

Operational Walkthrough Report
SY 2022-2023

One Bright Ray – Simpson Evening

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

Program Type: Adult Diploma
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 13, 2022

Contract Term: FY2023 – FY2027 (*SY 2022-2023 is the program's opening year*)

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 <i>Chief Executive Officer</i>	Anna Duvivier <i>Chief Operating Officer</i>	Joycet Velasquez <i>Chief Academic Officer</i>
Arkadiy Yelman <i>Director of Evening Programs</i>	Jennifer Rodgers <i>Assistant Director of Evening Programs</i>	

Walkthrough Review Team:

DawnLynne Kacer <i>Executive Director, Opportunity Network</i>	Majeedah Scott <i>Director, Multiple Pathways to Graduation</i>	Marcus De Vose <i>Assistant Director, Transition Services</i>
Cameo John <i>Assistant Director, Educational Options Program</i>	Seth Morones <i>Strategy Analyst II, Opportunity Network</i>	

Program Demographics

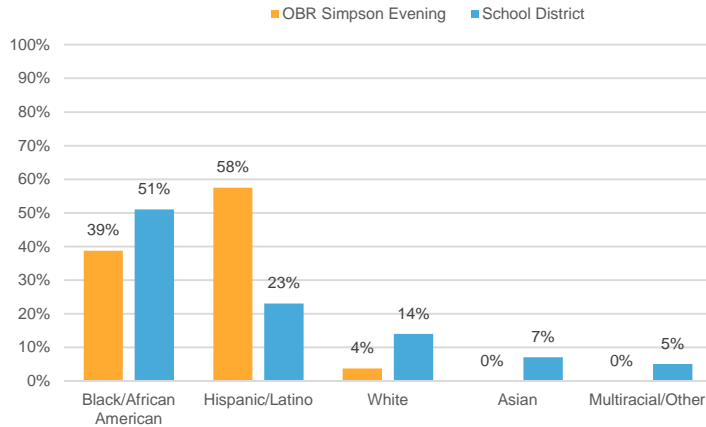
The School District of Philadelphia’s official demographic information is reported on October 1st of each academic year. To more closely align with the student composition of each program on the date of the walkthrough, demographic data for Opportunity Network programs is reported here as of November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

Enrollment

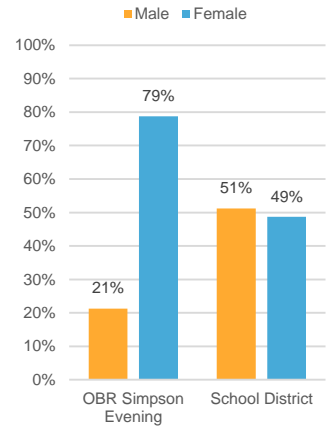
80
 Total Student Enrollment

100
 Program Capacity

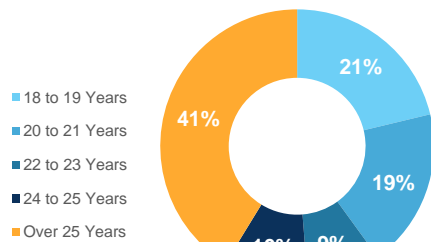
Race & Ethnicity



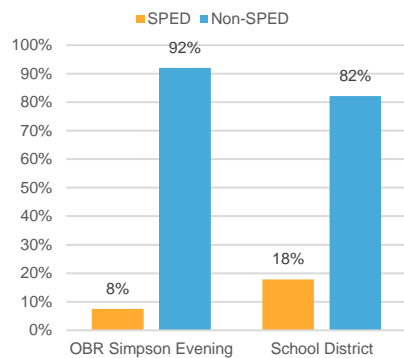
Gender



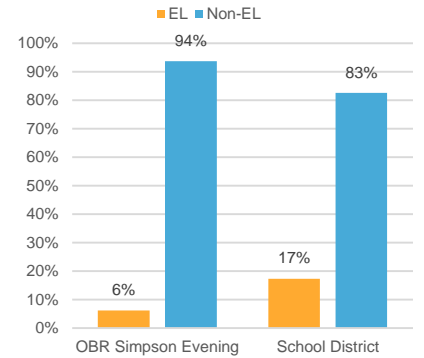
Student Age



Special Education



English Learners



ELECT

There were no ELECT participants enrolled at One Bright Ray – Simpson Evening as of November 2022.

The Philadelphia ELECT program is a comprehensive network of education, health, and support services designed to assist pregnant and parenting teens in completing their education and becoming self-sufficient.

McKinney-Vento

There were no McKinney-Vento identified students enrolled at One Bright Ray – Simpson Evening 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 Evening.

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)	10 / 12
Domain Total	14 / 17

Domain 2: Organizational Compliance

Category	Requirements Met
Student Academic Support, Progress Monitoring & Reporting (Page 9)	3 / 8
Record Keeping & Communication (Page 11)	4 / 4
Personnel (Page 12)	4 / 7
Governance & Enrollment (Page 13)	3 / 5
Domain Total	22 / 24

Domain 3: Accommodative & Financial Compliance

Category	Requirements Met
Accommodative Quality (Page 15)	3 / 3
Financial Compliance (Page 16)	4 / 4
Domain Total	7 / 7

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. At the time of the walkthrough, STAR testing had not begun, though the program has scheduled testing dates for the rest of the academic year. The walkthrough occurred more than 60 days after the start of the term.	STAR testing for all students must occur within 10 days of the start of the school year/their enrollment in the program. 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 embeds Restorative Practices into school culture focusing on relationships, reducing harm, and repair. Students are made aware of the processes during new student orientation. SEL resources are presented to students in English Language Arts class by the program's social worker. 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
<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>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. The tracker itself primarily focuses on Tier 1 students.</p>	<p>Use the MTSS tracker 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.</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>The program has a Professional Learning Community (PLC) for staff with topics and activities such as Unpacking Standards, enhancing program and professional practice such as literacy strategies, engagement strategies, restorative approaches, and classroom opening routines. 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.</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
<p>Positive Behavior Supports and Student Incentives Employs a system of positive supports inclusive of individual and/or group-based incentives.</p>	✓	<p>The MTSS framework includes Tier I individual and group incentives (i.e., honor roll, student of week, community building and student pins).</p>	
<p>Bullying Employs measures to combat both cyber and in-person bullying. Ensures incidents are reported and monitored according to School District policies.</p>	✓	<p>The student handbook outlines bullying and harassment detailing the definition of both and SDP bullying/cyber-bullying and harassment policy, including reporting procedures, investigation process, and consequences. At the time of the walkthrough, there were no instances of Office of Discipline Referrals made related to bullying.</p>	
<p>Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).</p>	✓	<p>The program uses restorative conferences inclusive of restorative reflection questions and behavior contracts.</p>	

Contract Requirement	Rating	Review	Recommendations
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's student handbook provides a behavior matrix aligned with the SDP's code of conduct. At the time of the walkthrough, the program had not reported any Office Discipline Referrals (ODRs), therefore alignment of practices and consequences was not evaluated.	

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 data errors were not reported or addressed in a timely manner during the school year to date, resulting in incorrect student-level absences and school-level inaccuracies.	The program should notify School District offices (i.e., the Opportunity Network, School Organization, and Attendance and Truancy) when support is needed for addressing any attendance issues as they arise. The program has a responsibility to reconcile all attendance data on a daily, weekly, and monthly basis.
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.)	✗	As of the date of the walkthrough, attendance was taken in SIS and reconciled on a daily basis as needed, however, documentation of letters being sent was not entered in SIS. Likewise, SAIC invite letters, notifying parents/guardians of scheduled attendance conferences, were not sent. At the time of the walkthrough, only one (1) SAIP was recorded in the SIS. Due to issues with systems set up, attendance and chronically absent data was not available for November 1, 2022. Consequently, SAIPs were not developed for all students who needed them.	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 appropriate supports can be provided to students, timely.
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.	✓	Program staff includes the Director for Evening Programs, the Assistant Director, postsecondary counselor, social worker, and other administrative support. All attendance information is uploaded by school-based support staff and those based in the OBR central office.	




Contract Requirement	Rating	Review	Recommendations
<p>Clinical Questionnaire Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.</p>		<p>During orientation, students are asked to complete a comprehensive needs assessment inclusive of general student information, identifying personal and academic barriers, and resources and services needed.</p> <p>Program staff is intentional on using the data collected from the needs assessment to not only address individual students' needs, but also to identify school-level trends, which they use to determine necessary partnerships with services and organizations, and to make key operational shifts to the program for the benefit of all students.</p> <p>For example, the data from the needs assessment showed access to childcare as a barrier for students attending classes, thus prompting the Simpson Evening staff to seek and develop a partnership with a neighborhood childcare center students use during program evening hours.</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 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 has activities or events scheduled for all students to build cohesion among the school community at least once a week.</p> <p>School-sponsored events and activities include: Crazy Sock Day, Favorite Team Day, pizza day, and fundraisers for epilepsy.</p> <p>Harm and healing circles are used to advance the sense of community whenever conflicts between students arise, although these are rare.</p>	

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<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>The program provides resource banks for adult students to get need-specific support from nonprofit and community-based providers. The program maintains a running log of calls/communications made for each enrolled student showing the reason and outcome of the communication. Notes indicate both positive and concern calls are made to parents/guardians for attendance, grades, and behavior.</p>	<p>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.)</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>The program highlighted their newly elected Student Council Cabinet with three leadership roles: President, Vice President, and Treasurer. They shared two recent initiatives: Breast Cancer Awareness Day and pretzel day fundraiser event.</p>	
<p>Community Partnerships Engages community and non-profit agencies to provide non-academic services and support.</p>		<p>Program has forged partnership with various agencies such as Project Home and a neighborhood day care. The daycare partnership has been invaluable as it closes late to accommodate the students' school schedule thereby helping both student enrollment and retention. Housing, parenting classes, and other services offering student support were all evidenced in the program documents.</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 tracks postsecondary activities such as college, career, graduation requirements credits, and Act 158 pathways, Naviance tasks completion, and bridging activities and events.</p>	
<p>Program-wide Career Readiness Activities Establishes documented partnerships with employers and institutions of higher education, program-wide postsecondary efforts for exploration, preparation, and matriculation or employment, and completion of required activities related to the Future Ready PA Career Portfolio/ ESSA Accountability Standards.</p>	✓	<p>The program has very strong postsecondary partnerships and included a list of their postsecondary contacts. The program facilitates student connection to multiple training program offerings provided by Project Home, such as customer service training and certification, in addition to computer basics and powered industrial truck certifications, and forklift training. Other certification opportunities include: Medical Assistance and Safe Serv.</p> <p>The program also holds regular postsecondary events including a Career and Community Fair, which provides adult learners with resources and employment opportunities, College Campus Visits & Tours, and access to the HBCU Fair.</p> <p>PowerSchool log entries highlight reminders of various post-secondary activities and events such as college visits, CPR training opportunity, credit review and OSHA training.</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>The program uses a comprehensive graduation plan which includes Act 158 requirements and identified pathways.</p> <p>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. Students are notified of Act 158 requirements through letters home and 1-on-1 conferences with program staff.</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.	Not Applicable	SPED enrollment capacity is not a standard in the Adult Diploma program contract.	
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.	✘	2 of 7 IEP files reviewed had sufficient evidence of progress monitoring. 4 of 6 EL files reviewed had initial screener scores for the current school year. Students for both files lacking EL screener scores were identified as chronically absent.	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.	✘	7 of 7 IEP files reviewed captured student attendance. 2 of 7 IEP files reviewed had sufficient evidence of transition planning.	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.	✘	71% of IEPs were compliant for the Dec 1 Child Count, 5 of 7 IEPs were compliant. As of the date of the walkthrough, two (2) students were out of compliance, one each for an evaluation and an IEP.	


Contract Requirement	Rating	Review	Recommendations
<p>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.</p>	✘	<p>2 of 7 files reviewed had evidence of invitations to participate for all IEP team members (parent/guardian, student, OVR). In some files, there was no evidence of invitations to participate and for others, there was no evidence of invitation to OVR.</p>	
<p>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.</p>	✘	<p>4 of 6 EL student files reviewed contained an updated notification letter inclusive of composite or initial placement level/results in their primary language spoken at home. All files (6 of 6) had an HLS.</p> <p>4 of 6 EL student files reviewed included most recent ACCESS scores or an updated screener.</p> <p>0 of 6 EL student files reviewed contained an EL support log outlining specific instructional supports for this school year.</p> <p>10 of 10 enrollment files reviewed contained a Home Language Survey.</p>	<p>Document specific instructional support or strategies for either general education teacher or ESL teacher in a support log to reflect alignment of instructional supports for ELs with programs LIEP and student-specific language development levels.</p> <p>Document attempts to provide annual screener/ACCESS test even for chronically absent students.</p>

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
<p>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.</p>	✔	<p>No issues at the time of the walkthrough related to timely SIS entries.</p>	
<p>Archive of Historical Information Maintains an archive of all historical student academic and behavioral records.</p>	Not Applicable	<p>This is program's opening year, no historical data as yet to maintain.</p>	

Contract Requirement	Rating	Review	Recommendations
<p>Emergency Preparedness Conducts and reports school safety drills timely using the required School District system. Develops emergency preparedness plans in Previsor by the annual deadline and updates plans timely and as needed throughout the school year.</p>		<p>OBR Simpson Accelerated program conducts and logs the required drills. Evening program is listed as a program under the day program.</p> <p>OBR Simpson Accelerated program maintains VIP and EOP. Evening program is listed as a program under the day program.</p>	

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
<p>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.</p>		<p>No issues at the time of the walkthrough related to reporting progress to students. 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.</p>	
<p>Official Certified Information Ensures all official grades, credits, transcripts and diplomas are solely produced by the School District and/or Infinite Campus.</p>		<p>No issues at the time of the walkthrough related to official academic information solely produced by the School District's SIS.</p>	<p>Program should communicate to students 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.</p>

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>Two core content teachers (math and history) do not have valid, current PA certification in their subject area. The program currently has no science teacher on staff (vacancy). The only core content area with appropriately certified PA staff is English.</p>	<p>For the staff with inactive Instructional I certs, program should support staff to obtain needed coursework and/or continuing education credits to convert to an Instructional II certification. Program should also work with the School District to determine eligibility for emergency certification.</p> <p>Program is to prioritize hiring an appropriately PA certified science teacher.</p>
<p>Administrator Certification Provides at least one Pennsylvania certified administrator per site.</p>	✔	<p>The program has an administrator on staff with a valid Administrative K-12 PA certification who is assuming the principal role until a permanent staff member is hired.</p>	
<p>Diverse Learner Services Staff Provides sufficiently trained and certified/licensed professional staff for diverse learner services, including special education and ELs.</p>	✔	<p>The program employs a PA certified ESOL teacher to support English Learners, and a PA certified SPED teacher to support SPED students.</p>	
<p>Employee Background Checks Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.</p>	✘	<p>For new hire files reviewed: 4 of 5 (80%) had valid and timely PA Background check and PA Child Abuse clearance. 1 of 5 employees had clearances dated more than 12 months from date of hire. 5 of 5 (100%) had valid FBI background checks. 1 of 5 new hires did not have a complete Act 168 review for eligible prior employment.</p> <p>For continuing hire files reviewed. 3 of 3 (100%) had valid PA Child Abuse, PA Background check and FBI background checks.</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>Program has five (5) teachers on staff which at capacity is a 30:1 ratio, however no teacher for science. The program is currently enrolled at fewer than 100 students and indicated they are increasing staff as they increase enrollment.</p> <p>Program has one direct service student support staff member, a College & Career Counselor. The student to support staff ratio based on enrollment is: 92:1 however an additional support staff member would need to be hired once program increases enrollment to capacity.</p>	<p>Explore alternative certification processes for the teacher by seeking an emergency certification, while also working with them to obtain their formal certification via a certified education program.</p>
<p>Obligatory Trainings Provides all employees with Act 71, Act 126, and other obligatory PA Department of Education professional trainings and monitors timely completion and updates as required.</p>	✔	<p>Act 71 Training: 8 of 8 employees reviewed had a completion certificate on file.</p> <p>Act 126 Training: 8 of 8 employees reviewed had a completion certificate on file for the required 3-hour training.</p>	<p>Program should offer employees the 4 hour course for Act 71 training to satisfy this requirement every 5 years at once. One employee reviewed completed only 39 mins of Act 71 training to date which complicates the monitoring of this requirement.</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-based staff and OBR leadership 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, SpeCM, active shooter training, etc.).</p>	<p>Encourage site principals to attend Leadership Convenings and SDP mandatory school leader PDs.</p>

Category 4: Governance and Enrollment

Standard 1: Program Governance

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

Contract Requirement	Rating	Review	Recommendations
<p>Program Advisory Council Establishes a formal program advisory council inclusive of community members, parents, students, and staff.</p> <p>Advisory councils must meet minimally six times per school year.</p>	✔	<p>The program has a School Advisory Council (SAC) inclusive of community members, parents/guardians, students, and program staff, which is scheduled to meet 6 times during the academic year. Planned meeting topics include: community service opportunities, neighborhood and school fairs for local businesses, non-profits, education partners and employers.</p>	


Contract Requirement	Rating	Review	Recommendations
<p>Equity</p> <p>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>Indicators from the needs assessment and employment survey led to partnerships to provide for student needs (e.g., childcare, food). The program also uses data to monitor and study enrollment, student progress, and attendance/absenteeism trends. The program is scheduled to provide comprehensive equity training for all staff, and is also working to develop sustainable partnerships with probation, parole, and re-entry agencies and services.</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</p> <p>Complies with the Family Educational Rights and Privacy Act (FERPA) and designates a single point of contact for FERPA information.</p>	✗	<p>3 of 10 enrollment files for students 18 years of age and older at time of enrollment had FERPA release forms signed by a parent/guardian, not the student.</p>	<p>As all students enrolled in the program are 18+ at time of enrollment, ensure all FERPA and release of information forms, consent forms, etc. are signed by the student. Also, as adult students can legally withhold sharing of academic information, ensure a tracking system exists to prevent disclosure when student has not consented to FERPA protected releases.</p>
<p>Student Enrollment Records</p> <p>Secures personally identifiable information and does not request or require prohibited information at time of enrollment (e.g., SSNs).</p> <p>Collects proof of Philadelphia residency and proof of age at the time of enrollment.</p> <p>Requires completion of an enrollment application inclusive of home language survey and parent registration statement.</p> <p>Collects and maintains immunization records.</p>	✗	<p>10 of 10 enrollment files reviewed contained proof of age.</p> <p>9 of 10 enrollment files reviewed contained proof of address. 6 of 10 enrollment files matched addresses in the SIS.</p> <p>10 of 10 enrollment files reviewed contained immunization records. 21 students as of the date of the walkthrough continued to have non-compliant immunizations.</p> <p>10 of 10 enrollment files reviewed contained a Home Language Survey.</p> <p>7 of 10 enrollment files reviewed did not contain prohibited information (e.g., Student Health Information forms; Wellness Check-in forms).</p>	<p>The program should confirm all demographic (address, contact information, etc.) enrollment information at least twice a year or at the beginning of each module to ensure information is accurate and up to date. Additionally, all demographic information should be compared to the SIS to ensure SDP systems are also up to date.</p> <p>Ensure prohibited items are not requested/included in enrollment files (court notices, summons, custody orders, etc.) and for items which must be maintained to support the student, ensure these are only in confidential counselor files.</p> <p>Document all engagement and follow-up regarding immunizations in log.</p>

Operational Walkthrough SY2022-2023
 One Bright Ray – Simpson Evening



Contract Requirement	Rating	Review	Recommendations
<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>Most referrals come by way of word of mouth or through community partnerships. However, the program does partner with the REC to enroll adult students, and engages referred students timely. Partnership with re-entry organizations to get eligible students referred for enrollment. The program has a social media presence which attracts a significant amount of interest from prospective students. Program in its opening year and had engaged and enrolled approximately 90 students within the first four months.</p>	

Domain 3: Accommodative & Financial Compliance

Category 1: Accommodative Quality

Standard 1: Facilities

Evidence the contractor complies with established facility requirements.

Contract Requirement	Rating	Review	Recommendations
<p>Federal, State, & Local Facility Regulations Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities.</p> <p>The program is housed in a non-sectarian facility.</p> <p>If in School District facility, provides ready access and cooperates with School District for required inspections.</p> <p>If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing as well as electrical and fire safety inspections.</p> <p>Also if in a privately-owned facility, program secures licensed contractor for required AHERA inspections and provides report to the School District.</p>		<p>The program is housed in a 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.</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>	Not Applicable	The program type is not required to follow the School District's academic calendar.	
<p>Transportation Management Complies with the School District's requirements to appropriately manage transportation services for students. TARs are entered timely and transpasses are activated prior to expiration to ensure transportation access for all eligible students.</p>	✓	No known issues with managing transportation services for students.	
<p>Dress Code and Uniforms Establishes an equitable dress code for students inclusive of expectations regarding school uniform. If required, provides uniforms to students upon request due to financial need and/or youth experiencing homelessness. Does not have policies or practices which create barriers to participation in learning based on dress code or uniform. Dress code is gender neutral.</p>	Not Applicable	Uniforms are not required at the program.	

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>	✓	The program had a valid Certificate of Tax Clearance through 12/11/2022 on the date of the walkthrough.	

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>At the time of the walkthrough, the program's insurance documentation was current and included the contractually required types and levels of insurance,</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>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>	