



## 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 28, 2019

Contract Term: FY 2018- FY 2022

Program Type: Accelerated (Grades 9-12)

### CONTACT INFORMATION

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Phone: 267-571-1952

Webpage: <https://www.liguoriacademy.org/fortis-program/>

### MISSION

“To prepare our future leaders through individualized learning in a community that offers boundless opportunities.”

### PROGRAM LEADERSHIP

Michael Marrone, Chief Executive Officer and President

Rebecca M. Tomlinson-White, Chief Operating Officer

Gina Craig, Director of Academic Affairs

Patrick Durkin, Director of Climate and Culture

Rachel Szychulski, Director of Special Education

### WALKTHROUGH REVIEW TEAM

DawnLynne Kacer, Executive Director, Opportunity Network

Majeedah Scott, Director, Office of Multiple Pathways to Graduation

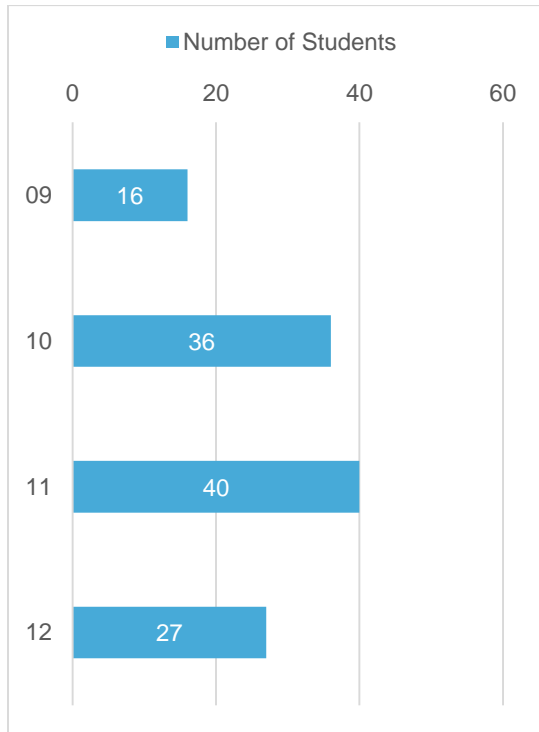
Marcus De Vose, Assistant Director, Transition Services

Tiana Wilson, Program Manager, Re-engagement Center

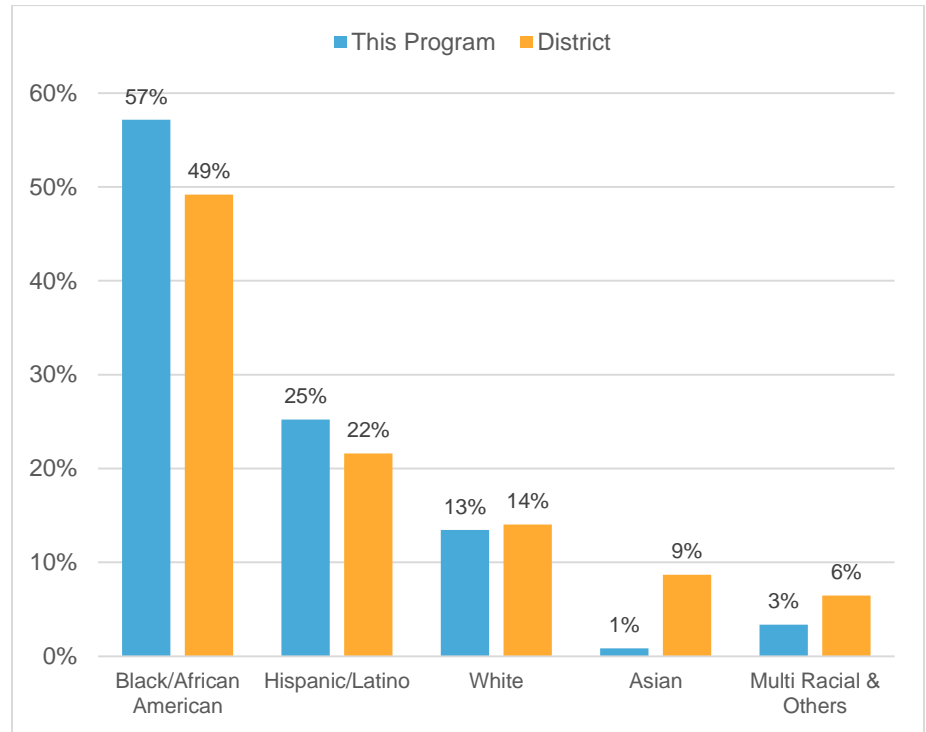
Elvis Mucaj, Strategy Analyst II, Opportunity Network

Rachel Malloy-Good, Special Education Case Manager

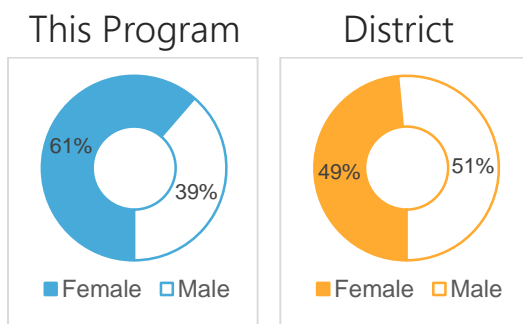
## ENROLLMENT BY GRADE



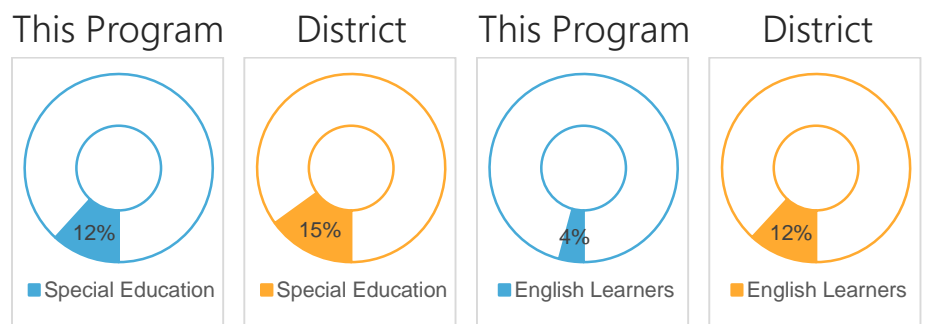
## ETHNICITY



## GENDER



## SPECIAL EDUCATION & ENGLISH LEARNERS



### ENROLLMENT INFORMATION

Enrollment on 2/1/19	119
Contracted Maximum	125

*The School District of Philadelphia's official demographic information is reported on October 1<sup>st</sup> 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 ( <a href="#">Page 4</a> )	1 / 5
School Climate Quality ( <a href="#">Page 5</a> )	2 / 6
<b>TOTAL</b>	<b>3 / 11</b>

## 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 ( <a href="#">Page 6</a> )	5 / 8
Record Keeping & Communication ( <a href="#">Page 8</a> )	1 / 4
Personnel ( <a href="#">Page 9</a> )	3 / 7
Governance & Enrollment ( <a href="#">Page 11</a> )	2 / 5
<b>TOTAL</b>	<b>11 / 24</b>




## 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 ( <a href="#">Page 12</a> )	4 / 5
Financial Compliance ( <a href="#">Page 14</a> )	2 / 4
<b>TOTAL</b>	<b>6 / 9</b>




**CATEGORY I: ACADEMIC QUALITY**

<b>STANDARD: CURRICULAR QUALITY – Evidence of systems and structures to ensure quality curriculum and instruction offered by contractor</b>		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>BASELINE and REQUIRED ASSESSMENTS:</b> Offers baseline (pre-test) and required assessments (Basic Assessment in Reading &amp; Math, PA PSSA/Keystone Exams, P/SATs) for academic progress monitoring.</p>		<p>Program uses MAP for Basic Assessment in Reading &amp; 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. Low participation in Winter keystones for Algebra (47%) and Biology (57%).</p>
<p><b>BEHAVIOR MODIFICATION/CHARACTER EDUCATION:</b> Educational program offered includes behavior modification/character education.</p>		

<b>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</b>		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>ACADEMIC ACHIEVEMENT:</b> 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>		<p>No system in place to track academic progress at the student level. The following metrics should be tracked: percent of students earning sufficient credits, percent of students proficient/advanced in keystones, percent of students passing all core subjects, percent of students meeting IEP goals, percent of students showing growth in literacy/numeracy.</p>
<p><b>POST-SECONDARY READINESS:</b> Collects and uses data to track and monitor student post-secondary readiness.</p>		<p>The program does not utilize a tracker or checklist to ensure all students are exposed to contractual postsecondary activities (FAFSA, 3 job or 3 college applications, SATs). Program now has access to Naviance (recommended use to track all postsecondary activities).</p>
<p><b>ACADEMIC PERFORMANCE BARRIERS:</b> Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes.</p>		<p>No system in place for complying with SDP Attendance Guidelines. Related retention efforts not evident with the exception of contact with parents/students for daily absences, academic concerns and kudos. No evidence of home visits or system to address attendance barriers. Some evidence of program-specific parent survey administration.</p>

**CATEGORY 2: SCHOOL CLIMATE QUALITY**

<b>STANDARD: DISCIPLINE MANAGEMENT – Evidence of systems, structures and contractor efforts to effectively manage student behavior and employ positive behavior intervention &amp; supports system</b>		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>RESTORATIVE JUSTICE and POSITIVE CLIMATE PRACTICES:</b> 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>		The program does not utilize evidence-based restorative justice practices. Program does define bullying in Student Handbook and describes specific behavioral expectations and consequences, but provides no description of cyber-bullying.
<p><b>STUDENT INCENTIVES:</b> Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).</p>		Program-wide merit system to recognize and encourage positive behaviors. Students have choice with their rewards. STATUS Program is a merit-based, pseudo-student government group.
<p><b>TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS:</b> Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.</p>		No evidence of socio-emotional development plans. Recommend the administration of a needs assessment during individual new student orientation meetings that can be used to develop plans.

<b>STANDARD: ATTENDANCE &amp; DISCIPLINE REPORTING – Evidence of systems, structures and contractor efforts to track, monitor and report student attendance and behavior, including compliance with Safe Schools Act</b>		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>DRILLS and SAFETY REPORTING:</b> Conducts and reports appropriate school safety drills, designates rally and shelter-in-place locations, and reports school safety incidents as required.</p>		
<p><b>CODE of CONDUCT:</b> Adopts and provides to students a code of conduct aligned to School District's Code of Conduct.</p>		Student Handbook details behavioral expectations but lacks clear consequences.
<p><b>TRUANCY and DISCIPLINE REPORTING:</b> Accurate and timely reporting of attendance, truancy and disciplinary incidents as required by contract. Develops Student Attendance Improvement Plans and communicates with parents/guardians timely to prevent chronic absenteeism.</p>		Program reports attendance daily in Infinite Campus. Truancy and disciplinary incidents have not been reported using the required Student Attendance Improvement Plan (SAIP) and Behavior Module in Infinite Campus. Some evidence of communication with parents/guardians to prevent chronic absenteeism.



**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><b>PERSONALIZED LEARNING PLANS (AEDY Transition &amp; Continuation only):</b> 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><b>PERIODIC ACADEMIC and BEHAVIOR REPORTING:</b> 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>	✓	
<p><b>GRADUATION AND POST-SECONDARY PLANS:</b> Creation and maintenance of plan for progress towards graduation (including credits needed) and a student-specific post-secondary plan aligned to student interests.</p>	✗	No evidence of graduation plans that map out courses needed to meet graduation requirements through the expected graduation date. The program's Post-Secondary Transition Plan identifies career interests, and education and employment preparation. No evidence of Post-Secondary Transition Plans that include a checklist of activities to ensure completion of post-secondary goals.

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><b>ENROLLMENT of SPECIAL EDUCATION STUDENTS:</b> Enrolls special education population no less than 15% and no greater than 20% of the program capacity.</p>	✓	

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>BASELINE MEASURES:</b> 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><b>IEP IDENTIFICATION, EVALUATION &amp; REVIEW:</b> Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.</p>	✗	No evidence that regular education teachers participate in IEP meetings. No evidence that students are invited to attend IEP meetings.
<p><b>ANNUAL IEP UPDATES:</b> 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>	✓	93.8% of IEPs were in compliance for December 1 Child Count.
<p><b>IEP MEETINGS:</b> 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><b>EL IDENTIFICATION, EVALUATION &amp; REVIEW:</b> 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>	✗	No evidence of Home Language Survey administration at the time of student enrollment. No evidence of ACCESS testing, accommodations or differentiation. Program did not provide a LIEP.

**CATEGORY 2: RECORD KEEPING & COMMUNICATION**

<b>STANDARD: COMMUNICATIONS WITH SCHOOL DISTRICT</b> – 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		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<b>STUDENT INFORMATION SYSTEM UPLOAD:</b> Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.		No behavioral records and no SAIPs for reporting chronic absenteeism in the SIS.
<b>ARCHIVE OF HISTORICAL RECORDS:</b> Maintains an archive of all historical student academic and behavioral records.		


<b>STANDARD: COMMUNICATIONS WITH STUDENTS, PARENTS/GUARDIANS AND FAMILIES</b> – 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		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<b>SECURE PERSONALLY IDENTIFIABLE INFORMATION:</b> 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.		No evidence of FERPA release for students who are 18 years of age or older. Enrollment application includes prohibited information for enrollment file (child welfare and court involvement).
<b>ENGAGEMENT WITH PARENTS/GUARDIANS AND FAMILIES:</b> 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.		Program contacts parents via telephone to communicate absences, behavior and academic concerns, and kudos. No evidence of communications to families regarding academic performance in any language other than English.



**CATEGORY 3: PERSONNEL**

<b>STANDARD: BACKGROUND CHECKS, LICENSES &amp; EDUCATOR CERTIFICATION – Evidence of contractor compliance with relevant contract, state and federal educator personnel requirements</b>		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>EMPLOYEE BACKGROUND CHECKS:</b> Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.</p>	<b>x</b>	<p>Act 168 documentation: 1 of 10 eligible employees reviewed had documentation on file. FBI Background Check: 5 of 10 employees reviewed had a valid check on file. PA Child Abuse Clearance: 8 of 10 employees reviewed had a valid clearance on file. PA Criminal History Check: 8 of 10 employees reviewed had a valid check on file.</p>
<p><b>PROFESSIONAL CERTIFICATIONS:</b> Provides PA certificated teachers in all core instructional areas.</p>	<b>x</b>	<p>No certified Science teacher on staff. The program has advertised for the position.</p>
<p><b>PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR):</b> Provides at least one PA certificated administrator per site.</p>	<b>✓</b>	
<p><b>STUDENT SUPPORT SERVICES STAFF:</b> Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs.</p>	<b>x</b>	<p>No certified ESL staff.</p>

<b>STANDARD: PERSONNEL RATIO &amp; PROFESSIONAL DEVELOPMENT – Evidence of contractor adherence to contractual Personnel Ratios, contractually or statutorily required trainings, and relevant staff professional development</b>		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>PERSONNEL RATIOS:</b> Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.</p>	<b>✓</b>	
<p><b>OBLIGATORY TRAININGS:</b> Provides all employees with Act 71, Act 126, and other obligatory PDE professional trainings and monitors timely completion and updates as required.</p>	<b>x</b>	<p>Most of the program's staff completed Part 1 of Act 126 training only (6 out of 10). No evidence that the remaining staff completed the full Act 126 training.</p>

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>ENGAGEMENT IN DISTRICT PROFESSIONAL DEVELOPMENT AND CONTRACTOR MEETINGS:</b> Ensures that teachers and administrators engage in School District professional development opportunities and monthly contractor meetings.</p>		

**CATEGORY 4: GOVERNANCE & ENROLLMENT**

<b>STANDARD: PROGRAM GOVERNANCE</b> – Evidence of systems, structures and contractor activities to support compliance with contractual expectations for program governance		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>COMMUNITY ENGAGEMENT:</b> Engages community and non-profit providers to provide a diverse and relevant range of non-academic student services and support.</p>	✓	Program formed new partnerships with Jefferson Hospital and Philadelphia Works to provide career exposure and internship opportunities for students.
<p><b>COMMUNITY ELICITATION:</b> 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>	✗	One parent (0.8% of contracted maximum) completed the School District’s annual parent survey.


  

<b>STANDARD: STUDENT ENROLLMENT</b> – Evidence of systems, structures and contractor practices to meet contractual and statutory requirements for student enrollment and eliminate barriers to entry		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>TIMELY ENROLLMENT:</b> 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>	✗	No known issues with delays in enrollment. Program does not verify required immunizations prior to enrollment.
<p><b>RESIDENCY REQUIREMENT:</b> 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>	✗	No proof of residency documentation in student enrollment files to ensure Philadelphia residency. One enrollment file reviewed was for a student whose last school was outside of Pennsylvania.
<p><b>RE-ENGAGEMENT CENTER REFERRALS:</b> 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**

<b>STANDARD: FACILITIES</b> – Evidence of contractor compliance with established facility guidelines, contractual/statutory requirements and lease terms (if in School District-owned properties)		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>FEDERAL, STATE, &amp; LOCAL REGULATIONS:</b> 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><b>FACILITY MAINTENANCE:</b> 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>	✗	No structural issues observed with facility. Classroom and office spaces appear to be maintained. Bathrooms require some upkeep for cleanliness and repair of tissue/paper towel dispensers. Only one of two toilets operable in girl's bathroom.

<b>STANDARD: SCHOOL CALENDAR, TRANSPORTATION AND UNIFORMS</b> – 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		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>CALENDAR:</b> 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><b>TRANSPORTATION:</b> 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>	✓	

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>UNIFORMS:</b> 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**

<b>STANDARD: PROCUREMENT OF OPERATING CERTIFICATES – Contractor provides School District with relevant operating licenses and certificates; maintains current insurance consistent with contract requirements</b>		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>TAX LIABILITIES:</b> Provides School District with Certificate of Tax Clearance absolving any city tax liabilities.</p>	✓	
<p><b>PROOF OF INSURANCE:</b> 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>	✗	<p>Acord presented and expires 7/25/19. Educators Liability Insurance for Sexual Molestation Child Abuse, Physical Abuse (\$3,000,000 per occurrence required) is short by \$1M; all other types of insurance at required claim levels.</p>

<b>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</b>		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>FINANCIAL MANAGEMENT:</b> 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>	✓	<p>Financial Statements and Independent Auditor's Report for the year ended June 30, 2018 shows the organization's net assets and cash flows ended in accordance with accounting principles generally accepted in the United States.</p>
<p><b>MONTHLY INVOICING:</b> Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.</p>	✗	<p>Monthly invoices not submitted timely and have required revisions to calculations and enrollment documentation (6 of 7 invoices required revisions).</p>