



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 3, 2019

Contract Term: FY 2018- FY 2022

Program Type: Accelerated (Grades 9-12)

PROGRAM LEADERSHIP

Charles Crumbley, III, Interim President & CEO, Philadelphia OIC

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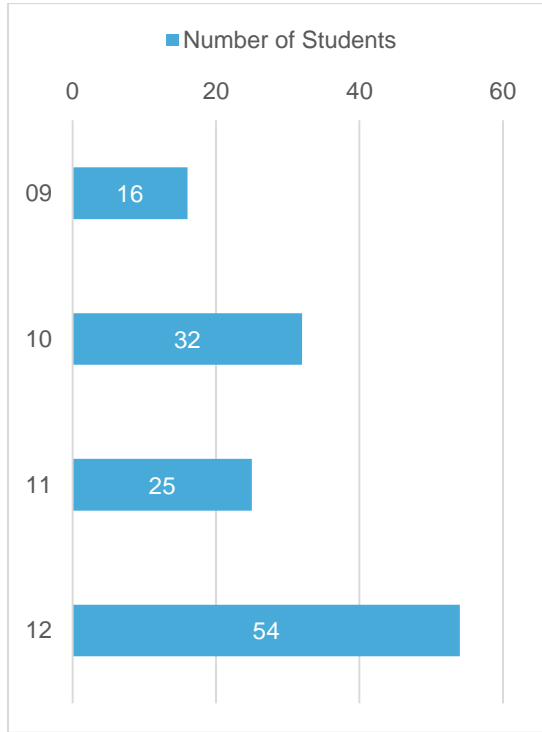
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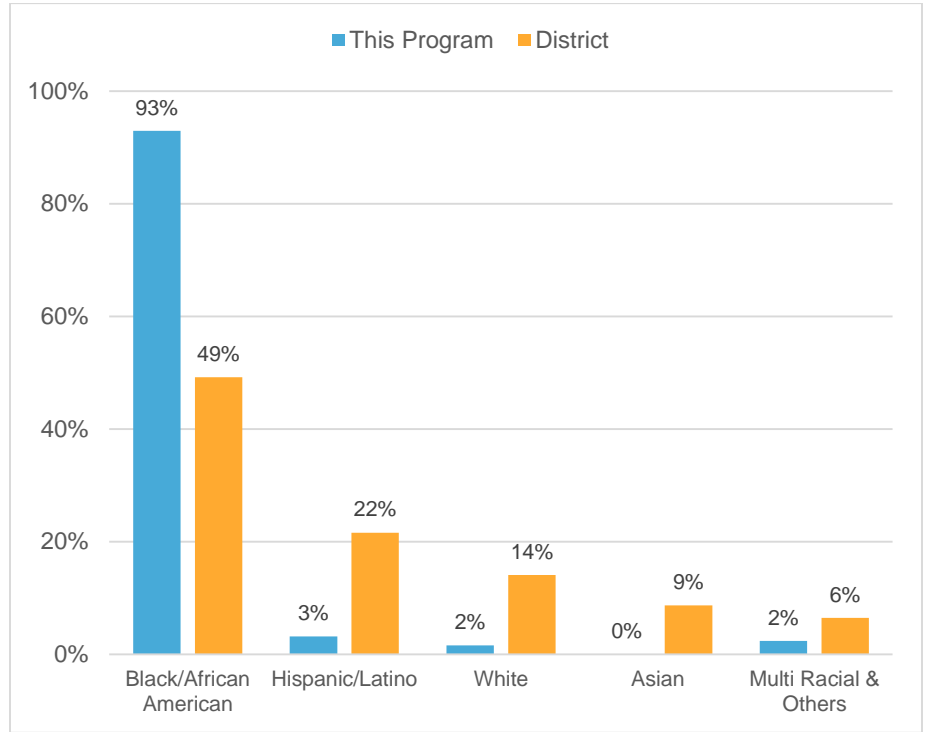
MISSION

“The vision of the Philadelphia OIC Workforce Academy is to provide a systematic response to poverty, illiteracy and unemployment by ensuring that youth within the city of Philadelphia engage in studies guided by rigorous curriculum, including experiential project-based learning opportunities that prepare them for employment, career, and postsecondary success.”

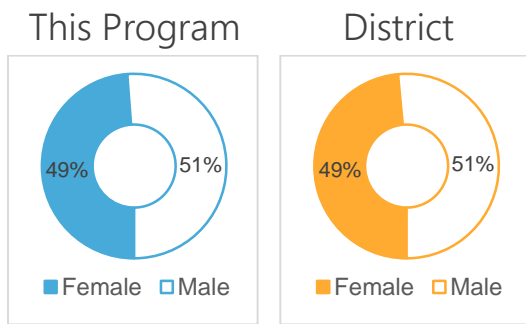
ENROLLMENT BY GRADE



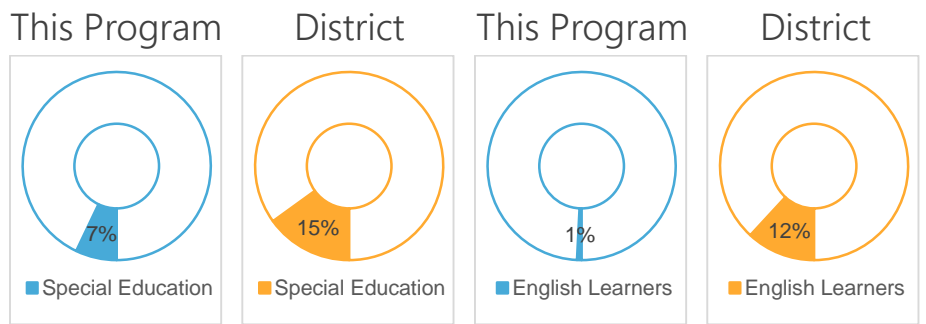
ETHNICITY



GENDER



SPECIAL EDUCATION & ENGLISH LEARNERS



ENROLLMENT INFORMATION	
Enrollment on 2/1/19	127
Contracted Maximum	125

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)	3 / 6
TOTAL	4 / 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)	3 / 8
Record Keeping & Communication (Page 9)	3 / 4
Personnel (Page 10)	3 / 7
Governance & Enrollment (Page 12)	3 / 5
TOTAL	12 / 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)	5 / 5
Financial Compliance (Page 15)	3 / 3
TOTAL	8 / 8

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>		No eligible students had both pre- and post-scores from the Basic Assessment in Reading & Math (100% insufficient test records). Less than 80% of eligible students participated in 2017-2018 Keystone Exams (Literature 33%; Algebra 21%; Biology 17%)
<p>BEHAVIOR MODIFICATION/CHARACTER EDUCATION: Educational program offered includes behavior modification/character education.</p>		Evidence of comprehensive curriculum (FAVOR) that addresses social-emotional learning (self-awareness, self-management, responsible decision-making, social awareness). Program provides job readiness training that includes pre- and post-assessments to measure growth of students' social-emotional learning.

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 makes appropriate instructional shifts and/or differentiate instruction.</p>		Program tracks data that is not fully aligned to AEPR metrics for attendance (at least 50% of students should attend a minimum of 85% or more of instructional days). Keystone exams, grade metrics and benchmarks are aligned to AEPR. Program is not tracking credit accumulation at the student-level. Recommended that the program begin to track college and career readiness metrics.
<p>POST-SECONDARY READINESS: Collects and uses data to track and monitor student post-secondary readiness.</p>		SAT participation and FAFSA completion evident for graduating seniors. Individual Graduation Plans lack credit maps, comprehensive checklist of bridging and exploration activities, and expected graduation dates.
<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>		Recommended that the program track and monitor retention, behavioral infractions and attendance in order to provide appropriate and tiered supports to students.

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.	✘	No evidence of restorative justice practices (e.g., restorative circles, reflective writing).
STUDENT INCENTIVES: Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).	✔	Evidence of recognition awards for high achievers in different subject areas and student of the month recognition.
TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS: Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.	✘	Evidence of personalized goals aligned to each academic cycle with correlating reflection assignment, "I am Favored", with Plan of Action to complete goals within 30 days. No evidence that plans are developed within 30 days of enrollment. No evidence of plan implementation (e.g., monitoring progress toward goals; additional student reflections).





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.	✘	Student Handbook clearly outlines expectations and consequences for student behavior. Expectations and consequences are not fully aligned to School District's Code of Conduct (e.g., dismissal from the program cannot be a consequence for cutting class).

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<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>Student Attendance Improvement Plans (SAIP) were evident in the SIS. Absence notices printed timely from the SIS based on number of unexcused absences.</p>

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
<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>	✓	
<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>	✗	Post-secondary plans identify student goals and interests but do not include a comprehensive list of exposure/exploration activities. At a minimum, plans should include expected graduation date, mapping of courses needed for graduation, academic improvement goals, and checklist of post-secondary bridging activities.

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>	✗	As of December 1, there were 10 students enrolled with IEPs out of the contracted maximum of 125 students (8%).
<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>	✗	No evidence of baseline measures for the one EL student enrolled at the time of the walkthrough (e.g., W-APT). No evidence of consistent progress monitoring toward IEP goals (e.g., interim reports, AGS scores). Program indicated plans to conduct progress monitoring more consistently using data walls and data binders.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>IEP IDENTIFICATION, EVALUATION & REVIEW: Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.</p>		<p>Transition plans, student signatures, and parent signatures not consistently evident for IEPs reviewed (1 of 5 did not include transition plan; 1 of 5 did not include student signature; 1 of 5 did not include parent signature or evidence of attempts).</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>10 of 10 IEPs were in compliance for December 1 Child Count (100% compliance).</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>File review for the one EL student enrolled at the time of walkthrough had no evidence of initial screening (e.g. W-APT), annual evaluation (e.g., ACCESS exam), or LIEP (Language Instruction Education Program).</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
STUDENT INFORMATION SYSTEM UPLOAD: Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.	✓	
ARCHIVE OF HISTORICAL RECORDS: Maintains an archive of all historical student academic and behavioral 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.	✗	1 of 10 enrollment files included a student's social security card.
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.	✓	Evidence of home visits and communications via phone with parents/guardians. Program maintains a log of outreach efforts to families. Program uses Remind application to communicate with students and parents/guardians. Evidence of the program's Imagine OIC Newsletter sent to students and parents/guardians.

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>	✘	<p>PA Criminal History Check: 8 of 10 employees reviewed had a valid check on file. PA Child Abuse Clearance: 6 of 10 employees reviewed had a valid clearance on file. FBI Background Check: 8 of 10 employees reviewed had a valid check on file. Act 168 documentation: 8 of 10 eligible employees reviewed had documentation on file.</p>
<p>PROFESSIONAL CERTIFICATIONS: Provides PA certificated teachers in all core instructional areas.</p>	✘	<p>Art class is taught by a PA certified art teacher. No other classes are taught by staff with PA certifications in the subject areas that they teach. No evidence that all CTE instructors have the credentials and experience required to teach CTE courses. The program indicated that employed uncertified teachers were enrolled in graduate programs which could lead to certification.</p>
<p>PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR): Provides at least one PA certificated administrator per site.</p>	✔	
<p>STUDENT SUPPORT SERVICES STAFF: Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs.</p>	✘	<p>No certified ESOL teacher on 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>	✔	



CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<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>		<p>Act 71 Training: 8 of 10 employees reviewed had a completion certificate on file. Act 126 Training: 4 of 10 employees reviewed had a completion certificate on file for the required 3-hour training; 6 of 10 employees completed the one-hour training only.</p>
<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>		



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 Information Sessions and Meet & Greet events with community members. Partnership agreement with YMCA. Recently awarded a grant to offer Digital Media courses from Comcast. Partnership with Big Picture Alliance to implement the Digital Media curriculum.
<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>	✗	0% parent participation in the 2017-2018 District-wide 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>	✓	
<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>	✗	2 of 10 student enrollment files included proof of residency.
<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>Program is located in a privately-owned facility.</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>The facility is warm and welcoming, with a readily identifiable color scheme. The reception area is open and inviting, and it includes an integrated hospitality suite on site.</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>		

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>	Not applicable	
<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>	✓	