THE SCHOOL DISTRICT OF PHILADELPHIA

OPPORTUNITY NETWORK
OPERATIONAL WALKTHROUGH 2018-2019
Program Name: Camelot Academy
Provider: The Camelot Schools of Pennsylvania, L.L.C.

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.

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 Information section for each standard.

GENERAL INFORMATION

Walkthrough Date: January 31, 2019

Contract Term: FY 2018- FY 2022

Program Type: AEDY Transition (Grades 6-12)

CONTACT INFORMATION

1435 N. 26th Street, Philadelphia, PA 19121
Phone: 215-684-5080
Webpage: http://cameloteducation.org/our-schools/transitional-schools/camelot-academy-of-philadelphia/

MISSION

"Camelot Education is deeply committed to the academic and social success of its students. Through partnerships with educators across the country, we excel in reengaging, graduating, and preparing students for success in K-12 and beyond."

PROGRAM LEADERSHIP

Milton Alexander, Deputy Superintendent

Scott Cruttenden, Regional Vice President

Gregory McCleary, Executive Director

Alyssa Boyle, Principal

Melita Johnson, Director of Special Education

Jessica Hasben, Director of Student Services

Elizabeth Vaden, Clinical Director

WALKTHROUGH REVIEW TEAM

DawnLynne Kacer, Executive Director, Opportunity Network

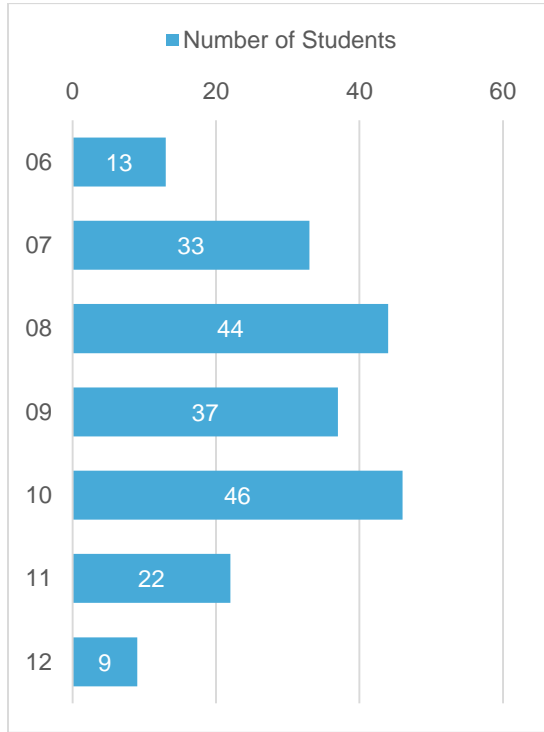**Majeedah Scott**, Director, Office of Multiple Pathways to Graduation

Marcus De Vose, Assistant Director, Transition Services

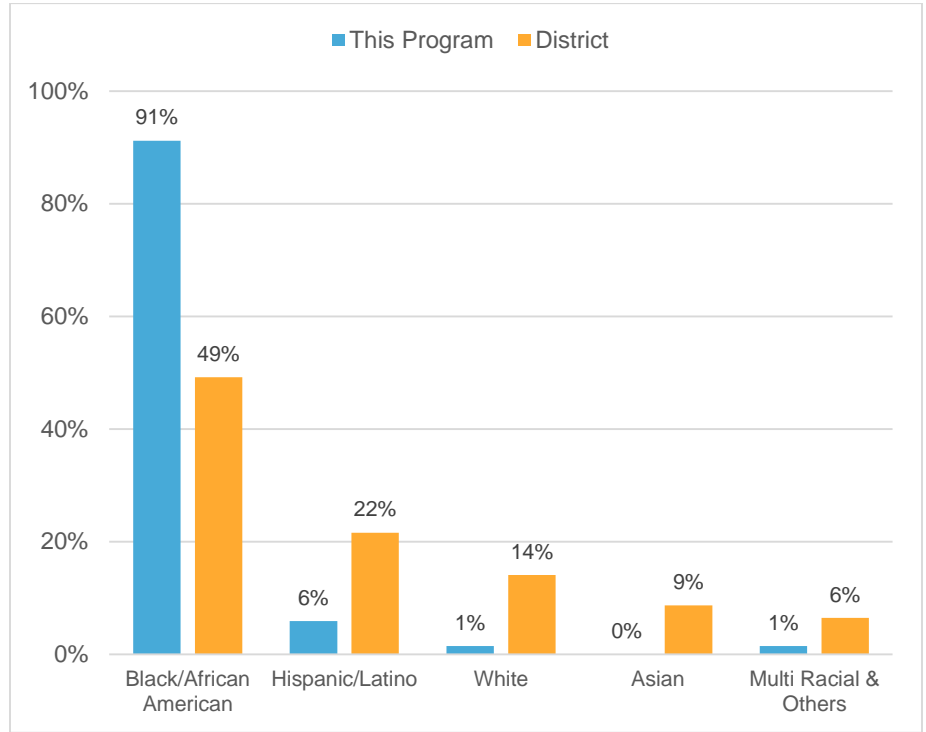**Elvis Mucaj**, Strategy Analyst II, Opportunity Network

Marlon Riddick, Transition Liaison, Opportunity Network

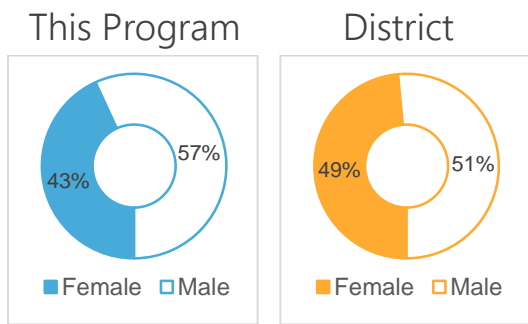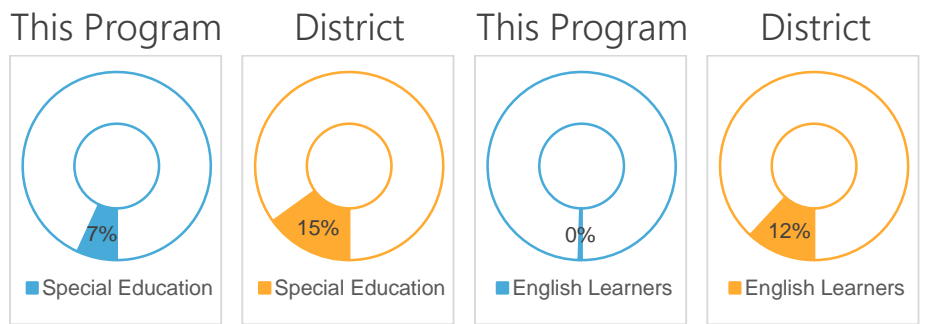**Rachel Malloy-Good**, Special Education Case Manager

ENROLLMENT BY GRADE

Number of Students

Grade	Number of Students
06	13
07	33
08	44
09	37
10	46
11	22
12	9

ETHNICITY

Ethnicity	This Program	District
Black/African American	91%	49%
Hispanic/Latino	6%	22%
White	1%	14%
Asian	0%	9%
Multi Racial & Others	1%	6%

GENDER

This Program
- Female 43%
- Male 57%

District
- Female 49%
- Male 51%

SPECIAL EDUCATION & ENGLISH LEARNERS

This Program — Special Education 7%
District — Special Education 15%
This Program — English Learners 0%
District — English Learners 12%

ENROLLMENT INFORMATION	
Enrollment on 2/1/19	204
Contracted Maximum	300

The School District of Philadelphia's official demographic information is reported on October 1st of each school year. The Opportunity Network's demographic information comes from February 1, 2019, to more closely align with the student population on the date of the walkthrough.

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 2018-2019 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 4)	4 / 5
School Climate Quality (Page 5)	4 / 6
TOTAL	**8 / 11**

DOMAIN 2: ORGANIZATIONAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2018-2019 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 7)	6 / 8
Record Keeping & Communication (Page 9)	3 / 4
Personnel (Page 10)	5 / 7
Governance & Enrollment (Page 11)	2 / 3
TOTAL	**16 / 22**

DOMAIN 3: ACCOMMODATIVE & FINANCIAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2018-2019 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 13)	5 / 5
Financial Compliance (Page 15)	3 / 3
TOTAL	**8 / 8**

CATEGORY 1: 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 (Basic Assessment in Reading & Math, PA PSSA/Keystone Exams, P/SATs) for academic progress monitoring.	✘	Less than 80% of eligible students had both pre- and post- scores from the Basic Assessment in Reading & Math (reading 78%; math 77%). Less than 80% of eligible students participated in 2017-2018 Keystone Exams (Literature 72%; Algebra 73%; Biology 58%). More than 80% of eligible students participated in 2017-2018 PSSA Exams (100% participation in ELA, Math and Science).
BEHAVIOR MODIFICATION/CHARACTER EDUCATION: Educational program offered includes behavior modification/character education.	✔	All students are rostered for 2.5 hours of behavior modification/character education. Program uses an articulated framework that integrates competencies, norms and targeted behaviors. Lessons have monthly themes and include elements of the LEAP curriculum. Recommended that: CASEL competencies be incorporated into the social-emotional goals outlined in Personalized Learning Plans (PLP); and students receive more opportunities to demonstrate skills attainment. Reinforced that the goal is for students to take SEL skills and character education competencies with them to their next placement.

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 data to evaluate academic achievement and makes appropriate instructional shifts and/or differentiate instruction.	✔	The program monitors Keystone and PSSA participation, credit accumulation, literacy/numeracy progress, and restoration/promotion at the school level. Program monitors course pass rates, but not the percent of students earning at least a C in all major subjects as defined in the AEPR Achievement metric. Program uses student level data to develop Personalized Learning Plans and interventions. Student progress in grades, attendance and behavior are updated weekly.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
POST-SECONDARY READINESS: Collects and uses data to track and monitor student post-secondary readiness.	✓	Evidence that the program consistently exposes seniors to post-secondary options. Evidence of efforts to support individual students with post-secondary bridging activities (e.g.; monthly senior meetings; FAFSA and college application trackers; SAT testing day support, etc.). The program offers college tours, admissions presentations and college fairs.
ACADEMIC PERFORMANCE BARRIERS: Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes.	✓	The program acknowledged student attendance challenges and demonstrated efforts to monitor and encourage strong attendance, including incentives and recognitions on a weekly basis, parent outreach, and school spirit events aimed at improving overall student engagement (e.g., flag football games, trips, special meals, etc.).

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**
RESTORATIVE JUSTICE and POSITIVE CLIMATE PRACTICES: Employs restorative justice practices (e.g. facilitated mediation, reflective writing, peer court/advising). Evidence of policies and practices to combat bullying including cyber bullying.	✓	In addition to the character education curriculum that engages students with restorative justice practices, the program also employs a confrontation policy in which all members of the learning community play an active role in helping each other maintain and restore positive behavior norms.
STUDENT INCENTIVES: Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).	✓	The program fully integrates student leadership (i.e., Student Government) with student incentives, which is based on weekly ratings of academic progress, attendance and behavior.
TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS: Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.	✓	

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**
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.	✔	
CODE of CONDUCT: Adopts and provides to students a code of conduct aligned to School District's Code of Conduct.	✘	The program has adopted the School District's Code of Student Conduct, however, the program has not followed it with fidelity (e.g., Student Handbook described repeated lateness as possibly resulting in disciplinary action; parent conference documentation described unexcused absences as possibly resulting in disciplinary action).
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.	✘	No SAIPs in the SIS for truant and chronically absent students.

CATEGORY 1: 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
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.	✓	There is consistent evidence that the program develops Personalized Learning Plans that include academic, behavior and attendance goals for each student, which are monitored at least bi-weekly and serve as the basis for restoration to non-AEDY Transition schools/programs.
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.	✓	
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.	✓	Evidence of program completing documentation that reflect courses required for students' graduation. The program consistently guides students through identifying post-secondary options, and applying for college and financial aid.

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
ENROLLMENT of SPECIAL EDUCATION STUDENTS: Enrolls special education population no less than 15% and no greater than 20% of the program capacity.	Not applicable	Students are placed into AEDY by the School District, as such program cannot control enrollment demographics.
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.	✓	

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
IEP IDENTIFICATION, EVALUATION & REVIEW: Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.	✘	4 of 10 IEP files reviewed had insufficient evidence of progress monitoring.
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.	✔	9 of 9 IEPs were in compliance for December 1 Child Count (100% compliance).
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.	✔	
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.	✘	ESL Notification Letters sent to parents/guardians were not consistently translated into the language spoken at home (4 of 10 files did not include a translated letter).

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
STUDENT INFORMATION SYSTEM UPLOAD: Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.	✓	
ARCHIVE OF HISTORICAL RECORDS: Maintains an archive of all historical student academic and behavioral records.	✓	

STANDARD: COMMUNICATIONS WITH STUDENTS, PARENTS/GUARDIANS AND FAMILIES – Evidence that contractor communicates timely and accurately with students, parents/guardians and families regarding student performance and progress in a manner accessible to all; protects student record information

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
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.	✗	20 of 20 enrollment files reviewed had enrollment questions requesting case worker information, probation officer involvement, or pending court cases. Recommended that the program maintain this information in counselor files and ensure that they are not requested or required for enrollment.
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.	✓	

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
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.	✘	PA Criminal History Check: 9 of 10 employees reviewed had a valid check on file. PA Child Abuse Clearance: 10 of 10 employees reviewed had a valid clearance on file. FBI Background Check: 10 of 10 employees reviewed had a valid check on file. Act 168 documentation: 0 of 10 eligible employees reviewed had documentation on file. Program has since modified its centralized HR process to ensure this information is collected for PA hires.
PROFESSIONAL CERTIFICATIONS: Provides PA certificated teachers in all core instructional areas.	✘	1 of 7 core subject teachers has a valid PA certification in the subject area that they teach (English 9-12).
PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR): Provides at least one PA certificated administrator per site.	✓	
STUDENT SUPPORT SERVICES STAFF: Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs.	✓	

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
PERSONNEL RATIOS: Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.	✓	
OBLIGATORY TRAININGS: Provides all employees with Act 71, Act 126, and other obligatory PDE professional trainings and monitors timely completion and updates as required.	✓	Act 71 Training: 10 of 10 employees reviewed had a completion certificate on file. Act 126 Training: 10 of 10 employees reviewed had a completion certificate on file for the required 3-hour training.
ENGAGEMENT IN DISTRICT PROFESSIONAL DEVELOPMENT AND CONTRACTOR MEETINGS: Ensures that teachers and administrators engage in School District professional development opportunities and monthly contractor meetings.	✓	

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
COMMUNITY ENGAGEMENT: Engages community and non-profit providers to provide a diverse and relevant range of non-academic student services and support.	✓	Partnerships exist with: ELECT, Philadelphia Anti-Drug Anti-Violence Network Youth-Law Enforcement Events; Dentist for free teeth cleanings; Transformation Yoga Project; AKEA's Heart (counseling and workshops for at-risk youth); Achieving Independence Center; Fairmount Behavioral Health; The Salvation Army; and Peniel Baptist Church (volunteer opportunities and youth events on Fridays).
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.	✗	0% parent participation in the 2017-2018 District-wide Survey.

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
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.	✓	
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.	Not applicable	Students are placed into AEDY by the School District and it is expected that the sending school has confirmed residency.
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.	Not applicable	Students are placed into AEDY by the School District, the program does not receive REC referrals.

CATEGORY 1: 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
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.	✔	Program is located in a School District facility.
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, contactor fulfills the obligations of their lease agreement regarding maintenance and reports facility condition issues timely.	✔	

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
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.	✔	
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.	✔	

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.	✓	

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.	✓	

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.	Not applicable	
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.	✓	