

2016-2017 Alternative Education Progress Report (AEPR)

User Guide

AEPR Overview

This guide is intended to help you understand the various components that make up the AEPR and will cover the following topics:

Report Types	There are four AEPR report types. This section explains the differences between them.
AEPR Components	This section provides an overview of the AEPR layout and its main components.
Domains	The AEPR is organized into four domains: Achievement, Progress, Climate, and College & Career. This section provides a brief overview of each domain.
Appendices	The appendices provide additional information on metric definitions and network averages.

Report Types

A program's report type is determined by the type of program it operates. A brief description of the various types of alternate education programs evaluated is below.

Alternative Education for Disruptive Youth (AEDY)	AEDY programs are designed for students who have committed serious Code of Conduct violations. Students enroll in an AEDY Transition program, through disciplinary transfer, after a determination is made through a due process hearing conducted by the Office of Students Rights and Responsibilities. AEDY programs assist such students with transitioning back to non-disciplinary schools.
Accelerated	Accelerated programs allow students who are overage and under-credited to get back on track. Students in accelerated high school programs are able to graduate within three years or less. Students in accelerated middle school programs are able to get back on track and eventually graduate from high school with their age-appropriate cohort.
Dual Enrollment	Dual enrollment programs allow students to earn credits towards their high school diploma and a college degree simultaneously.
Educational Options Program (EOP)	EOPs are evening programs that allow those who are older than 17 years of age (no upper age limit), have earned more than 8 high school credits prior to enrolling, and are not currently enrolled in a regular day school to continue earning credits towards a high school diploma.

Each program receives one report regardless of the grade levels served. Organizations that operate multiple programs at separate campuses receive separate reports for each campus.

AEPR Components

School Information

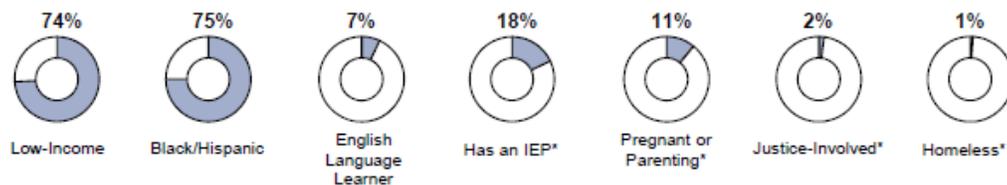
Each AEPR begins with some basic information about the specific program being evaluated. The top of the document is formatted as in the sample below.

Excel Academy South

Program Information

Governance	Contracted	Program Type	Accelerated
Address	4641 Roosevelt Blvd. Philadelphia, PA 19124	Grade Range	9-12
Phone	215-904-6235	Total Enrollment	520
Website	www.cameloteducation.org/excel-academy-south/	Average Daily Membership	395
		Unconfirmed Students*	102

Student Demographics



Program Name, Address, and Contact Information	Relevant contact information for the program being evaluated, including address, phone number, and website.
Governance	Indicator of whether the program is managed by the District or by a contracted organization.
Program Type	The report type is determined by the type of program operated. Each report type is a template that is comprised of a set of metrics aligned to the specific academic model offered by that type of program.
Grade Range	The specific grade levels served by the program.
Total Enrollment	The number of unique students served by the program over the course of the 2016-2017 school year.
Average Daily Membership	The average number of students enrolled on any given day during the 2016-2017 school year.
Unconfirmed Students	The number of students who were enrolled according to the District's student information system but not according to the school's local records. The 2016-2017 AEPR removes these students from all calculations.

School Information, cont'd

Student Demographics

Demographic information on students enrolled during the 2016-2017 school year. Unconfirmed students are not included in these percentages.

Because EOP programs serve adults who may not be eligible for special education services and for whom information on economic status may not be available, special education and low-income data are suppressed for EOP programs.

Information on economic status may be underreported for any program as alternative programs may be more likely than traditional programs to serve students who are not eligible for public assistance benefits due to age, citizenship status, or other factors.

Information on parenting/pregnant students, homeless students, and students who have been involved with the justice system was self-reported by the programs. This information was not tracked by all programs during the 2016-2017 school year and is therefore unavailable in some instances. Additionally, if a school reported that no student fell into one of these demographic categories, the AEPR assumes that the information was unknown, and this information is displayed as unavailable. This information may also be underreported in some cases as schools were not necessarily expected to track this information during the 2016-2017 school year.

Program Scoring

Immediately below the demographic information, each report displays the rounded percentage of metrics that fall into each of the four different performance tiers – Did Not Meet, Near Target (i.e., within 80% of the target), Target, or Exceptional (i.e. exceeded target). These performance categories are based on mutually-agreed upon targets for each program type. Contracted providers also adhere to these targets in their contracts.

The report also displays both an unweighted and a weighted overall score for the program. The number of metrics on which the program's score is based is also displayed as this number can vary substantially between programs of the same type. Schools that are eligible for fewer than half of metrics do not receive an overall score.

Unweighted Overall Score

The unweighted score is the percentage of metrics that fall into the Exceptional and Target tiers. Based on their unweighted overall score, schools are assigned one of four labels: Underperforming (0-24% of metrics in Target or Exceptional); Approaching (25-49% of metrics in Target or Exceptional); Achieving (50-74% of metrics in Target or Exceptional); or Excelling (75% or more of metrics in Target or Exceptional).

Performance contracts state that schools meeting fewer than half of their performance targets are eligible for closure; this unweighted score aligns with that condition.

Weighted Overall Score

The weighted score provides additional context regarding how programs' performance is distributed relative to the contract targets. In order to calculate this score, the percent of metrics at each tier is assigned a certain "weight," or credit. Schools earn no credit for metrics on which they receive a rating of Did Not Meet; half-credit for metrics on which they receive a rating of Near Target; full credit for metrics on which they receive a rating of Target; and an extra half-credit for metrics on which they receive a rating of Exceptional.

The weighted percentage of metrics at each tier is rounded to the nearest whole number; these rounded values are summed to calculate the program's weighted overall score.

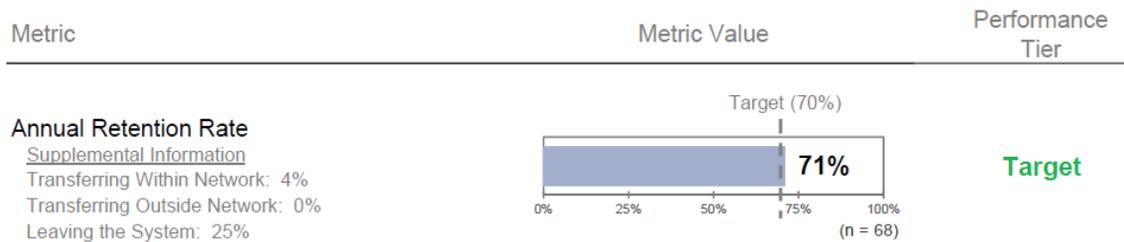
This section is formatted as in the example below:

Performance Tier	% of Metrics at Tier		Weight		Weighted % of Metrics at Tier
Exceptional	27%	x	1.5	=	41%
Target	13%	x	1	=	13%
Near Target	7%	x	0.5	=	4%
Did Not Meet	53%	x	0	=	0%
Unweighted Overall Score:	40% Approaching		Weighted Overall Score:		58%
Program was eligible for 15 of 20 metrics					

Metric Scores

Following the Summary Page, the reports provide additional information for each domain on which the program has been evaluated. These pages contain information on each performance measure within that domain. These detailed pages are formatted as in the sample below.

Climate



Metric	<p>A measure or indicator of a specific outcome. In the above example, the first metric in the Climate domain is “Annual Retention Rate.”</p> <p>For some indicators, supplemental information is also displayed in gray. This information is unscored and is intended to provide additional context for the scored metric.</p>
Metric Value	<p>The actual value that a program received for a given metric, rounded to the nearest whole number. In the example above, 71% of students who were enrolled in the program on October 1, 2016 had either graduated or were enrolled in the program on October 1, 2017.</p> <p>At the lower right-hand corner of each chart, the number of students included in the score is displayed (e.g. n=68). This provides a sense of whether the score represents a substantial portion or just a small subset of the students who attended the program. Metric scores are not displayed if fewer than 25 students in the program are eligible for a metric.</p>
Target	<p>The gray line indicates the performance target that the Opportunity Network established in spring 2017. All targets are provided in Appendix B.</p>
Performance Tier	<p>The tier into which the school was placed for each metric. This information is determined based on program performance relative to the Opportunity Network target.</p> <p>Schools are placed into metric tiers based on rounded metric scores. Consequently, values displaying as 0% and 100% may actually be 0.4% or 99.5%, respectively, before rounding.</p>

Domains

There are four AEPR domains.

Achievement	The Achievement domain measures performance on standardized assessments, including the Pennsylvania System of School Assessment (PSSA) and Keystone Exams, achievement in core courses, and whether students are meeting IEP goals.
Progress	The Progress domain measures student growth in literacy and numeracy and progress towards graduation, including whether high school students are earning sufficient credits, whether middle school students are moving up to the next grade, and whether students who are expected to transition back to non-disciplinary schools are doing so.
Climate	The Climate domain includes information about program climate and student experiences, including student attendance, suspensions, retention, and changes in attendance and suspensions among students who are new to the program. This domain also includes results from the District-Wide student and parent surveys.
College & Career	The College & Career domain measures college and career readiness and post-secondary outcomes, including the graduation rate, the college matriculation rate, and participation in and performance on standardized college entrance exams (e.g., ACT, SAT). Information on the number of students graduating from a program is also provided.

Appendix A: Metric Definitions

Achievement

**PSSA:
% Proficient or
Advanced
(middle grades
Accelerated only)**

The percentage of students in grades 3-8 scoring proficient or advanced on the PSSA or the PASA (Pennsylvania Alternative System of Assessment). Results are calculated by subject (Mathematics, English Language Arts, and Science). To count towards a program's score, a student must be enrolled continuously from December 23, 2016 through May 5, 2017.

Information on the percentage of students who are at each performance level is also displayed. This information does not always add up to 100% due to rounding.

**Keystone Exam:
% Proficient or
Advanced
(high school grades
Accelerated, EOP, and
Dual Enrollment only)**

The percentage of first-time testers scoring proficient or advanced on the Keystone exams. Results are calculated by subject (Algebra I, Biology, and Literature).

To count towards a program's score, students must have been continuously enrolled in the program as dictated below:

	Accelerated/Dual Enrollment	EOP
Took the exam in the Winter	October 1, 2016 – January 23, 2017	November 1, 2016 – January 23, 2017
Took the exam in the Spring	February 1, 2017 – May 26, 2017	February 1, 2017 – May 26, 2017

Information on the percentage of students who are at each performance level is also displayed. This information does not always add up to 100% due to rounding.

**PSSA:
Participation Rate
(middle grades AEDY
only)**

The percentage of students in grades 3-8 participating in the PSSA or the PASA. Results are calculated by subject (Mathematics, English Language Arts, and Science). Students were expected to participate in the assessment if they were enrolled from April 3, 2017 through May 5, 2017 (i.e., during the PSSA testing window).

**Keystone Exam:
Participation Rate
(high school grades
AEDY only)**

The percentage of students who were enrolled in a Keystone course who participated in the Keystone exam for that subject. Results are calculated by subject (Algebra I, Biology, and Literature).

Students were expected to participate in the assessment if they took the associated Keystone course and were enrolled during the Keystone testing window (January 9-23, 2017 for exams taken during the winter administration; May 15-26, 2017 for exams taken during the spring administration).

Achievement, cont'd

% of Students Earning
at Least a C in All
Major Subjects

The percentage of students earning at least a C in core courses (all mathematics, English, science, and social studies courses). To count towards a program's score, Accelerated and Dual Enrollment students must have been enrolled for at least half the year (80 or more days), AEDY students must have been enrolled for at least a grading quarter, and EOP students must have been enrolled for at least a trimester.

Information on the percentage of students who earned at least a B in all major subjects is also displayed. This value is a subset of the percentage of students who earned at least a C in all major subjects.

% Meeting IEP Goals
(Accelerated, AEDY,
and Dual Enrollment
only)

The percentage of students with Individualized Education Programs (IEPs, or documents for students who need special education services) who are meeting the annual goals set out in those documents. This information was self-reported by the programs.

Progress

Credit Accumulation
(high school grades
only)

The percentage of high school students earning sufficient credits during the 2016-2017 school year.

For Accelerated and Dual Enrollment programs, “sufficient credits” is defined as at least 8 credits for full-year students (those enrolled for at least 165 days), at least 4 credits for half-year students (those enrolled for 80-164 days), or the number of credits needed to graduate if less than 4. Students who are enrolled for fewer than 80 days are excluded from this metric.

For EOP programs, “sufficient credits” is defined as the equivalent of at least 2 credits for each trimester for which a student was enrolled (e.g., a student enrolled for 2 trimesters is expected to earn at least 4 credits) or the number of credits needed to graduate. Students who are enrolled for less than one trimester are excluded from this metric.

For AEDY programs, “sufficient credits” is defined as the number of credits that a student needs to have earned in order to be promoted to the next grade level within the School District of Philadelphia (at least 5 credits for 9th grade students, at least 11 credits for 10th grade students, and at least 17.5 credits for 11th grade students). Students who are enrolled for fewer than 165 days are excluded from this metric.

For EOP programs, credit data was taken from the district’s student information system. For all other programs, credit data was self-reported.

Progress, cont'd

% of Students Meeting
Target in Literacy
(Accelerated, AEDY,
and EOP programs
only)

The percentage of students meeting the growth target in literacy. For Accelerated programs, the target is at least two years' worth of growth for full-year students entering the year more than one grade level behind, at least one year's worth of growth for half-year students entering the year more than one grade level behind, at least one year's worth of growth for full-year students entering one grade level behind or less, or at least half a year's worth of growth for half-year students entering one grade level behind or less. A full-year student is defined as one enrolled for at least 165 days, and a half-year student is defined as one enrolled for 80-164 days. Students who are enrolled for fewer than 80 days are excluded from this metric.

For AEDY programs, the target is at least one year's worth of growth for full-year students (those enrolled for at least 165 days) or at least half a year's worth of growth for half-year students (those enrolled for 80-164 days). Students who are enrolled for fewer than 80 days are excluded from this metric.

For EOP programs, the target is at least one year's worth of growth for full-year students (those enrolled for at least 125 days). Students who are enrolled for fewer than 125 days are excluded from this metric.

Literacy information was self-reported by the programs. For all students, the initial and highest subsequent test results from the 2016-2017 school year were used. No restrictions were placed on the length of time that had to pass between these two test administrations. Information on the percentage of eligible students who did not meet the target and on the percentage of full-year students with insufficient test records is also displayed. This information, combined with the percentage of full-year students meeting the target, does not always add up to 100% due to rounding. Students have insufficient records if they did not have 2 test records or if the school did not provide sufficient information to allow conversion of raw scores into grade level equivalents.

Progress, cont'd

% of Students Meeting Target in Numeracy (Accelerated, AEDY, and EOP programs only)	<p>The percentage of students meeting the growth target in numeracy. For Accelerated programs, the target is at least two years' worth of growth for full-year students entering the year more than one grade level behind, at least one year's worth of growth for half-year students entering the year more than one grade level behind, at least one year's worth of growth for full-year students entering one grade level behind or less, or at least half a year's worth of growth for half-year students entering one grade level behind or less. A full-year student is defined as one enrolled for at least 165 days, and a half-year student is defined as one enrolled for 80-164 days. Students who are enrolled for fewer than 80 days are excluded from this metric.</p> <p>For AEDY programs, the target is at least one year's worth of growth for full-year students (those enrolled for at least 165 days) or at least half a year's worth of growth for half-year students (those enrolled for 80-164 days). Students who are enrolled for fewer than 80 days are excluded from this metric.</p> <p>For EOP programs, the target is at least one year's worth of growth for full-year students (those enrolled for at least 125 days). Students who are enrolled for fewer than 125 days are excluded from this metric.</p>
	<p>Numeracy information was self-reported by the programs. For all students, the initial and highest subsequent test results from the 2016-2017 school year were used. No restrictions were placed on the length of time that had to pass between these two test administrations. Information on the percentage of eligible students who did not meet the target and on the percentage of full-year students with insufficient test records is also displayed. This information, combined with the percentage of full-year students meeting the target, does not always add up to 100% due to rounding. Students have insufficient records if they did not have 2 test records or if the school did not provide sufficient information to allow conversion of raw scores into grade level equivalents.</p>
Restoration (AEDY programs only)	<p>The percentage of students who were enrolled on October 1 who graduated or had been restored to a non-disciplinary school (district, charter, cyber charter, or non-AEDY alternative school) by the following October 1.</p>
Grade Promotion (AEDY programs only)	<p>The percentage of middle-grades students enrolled on February 1 who were promoted to the next grade level at any district, charter, cyber charter, or alternative school by the following October 1.</p>
English: Developmental Course Progress (Dual Enrollment programs only)	<p>The percentage of students who were enrolled in developmental English courses during their first semester of a Dual Enrollment program who had progressed to college-level English courses by their second semester.</p> <p>Course enrollment data was self-reported by the programs.</p>

Progress, cont'd

Mathematics: Developmental Course Progress (Dual Enrollment programs only)	The percentage of students who were enrolled in developmental math courses during their first semester of a Dual Enrollment program who had progressed to college-level math courses by their second semester. Course enrollment data was self-reported by the programs.
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Climate

Annual Retention Rate (Accelerated high school, Dual Enrollment, and EOP programs only)	<p>The percentage of students who remain enrolled in an Accelerated program from October 1 until June and subsequently remain on roll as of October 1 of the following school year, or of students who remain enrolled in an EOP program from enrollment until June and subsequently remain on roll as of the following November 1. High school graduates, however, are only expected to remain enrolled through their graduation date or the last day of classes in June, whichever is earlier.</p>
% of Students Attending at Least 85% of Instructional Days (Accelerated and EOP programs only)	<p>Information on outcomes for non-retained students – specifically, whether they were 1) enrolled in another Opportunity Network program, 2) were enrolled in a non-Opportunity Network school, or 3) had left the system by Fall 2017 (October 1, 2017 for Accelerated programs; November 1, 2017 for EOP programs) – is also displayed. Students who graduated from a school/program to which they are not attributed for this metric are considered to have transferred to that school/program. Together, these three groups of students comprise all students who were not retained. This information does not always add up to 100% due to rounding.</p>
% of Students Attending at Least 85% of Instructional Days (Accelerated and EOP programs only)	<p>The percentage of students attending at least 85% of instructional days for which they were enrolled.</p> <p>A student must be enrolled in the program for a minimum of 10 days to count towards a program's score. Information on the percentage of students attending less than 80% of instructional days for which they were enrolled, 80-85% of days, 85-90% of days, 90-95% of days, and 95% or more of days is also displayed.</p>
% of Students Attending at Least 80% of Instructional Days (AEDY programs only)	<p>The percentage of students attending at least 80% of instructional days for which they were enrolled.</p> <p>A student must be enrolled for a minimum of 10 days in the program to count towards a program's score. Information on the percentage of students attending less than 80% of instructional days for which they were enrolled, 80-85% of days, 85-90% of days, 90-95% of days, and 95% or more of days is also displayed.</p>
% of Students Attending at Least 95% of Instructional Days (Dual Enrollment programs only)	<p>The percentage of students attending at least 95% of instructional days for which they were enrolled.</p> <p>A student must be enrolled for a minimum of 10 in the program days to count towards a program's score. Information on the percentage of students attending less than 80% of instructional days for which they were enrolled, 80-85% of days, 85-90% of days, and 90-95% of days is also displayed.</p>

Climate, cont'd

Average Change in Student Attendance (Accelerated programs only)

The average change in student attendance from 2015-2016 to 2016-2017. This measure compares a student's attendance rate across all district, charter, and alternative schools the student attended during the prior (2015-2016) school year and that student's attendance rate at the alternative education program in 2016-2017; and takes the average of that change across all students who were new to the alternative education program in 2016-2017. A student must have been enrolled for a minimum of 10 days across all schools/programs during the 2015-2016 school year and for a minimum of 10 days at the alternative program in 2016-2017 to count towards a program's score.

% of Students With Zero OSS (Accelerated and AEDY programs only)

The percentage of students with zero out-of-school suspensions during the school year. A student must be enrolled in the program for a minimum of 10 days to count towards a program's score.

% of Students Reducing Suspensions (Accelerated and AEDY programs only)

The percentage of students ending 2016-2017 with no suspensions or with the equivalent of one less suspension than they received across all district, charter, and alternative schools at which they were enrolled in 2015-2016. To account for the fact that students may be enrolled for different lengths of time across the two years, each student's number of suspensions was standardized by the maximum number of days for which students could have been enrolled in 2016-2017. The measure looks at students who were new to the alternative education program in 2016-2017. A student must have been enrolled for a minimum of 10 days across all schools during the 2015-2016 school year and for a minimum of 10 days at the alternative program in 2016-2017 to count towards a school's score.

% of Students Involved in Violent Incidents (EOP programs only)

The percentage of students who were involved in violent incidents during the school year. Students are considered to have been involved in violent incidents if they were defendants in such incidents. This metric only includes incidents that are defined as violent by the state, excluding morals offenses. A student must be enrolled for a minimum of 10 days to count towards a program's score.

This metric is reverse-coded, so that a lower value is more positive.

% of Students Receiving Expulsions (Dual Enrollment programs only)

The percentage of students who were expelled either by the program or by the college during the school year. A student must be enrolled for a minimum of 10 days to count towards a program's score.

This metric is reverse-coded, so that a lower value is more positive.

Student Survey: Climate Rating

The percentage of student responses from the District-Wide survey that are most positive about the school's climate. The school receives a score of zero if the minimum participation of 25% of students or 50 students in grades 3-12, whichever is greater, is not met.

Information on the student survey participation rate is also displayed.

Climate, cont'd

Parent Survey:
Climate Rating
(Accelerated and
AEDY programs only)

The percentage of parent responses from the District-Wide survey that are most positive about the school's climate. The school receives a score of zero if the minimum participation threshold of 10% of students enrolled in grades K-12 is not met.

Information on the parent survey participation rate is also displayed.

College & Career

The percentage of students who were eligible to graduate as of Fall 2016 who had graduated by September 30, 2017. Students are attributed to the program in which they were enrolled in Fall 2016.

Students are considered eligible to graduate if they were enrolled on October 1, 2016 (for Accelerated, Dual Enrollment, and AEDY programs) or November 1, 2016 (for EOP programs) and entered the year with sufficient credits to make them eligible for graduation during the school year. For Accelerated and Dual Enrollment programs, students had sufficient credits if they entered the school year needing 8 or fewer credits to graduate (i.e., with at least 15.5 credits). For AEDY programs, students had sufficient credits if they entered the school year needing 6 or fewer credits to graduate (i.e., with at least 17.5 credits). For EOP programs, students had sufficient credits if they entered the school year needing 6 or fewer credits to graduate.

Annual Graduation
Rate

Credit data was self-reported by the programs. For EOP programs, total credits needed to graduate was also self-reported by the programs and varies based on when each student first enrolled in high school.

Information on the total number of students who graduated during the 2016-2017 school year is also displayed. This number includes students who graduated but who were not enrolled in the school in the fall of 2016. It may also include students who were enrolled in the fall of 2016 but who were not eligible for graduation based on the number of credits they had at the beginning of the school year (e.g., students who began the year at Accelerated programs needing more than 8 credits to graduate).

For Accelerated programs, the percentage of students in a first-time, ninth-grade cohort who graduated within six years (excluding, for example, students who moved out of state, were displaced, or were placed in long-term hospital care) is also displayed. Students are attributed to the last school they attend in the six-year window, which ends on September 30 of their expected graduation year.

College Matriculation
Rate (Accelerated,
AEDY, and Dual
Enrollment programs
only)

The percentage of 2015-2016 graduates who enrolled in any post-secondary institution in the first fall or spring following their graduation date. This metric includes data for students who graduated in the previous school year to the one being evaluated in order to capture at least one full academic year's worth of data.

Students who graduated in the fall of 2015 were considered to have matriculated if they were enrolled in college in either the spring of 2016 or the fall of 2016. Students who graduated during 2016 were considered to have matriculated if they were enrolled in college in either the fall of 2016 or the spring of 2017. Students are not required to have been enrolled for both semesters in order to count as matriculated.

Information on the percentage of students enrolling in college in the first semester after their high school graduation is also displayed.

College & Career, cont'd

SAT, ACT, or PSAT
Participation
(Accelerated and
AEDY programs only)

For Accelerated programs, the percentage of 12th graders who participated in either the SAT or ACT while in high school. For AEDY programs, the percentage of 10th-12th graders who participated in either the PSAT (for 10th graders) or SAT or ACT (for 11th and 12th graders) during the academic year. A student must be enrolled for a minimum of 90 days to count towards a program's score.

Information on the percentage of students who have scored at the levels required on the ACT (21 or higher in English and 17 or higher in Mathematics) or SAT (510 or higher in English and 470 or higher in Mathematics) to be exempt from placement tests at the Community College of Philadelphia is also displayed.

% Completing the
FAFSA and at Least 3
College Applications
or at Least 3 Job
Applications
(Accelerated, AEDY,
and Dual Enrollment
programs only)

The percentage of students who graduated during the 2016-2017 school year who completed either the FAFSA and at least 3 college applications, or at least three job applications. For Dual Enrollment programs, students must complete either the FAFSA or at least three job applications in order to be counted towards the score.

Information on FAFSA completion, college application completion, and job application completion was self-reported by the programs.

Student Survey:
College & Career
Readiness Rating

The percentage of student responses from the District-Wide survey that are most positive about college & career readiness. The school receives a score of zero if the minimum participation of 25% of students or 50 students in grades 3-12, whichever is greater, is not met.

Information on the student survey participation rate is also displayed.

Appendix B: Performance Targets

ACCELERATED PROGRAMS	Near Target	Target	Exceptional
Keystone Literature: % Proficient or Advanced	20%	25%	75%
Keystone Algebra: % Proficient or Advanced	20%	25%	75%
Keystone Biology: % Proficient or Advanced	20%	25%	75%
PSSA English Language Arts: % Proficient or Advanced	20%	25%	75%
PSSA Mathematics: % Proficient or Advanced	20%	25%	75%
PSSA Science: % Proficient or Advanced	20%	25%	75%
% of Students Earning at Least a C in all Major Subjects	52%	65%	85%
% Meeting IEP Goals	60%	75%	90%
Credit Accumulation	60%	75%	90%
Literacy: % of Students Meeting Target	52%	65%	80%
Numeracy: % of Students Meeting Target	52%	65%	80%
Annual Retention Rate	56%	70%	90%
% of Students Attending at Least 85% of Days	40%	50%	75%
Average Change in Student Attendance Rate	-5	0	5
% of Students with No Out-of-School Suspensions	77.6%	97%	100%
% of Students Reducing OSS	77.6%	97%	100%
Student Survey: Climate	48%	60%	80%
Parent Survey: Climate	48%	60%	80%
Annual Graduation Rate	64%	80%	90%
First-Year College Matriculation Rate	32%	40%	75%
SAT/ACT Participation Rate	48%	60%	85%
Student Survey: College & Career Readiness	40%	50%	75%
FAFSA and College Application OR Job Application Completion	60%	75%	95%

AEDY PROGRAMS	Near Target	Target	Exceptional
Keystone Literature: Participation Rate	68%	85%	100%
Keystone Algebra: Participation Rate	68%	85%	100%
Keystone Biology: Participation Rate	68%	85%	100%
PSSA English Language Arts: Participation Rate	72%	90%	100%
PSSA Mathematics: Participation Rate	72%	90%	100%
PSSA Science: Participation Rate	72%	90%	100%
% Earning at Least a C in All Major Subjects	52%	65%	85%
% Meeting IEP Goals	60%	75%	90%
Credit Accumulation	60%	75%	90%
Literacy: % of Students Meeting Target	52%	65%	80%
Numeracy: % of Students Meeting Target	52%	65%	80%
% of Students Restored to a Non- Disciplinary School	48%	60%	80%
% of Middle Grades Students Promoted to the Next Grade	64%	80%	90%
% of Students Attending at Least 80% of Days	40%	50%	75%
% of Students with No Out-of-School Suspensions	72%	90%	100%
% of Students Reducing OSS	77.6%	97%	100%
Student Survey: Climate	48%	60%	80%
Parent Survey: Climate	48%	60%	80%
Annual Graduation Rate	64%	80%	90%
First-Year College Matriculation Rate	32%	40%	75%
PSAT, SAT, and ACT Participation	48%	60%	85%
Student Survey: College & Career Readiness	40%	50%	75%
FAFSA and College Application OR Job Application Completion	60%	75%	95%

EOP PROGRAMS	Near Target	Target	Exceptional
Keystone Literature: % Proficient or Advanced	20%	25%	75%
Keystone Algebra: % Proficient or Advanced	20%	25%	75%
Keystone Biology: % Proficient or Advanced	20%	25%	75%
% of Students Earning at Least a C in all Major Subjects	52%	65%	85%
Credit Accumulation	60%	75%	90%
Literacy: % of Students Meeting Target	52%	65%	80%
Numeracy: % of Students Meeting Target	52%	65%	80%
Annual Retention Rate	56%	70%	90%
% of Students Attending at Least 85% of Days	40%	50%	75%
% of Students Involved in Violent Incidents	3.6%	Less Than 3%	0%
Student Survey: Climate	48%	60%	80%
Annual Graduation Rate	64%	80%	90%
Student Survey: College & Career Readiness	40%	50%	75%

DUAL ENROLLMENT PROGRAMS	Near Target	Target	Exceptional
Keystone Literature: % Proficient or Advanced	20%	25%	75%
Keystone Algebra: % Proficient or Advanced	20%	25%	75%
Keystone Biology: % Proficient or Advanced	20%	25%	75%
% of Students Earning at Least a C in all Major Subjects	52%	65%	85%
% Meeting IEP Goals	60%	75%	90%
Credit Accumulation	60%	75%	90%
ELA Progress: % of Students Moving Out of Developmental Courses	40%	50%	75%
Math Progress: % of Students Moving Out of Developmental Courses	40%	50%	75%

DUAL ENROLLMENT PROGRAMS, continued	Near Target	Target	Exceptional
Annual Retention Rate	56%	70%	90%
% of Students Attending at Least 95% of Days	40%	50%	75%
Student Survey: Climate	48%	60%	80%
% of Students Expelled	3.6%	Less Than 3%	0%
Annual Graduation Rate	64%	80%	90%
First-Year College Matriculation Rate	32%	40%	75%
Student Survey: College & Career Readiness	40%	50%	75%
FAFSA OR Job Application Completion	60%	75%	95%

Appendix C: Opportunity Network Averages

ACHIEVEMENT METRICS	NUMBER OF PROGRAMS INCLUDED	OPPORTUNITY NETWORK AVERAGE
PSSA ELA: % Proficient or Advanced	1	7%
PSSA Mathematics: % Proficient or Advanced	1	0%
PSSA Science: % Proficient or Advanced	1	0%
Keystone Literature: % Proficient or Advanced	2	4%
Keystone Algebra 1: % Proficient or Advanced	1	0%
Keystone Biology: % Proficient or Advanced	1	0%
PSSA ELA: Participation Rate	2	99%
PSSA Mathematics: Participation Rate	2	99%
PSSA Science: Participation Rate	2	99%
Keystone Literature: Participation Rate	2	62%
Keystone Algebra 1: Participation Rate	2	55%
Keystone Biology: Participation Rate	2	54%
% of Students Earning at Least a C in all Major Subjects	15	44%
% of Students Meeting IEP Goals	6	32%

PROGRESS METRICS	NUMBER OF PROGRAMS INCLUDED	OPPORTUNITY NETWORK AVERAGE
Credit Accumulation	16	50%
Literacy: % of Full-Year Students Meeting Target	17	16%
Numeracy: % of Full-Year Students Meeting Target	17	16%
Restoration	2	67%
Grade Promotion	2	86%
English: Developmental Course Progress	0	NA
Mathematics: Developmental Course Progress	0	NA

CLIMATE METRICS	NUMBER OF PROGRAMS INCLUDED	OPPORTUNITY NETWORK AVERAGE
Annual Retention Rate	17	58%
% of Students Attending 95% or More of Days	19	13%
% of Students Attending 85% or More of Days	19	32%
% of Students Attending 80% or More of Days	19	41%
Average Change in Student Attendance Rate	12	-4
Percent of Students with Zero Out-of-School Suspensions	14	94%
% of Students Reducing Suspensions	14	96%
% of Students Involved in Violent Incidents	20	0.46%
% of Students Receiving Expulsions	1	0%
Student Survey: Climate Rating	19	47%
Parent Survey: Climate Rating	14	43%

COLLEGE & CAREER METRICS	NUMBER OF PROGRAMS INCLUDED	OPPORTUNITY NETWORK AVERAGE
Annual Graduation Rate	11	60%
First-Year College Matriculation Rate	8	15%
SAT or ACT Exam Participation	3	55%
% of Graduates Completing the FAFSA and at Least 3 College Applications <u>or</u> at Least 3 Job Applications	10	58%
Student Survey: College & Career Readiness Rating	19	15%