

A Snapshot of Philadelphia's Accelerated Schools

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RESEARCH FOR *ACTION*

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Snapshot of Philadelphia's Accelerated High Schools

Research for Action

July 2011

Introduction

This snapshot is a guide to the School District of Philadelphia's (the District's) 13 accelerated high schools in the 2010-11 school year. The accelerated high schools were the result of a partnership between the District and Project U-Turn, a city-wide coalition dedicated to reducing student drop-out and increasing graduation rates and readiness for college or employment.

Accelerated high schools served approximately 2,000 over-age, under-credited youth during the 2010-11 school year, with the goal of getting these youth back on track to graduation. As the map on page 3 shows, accelerated schools are located throughout the city. In the 2010-11 school year, the District's Office of Multiple Pathways (OMP) contracted with seven external providers to manage each of the accelerated high schools.

We produced this guide to assist those individuals and agencies, inside and outside the District, who work with youth in danger of not graduating or who are already out of school but want to return, to find a high school program that meets his or her needs. This guide and a year-long study, "Boosting Adolescent and Young Adult Literacy: An Examination of Literacy Teaching and Learning in Philadelphia's Accelerated Schools," were undertaken to complement a focus on literacy adopted by the OMP, and supported by Project-U-Turn. The goal was to infuse strong literacy practices across the content areas through implementation of the Jobs for the Future (JFF) Common Instructional Framework. The hope was that a strong focus on literacy would counteract the low reading levels (nearly 75% of students in accelerated schools were reading at a seventh grade level or below) that served as a barrier to many students meeting the content requirements of high school curriculum programs. The guide, therefore, pays particular attention to the literacy strategies used by each of the schools.

The guide consists of a snapshot of each of the accelerated high schools. Each snapshot includes the six sections below.¹

General Information: The mission statement for the school as stated by the provider organization.² Half day/full refers to the duration of time that individual students attend classes.

Students: Demographic information, including the pathways through which students enter the accelerated school. For details on specific pathways, see the Snapshot Key, page 4. Gender, race/ethnicity, English language learner, and special education rates were provided by the District and are for the 2010-11 school year.

Staff: Number of staff and staff positions. “Professional development” (PD) provides information about school-based PD as well as staff participation in trainings provided by Jobs for the Future (JFF). Most schools sent one or more instructional staff members to the JFF training in Worcester, MA. In this guide, we have differentiated between those sending less than half and more than half. Staff may also have attended District-provided JFF professional development sessions, which occurred periodically throughout the school year. The percentage of teachers receiving JFF training that we give does not include those who only participated in school-based training.

Instruction: Details the particular instructional program of the school. Techniques for accelerating students’ literacy learning fall under “Literacy strategies” and address the JFF Framework as well as other key activities that the school was implementing. (See the Key for meanings of the literacy assessment acronyms.)

Student supports: College and career-related activities. Also highlights various ways in which the school personalized the educational experience of each student.

School climate: Efforts and structures to make the school a warm, welcoming and orderly place, to encourage and maintain student engagement.

¹ The information reported in the snapshot of each school comes from the following sources: websites of all the providers; school visits and interviews at six of the 13 schools during fall 2010; surveys conducted in winter and spring 2011 with the remaining seven schools provided information for four additional schools; three schools did not respond to the surveys, and to the extent possible we used information from interviews conducted in summer 2010 with school administrators and providers. Ten of the schools reviewed and signed off on their profile.

² There were 3 exceptions: school administrators provided the mission statements for OIC Creative Learning Academy and DVHS Accelerated Academy Southwest; the school brochure was used for Career and Academic Development Institute.

Map of Philadelphia's Accelerated Schools, 2010-11, Years Opened & Providers



- Big Picture Learning (est. 1995)***
El Centro de Estudiantes (2009)

- Camelot Schools (est. 2004)***
Excel Academy Central (2010)
Excel Academy North (2004)
Excel Academy South (2009)

- Communities in Schools of Philadelphia, Inc. (est. 1986)***
Performance Learning Center (2009)

- Delaware Valley High School (est. 1969)***
DVHS Accelerated Academy Southwest (2010)

- Ombudsman Educational Services (est. 1975)***
Ombudsman Northeast Accelerated (2009)
Ombudsman Northwest Accelerated (2009)
Ombudsman West Accelerated (2009)

- One Bright Ray/International Education & Community Initiatives (est. 1980)***
Fairhill Community High School (2004)
North Philadelphia Community High School (2008)

- Opportunities Industrialization Centers (est. 1964)***
Career and Academic Development Institute (2004)
OIC Creative Learning Academy (2010)

Snapshot Key

Student pathways

District-wide Schools	Students enrolled in the accelerated school from any of the high schools located within the boundaries of the School District of Philadelphia.
Re-Engagement Center	Students enrolled in the accelerated school through the District's Re-Engagement Center.
Sending Schools	Students enrolled in the accelerated school from a local neighborhood high school that has been allotted a designated number of seats.

Note: An indefinite number of students entered the schools through alternate pathways not listed, including the RETI-WRAP program for students who had recently been incarcerated.

School staff positions

NTA	Non-teaching assistant
-----	------------------------

Professional development

PD	Professional development
JFF training	<p>Donna Rodrigues of Jobs for the Future founded the college-preparatory University Park Campus School in Worcester, Massachusetts. The "UPCS Institute for Student Success" offers a summer institute as well as two-day trainings during the school year in which teachers and administrators are trained on six key strategies that form the JFF/UPCS instructional framework:³</p> <ul style="list-style-type: none">• Classroom Talk• Collaborative Group Work• Literacy Groups• Questioning Techniques• Scaffolding Text• Writing to Learn

³ For more information on the JFF framework, see <http://www.upcsinstitute.org/index.php?CID=1&ContentID=22&ParentID=0>.

Literacy Assessments

BASI	Basic Achievement of Skills Inventory
PSSA	Pennsylvania System of School Assessment
RPA	Reading Plus Assessment
RPI	Reading Placement Inventory
SRAI	Secondary Reading Assessment Inventory
TABE	Test of Adult Basic Education
VAG	Vocabulary Assessment Guide
NA	Not available
N/A	Not applicable

Career and Academic Development Institute

1209 Vine Street, Philadelphia, PA 19107 – 215.561.0820

Provider: Opportunities Industrialization Centers (OIC), est. 1964

Principal: Indira Lawson

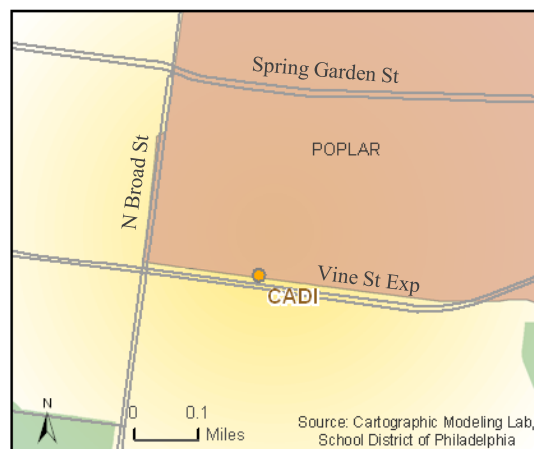
Year opened: 2004

Length of school day: full day

Partner organization(s): Taller Puertorriqueño, Communities In Schools ELECT Program, EducationWorks

Mission: To provide the necessary education and resources to the over-age, under-credited population and to prepare them for productive life after graduation.

Website: www.oicofamerica.org



Students

Number of students: about 150

Gender: Male 48% Female 52%

Race/Ethnicity:

Black (Non-Hispanic)	92%
White (Non-Hispanic)	1%
Hispanic	6%
Asian/Pacific Islander	1%
Other	0%

English-language learners 1%

Special education 18%

Student pathways:

District-wide schools
Re-Engagement Center

Staff

Total staff: about 13

School staff positions: Principal, content area teachers (8), case managers (2), career counselor, roster chair

Professional development:

- Weekly teacher meetings, partly focused on literacy strategies
- Teachers conduct rounds/peer observations
- Literacy teacher facilitates implementation of literacy strategies
- Staff who have received JFF training: > 50%

Instruction

Instructional approach: After a 15-minute advisory period, students rotate to 50-minute classes with teacher-led instruction. A daily computer class is built into their schedules. They can earn up to 12 credits per school year; 2 additional credits can be earned over the summer. Students are grouped into classes according to their credit needs and are referred to with traditional titles, e.g., “seniors.”

Average program completion length: 2 years

Curricula:

- Aligned to the District’s Core Curriculum
- Computer-based: Extralearning Online

Literacy strategies:

- Classroom Talk
- Collaborative Group Work
- Literacy Groups
- Questioning
- Scaffolding
- Writing to Learn

- Additional 25-minute literacy class
- Real-world, relevant topics

Literacy assessments:

- TABE
- PSSA

Student Supports

College & career:

- Postsecondary counseling
- College visits
- Assistance with résumé writing
- Mock interviews
- Professional Day in which working professionals meet with students

Personalization:

- Teachers are available for an additional half hour after school to assist students.
- There are 2 case managers who serve students regarding attendance issues and counseling needs.
- Phone calls & home visits

School Climate

CADI is located on a single floor of a converted building located in downtown Philadelphia. The principal and teachers establish rapport with students by greeting them daily and knowing each student by name. A bulletin board in the lobby highlights students with perfect attendance. Student writing is displayed in hallways and classrooms.

Students wear uniforms.

DVHS Accelerated Academy Southwest

6404 Elmwood Avenue, Philadelphia, PA 19143 - 215.677.6107

Provider: Delaware Valley High School (DVHS), est. 1969

Principal: Kenyatta Collins

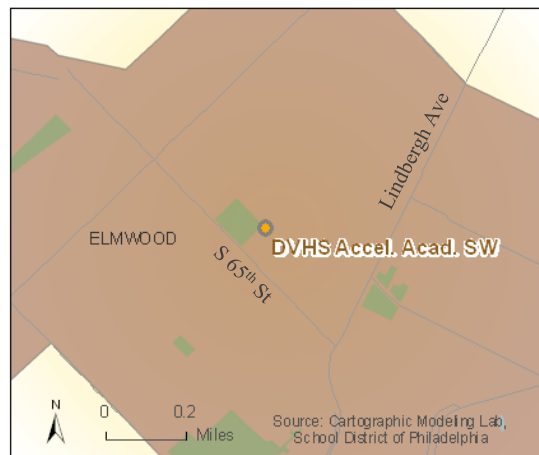
Year opened: 2010

Length of school day: half day

Partner organization(s): Judith B. Shulick Memorial; Operation Understanding; City Year; Jewish Employment and Vocational Service; 259 Strategies, LLC; Arthur Ashe Youth Tennis & Education

Mission: DVHS fosters a safe, respectful, and caring learning environment that promotes equality, accountability, support, and guidance.

Website: www.dvhs.org



Students

Number of students: about 200

Gender: Male 47% Female 53%

Race/Ethnicity:

Black (Non-Hispanic)	92%
White (Non-Hispanic)	1%
Hispanic	2%
Asian/Pacific Islander	4%
Other	1%

English-language learners 1%

Special education 14%

Student pathways:

Re-engagement Center
District-wide schools
Sending schools: Bartram

Staff

Total staff: about 11

School staff positions: Principal, Instr. Specialist, Acad. Special Ed. Coord., Social Support Coord., Behavioral Support Coord., Chief Acad. Officer, Chief Operations Officer, content area teachers (4)

Professional development:

- Daily, real-time, professional development reports using Ksys student data tracking system
- Regular staff meetings
- Staff who have received JFF training: < 50%

Instruction

Instructional approach: The DVHS differentiated instructional method utilizes a self-paced, teacher-directed, and computer-based approach that includes academic assessments and accelerated skill building across the curriculum. Extra teacher assistance for all students in all subject areas is available.

Average program completion length: N/A – 1st year of program

Curricula:

- Aligned to PA standards
- Aligned to District's Core Curriculum
- Computer-based: A+ Educational Software

Literacy strategies:

- Classroom talk
- Collaborative Group Work
- Literacy Circles
- Questioning
- Scaffolding
- Writing to Learn
- Intentionality Planning Process & Periodic Reviews to assess the progress of individual students

Literacy assessments:

- TABE
- PSSA
- A+ Educational Software

Student Supports

College & career:

- Postsecondary counseling with Social Support Coordinator
- Career Cruising assessment program
- School has partnerships with local colleges for enrolling graduates
- Scholarship funding available through the Judith B. Shulick Memorial Foundation
- Trade School Program

Personalization:

- Individual academic assistance provided by teachers
- Adult mentors
- Personalized Learning Plans

School Climate

DVHS Accelerated offers a variety of student clubs and community-building activities, e.g., school dance, prom. The school also provides activities involving students' families and communities. A reward system promotes student success through positive reinforcement.

Students wear uniforms. Students are not permitted to carry electronic devices while in school.

El Centro de Estudiantes

2010 N. Mascher Street, Philadelphia, Pennsylvania 19122 – 267.687.1172

Provider: Big Picture Learning, est. 1995

Principal: Laura Davis

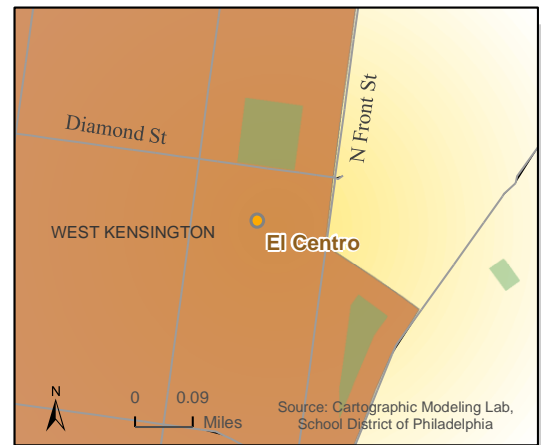
Year opened: 2009

Length of school day: full day

Partner organization(s): Congreso de Latinos Unidos

Mission: To provide transformative educational experiences for underserved high school youth through proven, sustainable educational practices and in so doing contribute to Philadelphia’s city-wide educational reform efforts.

Website: www.bigpicture.org/2009/03/el-centro-de-estudiantes



Students

Number of students: about 150

Gender: Male 44% Female 56%

Race/Ethnicity:

Black (Non-Hispanic)	28%
White (Non-Hispanic)	3%
Hispanic	68%
Asian/Pacific Islander	1%
Other	0%

English-language learners 13%

Special education 16%

Student pathways:

Re-Engagement Center
Sending Schools: Fels, Frankford, Lincoln

Staff

Total staff: 16

School staff positions: Principal, Director of Student Learning, administrative assistant, content area teachers (10), social workers (2), ESOL teacher/support

Professional development:

- PD offered Wednesday afternoon, including teacher-led sessions on literacy strategies
- Teachers are supported by the Director of Student Learning
- Staff who have received JFF training: < 50%

Instruction

Instructional approach: Portfolio work based on students’ interests is an integral component of El Centro’s academic program. Project work, student learning targets, and required credits are detailed in individual learning plans and credit profiles. Advisors ensure that student projects contain 5 learning goals: communication, empirical reasoning, personal qualities, quantitative reasoning, and social reasoning.

Average program completion length: 2-3 years

Curricula:

- Aligned to PA standards
- Project-based

Literacy strategies:

- Classroom talk
- Literacy Groups
- Questioning
- Scaffolding
- SSR, ½ hour, 3x/week
- Journal writing
- Student-presented literacy exhibitions, every trimester
- Visualization

Literacy assessments:

- TABE
- SRAI

Student Supports

College & career:

- Work Ready internships
- Ace program, dual enrollment
- College trips & college day
- Students complete a postsecondary plan

Personalization:

- Phone calls & home visits to reinforce attendance
- Advisors build relationships with students, encouraging engagement
- Social workers provide behavioral support

School Climate

Staff utilize restorative practices and restorative circles to foster engagement and reflection. The “Wall of Success” spans the hallways, profiling each student, and photographs of students are displayed outside many of the classrooms. El Centro is located on the 2nd floor of a former Catholic school in Kensington.

Excel Academy Central

4224 N. Front Street, Philadelphia, PA 19140 – 215.436.0298

Provider: Camelot Schools, est. 2004

Principal: Maurice “Moe” Owens

Year opened: 2010

Length of school day: half day

Partner organization(s): N/A

Mission: Our vision for each student that graduates is that they become functional, self-sufficient contributors to society. We support our students by increasing their vision of what they should and can become.

Website: www.thecamelotschools.com



Students

Number of students: about 220

Gender: Male 51% Female 49%

Race/Ethnicity:

Black (Non-Hispanic)	67%
White (Non-Hispanic)	3%
Hispanic	30%
Asian/Pacific Islander	1%
Other	1%

English-language learners 2%

Special education 14%

Student pathways:

District-wide schools
Re-Engagement Center

Staff

Total staff: about 10

School staff positions: Principal, content area teachers (4), special education teacher, Lead Teacher, Operations Manager, Student Services Coordinator, Attendance Coordinator

Professional development:

- Wednesday meetings, 4-5 PM
- Staff who have received JFF training: < 50%

Instruction

Instructional approach: All core courses, ranging from 70-75 minutes, are offered in a traditional setting and electives are computer-based. Students can earn up to 10 credits during the 2-semester school year and have the opportunity to graduate in either January or June.

Average program completion length: N/A – 1st year of program

Curricula:

- Aligned to the District’s Core Curriculum
- Traditionally-taught core courses
- Computer-based electives: New Century

Literacy strategies:

- Classroom talk
- Collaborative Group Work
- Questioning
- Scaffolding
- Writing to Learn

- Writing for expression
- PSSA words of the week

Literacy assessments:

- TABE

Student Supports

College & career:

- Post-secondary counseling
- College trips
- Career days

Personalization:

- Phone calls & home visits
- Traditional & peer mentoring

School Climate

Excel Central’s character component allows for students to have a leadership position within the school. Students who show quality character within the learning community earn the title of “Eagle” and are given a black uniform shirt. Beyond that level students are called “Executives” for continued quality.

Students wear uniforms.

Excel Academy North

6600 Bustleton Avenue, Philadelphia, PA, 19149 – 215.332.3101

Provider: Camelot Schools, est. 2004

Principal: Matt Kass

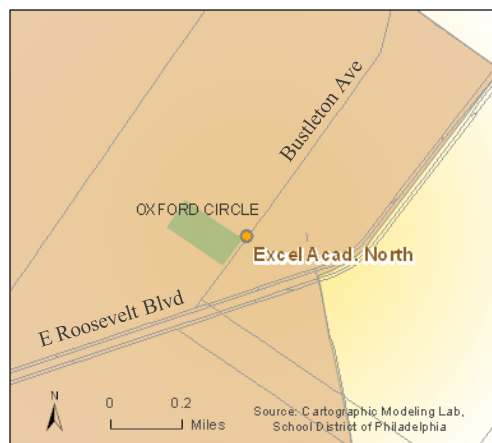
Year opened: 2004

Length of school day: full day

Partner organization(s): N/A

Mission: Our vision for each student that graduates is that they become functional, self-sufficient contributors to society. We support our students by increasing their vision of what they should and can become.

Website: www.camelotschools.com



Students

Number of students: about 300

Gender: Male 51% Female 49%

Race/Ethnicity:

Black (Non-Hispanic)	50%
White (Non-Hispanic)	17%
Hispanic	29%
Asian/Pacific Islander	2%
Other	1%

English-language learners 1%

Special education 17%

Student pathways:

Re-Engagement Center
District-wide schools

Staff

Total staff: about 8

School staff positions: Principal, Academic Director, content area teachers (5), special ed. teacher

Professional development:

- Provided monthly
- Staff who have received JFF training: < 50%

Instruction

Instructional approach: All core courses, ranging from 70-75 minutes, are offered in a traditional setting and electives are computer-based. Students can earn up to 10 credits during the 2-semester school year and have the opportunity to graduate in either January or June. Multiple report cards and progress reports distributed to students throughout the year.

Average program completion length: 2 years

Curricula:

- Aligned to the District's Core Curriculum
- Direct instruction
- Computer-based: New Century

Literacy strategies:

- Classroom Talk
- Collaborative Group Work
- Literacy Groups
- Questioning
- Scaffolding
- Writing to Learn
- Selection of high-interest, low-level books for students

Literacy assessments:

- TABE
- PSSA

Student Supports

College & career:

- Post-secondary counseling
- College trips
- Career days

Personalization:

- Phone calls & home visits
- Staff may eat lunch with students
- Daily GGI (Group Guided Interaction), confidential group conversations among students and staff to discuss personal, academic and administrative matters

School Climate

Excel North's staff promote a positive peer culture model in which students help to redirect each other. There is heavy emphasis on being a member of the "Eagles Club," which is comprised of students who show quality character within the learning community.

Students wear uniforms.

Excel Academy South

4641 Roosevelt Boulevard, Philadelphia, PA 19124 – 215.904.6235

Provider: Camelot Schools, est. 2004

Principal: Stephanie Goshert

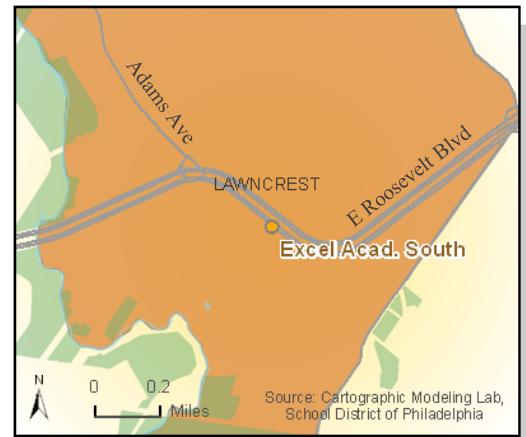
Year opened: 2009

Length of school day: full day

Partner organization(s): N/A

Mission: Our vision for each student that graduates is that they become functional, self-sufficient contributors to society. We support our students by increasing their vision of what they should and can become.

Website: www.thecamelotschools.com



Students

Number of students: about 335

Gender: Male 57% Female 43%

Race/Ethnicity:

Black (Non-Hispanic)	62%
White (Non-Hispanic)	16%
Hispanic	19%
Asian/Pacific Islander	1%
Other	1%

English-language learners 4%

Special education 20%

Student pathways:

Re-Engagement Center
District-wide schools

Instruction

Instructional approach: Excel South utilizes a Career and Technical Education component. Students can choose from 4 elective tracks: culinary arts, graphic design, entrepreneurship, or building maintenance. Students can earn up to 10 credits during the 2-semester school year and have the opportunity to graduate in either January or June.

Average program completion length: 2 years

Curricula:

- Aligned to the District's Core Curriculum
- Computer-based: New Century

Literacy strategies:

- Classroom Talk
- Collaborative Group Work
- Literacy Groups
- Questioning
- Scaffolding
- Writing to Learn
- Selection of high-interest, low-level books for students

Literacy assessments:

- TABE
- PSSA

Student Supports

College & career:

- Students are required to complete 3 college applications
- College tours & college representative visits
- Optional food service training and certification

Personalization:

- One-to-one optional tutoring provided by teachers after school
- Daily GGI (Group Guided Interaction), confidential group conversations among students and staff to discuss personal, academic and administrative matters

Staff

Total staff: about 38

School staff positions: Principal, Exec. Dir., Dir. of Operations, Acad. Coord., Dir. of Special Ed., Admissions Coord., Dir. of Student Services, Admin. Asst., Team Leaders (3), Behavioral Specialists (4), and teachers (22)

Professional development:

- Weekly common planning time, cross-curricular discussion
- Teacher observations & feedback provided by Academic Coordinator
- Staff who have received JFF training: > 50%

School Climate

At Excel South teachers and administrators work to make students feel safe, important and included. The student body is broken into three "teams" each led by a different teacher. There is a hierarchical student government incentive system, with heavy emphasis on being a member of the "Eagles Club." Student work is displayed in the hallways and on the walls in classrooms.

Students wear uniforms.

Fairhill Community High School

2820 N. 4th Street, Philadelphia, PA 19133 – 215.423.1776

Provider: One Bright Ray (OBR)/International Education & Community Initiatives (IECI), est. 1980

Principal: Joycet Velasquez

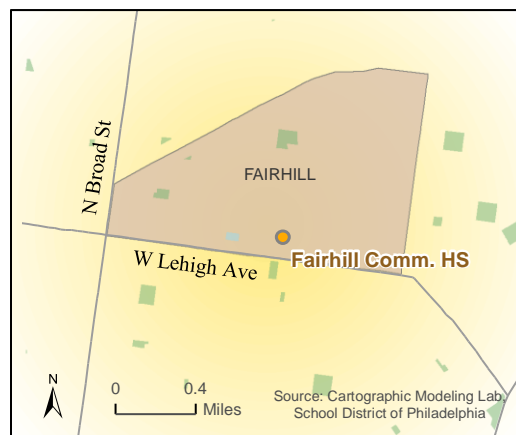
Year opened: 2004

Length of school day: full day

Partner organization(s): Urban Roots, Cradles to Crayon, Educating Parenting Program, SPELLS Writing Lab

Mission: OBR offers unique educational services for under credited, over-aged, inner city youth in search of a positive school experience.

Website: www.onebrightray.org



Students

Number of students: about 200

Gender: Male 34% Female 66%

Race/Ethnicity:

Black (Non-Hispanic)	43%
White (Non-Hispanic)	3%
Hispanic	54%
Asian/Pacific Islander	1%
Other	0%

English-language learners 4%

Special education 12%

Student pathways:

District-wide schools
Re-Engagement Center

Instruction

Instructional approach: Fairhill's instructional model is based on an 8-week module divided into two 4-week sessions. Students can earn ½ credit per course during each module and the possibility of up to 3 credits for all courses taken during a module. Teachers lead students in project-based activities that focus on skill development during a 7-period day. Courses are leveled according to students' performance on the TABE assessment.

Average program completion length: 2 ½ years

Curricula:

- Aligned to PA standards
- Aligned to One Bright Ray project-based Instruction model
- Aligned to TABE testing results

Literacy strategies:

- Classroom Talk
- Collaborative Group Work
- Questioning
- Scaffolding
- Writing to Learn

- Vocabulary building
- School Wide Reading (SWR)
- Journaling
- Selection of high-interest fiction & non-fiction texts
- Student choice in research topics

Literacy assessments:

- PSSA
- TABE
- Woodcock-Johnson (for special ed. students)

Student Supports

College & career:

- Personal assistance with job, college, and financial aid applications via school counselor
- College fairs & college visits

Personalization:

- Emotional support team consisting of social worker, guidance counselor & therapist
- Close monitoring & follow-up on student attendance
- Home visits to communicate with parents about their child's progress
- One-to-one optional tutoring provided by teachers after school

Staff

Total staff: about 32

School staff positions: CEO, CAO, Asst. CEO, Instructional Coach, Therapist, Dir. of Student Services, Nurse, Receptionist, Counselor, Att. Officer, Social Worker, Ed. Support Coord., content area teachers (10), Babyroom Mgr. & Asst. (2), maintenance worker, District security & NTA's (3), Operations workers (2)

Professional development:

- School has a half day on Wednesdays with afternoon PD
- Staff who have received JFF training: > 50%

School Climate

At Fairhill, staff promotes student success with frequent positive reinforcement. Students often travel together by homeroom. Academic and behavioral incentives include honor roll, perfect attendance and TABE improvement lists. Student work, including art, is displayed throughout the building.

Students wear uniforms.

North Philadelphia Community High School

1142 E. Erie Avenue, Philadelphia, PA, 19124 – 215.744.6000

Provider: One Bright Ray (OBR)/International Education & Community Initiatives (IECI), est. 1980

Principal: Kareem Bryant

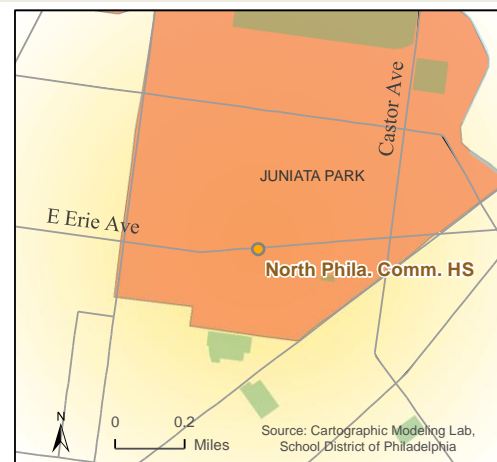
Year opened: 2008

Length of school day: full day

Partner organization(s): Center for Literacy, Congreso de Latinos Unidos

Mission: OBR offers unique educational services for under credited, over-aged, inner city youth in search of a positive school experience.*

Website: www.onebrightray.org



Students

Number of students: about 150

Gender: Male 42% Female 58%

Race/Ethnicity:

Black (Non-Hispanic)	54%
White (Non-Hispanic)	2%
Hispanic	44%
Asian/Pacific Islander	0%
Other	0%

English-language learners 3%

Special education 9%

Student pathways:

Re-Engagement Center

Instruction

Instructional approach: Project-based learning, 8-week modules, NA

Average program completion length: 2 years

Curricula:

- Project-based

Literacy strategies:

- Classroom talk
- Group work
- Scaffolding

- Phonics instruction
- Journaling
- School Wide Reading (SWR)
- High-interest fiction and non-fiction texts

Literacy assessments:

- TABE
- Woodcock

Student Supports

College & career:

NA

Personalization:

NA

Staff

Total staff: NA

School staff positions: Principal, Instructional Coach, Reading Specialist, NA

Professional development:

- Friday afternoon PD
- Staff who have received JFF training: < 50%

School Climate

NA

OIC Creative Learning Academy

2101 S. Broad Street, Philadelphia, PA 19148 – 215.271.0791

Provider: Opportunities Industrialization Centers (OIC), est. 1964

Principal: Timothy Tillman

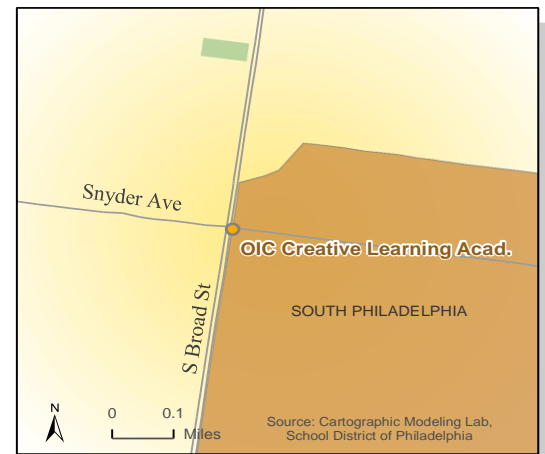
Year opened: 2010

Length of school day: half day

Partner organization(s): CADI, People for People, Our Legacy Inc., Drexel University, Pierce College

Mission: To facilitate educational resilience and success, while empowering and preparing youth to excel in a competitive society.

Website: www.oiccla.com



Students

Number of students: about 200

Gender: Male 40% Female 60%

Race/Ethnicity:

Black (Non-Hispanic)	73%
White (Non-Hispanic)	16%
Hispanic	2%
Asian/Pacific Islander	8%
Other	1%

English-language learners 0%

Special education 11%

Student pathways:

Re-Engagement Center
District-wide schools

Staff

Total staff: about 14

School staff positions: Principal, Vice Principal/Special ed.

Coordinator, Roster Chair, Career Counselor, content area teachers (7), case managers (3)

Professional development:

- PD held every 2 weeks
- Staff who have received JFF training: > 50%

Instruction

Instructional approach:

Accelerated program where students can earn up to 5 credits per semester and another 2.5 during the summer. Teacher instruction is supplemented by the Extralearning computer program.

Average program completion length: N/A – 1st year of program

Curricula:

- Aligned to the District's Core Curriculum
- Computer-based: Extralearning Online

Literacy strategies:

- Classroom talk
- Collaborative group work
- Questioning
- Scaffolding
- Writing to learn

Literacy assessments:

- TABE

Student Supports

College & career:

- Services for postsecondary preparation provided by Career Counselor

Personalization:

- On-site mentoring & counseling provided by staff
- Home visits

School Climate

The OIC CLA utilizes an attendance encouragement program called Attend Class Everyday (ACE). Monthly birthday recognition celebrations are held and a luncheon is held for students who demonstrate academic excellence. Students are also rewarded with dress down passes and late passes.

Students wear uniforms.

Ombudsman Northeast Accelerated

1810 Grant Avenue, Philadelphia, PA 19115 – 215.671.8301

Provider: Ombudsman Educational Services, est. 1975

Principal: Carlos Frederick

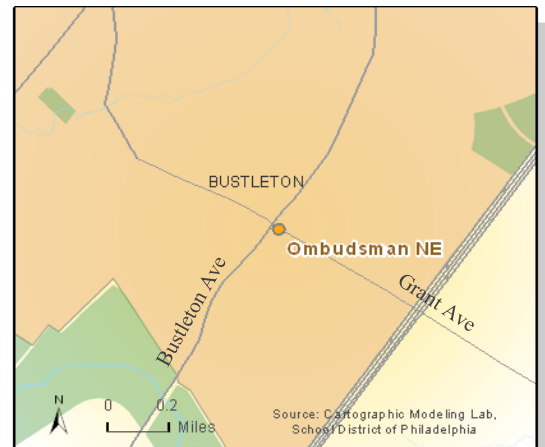
Year opened: 2009

Length of school day: half day

Partner organization(s): N/A

Mission: To provide personalized, evidence-based educational services for non-traditional learners in collaboration with families and public school districts.

Website: www.ombudsman.com



Students

Number of students: about 60

Gender: Male 56% Female 44%

Race/Ethnicity:

Black (Non-Hispanic)	28%
White (Non-Hispanic)	56%
Hispanic	15%
Asian/Pacific Islander	2%
Other	0%

English-language learners 2%

Special education 16%

Student pathways:

Re-Engagement Center
District-wide schools, esp. Lincoln & Washington

Staff

Total staff: NA

School staff positions: Director, content area teachers

Professional development:

- Staff who received JFF training: < 50%

More information not available

Instruction

Instructional approach: Teachers assist students with online program activities for their individualized educational plans as needed. While students work through computer-based lessons, teachers may pull small groups of students for direct instruction. Students can earn up to 10 credits over the 2-semester school year.

Average program completion length: 2 years

Curricula:

- Computer-based: A Plus Strategies, Reading Plus
- Aligned to PA Curriculum Standards

Literacy strategies:

- Classroom Talk
- Collaborative Group Work
- Literacy Groups
- Scaffolding
- Questioning
- Writing to Learn

- Read-alouds

Literacy assessments:

- TABE
- BASI
- VAG
- RPA
- RPI

Student Supports

College & career:

- Guest speakers, e.g., Empire Beauty School, Art Institute of Philadelphia, military

Personalization:

- The computer-based activities are tailored for each student according to the results of multiple assessments.
- School serves only 30 students during each morning and afternoon session, allowing staff to meet with students one-on-one.

School Climate

The school primarily consists of a large, open area with a computer workstation for each student.

More information not available

Ombudsman Northwest Accelerated School

2111 Eastburn Avenue, Philadelphia, PA 19138 – 215.924.8950

Provider: Ombudsman Educational Services, est. 1975

Principal: Mary Turner

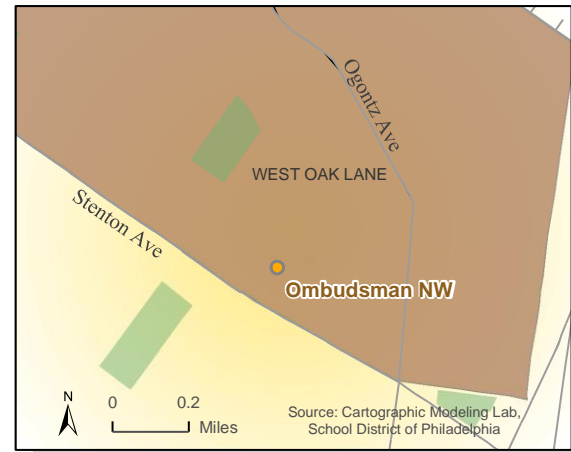
Year opened: 2009

Length of school day: half day

Partner organization(s): Work to Learn, Ogontz Avenue Revitalization Corporation, Philadelphia Center for Arts and Technology

Mission: To provide personalized, evidence-based educational services for non-traditional learners in collaboration with families and public school districts.

Website: www.ombudsman.com



Students

Number of students: about 60

Gender: Male 56% Female 44%

Race/Ethnicity:

Black (Non-Hispanic)	95%
White (Non-Hispanic)	0%
Hispanic	3%
Asian/Pacific Islander	2%
Other	0%

English-language learners 0%

Special education 10%

Student pathways:

Re-Engagement Center

Instruction

Instructional approach: Teachers assist students with online program activities for their individualized educational plans as needed. While students work through computer-based lessons, teachers may pull small groups of students for direct instruction. Students can earn up to 10 credits over the 2-semester school year. Occasional “skill-streaming” sessions are held in which students focus on developing social skills.

Average program completion length: 2 years

Curricula:

- Computer-based: A Plus Strategies, Reading Plus
- Aligned to PA Curriculum Standards

Literacy strategies:

- Classroom Talk
- Collaborative Group Work
- Literacy Groups
- Scaffolding
- Questioning
- Writing to Learn
- Journaling
- Read-alouds

Literacy assessments:

- TABE
- BASI
- VAG
- RPA
- RPI

Student Supports

College & career:

- Work to Learn program: job placement, mock interviews & résumé assistance

Personalization:

- The computer-based activities are tailored for each student according to the results of multiple assessments.
- School serves only 30 students during each morning and afternoon session, allowing staff to meet with students one-on-one.

Staff

Total staff: NA

School staff positions: Director, content area teachers

Professional development:

- Staff who have received JFF training: < 50%

More information not available

School Climate

The school primarily consists of a large, open area with a computer workstation for each student. Classroom walls display progress charts and student-created, project-based posters. Incentives are provided to students with frequent attendance.

Ombudsman West Accelerated School

1575 N. 52nd Street, Philadelphia, PA 19131 – 215.477.6130

Provider: Ombudsman Educational Services, est. 1975

Principal: Beverly Jones

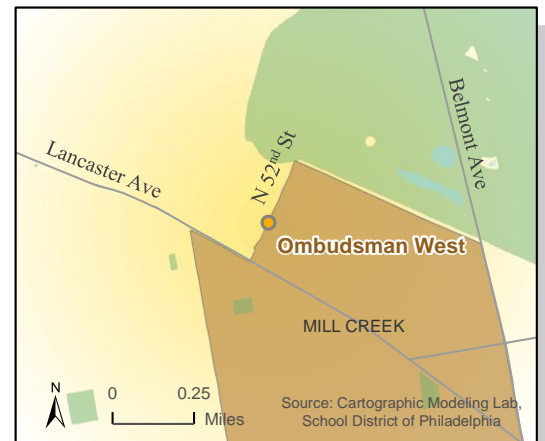
Year opened: 2009

Length of school day: half day

Partner organization(s): N/A

Mission: To provide personalized, evidence-based educational services for non-traditional learners in collaboration with families and public school districts.

Website: www.ombudsman.com



Students

Number of students: about 60

Gender: Male 48% Female 52%

Race/Ethnicity:

Black (Non-Hispanic)	98%
White (Non-Hispanic)	2%
Hispanic	0%
Asian/Pacific Islander	0%
Other	0%

English-language learners 0%

Special education 8%

Student pathways:

Re-Engagement Center
District-wide schools, esp.
Overbrook

Staff

Total staff: about 4

School staff positions: Director,
content area teachers (3)

Professional development:

- Provider-based trainings, including webinars
- Monthly staff meetings
- Staff who have received JFF training: > 50%

Instruction

Instructional approach: Students are divided into teams of no more than 5 students each. Teachers assist students with online program activities for their individualized educational plans as needed. One-hour teacher-led elective courses are offered on a weekly basis and required for program completion. Students can earn up to 10 credits over the 2-semester school year.

Average program completion length: 2 years

Curricula:

- Computer-based: A Plus Strategies, Reading Plus
- Aligned to PA Curriculum Standards

Literacy strategies:

- Literacy Groups
- Questioning
- Scaffolding
- Writing to Learn
- 5-paragraph essay format for most writing assignments
- Daily journaling
- Selection of high-interest fiction & non-fiction texts

Literacy assessments:

- TABE
- BASI
- VAG
- RPA
- RPI

Student Supports

College & career:

- Staff plans to bring in guests to speak about their professions
- Staff displays information concerning SAT testing schedule

Personalization:

- The computer-based activities are tailored for each student according to the results of multiple assessments.
- School serves only 30 students during each morning and afternoon session, allowing staff to meet with students one-on-one.

School Climate

Visual reminders surround Ombudsman West students with tips on how to maximize their learning experiences. Students are not permitted to enter the site after start time. Attendance incentives, e.g., dress-down Fridays, are granted to the team with best weekly performance. Students are given ample independence to complete their online program activities.

Students wear uniforms.

Performance Learning Center

5407 Grays Avenue, Philadelphia, PA 19143 – 267.299.2513

Provider: Communities in Schools of Philadelphia, Inc. (CISP), est. 1986

Principal: Jean Douglas-White

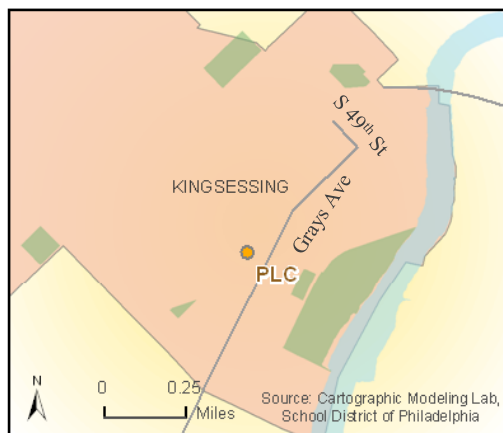
Year opened: 2009

Length of school day: full day

Partner organization(s): PLC shares its building with an E3 center.

Mission: The PLC creates a business-like environment and emphasizes personal support and an intense academic program anchored by an online instructional program and project-based learning.

Website: www.cisphl.org



Students

Number of students: about 150

Gender: Male 58% Female 42%

Race/Ethnicity:

Black (Non-Hispanic)	98%
White (Non-Hispanic)	1%
Hispanic	0%
Asian/Pacific Islander	2%
Other	0%

English-language learners 2%

Special education 15%

Student pathways:

Re-Engagement Center
Sending Schools: Bartram, Furness, Overbrook, West

Staff

Total staff: about 17

School staff positions: Director of Education, Academic Administrator, content area teachers (8), special ed. coordinator, school counselor, service coordinator, roster consultant, security guards (3)

Professional development:

- Regular staff meetings led by Academic Administrator & Director of Education
- Staff who have received JFF training: > 50%

Instruction

Instructional approach: Students rotate through 80-minute class periods, primarily focusing on their personalized computer-based learning plans for which teachers act as facilitators. Teacher-led instruction and senior project development are built into class time. PLC alternates between “A” and “B” days in which students take different classes, enabling them to earn up to 8 credits every marking period, or 9 weeks.

Average program completion length: 2 years

Curricula:

- Computer-based: NovaNET
- Project-based
- Literary Café, used in English; short stories written by high school students

Literacy strategies:

- Collaborative Group Work
- Questioning
- Scaffolding
- Writing to Learn
- Group & peer reading activities
- High-interest content, e.g., current events

Literacy assessments:

- TABE
- BASI
- PSSA
- Teacher-created tests

Student Supports

College & career:

- Postsecondary counseling
- Lunch period is split with “Careers,” time allotted for postsecondary and job preparation tasks
- Charting for Success, individual development planning
- Visits from companies, e.g., ITT Tech

Personalization:

- Girls’ group meets every other week; optional activity, counselor & service coordinator facilitate conversations around various issues. For boys, PLC invites positive male role models to speak about staying off the streets.
- Close monitoring of student attendance & follow-up with parents by phone and mail

School Climate

School staff developed an incentive system in which students earn points and/or awards based on proper conduct, punctuality, regular attendance, and course credit accumulation. The murals, posters, and bulletin boards throughout PLC evoke a sense of pride in African-American culture and achievements.

Students wear uniforms and are required to leave their electronic devices at the security desk upon entry.