THE SCHOOL DISTRICT OF PHILADELPHIA

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

INSTRUCTIONAL WALKTHROUGH OVERVIEW

Instructional Walkthroughs for all Opportunity Network contract programs focused on the instructional vision and implementation of the vision at the classroom level required to deliver high quality instruction to 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.

GENERAL INFORMATION

Walkthrough Date: March 27, 2019

Contract Term: FY 2018 - FY 2022

Program Type: Accelerated (Grades 9-12)

CONTACT INFORMATION

Address: 1435 N 26th St, Philadelphia, PA 19122
Phone: 215-684-5080

Webpage: http://cameloteducation.org/our-schools/accelerated-schools/excel-academy-north/

INSTRUCTIONAL MODEL

Students complete courses in this accelerated high school program with a focus on grade–level instruction that is supported by intentional efforts to establish a supportive school culture that meets the individualized needs of the students.

PROGRAM LEADERSHIP

Milton Alexander, Deputy Superintendent

Scott Cruttenden, Regional Vice President

Kevin Marx, Executive Director

Ryan Muller, Principal

Ashley Cain, Director of Special Education

Kelly King, Director of Student Services

WALKTHROUGH REVIEW TEAM

DawnLynne Kacer, Executive Director, Opportunity Network

Dr. Tracy Ocasio, Director, Instructional Resources, Opportunity Network

Elvis Mucaj, Strategy Analyst II, Opportunity Network

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PROGRAM OVERVIEW

Excel Academy North is an Opportunity Network contracted program that offers students the opportunity to participate in an accelerated high school program to increase the students' opportunities to gain high school credit and ultimately graduate from high school. The program is designed to provide students with opportunities to develop social and emotional skills necessary for successful participation in the next school setting as well as maintain and continue to develop academic skills necessary for grade promotion and credit attainment at the secondary level. To this end, the program incorporates a social and emotional learning component during the instructional day where students receive a status for behavior that is connected to advanced responsibilities and increased privileges.

Daily Structure
- The instructional day consists of a full academic schedule
- Students complete coursework during instructional blocks in a traditional classroom setting with an instructor
- Students receive behavioral support as needed to reduce or eliminate barriers that interfere with learning and the program incorporates a positive behavior support component as part of the support for academic achievement

Teacher Feedback
- Site administrators provide feedback using the Danielson model and offer informal feedback throughout the day
- Lesson plans are posted in centralized locations and both academic and behavioral support staff review plans throughout the day
- Site administrators periodically review lesson plans providing formal feedback to instructors
- Teachers receive feedback from peers during the instructional rounds process
- Teachers participate in collaborative planning on a weekly basis
- New teachers participate in an induction program managed by the parent organization

Intervention
- Lesson plan format provides a section for teachers to identify modifications and accommodations
- Teachers receive support for providing accommodations to diverse learners and the organization maintains a modifications list for all staff
- Staff review specific students during collaborative meetings to provide support to struggling students.

Professional Development
- Teachers are provided professional development on the six strategies that are central to all Camelot programs
- Teachers receive ongoing support for instructional delivery through collaborative planning and on topics identified in the professional development plan created prior to the start of the school year and modified throughout.

Parent Communication
- Parent communication occurs during regularly scheduled parent conferences
- Parents are contacted intermittently to discuss student needs and to share positive information
- Parent contacts are required for each teacher and logged on a communication log

Use of Data – the administration and instructional staff use the following to monitor student performance
- Students take the TABE assessment an average of two to three times per year
- Data walls are maintained by administrators
- Sites conduct regularly scheduled data meetings with the leadership team and with the staff
- Data is incorporated into the campus improvement plans

SUMMARY OF PROGRAM AREAS OF STRENGTH

- Regular feedback is provided to teachers and a standardized lesson plan format is used by all staff.
- There is a consistent professional development plan at an organizational level with a supported teacher induction plan to ensure professional growth and adherence to the instructional vision.
- Positive and supportive relationships with students and responses to staff demonstrate appropriate mutual affection for one another.
- Overall climate and school-wide expectations set the conditions necessary for ensuring learning.
- School-wide rules, policies and procedures are operating effectively.
- There are consistent and aligned classroom management plans in place.
- All teachers have posted objectives and there is a common board configuration in all classrooms.
- There is an expectation and plan for regular communication with parents at the teacher and administrative level.
- Parent Academies and a Parent Involvement Plan is a part of this program and is consistent throughout the organization.
- There is regular monitoring of students with IEPs, ESL services and other related accommodations for struggling students that is maintained on a document and shared with all teachers to ensure the appropriate accommodations, supplemental aids and supports are in place for specific students.
- There is a high degree of respect in all interactions with staff and other students creating a climate that supports student needs.
- There are strong systems in place and consistency to ensure they are working properly with structured schedules that require all staff to assume responsibility.

PERFORMANCE SUMMARY OF ALL DOMAINS

The table below summarizes performance by category on elements that are conducive to effective instruction and are consistent with the academic performance measures in the contract during the 2018-2019 Instructional Walkthrough.

DOMAINS	PROGRAM PERFORMANCE	TOTAL POSSIBLE	PERCENTAGE
Domain I: Overall Management	20	20	100
Domain II: Instructional Delivery	15	28	54
Domain III: Conditions for Learning	24	28	86
TOTAL	59	76	78

DOMAIN 1: OVERALL MANAGEMENT

Management for a Safe and Orderly Environment	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. The program is welcoming and inviting.					X
2. School - wide rules and procedures operating effectively.					X
3. Classroom rules and procedures are operating effectively.					X
4. Acknowledgement of students who are/are not following rules and procedures is evident in classroom/school-wide.					X
5. Teachers display awareness of conditions.					X

Summary: The program has established school-wide expectations that have been effective in maintaining a safe and orderly environment. The instructional staff consistently reinforce the expectations. Student recognition has been an integral part of ensuring these outcomes. Program staff monitor the climate and respond to student needs. Staff and student relationships were highlighted during the student interviews as a positive aspect of the program.

DOMAIN II: INSTRUCTIONAL DELIVERY

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. Teachers model the thinking and learning process. *Teachers model the thinking and learning process for students; however, the subject matter is not consistently aligned to the standards. The thinking in some classrooms was not aligned to the standards or was not linked to the appropriate grade level standard.*			X		
2. Teachers make the curriculum relevant for their students.				X	
3. Lessons are rigorous. *Lesson activities and materials are not consistently aligned to grade level standards. Higher levels of thinking and complex materials are used less frequently providing students with inadequate opportunities to demonstrate grade-level thinking. Students did not consistently engage in thinking activities that would deepen their understanding of the content.*		X			

Components of Effective Instruction	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
4. Students are working harder than their teachers. *Students were not observed working in cooperative groups or consistently required to do the thinking. In some classrooms, teachers were completing work for students or providing more guidance while completing work with students. Some classrooms did identify the appropriate grade level standards, but the work required by the students was not at the level of complexity required by the standard.*		X			
5. Evidence of data is visible.				X	
6. Teachers question all students with the same frequency. *Teachers questioned students infrequently resulting in some students responding more than others in most classrooms. There were attempts to monitor students during the lesson, but these seemed more focused on behavioral expectations rather than student outcomes for the standards.*			X		
7. Teachers ask all students questions at different levels of cognitive complexity. *Questioning did not require students to engage in higher level thinking. Most questions were lower level questions that were below the level of thinking required by the standard.*			X		

Summary: The program requires teachers to post lesson plans and incorporate a common board that identifies the standard and the tasks for the day for students. The staff incorporate a standardized lesson plan format that lists accommodations and modifications as a section on the plan. There is a communicated intention for staff to make learning relevant and interesting to students.

Opportunities for Growth:
1. Consider how the data in the data-rich culture developed in this program might be more effectively used to identify and respond to lack of student progress on the academic measures and passing rates for core subjects. Identify opportunities to use the data collected to provide targeted intervention opportunities for students, who are not demonstrating grade level mastery.
2. Support teachers in identifying the appropriate standard and the level of thinking required in the student outcomes to ensure that student work is at the appropriate level of complexity. Help teachers identify exemplar tasks that would assist them with monitoring student progress toward demonstrating mastery of the standard.
3. Assist teachers in ensuring that the texts students read are complex and rich offering opportunities to practice the skills needed to read and comprehend these texts as they interact with the content. Monitor the materials and resources teachers use to deliver standards – aligned instruction. Ensure that the materials are appropriate for achieving standards – aligned outcomes.
4. Support teachers in the development of curriculum that guides them in ensuring the content experiences that are planned and implemented align to the state standards and offers the interdisciplinary connections across content areas that reinforces

essential skills, strategies and knowledge for deeper learning. Consider how teachers might reinforce skills and strategies across content areas to increase performance in English Language Arts and Mathematics as well as other core subject areas.

5. **Assist teachers with developing activities and questioning that provides levels of inquiry that deepen understanding of the content and provides students with opportunities to engage in higher level thinking activities more appropriately aligned to the standards and eligible content.** Support teachers in pre-planning the questions they might use with students during the lesson delivery to ensure that there are opportunities for students to engage in higher level thinking and more complex tasks aligned to the state standard. Teachers should plan and implement activities throughout the lesson that are aligned to the work needed to be completed by the student to demonstrate the skills and knowledge associated to the standard. The opening and closing activities should ensure that students understand key information and can perform specific skills.

6. **Support teachers in developing exemplars for student outcomes that demonstrate the skills and knowledge required by the standard and assists teachers and students with understanding and monitoring their critical information.** Ensure that teachers plan introductory activities that lead to students demonstrating mastery of the grade level standards and that there are tasks in each lesson that helps teachers monitor progress towards standards-aligned outcomes. Consider how these exemplars offer students practice with the tasks that are measured in the state assessments and ultimately demonstrate mastery of the content.

7. **With teachers, identify opportunities to extend student learning that allows students to take risks that deepen their understanding.**   Consider how students who are demonstrating consistent mastery might be challenged for continued growth through extended curriculum activities and enrichment with specific content.

DOMAIN III: CONDITIONS FOR LEARNING

Establishing Conditions Necessary for Learning	N/A	Did Not Meet Expectations (1)	Nearing Expectations (2)	Expectations Met (3)	Exceeding Expectations (4)
1. Teachers are aware of non-engagement.				X	
2. Teachers use a variety of engagement strategies.				X	
3. Students appear to be engaged in the lesson.				X	
4. Students are interacting appropriately with other students.					X
5. Teachers show interest in their students.					X
6. Students are appropriately responsive to teacher interactions.					X
7. There is evidence of the school-wide focus in the classrooms.					X

Summary: The program has standardized components that ensure the necessary conditions for learning to occur. There are consistent expectations that have been communicated by the administrative team and are supported as well as being consistently reinforced. Staff and students stated that they feel respected and valued. There was consistent articulation of the program's goals and areas of focus during the interviews. There was evidence of these expectations being implemented in the classrooms. The administrative team has put in place structures that ensure that these components are positive aspects of the program.