



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 24, 2019

Contract Term: FY 2018- FY 2022

Program Type: Accelerated (Grades 9-12)

PROGRAM LEADERSHIP

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JuDonn DeShields, Principal

Angela Smith, Director of Post-Secondary Services

Nina Bilynsky-Ristics, Director of Real World Learning

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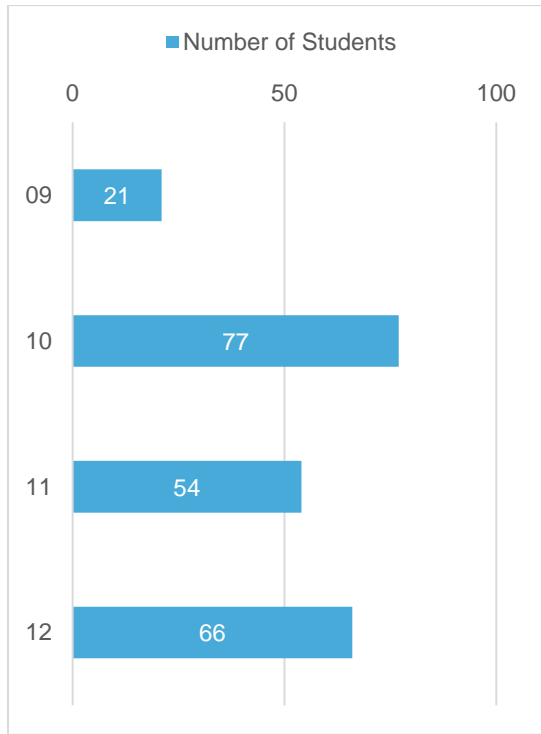
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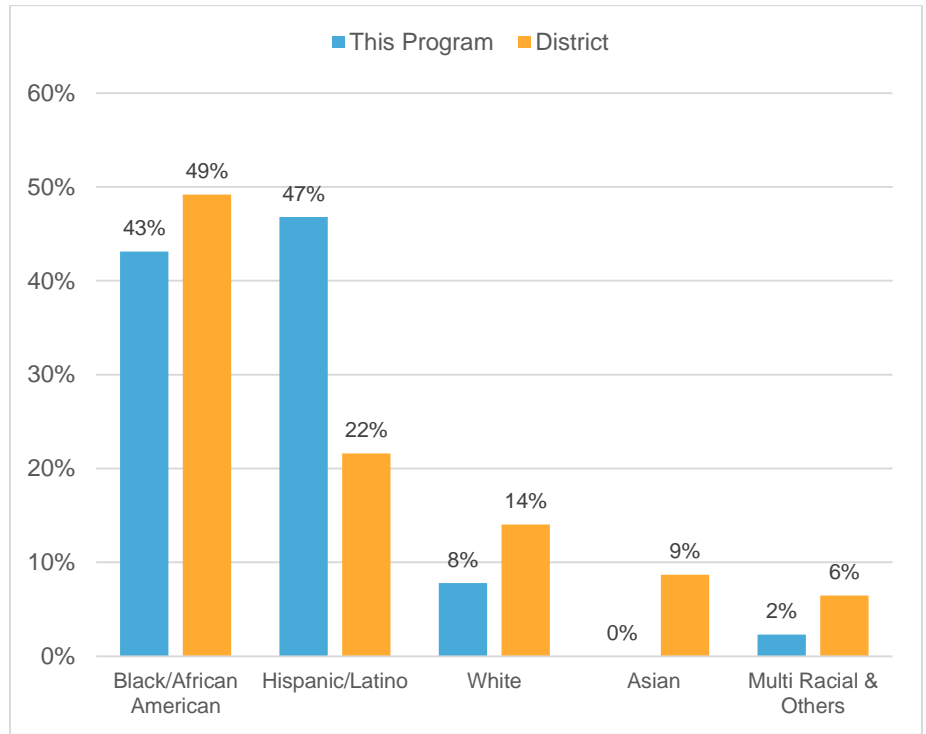
MISSION

“El Centro de Estudiantes is an accelerated high school serving the Kensington region of Philadelphia. At El Centro, students will be immersed in a highly personalized, real-world based educational experience. A goal of the school is to inspire and empower students to take charge of their learning and become life-long learners.”

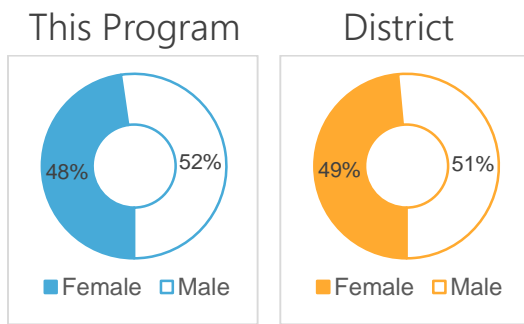
ENROLLMENT BY GRADE



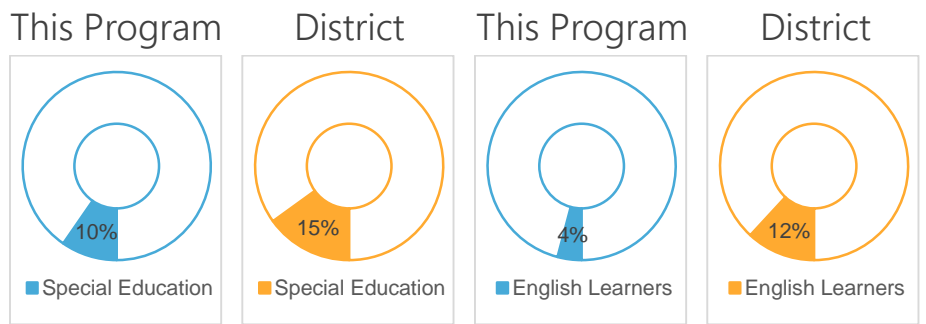
ETHNICITY



GENDER



SPECIAL EDUCATION & ENGLISH LEARNERS



ENROLLMENT INFORMATION	
Enrollment on 2/1/19	218
Contracted Maximum	200

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)	1 / 5
School Climate Quality (Page 5)	4 / 6
TOTAL	5 / 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)	2 / 8
Record Keeping & Communication (Page 9)	2 / 4
Personnel (Page 10)	1 / 7
Governance & Enrollment (Page 11)	3 / 5
TOTAL	8 / 24

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)	4 / 5
Financial Compliance (Page 15)	4 / 4
TOTAL	8 / 9




CATEGORY I: ACADEMIC QUALITY


STANDARD: CURRICULAR QUALITY – Evidence of systems and structures to ensure quality curriculum and instruction offered by contractor		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>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.</p>	✘	Program uses MAP for Basic Assessment in Reading & Math which does not provide normed conversion to grade level equivalents that as per contract allows for measurement of student growth in reading and mathematics.
<p>BEHAVIOR MODIFICATION/CHARACTER EDUCATION: Educational program offered includes behavior modification/character education.</p>	✔	The program builds upon its core values and expectations to establish a restorative framework for students' conduct. Elements of Behavior, Resources, Response, Restoration, Repair are laid out for the school community.

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
<p>ACADEMIC ACHIEVEMENT: Collects and uses data to track and monitor student progress data to evaluate academic achievement and make appropriate instructional shifts and/or differentiate instruction.</p>	✘	Program lacks a framework to support teachers with translating MAP results to student learning goals in order to meet the requirements of PA Common Core Standards, accelerated program growth expectations, and AEPR metrics. Program has implemented bi-weekly meetings to monitor student grades and credit accumulation. There is proof of interventions for students who are not making progress academically, including meetings with students, parents, teachers, and principal.
<p>POST-SECONDARY READINESS: Collects and uses data to track and monitor student post-secondary readiness.</p>	✘	The program provides activities such as FAFSA completion, career interest inventories, resume development, SAT Day and college applications. The program did not utilize a checklist or tracker to ensure all students are exposed to contractually required postsecondary activities (FAFSA, 3 job applications or 3 college applications, SAT/ACT). Program now has access to Naviance; recommended use to track all postsecondary activities.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>ACADEMIC PERFORMANCE BARRIERS: Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes.</p>		<p>No evidence that the program systematically tracks and monitors climate incidents and behavioral infractions (e.g., attendance, pink slips, classroom management). No referrals in the SIS for disciplinary incidents.</p>

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
<p>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.</p>		<p>Program uses restorative practices as consequence for repeated misbehaviors. Practices include mini-lessons, reflective writing, and restorative circles.</p>
<p>STUDENT INCENTIVES: Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).</p>		
<p>TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS: Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.</p>		<p>The program works with students to develop individualized Student Learning Plans that identify socio-emotional goals and supports for students.</p>






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
<p>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.</p>		

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>CODE of CONDUCT: Adopts and provides to students a code of conduct aligned to School District's Code of Conduct.</p>	<p>X</p>	<p>Student Handbook includes some behavior expectations and general consequences, however, no alignment with SDP Code of Conduct and no reference to SDP Code of Conduct in the Student Handbook.</p>
<p>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.</p>	<p>X</p>	<p>Program leadership confirmed that attendance was taken infrequently in SIS and data available in SIS was inaccurate since November 2018. Comparison of attendance in SIS to chronic absenteeism notices indicates that students were not marked absent in SIS with fidelity. No SAIPs in the SIS for students with 6 or more unexcused absences. Program does not follow the mandatory SDP attendance guidelines. Recommend revisiting SDP attendance guidelines, ensuring daily entry of attendance in SIS, and requesting technical assistance from SDP as needed.</p>



CATEGORY I: 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
<p>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.</p>	Not applicable	
<p>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.</p>	X	No evidence of official report cards or interim reports provided to parents.
<p>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.</p>	X	The program provides a Credit Timeline that maps out courses needed to graduate. The program provided some evidence of an expected graduation date based on the Credit Timeline. Not all students had an expected graduation date listed. Post-secondary plans did not include a checklist of necessary activities needed for college and career preparation.

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
<p>ENROLLMENT of SPECIAL EDUCATION STUDENTS: Enrolls special education population no less than 15% and no greater than 20% of the program capacity.</p>	X	19 of 200 students had IEPs as of December 1 Child Count (9.5% of the program’s contract maximum).

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>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.</p>		<p>The program did not administer the ACCESS exam for EL students.</p>
<p>IEP IDENTIFICATION, EVALUATION & REVIEW: Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.</p>		<p>Inconsistent evidence of parent participation in IEP meetings. No evidence that students were invited to IEP meetings. IEPs not signed by the full IEP team. 8 of 10 IEP files reviewed had no progress monitoring data.</p>
<p>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.</p>		<p>95.2% of IEPs were in compliance for December 1 Child Count (20 of 21 IEPs were compliant).</p>
<p>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.</p>		
<p>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.</p>		<p>EL files were not available for review. Home Language Survey (HLS) was included as part of both paper and online applications in both English and Spanish, however no evidence of efforts to ensure HLS completion (6 of 20 enrollment files had incomplete HLS). Program did not have a Language Instruction Education Program (LIEP) developed at time of evaluation."</p>

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
<p>STUDENT INFORMATION SYSTEM UPLOAD: Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.</p>		The program uploads academic grades to the SIS. Attendance has not been consistently maintained in the SIS since at least November 1st. No evidence in SIS that the program uploads behavioral records.
<p>ARCHIVE OF HISTORICAL RECORDS: Maintains an archive of all historical student academic and behavioral records.</p>		Evidence that the program uses Engrade to house historical student 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
<p>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.</p>		Program maintains FERPA consents in all enrollment files reviewed. Enrollment files did include health records beyond immunizations; recommend these be stored separately to maintain health record confidentiality.
<p>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.</p>		Paper copies of term grades were evident in some student files; no evidence of a guide that explains term grades to parents/guardians. No evidence of ongoing communications with parents/guardians regarding student attendance. No evidence of communications sent home in languages other than English; however, program self-reports that materials are translated before they are sent home.



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
<p>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.</p>	x	<p>Act 168 documentation: 1 of 10 employees reviewed had documentation on file. FBI Background Check: 1 of 10 employees reviewed had a valid check on file. PA Child Abuse Clearance: 4 of 10 employees reviewed had valid clearance on file. PA Criminal History Check: 9 of 10 employees reviewed had valid check on file.</p>
<p>PROFESSIONAL CERTIFICATIONS: Provides PA certificated teachers in all core instructional areas.</p>	x	<p>5 of 10 teachers reviewed did not have current certification in the core content area(s) that they teach.</p>
<p>PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR): Provides at least one PA certificated administrator per site.</p>	x	
<p>STUDENT SUPPORT SERVICES STAFF: Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs.</p>	x	<p>No certified ESL staff.</p>



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
<p>PERSONNEL RATIOS: Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.</p>	✓	
<p>OBLIGATORY TRAININGS: Provides all employees with Act 71, Act 126, and other obligatory PDE professional trainings and monitors timely completion and updates as required.</p>	x	<p>Act 126 training: 1 of 10 staff reviewed completed the three-hour training. Act 71: 1 of 10 staff reviewed completed the training.</p>

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>ENGAGEMENT IN DISTRICT PROFESSIONAL DEVELOPMENT AND CONTRACTOR MEETINGS: Ensures that teachers and administrators engage in School District professional development opportunities and monthly contractor meetings.</p>		Program missed 4 of 6 monthly contractor meetings from August through January.

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
<p>COMMUNITY ENGAGEMENT: Engages community and non-profit providers to provide a diverse and relevant range of non-academic student services and support.</p>		Evidence of numerous partnerships with local businesses, non-profit organizations and colleges/universities to provide Learning Through Internship (LTI) opportunities for students. LTI is a core component of the program; all students experience at least one internship while enrolled in the program.
<p>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.</p>		Five parents (2.5% of contract maximum) completed the School District’s 2017-2018 annual parent 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
<p>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.</p>		

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>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.</p>		<p>No known issues with the program serving students from other LEAs, however, 18 of 20 student enrollment files reviewed had no proof of residency.</p>
<p>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.</p>		

CATEGORY I: 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
<p>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.</p>	✓	
<p>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, contractor fulfills the obligations of their lease agreement regarding maintenance and reports facility condition issues timely.</p>	✗	<p>Program leases a SDP facility. Program is responsible under the lease for performing all routine maintenance and repairs. The facility needs additional upkeep. Bathrooms observed were not well maintained. Some flooring observed posed tripping hazard.</p>

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
<p>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.</p>	✓	
<p>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.</p>	✓	<p>Program submitted 7 of 7 transpass usage reports from September through March (100% compliance).</p>

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>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.</p>		

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
<p>TAX LIABILITIES: Provides School District with Certificate of Tax Clearance absolving any city tax liabilities.</p>	✓	
<p>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.</p>	✓	

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
<p>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.</p>	✓	Review of Profit & Loss Budget vs. Actual for current fiscal year showed program is on track with annual budget (spending overall 7% more than was budgeted for the time period).
<p>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.</p>	✓	