




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. All SY2021-22 Operational Walkthroughs were conducted in-person and on-site.

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: October 8, 2021

Contract Term: FY 2018- FY 2022

Program Type: Accelerated (Grades 9-12)

CONTACT INFORMATION

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MISSION

“OIC of America provides low-income people with the tools and support to overcome barriers to economic opportunity and social justice in America. We envision a world in which all people are contributing members of their families and communities. Through our efforts and theirs, our participants break the cycle of poverty, creating a more just society.”

PROGRAM LEADERSHIP

C. Benjamin Lattimore, Director, National Literacy Programs

Dana Rapoport, Principal

Lester Lowery, SEL and Postsecondary Counselor

Yvonne Knowles, Case Manager

WALKTHROUGH REVIEW TEAM

DawnLynne Kacer, Executive Director, Opportunity Network

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Marcus De Vose, Assistant Director, Transition Services

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Nolita Petus, Special Education Case Manager

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 November 2021 to more closely align with the student population on the date of the walkthrough.

ENROLLMENT INFORMATION

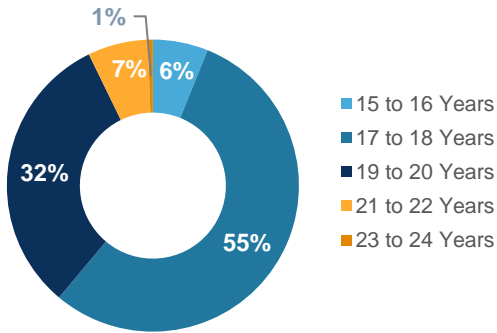
Enrollment as of November 2021

180

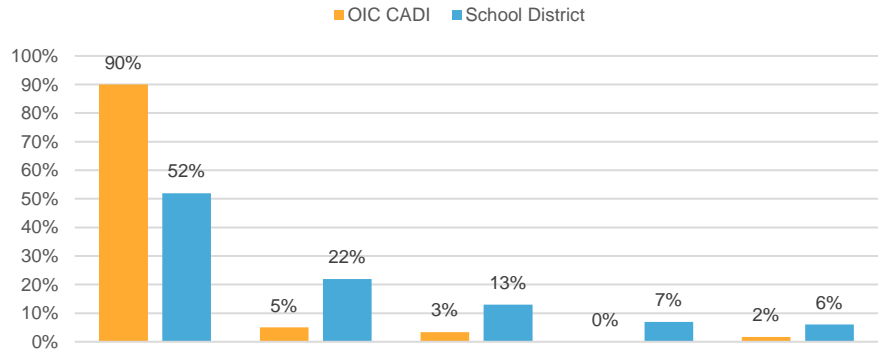
Contracted Maximum

150

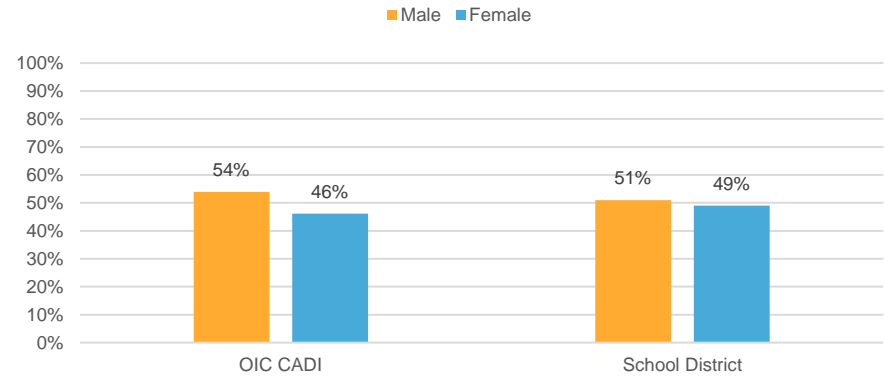
ENROLLMENT BY AGE



RACE & ETHNICITY

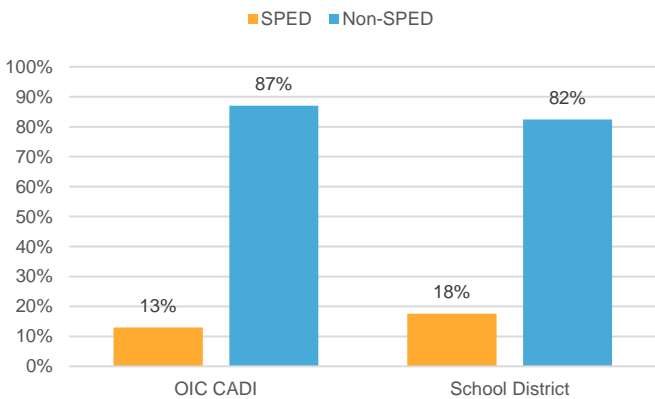


GENDER

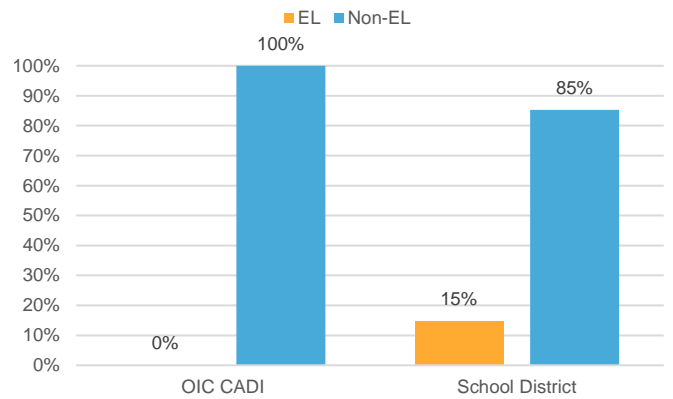


DIVERSE LEARNERS

SPECIAL EDUCATION

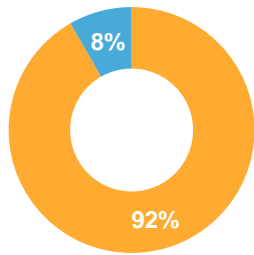


ENGLISH LEARNERS



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

LOW INCOME



Low Income Non-Low Income

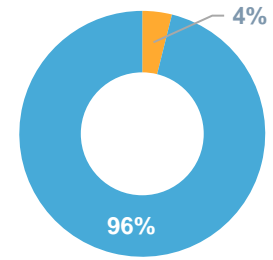
Low income status is calculated by the number of students directly certified as receiving public assistance.

MCKINNEY-VENTO

There were no McKinney-Vento students enrolled at OIC CADI as of November 2021.

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

ELECT PARTICIPATION



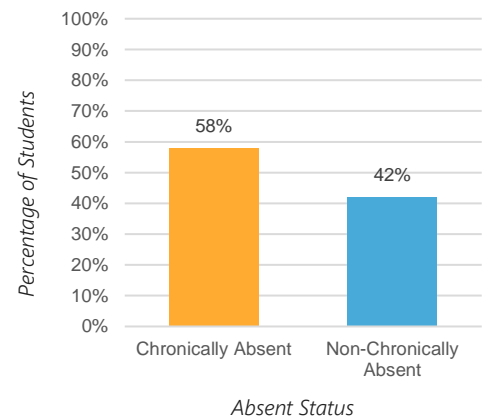
ELECT Non-ELECT

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 SY2021-22

There were no suspensions at OIC CADI as of November 2021 school year to date.

CHRONICALLY ABSENT SY2021-22



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 2021-2022 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)	4 / 5
School Climate Quality (Page 6)	2 / 6
TOTAL	6 / 11

DOMAIN 2: ORGANIZATIONAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2021-2022 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)	5 / 8
Record Keeping & Communication (Page 9)	2 / 4
Personnel (Page 11)	3 / 7
Governance & Enrollment (Page 12)	3 / 5
TOTAL	13 / 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 2021-2022 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)	5 / 5
Financial Compliance (Page 15)	3 / 4
TOTAL	8 / 9

CATEGORY I: ACADEMIC QUALITY


STANDARD: CURRICULAR QUALITY – Evidence of systems and structures to ensure quality curriculum and instruction offered by contractor		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>BASELINE and REQUIRED ASSESSMENTS: Offers baseline (pre-test) and required assessments (Basic Assessment in Reading & Math, PA PSSA/Keystone Exams, P/SATs) for academic progress monitoring.</p>	✘	<p>Less than 80% of all students had STAR assessment scores (Reading 3%; Math 19%). Less than 80% of regularly attending students had STAR assessment scores (Reading 59%; Math 42%).</p>
<p>BEHAVIOR MODIFICATION/CHARACTER EDUCATION: Educational program offered includes behavior modification/character education.</p>	✔	<p>Evidence of lessons focused on self-regulation, self-awareness, empathy, self-image, and coping strategies.</p>

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 make appropriate instructional shifts and/or differentiate instruction.</p>	✔	<p>Evidence of an MTSS system to track and monitor individual student progress, including attendance, assessment data, supports, and interventions.</p>
<p>POST-SECONDARY READINESS: Collects and uses data to track and monitor student post-secondary readiness.</p>	✔	<p>Evidence of counselor check-ins with students to track post-secondary bridging activities using individual graduation plans.</p>
<p>ACADEMIC PERFORMANCE BARRIERS: Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes.</p>	✔	<p>Evidence of a system in place to track school climate and provide appropriate student supports to improve school climate, including attendance and reasons for non-attendance and what supports students need or are receiving.</p>

CATEGORY 2: SCHOOL CLIMATE QUALITY





STANDARD: DISCIPLINE MANAGEMENT – Evidence of systems, structures and contractor efforts to effectively manage student behavior and employ positive behavior intervention & supports system		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>RESTORATIVE JUSTICE and POSITIVE CLIMATE PRACTICES: Employs restorative justice practices (e.g. facilitated mediation, reflective writing, peer court/advising). Evidence of policies and practices to combat bullying including cyber bullying.</p>	✓	<p>The program participates in the SDP Relationships First program. Recommend that the program clearly document adjustments made to school culture and discipline routines as a result of Relationships First participation. Program reminded to ensure student orientation and handbook materials include specific definitions to and policies regarding bullying and cyberbullying.</p>
<p>STUDENT INCENTIVES: Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).</p>	✗	<p>The program’s system of incentives and rewards was under development at the time of the walkthrough.</p>
<p>TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS: Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.</p>	✓	<p>The program’s SEL Counselor works with students to develop individual socio-emotional plans.</p>

STANDARD: ATTENDANCE & DISCIPLINE REPORTING – Evidence of systems, structures and contractor efforts to track, monitor and report student attendance and behavior, including compliance with Safe Schools Act		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>DRILLS and SAFETY REPORTING: Conducts and reports appropriate school safety drills, designates rally and shelter-in-place locations, and reports school safety incidents as required.</p>	✗	<p>No entries on the program’s fire drill record at the time of the walkthrough to show that safety drills had been conducted. Lockdown drill not documented in Previstar by the required deadline.</p>
<p>CODE of CONDUCT: Adopts and provides to students a code of conduct aligned to School District’s Code of Conduct.</p>	✗	<p>No evidence that the program has adopted the SDP Code of Conduct as stated by program leadership. Recommend that Student/Family Handbook include a link to the SDP Code of Conduct.</p>



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>The program was not taking daily attendance consistently for all students and in all homerooms at the time of the walkthrough. Clear attendance procedures aligned to SDP procedures, including the SAIP process, was missing in their protocols.</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 (<i>AEDY Transition & Continuation only</i>):</p> <p>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:</p> <p>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>	✓	Program maintains digital interim reports that include attendance, behavior, grades, and progress notes. Recommend program use SDP SIS to produce interim reports.
<p>GRADUATION AND POST-SECONDARY PLANS:</p> <p>Creation and maintenance of plan for progress towards graduation (including credits needed) and a student-specific post-secondary plan aligned to student interests.</p>	✓	
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:</p> <p>Enrolls special education population no less than 15% and no greater than 20% of the program capacity.</p>	✓	16% of students enrolled had an IEP at the time of the walkthrough.
<p>BASELINE MEASURES:</p> <p>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>	✗	2 of 9 IEP files reviewed had sufficient evidence of progress monitoring. No EL file available for review for the one EL student enrolled at the time of the walkthrough.

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>5 of 9 IEPs reviewed captured student attendance. 4 of 9 IEPs reviewed included research-based interventions.</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>20 of 20 IEPs were in compliance for December 1 Child Count (100% compliance rate).</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>No evidence of screener scores for the one EL student enrolled. 10 of 10 enrollment files reviewed included a completed Home Language Survey.</p>

CATEGORY 2: RECORD KEEPING & COMMUNICATION

STANDARD: COMMUNICATIONS WITH SCHOOL DISTRICT – Evidence that contractor timely and accurately reports information to the School District either directly or via provided systems consistent with contract requirements and written updates from the School District		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>STUDENT INFORMATION SYSTEM UPLOAD: Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.</p>		<p>At the time of the walkthrough, incomplete classroom setup in SIS, which is necessary for providing term grades to SDP.</p>
<p>ARCHIVE OF HISTORICAL RECORDS: Maintains an archive of all historical student academic and behavioral records.</p>		

STANDARD: COMMUNICATIONS WITH STUDENTS, PARENTS/GUARDIANS AND FAMILIES – Evidence that contractor communicates timely and accurately with students, parents/guardians and families regarding student performance and progress in a manner accessible to all; protects student record information

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>SECURE PERSONALLY IDENTIFIABLE INFORMATION: Secures personally identifiable information, does not request or require prohibited information at time of enrollment (e.g. SSNs), and ensures that if student is 18+ years of age, student provides consent to release records.</p>		<p>2 of 10 enrollment files reviewed contained personally identifiable information. No evidence of FERPA releases in any enrollment files for students 18 years of age or older.</p>
<p>ENGAGEMENT WITH PARENTS/GUARDIANS AND FAMILIES: Contractor ensures that it communicates with all stakeholders as appropriate to maintain levels of engagement including reporting of student academic progress, information regarding program events (e.g. back to school nights) and student expectations (e.g. orientation and handbook) in a manner that is accessible to all.</p>		<p>The program communicates with parents/guardians via newsletters, phone calls/text, mailings, and email.</p>

CATEGORY 3: PERSONNEL




STANDARD: BACKGROUND CHECKS, LICENSES & EDUCATOR CERTIFICATION – Evidence of contractor compliance with relevant contract, state and federal educator personnel requirements		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>EMPLOYEE BACKGROUND CHECKS: Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.</p>	x	<p>FBI Background Check: 5 of 9 employees reviewed had a valid check on file. PA Child Abuse Clearance: 6 of 9 employees reviewed had a valid clearance on file. PA Criminal History Check: 5 of 9 employees reviewed had a valid check on file. Act 168 documentation: 0 of 9 eligible employees reviewed had documentation on file. 1 of 2 existing employees missing Act 168 documentation from SY2020-21.</p>
<p>PROFESSIONAL CERTIFICATIONS: Provides PA certificated teachers in all core instructional areas.</p>	x	<p>As of the date of the walkthrough, two (2) core content teachers for English and one (1) core content teacher for science did not have active and appropriate certifications for the classes that they teach. The English teacher received the appropriate certification in January 2022.</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>	x	<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>	✓	
<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: 5 of 11 employees reviewed had completion certificate on file. Act 126: 6 of 11 employees reviewed had a completion certificate on file for the required 3-hour training. 4 staff had Act 126 training in 2018 prior to the addition of the human trafficking module and their training requires updating.</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>	✓	<p>Some evidence of partnerships with organizations to provide workforce readiness services. Partnership with ELECT evident. Recommend that the program document partnerships and outcomes with greater detail.</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>3.5% parent participation on the annual district-wide survey (minimum of 10% required).</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>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>Although no evidence that the program enrolls students from other LEAs, only 9 of 10 enrollment files reviewed had proof of residency.</p>
<p>RE-ENGAGEMENT CENTER REFERRALS: Contractor has reserved 50% of seats for School District's Engagement Center (REC) and/or partners with the REC to receive referrals.</p>		

CATEGORY I: ACCOMMODATIVE QUALITY

STANDARD: FACILITIES – Evidence of contractor compliance with established facility guidelines, contractual/statutory requirements and lease terms (if in School District-owned properties)		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>FEDERAL, STATE, & LOCAL REGULATIONS: Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities. The program is housed in a non-sectarian facility. If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing.</p>	✓	The program is housed in a privately-owned facility.
<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>	✓	

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>	✗	At the time of the walkthrough, the program's insurance documentation was not approved by the Office of Risk Management due to lack of Additional Insured Endorsement and language to indicate coverage of SDP employees, agents and officers.

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>	✓	

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<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>	