional Resources, Opportunity Network	*Director, Multiple Pathways to Graduation*	*Assistant Director, Transition Services*
Nefertiti White	Rodreen Howell	
Director, Specialized Services	*Student Transition Liaison, Transition Services*	

Program Overview

The following is a brief description and summary of different aspects of the Opportunity Network program. These descriptions were shared by the programs prior to the walkthrough and informed by observations as part of the formal Instructional Walkthroughs.

Daily Structure

Program Snapshot

Enrollment	99 (as of April '23)
Instructional Model	Direct Instruction

Daily Student Schedule

Full Day	7:30 am – 2:30 pm
Wednesdays	7:30 am – 2:00 pm

Course Frequency

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

Class Duration

Core Courses	45 minutes
SEL/Intervention Period	60 minutes

Number of Classes

Number of Courses Students Can Take	6 classes maximum, (SEL counts as a seminar course for HS students).

School Culture

There is a school wide assembly at the start and end of each day, SEL courses during the intervention block, and a Senior Advisory.

Core Curriculum Resources

Math	SDP Curriculum
English	SDP Curriculum
Science	SDP Curriculum
History	SDP Curriculum

Student Supports

- ✓ Achieve 3000 Literacy
- ✓ Achieve 3000 Math
- ✓ iReady Math and Reading (for students in grades 6-8)
- ✓ Intervention Period
- ✓ A/B Schedules (reverse order) to support students who with attendance barriers
- ELECT Support

Additional Supports:

Students receive 2.5 hours of SEL instruction led by the school's counselor each week.

College & Career Readiness

- ✓ OCHA 10
- CPR Certification
- ✓ 1-on-1 Counseling
- ✓ Service Learning Opportunities
- Internship Program
- ✓ Teen Driving Seat (Drivers Ed)

Additional/Other Certification Opportunities:

The program has a partnership with Temple University so that students can become Youth Conflict Specialists.

Culture of Academic Success

- ✓ Honor Roll
- ✓ PBIS System (Live School)
- ✓ Public Recognition
- ✓ Student Government

Additional/Other Academic Success

Achieve East also recognizes "Shining Students" who have high scores, participation, and/or have shown exceptional progress on a monthly basis.

Summary of Program Areas of Strength

Below are short descriptions of areas where the program has shown sustained strength, as informed by the school visit, student and staff interviews, and a review of the provided artifacts.

- WIN and SEL Periods
  The program created WIN (What I Need) and SEL (Social Emotional Learning) periods that are more rigorous and more engaging than other structures in the past. This is resulting in improved outcomes both socially and academically for students.

- Peer Interactions and Relationships
  There were strong student-to-student interactions observed in almost all classrooms, these interactions were purposeful and contributed to the rigor and engagement in the lessons. These facilitated interactions also create a supportive space for students to practice their SEL skills.

- Student Engagement
  There were a wide variety of activities which encouraged students to work hard, and they enjoyed them. This seemed to be part of a school-wide effort to have engaging lessons and activities.

- Engaging Classroom Activities
  The program ensured that students had hands on learning experiences. For example, the science team engaged students in complicated science activities like dissection and experiments. This took great care, as those labs involved potentially dangerous materials. Students were both curious and engaged in these hands on activities.

Performance Summary- All Domains

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

Domains	Program Performance	Total Possible	Average Rating	Category
Domain I: Overall Management (Page 4)	15	20	3	Expectations Met *(SY2021-2022: Expectations Met)*
Domain II: Instructional Delivery (Page 5)	18	28	2.6	Expectations Met *(SY2021-2022: Expectations Met)*
Domain III: Conditions for Learning (Page 7)	21	28	3	Expectations Met *(SY2021-2022: Expectations Met)*
Total	54	76	Overall Percentage: 71%	

Domain 1: Overall Management

Management for a Safe and Educationally Supportive Environment	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
1. Program Environment Maintains a school environment where students feel welcome and invited.		Expectations Met *(SY2021-2022: Expectations Met)*
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Expectations Met *(SY2021-2022: Expectations Met)*
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		Expectations Met *(SY2021-2022: Expectations Met)*
4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.		Expectations Met *(SY2021-2022: Expectations Met)*
5. Awareness of Conditions Teachers display an awareness of conditions.		Expectations Met *(SY2021-2022: Expectations Met)*

Observation Summary

The program has created a welcoming environment and one where the climate is inclusive and supportive. Teachers utilized effective classroom management, and school wide systems for uniforms, cell phones, transitions, etc. were all working smoothly and contributed to a supportive learning environment. During the lesson, teachers were aware of students who became distracted or off task, and were able to quickly re-direct or re-engage them in the lesson. This was true even when the class was engaged in complicated activities like a dissection in Biology. School leadership described their adoption of "Live School" which is a system for tracking SEL related data, increased use and transparency of this system may help further improve school culture, as it was not mentioned in the classes that were observed.

Domain 2: Instructional Delivery

Components of Effective Instruction	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
1. Instructional Modeling Teachers model the thinking and learning process.		Expectations Met *(SY2021-2022: Expectations Met)*
2. Curriculum Relevance Teachers make the curriculum relevant for their students.		Expectations Met *(SY2021-2022: ▲ Nearing Expectations)*
3. Curriculum Rigor The program ensures all lessons are rigorous.	In the classrooms observed today, there was an inconsistent level of rigor in the lessons. Some classes had students reading and then writing from grade-level texts such as US History, while others were not aligned to the standards and did not have rigorous activities (for example, HS Art used a Jeopardy multiple choice quiz).	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*
4. Student Effort Courses are developed and implemented to ensure students are working harder than their teachers.		Expectations Met *(SY2021-2022: Expectations Met)*
5. Classroom and Instructional Data Evidence of data is visible.	The use of data to inform instruction was inconsistent from classroom to classroom. Teachers were consistently circulating and monitoring student work, but there was not often a visible response to the data that was collected. Typically the feedback was regarding behavior and participation instead. One classroom that did utilize the data to make instructional adjustments and review key components of a problem was the Geometry classroom.	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*
6. Teacher Questioning Teachers question all students with the same frequency.		Expectations Met *(SY2021-2022: Expectations Met)*
7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.	Questioning today was both frequent and consistent; however, only in some classrooms were students pushed to answer higher-order questions. In several classrooms, the questions asked of students required one-word answers or the next step in a process. In only two classrooms observed were students asked to explain or provide evidence to support their responses.	Nearing Expectations *(SY2021-2022: Nearing Expectations)*

Observation Summary

The program had multiple aspects of Instructional Delivery where they were meeting expectations. For example, there was effective modeling present in almost all classrooms, such as in Art and Geometry where the teacher's modeling matched the skill of the objective and helped students to focus on that aspect of the task. There were also concrete efforts made to make the curriculum relevant for students- such as in MS History, where students made connections between famous women in history and the impact they have had on their own lives. This relevance supported students working and engaging in tasks across classrooms, which had them owning the thinking load, be that analyzing key aspects of an article, or looking for organ groups during a dissection. There is an opportunity for continued improvement in the areas of rigor, utilizing data to inform instruction, and higher level questioning.

Opportunities for Growth

1. Standard 3: Lessons are rigorous.

    The program should provide professional development and coaching for teachers to design lessons accessible for all students and aligned to grade-level standards.
    In some classrooms, teachers were not utilizing the curriculum for their courses. Teachers may need support in integrating the provided materials into their lesson plans as supported by the program's existing curriculum. Coaching could be provided via lesson plan review to support with making instructional materials accessible for all students. As this is a Transition program, the curriculum should be aligned to that of the School District therefore the suggested instructional resources and materials should be referenced rather than replacing the curricular resources with other tools found online from potentially less reliable sources.

2. Standard 5: Evidence of data is visible.

    The program should provide professional development on techniques or structures for gathering formative data and leveraging it to make instructional adjustments during the lesson.
    Choose a limited number of strategies and responses (that are flexible and non-content specific) as you initially build this skill and expectation into your instructional program. Consider utilizing the Professional Learning Community (PLCs) as a space to provide this support for teachers, as some staff members already have strength in this area. If the program selects a common set of data collection structures, then professional development and skill mastery can be focused on using the data collected to make instructional shifts. The PLCs can review which instructional shifts are most effective when as a group.

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

    The program should provide professional development and coaching on questioning techniques and prompts pushing students to explain their thinking or to justify/support their answers.
    Questioning is often a mix of thoughtfully planned questions, as well as strong follow-up questions in the moment by the teacher. Consider how you can support teachers in both planning strong questions, with follow-up prompts as necessary as well as strategies to engage students to stretch themselves academically and fully answer the questions as well.

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Domain 3: Conditions for Learning

Establishing Conditions Necessary for Learning	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
1. Non-Engagement Teachers are aware of non-engagement in their classrooms.		Expectations Met *(SY2021-2022: Expectations Met)*
2. Engagement Strategies Teachers use a variety of engagement strategies.		Expectations Met *(SY2021-2022: Expectations Met)*
3. Student Engagement Students appear to be engaged in the lesson.		Expectations Met *(SY2021-2022: ▼ Exceeding Expectations)*
4. Peer Interactions Students are interacting appropriately with other students.		Exceeding Expectations *(SY2021-2022: ▲ Expectations Met)*
5. Teacher Interest Teachers demonstrate a clear interest in their students.		Expectations Met *(SY2021-2022: ▼ Exceeding Expectations)*
6. Student Responsiveness Students are appropriately responsive to teacher interactions.		Expectations Met *(SY2021-2022: Expectations Met)*
7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms.	The program named three school-wide focus areas- increased student voice in the lessons, utilizing real-life examples, and a focus on literacy. Students had some ownership and voice in History and Biology; however, there were missed opportunities for expanding voice and choice in other lessons. There were examples of real-life examples (especially in relation to women's history month) but the literacy push was not observed or evident in most classes.	Nearing Expectations *(SY2021-2022: ▼ Expectations Met)*

Observation Summary

The program has established a very active learning environment, with many different activities that engage students- ranging from games, small group work, art-based products, engaging openings, and even science experiments. Teachers closely monitored students to make sure they were engaged and as observed, genuinely took an interest in their students. In addition, given the SEL integrated nature of the program, they gave students opportunities across classrooms to engage with one another and to do so appropriately. These interactions are a strength of the program, and it complements the work the program is doing during SEL instruction and to meet individual student goals. One opportunity for further growth is with the school-wide focus area. The program described focusing on three key components: increasing student voice, including real-life examples, and a focus on literacy. There was evidence of implementation of all three of these focus areas, however, it was not consistent across classrooms.

Opportunities for Growth

1. Standard 7: There is evidence of the school-wide focus in the classroom.

    The program should determine a small number of focus areas and provide professional development and coaching support until they see full implementation of their foci.
    For example, the program had student voices in many classrooms, but this was not consistent in all classrooms. Internal classroom monitoring and PLCs should be connected back to these focus areas with monthly updates as to the program's progress towards implementation with fidelity and consistency. Consider how you might also increase awareness of the foci, how can you communicate it with students and families, and engage all members of the school community in achieving the vision. Having a full community approach to meeting the focus area goal will likely lead to improved outcomes.

Addendum: Social-Emotional Learning

Safe Model Components	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
1. Structured and Sequential SEL standards/goals are embedded into lessons; Curriculum/Lesson is connected to students' needs and/or reasons for referral. Lessons are constructed to introduce new concepts or build upon previously learned ones. Session has Opening, Sharing, Activity and Closing.		Exceeding Expectations *(SY2021-2022: ▲ Expectations Met)*
2. Active Use active tasks and activities that allow students to practice skills and apply knowledge. Teaching strategies should include discussion with higher-order questioning, role-playing situations with takeaways, peer-teachings, gamified activities, interviews, pauses and reflections, incorporation of the arts/writing, and visuals.		Expectations Met *(SY2021-2022: Expectations Met)*
3. Focus Facilitators can specifically address how a given skill applies in daily life and break down strategies and skills into smaller, more manageable components. Students make connections between SEL and what they're learning and initiate reflection, discussion and practice. The session was more than discussion/talking.		Expectations Met *(SY2021-2022: Expectations Met)*
4. Explicit and Evaluative *Track/Chart students' SEL progress over time, providing insight into students' skill development and student reviews. Use tools such as exit tickets, grades, rubric/ratings to provide frequent feedback for positive behaviors and identify growth areas as it relates to SEL and assess students' skills acquisition.*	The SEL Facilitator provided quick feedback during the lesson from students' responses, and used exit tickets to help students reflect at the end of the lesson. Points were given for participation during the lesson. It was not observed how all students' skill development from the SEL session was tracked and contributed to the Periodic Reviews for goal attainment.	Nearing Expectations *(SY2021-2022: Nearing Expectations)*

Observation Summary

The SEL session was moved to the middle of the day during the intervention period to allow for all students to engage and participate. In the session observed, the facilitator led a structured lesson with connected objective and reflections. The session had a reflection activity and guided scenario supporting key concepts. There was an opening prompt, group activities and several independent tasks and share outs during the period for students to think through the SEL competency. The facilitator and staff circled the class and assisted students as they worked independently.

Opportunities for Growth

1. Standard 4: Explicit and Evaluative - Track/Chart students' SEL progress over time, providing insight into students' skill development and student reviews. Use tools such as exit tickets, grades, rubric/ratings to provide frequent feedback for positive behaviors and identify growth areas as it relates to SEL and assess students' skills acquisition.

   The program should train all staff in SEL to help incorporate, facilitate, and evaluate student SEL skill development across the educational setting.

   As student enrollment grows, staff can assist the facilitator in ensuring students are connecting SEL competencies and skills in small group discussions and activities. Behavior staff can effectively track students' SEL behavior/skills in LiveSchool throughout the school day, and use information to support progress monitoring. They can assist students with SEL skills application (like using the mindfulness strategy) during redirection. Additional, teachers can infuse SEL competencies in class learning, activities, and examples (like how a character in the story exercised the conflict resolution process) to reinforce skills and strategies. With regular school-wide Adult SEL professional development, staff can readily and effectively discuss students' skill development, SEL strategies, and goal attainment beyond compliant behavior (attendance, participation, or redirection).

2. Standard 4: Explicit and Evaluative - Track/Chart students' SEL progress over time, providing insight into students' skill development and student reviews. Use tools such as exit tickets, grades, rubric/ratings to provide frequent feedback for positive behaviors and identify growth areas as it relates to SEL and assess students' skills acquisition.

   The program should ensure connection of SEL session to student goal monitoring and behavioral progress.

   The program should capture student's acquisition and performance with SEL skills. The program can use data from assessments, reflection rubric, exit tickets, surveys, and Live School to track and provide evidence for progress and goal attainment. Additionally, discussing student skill development (what students have learned in SEL, what behavioral areas to focus on in LiveSchool) and reviewing data as a leadership team after it is collected, can ensure focus and follow-ups of progress and supports during the students' enrollment.