

Operational Walkthrough Report
SY 2022-2023

Ombudsman Northwest Accelerated

Provider: Ombudsman Educational Services, Ltd.

Program Type: Accelerated
Grades 9-12

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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: December 5, 2022

Contract Term: FY2023 – FY2027

General Information

Program Mission: *Our mission is to provide personalized evidence-based educational services for nontraditional learners in collaboration with families and school districts.*

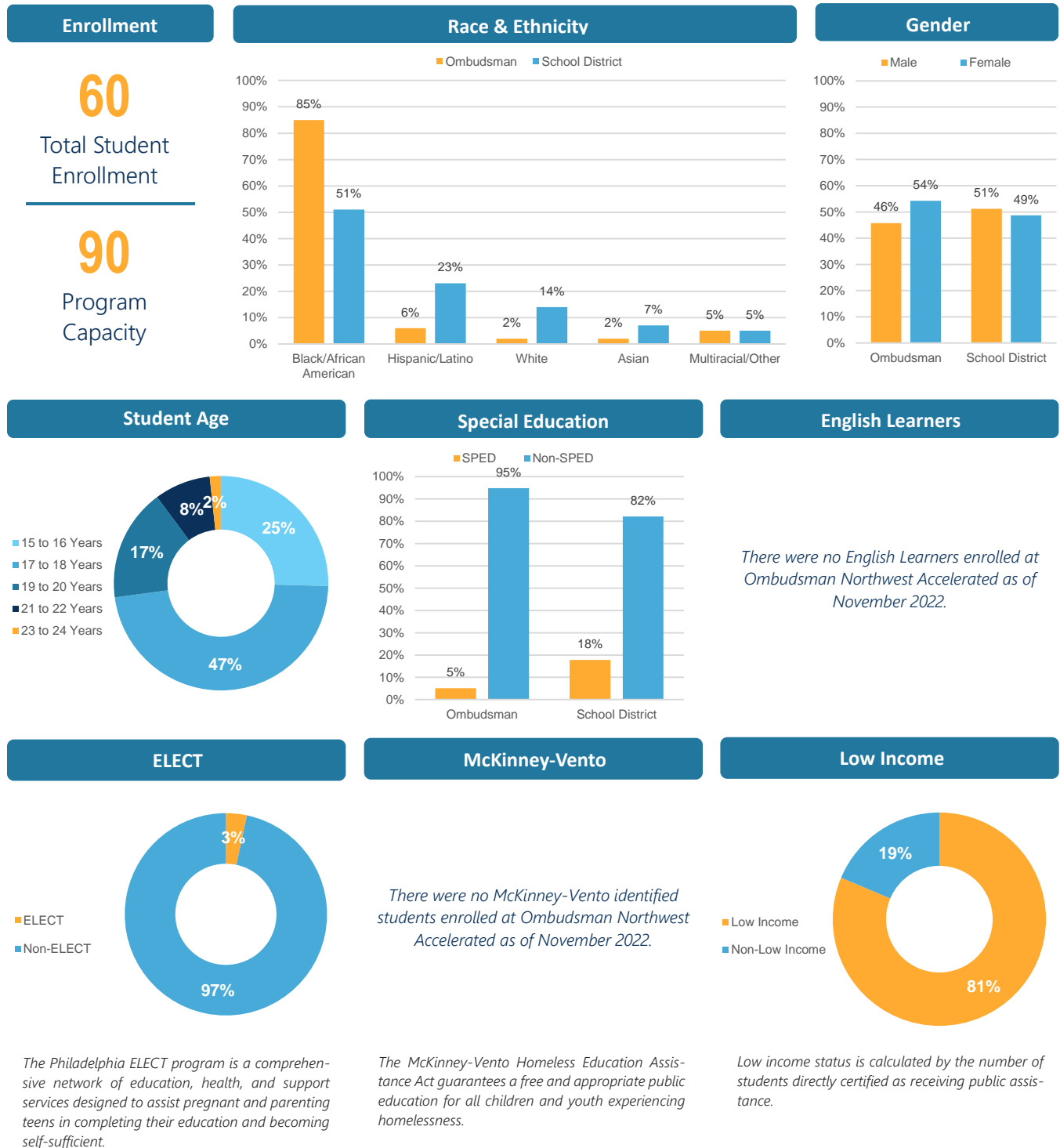
Program Leadership: Julita Byrd
Regional Director Angela Stewart
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Walkthrough Review Team: Marcus De Vose
Assistant Director, Transition Services Cameo John
Assistant Director, Educational Options Program Seth Morones
Strategy Analyst II, Opportunity Network

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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.



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) | 2 / 5 |
| School Climate & Culture Quality (Page 6) | 11 / 12 |
| Domain Total | 13 / 17 |

Domain 2: Organizational Compliance

| Category | Requirements Met |
|--|------------------|
| Student Academic Support, Progress Monitoring & Reporting (Page 9) | 3 / 8 |
| Record Keeping & Communication (Page 10) | 5 / 5 |
| Personnel (Page 11) | 4 / 7 |
| Governance & Enrollment (Page 13) | 4 / 5 |
| Domain Total | 16 / 25 |

Domain 3: Accommodative & Financial Compliance

| Category | Requirements Met |
|---|------------------|
| Accommodative Quality (Page 15) | 4 / 5 |
| Financial Compliance (Page 16) | 4 / 4 |
| Domain Total | 8 / 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 leverages ample online resources to supplement the online Odysseyware materials used, as well as provides a variety of text resources in their synchronous classroom space. Odysseyware is aligned to PA state academic standards, and all materials are aligned to School District math and ELA frameworks. The platform also offers a greater diversity of elective courses than those commonly available in traditional high schools to better meet interests of enrolled students. | |
| Baseline Assessments Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring. | ✓ | At least 80% of students have scores for the STAR pre-test (93% in reading; 93% in math). The program uses their own license of the STAR assessment tool. | |

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's expectations for behavior and character traits are stated clearly in the Student Handbook and during orientation. End of day free writing assignments focus on their feelings and sense of community. While behavior and character expectations are outlined in the Student Handbook, it was unclear how instructional materials (either through Odysseyware or other program initiatives) incorporated SEL skill development. | The program could utilize the student free writing as a foundation for creating specific lessons to develop SEL skills and traits. If SEL modules are not offered through the Odysseyware platform, the program should consider developing formal staff-led SEL programming, or seek out supplemental instructional materials to more formally incorporate SEL into regular instruction. |

| 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> | <p>x</p> | <p>Student academic and behavioral supports were not being provided, monitored, tracked and evaluated as part of a formal multi-tiered system of supports (MTSS) at the time of the walkthrough.</p> <p>The program leadership did not express an understanding for a formal MTSS approach and had no detailed plan to implement MTSS interventions for all students.</p> | <p>The program should add attendance as a domain and specifically list program-specific interventions at each tier and domain. Also, the program should develop a tracker for progress monitoring in the MTSS framework inclusive of all academic, behavior, and climate interventions for all students.</p> <p>To start, the program should develop Tier 1 goals for all students reflective of the supports needed at the time of enrollment. For example, if a student is coming to the program with previous attendance issues, Tier I interventions should be identifying barriers and interventions to support them. Tiers should be updated based on any and all barriers and challenges each student faces to better monitor personal and academic growth beyond academic and attendance performance.</p> <p>To further develop a formal MTSS process, the program should coordinate with the School District for 1-on-1 technical assistance.</p> |
| <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> | <p>x</p> | <p>While informal conversations regarding day-to-day activities and weekly trends happen, this process is not formalized nor tracked. There was no evidence provided of specific outcomes or focus areas of these discussions or any goals.</p> | <p>The program should schedule specific topics and focus areas of weekly check-ins. For example: instructional strategies and professional development, school-level academic interventions, etc.</p> <p>When vacant teaching positions are filled, collaborate with instructors and empower them to also identify discussion topics, areas of interest, relevant professional development opportunities, school-wide needs. Teachers should also be empowered to lead discussions, in addition to program leadership.</p> <p>Consider developing school-wide goals and how you plan to track progress towards those initiatives by developing milestones and realistic targets.</p> |

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 |
|---|--------|---|---|
| Positive Behavior Supports and Student Incentives Employs a system of positive supports inclusive of individual and/or group-based incentives. | ✓ | Behavior expectations are shared with students during new student orientation. The program offers a number of behavior incentives, including: gift cards, student of the month recognition, and an invitation to participate in student government. | |
| Bullying Employs measures to combat both cyber and in-person bullying. Ensures incidents are reported and monitored according to School District policies. | ✓ | The program has a training for cyberbullying and harassment which include topics on bullying, cyberbullying, and harassment. The training references the School District's Code of Conduct and bullying policies. | |
| Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.). | ✓ | The program uses progressive discipline which mirrors the School District's disciplinary practices. The program uses restorative conferences and advising as behavior interventions. | The program should broaden their restorative practices to include other intervention strategies, such as reflective writing, peer court/advising, and facilitated mediation. In addition, consider how Student Ambassadors can be actively involved in peer restorative practices through peer mediation, restorative circles, and other student-led initiatives. |
| 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 uses the School District's Code of Conduct, however, the Ombudsman Student Handbook does not reference it. | To remain consistent in communicating school climate expectations to students, the program should incorporate or reference the expectations from the Code of Conduct into the Student Handbook. |

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. | ✓ | All attendance and behavior reporting is uploaded and maintained in the SIS. | |

| Contract Requirement | Rating | Review | Recommendations |
|--|--------|--|--|
| <p>Attendance Barriers</p> <p>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> | ✓ | <p>Students are asked to agree to attend School 100% of their scheduled hours at new student orientation. If a Student is absent three (3) or more days in a row, they develop a SAIP and continue making calls home and scheduling conferences. If the student and/or family have not responded to repeated attempts to reengage the student after ten (10) unexcused absences, staff will consider withdrawal from the program.</p> <p>The program has a Truancy Reduction Plan where students are held accountable and are able to set realistic and achievable goals. The program has sent 3rd illegal absence letters.</p> <p>As of November 1, 2022, 10% of students were considered chronically absent (i.e., have accrued 10 or more unexcused absences within a 45-day period).</p> | |
| <p>Staff and Resources for Healthy School Climate</p> <p>Provides staff and resources needed for safe schools and attendance reporting, as well as an optimal learning environment.</p> | ✗ | <p>While the program employs a Regional Director who is responsible for all day-to-day behavior and climate matters, and part-time certified principal, the program has no formal support staff to provide resources needed to maintain a healthy school climate (e.g., school counselor, social workers, etc.).</p> | <p>As the program works to fill staff vacancies, consider recruiting properly certified/credentialed support staff, such as a school counselor, social worker, or school psychologist.</p> |
| <p>Clinical Questionnaire</p> <p>Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.</p> | ✓ | <p>Program administers to each student a clinical questionnaire to assess students' personal needs and identify potential barriers to their academic success.</p> | |

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 |
|---|--------|--|---|
| <p>School Community Building</p> <p>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.</p> <p>Community building practices may include: morning meetings, group advisory, restorative circles, harm and healing circles, townhouses, etc.</p> | ✓ | <p>The program holds weekly assemblies to discuss current events and other situations impacting students' lives in and outside of school, including community, state, and national issues/concerns. This is a safe space for students to reflect and share their experiences and feelings on the topic(s) and work together to understand current events. For personal, school-wide, and community situations, students work to develop solutions or ways to address the issues at hand.</p> | <p>Program should empower Student Ambassadors to create meeting agenda and record meeting minutes. The program should also develop ways for students to be able to share if confidential support is needed.</p> |

| Contract Requirement | Rating | Review | Recommendations |
|---|---|--|--|
| <p>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.</p> <p>The contractor must have a plan for implementing and sustaining family engagement programs.</p> <p>Family engagement practices may include: parent conferences, advisory boards, community workshops, resource banks, family nights, and the engagement of students' own children and siblings.</p> |  | <p>Program has an Advisory Board with meeting agendas and sign in sheet. The program is currently working to recruit more families to participate on the Board.</p> <p>The program maintains consistent communication with families to discuss school happenings, student progress, attendance concerns, and student improvement and successful performance.</p> | <p>Outreach to parents, regardless of success or challenges regarding their students, should be documented either through the SIS contact log, a formal MTSS tracker, or some other equivalent internal system.</p> |
| <p>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.</p> |  | <p>Students in both the morning and afternoon sessions are invited to be Student Ambassadors for their respective sessions. Students are identified by program staff and requirements for becoming an Ambassador are noted on a responsibility checklist, including attendance, academic performance, and climate and behavioral good-standing in the program.</p> <p>Some wins of the Ambassador program include communicating via text, social media, and calls with fellow peers to check in when there are attendance concerns and encourage them to come back to school.</p> | <p>Consider other leadership and student voice opportunities for students not selected as Student Ambassadors. Such activities can include: student clubs and activities, additional civic and community engagement opportunities, and student recognition ceremonies or shout outs.</p> |
| <p>Community Partnerships Engages community and non-profit agencies to provide non-academic services and support.</p> |  | <p>The program has various partnerships with community agencies and companies. The program partners with Salem Baptist Church where students participate in civic engagement opportunities, such as assembling food baskets for families in need.</p> <p>Students benefit from the program's partnership with a local McDonald's franchise to link students to part-time employment opportunities.</p> <p>Lastly, students are able to receive individual and family therapy services, behavior assessments, and other supports through the program's partnership with Gemma Services.</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>The program's graduation plans include student attendance, academic progress, multidisciplinary project information, and postsecondary education and career interests and exploration opportunities.</p> <p>The program provides student credit profiles and maps out when some courses will be completed. Most plans indicated how many credits the student has and where they will be next term, however they do not include all terms/years leading to graduation and the Act-158 Pathway for eligible students.</p> | <p>When developing postsecondary plans, be consistent with what information you gather for each student. Further, be mindful and intentional about what activities, milestones, and goals each student has, which should be reflected in each plan. Additionally, be sure to identify each student's pathway and link goals and milestones to their postsecondary plan.</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 utilizes Naviance and the Step Up to College Guide. They provide opportunities for students to attend College Fairs, SAT test preparations, and introduce them to scholarship opportunities. The program did not provide documentation of their partnerships with employers and institutions of higher learning with regard to postsecondary bridging, however, the program does host opportunities for colleges, trade programs, and military recruiters to speak to students throughout the year.</p> | <p>It is recommended the program formalize their postsecondary partnerships and documents the related responsibilities of each party and the intended outcome of these partnerships.</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>While the program provided several graduation plans, they did not show evidence of discussion with students of Act 158 requirements, nor was it indicated anywhere what specific graduation pathway students were on and what, if any, progress or activities were made towards those goals/pathways.</p> | <p>The program should prioritize updating students' graduation plans to include Act 158. The program should also ensure they are reviewing plans with students monthly and documenting their progress. Notification letters should be sent to students/families projected to graduate in current year identifying pathway and progress towards certain milestones (e.g. end of term).</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. | ✘ | SPED enrollment for November 2022 was 5% of the program's total enrollment. | The program should work with the Re-engagement Center to recruit students with active IEPs once a certified SPED instructor is on staff. |
| 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. | ✘ | 0 of 3 IEP files reviewed had sufficient evidence of progress monitoring. IEPs had no evidence in documents reviewed or in EasyIEP. This is likely due to the program not having a special education teacher on staff at the time of the walkthrough. There were no EL students enrolled at the program at time of the walkthrough. | The recently hired special education staff member should prioritize tracking and documenting progress monitoring information for students in EasyIEP. |
| 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. | ✔ | 3 of 3 SPED files reviewed captured student attendance. 3 of 3 SPED files reviewed had sufficient evidence of transition planning. All the students reviewed had assessments and transition goals in their current IEPs. | Invite the OVP representative to IEP team meetings. |
| Annual IEP Updates Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance. | ✔ | The program was at 100% compliance for the December 1 Child Count. | |
| 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. | ✘ | All of the IEPs reviewed included invitations and assessments were kept in a secure, confidential file folder. However the IEPs reviewed did not consistently have signatures for all IEP team members recorded. | Ensure all IEP team members participating are reflected with documentation of signatures of all the team members in the confidential file folders. Students 14+ should participate in their IEP team meeting and also obtain their signatures as evidence of their participation. |
| 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. | Not Applicable | There were no EL students enrolled at the program at the time of the walkthrough. | While there are currently no EL students enrolled, the program should still prioritize recruiting a certified ESOL instructor or work with current staff to obtain a PA ESOL certification in addition to whatever instructional certification already obtained. |

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. | ✓ | No issues at the time of the walkthrough related to timely SIS entries. | |
| Archive of Historical Information Maintains an archive of all historical student academic and behavioral records. | ✓ | No issues at the time of the walkthrough related to archival of historical student information. | |
| 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. | ✓ | The program did not upload documentation for two fire drills for the September and October deadlines. Vital Information Plan (VIP) and Emergency Operation Plan (EOP) were submitted by the August 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. | ✓ | The program provides regular student progress reports and grades through the School District's Infinite Campus platform to students and parents each term. Parents/guardians are also contacted regularly by school leaders to discuss any challenges and successes students experience throughout the school year via phone calls and emails. | |
| Official Certified Information Ensures all official grades, credits, transcripts and diplomas are solely produced by the School District and/or Infinite Campus. | ✓ | No issues at the time of the walkthrough related to official academic information solely produced by the School District's SIS platform. | |

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 |
|--|--------|--|--|
| <p>Teacher Certifications Provides Pennsylvania certified teachers in all core instructional areas.</p> | ✘ | <p>1 of 1 core teachers were appropriately certified in their respective content area. The program did not have a PA certified instructor for 3 of 4 core content areas at the time of the walkthrough.</p> | <p>The program must prioritize recruiting PA certified instructors in each of the vacant core content areas. Alternatively, the program can explore alternative certification routes for current staff to obtain emergency certification until then.</p> |
| <p>Administrator Certification Provides at least one Pennsylvania certified administrator per site.</p> | ✔ | <p>The program has part-time principal on staff with a valid Administrative K-12 certification who is onsite two (2) days a week.</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 had neither a PA certified special education or ESOL teacher on staff at the time of the walkthrough. However, at the time of this report, the program has contracted with an appropriately PA certified SPED teacher.</p> | <p>Continue recruiting a PA certified ESOL instructor. Once the SPED teacher is onboarded, immediately begin IEP progress monitoring.</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>4 of 4 program staff had a valid FBI Background Check. 4 of 4 program staff had a valid PA Child Abuse Clearance. 4 of 4 program staff had a valid PA Criminal History Check. 3 of 3 eligible staff had valid Act 168 documentation.</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>Student to teacher ratio (60:1) does not meet contractual requirements. Although the program was providing student supports via the Regional Director, part-time Principal, and Teacher Aide, the program did not have contractually required student support staff (e.g. counselor or social worker) on staff at the time of the walkthrough.</p> | <p>Program to continue to work to restore staffing as per approved Staffing Plan.</p> |

| Contract Requirement | Rating | Review | Recommendations |
|--|--------|--|-----------------|
| <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>Act 71 Training: 4 of 4 employees reviewed had a completion certificate on file with evidence of completing the required 4 hours every 5 years.</p> <p>Act 126 Training: 4 of 4 employees reviewed had a completion certificate on file for the required 3-hour training.</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>Program staff regularly engage in Opportunity Network meetings (e.g., monthly contractors meetings and network trainings) and School District required meetings and trainings (e.g., equity lead meetings, active shooter training, etc.).</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>In addition to a Student Advisory Council, the program is working to recruit parents/guardians for their Program Advisory Council. Given the program's staffing capacity at the time of the walkthrough, PAC meetings had not yet occurred.</p> | <p>Once parents and guardians are successfully recruited, consider how to elevate their voice and solicit feedback on school programming, curriculum and instruction, and outreach strategies to engage other parents not on the PAC.</p> <p>In addition, considering the community partnerships the program has cultivated (e.g., employment opportunities, volunteer and civic engagement initiatives, etc.), invite those stakeholders to be formal members of the PAC.</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>The program is engaging with the District in Equity meetings and is adopting the School District's definition of Equity.</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>3 of 3 enrollment files reviewed for students 18 years or older contained a signed FERPA form.</p> | |
| <p>Student Enrollment Records Secures personally identifiable information and does not request or require prohibited information at time of enrollment (e.g., SSNs). Collects proof of Philadelphia residency and proof of age at the time of enrollment. Requires completion of an enrollment application inclusive of home language survey and parent registration statement. Collects and maintains immunization records.</p> |  | <p>10 of 10 enrollment files reviewed contained proof of age. 10 of 10 enrollment files reviewed contained proof of address. 6 of 10 files matched addresses in the SIS. 10 of 10 enrollment files reviewed contained immunization records. 10 of 10 enrollment files reviewed contained a Home Language Survey. 10 of 10 enrollment files reviewed did not contain prohibited information (e.g., Student Health Information forms; Wellness Check-in forms).</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 seeks consultation for enrollment eligibility and works closely with the Re-Engagement Center to accept eligible referred students.</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>Certificate of Occupancy approved 1/6/2010 and building has ramp for accessibility.</p> <p>The program did not provide proof of AHERA inspection (as well as other legally required facilities inspections) at the time of the walkthrough due to a failure to complete the required inspections in a timely manner.</p> <p>Documentation was provided after the time of the walkthrough and the deficiency has since been resolved.</p> | <p>In the future, the program must provide all required proofs of inspection, including AHERA and other legally mandated facilities inspections, in a timely manner.</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 issues with the program maintaining the facility or managing maintenance issues timely.</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> | ✓ | <p>The program follows the School District's academic calendar.</p> | |
| <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> | ✓ | <p>No known issues with managing transportation services for students.</p> | |
| <p>Dress Code and Uniforms Establishes an equitable dress code for students inclusive of expectations regarding school uniform.</p> <p>If required, provides uniforms to students upon request due to financial need and/or youth experiencing homelessness.</p> <p>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> | ✓ | <p>The program's Code of Conduct details students have the right to dress appropriate according to their identity, however, all students must wear a uniform.</p> <p>If the student does not have their uniform, the program provides loaners.</p> | <p>If it does not already exist, the program should explore providing financial support for students who cannot afford to purchase a uniform.</p> |

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> | ✓ | <p>Certificate of Tax Clearance valid through 12/14/22.</p> | |

| 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>Certificate of Liability Insurance has been reviewed and 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 the new contract term. Independent auditor's management letter for FY2022 confirms maintenance of finances in alignment with generally acceptable accounting principles.</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 current issues with timely and accurate submission of monthly invoices.</p> | |