

## Instructional 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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## 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: February 7, 2023

Contract Term: FY2023 – FY2027

## General Information

Program Mission:	<i>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.</i>		
Program Leadership:	Milton Alexander <i>Deputy Superintendent</i>	Scott Cruttenden <i>Regional Director</i>	Cassandra Oshinsky <i>Instructional Specialist</i>
	Gregory McCleary <i>Executive Director</i>	Samantha Rutherford <i>Academic Coordinator</i>	
Walkthrough Review Team:	DawnLynne Kacer <i>Executive Director, Opportunity Network</i>	Daniel Turner <i>Director, Instructional Resources</i>	Brett Botwinis-Zaba <i>Special Education Case Manager</i>
	Charla Hill <i>Student Transition Liaison</i>	Jasmine Harris <i>Student Transition Liaison</i>	Gina Wei <i>Professional Learning Specialist, Innovation Network</i>

## 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	61 (as of April '23)
Instructional Model	Direct Instruction

#### Daily Student Schedule

Full Day	7:30 am – 2:40 pm
Wednesdays	7:30 am – 1:55 pm

#### Course Frequency

Core Courses	Once a day (or 5 times a week)
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#### Class Duration

Core Courses	45 minutes
SEL/Intervention	30 minutes

#### Number of Classes

Number of Courses Students Can Take	6 classes
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#### School Culture

There is a school wide assembly at the start and end of each day as well as SEL courses each day.

#### Core Curriculum Resources

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

### Student Supports

- ✓ Achieve 3000 Literacy/Math (for students in grades 9-12)
- ✓ iReady Math and Reading (for students in grades 6-8)
- ✓ Small Group Instruction
- ✓ Intervention Period
- ✓ Co-Teaching/Push-In Support
- ✓ Community/External Partners (ex: ELECT, etc.)

#### Additional Supports:

The school also works to collaborate and connect families with outside services as part of their Tier 3 MTSS supports.

### College & Career Readiness

- ✓ Service Learning Opportunities
- ✓ Internship Program
- ✓ FAFSA Support
- ✓ 1-on-1 Career Counseling

#### Additional/Other Certification Opportunities:

The program also hosted an Industry Certification Day in partnership with the school district's Office of Post-Secondary Readiness to support students in meeting the Act 158 requirements.

### Culture of Academic Success

- ✓ Honor Roll
- ✓ Public Recognition
- ✓ Student Government
- ✓ Restorative Practices

#### Additional/Other Academic Success

The program has many incentives, as well as "Think Outside the Box" drawing contest that is held each week, a writing context each month, and the use of Live School points as part of their PBIS system.

## 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.

- Welcoming Environment**  
 The program has created a very welcoming environment. One key strategy has been to create several engaging displays in the hallway, which support the school's positive messages. They showed some innovating and out of the box thinking with strategies like the drawing contents for the long transitions.
- School-wide Expectations**  
 The program has strong school wide expectations and systems are in place, which resulted in minimal disruptive behaviors.
- Use of Incentives**  
 The program, based upon reflection and collaboration, is utilizing a clever and strategic use of incentives to drive student engagement.
- Openings and Objectives**  
 The program has consistent use of engaging openings and measurable objectives across all classrooms.
- Improvements in Data Management**  
 The MTSS/SEL systems in place have gotten stronger on their support of students and the data tracking has also substantially improved.
- Quality of Lesson Planning**  
 Overall lesson plan quality was consistently strong and students had consistently engaging lessons in class (this is likely due in large part to the increase in quality feedback from school leadership.)
- CTE Programming**  
 The program has a very engaging and relevant CTE program- Cosmetology class, which students highlighted in their interviews as a strength of the program.

## 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
<a href="#">Domain I: Overall Management (Page 4)</a>	12	16	3	Expectations Met <i>(SY2021-2022: Expectations Met)</i>
<a href="#">Domain II: Instructional Delivery (Page 5)</a>	18	28	2.6	Nearing Expectations <i>(SY2021-2022: ▲ Nearing Expectations)</i>
<a href="#">Domain III: Conditions for Learning (Page 7)</a>	20	28	2.9	Expectations Met <i>(SY2021-2022: Expectations Met)</i>
Total	50	72	Overall Percentage: 69%	

## 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 <i>(SY2021-2022: Expectations Met)</i>
2. School-wide Rules and Procedures The program ensures school-wide rules and procedures are operating effectively.		Expectations Met <i>(SY2021-2022: Expectations Met)</i>
3. Classroom Rules and Procedures The program ensures classroom rules and procedures are operating effectively.		Expectations Met <i>(SY2021-2022: Expectations Met)</i>
4. Acknowledgement of Students The program's acknowledgement of students who are/are not following school-wide and classroom procedures is evident.	Overall there was no visible interactions of students not following rules and procedures.	N/A <i>(SY2021-2022: Expectations Met)</i>
5. Awareness of Conditions Teachers display an awareness of conditions.		Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i>

### Observation Summary

The program was welcoming, with classrooms that were not only neat and clean, but also decorated according to their content and school-wide expectations. Staff members were observed greeting students, who were all in uniform and following the participation routines that had been established (one voice at a time, raised hands, etc.). Teachers were responsive to student needs and adjusted the pacing of their lessons to maintain student engagement. There were no misbehaviors observed during the visit, so we felt that the rating in standard four was not appropriate. One thing to consider would be adjusting student seating in order to encourage and facilitate more student-to-student conversations and interactions.

## Domain 2: Instructional Delivery

Components of Effective Instruction	Observation Notes <i>(notes are provided for standards rated Nearing or Did Not Meet Expectations)</i>	Performance Rating
1. Instructional Modeling Teachers model the thinking and learning process.		Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i>
2. Curriculum Relevance Teachers make the curriculum relevant for their students.	In some classrooms the teacher made clear connections to students' lived experiences (such as Cosmetology, SEL, and ELA); however, this was not consistent across classrooms. In other classrooms observed, there was no explicit connection made between the content and students' lived experiences, time spent having students find relevance in their work or connecting the day's lesson to longer-term projects or goals.	Nearing Expectations <i>(SY2021-2022: Nearing Expectations)</i>
3. Curriculum Rigor The program ensures all lessons are rigorous.	The level of rigor was not consistent across classrooms, and not all of the lessons observed were aligned with grade-level standards or expectations. There was no consistent evidence in lesson plans of differentiated support to provide the diverse academic levels access present in each class access to the grade level content, although there was an increase in the level of differentiation in lesson plans in comparison to previous walkthroughs.	Nearing Expectations <i>(SY2021-2022: Nearing Expectations)</i>
4. Student Effort Courses are developed and implemented to ensure students are working harder than their teachers.		Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i>
5. Classroom and Instructional Data Evidence of data is visible.		Expectations Met <i>(SY2021-2022: ▲ Did Not Meet Expectations)</i>
6. Teacher Questioning Teachers question all students with the same frequency.		Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i>

Components of Effective Instruction	Observation Notes <small>(notes are provided for standards rated Nearing or Did Not Meet Expectations)</small>	Performance Rating
<p>7. Cognitive Complexity Teachers ask all students questions at different levels of cognitive complexity.</p>	<p>While questioning was frequent, it was often not at high levels of cognitive complexity. The pace of questioning was often very quick and relied heavily on short answer questions. There is an opportunity here to slow the pace of questioning in order to provide space for more complex questions. There was evidence in lesson plans that teachers are able to craft more complex questions, however, they were not consistently observed being asked of students.</p>	<p><b>Nearing Expectations</b> <i>(SY2021-2022: Nearing Expectations)</i></p>

### Observation Summary

The program has several components of effective instruction in place, including strong modeling, questioning of all students, and activities that have students taking ownership of the thinking load. Teachers were also observed using data to help drive their decision-making and in some cases adjusting their lessons to meet student needs. There was also noted improvement in the level of planning to support students at different skill levels, but there is still room for growth in this area. The greatest opportunities for improvement come in the areas of rigor, relevance, and asking students complex questions. It is key for the program to support teachers in maintaining the strengths in their lessons (modeling, student activities) while also aligning more closely to grade-level standards and expectations and helping students to see the relevance of that content to their own lives.

### Opportunities for Growth

1. Standard 2: Teachers make the curriculum relevant for their students.

The program should provide professional development and coaching support for teachers on how to make explicit connections between their lesson content and students' lives or longer-term goals or projects.

There are a variety of ways to do this- the teacher can name how the content is relevant, the students can try to identify the relevance themselves, or the teacher can make it connect to a larger more long-term goal for the students in class. Seeing relevance in the content is important for students to be invested in the work and to retain the knowledge in skills that they are learning in class.

2. Standard 3: Lessons are rigorous.

The program should provide professional development as well as lesson plan feedback on how to align with grade-level standards and expectations.

Providing teachers with additional support on how to implement the district pacing guides and curriculum is important for a Transition program, and will likely require teachers to thoughtfully provide supports or scaffolds so that students can access this curriculum. Consider utilizing the Professional Learning Community (PLC) structure to help support this development.

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

The program should provide coaching and potentially real-time feedback to teachers on their questioning of students to ensure they are being pushed to respond to complex questions.

Continue to build on the complex questions that teachers have scripted into their lesson plans, and provide support to make sure that those are the questions that students are being asked in class. It will also likely be helpful to have some consistent questions that teachers can ask, which will push students to explain or support their answers with more details as another way to increase question complexity.

## 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
<p>1. Non-Engagement Teachers are aware of non-engagement in their classrooms.</p>		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
<p>2. Engagement Strategies Teachers use a variety of engagement strategies.</p>		<p>Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i></p>
<p>3. Student Engagement Students appear to be engaged in the lesson.</p>		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
<p>4. Peer Interactions Students are interacting appropriately with other students.</p>	<p>Few classrooms had authentic group work or utilized the think/pair/share structure to encourage student discourse. In some classes students were seated together, but rarely did they meet and discuss the content. Given the program model and focus on developing SEL skills, this is a key area for students to reach their development goals.</p>	<p>Nearing Expectations <i>(SY2021-2022: ▼ Expectations Met)</i></p>
<p>5. Teacher Interest Teachers demonstrate a clear interest in their students.</p>		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
<p>6. Student Responsiveness Students are appropriately responsive to teacher interactions.</p>		<p>Expectations Met <i>(SY2021-2022: Expectations Met)</i></p>
<p>7. School-Wide Focus There is clear evidence of the school-wide focus in the classrooms.</p>		<p>Expectations Met <i>(SY2021-2022: ▲ Nearing Expectations)</i></p>

## Observation Summary

The program has created many of the conditions needed for learning, driven largely by high support and interest in their students from staff. Students were often engaged, because the teacher utilized a variety of engagement strategies, including a wide variety of lesson activities, as well as working to monitor and support students during those activities. Teachers were working to build relationships with students, and students responded appropriately when redirected or given directions during class. Lastly, the school's focus area of having consistent structures across classrooms has been effective and supportive of students in learning how to meet expectations. One key opportunity for growth is the amount and frequency in which students are working with their peers, there was little conversation between students observed today. Given the nature of the program and the number of students with goals related to social skills- it is important that students have the opportunity to work with their peers, talk in an academic setting, and build and practice the social skills they are trying to further develop.

## Opportunities for Growth

1. Standard 4: Students are interacting appropriately with other students.

The program should provide professional development as well as set clear expectations for the frequency of student-to-student interactions to take place.

This professional development should focus on some of the many structures for group work, as well as the Think/Pair/Share structure that can greatly increase the level of student discourse, and likely engagement and interest as well. Providing teachers with professional development on how to introduce and implement these structures will help them to support students in building the social skills they are working to develop and improve. Setting and then monitoring for an expected level of student discourse will also help support teachers in making this a key component of their lessons.



## Addendum: Social-Emotional Learning

Safe Model Components	Observation Notes (notes are provided for standards rated Nearing or Did Not Meet Expectations)	Performance Rating
<p>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.</p>		<p><b>Expectations Met</b> (SY2021-2022: Expectations Met)</p>
<p>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.</p>		<p><b>Expectations Met</b> (SY2021-2022: Expectations Met)</p>
<p>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.</p>		<p><b>Exceeding Expectations</b> (SY2021-2022: ▲ Expectations Met)</p>
<p>4. Explicit and Evaluative <i>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.</i></p>	<p>The SEL Facilitator and staff provided feedback during the lesson from students' responses to help students reflect during the lesson. Progress information for student reviews did not capture growth but focus on mainly attendance and participation. It was not observed how skill development from the SEL session was objectively measured for the Periodic Reviews.</p>	<p><b>Nearing Expectations</b> (SY2021-2022: Nearing Expectations)</p>

### Observation Summary

In the SEL session observed, the facilitator led a structured lesson with connected objective and reflections. There was an opening prompt, group activities, and share outs during the period for students. Students were given an opening question about leadership. The sessions were engaging, reflective, and relevant to student lives as they discussed during Period Reviews. Students had an opportunity for small group discussion and a think-pair-share activity. The facilitator and staff circled the class and assisted students as they participated in the session.

## 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 evaluates student SEL skill development across the educational setting.

Staff can continue to 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 as progress monitoring data. They can assist students with SEL skills application (like using leadership and influence during peer-pressure) during redirection. Additionally, teachers can infuse SEL competencies in class learning, activities, and examples (like how character in the story exercised conflict resolution process) to reinforces skills and strategies. With regular schoolwide Adult SEL professional development, staff can readily and effectively discuss students' skill development, SEL strategies, and goal attainment beyond compliant behaviors (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.