

Operational Walkthrough Report

SY 2024-2025

One Bright Ray – Mansion

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

Program Type: Accelerated
Grades 9-12

Program Capacity: 150

3133 Ridge Avenue, Philadelphia, PA 19132 | (215) 999-3110

<https://www.onebightraycommunity.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 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: November 14, 2024

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:	Monica Hawk Chief Executive Officer	Dr. Latoya Johnson Chief Academic Officer	Stephanie Finnin Principal
----------------------------	---	---	--------------------------------------

Walkthrough Review Team:	Majeedah Scott Director, Multiple Pathways to Graduation	Marcus De Vose Assistant Director, Transition & Alternative Education	Seth Morones Senior Associate, Opportunity Network
	Kia L. Woods Special Education Case Manager		

Performance Summary

The tables below summarize the number of standards by category which met expectations consistent with contract requirements during the 2024-2025 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 3)	3 / 4
School Climate & Culture Quality (Page 4)	10 / 11
Domain Total	13 / 15

Domain 2: Organizational Compliance

Category	Requirements Met
Student Academic Support, Progress Monitoring & Reporting (Page 7)	8 / 9
Record Keeping & Communication (Page 9)	5 / 5
Personnel (Page 10)	3 / 3
Governance & Enrollment (Page 12)	3 / 3
Domain Total	19 / 20

Domain 3: Accommodative Compliance

Category	Requirements Met
Facilities (Page 12)	2 / 2
School Calendar, Uniforms, and Transportation (Page 13)	3 / 3
Domain Total	5 / 5

Domain 1: Academic & School Climate Quality

Category 1: Academic Quality

Standard 1: Curricular Quality

The measurement of the Contractor's practices for supporting school staff in delivering high quality, standards-aligned instruction, and adherence to offering and effectively using appropriate student assessments.

Contract Requirement	Rating	Review	Recommendations
Teacher Planning Time/Professional Learning Communities (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.	✓	Professional Learning Community calendar reflects the appropriate amount of weekly time and objectives for improving teacher practice. Majority of topics are focused on improving instruction, including questioning techniques, data analysis, teacher reflection, and student participation.	
Baseline Assessments Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	✗	As of October 7 th , 50% of students completed baseline Star assessments in math and reading (less than 85% participation).	

Standard 2: Effective Monitoring and Supports for Academic Barriers

The measurement of the contractor's systems and structures for identifying and removing academic barriers.

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.	✓	SEL takes place during OBR Seminar classes to help students 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.	

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 has an MTSS system with a tracker log that identifies students, tiers and supports for academics, behavior and attendance. Progress monitoring was evident.	Monitor progress biweekly, update MTSS tiers, adjust strategies interventions based on data analysis, and ensure goals are time-bound and owned by specific staff.

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.	✓	There is evidence of policies and procedures for PBIS with incentives, attendance rewards. Examples of individual and group incentives are raffle prizes, trips, student government and 85'ers club.	
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 policies and procedures and educates students about their rights and responsibilities, as well resources to report bullying and harassment (e.g., Safe2Say).	
Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).	✓	The program engages in circles, peer mediation, SEL prompts, meditation, and reflective writing.	
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 student handbook outlines information regarding student conduct, expectations as well as consequences and levels of infractions aligned to the District's Code of Conduct.	

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.	✓	Incidents are reported timely and in the appropriate District systems. Teachers take attendance daily and code student absences in Infinite Campus.	The Attendance Team should encourage Parents to send excused absence notes within (3) days of the absence (ex: paper, text, email). Reiterate Attendance Protocol with families.
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.)	✗	Family contact notes and SAIP conferences were not recorded in SIS as required. However, 3-day letter entries were evident in SIS. SAIPs identify student strengths and characteristics. Some describe how the plan will help students overcome barriers. Interventions were not evident. Progress monitoring was not entered or updated on plans.	SAIPs should describe the impact of barriers upon students and how plans will help students overcome barriers. Ensure that contact notes and SAIPs are recorded in SIS.
Clinical Questionnaire Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.	✓	Evidence of a clinical questionnaire administered to all students during orientation. The questionnaire asks students about their responsibilities outside of school, transportation needs, temperament, experiences at their last school, parenting status, justice involvement, and other circumstances or characteristics that might impact their academic success.	

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>Team building activities occur in OBR Seminar and core subject classes. Activities center around solving problems as a team and participating in workshops that promote healthy relationships. Community building also takes place during special whole-school events such as Friendsgiving, Spirit Week, and Trick or Treat Feast.</p>	
<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 provided evidence of call logs to parents/guardians regarding students with unexcused absences. Parents also participate in academic conferences with students and staff to promote and encourage strategies for academic improvement. The program makes daily phone calls to parents/guardians when students are absent. Home visits are conducted for students with 6+ unexcused absences. Parents participate in the program's Advisory Council.</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 surveyed students during student professional development week to determine their most requested ideas for extra-curricular clubs. Students expressed interest in yoga, cheerleading, video gaming, coding, knitting, and chess. All students are welcome to join Student Government, and members are able to suggest student-centered activities, communicate ideas for improvement to administration, and represent the interests of their peers. The program also maintains and regularly looks at anonymous student suggestions via a suggestion/comment box.</p>	

Contract Requirement	Rating	Review	Recommendations
Community Partnerships Engages community and non-profit agencies to provide non-academic services and support.	✓	The program has partnerships with numerous organizations, including but not limited to The Men of Mansion Community Group, American Heart Association, Breast Cancer Awareness Foundation, and Family Therapy and Consultation Services/ United Family Services (IBHS provider). The program partners with colleges, universities and the District's college and career readiness office to provide postsecondary bridging opportunities. The program's Manager of Workforce Development partners with organizations to provide service learning, internships and externships for students.	

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 students with readiness for graduation and postsecondary 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.	✓	Individual postsecondary plans include student-identified career interests, postsecondary institutions for matriculation, academic majors or programs of study, and specific milestones to reach identified goals.	
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.	✓	The program's Postsecondary Counselor coordinates and tracks program-wide bridging activities and offerings. Students participate in financial aid workshops, admissions presentations, college fairs and visits, and receive individual and group counseling to prepare for postsecondary opportunities.	

Contract Requirement	Rating	Review	Recommendations
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.	✓	Graduation plans are student-specific and include the identified Act 158 pathway and accumulation of required credits. The program maintains an ACT 158 Tracker from the Office of School Organization that includes credits and certifications listing.	

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.	✗	At the time of the walkthrough, 15 students with IEPs were enrolled in the program (10% of program capacity).	
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.	✓	9 of 9 IEPs reviewed had evidence of progress monitoring data, including assessment dates and goals. 9 of 9 IEPs reviewed had sufficient evidence of ongoing progress monitoring.	
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 9 IEPs reviewed had evidence of a Transition plan, including transition goals and activities. 9 of 9 IEPs reviewed had sufficient evidence of transition plans, goals and activities.	

Contract Requirement	Rating	Review	Recommendations
Annual IEP Updates Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance.	✓	13 of 13 IEPs were in compliance for December 1 Child Count (100% compliance).	
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.	✓	9 of 9 IEPs reviewed had evidence of parent/guardian participation.	
EL Identification, Implementation, Evaluation & Review Identifies potential ELs using the Home Language Survey, evaluates students using screener, and assesses ELs annually using ACCESS exam to provide all required services for success of EL students.	✓	The program had two (2) EL students enrolled at the time of the walkthrough. Both students' files contained recent assessment scores, notification letters, support logs, and initial placement screener scores. 10 of 10 enrollment files reviewed had a completed Home Language Survey (HLS).	

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.	✓	SIS entries were up to date at the time of the walkthrough.	
Archive of Historical Information Maintains an archive of all historical student academic and behavioral records.	✓	There are no known or outstanding issues related to maintaining an archive of all historical student academic and behavioral records in School District systems.	
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.	✓	All required drills have been logged in Previstar in a timely manner. The program's Vital Information Packet and Emergency Operations Plan have been submitted in Previstar and approved by the Office of School Safety.	

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.	✓	There are no known issues with reporting interim student academic progress and producing end of term report cards in the approved School District format.	
Official Certified Information Ensures all official grades, credits, transcripts and diplomas are solely produced by the School District and/or Infinite Campus.	✓	There are no known issues with official grades, credits and transcripts being solely produced by the School District's SIS.	

Category 3: Personnel, Ratios & Professional Development

The measurement of the systems and structures in place for the contractor to adhere to contractual personnel ratios, required training and professional development offerings.

Contract Requirement	Rating	Review	Recommendations
Personnel Ratios Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.	✓	The program meets the contractually required 26:1 student to teacher ratio and the required 100:1 student to support staff ratio.	
Supportive Services Staff Provides staff needed for safe schools and attendance reporting as well as optimal learning environment.	✓	Program provides a student support team including deans, counselors, attendance coordinator and safety staff.	
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 staff regularly and consistently engage with Network meetings and School District required meetings (e.g., Leader Convening, equity lead meetings, SPeCM meetings).	

Category 4: Governance and Enrollment

Measurement of the contractor's structures and protocols in place to adhere to contractual governance and enrollment 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.	✓	Program Advisory Council meetings are scheduled from December through May to support the program's goals related to student achievement and attendance. Advisory members include faculty, administration, teachers, students and parents/guardians.	
Equity The program's Equity Lead engages in School District monthly meetings. The contractor operates the program in a manner which advances equity in alignment with the School District's diversity, equity, and inclusion practices, policies, and equity definition .	✓	The program participates in the District's equity leader pathways. The program has adopted the District's definition of equity, diversity and inclusion.	
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 engages consistently and timely with the REC to enroll eligible students. Program staff consistently complete the REC's follow-up procedures for orientation and enrollment.	

Domain 3: Accommodative Compliance

Category 1: Facilities

Evidence that 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 School District facility. There are no known issues related to providing access and cooperating with the School District for required inspections.	
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, contractor fulfills the obligations of their lease agreement regarding maintenance and reports maintenance issues timely and does not make any unapproved alterations.	✓	There are no current or outstanding issues with the program fulfilling obligations of its lease agreement with the School District.	

Category 2: School Calendar, Uniforms, and Transportation

Evidence that 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 follows its own academic calendar with at least 180 school 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.	✓	There are no current or outstanding 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.	✓	The program provides uniform assistance to students who need it. The Uniform Policy was reviewed and is equitable and aligned to SDP policy.	