THE SCHOOL DISTRICT OF
PHILADELPHIA
OPPORTUNITY NETWORK

Operational Walkthrough Report
SY 2022-2023

One Bright Ray – Simpson

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

Program Type: Accelerated
Grades 9-12

1142 E Erie Avenue, Philadelphia, PA 19124 | (215) 744-6000
https://www.onebrightraycommunity.org

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 13, 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	Anna Duvivier	Joycet Velasquez
Chief Executive Officer	*Chief Operating Officer*	*Chief Academic Officer*
Marta Lasiy	Elizabeth White	
Principal	*Dean of Students*	

Walkthrough Review Team:

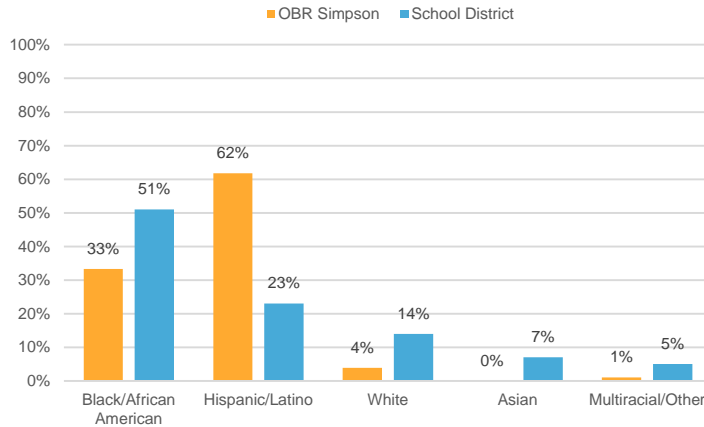|		
DawnLynne Kacer	Majeedah Scott	Marcus De Vose
Executive Director, Opportunity Network	*Director, Multiple Pathways to Graduation*	*Assistant Director, Transition Services*
Seth Morones	Kia Woods	Amy McCourt
Strategy Analyst II, Opportunity Network	*Case Manager, Specialized Services*	*Multilingual 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.
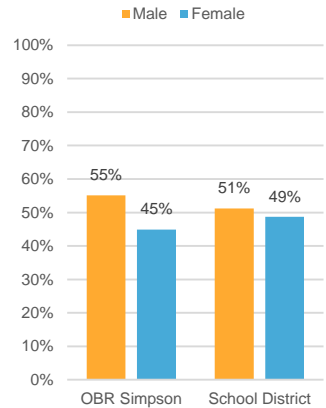
Enrollment

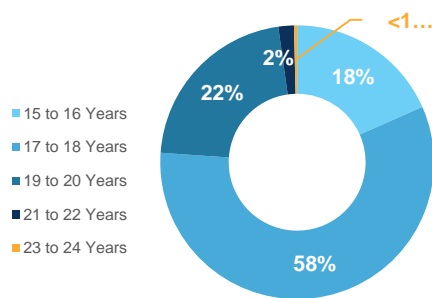**285**
Total Student Enrollment

270
Program Capacity

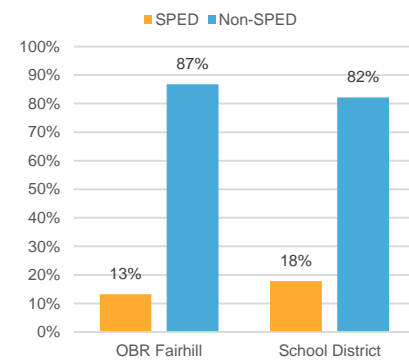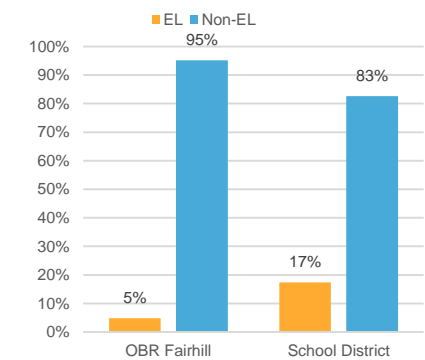### Race & Ethnicity

Legend: OBR Simpson, School District

Category	OBR Simpson	School District
Black/African American	33%	51%
Hispanic/Latino	62%	23%
White	4%	14%
Asian	0%	7%
Multiracial/Other	1%	5%

Gender

Legend: Male, Female

	OBR Simpson	School District
Male	55%	51%
Female	45%	49%

Student Age

- 15 to 16 Years: 18%
- 17 to 18 Years: 58%
- 19 to 20 Years: 22%
- 21 to 22 Years: 2%
- 23 to 24 Years: <1...

Special Education

Legend: SPED, Non-SPED

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

English Learners

Legend: EL, Non-EL

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

ELECT

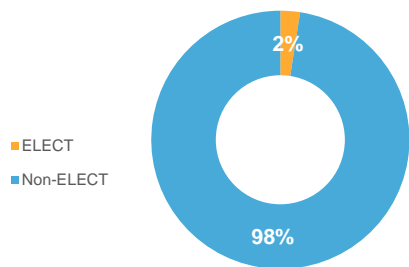- ELECT: 2%
- Non-ELECT: 98%

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

There were no McKinney-Vento identified students enrolled at One Bright Ray – Simpson as of November 2022.

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 – Simpson.

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)	4 / 5
School Climate & Culture Quality (Page 5)	12 / 12
Domain Total	16 / 17

Domain 2: Organizational Compliance

Category	Requirements Met
Student Academic Support, Progress Monitoring & Reporting (Page 9)	6 / 9
Record Keeping & Communication (Page 11)	5 / 5
Personnel (Page 12)	4 / 7
Governance & Enrollment (Page 13)	2 / 5
Domain Total	17 / 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 (51% math; 61% in reading). 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.	✓	Program maintains a comprehensive MTSS tracker with tiers, initial review dates, and interventions. The team uses data to understand barriers, and adjust in tiers and interventions, including attendance, academic progress and performance, and behavior and climate concerns. All enrolled students are listed in the MTSS tracker.	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.	
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 presented their SAIP process and protocol for when students are absent (3) or more days. Program presented email template for Students/Parents to receive at 3rd illegal absence, SAIC meeting invites. Program also presented SAIPs and 30-day review dates on SAIP process page. As of November 1, 2022, 55% of students were considered chronically absent (i.e., have accrued 10 or more unexcused absences within a 45-day period).	Although all attendance and truancy processes were appropriate and timely, the program's rate of chronic absenteeism recommend a review and expansion of the student-specific supports and strategies used in the SAIPs to improve student attendance.

Contract Requirement	Rating	Review	Recommendations
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 a dean of students responsible for all climate matters as well as both a school counselor and postsecondary counselor. Additionally, the program has a dedicated attendance officer as well as a Youth Mentor to support student needs. The program has also established a strong relationship with the Philadelphia Police Department to have arrival pathways monitored by officers. All attendance information is uploaded by school-based support staff and those based in the OBR central office.	
Clinical Questionnaire Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.	✓	The program administers to each student a clinical questionnaire to assess students' personal needs and any barriers to school success. Questions from the survey include, but are not limited to, identifying reliable transportation to and from school, feelings about neighborhood safety, goals and barriers, and the student's support circles.	

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.	

Contract Requirement	Rating	Review	Recommendations
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 SAIP conferences. 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.	
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 showing the program supports 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 14% 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. 5 of 10 IEP files reviewed captured student attendance. 10 of 10 EL files reviewed had initial screener scores for the current school year.	
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.	✖	9 of 10 IEP files reviewed provided evidence of a transition assessment/transition data (e.g., O'Net results). 8 of 10 IEP files reviewed had sufficient evidence of transition planning. Documents reflect participation of parents/guardians and students (14 yrs. and older). Although use of transition assessments was evident, these were not reflected in Transition present levels. A few IEPs do not have current SDP IEPs as required, within 30 days of enrollment.	The program should ensure a transition assessment (i.e O'Net) is administered to each student, as well as Naviance, and include the results in the IEP and then align goals, activities and services to the results.
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 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.	✔	Annual IEPs were current and updated in accordance to Federal directives. Evidence in files of invitations to all IEP team meeting participants including parents/guardians, students and OVP.	

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.	✓	10 of 10 EL students enrolled had all required elements of Home Language Survey, assessments, and support. 4 of 4 eligible students had a notification of continuation of service in 2022-23. 10 of 10 students had an EL Support log with some detail - many references to pull-out including 1 student who is being pulled out of many core courses.	When a student is screened in place of a missing ACCESS test, only complete the continuation of service letter and write "WIDA Screener" in "Test Administered" box with the updated screener score. EL Point should be supporting the teacher in instruction and scaffolding within instruction and assessment not pulling students out which removes them from instructional time 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.	
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.	✓	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.	✗	4 out of 8 core teachers were appropriately certified in their respective content areas. Although the program has at least one appropriately PA certified teacher on staff in three core content areas, they do not for math.	Explore alternative certification processes for these teacher by seeking an emergency certification, while also working with them to obtain their formal certification via a certified education program.
Administrator Certification Provides at least one Pennsylvania certified administrator per site.	✓	The program has a principal on staff with a valid Administrative K-12 PA certification.	
Diverse Learner Services Staff Provides sufficiently trained and certified/ licensed professional staff for diverse learner services, including special education and ELs.	✓	The program employs a PA certified ESOL teacher to support English Learners, and two (2) PA certified SPED teachers to support SPED students.	

Contract Requirement	Rating	Review	Recommendations
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, 100% (5 of 5) of files reviewed had valid and appropriate PA background, FBI background and PA Child Abuse checks. 100% (5 of 5) also had valid and appropriate Act 168 documentation. For hires prior to 2017, reviewed files of 8 continuing hires. 1 of 8 files reviewed did not have a PA Background check. 100% (8 of 8) files reviewed had valid and appropriate FBI background and PA Child Abuse checks.	

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.	✖	Program had 10 teachers on staff including specials and electives, resulting in a student to teacher ratio of 27:1, however a 26:1 or lower ratio is expected. 11.5 teacher FTEs were on approved Staffing Plan. Program has three direct service student support staff (Counselor, Youth Mentor and College& Career Counselor), resulting in a student to support staff of 90:1 which is within requirements.	Increase teacher staffing to reach approved staffing plan with focus on certified math teachers.
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: 13 of 13 employees reviewed had a completion certificate on file with evidence of completing the required 4 hours every 5 years. Act 126 Training: 13 of 13 employees reviewed had a completion certificate on file for the required 3-hour training.	Program should recommend employees complete the 4 hour course to satisfy Act 71 requirements once every 5 years; currently most employees are completing the one hour course.
District Professional Development and Contractor Meetings Ensures teachers and administrators engage in School District professional development opportunities (required and optional) and monthly contractor meetings.	✔	Program-based staff and OBR leadership regularly and consistently engage with Network meetings and School District required meetings (e.g., equity lead meetings, SpeCM meetings).	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 program has a School Advisory Council (SAC) inclusive of students, and program staff, which is scheduled to meet 6 times during the academic year. Parents are currently not members on the SAC.	Since the SAC is already in place, the program should recruit parents/guardians, in addition to community stakeholders, to participate in the SAC or a separate PAC should be developed to intentionally incorporate parent/guardian perspectives and voices in the school culture.
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 <u>School District's diversity, equity, and inclusion practices, policies, and equity definition</u>.	✔	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.	

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.	✖	Only 1 of 20 files reviewed was student 18yrs or older. For the one file, student was 18+ at time of enrollment but FERPA and enrollment file was signed by the parent/guardian and no FERPA form was signed by the student. Additionally, several minor students had a FERPA release form signed by the parent/guardian. A FERPA release should be signed by the student once they reach 18 years old.	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.

Contract Requirement	Rating	Review	Recommendations
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. For 19 of 20 files, the proof of age matched the date of birth in the SIS. 20 of 20 enrollment files reviewed contained proof of address. 19 of 20 files matched addresses in the SIS. 20 of 20 enrollment files reviewed contained immunization records. 18 students enrolled as of the date of the walkthrough had non-compliant immunizations and although there was a follow-up log, no follow-up was noted since October. 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. Additionally, all 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.	