



## Operational Walkthrough Report

SY 2024-2025

# 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

Program Capacity: 150

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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 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: January 13, 2025

Contract Term: FY2023 – FY2027

## General Information

**Program Mission:** *El Centro de Estudiantes is an accelerated high school program that immerses students in a highly personalized, real-world based educational experience. A goal of the school is to inspire and empower students to take charge of their learning and become life-long learners.*

<b>Program Leadership:</b>	<b>Monica Hawk</b> <i>Chief Executive Officer</i>	<b>Dr. Latoya Johnson</b> <i>Chief Academic Officer</i>	<b>Anna Duvivier</b> <i>Chief Operating Officer</i>
	<b>Dr. Jennifer Rodgers</b> <i>Director of Evening Programs</i>	<b>Adam Zeiser</b> <i>Principal</i>	

<b>Walkthrough Review Team:</b>	<b>Majeedah Scott</b> <i>Director, Multiple Pathways to Graduation</i>	<b>Marcus De Vose</b> <i>Assistant Director, Transition &amp; Alternative Education</i>	<b>Emily Diefendorf</b> <i>Director, Instructional Resources</i>
	<b>Cameo John</b> <i>Assistant Director, Adult Education/EOP</i>	<b>Kia L. Woods</b> <i>Special Education Case Manager</i>	

## 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
<a href="#">Academic Quality (Page 3)</a>	2 / 3
<a href="#">School Climate &amp; Culture Quality (Page 4)</a>	11 / 11
<b>Domain Total</b>	<b>13 / 14</b>

### Domain 2: Organizational Compliance

Category	Requirements Met
<a href="#">Student Academic Support, Progress Monitoring &amp; Reporting (Page 7)</a>	3 / 8
<a href="#">Record Keeping &amp; Communication (Page 9)</a>	5 / 5
<a href="#">Personnel (Page 10)</a>	3 / 3
<a href="#">Governance &amp; Enrollment (Page 11)</a>	3 / 3
<b>Domain Total</b>	<b>14 / 19</b>

### Domain 3: Accommodative Compliance

Category	Requirements Met
<a href="#">Facilities (Page 12)</a>	2 / 2
<a href="#">School Calendar, Uniforms, and Transportation (Page 13)</a>	3 / 3
<b>Domain Total</b>	<b>5 / 5</b>

## 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
<b>Teacher Planning Time/Professional Learning Communities (PLCs)</b> 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 appropriate amount of weekly time and topics centered around academic priorities and adult learning.	
<b>Baseline Assessments</b> Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	Not Rated	Program staff and students experienced delayed access to Star Renaissance for baseline testing.	

#### 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
<b>Social Emotional Learning</b> 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 has social-emotional support structures in place and restorative practices. Community Building activities, SEL groups, and community days help students make connections and build healthy relationships.	

Contract Requirement	Rating	Review	Recommendations
<b>Multi-Tiered System of Supports</b> 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 MTSS meetings and interventions for attendance. There was no evidence of MTSS for academics and behavior.	Monitor progress biweekly, update MTSS tiers for attendance, academics and behavior. Adjust 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
<b>Positive Behavior Supports and Student Incentives</b> Employs a system of positive supports inclusive of individual and/or group-based incentives.	✓	The program has individual and group incentives such as honor roll, student of the week, spirit week, and shout-outs. The program celebrates student achievement through coupons, zero day, and awards and special recognitions.	
<b>Bullying</b> Employs measures to combat both cyber and in-person bullying. Ensures incidents are reported and monitored according to School District policies.	✓	The program addresses bullying via student handbook, student orientation, and class presentations. The program follows the School District's Bullying and Harassment policies and procedures.	
<b>Restorative Justice</b> Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).	✓	The program has Restorative Practices that focus on relationships, and reducing harm and repair. Restorative practices include peer mediation, hallway conferences, utilization of behavioral continuum, affective statements and community circles.	
<b>Code of Conduct</b> 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 programs Code of Conduct is aligned to that of the School District for behaviors and consequences.	

## 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
<b>Reporting Attendance and Disciplinary Incidents in SIS</b> Accurate and timely reporting of attendance and disciplinary incidents on a daily basis.	✓	At the time of the walkthrough, all attendance and disciplinary incidents were reported on a daily basis.	
<b>Attendance Barriers</b> Addresses individual student attendance barriers and follows the <a href="#">School District's Attendance and Truancy Protocols</a> (i.e., Notice of Third Illegal Absence, attendance improvement conferences, entry of SAIPs into the SIS, etc.)	✓	Program created and use third illegal absence letters in SIS. SAIPs were completed, but not uploaded to SIS.	Although transfer to a day program is unlikely for evening students, begin creating SAIPs in SIS so that plans may follow students in the event of a transfer.
<b>Clinical Questionnaire</b> Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.	✓	The program administers a questionnaire to all students that appropriately assesses personal needs that could become barriers to 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
<b>School Community Building</b> Incorporates community building at least weekly to provide a platform for all students to establish community, build relationships, learn to resolve issues, take ownership of their actions, and engage positively with the school environment with empathy and compassion.  Community building practices may include: morning meetings, group advisory, restorative circles, harm and healing circles, townhouses, etc.	✓	Theme days like art and music day, hat day, etc., increase student engagement, attendance, and help to build community. Celebrations for Hispanic Heritage month, Thanksgiving, and more provide opportunities for students to positively engage with each other and enjoy festive fellowship.	
<b>Family Engagement</b> Embraces a culture which supports parent/guardian engagement in the life of the program, including consultation on governance matters and opportunities to review student learning and progress.  The contractor must have a plan for implementing and sustaining family engagement programs.  Family engagement practices may include: parent conferences, advisory boards, community workshops, resource banks, family nights, and the engagement of students' own children and siblings.	✓	The program provides opportunities for adult students to support their own children and families. Examples include, Parent Cafes on grief and healing, anti-violence programming, health and wellness programming, Strengthening Families event, HBCU webinars, community baby showers resources for parenting and pregnant students, and financial literacy programs.	
<b>Student Voice and Leadership</b> 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.	✓	All students are welcome to join Student Council, and members are able to suggest student-centered activities, communicate ideas for improvement to administration, and represent the interests of their peers.	

Contract Requirement	Rating	Review	Recommendations
<b>Community Partnerships</b> Engages community and non-profit agencies to provide non-academic services and support.	✓	The program partners with a variety of community providers to offer industry recognized credentials, job shadowing and internships, behavioral health counseling, postsecondary bridging, and part-time paid employment opportunities. Community providers include, but not limited to, Philabundance culinary arts partnership, City of Philadelphia Anti-Violence partnership, CPR training, various job fairs, Educating Communities for Parenting partnership, and Concilio.	

## 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
<b>Postsecondary Plans</b> 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.	
<b>Program-wide Career Readiness Activities</b> 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 has procedures in place to ensure students have postsecondary readiness and exposure activities through college, career and community fairs, college and job application assistance, PHEAA and FAFSA application assistance, resume writing, etc. There was evidence of student meetings with Counselor or Social Work intern to map out postsecondary preparation plans.	

Contract Requirement	Rating	Review	Recommendations
<b>Graduation Plans</b> 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 include evidence to support each student's individual pathway, inclusive of Act 158 and progress towards completion. Evidence that staff check-in with students at least once per term to help students stay on track with pathway components. The program maintains an Act 158 tracker that includes individual student pathways, term grades, credits needed and assessments taken.	Add an Act 1 tab to include and monitor eligible students. Act 1 can help reduce student graduation requirements

## 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
<b>Enrollment of Special Education Students</b> Enrolls special education population no less than 15% and no greater than 20% of the program capacity.	Not Applicable	Not applicable for Adult Diploma program type.	
<b>Baseline Measures and Progress Monitoring</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.	✗	3 of 3 IEPs reviewed had evidence of progress monitoring data, including assessment dates and goals.  1 of 3 IEPs reviewed had sufficient evidence of ongoing progress monitoring.	Ensure data adequately addresses the specific goal and progress towards the goal. Data used to measure progress cannot be anecdotal.
<b>IEP Identification, Implementation, Evaluation &amp; Review</b> 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.	✗	3 of 3 IEPs reviewed had evidence of a Transition plan, including transition goals and activities.  0 of 3 IEPs reviewed had sufficient evidence of transition plans, goals and activities.	Transition assessments must be completed annually. Provide each student one service and one activity goal in the transition area.



Contract Requirement	Rating	Review	Recommendations
<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.	✓	4 of 4 IEPs were in compliance for December 1 Child Count (100% compliance).	
<b>IEP Meetings</b> 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.	✗	2 of 3 IEPs reviewed had evidence of parent/guardian participation.	
<b>EL Identification, Implementation, 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>There was one (1) EL student enrolled at the time of the walkthrough. Initial placement screener scores were evident. However, not evident were updated notification letter, notification letter in the primary home language, recent ACCESS test scores, nor EL support log.</p> <p>10 of 10 enrollment files reviewed had a completed Home Language Survey (HLS).</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
<b>Student Information System Upload</b> 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.	
<b>Archive of Historical Information</b> 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.	

Contract Requirement	Rating	Review	Recommendations
<b>Emergency Preparedness</b> 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 were logged in Previstar in a timely manner. The program's Vital Information Packet and Emergency Operations Plan were submitted in Previstar by the August deadline.	

## Standard 2: Student Performance Reporting and Recordkeeping

*Measurement of the systems and structures in place to ensure reporting and appropriate recordkeeping of student academic performance in alignment with School District's obligations to parents and/or legal guardians.*

Contract Requirement	Rating	Review	Recommendations
<b>Student Progress Reporting</b> 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.	
<b>Official Certified Information</b> 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
<b>Personnel Ratios</b> 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 100:1 student to support staff ratio.	
<b>Supportive Services Staff</b> Provides staff needed for safe schools and attendance reporting as well as optimal learning environment.	✓	The program employs a director of evening programs, social worker, student support manager, and college counselor.	

Contract Requirement	Rating	Review	Recommendations
<b>District Professional Development and Contractor Meetings</b> Ensures teachers and administrators engage in School District professional development opportunities (required and optional) and monthly contractor meetings.	✓	Program staff generally attend Network meetings and School District required professional development.	

## 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
<b>Program Advisory Council</b> Establishes a formal program advisory council inclusive of community members, parents, students, and staff.  Advisory councils must meet minimally six times per school year.	✓	The program's adult students lead the advisory council. Focus has been on fundraising for school activities and expanding partnerships with Concilio and ECP for parenting classes. Monthly meetings are scheduled through the end of the school year.	
<b>Equity</b> 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 <a href="#">School District's diversity, equity, and inclusion practices, policies, and equity definition</a> .	✓	The program participates in the District's equity leader pathways. The program has adopted the District's definition of equity, diversity and inclusion.	
<b>Re-Engagement Center Referrals</b> 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 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
<b>Federal, State, &amp; Local Facility 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 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 Department of Licenses and Inspections inspected the program facility on August 10, 2024 and deemed it to be in substantial compliance as required by Philadelphia Code Section A-703.2.4.A. No violations were cited during the inspection.	
<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 maintenance issues timely and does not make any unapproved alterations.	✓	There are no current or known issues with the program maintaining its facility.	

## 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
<b>Academic Calendar</b> Maintains an academic calendar at least equal in days of operation to the <a href="#">School District's calendar</a> . 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.	
<b>Transportation Management</b> 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.	
<b>Dress Code and Uniforms</b> 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 Uniform policy was reviewed and is equitable and aligned to SDP policy.	