THE SCHOOL DISTRICT OF PHILADELPHIA

OPPORTUNITY NETWORK
OPERATIONAL WALKTHROUGH 2018-2019
Program Name: One Bright Ray Fairhill
Provider: International Education and Community Initiatives d/b/a One Bright Ray, Inc.

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 16, 2019

Contract Term: FY 2018- FY 2022

Program Type: Accelerated (Grades 9-12)

CONTACT INFORMATION

2820 North 4th Street, Philadelphia, PA 19133
Phone: 215-423-1776
Webpage: http://www.onebrightraycommunity.org/

MISSION

"The mission of One Bright Ray Community High School is to provide a quality education to urban, over-aged and under-credited students in search of a positive school experience while earning their high school diploma. We challenge each student to explore his/her personal and academic potential through our accelerated Project Based curriculum and respectful relationships."

PROGRAM LEADERSHIP

Marcus A. Delgado, Chief Executive Officer

Anna Duvivier, Chief Operating Officer

Joycet Velasquez, Chief Academic Officer

Emily Trunfio, Principal

Maggie McMillian, Dean of Academics

WALKTHROUGH REVIEW TEAM

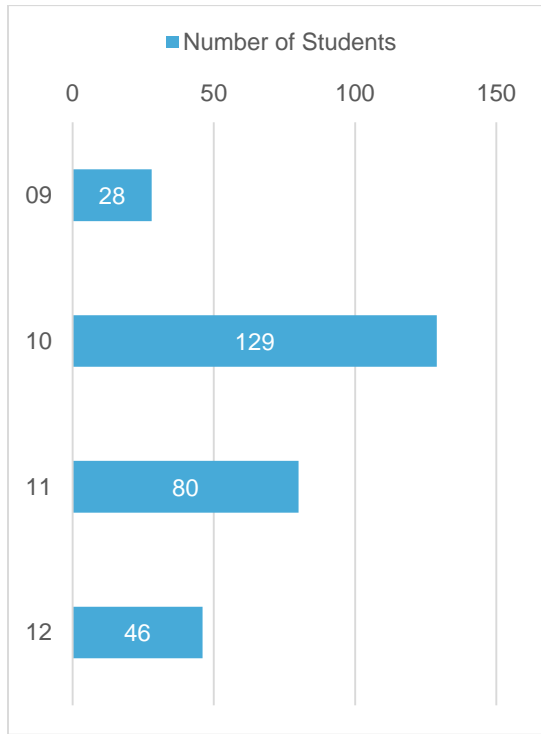**DawnLynne Kacer**, Executive Director, Opportunity Network

Majeedah Scott, Director, Office of Multiple Pathways to Graduation

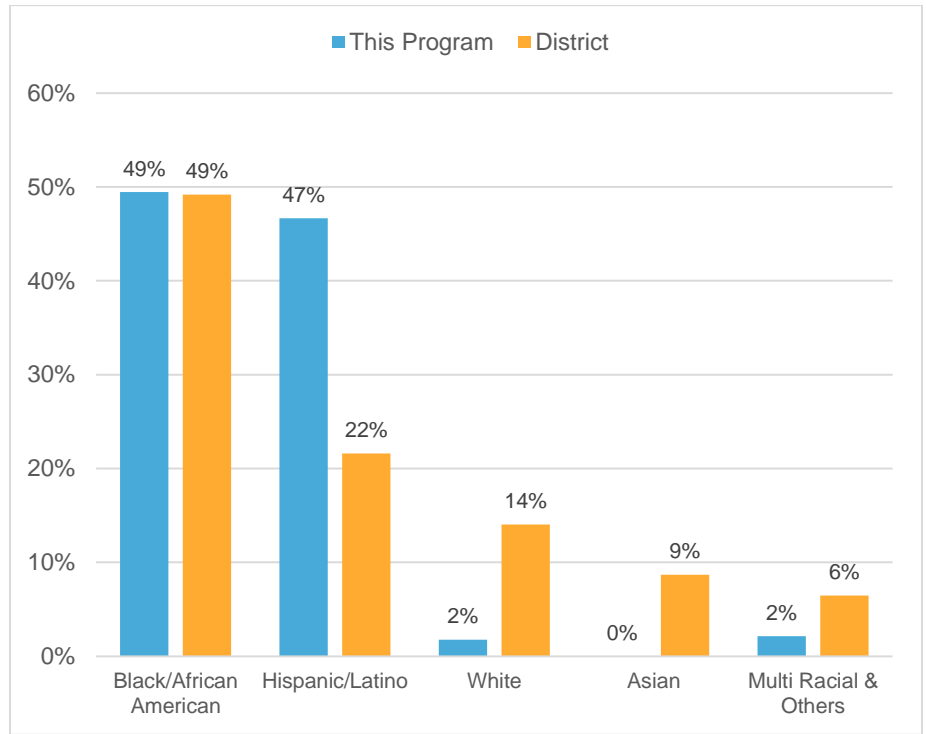**Marcus De Vose**, Assistant Director, Transition Services

Tiana Wilson, Program Manager, Re-engagement Center

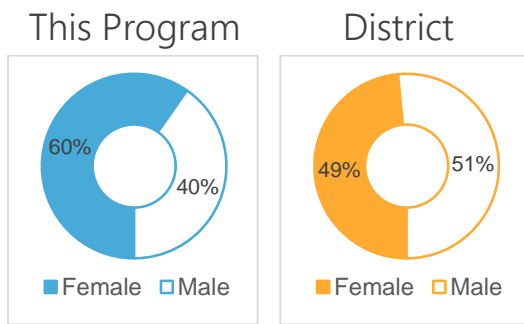**Elvis Mucaj**, Strategy Analyst II, Opportunity Network

ENROLLMENT BY GRADE
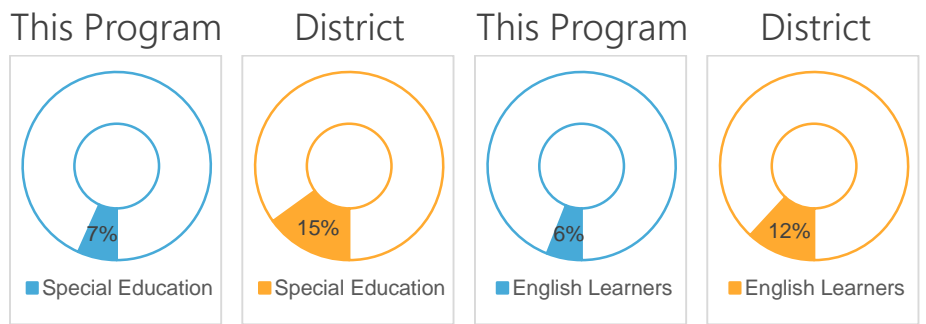
Number of Students

Grade	Number of Students
09	28
10	129
11	80
12	46

ETHNICITY

This Program / District

Ethnicity	This Program	District
Black/African American	49%	49%
Hispanic/Latino	47%	22%
White	2%	14%
Asian	0%	9%
Multi Racial & Others	2%	6%

GENDER

This Program
Female 60%
Male 40%

District
Female 49%
Male 51%

ENROLLMENT INFORMATION	
Enrollment on 2/1/19	283
Contracted Maximum	270

SPECIAL EDUCATION & ENGLISH LEARNERS

This Program — Special Education 7%
District — Special Education 15%
This Program — English Learners 6%
District — English Learners 12%

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)	3 / 5
School Climate Quality (Page 5)	4 / 6
TOTAL	**7 / 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 6)	5 / 8
Record Keeping & Communication (Page 8)	2 / 4
Personnel (Page 9)	5 / 7
Governance & Enrollment (Page 11)	3 / 5
TOTAL	**15 / 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 12)	4 / 5
Financial Compliance (Page 14)	2 / 3
TOTAL	**6 / 8**

CATEGORY 1: ACADEMIC QUALITY

STANDARD: CURRICULAR QUALITY – Evidence of systems and structures to ensure quality curriculum and instruction offered by contractor

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
BASELINE and REQUIRED ASSESSMENTS: Offers baseline (pre-test) and required assessments (Basic Assessment in Reading & Math, PA PSSA/Keystone Exams, P/SATs) for academic progress monitoring.	✘	Less than 80% of eligible students had both pre- and post- scores for the Basic Assessment in Reading & Math (reading 15%; math 17%). Less than 80% of eligible students took 2017-2018 Keystone exams (Literature: 15%, Algebra: 47%, Biology: 42%).
BEHAVIOR MODIFICATION/CHARACTER EDUCATION: Educational program offered includes behavior modification/character education.	✔	Character education is delivered through the program's School-wide Enrichment (SWE) classes, which are elective courses that all students take based on their proximity to graduation. SWE classes ranges from OBR Seminar for first year students to Senior Seminar for graduating seniors.

STANDARD: STUDENT PERFORMANCE – Evidence of systems and structures to ensure expected student progress in the program as defined in the AEPR and consistent with contract expectations

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
ACADEMIC ACHIEVEMENT: Collects and uses data to track and monitor student progress data to evaluate academic achievement and make appropriate instructional shifts and/or differentiate instruction.	✘	The program measures the correct progress monitoring growth targets for literacy/numeracy and reviews course performance at a student level on a weekly basis. However, there was no evidence of program-wide progress monitoring in course marks and credit attainment to support instructional shifts or differentiation.
POST-SECONDARY READINESS: Collects and uses data to track and monitor student post-secondary readiness.	✔	
ACADEMIC PERFORMANCE BARRIERS: Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes.	✔	

CATEGORY 2: SCHOOL CLIMATE QUALITY

STANDARD: DISCIPLINE MANAGEMENT – Evidence of systems, structures and contractor efforts to effectively manage student behavior and employ positive behavior intervention & supports system

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
RESTORATIVE JUSTICE and POSITIVE CLIMATE PRACTICES: Employs restorative justice practices (e.g. facilitated mediation, reflective writing, peer court/advising). Evidence of policies and practices to combat bullying including cyber bullying.	✓	Restorative justice practices evident from orientation throughout student's time in program. Disciplinary infractions lead to specific restorative practices per the program's handbook. Evidence of circles, restorative conferences and acts of reparation.
STUDENT INCENTIVES: Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).	✓	Evidence of weekly recognition and awards for attendance, behavior and academics. End of module trips for 85ers Club (high achievers). Students receive lanyard pins for recognition, special breakfasts/meals, etc.
TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS: Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.	✗	Program identifies students' personal barriers and documents them in the Emotional Support Team log. Program staff addresses issues to mitigate or remove barriers, however, individualized plans were not evident.

STANDARD: ATTENDANCE & DISCIPLINE REPORTING – Evidence of systems, structures and contractor efforts to track, monitor and report student attendance and behavior, including compliance with Safe Schools Act

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
DRILLS and SAFETY REPORTING: Conducts and reports appropriate school safety drills, designates rally and shelter-in-place locations, and reports school safety incidents as required.	✓	
CODE of CONDUCT: Adopts and provides to students a code of conduct aligned to School District's Code of Conduct.	✓	
TRUANCY and DISCIPLINE REPORTING: 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.	✗	No SAIPs in SIS for students with 6 or more unexcused absences.

CATEGORY 1: STUDENT PROGRESS MONITORING & REPORTING

STANDARD: STUDENT LEVEL PLANS – Evidence that contractor creates, maintains and effectively implements student-level plans for learning, behavior and post-secondary and communicates student progress to student and family for all students

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
PERSONALIZED LEARNING PLANS *(AEDY Transition & Continuation only)*: Creation (upon enrollment of student) of a Personalized Learning Plan that includes a Transition Plan for student to return to School District.	Not applicable	
PERIODIC ACADEMIC and BEHAVIOR REPORTING: Provides timely reporting of student academic progress (on quarterly or semester basis to students, parents and/or guardians) including information for coursework attempted/completed, level of achievement and progress, behavior and attendance.	✓	
GRADUATION AND POST-SECONDARY PLANS: Creation and maintenance of plan for progress towards graduation (including credits needed) and a student-specific post-secondary plan aligned to student interests.	✓	Plans were evident and developed in the mandatory Senior Seminar course for graduating seniors.

STANDARD: DIVERSE LEARNER POPULATION – Evidence of systems, structures and contractor policies to appropriately identify, support and monitor instruction for special education students and English Learners (ELs)

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
ENROLLMENT of SPECIAL EDUCATION STUDENTS: Enrolls special education population no less than 15% and no greater than 20% of the program capacity.	✗	As of December 1, there were 14 students enrolled with IEPs out of the contracted maximum of 270 students (5.2%).
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.	✗	No evidence of baseline assessments for EL students (e.g., ACCESS).

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
IEP IDENTIFICATION, EVALUATION & REVIEW: Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.	✔	
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.	✔	14 of 14 IEPs were in compliance for December 1 Child Count (100% compliance).
IEP MEETINGS: Assumes lead role for scheduling, convening, and completion of IEP meetings as well as all special education related paperwork. Collaborates with the School District as necessary and appropriate to support students.	✔	
EL IDENTIFICATION, EVALUATION & REVIEW: Identifies potential ELs using the Home Language Survey, evaluates students using screener, and assesses ELs annually using ACCESS exam to provide all required services for success of EL students.	✘	10 of 10 enrollment files reviewed for EL students did not include Home Language Survey. The program had no EL files to present for review; files had not been maintained. No evidence of ACCESS exam, exit rubrics, or other services required for EL students. As of the walkthrough date, the program had hired a certified ESL teacher.

CATEGORY 2: RECORD KEEPING & COMMUNICATION

STANDARD: COMMUNICATIONS WITH SCHOOL DISTRICT – Evidence that contractor timely and accurately reports information to the School District either directly or via provided systems consistent with contract requirements and written updates from the School District		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
STUDENT INFORMATION SYSTEM UPLOAD: Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.	✖	No issues this school year with timely entry of grades and attendance. The program did not enter final grades in the SIS for SY 2017-2018. This required District central office staff to do a mass manual upload of grades for the program at the start of the current school year.
ARCHIVE OF HISTORICAL RECORDS: Maintains an archive of all historical student academic and behavioral records.	✔	The program utilizes PowerSchool student information system to maintain current and 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
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.	✖	8 of 20 enrollment files reviewed included custody orders, DHS findings, and other family court documentation. Recommended that the program maintain these documents in counselor files and ensure that they are not requested or required for enrollment.
ENGAGEMENT WITH PARENTS/GUARDIANS AND FAMILIES: Contractor ensures that it communicates with all stakeholders as appropriate to maintain levels of engagement including reporting of student academic progress, information regarding program events (e.g. back to school nights) and student expectations (e.g. orientation and handbook) in a manner that is accessible to all.	✔	Mandatory parent orientation on the second day of new student orientation. Log entries evidenced contact with parents via phone and home visits. Evidence of well-attended Open House Pasta Dinner Night and FAFSA Night. Program-specific parent survey results from Module 1 were available for review. Parents/guardians have access to grades, behavior and attendance via the PowerSchool parent portal.

CATEGORY 3: PERSONNEL

STANDARD: BACKGROUND CHECKS, LICENSES & EDUCATOR CERTIFICATION – Evidence of contractor compliance with relevant contract, state and federal educator personnel requirements		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
EMPLOYEE BACKGROUND CHECKS: Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.	✘	PA Criminal History Check: 9 of 10 employees reviewed had a valid check on file. PA Child Abuse Clearance: 10 of 10 employees reviewed had a valid clearance on file. FBI Background Check: 7 of 10 employees reviewed had a valid check on file. Act 168 documentation: 6 of 9 eligible employees reviewed had documentation on file.
PROFESSIONAL CERTIFICATIONS: Provides PA certificated teachers in all core instructional areas.	✘	No certified teachers for mathematics. No valid certification for one of two science teachers on staff. No certified Spanish teacher.
PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR): Provides at least one PA certificated administrator per site.	✔	
STUDENT SUPPORT SERVICES STAFF: Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs.	✔	The program employs a range of student support staff including Social Workers and a Post-Secondary Counselor.

STANDARD: PERSONNEL RATIO & PROFESSIONAL DEVELOPMENT – Evidence of contractor adherence to contractual Personnel Ratios, contractually or statutorily required trainings, and relevant staff professional development		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
PERSONNEL RATIOS: Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.	✔	
OBLIGATORY TRAININGS: Provides all employees with Act 71, Act 126, and other obligatory PDE professional trainings and monitors timely completion and updates as required.	✔	10 of 10 employee files reviewed included certificates of completion for obligatory trainings (100% compliance).

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

CATEGORY 4: GOVERNANCE & ENROLLMENT

STANDARD: PROGRAM GOVERNANCE – Evidence of systems, structures and contractor activities to support compliance with contractual expectations for program governance

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
COMMUNITY ENGAGEMENT: Engages community and non-profit providers to provide a diverse and relevant range of non-academic student services and support.	✘	Evidence of partnerships with postsecondary institutions, ECP and ELECT only. Recommended the establishment of more comprehensive partnerships to support students' socio-emotional needs, career development, enrichment activities/interests, etc.
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.	✘	4% of parents completed the 2017-2018 District-wide Parent Survey. Minimum of 10% participation required.

STANDARD: STUDENT ENROLLMENT – Evidence of systems, structures and contractor practices to meet contractual and statutory requirements for student enrollment and eliminate barriers to entry

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
TIMELY ENROLLMENT: Contractor does not create barriers to enrollment and enrolls students referred and/or who apply timely. Enrollment and/or student files contain information as required by PDE for enrollment. Program has procedures in place to confirm eligibility of students prior to enrollment.	✓	
RESIDENCY REQUIREMENT: Contractor does not serve students from other LEAs without written consent of School District. Contractor confirms residency of student prior to or at time of enrollment.	✓	20 of 20 student enrollment files reviewed included proof of residency.
RE-ENGAGEMENT CENTER REFERRALS: Contractor has reserved 50% of seats for School District's Engagement Center (REC) and/or partners with the REC to receive referrals.	✓	

CATEGORY 1: ACCOMMODATIVE QUALITY

STANDARD: FACILITIES – Evidence of contractor compliance with established facility guidelines, contractual/statutory requirements and lease terms (if in School District-owned properties)

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
FEDERAL, STATE, & LOCAL REGULATIONS: Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities. The program is housed in a non-sectarian facility. If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing.	✘	The program is in a privately-owned facility. Entrance to the building is wheelchair accessible, however, there is no elevator or lift to assist individuals with moving about the three-story building.
FACILITY MAINTENANCE: For privately-owned facilities, contractor maintains regular upkeep of facility including structure, student and staff related spaces as well as outside grounds. For School District-owned facilities, contactor fulfills the obligations of their lease agreement regarding maintenance and reports facility condition issues timely.	✓	

STANDARD: SCHOOL CALENDAR, TRANSPORTATION AND UNIFORMS – Evidence that contractor operates a program that meets the minimum number of days of instruction as required by the contract and makes the program accessible to all eligible students

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
CALENDAR: Maintains an academic calendar that minimally has at least as many instructional days as that of the School District. Submits operational calendars timely and appropriately notifies the School District departments of any changes in the calendar.	✓	
TRANSPORTATION: Maintains accurate student information to allow the School District to appropriately manage transportation services for students. No corrective action initiated regarding required student transpass usage reports.	✓	

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
UNIFORMS: Establishes a clear dress code for students inclusive of expectations regarding school uniform. Provides uniforms to students upon request due to financial need. Does not have policies or practices that create barriers to instruction based on dress code or school uniform.	✓	

CATEGORY 2: FINANCIAL COMPLIANCE

STANDARD: PROCUREMENT OF OPERATING CERTIFICATES – Contractor provides School District with relevant operating licenses and certificates; maintains current insurance consistent with contract requirements		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
TAX LIABILITIES: Provides School District with Certificate of Tax Clearance absolving any city tax liabilities.	✓	
PROOF OF INSURANCE: Provides Proof of Insurance related to: (1) Worker's Compensation and Employer's Liability, (2) General Liability Insurance, (3) Automobile Liability Insurance, (4) Professional Liability Insurance, (5) Educator Legal Liability Insurance, (6) Excess/Umbrella Liability, and (7) Directors' and Officers' Liability Insurance.	✓	

STANDARD: FINANCIAL MANAGEMENT AND REPORTING – Evidence the contractor adheres to standards of financial management including with monitoring and reporting of revenues and expenses, invoicing to the School District and ability of contractor to maintain financial viability		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
FINANCIAL MANAGEMENT: Provides detailed information upon request regarding program annual budgets, as well as actual expenses and revenues. Upon request, provides independent third-party financial audit timely; audit does not indicate any material weakness or going concerns.	Not applicable	
MONTHLY INVOICING: Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.	✗	Less than 80% of monthly invoices required revisions to calculations and/or student enrollment documentation (3 of 5 invoices or 60%).