





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. *Due to COVID-19 all Operational Walkthroughs were conducted virtually but areas of review remained unchanged.*

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 Notes section for each standard.

GENERAL INFORMATION

Walkthrough Date: December 10, 2020

Contract Term: FY 2018- FY 2022

Program Type: Accelerated (Grades 9-12)

PROGRAM LEADERSHIP

Dr. Parthenia Moore, Vice President of Education

Aisha Dennis, Chief Operating Officer & Vice President of Human Resources

Marquis Butler, Dean of Academics

Priscilla Duncan, Workforce Coordinator

CONTACT INFORMATION

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WALKTHROUGH REVIEW TEAM

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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.”

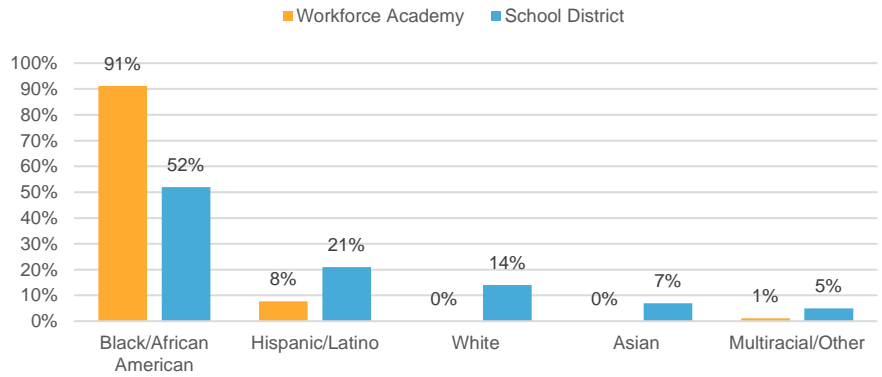
The School District of Philadelphia's official demographic information is reported on October 1st of each school year. The Opportunity Network's demographic information is reported here as of February 2021 to more closely align with the student population on the date of the walkthrough.

ENROLLMENT INFORMATION

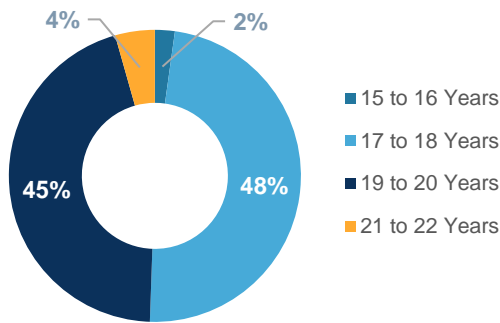
Enrollment as of February 2021



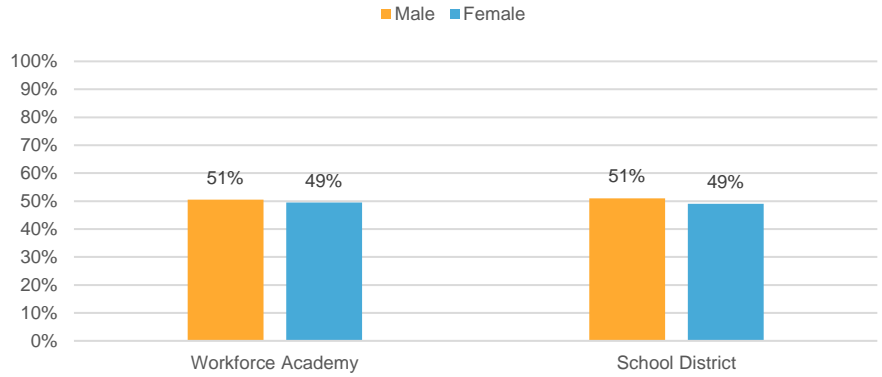
RACE & ETHNICITY



ENROLLMENT BY AGE

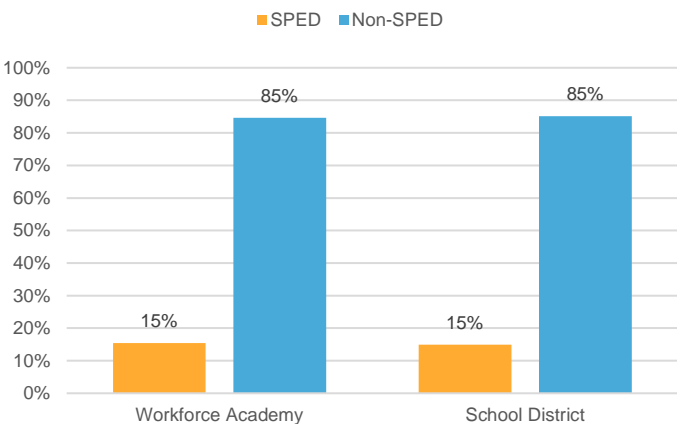


GENDER

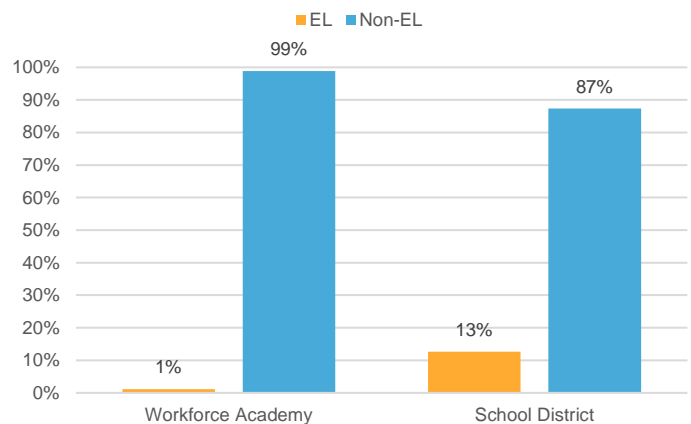


DIVERSE LEARNERS

SPECIAL EDUCATION

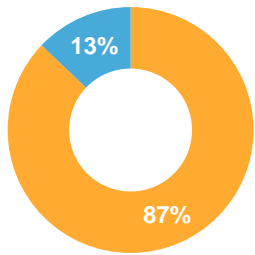


ENGLISH LEARNERS



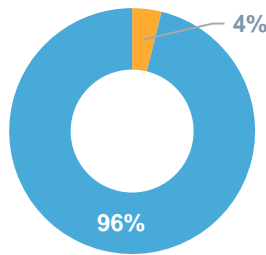
All data for attendance, student conduct, low income, McKinney-Vento, and Education Leading to Employment and Career Training (ELECT) participation reflect enrollment as of February 2021 to more closely align with the student population on the date of the walkthrough.

LOW INCOME MCKINNEY-VENTO ELECT PARTICIPATION



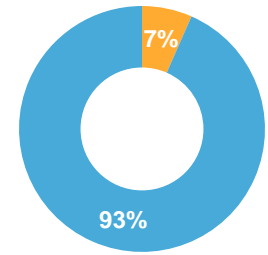
Low Income Non-Low Income

Low income status is calculated by the number of students directly certified as receiving public assistance.



McKinney-Vento Non-McKinney-Vento

The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all children and youth experiencing homelessness.



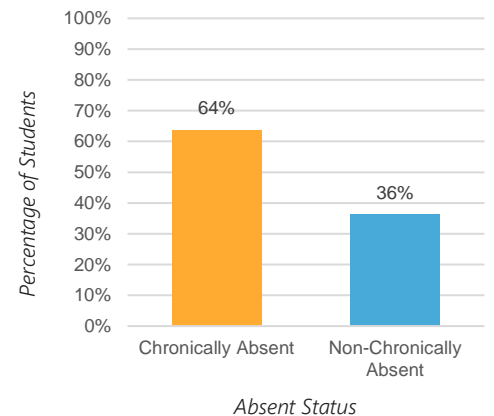
ELECT Non-ELECT

The Philadelphia ELECT program is a comprehensive network of education, health, and support services designed to assist pregnant and parenting teens in completing their education and becoming self-sufficient.

OUT OF SCHOOL SUSPENSIONS SY2020-21

There were no suspensions at OIC Workforce Academy as of February 2021 school year to date.

CHRONICALLY ABSENT SY2020-21



Students are considered chronically absent if they accrue 10 or more unexcused absences within a 45-day period.

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 2020-2021 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 5)	0 / 5
School Climate Quality (Page 6)	1 / 6
TOTAL	1 / 11

DOMAIN 2: ORGANIZATIONAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2020-2021 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 8)	2 / 8
Record Keeping & Communication (Page 10)	2 / 4
Personnel (Page 11)	2 / 7
Governance & Enrollment (Page 12)	2 / 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 2020-2021 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 14)	1 / 3
Financial Compliance (Page 16)	2 / 4
TOTAL	3 / 7

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>	x	Less than 80% of eligible students had SY 2020-2021 pre-assessment scores for the Basic Assessment in Reading & Math (reading 59%; math 46%). However, the program provided evidence of systems to track assessment participation and outcomes with alignment to SDP benchmarks. It was unclear at the time of the walkthrough if administration of the pre-assessment continued after the change in program leadership in October 2020.
<p>BEHAVIOR MODIFICATION/CHARACTER EDUCATION: Educational program offered includes behavior modification/character education.</p>	x	No evidence of behavior modification or character education offerings.
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 to evaluate academic achievement and makes appropriate instructional shifts and/or differentiate instruction.</p>	x	No evidence that the program tracks and monitors student progress data beyond assessments. Individual student learning plans were not provided for review.
<p>POST-SECONDARY READINESS: Collects and uses data to track and monitor student post-secondary readiness.</p>	x	No evidence that the program tracks and monitors individual student postsecondary bridging activities. Graduation Plan template was provided but did not appear to be completed for each student.
<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>	x	No evidence that the program tracks and monitors climate data nor has processes in place to align supports for chronically absent students. Program has three academic counselors but no designated leads for attendance, climate, and school safety.

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>	x	No evidence that the program employs restorative justice practices. No evidence of written policies to combat bullying nor positive climate training for students. No student handbook was provided for review nor evidence of student orientation.
<p>STUDENT INCENTIVES: Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).</p>	x	No evidence of incentives for students.
<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>	x	No evidence of socio-emotional development plans for individual students and no evidence of counseling supports or advising.

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>	✓	No school safety drills conducted a result of remote learning. The program completed the required Vital Information Packet and Emergency Operations Plans in Previstar.
<p>CODE of CONDUCT: Adopts and provides to students a code of conduct aligned to School District's Code of Conduct.</p>	✗	No evidence that the program has adopted the School District's Code of Conduct nor that the program has developed a code of conduct aligned to that of the School District.
<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>	✗	No SAIPs were produced although the program has a high rate of chronic absenteeism. Form letters to communicate attendance concerns to parents included staff contacts who no longer work for the program. The program's protocol for attendance interventions does not align with the required School District protocol.

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>	✓	
<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>	✗	The program submitted for graduation students in 2021 who had not completed all graduation requirements as published by the School District. No evidence to demonstrate how academic planning was supported when program suspended CTE programming.





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.	x	At the time of the walkthrough, 13% of the contracted maximum number of students had an IEP.
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.	x	0 of 10 Special Education files reviewed had baseline measures and sufficient evidence of progress monitoring. 0 of 1 English Learner (EL) file reviewed had sufficient evidence of progress monitoring.
IEP IDENTIFICATION, EVALUATION & REVIEW: Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.	x	0 of 10 Special Education files reviewed included the required digital hybrid learning plan.
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.	x	13 of 13 IEPs were in compliance for December 1 Child Count (100% compliance rate). 3 of 10 Special Education files reviewed included transition assessment results.
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.	x	One English Learner student was enrolled in the program at the time of the walkthrough since January 2020; no evidence of ACCESS testing. 5 of 10 enrollment files reviewed had a completed Home Language Survey.

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 personally identifiable or confidential information. 0 of 3 enrollment files reviewed for students 18 years of age or older at the time of enrollment included a signed FERPA release form. Program does include FERPA consent on enrollment checklist but it was not consistently obtained.
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 communications via phone with parents/guardians; evidence that term grades are shared with parents/guardians. No evidence of communication with families regarding the suspension of CTE programming during the 2020-2021 school year.

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: 6 of 6 employees reviewed had a valid check on file. PA Child Abuse Clearance: 6 of 6 employees reviewed had a valid clearance on file. FBI Background Check: 6 of 6 employees reviewed had a valid check on file. Act 168 documentation: 5 of 6 eligible employees reviewed had documentation on file. Additionally many Act 168 forms were incomplete or lacked multiple attempts. One Act 168 form indicated that an employee was ineligible for hire without program follow-up.</p>
<p>PROFESSIONAL CERTIFICATIONS: Provides PA certificated teachers in all core instructional areas.</p>		<p>No appropriately certified teachers for mathematics and science.</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>At the time of the walkthrough, no certified Special Education teacher or ESOL teacher on staff. A certified Special Education teacher was hired after the walkthrough with a start date of January 4, 2021. No certified ESOL teacher on staff by the program's last day of school, June 11, 2021.</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>	✗	<p>Act 71: 4 of 6 new employees reviewed had a completion certificate on file. Act 126: 4 of 6 new employees reviewed had a completion certificate on file for the required 3-hour training.</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>	✗	<p>No program representation at the Opportunity Network kick-off meeting for operational walkthroughs. Program lead or other program representative is generally present at 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>	✓	<p>Evidence of some partnerships with non-profits to provide social-emotional supports for students, including ELECT and Juvenile Justice Center. Recommend that the program develop additional relationships with providers to support mental health and economic development.</p>
<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>	✓	<p>15% of parents participated in the 2019-2020 District-wide Survey (minimum of 10% required). This represents a 12% increase over the prior year.</p>

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>X</p>	<p>Program did not identify a McKinney-Vento eligible student timely resulting in student being flagged as non-compliant for immunizations, which could impact student enrollment and continued attendance.</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>	<p>X</p>	<p>No evidence that the program enrolls students from other LEAs, however, only 9 of 10 student enrollment files reviewed had proof of address.</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>	<p>X</p>	<p>At the time of the walkthrough, the program was not communicating timely with the Re-engagement (7 referrals pending for more than 21 days). The suspension of CTE programming was not communicated timely to the Opportunity Network and REC, which could negatively affect student interest in the program and the number of referrals received.</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>Not applicable</p>	<p>Not able to be observed due to virtual walkthrough.</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>	✘	At the time of the walkthrough, the program was not offering CTE as contractually required and as planned by their academic calendar. As a result, students were not receiving the required number of instructional hours per PDE (990 hours). The program will need to provide 174 hours of CTE instruction during Semester 2 to meet the required minimum number of instructional time.
<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>	Not applicable	Transportation services were suspended due to remote learning.
<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>	✘	No evidence that the program has established a dress code. No evidence of compliance with Board Policy 252 nor Board Policy 234.

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>	✗	The program's Additional Insured Endorsement documentation was not produced at the time of the walkthrough. That documentation was received from the program after the walkthrough and approved by the Office of Risk Management.

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>	✓	No concerns highlighted in an independent audit of the organizations FY 2019 financial statements. The FY 2020 independent audit was in progress at the time of the walkthrough.
<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>	✗	2 of 2 monthly invoices required revisions by the time of the walkthrough.