

Operational Walkthrough Overview

Operational Walkthroughs for all Opportunity Network contract programs focused on the systems and structures required to deliver equitable, high quality instruction and supportive environments for all 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 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 informing 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 the program met the contract requirement. A ✖ indicates the program did not meet the contract requirement. The basis for the rating is provided in the Additional Notes section for each standard.

Walkthrough Date: November 29, 2022

Contract Term: FY2023 – FY2027

General Information

Program Mission: *El Centro de Estudiantes is an accelerated high school program that immerses students in a highly personalized, real-world based educational experience. A goal of the school is to inspire and empower students to take charge of their learning and become life-long learners.*

Program Leadership:

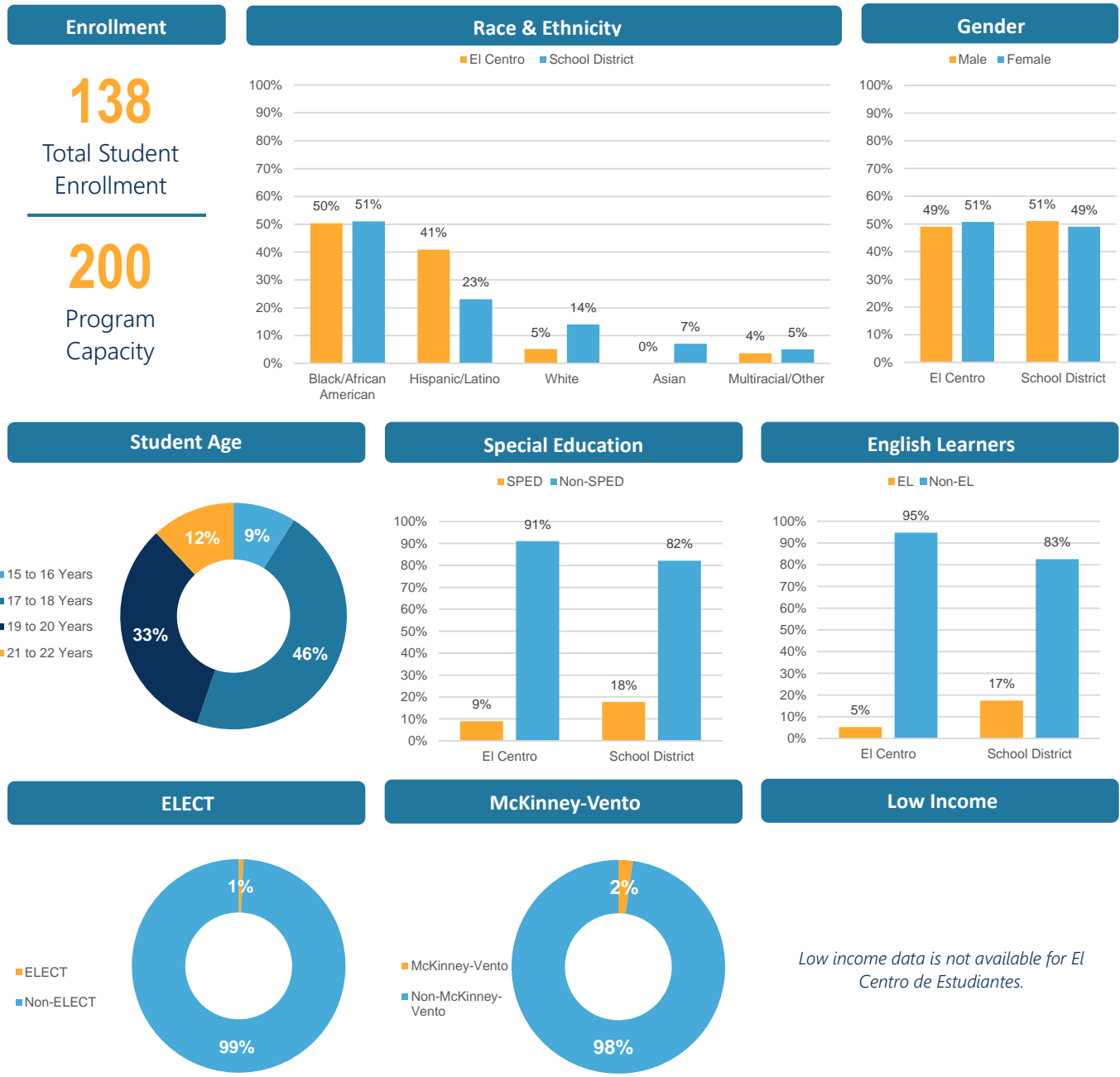
Tia Hall <i>Interim Executive Director</i>	Jacquie Tisdale <i>Principal</i>	Nina Bilysky-Ristics <i>Director of Human Services</i>
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Walkthrough Review Team:

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Program Demographics

The School District of Philadelphia’s official demographic information is reported on October 1st of each academic year. To more closely align with the student composition of each program on the date of the walkthrough, demographic data for Opportunity Network programs is reported here as of November 2022.



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.

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

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

Performance Summary- All Domains

The tables below summarize the number of standards by category which met expectations consistent with contract requirements during the 2022-2023 Operational Walkthrough. Information regarding how standards in each domain are measured can be found in the Performance Framework for Opportunity Network contract programs.

Domain 1: Academic & School Climate Accountability

Category	Requirements Met
Academic Quality (Page 4)	1 / 5
School Climate & Culture Quality (Page 5)	10 / 12
Domain Total	11 / 17

Domain 2: Organizational Compliance

Category	Requirements Met
Student Academic Support, Progress Monitoring & Reporting (Page 9)	2 / 9
Record Keeping & Communication (Page 11)	2 / 5
Personnel (Page 12)	1 / 7
Governance & Enrollment (Page 15)	2 / 5
Domain Total	7 / 26

Domain 3: Accommodative & Financial Compliance

Category	Requirements Met
Accommodative Quality (Page 17)	5 / 5
Financial Compliance (Page 18)	1 / 4
Domain Total	6 / 9

Domain 1: Academic & School Climate Quality

Category 1: Academic Quality

Standard 1: Curricular Quality

The measurement of the quality and evolution of instructional frameworks, practices and materials offered by the contractor and adherence to offering and effectively using appropriate student assessments.

Contract Requirement	Rating	Review	Recommendations
Instructional Frameworks Designs program-specific instructional materials or purchased PA state-aligned materials.	✘	The program utilizes modified versions of the School District's pacing guides. However, there was misalignment between pacing guides and program-specific scope and sequences. Course-specific projects and related competencies are not aligned to the pacing guides.	Develop pacing guides outlining topics covered in each course and their alignment to either the School District's content or the relevant PA standards. Ensure all relevant grade level standards are cross-walked to program developed project-based course content and with acceleration are inclusive of all PA standards per course/grade level.
Baseline Assessments Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	✘	The program utilizes STAR for baseline reading and math assessments, however at the time of the walkthrough, only 25% of students took the pre-test in reading and 23% took the pre-test in math.	The program should develop daily and weekly strategies to ensure all students take the STAR pre-test (e.g., maintain a tracker of test participation monitored daily and set aside time for students to take the test daily or weekly).

Standard 2: Effective Monitoring and Supports for Academic Barriers

The measurement of the contractor's systems and structures for identifying and removing academic barriers and ensuring processes exist to support school staff in delivering high quality, standards-aligned instruction.

Contract Requirement	Rating	Review	Recommendations
Social Emotional Learning Incorporates explicit Social-Emotional Learning (SEL) and development by which students can acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions for lifelong success.	✘	The program provided evidence of a system to track, assess and address student SEL needs, however, there was no evidence to suggest the program incorporates explicit SEL for all students.	Establish regular opportunities to offer SEL to all students. Document topics covered and archive student work to demonstrate competencies taught.

Contract Requirement	Rating	Review	Recommendations
<p>Multi-Tiered System of Supports Identifies and supports struggling students through a well-designed and effectively implemented Multi-Tiered System of Supports (MTSS).</p> <p>The MTSS utilizes research-based interventions inclusive of academic, behavioral, and attendance supports.</p> <p>Tier 1 interventions are universal and incorporated into the core academic program and climate.</p>	✘	The program provided some evidence of tiered social-emotional support and recommendations for services, however, there was no evidence of an MTSS tracker and related interventions for academics and attendance.	Develop an MTSS tracking and progress monitoring system for academics, behavior and attendance inclusive of all students (Tier 1 is universal). Form an MTSS team and create a system for incorporating pertinent data points from all staff.
<p>Teacher Planning Time/Professional Learning Cycles (PLCs) Sets aside at least 45 minutes weekly for teachers to collaborate and plan effective instruction and build their capacity to teach grade-level standards.</p>	✔	The program provided evidence of its Google Classroom for teachers used for weekly PLCs to plan tier 1 instructional strategies.	Teacher Planning Time/PLCs should be dedicated to developing instructional practice with time protected from system-level topics or PD regarding operations, programming, staffing, etc. PLC should rotate presenters for inclusion of all instructional team members and include review of data, student work, instructional practice, lesson plans, etc. to assess effectiveness of Tier 1 strategies and instructional practice and more effectively support student academic needs.

Category 2: School Climate and Culture Quality

Standard 1: Positive and Welcoming School Environment

The measurement of the contractor's systems and structures to manage and support student behavior and maintain a healthy school climate.


Contract Requirement	Rating	Review	Recommendations
<p>Positive Behavior Supports and Student Incentives Employs a system of positive supports inclusive of individual and/or group-based incentives.</p>	✔	Evidence the program identifies and distributes incentives for positive student motivation and engagement. Incentives include gift cards, movie tickets, lunch/breakfast with staff, etc. Incentives are provided for attendance, behavior, and academics.	
<p>Bullying Employs measures to combat both cyber and in-person bullying. Ensures incidents are reported and monitored according to School District policies.</p>	✔	The program follows the School District's Bullying and Harassment policies and procedures. There were no reported incidents of bullying as of the walkthrough date.	

Contract Requirement	Rating	Review	Recommendations
Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).	✓	The program engages in healing circles, peer mediation and reflective writing. Training and resource materials were provided from new student orientation and the student handbook.	
Code of Conduct Code of Conduct is aligned to the School District's Code of Conduct for infractions and consequences. Evidence the program's discipline practices are aligned to the Code.	✓	The program has adopted its own Code of Conduct in alignment with the School District's Code of Conduct.	

Standard 2: Barriers to Student Success Supports, Monitoring and Reporting




Measurement of the contractor's systems and structures to identify, provide supports, report and monitor attendance and behavioral concerns and meet obligations to appropriate authorities.


Contract Requirement	Rating	Review	Recommendations
Reporting Attendance and Disciplinary Incidents in SIS Accurate and timely reporting of attendance and disciplinary incidents on a daily basis.	✓	No known or outstanding issues related to attendance reporting for this school year. Elevate data quality score was at or above 90 school year to date and improved over time.	
Attendance Barriers Addresses individual student attendance barriers and follows the School District's Attendance and Truancy Protocols (i.e., Notice of Third Illegal Absence, attendance improvement conferences, entry of SAIPs into the SIS, etc.)	✗	<p>There was evidence the program inconsistently follows the School District's Attendance and Truancy Protocols. Not all chronically absent students received a SAIC and SAIP. Third Illegal Absence notices were inconsistently documented in SIS. There was no evidence to suggest progress monitoring occurs.</p> <p>Program's Student Handbook incorrectly provides for a certain number of tardies to be counted as an absence.</p> <p>Due to issues with systems set up, attendance and chronically absent data was not available for November 1, 2022. Consequently, SAIPs were not developed for all students who needed them.</p>	<p>Each day a student is not in attendance, a contact should be made to parent/guardian/family.</p> <p>The Attendance Team should send a Notice of Third Illegal Absence immediately after the third unexcused absence is accrued for each student. Ensure the SAIC is scheduled by the 6th unexcused absence for each student and develop an individualized SAIP during the SAIC.</p> <p>Develop a schedule to ensure progress monitoring occurs every 30 days for students with SAIPs and adjust supports as needed with monitoring of intervention results.</p>
Staff and Resources for Healthy School Climate Provides staff and resources needed for safe schools and attendance reporting, as well as an optimal learning environment.	✓	The program employs Resilience Specialist, Director of Resiliency, Administrative Specialists, Director Climate and Culture, Positive Support Specialist, Director Student Support Services, Postsecondary Preparation Coordinator, and an Office Manager. The program exceeds contractual expectations for the 1:100 support staff to student ratio.	

Contract Requirement	Rating	Review	Recommendations
Clinical Questionnaire Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.		There was no evidence of a Clinical Questionnaire administered to all students.	

Standard 3: Student, Family, and Community Engagement

Measurement of the contractor's efforts to engage students, families, and community-based organizations to improve academic achievement, support overall student growth and extracurricular opportunities, and enhance school climate and culture.

Contract Requirement	Rating	Review	Recommendations
School Community Building Incorporates community building at least weekly to provide a platform for all students to establish community, build relationships, learn to resolve issues, take ownership of their actions, and engage positively with the school environment with empathy and compassion. Community building practices may include: morning meetings, group advisory, restorative circles, harm and healing circles, townhouses, etc.		The program convenes daily Circle Gatherings for all students to promote a positive school environment through the use of student voice and peer feedback. Students also can express themselves via community Bulletin Board.	
Family Engagement Embraces a culture which supports parent/guardian engagement in the life of the program, including consultation on governance matters and opportunities to review student learning and progress. The contractor must have a plan for implementing and sustaining family engagement programs. Family engagement practices may include: parent conferences, advisory boards, community workshops, resource banks, family nights, and the engagement of students' own children and siblings.		The program maintains an event calendar for student and family engagement inclusive of family nights, workshops and report card conferences.	
Student Voice and Leadership Offers equitable and recurring opportunities for students to contribute to the life of the program, including choice within the curriculum, inclusion on program governance, and student-led leadership groups.		Evidence the program elicits student interests and ideas related to curriculum and program governance. The program has an established student government which also supports and provides input on program governance.	

Contract Requirement	Rating	Review	Recommendations
<p>Community Partnerships Engages community and non-profit agencies to provide non-academic services and support.</p>		<p>The program engages with community organizations to offer real-world learning opportunities, employment and housing services, and social-emotional support for students. Organizations include but are not limited to Face to Face, Esperanza Housing and Counseling Services, and PA CareerLink.</p>	<p>Program should document connections to community organizations in student-level plans and records so these supports are also considered in supporting student with SEL, attendance, and college and career planning.</p>

Domain 2: Organizational Compliance

Category 1: Student Academic Support, Progress Monitoring, and Reporting

Standard 1: Progress Toward Projected Graduation and Postsecondary Planning

Measurement of the systems and structures in place to support student with readiness for graduation and post-secondary planning aligned to student level interests.

Contract Requirement	Rating	Review	Recommendations
<p>Postsecondary Plans Creates a written postsecondary plan for each student including timeline for completion of required activities related to the Future Ready PA Career Portfolio.</p>	✘	<p>Individual postsecondary plans include credit map, expected graduation date, and postsecondary bridging activities. There was no evidence of a program-wide plan to complete Naviance tasks. Student Handbook provided incorrect listing of Philadelphia local requirements for graduation (credits) affecting electives and Arts & Humanities.</p>	<p>Revise Student Handbook to accurately reflect the local requirements for graduation, specifically ensuring 23.5 credits with accurate representation of electives, Arts&Humanities and AP/IB Advanced Math or Science. Compare annually to SDP Marking Guidelines to ensure ongoing accuracy.</p>
<p>Program-wide Career Readiness Activities Establishes documented partnerships with employers and institutions of higher education, program-wide postsecondary efforts for exploration, preparation, and matriculation or employment, and completion of required activities related to the Future Ready PA Career Portfolio/ ESSA Accountability Standards.</p>	✘	<p>The program has partnerships with Community College of Philadelphia, Career Council, and other regional and national colleges. The program connects students to employment and college fairs, SAT prep, and FAFSA workshops. There was no evidence of Naviance task completion for the Future Ready PA Career Portfolio.</p>	<p>Develop a school plan to ensure Naviance completion occurs for all students.</p>
<p>Graduation Plans Develops detailed, student-specific graduation plans to meet Act 158 requirements (and Act 1 if eligible) including the identification of each student's selected graduation pathway and pathway components, and/or any waivers for each student.</p> <p>Employs practices to review plans with students at least once per term and documents progress. Ensures the Academic Plan for Act 158 in the SIS is current and all required documentation is uploaded in a timely manner.</p>	✔	<p>Graduation pathways are listed in a postsecondary tracker for graduating seniors. Parents/guardians received letters detailing each graduation pathway. Act 158 progress is recorded in the SIS and is up to date.</p>	<p>Develop a stronger connection between industry credentials, student interests and real-world learning internships in alignment with the requirements of Act 158 graduation pathways.</p>

Standard 2: Diverse Learner Population

Quality measurement of the systems and structures in place to accurately and timely report student progress for diverse learners, including special education students and English Learners (ELs).

Contract Requirement	Rating	Review	Recommendations
Enrollment of Special Education Students Enrolls special education population no less than 15% and no greater than 20% of the program capacity.	✘	At the time of the walkthrough, 9% of students enrolled had an IEP.	
Baseline Measures and Progress Monitoring 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.	✘	6 of 10 IEPs reviewed had sufficient evidence of progress monitoring. 5 of 7 EL students had current ACCESS scores on file.	Baseline data is to be collected and documented for all students. Then program should document IEP progress monitoring data every two weeks thereafter. Program should begin bi-weekly recording of program for students with established baseline data and add to this as other baseline measures are established.
IEP Identification, Implementation, Evaluation & Review Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws. Includes Transition Services in IEPs for students 14 years or older. Cooperates with the School District to provide IEP services with fidelity.	✘	5 of 10 IEPs reviewed had evidence of transition planning, including goals and activities. 4 of 10 IEPs reviewed had required assessment scores for transition planning (e.g., O*Net results).	Ensure all students have an updated transition assessment listed in the secondary transition section in the present level. The transition assessment should be dated and include a summary of student-identified postsecondary goals.
Annual IEP Updates Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance.	✔	12 of 12 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. Documents participation of all required IEP team members. Collaborates with the School District as necessary and appropriate to support students.	✘	9 of 10 IEPs reviewed had evidence of parent/guardian participation. Students (who are all 14 years or older) were not consistently invited to participate in IEP meetings based on document review. Student signatures were evident on only some of the IEP signature pages reviewed. LEA signature was missing on most documents/IEPs reviewed.	Document all attempts made to contact parents/guardians for IEP meetings. Invitations should be sent at least 10 days prior to the IEP team meeting and at least three attempts to contact parent/guardian should be made and documented. All students should be invited to participate in their own IEP meeting. Invitations and participation should be documented.

Contract Requirement	Rating	Review	Recommendations
EL Identification, Implementation, 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.	✘	5 of 7 EL students reviewed had EL Files inclusive of parent/guardian communication in preferred language. English language development support logs were incomplete for all 5 EL students with files. 2 of 7 EL students did not have EL Files available for review. 19 of 20 Enrollment files reviewed contained a completed Home Language Survey.	Ensure all enrolled ELs are assessed annually in accordance with federal and state laws. Students who are not available for annual ACCESS testing must be screened the following fall. At least one program staff member is to be certified through WIDA to administer the ACCESS test and WIDA screener, this does not need to be an ESOL certified staff member. All content teachers are responsible for EL student English language development and therefore all should be documenting the EL student support log at least bi-weekly.

Category 2: Record Keeping and Communication

Standard 1: Obligatory Communications to the School District

Measurement of the systems and structures in place to adhere to timely recordkeeping obligations to the School District.

Contract Requirement	Rating	Review	Recommendations
Student Information System Upload Uses the School District's current student information systems to access and upload all student enrollment, academic, behavioral, and attendance records in real time.	✘	Program was formally notified of concerns with failure to enter student grades (and therefore credits) into SIS timely in September 2022 for prior year grades. For the current school year, Term 1 grades were not entered in SIS by the established deadline and as of January 30, 2023, Term 1 grades remain incomplete and program is not being responsive to inquiries. Program did proactively reach out for guidance with entering an Office Discipline Referral which also required reporting to Serious Incident Desk. OSS confirmed reporting sequence aligned to protocol.	Develop an accountability plan with the Office of School Organization inclusive of early entry of grades and strategies to prevent technical barriers to timely entry.
Archive of Historical Information Maintains an archive of all historical student academic and behavioral records.	✔	No known or outstanding issues related to maintaining an archive of all historical student academic and behavioral records.	

Contract Requirement	Rating	Review	Recommendations
Emergency Preparedness Conducts and reports school safety drills timely using the required School District system. Develops emergency preparedness plans in Previstar by the annual deadline and updates plans timely and as needed throughout the school year.	✘	Drill record for November and December fire drills was not updated in Previstar by the deadline.	

Standard 2: Student Performance Reporting and Recordkeeping

Measurement of the systems and structures in place to ensure reporting and appropriate recordkeeping of student academic performance in alignment with School District's obligations to parents and/or legal guardians.




Contract Requirement	Rating	Review	Recommendations
Student Progress Reporting Provides timely reporting of student academic progress on an interim basis to students, parents and/or legal guardians. For end of term report card, utilizes the approved School District report in coursework attempted/ completed, level of achievement, and attendance.	✘	Student academic progress not reported timely to parents and/or legal guardians as a result of late grade entry in the SIS.	See Domain 2, Category 2, Student Information System Upload for recommendations.
Official Certified Information Ensures all official grades, credits, transcripts and diplomas are solely produced by the School District and/or Infinite Campus.	✔	The program has no outstanding issues with ensuring all official academic and other student information are produced by the appropriate School District systems.	

Category 3: Personnel

Standard 1: Background Checks, Licenses, and Educator Certifications

Measurement of the contractor's compliance with relevant local, state, and federal educator personnel requirements.

Contract Requirement	Rating	Review	Recommendations
Teacher Certifications Provides Pennsylvania certified teachers in all core instructional areas.	✘	3 of 6 core content teachers are appropriately certified for the courses they teach; teachers of math, English and social studies lacked valid or current PA certification. Also, at the time of the walkthrough, there was no teacher of Science on staff at all.	Explore alternative certification processes for these teachers by seeking an emergency certification, while also working with them to obtain their formal certification via a certified education program. As program works to align current Staffing Plan with approved Staffing Plan, hiring for science should be a priority.

Contract Requirement	Rating	Review	Recommendations
<p>Administrator Certification Provides at least one Pennsylvania certified administrator per site.</p>		<p>The program has a principal on staff with a valid PA Administrative K-12 certification.</p>	
<p>Diverse Learner Services Staff Provides sufficiently trained and certified/licensed professional staff for diverse learner services, including special education and ELs.</p>		<p>The program employs two PA certified Special Education teachers. The program does not have a PA certified ESOL teacher on staff.</p>	<p>If unable to hire a FT employee, immediately contract with and individual or agency to provide an appropriately PA certified ESOL teacher to support enrolled EL students.</p>
<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>FBI Background Check: 3 of 13 employees reviewed had a valid check on file. 2 of 10 employees reviewed were not eligible for employment in schools under PA law.</p> <p>PA Child Abuse Clearance: 11 of 13 employees reviewed had a valid clearance on file.</p> <p>PA Criminal History Check: 12 of 13 employees reviewed had a valid check on file.</p> <p>Act 168 documentation: 4 of 12 eligible employees reviewed had documentation on file.</p>	<p>Program should immediately implement a checklist for all new hire paperwork to ensure pre-hire documentation (e.g. Act 168) is complete prior to date of hire and probationary paperwork (checks and clearances) are submitted ideally prior to hire but are finalized within 90 days of hire.</p> <p>All checks and clearance documentation must be official and final record. Any pending requests or Record Under Review findings should be reviewed daily. Program is to review any background checks with arrest/conviction with HR counsel to confirm employee eligibility for hire in schools/contact with students.</p> <p>Specifically, for Act 168, ensure all new hires complete at least one Act 168 form (even if no prior or relevant employment) for attestation. Additionally, all three attempts to contact prior employers for response should be logged and noted, ideally on Act 168 form itself. Multiple methods of outreach should be used to obtain Act 168 responses from prior employers who have relevant employment (e.g. schools).</p>

Standard 2: Personnel Ratio and Professional Development

The measurement of the systems and structures in place for the contractor to adhere to the contractual personnel ratios and required training and professional development offerings.

Contract Requirement	Rating	Review	Recommendations
<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>x</p>	<p>With 6 teachers on staff at the time of the walkthrough, the program is not in compliance with the contractually required 1:26 teacher to student ratio.</p>	<p>Immediately develop a staff recruitment and hiring plan, with incentives as needed, to have employed staff, not inclusive of “guest” teachers, aligned with the SDP approved Staffing Plan for the program.</p>
<p>Obligatory Trainings Provides all employees with Act 71, Act 126, and other obligatory PA Department of Education professional trainings and monitors timely completion and updates as required.</p>	<p>x</p>	<p>Act 71 Training: 10 of 13 had a completion certificate on file with evidence of completing the required 4 hours every 5 years. Act 126 Training: 7 of 13 employees reviewed had a completion certificate on file for the required 3-hour training from a PDE approved provider.</p>	<p>Act 71 training provided by program should include the 4-hour module allowing employees to satisfy the training requirement at once every five years. Act 126 training must include the human trafficking component and be provided by one of the PDE approved providers (maintained by PDE).</p>
<p>District Professional Development and Contractor Meetings Ensures teachers and administrators engage in School District professional development opportunities (required and optional) and monthly contractor meetings.</p>	<p>x</p>	<p>The program’s designee for Previstar missed two required trainings for new users. The program’s administrators did not attend the required District-wide Leadership Convening in December 2022 and the program team had to be prompted to ensure attendance of representatives at the network wide School Leader all day PD in August 2022.</p>	<p>When SDP PD dates are announced, ensure these are noted on program calendar. When unavoidable conflicts arise, identify an appropriate delegate to attend in all required sessions. Note dates of other required PD sessions (Active Shooter, SpECM and Equity lead meetings, etc.) and identify program participant(s) proactively.</p>

Category 4: Governance and Enrollment

Standard 1: Program Governance



Measurement of the contractor's structures and protocols in place to adhere to contractual governance requirements.

Contract Requirement	Rating	Review	Recommendations
<p>Program Advisory Council Establishes a formal program advisory council inclusive of community members, parents, students, and staff.</p> <p>Advisory councils must meet minimally six times per school year.</p>	✓	<p>The program has a Community of Practice which functions as its Advisory Council inclusive of program leadership, a student and community partners.</p> <p>At the time of the walkthrough, the Community of Practice had recently met about community engagement, student voice and addressing violence.</p>	<p>Increase student participation on the Advisory Council (beyond the current one student seated) and recruit parent/guardian participation.</p>
<p>Equity The program's Equity Lead engages in School District monthly meetings.</p> <p>The contractor operates the program in a manner which advances equity in alignment with the School District's diversity, equity, and inclusion practices, policies, and equity definition.</p>	✗	<p>No evidence the program has adopted the School District's diversity, equity, and inclusion practices, and definition of equity. Program leadership was unable to speak to SDP equity commitments or guiding principles at time of walkthrough.</p>	<p>Continue program participation in SDP DEI trainings. Incorporate SDP equity lens in program review of policies, procedures and instructional practices. Review SDP equity commitments and align program practice with these commitments. Ensure program leadership attends all SDP School Leader and Network PD to support program in centering continuing education for staff on equity practices.</p>

Standard 2: Student Enrollment

Evidence of the contractor's structures and practices in place to adhere to contractual enrollment protocols.

Contract Requirement	Rating	Review	Recommendations
<p>FERPA Complies with the Family Educational Rights and Privacy Act (FERPA) and designates a single point of contact for FERPA information.</p>	✗	<p>0 of 10 enrollment files for students 18 years of age and older had a student signed FERPA release form. In 6 of these 10 files, FERPA form for student 18+ years was signed by a parent/guardian.</p>	<p>Have the enrollment administrator maintain a tracker of students' 18th birthdays to maintain consent of release of information to parents/guardians.</p>



Contract Requirement	Rating	Review	Recommendations
<p>Student Enrollment Records Secures personally identifiable information and does not request or require prohibited information at time of enrollment (e.g., SSNs).</p> <p>Collects proof of Philadelphia residency and proof of age at the time of enrollment.</p> <p>Requires completion of an enrollment application inclusive of home language survey and parent registration statement.</p> <p>Collects and maintains immunization records.</p>		<p>20 of 20 enrollment files reviewed contained proof of age.</p> <p>18 of 20 enrollment files reviewed contained proof of address. 14 of 18 files matched addresses in the SIS.</p> <p>12 of 20 enrollment files reviewed contained immunization records. On date of the walkthrough, 19 enrolled students had non-compliant immunizations.</p> <p>15 of 20 enrollment files reviewed did not contain prohibited information (e.g., SS card, detailed medical information, court/probation notes).</p>	<p>Ensure there is a tracking process to supplement the enrollment checklist already in use to obtain all documents required for enrollment timely. Students should present all required forms prior to enrollment; notice of automatic withdrawal for failure to present documents after student is enrolled is not appropriate.</p> <p>The program should confirm all demographic (address, contact information, etc.) enrollment information at least twice a year or at the beginning of each module to ensure information is accurate and up to date. Additionally, all demographic information should be compared to the SIS to ensure SDP systems are also up to date.</p> <p>Have a log documenting all outreach and supports provided for students/families to obtain required immunizations and/or complete exemption forms annually as appropriate. Utilize existing immunization record in SIS and confirm with PhilaVax record at time of enrollment to confirm student's immunization status.</p> <p>Maintain permitted confidential information (SS cards/numbers are not permitted) in secure, confidential files (e.g. nurse, counselor, etc.) and not in student enrollment files.</p>
<p>Re-Engagement Center Referrals Contractor has reserved 50% of seats for School District's Re-Engagement Center (REC) and/or partners with the REC to receive referrals.</p>		<p>The program enrolls students through REC referral timely and responds to REC communications timely. The program has designated two staff to coordinate with the REC for referrals.</p>	

Domain 3: Accommodative & Financial Compliance

Category 1: Accommodative Quality

Standard 1: Facilities

Evidence the contractor complies with established facility requirements.

Contract Requirement	Rating	Review	Recommendations
<p>Federal, State, & Local Facility Regulations Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities.</p> <p>The program is housed in a non-sectarian facility.</p> <p>If in School District facility, provides ready access and cooperates with School District for required inspections.</p> <p>If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing as well as electrical and fire safety inspections.</p> <p>Also if in a privately-owned facility, program secures licensed contractor for required AHERA inspections and provides report to the School District.</p>		<p>The program is housed in a private, non-sectarian facility. The program is up to date with all required local and federal inspections, including fire safety, water and lead, electrical, and AHERA.</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.</p> <p>For School District-owned facilities, contractor fulfills the obligations of their lease agreement regarding maintenance and reports maintenance issues timely and does not make any unapproved alterations.</p>		<p>No current issues with regular facility maintenance.</p>	<p>As a school located in a private facility not readily identified as a public school, please be sure to have easily visible exterior signage at both the physical and legal addresses of the facility directing visitors, students and especially emergency personnel to the appropriate entrance(s).</p>

Standard 2: School Calendar, Uniforms, and Transportation

Evidence the contractor complies with the minimum number of instructional days required by the contract and makes the program accessible to all eligible students.

Contract Requirement	Rating	Review	Recommendations
<p>Academic Calendar Maintains an academic calendar at least equal in days of operation to the School District's calendar. Notifies School District timely of any changes to or deviations from submitted calendar.</p>	✓	The program operates on its own academic calendar with a total of 180 school days.	
<p>Transportation Management Complies with the School District's requirements to appropriately manage transportation services for students. TARs are entered timely and transpasses are activated prior to expiration to ensure transportation access for all eligible students.</p>	✓	No known issues with managing transportation services for students.	
<p>Dress Code and Uniforms Establishes an equitable dress code for students inclusive of expectations regarding school uniform. If required, provides uniforms to students upon request due to financial need and/or youth experiencing homelessness. Does not have policies or practices which create barriers to participation in learning based on dress code or uniform. Dress code is gender neutral.</p>	✓	The program does not require students to wear a uniform. Program has a "Dress for Success" policy and provides access to associated items for students in need.	

Category 2: Financial Compliance

Standard 1: Procurement of Operating Certificates

Evidence the contractor complies with all relevant operating licenses, certificates, and insurance requirements.

Contract Requirement	Rating	Review	Recommendations
<p>Tax Liabilities Provides the School District both prior to, and throughout operation with a Certificate of Tax Clearance absolving any city tax liabilities.</p>	✗	No evidence of Certificate of Tax Clearance.	

Contract Requirement	Rating	Review	Recommendations
<p>Proof of Insurance Provides a Proof of Insurance prior to, and throughout operation related to: (1) Worker's Compensation and Employer's Liability, (2) General Liability Insurance, (3) Automobile Liability Insurance, (4) Professional Liability Insurance, (5) Educator Legal Liability Insurance, (6) Excess/Umbrella Liability, and (7) Directors' and Officers' Liability Insurance.</p>	✘	<p>The program's insurance documentation was reviewed by the Office of Risk Management. Insurance documentation lacked the required Additional Insured Endorsement. Insurance policy updated with the required coverage and was later accepted by the Office of Risk Management.</p>	

Standard 2: Financial Management and Reporting

Evidence of the contractor's financial viability and adherence to standards of financial management including monitoring and reporting of revenues and expenses, and invoicing to the School District.

Contract Requirement	Rating	Review	Recommendations
<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>	✘	<p>FY2023 budget was submitted for approval by the School District in accordance with the start of a new contract term. No evidence of an independent third-party financial audit provided for review by the date of the walkthrough.</p>	
<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>	✔	<p>No outstanding issues with timely and accurate submission of monthly invoices.</p>	