Operational Walkthrough Report

SY 2022-2023

One Bright Ray – Fairhill

Provider: International Education and Community Initiatives d/b/a One Bright Ray, Inc.

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.

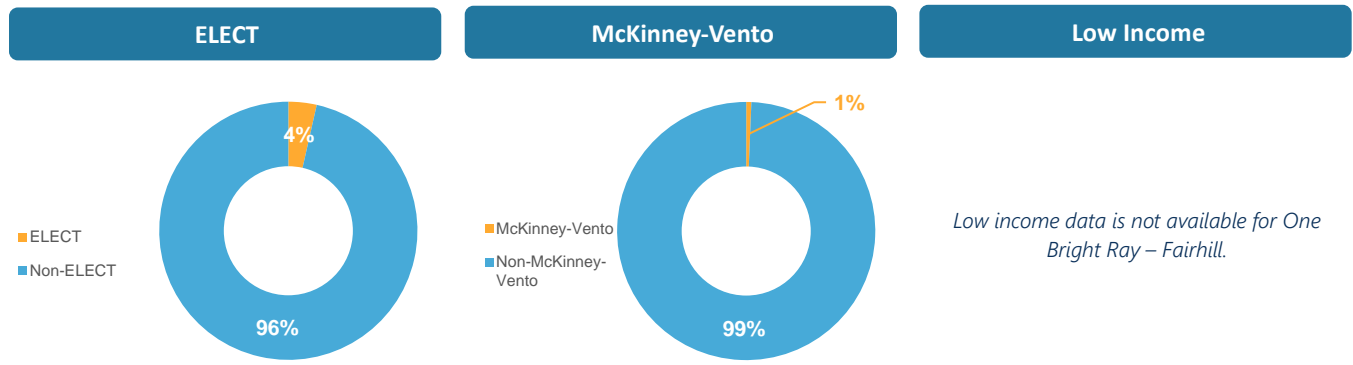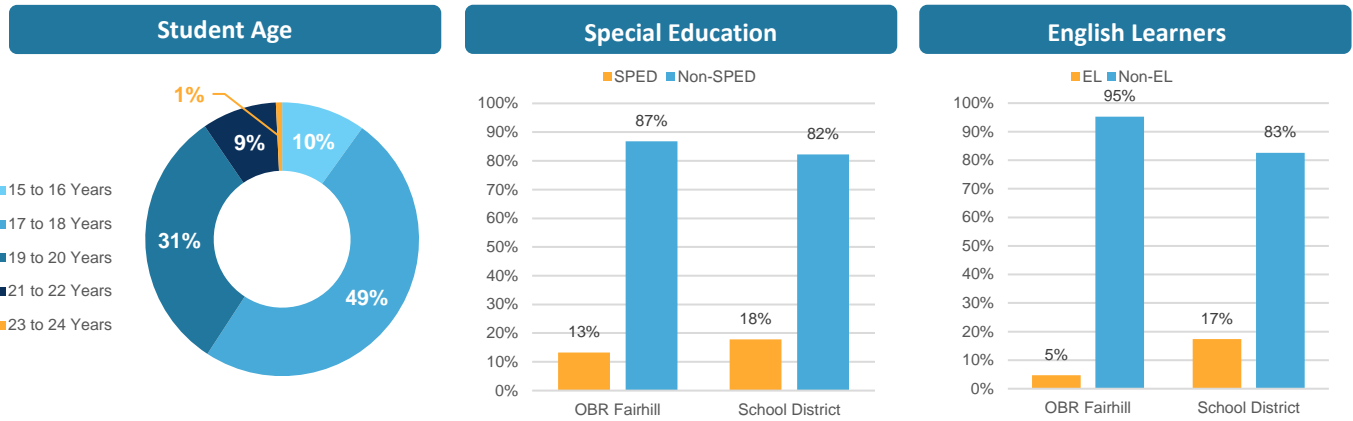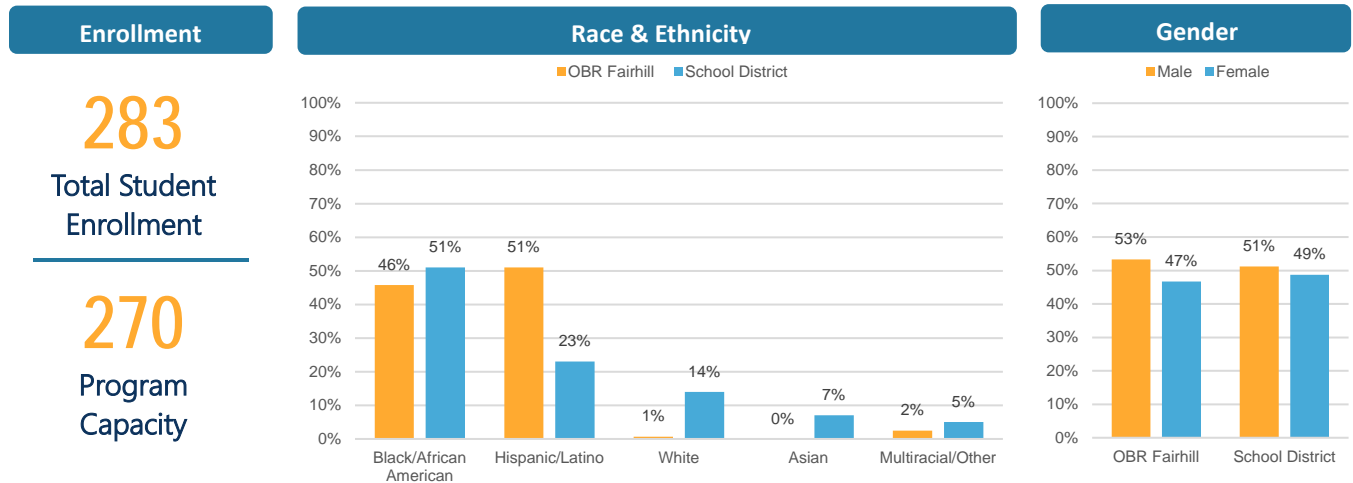|	
Walkthrough Date:	December 12, 2022
Contract Term:	FY2023 – FY2027

General Information

Program Mission: *The mission of One Bright Ray Community High School is to provide a quality education to urban, over-aged and under-credited students in search of a positive school experience while earning their high school diploma. We challenge each student to explore his/her personal and academic potential through our accelerated Project Based curriculum and respectful relationships.*

Program Leadership:

Marcus A Delgado *Chief Executive Officer*	Anna Duvivier *Chief Operating Officer*	Joycet Velasquez *Chief Academic Officer*
Nancy Ruiz *Principal*	Maurice Johnson *Dean of Students*	

Walkthrough Review Team:

DawnLynne Kacer *Executive Director, Opportunity Network*	Majeedah Scott *Director, Multiple Pathways to Graduation*	Marcus De Vose *Assistant Director, Transition Services*
Seth Morones *Strategy Analyst II, Opportunity Network*	Nolita Pettus *Case Manager, Specialized Services*	Amy McCourt *Multilingual Manager, Multilingual Curriculum and Programs*
Jessica Morris *Attendance Coach, Attendance and Truancy*		

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.

Enrollment

283
Total Student Enrollment

270
Program Capacity

Race & Ethnicity

OBR Fairhill ■ School District

	OBR Fairhill	School District
Black/African American	46%	51%
Hispanic/Latino	51%	23%
White	1%	14%
Asian	0%	7%
Multiracial/Other	2%	5%

Gender

Male ■ Female

	Male	Female
OBR Fairhill	53%	47%
School District	51%	49%

Student Age

- 15 to 16 Years: 10%
- 17 to 18 Years: 49%
- 19 to 20 Years: 31%
- 21 to 22 Years: 9%
- 23 to 24 Years: 1%

Special Education

SPED ■ Non-SPED

	SPED	Non-SPED
OBR Fairhill	13%	87%
School District	18%	82%

English Learners

EL ■ Non-EL

	EL	Non-EL
OBR Fairhill	5%	95%
School District	17%	83%

ELECT

- ELECT: 4%
- Non-ELECT: 96%

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.

McKinney-Vento

- McKinney-Vento: 1%
- Non-McKinney-Vento: 99%

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

Low Income

Low income data is not available for One Bright Ray – Fairhill.

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)	3 / 5
School Climate & Culture Quality (Page 5)	10 / 12
Domain Total	13 / 17

Domain 2: Organizational Compliance

Category	Requirements Met
Student Academic Support, Progress Monitoring & Reporting (Page 10)	5 / 9
Record Keeping & Communication (Page 11)	5 / 5
Personnel (Page 12)	3 / 7
Governance & Enrollment (Page 13)	3 / 5
Domain Total	16 / 26

Domain 3: Accommodative & Financial Compliance

Category	Requirements Met
Accommodative Quality (Page 15)	5 / 5
Financial Compliance (Page 16)	4 / 4
Domain Total	9 / 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.	✓	All courses reviewed are in alignment with contract and SDP expectations in the math and ELA frameworks, CLIF, and Science of Reading. Additionally, all courses reviewed were aligned with curriculum resources, accelerated learning and the project based model at OBR.	
Baseline Assessments Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	✗	Less than 80% of students have scores for the STAR pre-tests (45% in reading; 41% math). Each OBR program administers the STAR assessment for math and reading and has developed a schedule for baseline testing, make-up testing, and staff training, which happen at the start of each of the three modules. Parents/families are appropriately communicated with via letters home, emails, and phone calls to make them aware of the assessment, explain what it is, how it is useful, and why the STAR assessment is important.	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 uses the Youth Thrive curriculum focused on developing youth resilience. SEL takes place during OBR Seminar classes. Students are rostered for OBR Seminar once per school year in order to develop the skills necessary to understand and manage emotions. OBR Seminar classes are sequential and students are rostered into each class based on their proximity to graduation. Staff receive writing prompts to use as warm-up activities at start of class aligned to program wide SEL development.	The program should specifically tie SEL skills to community building activities/prompts and/or provide other evidence of SEL skill building from student leadership activities, circles, or seminar.

Contract Requirement	Rating	Review	Recommendations
Multi-Tiered System of Supports Identifies and supports struggling students through a well-designed and effectively implemented Multi-Tiered System of Supports (MTSS). The MTSS utilizes research-based interventions inclusive of academic, behavioral, and attendance supports. Tier 1 interventions are universal and incorporated into the core academic program and climate.	✘	MTSS documentation and tracking is not happening with fidelity. However, the program is beginning to use a tracker to identify and track supports and interventions for each student.	Program staff should use the MTSS tracker and meet regularly to document student progress with interventions and note any successes or continued barriers each student is facing for ease of monitoring and consideration of other interventions/tiers of support. The program should track all students, perhaps through a cohort basis, to review students through the term.
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.	✔	The program plans weekly Professional Learning Community (PLC) time to discuss topics to enhance program and professional practice such as engagement strategies, restorative approaches, vocabulary development, and consultancy protocol. Teachers work with OBR academic staff to incorporate learned strategies into the classroom and modify lesson plans accordingly, and meet regularly with them to receive feedback.	

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.	✔	Program Leader shared MTSS tracker with intervention plans. The program offers a range of individual and group incentives including Student Recognition Ceremonies, Student/Senior of the Month, Gift Cards, and Free Dress Down day.	
Bullying Employs measures to combat both cyber and in-person bullying. Ensures incidents are reported and monitored according to School District policies.	✔	The program follows the School District's bullying and harassment policy for reporting and investigating. Students receive Safe2Say training. Parents/guardians and students learn about bullying/cyberbullying expectations at new student orientation. Expectations are reinforced in the student handbook and via email communications to parents/guardians. At the time of the walkthrough, there were no instances of Office of Discipline Referrals made related to bullying.	

Contract Requirement	Rating	Review	Recommendations
Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).	✔	The program embeds restorative practices into school culture, including team/relationship building, self-awareness and reflection, goal setting, and self-regulation tools. Program practice is informed by the Code of Conduct regarding restorative practices, overseen by the Dean of Students, including peer mediation, hallway conferences, and OBR's behavior continuum. The program utilizes a mood meter and reflection tool to identify where students are and their needs.	
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 utilizes its own code of conduct grounded in progressive discipline and aligned to the SDP Code of Conduct. Program reported no ODRs school year to date, therefore no issues with alignment to SDP Code noted.	

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. For the incident which occurred at the program prior to the walkthrough, the Office Discipline Referral (ODR) was not submitted timely and the SDP protocol for the type of offense was not followed. Attendance data errors were not reported or addressed in a timely manner, resulting in incorrect student- and school-level inaccuracies.	The program should engage the Network Attendance Coach for support addressing any attendance issues as they arise. The program has a responsibility to reconcile all attendance data on a daily, weekly, and monthly basis. If support with use of the SIS is needed, the program should immediately engage the Network team. Program must follow all student discipline protocols as linked in the SDP Behavior Matrix. Protocols exist for schools without an assigned SSO. Program can and should call Office of School Safety Dispatch (available 24/7) for all serious incidents.

Contract Requirement	Rating	Review	Recommendations
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.)	✖	The program follows the OBR attendance policy which aligns to the School District attendance and truancy policy. OBR-Fairhill presented steps sending 3rd unexcused absence emails, SAIC Conference emails, and SAIPs. Home-visits trackers, excused absence emails, and attendance outreach log was provided as evidence of attendance support and monitoring. Due to issues with systems set up, attendance and chronically absent data was not available for November 1, 2022. Consequently, SAIPs were not submitted for all students who would otherwise need them.	Parents/Guardians should be prompted to submit documentation excusing absences, which must be documented in the SIS using the appropriate absence code. Attendance data and classroom attendance uploads should be monitored at the school-level daily, weekly, and monthly to better identify issues with attendance in a timely manner, regardless of the issue. Being proactive allows issues to be addressed quickly so student- and school-level data is reflected accurately and supports are provided timely to students/families.
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.	✔	Support staff at the program includes an attendance officer, a social worker, school counselor, dean, and a college and career counselor. The program also has a model whereby, regardless of which staff member identifies a need for positively supporting students, they can and do refer students to the specific student support team.	
Clinical Questionnaire Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.	✔	Program administers, to each student, a clinical questionnaire to assess student's personal needs which could become barriers to school success. The questionnaire reflects how students travel to school with back-up transportation, responsibilities before coming to school, what motivates students to come to school, and if the students feel safe when traveling to school, and who supports each student.	

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's restorative practices are defined in the code of conduct. Circle questions, monthly counseling tips, and other community building topics where students are given space to choose a discussion topic of their choice to promote emotional well-being, build relationships, and learn to resolve issues. Students are also challenged to take ownership of their actions and engage positively with peers, staff, and the overall school culture, and to use those skills in their lives outside of school. The program utilizes the Youth Thrive curriculum in community building activities which is centered on mindfulness, resiliency and problem solving.	
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 has support, engagement, and representation of parents/guardians on the School Advisory Council. In addition to representation on the SAC, the program employs various methods for communicating with parents/families, such as: daily attendance phone calls, home visits, student progress reports and PowerSchool updates, and SAIC meetings. Lastly, the program involves parents/families in campus events, and holds Safe 2 Say trainings parents/guardians are invited to.	In addition to the outreach strategies used by the program, consider trainings and workshops targeted to families specifically, such as FACE and FACT workshops, resources rooms, trainings offered by community partners (e.g., financial management, healthy nutrition, etc.)
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.	✔	The program has an active School Advisory Council (SAC). Students are sent emails and word-of-mouth to promote recruitment. Students are made aware of the function the SAC, and the responsibilities of each member.	

Contract Requirement	Rating	Review	Recommendations
Community Partnerships Engages community and non-profit agencies to provide non-academic services and support.	✓	The program engages with local agencies and organizations to provide non-academic student services and support. Documented partnerships include: Congreso, the ELECT program (for pregnant and parenting students), PHMC - Talking Matters Study, Planned Parenthood, Age of Consent in PA, and DBHIDS. The program also provides gun violence resources such as: Mother's in Charge, Anti-Violence Partnership of Philadelphia, and My Brother's Keeper.	Create memoranda of understanding (MOUs) or partnership agreements with community organizations to identify partnership goals, services, operational guidelines, timelines, expectations, financial obligations, etc. Develop additional partnerships to support student non-academic needs (e.g., trauma counseling groups).

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
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.	✓	Evidence of individual student postsecondary plans include: credit map, expected graduation date, postsecondary goals, checklist of exploration opportunities, activities required to achieve postsecondary goals (e.g., FAFSA), completion of required ESSA/PA Future Ready activities (Naviance), strategies to manage personal barriers to Success, and Career Interest Inventories. Postsecondary counselors meet with students to review progress on Naviance and graduation tasks and update graduation plans accordingly.	
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.	✓	Evidence of a program-wide career readiness plan, including OBR Seminar courses, partnerships with postsecondary institutions, such as Community College of Philadelphia, Temple University, and Harcum College. Staff tracks student activities with Naviance, employers, college applications, developing internships, FAFSA interest surveys, and resumes.	
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. 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.	✓	Academic Plans in SIS for graduating seniors were in progress at the time of the walkthrough. The program offers several certifications to all interested students at no cost to the student toward completion of the evidence-based graduation pathway. The program's transition coordinator works to ensure individual students have the opportunity to earn other industry-based credentials and workplace experiences also toward the completion of the evidence-based graduation pathway. The program has a detailed student plan with Act 158 pathways tracking. Evidence presented show the program is supporting students in meeting Act 158 Pathways 1, 2 and 5. Parents are notified of Act 158 requirements through letters home and phone calls.	

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 13% of the total enrollment.	
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.	✘	7 of 10 IEP files reviewed had sufficient evidence of progress monitoring. The progress monitoring for the most part was completed for the students reviewed during the walkthrough. It was mentioned for some of the students in the progress monitoring section attendance was a concern and SAIP meeting was happening. All the progress reports for quarter 1 were in EasyIEP as well as a copy in the confidential file. 3 of 10 EL files reviewed had initial screener scores for the current school year.	The progress monitoring needs to be consistent for all students. The progress monitoring should be noted when absences occur consistently. The evidence of a SAIP meeting should be noted on a separate invitation and the SAIP needs to be uploaded 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.	✘	10 of 10 IEP files reviewed captured student attendance. 7 of 10 IEP files reviewed has sufficient evidence of transition planning. At the time of the walkthrough, there was no evidence of current transition assessments (O'NET & Naviance) for most of the students reviewed. Additionally, there was no evidence students were in attendance at the progress monitoring meeting for many of the students reviewed. The present levels did not reflect secondary transition conversation with what the students are interested in and how we are going to support them. However, the IEPs do note participation in the STAR assessment for both reading and math. Most of the NOREPs were signed, but the ones missing with parent signature needs to be noted on the document. Majority of IEPs reviewed had evidence of invite to OVR.	Be sure any student over the age of 14 is documented as being invited and in attendance at each progress monitoring meeting. Transition assessments need to be documented for all students yearly. The present level should be updated to include all conversations around transition goals. The team should be more specific in students' interests (e.g., fashion industry). Programs should document how they are supporting the students with their goals and any research and agencies connected to their goals should also be documented. Ensure invitation to OVR is documented (email is sufficient) and sent for each student.
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 Dec. 1st Child Count. Currently, they have 1 RR drafted and ready for the IEP meeting.	

Contract Requirement	Rating	Review	Recommendations
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.	✓	1 of 10 SPED files reviewed did not document participation/attendance by parents and students.	As all enrolled students are 14+, all students must be invited to the IEP meeting and sign on the signature page for attendance. The contact log should be updated to reflect the communication with parent/guardian, as well as other personnel. Three attempts should be made and documented to ensure signature of all IEP team members including on NOREP.
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.	✗	10 of 10 EL students enrolled had a home language survey on file, including initial placement, and notification letters in preferred language in their folders. 7 of 10 EL students did not have logs referring to any instructional strategies employed in classes or supports provided outside of push-in and pull-out.	Utilize the EL Support Log or include information in the school's log. All teachers are responsible in PA for providing content and language instruction to all students including ELs, as students should remain in class with the content-certified instructor.

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. Elevate data quality score above 90 school year to date and improved over time.	
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.	

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.	✓	Previstar documentation shows the program is up to date with all required safety drills. 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.	✓	No issues at the time of the walkthrough related to reporting progress to parents/guardians. The program maintains internal progress reports which are used to work with students, but all formal progress and credit reports, and report cards, are produced solely from the SIS.	Program should communicate to parents/guardians in writing any internal progress, credits, and grades reports are unofficial, and only reports produced from the School District's SIS platform are considered official.
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
Teacher Certifications Provides Pennsylvania certified teachers in all core instructional areas.	✗	6 of 7 core teachers were appropriately certified in their respective content areas. All core content areas except science have at least one appropriately PA certified teacher on staff.	Explore alternative certification processes for the science teacher by seeking an emergency certification, while also working with them to obtain their formal certification via a certified education program.

Contract Requirement	Rating	Review	Recommendations
Administrator Certification Provides at least one Pennsylvania certified administrator per site.	✖	The program does not have a principal on staff with a valid, up to date Administrative K-12 PA certification. The individual is completing requirements to update their Admin I cert with an anticipated completion date of June 2023.	
Diverse Learner Services Staff Provides sufficiently trained and certified/ licensed professional staff for diverse learner services, including special education and ELs.	✔	The program has two (2) PA certified special education teachers on staff to support SPED students, and one (1) certified ESOL staff member to support EL students.	
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.	✖	For new hires, 8 of 8 (100%), all had valid and appropriate FBI background, PA Background and PA Child Abuse clearances. For 2 of 8 new hires, Act 168 documentation was insufficient (forms were present however). For hires prior to 2017, 6 of 7 reviewed had updated and approved PA background checks. For one employee, category was "OTHER" which is not valid. However, this PA Background check was updated to a valid version the same day of the walkthrough. For 7 of 7 prior hire employees, there were updated and appropriate FBI background and PA Child Abuse clearances in file.	Ensure an Act 168 form is sent to the current/most recent employer regardless of type of employment. Ensure contact information for follow-up is valid and use multiple modes of follow-up (fax, email, phone) for the required three attempts.

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
Personnel Ratios Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.	✖	The program had only nine (9) teachers on staff (including Arts & Humanities and World Language) with more than 270 students enrolled. This is a 30:1 student to staff ratio, however a 26:1 or lower ratio is expected. Program's approved Staffing Plan was for 11.5 FTE teachers. Program has three (3) student support staff (social worker, counselor and college & career counselor), a 90:1 student to support staff ratio which is within requirements.	Program should prioritize increasing core and electives teacher staffing, specifically with additional science and math teachers.

Contract Requirement	Rating	Review	Recommendations
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.	✔	Act 71 Training: 15 of 15 employees reviewed had a completion certificate on file with evidence of completing the required 4 hours every 5 years. Act 126 Training: 15 of 15 employees reviewed had a completion certificate on file for the required 3-hour training.	A number of continuing employees have Act 71 training due for renewal in next 12 months. Ensure plan to renew Act 71 training requirements prior to end of school year. Program should recommend employees complete the 4 hour course to satisfy Act 71 requirements for the next 5 years at once.
District Professional Development and Contractor Meetings Ensures teachers and administrators engage in School District professional development opportunities (required and optional) and monthly contractor meetings.	✔	No known issues. Participation of site based leaders at monthly meetings has improved over time.	Encourage site principals to attend Leadership Convenings and SDP mandatory school leader PDs.

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
Program Advisory Council Establishes a formal program advisory council inclusive of community members, parents, students, and staff. Advisory councils must meet minimally six times per school year.	✔	The School Advisory Council (SAC) at the program is represented by students, staff, parents/guardians, and community stakeholders. The SAC is scheduled to meet 6 times during the academic year and maintains sign-in sheets and meeting minutes to track engagement.	
Equity The program's Equity Lead engages in School District monthly meetings. 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.	✔	The program incorporated Equity principles through various student-facing policies and activities, including uniform vouchers, youth experiencing homelessness, restorative approaches, diverse staff, and community partnerships. Leadership participates in the District's Office of DEI trainings and is a member of the Latinx Leaders Think Tank equity pathway.	

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
FERPA Complies with the Family Educational Rights and Privacy Act (FERPA) and designates a single point of contact for FERPA information.	✖	2 of 15 enrollment files for students 18 years of age and older had a signed FERPA release forms.	Have the enrollment administrator maintain a tracker of students' 18th birthdays to maintain consent of release of information to parents/guardians. Ensure processes exist within the program and provider to meet student's selections for ROI and students opting out of directory or other releases of information are recorded in the SIS.
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.	✖	20 of 20 enrollment files reviewed contained proof of age. 20 of 20 enrollment files reviewed contained proof of address. 17 of 20 files matched addresses in the SIS. 20 of 20 enrollment files reviewed contained immunization records. 1 of 20 indicated non-compliant immunizations at time of enrollment without evidence of engagement to bring into compliance. 20 of 20 enrollment files reviewed did not contain prohibited information (e.g., Student Health Information forms; Wellness Check-in forms).	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. Demographic information should be compared to the SIS to ensure SDP systems are also up to date.
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.	✔	The program seeks consultation for enrollment eligibility and works closely with the Re-Engagement Center to accept eligible referred students.	

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
Federal, State, & Local Facility 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 School District facility, provides ready access and cooperates with School District for required inspections. 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. Also if in a privately-owned facility, program secures licensed contractor for required AHERA inspections and provides report to the School District.	✔	The program is housed in a privately owned facility and complies with AHERA inspections, annual electrical, fire safety and fire suppression system inspections, as well as lead paint and water quality tests. No L&I violations existed at the time of the walkthrough. Accommodations would be necessary as the building is not currently wheelchair accessible.	
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, contactor fulfills the obligations of their lease agreement regarding maintenance and reports maintenance issues timely and does not make any unapproved alterations.	✔	No issues with the program maintaining the facility or managing maintenance issues timely.	

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
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.	✔	The program utilizes a school year calendar different from the School District's academic calendar. The program operates on a year-round calendar with 12-week modules for a total of 201 instructional days.	
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.	✔	No known issues with managing transportation services for students.	
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.	✔	Program shared their uniform policy and how adjustments made this year loosen the policy by allowing flexibility regarding types of pants and shoes students are allowed to wear. This change to policy was done in an effort to assist in increasing attendance. All students receive a uniform shirt at the start of the program; loaner uniforms are also available to students. Uniform policy is listed in the Code of Conduct.	

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
Tax Liabilities Provides the School District both prior to, and throughout operation with a Certificate of Tax Clearance absolving any city tax liabilities.	✔		

Contract Requirement	Rating	Review	Recommendations
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.	✓		

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
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.	✓		
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.	✓	No current issues with timely and accurate submission of monthly invoices.	