





## OPERATIONAL WALKTHROUGH OVERVIEW

Operational Walkthroughs for all Opportunity Network contract programs focused on the systems and structures that are required to deliver high quality instruction to 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 that are 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 that inform 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 that the program met the contract requirement. A  indicates that the program did not meet the contract requirement. The basis for the rating is provided in the Additional Information section for each standard.

### GENERAL INFORMATION

**Walkthrough Date:** January 8, 2019

**Contract Term:** FY 2018- FY 2022

**Program Type:** Accelerated (Grades 9-12)

### PROGRAM LEADERSHIP

**Marcus A. Delgado**, Chief Executive Officer

**Anna Duvivier**, Chief Operating Officer

**Joycet Velasquez**, Chief Academic Officer

**Christine Godfrey**, Principal

### CONTACT INFORMATION

1142 E. Erie Avenue, Philadelphia, PA 19124

Phone: 215-744-6000

**Webpage:** <http://www.onebrihtraycommunity.org/>

### WALKTHROUGH REVIEW TEAM

**DawnLynne Kacer**, Executive Director, Opportunity Network

**Majeedah Scott**, Director, Office of Multiple Pathways to Graduation

**Marcus De Vose**, Assistant Director, Transition Services

**Elvis Mucaj**, Strategy Analyst II, Opportunity Network

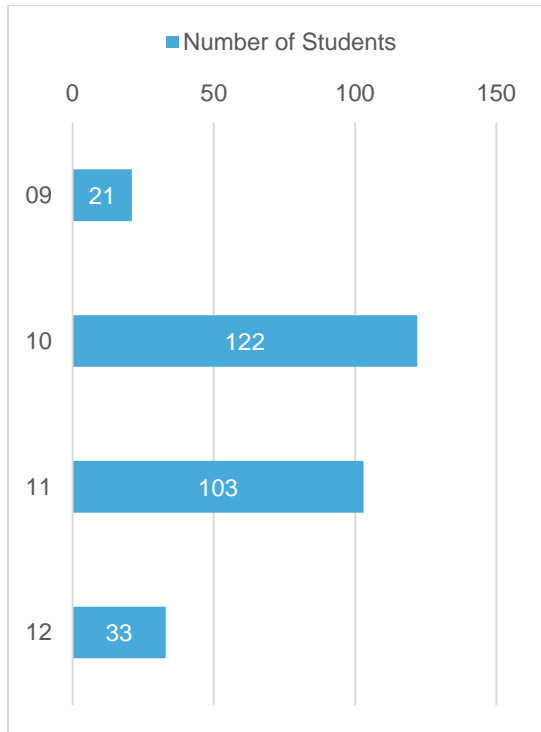
**Patricia Ryan**, Director, Office of Multilingual Curriculum and Programs

**Rachel Malloy-Good**, Special Education Case Manager

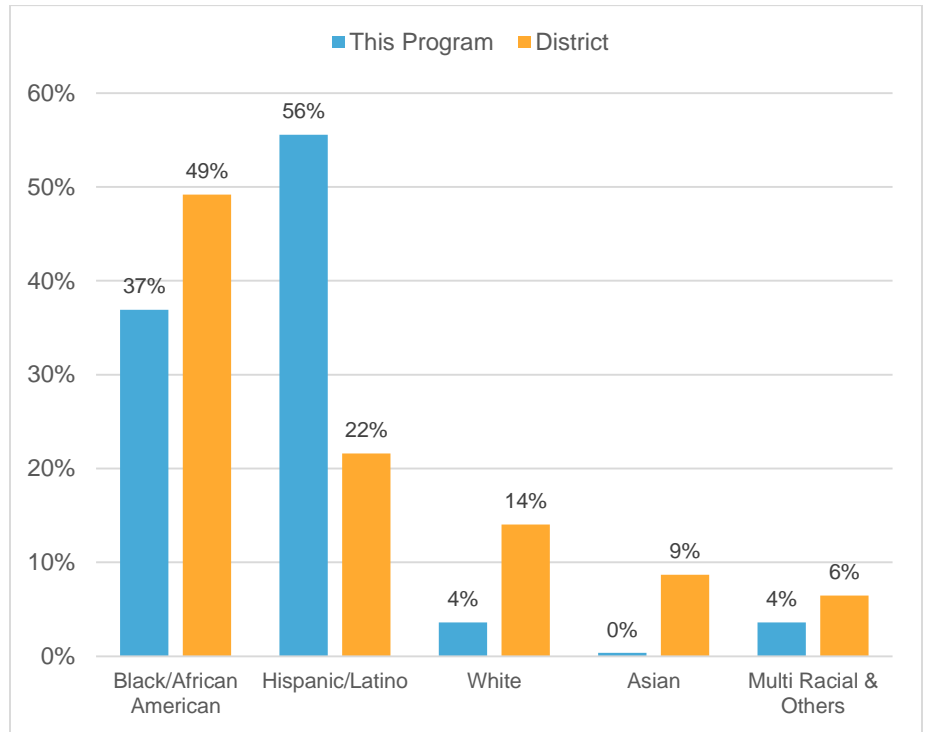
### MISSION

“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.”

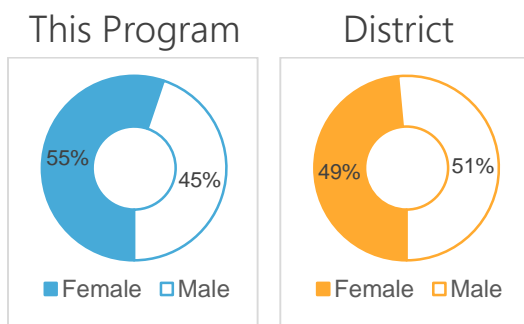
**ENROLLMENT BY GRADE**



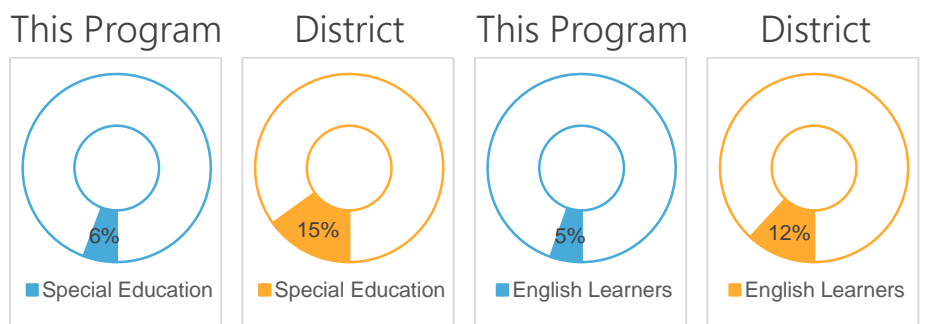
**ETHNICITY**



**GENDER**



**SPECIAL EDUCATION & ENGLISH LEARNERS**



ENROLLMENT INFORMATION	
Enrollment on 2/1/19	279
Contracted Maximum	270

*The School District of Philadelphia's official demographic information is reported on October 1<sup>st</sup> of each school year. The Opportunity Network's demographic information comes from February 1, 2019, to more closely align with the student population on the date of the walkthrough.*

## DOMAIN 1: ACADEMIC & SCHOOL CLIMATE ACCOUNTABILITY

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2018-2019 Operational Walkthrough. Information regarding how standards in the Academic and School Climate Accountability domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Academic Quality ( <a href="#">Page 4</a> )	3 / 5
School Climate Quality ( <a href="#">Page 5</a> )	4 / 6
<b>TOTAL</b>	<b>7 / 11</b>

## DOMAIN 2: ORGANIZATIONAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2018-2019 Operational Walkthrough. Information regarding how standards in the Organizational Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Student Progress Monitoring & Reporting ( <a href="#">Page 6</a> )	4 / 8
Record Keeping & Communication ( <a href="#">Page 8</a> )	2 / 4
Personnel ( <a href="#">Page 9</a> )	4 / 7
Governance & Enrollment ( <a href="#">Page 10</a> )	4 / 5
<b>TOTAL</b>	<b>14 / 24</b>

## DOMAIN 3: ACCOMMODATIVE & FINANCIAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2018-2019 Operational Walkthrough. Information regarding how standards in the Accommodative & Financial Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Accommodative Quality ( <a href="#">Page 12</a> )	5 / 5
Financial Compliance ( <a href="#">Page 14</a> )	3 / 3
<b>TOTAL</b>	<b>8 / 8</b>

**CATEGORY I: ACADEMIC QUALITY**

STANDARD: CURRICULAR QUALITY – Evidence of systems and structures to ensure quality curriculum and instruction offered by contractor		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>BASELINE and REQUIRED ASSESSMENTS:</b> Offers baseline (pre-test) and required assessments (Basic Assessment in Reading &amp; Math, PA PSSA/Keystone Exams, P/SATs) for academic progress monitoring.</p>	✘	<p>Less than 80% of eligible students had both pre- and post- scores for the Basic Assessment in Reading &amp; Math (reading 15%; math 19%). Less than 80% of eligible students participated in 2017-2018 Keystone exams (Literature: 70%, Algebra: 70%, Biology: 76%).</p>
<p><b>BEHAVIOR MODIFICATION/CHARACTER EDUCATION:</b> Educational program offered includes behavior modification/character education.</p>	✔	<p>Character education is delivered through the program’s School-wide Enrichment (SWE) classes, which are elective courses that all students take based on their proximity to graduation. SWE classes ranges from OBR Seminar for first year students to Senior Seminar for graduating seniors.</p>

STANDARD: STUDENT PERFORMANCE – Evidence of systems and structures to ensure expected student progress in the program as defined in the AEPR and consistent with contract expectations		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>ACADEMIC ACHIEVEMENT:</b> Collects and uses data to track and monitor student progress data to evaluate academic achievement and make appropriate instructional shifts and/or differentiate instruction.</p>	✘	<p>School level monitoring for Literacy/Numeracy progress is fully aligned to the AEPR. There was some evidence of student-level monitoring of grades, attendance, and credit attainment but no evidence of interventions in place for specific students who did not meet/or were not on track to meet metrics as defined in the AEPR. The program is currently monitoring average daily attendance on a weekly basis but is not monitoring the percent of students who attend school at least 85% of instructional days.</p>
<p><b>POST-SECONDARY READINESS:</b> Collects and uses data to track and monitor student post-secondary readiness.</p>	✔	
<p><b>ACADEMIC PERFORMANCE BARRIERS:</b> Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes.</p>	✔	

**CATEGORY 2: SCHOOL CLIMATE QUALITY**





<b>STANDARD: DISCIPLINE MANAGEMENT</b> – Evidence of systems, structures and contractor efforts to effectively manage student behavior and employ positive behavior intervention & supports system		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>RESTORATIVE JUSTICE and POSITIVE CLIMATE PRACTICES:</b> Employs restorative justice practices (e.g. facilitated mediation, reflective writing, peer court/advising). Evidence of policies and practices to combat bullying including cyber bullying.</p>	✓	Restorative justice practices evident from orientation throughout student's time in program. Disciplinary infractions lead to specific restorative practices per the program's handbook. Evidence of circles, restorative conferences and acts of reparation.
<p><b>STUDENT INCENTIVES:</b> Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).</p>	✓	Evidence of weekly recognition and awards for attendance, behavior and academics. End of module trips for 85ers Club (high achievers). Students receive lanyard pins for recognition, special breakfasts/meals, etc.
<p><b>TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS:</b> Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.</p>	✗	Program identifies students' personal barriers and documents them in the Emotional Support Team log. Program staff addresses issues to mitigate or remove barriers, however, individualized plans were not evident.

<b>STANDARD: ATTENDANCE &amp; DISCIPLINE REPORTING</b> – Evidence of systems, structures and contractor efforts to track, monitor and report student attendance and behavior, including compliance with Safe Schools Act		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>DRILLS and SAFETY REPORTING:</b> Conducts and reports appropriate school safety drills, designates rally and shelter-in-place locations, and reports school safety incidents as required.</p>	✓	
<p><b>CODE of CONDUCT:</b> Adopts and provides to students a code of conduct aligned to School District's Code of Conduct.</p>	✓	
<p><b>TRUANCY and DISCIPLINE REPORTING:</b> Accurate and timely reporting of attendance, truancy and disciplinary incidents as required by contract. Develops Student Attendance Improvement Plans and communicates with parents/guardians timely to prevent chronic absenteeism.</p>	✗	No SAIPs in SIS for students with 6 or more unexcused absences.



**CATEGORY 1: STUDENT PROGRESS MONITORING & REPORTING**



<b>STANDARD: STUDENT LEVEL PLANS</b> – Evidence that contractor creates, maintains and effectively implements student-level plans for learning, behavior and post-secondary and communicates student progress to student and family for all students		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>PERSONALIZED LEARNING PLANS (AEDY Transition &amp; Continuation only):</b>                      Creation (upon enrollment of student) of a Personalized Learning Plan that includes a Transition Plan for student to return to School District.</p>	Not applicable	
<p><b>PERIODIC ACADEMIC and BEHAVIOR REPORTING:</b>                      Provides timely reporting of student academic progress (on quarterly or semester basis to students, parents and/or guardians) including information for coursework attempted/completed, level of achievement and progress, behavior and attendance.</p>	✓	
<p><b>GRADUATION AND POST-SECONDARY PLANS:</b>                      Creation and maintenance of plan for progress towards graduation (including credits needed) and a student-specific post-secondary plan aligned to student interests.</p>	✓	Plans were evident and developed in the mandatory Senior Seminar course for graduating seniors.

<b>STANDARD: DIVERSE LEARNER POPULATION</b> – Evidence of systems, structures and contractor policies to appropriately identify, support and monitor instruction for special education students and English Learners (ELs)		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>ENROLLMENT of SPECIAL EDUCATION STUDENTS:</b>                      Enrolls special education population no less than 15% and no greater than 20% of the program capacity.</p>	✗	As of December 1, there were 16 students enrolled with IEPs out of the contracted maximum of 270 students (5.9%).
<p><b>BASELINE MEASURES:</b>                      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.</p>	✗	No evidence of baseline assessments for EL students (e.g., ACCESS).

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>IEP IDENTIFICATION, EVALUATION &amp; REVIEW:</b>                      Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.</p>		<p>4 of 10 Special Education files reviewed did not include parent/guardian signatures on either re-evaluations or IEP documentation. No evidence of career-related transition plans for 8 of 10 Special Education files reviewed (e.g., career interest inventories).</p>
<p><b>ANNUAL IEP UPDATES:</b>                      Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance. Includes Transition Services in IEPs for students 14 years or older. Documents participation of all required IEP team members.</p>		<p>16 of 16 IEPs were in compliance for December 1 Child Count (100% compliance).</p>
<p><b>IEP MEETINGS:</b>                      Assumes lead role for scheduling, convening, and completion of IEP meetings as well as all special education related paperwork. Collaborates with the School District as necessary and appropriate to support students.</p>		
<p><b>EL IDENTIFICATION, EVALUATION &amp; REVIEW:</b>                      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>10 of 10 enrollment files reviewed for EL students did not include Home Language Survey. The program had no EL files to present for review; files had not been maintained. No evidence of initial screening (e.g. W-APT) or annual evaluation (e.g., ACCESS exam).</p>

**CATEGORY 2: RECORD KEEPING & COMMUNICATION**

<b>STANDARD: COMMUNICATIONS WITH SCHOOL DISTRICT</b> – Evidence that contractor timely and accurately reports information to the School District either directly or via provided systems consistent with contract requirements and written updates from the School District		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>STUDENT INFORMATION SYSTEM UPLOAD:</b> Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.</p>		No issues this school year with timely entry of grades and attendance. The program did not enter final grades in the SIS for SY 2017-2018. This required District central office staff to do a mass manual upload of grades for the program at the start of the current school year.
<p><b>ARCHIVE OF HISTORICAL RECORDS:</b> Maintains an archive of all historical student academic and behavioral records.</p>		The program utilizes PowerSchool student information system to maintain current and historical student records.

<b>STANDARD: COMMUNICATIONS WITH STUDENTS, PARENTS/GUARDIANS AND FAMILIES</b> – Evidence that contractor communicates timely and accurately with students, parents/guardians and families regarding student performance and progress in a manner accessible to all; protects student record information		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>SECURE PERSONALLY IDENTIFIABLE INFORMATION:</b> Secures personally identifiable information, does not request or require prohibited information at time of enrollment (e.g. SSNs), and ensures that if student is 18+ years of age, student provides consent to release records.</p>		3 of 20 enrollment files reviewed included custody orders, DHS findings, or social security numbers. Recommended that the program maintain these documents in counselor files and ensure that they are not requested or required for enrollment.
<p><b>ENGAGEMENT WITH PARENTS/GUARDIANS AND FAMILIES:</b> Contractor ensures that it communicates with all stakeholders as appropriate to maintain levels of engagement including reporting of student academic progress, information regarding program events (e.g. back to school nights) and student expectations (e.g. orientation and handbook) in a manner that is accessible to all.</p>		Mandatory parent/guardian orientation on the second day of new student orientation. Log entries evidenced contact with parents via phone and home visits. Evidence of Open House Pasta Dinner Night, FAFSA Night and report card conferences. Parents/guardians have access to grades, behavior and attendance via the PowerSchool parent portal.



**CATEGORY 3: PERSONNEL**

<b>STANDARD: BACKGROUND CHECKS, LICENSES &amp; EDUCATOR CERTIFICATION – Evidence of contractor compliance with relevant contract, state and federal educator personnel requirements</b>		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>EMPLOYEE BACKGROUND CHECKS:</b> Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.</p>	<b>x</b>	<p>PA Criminal History Check: 11 of 11 employees reviewed had a valid check on file. PA Child Abuse Clearance: 11 of 11 employees reviewed had a valid clearance on file. FBI Background Check: 7 of 11 employees reviewed had a valid check on file. Act 168 documentation: 8 of 9 eligible employees reviewed had documentation on file.</p>
<p><b>PROFESSIONAL CERTIFICATIONS:</b> Provides PA certificated teachers in all core instructional areas.</p>	<b>x</b>	<p>2 of 9 core instructional staff (math and ELA) with valid PA certifications. All other instructional staff as per fall roster: 5 of 7 had no certification of any kind in PA and 2 of 7 had expired emergency certifications.</p>
<p><b>PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR):</b> Provides at least one PA certificated administrator per site.</p>	<b>✓</b>	
<p><b>STUDENT SUPPORT SERVICES STAFF:</b> Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs.</p>	<b>✓</b>	<p>The program employs a range of student support staff including Social Workers and a Post-Secondary Counselor.</p>

<b>STANDARD: PERSONNEL RATIO &amp; PROFESSIONAL DEVELOPMENT – Evidence of contractor adherence to contractual Personnel Ratios, contractually or statutorily required trainings, and relevant staff professional development</b>		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>PERSONNEL RATIOS:</b> Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.</p>	<b>✓</b>	
<p><b>OBLIGATORY TRAININGS:</b> Provides all employees with Act 71, Act 126, and other obligatory PDE professional trainings and monitors timely completion and updates as required.</p>	<b>x</b>	<p>Act 71 Training: 9 of 11 employees reviewed had a completion certificate on file. Act 126 Training: 11 of 11 employees reviewed had a completion certificate on file.</p>

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>ENGAGEMENT IN DISTRICT PROFESSIONAL DEVELOPMENT AND CONTRACTOR MEETINGS:</b> Ensures that teachers and administrators engage in School District professional development opportunities and monthly contractor meetings.</p>	✓	



**CATEGORY 4: GOVERNANCE & ENROLLMENT**



STANDARD: PROGRAM GOVERNANCE – Evidence of systems, structures and contractor activities to support compliance with contractual expectations for program governance		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>COMMUNITY ENGAGEMENT:</b> Engages community and non-profit providers to provide a diverse and relevant range of non-academic student services and support.</p>	✓	Evidence of agreements with community organizations to provide FAFSA, college and career events, and volunteer opportunities. The program developed a year-long calendar of events and activities and provided related evidence of implementation (e.g., flyers, sign-in sheets). Evidence of agreements with Year Up, JEVS, the Attic, ECP, and Harcum College.
<p><b>COMMUNITY ELICITATION:</b> Has active school or community advisory board or process by which the school community can provide input and feedback to the contractor regarding the program. Encourages parent/guardian participation in the District-wide annual survey.</p>	✗	5% of parents completed the 2017-2018 District-wide Parent Survey. Minimum of 10% participation required.


STANDARD: STUDENT ENROLLMENT – Evidence of systems, structures and contractor practices to meet contractual and statutory requirements for student enrollment and eliminate barriers to entry		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>TIMELY ENROLLMENT:</b> Contractor does not create barriers to enrollment and enrolls students referred and/or who apply timely. Enrollment and/or student files contain information as required by PDE for enrollment. Program has procedures in place to confirm eligibility of students prior to enrollment.</p>	✓	

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<b>RESIDENCY REQUIREMENT:</b> Contractor does not serve students from other LEAs without written consent of School District. Contractor confirms residency of student prior to or at time of enrollment.	✓	19 of 20 student enrollment files reviewed included proof of residency.
<b>RE-ENGAGEMENT CENTER REFERRALS:</b> Contractor has reserved 50% of seats for School District's Engagement Center (REC) and/or partners with the REC to receive referrals.	✓	

**CATEGORY I: ACCOMMODATIVE QUALITY**

<b>STANDARD: FACILITIES</b> – Evidence of contractor compliance with established facility guidelines, contractual/statutory requirements and lease terms (if in School District-owned properties)		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>FEDERAL, STATE, &amp; LOCAL REGULATIONS:</b>                      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 a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing.</p>		The program is in a privately-owned facility.
<p><b>FACILITY MAINTENANCE:</b>                      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, contractor fulfills the obligations of their lease agreement regarding maintenance and reports facility condition issues timely.</p>		

<b>STANDARD: SCHOOL CALENDAR, TRANSPORTATION AND UNIFORMS</b> – Evidence that contractor operates a program that meets the minimum number of days of instruction as required by the contract and makes the program accessible to all eligible students		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>CALENDAR:</b>                      Maintains an academic calendar that minimally has at least as many instructional days as that of the School District. Submits operational calendars timely and appropriately notifies the School District departments of any changes in the calendar.</p>		
<p><b>TRANSPORTATION:</b>                      Maintains accurate student information to allow the School District to appropriately manage transportation services for students. No corrective action initiated regarding required student transpass usage reports.</p>		

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>UNIFORMS:</b> Establishes a clear dress code for students inclusive of expectations regarding school uniform. Provides uniforms to students upon request due to financial need. Does not have policies or practices that create barriers to instruction based on dress code or school uniform.</p>		

**CATEGORY 2: FINANCIAL COMPLIANCE**

STANDARD: PROCUREMENT OF OPERATING CERTIFICATES – Contractor provides School District with relevant operating licenses and certificates; maintains current insurance consistent with contract requirements		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<b>TAX LIABILITIES:</b> Provides School District with Certificate of Tax Clearance absolving any city tax liabilities.	✓	
<b>PROOF OF INSURANCE:</b> Provides Proof of Insurance 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: FINANCIAL MANAGEMENT AND REPORTING – Evidence the contractor adheres to standards of financial management including with monitoring and reporting of revenues and expenses, invoicing to the School District and ability of contractor to maintain financial viability		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<b>FINANCIAL MANAGEMENT:</b> 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.	Not applicable	
<b>MONTHLY INVOICING:</b> Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.	✓	