

SY 2024-2025 Alternative Education Progress Report
School District of Philadelphia
Business Rule Documentation

Welcome

This documentation is intended to help further clarify the calculations used for each metric that makes up the Alternative Education Progress Reports (AEPR).

Each section of the documentation begins by identifying the metric being calculated (including the wording used to display the metric in the AEPR). Immediately following the metric name, the documentation defines the metric, defines which students are included in the metric, and describes which schools are eligible for the metric.

Subsequently, the documentation identifies the source of the data for both District-operated and Contracted programs.

Finally, the documentation describes the steps taken to calculate the score for each metric. This includes any exception codes that may be applied.

For more information about the AEPR, see the User Guide and FAQ documents available at [the AEPR webpage](#).

These business rules were last updated in July 2026.

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PSSA PROFICIENCY RATES

(PSSA: % Proficient or Advanced)

Metric Description and General Principles

- The AEPR includes the percentage of students who score proficient or advanced on each PSSA exam (the “proficiency rate”).
- The State processes test scores, then transmits data for each individual student to the district. For traditional schools, proficiency rates include students that the State has attributed to the school. However, because the State does not attribute students to most alternative programs, the AEPR includes all students who were continuously enrolled from prior to winter break through the end of the testing window.
- This metric is only calculated for middle grades Continuation and Accelerated programs.

Data Source

- PSSA data from the Data Recognition Corporation (DRC), the assessment vendor for the Pennsylvania Department of Education (PDE)
- Enrollment data from SDP’s Student Information System
- Enrollment confirmation self-reported by schools through data packets

Business Rules for PSSA Proficiency Rate Calculation

1. Remove students for whom the school did not confirm enrollment.
2. Restrict the sample to students in grades 3-8 who were continuously enrolled from 12/20/2024-5/2/2025.
3. Assign a performance flag to each student:
 - a. ADVANCED, if the student’s score was advanced.
 - b. PROFICIENT, if the student’s score was proficient.
 - c. BASIC, if the student’s score was basic.
 - d. BELOW BASIC, if the student’s score was below basic.
4. Calculate the performance level rates by subject as follows:
 - a. Proficient/advanced rate: Total number of students who scored proficient or better (3a + 3b) divided by total number of students who took the Keystone exam (3a + 3b + 3c + 3d)
 - b. Percent advanced: Total number of students who scored advanced (3a) divided by total number of students who took the Keystone exam (3a + 3b + 3c + 3d)
 - c. Percent proficient: Total number of students who scored proficient (3b) divided by total number of students who took the Keystone exam (3a + 3b + 3c + 3d)

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- d. Percent basic: Total number of students who scored basic (3c) divided by total number of students who took the Keystone exam ($3a + 3b + 3c + 3d$)
 - e. Percent below basic: Total number of students who scored below basic (3d) divided by total number of students who took the Keystone exam ($3a + 3b + 3c + 3d$)
5. Assign an exception code as appropriate:
- a. NOT APPLICABLE, if the school does not serve any students in grades 3-8.
 - b. INSUFFICIENT SAMPLE, if the school serves tested grades but has fewer than 20 eligible students.

KEYSTONE PROFICIENCY RATES

(Keystone: % Proficient or Advanced)

Metric Description and General Principles

- The Keystone performance metric is the percentage of students who score proficient or better (the “proficiency rate”) on a Keystone exam.
- The state processes test scores, then transmits data for each individual student to the district. This metric includes all students that the state attributes to a given school.
- This metric is only calculated for Dual Enrollment, Adult Diploma, and Accelerated high school grades. Accelerated middle school programs receive the Keystone Algebra I-related metric only.

Data Source

- Keystone data from the Data Recognition Corporation (DRC), the assessment vendor for the Pennsylvania Department of Education (PDE)
- Enrollment data from SDP’s Student Information System
- Keystone population file, a file constructed by SDP to identify students in each program or school in the District who should be participating in each Keystone exam

Business Rules for Keystone Proficiency Rate Calculation

1. Remove students for whom the school did not confirm enrollment.
2. Restrict the sample to students who:
 - a. Were continuously enrolled at an Adult Diploma program from 11/1/2024-1/17/2025 or at a Dual Enrollment or Accelerated high school from 10/1/2024-1/17/2025, were enrolled in a Keystone course during 2024-2025, and who were first-time Keystone test-takers in the Winter 2025 administration;
OR
 - b. Were continuously enrolled at an Adult Diploma program, Dual Enrollment, or Accelerated high school from 2/1/2025-5/23/2025, were enrolled in a Keystone course during 2024-2025, and were first-time Keystone test-takers in the Spring 2025 administration.
 - c. Were enrolled in at least one Keystone-affiliated course in the semester leading up to that Keystone administration.
3. Identify each student’s best score on each Keystone exam, and ensure that each student is counted only once in a subject at any given school.
4. Assign a performance flag to each student:
 - a. ADVANCED, if the student’s score was advanced

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- b. PROFICIENT, if the student's score was proficient
 - c. BASIC, if the student's score was basic
 - d. BELOW BASIC, if the student's score was below basic
- 5. Calculate the performance level rates by subject as follows:
 - a. Proficient/advanced rate: Total number of students who scored proficient or better (4a + 4b) divided by total number of students who took the Keystone exam (4a + 4b + 4c + 4d)
 - b. Percent advanced: Total number of students who scored advanced (4a) divided by total number of students who took the Keystone exam (4a + 4b + 4c + 4d)
 - c. Percent proficient: Total number of students who scored proficient (4b) divided by total number of students who took the Keystone exam (4a + 4b + 4c + 4d)
 - d. Percent basic: Total number of students who scored basic (4c) divided by total number of students who took the Keystone exam (4a + 4b + 4c + 4d)
 - e. Percent below basic: Total number of students who scored below basic (4d) divided by total number of students who took the Keystone exam (4a + 4b + 4c + 4d)
- 6. Assign an exception code as appropriate:
 - a. NOT APPLICABLE, if the school does not serve high school grades.
 - b. NOT APPLICABLE, if the school serves high school grades but did not offer the Keystone course.
 - c. INSUFFICIENT SAMPLE, if the school serves high school grades and offered the Keystone course but has fewer than 20 eligible students.

PSSA PARTICIPATION RATE

(PSSA: Participation Rate)

Metric Description and General Principles

- The AEPR evaluates the extent to which students participated in the Pennsylvania System of School Assessment (PSSA). This includes students who participated in the alternate assessment (PASA).
- This metric is calculated for students in middle grades at Accelerated middle school, Continuation, and Transition programs only.
 - Students in grade 8 are expected to participate in the PSSA ELA, math, and science assessments
 - Students in other middle grades are expected to participate in only the PSSA ELA and math assessments
- Programs are evaluated on participation rates for each subject in which the PSSA is given.
- The state processes test scores, then transmits data for each individual student to the district.
 - The state provides both a “performance” data file and an “accountability” data file, the latter of which incorporates results from the state’s alternate assessment (PASA) and identifies students who should be attributed to a given school for accountability purposes. The “accountability” file is used for the AEPR PSSA metrics.
- Students’ performance is not considered for this metric.

Data Source

- PSSA data from the Data Recognition Corporation (DRC), the assessment vendor for the Pennsylvania Department of Education (PDE)
- Enrollment data from SDP’s Student Information System
- Enrollment confirmation self-reported by schools through data packets

Business Rules for PSSA Participation Rate Calculation

1. Remove students for whom the school did not confirm enrollment.
2. Restrict the sample to students in grades 3-8 who were continuously enrolled during the PSSA testing window (4/21/2025-5/2/2025).

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3. Assign a participation flag to each student for each subject in which they are expected to be tested:
 - a. PARTICIPATED, if there is a test record for the student.
 - b. DID NOT PARTICIPATE, if there is no test record for the student.
4. Calculate the participation rate metric for each subject as follows:
 - a. Total number of students who participated in the assessment (3a) divided by total number of students who should have participated (3a + 3b)
5. Assign an exception code as appropriate:
 - a. NOT APPLICABLE, if the school does not serve any students in grades 3-8.
 - b. INSUFFICIENT SAMPLE, if the school serves tested grades but has fewer than 20 eligible students.

KEYSTONE PARTICIPATION RATES

(Keystone: Participation Rate)

Metric Description and General Principles

- The AEPR evaluates the extent to which students participated in the Keystone assessments.
- This metric is calculated for students in high school grades at Continuation and Transition programs only. Accelerated middle school programs receive the Keystone Algebra I-related metric only.
 - Students are expected to take the Keystone assessment for any Keystone-affiliated course in which they were identified for participation through the “Keystone population file”.
- Students can be identified as eligible for participation in one or more Keystone assessments, and for one or both assessment windows. Students are only included in the window(s) for which they were enrolled and eligible.
 - Students who are enrolled for only one of the assessment windows are not expected to participate during the other window.
 - Students who were enrolled for both participation windows and were identified as eligible in both the Winter and Spring Keystone population files count as having participated as long as they participate in at least one of the windows.
- Programs are evaluated on participation rates in each subject in which the Keystone is given.
- The state processes test scores, then transmits data for each individual student to the district.
- Students’ performance is not considered for this metric.

Data Source

- Keystone data from the Data Recognition Corporation (DRC), the assessment vendor for the Pennsylvania Department of Education (PDE)
- Enrollment data from SDP’s Student Information System
- Keystone population file, files constructed by SDP to identify students in each program or school in the District who should be participating in each Keystone exam and each Keystone assessment window

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Business Rules for Keystone Participation Rate Calculations

1. Remove students for whom the school did not confirm enrollment.
2. Restrict the sample to students who:
 - a. Were continuously enrolled during one or both of the Keystone testing windows (1/6/2025-1/17/2025 and/or 5/12/2025-5/23/2025), and
 - b. Were included in the Keystone population file for the window(s) in which they were continuously enrolled.
3. Assign a participation flag to each student for each subject and window in which they are expected to be tested:
 - a. PARTICIPATED IN WINTER, if there is a winter test record for the student and they were included in the school's Keystone winter population file for the subject.
 - b. DID NOT PARTICIPATE IN WINTER, if there is no winter test record for the student but they were included in the school's Keystone winter population file for the subject.
 - c. PARTICIPATED IN SPRING, if there is a spring test record for the student and they were included in the school's Keystone spring population file for the subject.
 - d. DID NOT PARTICIPATE IN SPRING, if there is no spring test record for the student but they were included in the school's Keystone spring population file for the subject.
4. Assign a single participation flag to each student and subject:
 - a. PARTICIPATED, if the student PARTICIPATED IN WINTER and/or PARTICIPATED IN SPRING for the subject.
 - b. DID NOT PARTICIPATE, if the student DID NOT PARTICIPATE IN WINTER and DID NOT PARTICIPATE IN SPRING for the subject.
5. Calculate the participation rate metric for each subject as follows:
 - a. Total number of students who participated in the assessment (4a) divided by total number of students who should have participated (4a + 4b)
6. Assign an exception code as appropriate:
 - a. NOT APPLICABLE, if the school does not serve any students in grades 9-12.
 - b. INSUFFICIENT SAMPLE, if the school serves tested grades but has fewer than 20 eligible students.

COURSE GRADES

(% of Students Earning at Least a C in All Major Subjects; % of Students Earning at Least a B in All Major Subjects)

Metric Description and General Principles

- The AEPR course grades metric captures performance for students in all core courses taken (science, social studies, math, and English).
- Programs are evaluated on the percentage of students earning at least a C in all core courses. The percentage of students earning at least a B in all core courses is also reported for informational purposes.
- In order to be included in the calculation, students must:
 - Be continuously enrolled for at least a quarter, for students in Transition programs
 - Be continuously enrolled for at least a trimester, for students in Adult Diploma programs
 - Be continuously enrolled for at least 80 days, for students in Dual Enrollment and Accelerated programs

Data Source

- Enrollment and course grade data from SDP's Student Information System
- Enrollment confirmation self-reported by schools through data packets

Business Rules for Course Grades Calculation

1. Restrict the sample to students who were confirmed by the school.
2. Keep only those students who meet the minimum enrolled days requirement:
 - a. For Transition programs, students enrolled continuously for at least one quarter (8/26/2024-11/7/2024, 11/8/2024-1/22/2025, 1/23/2025-3/21/2025, 3/24/2025-6/13/2025).
 - b. For Adult Diploma programs, students enrolled continuously for at least one trimester (10/1/2024-12/12/2024, 1/6/2025-3/13/2025, 3/24/2025-6/5/2025).
 - c. For Accelerated, Continuation, and Dual Enrollment programs, students enrolled continuously for at least 80 days.
3. Identify the number of core subject courses for each student.

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4. For Transition middle grade students, invalidate any quarter/cycle grades from a quarter during which the student was not continuously enrolled (e.g., invalidate Quarter 2 grades if the student was not continuously enrolled from 11/8/2024-1/22/2025).
5. For courses that do not have a final grade already calculated, calculate a final grade by averaging the available quarter/cycle grades.
6. Assign a grade flag to each record:
 - a. C GRADE, if the final grade is at least a 70.
 - b. B GRADE, if the final grade is at least an 80.
7. For each student, count up the total number of core courses for which the student received a grade.
8. Assign a grade flag to each student:
 - a. ALL B, if the student's total number of courses with at least a B grade (6b) is equal to the total number of courses (7).
 - b. ALL C, if the student's total number of courses with at least a C grade (6a) is equal to the total number of courses (7) and the student hasn't already been assigned a grade flag of "ALL B."
 - c. NOT MET, if the student's total number of courses with at least a C grade (6a) is less than the total number of courses (7).
9. Calculate the course grade metrics as follows:
 - a. Scored Metric: Total number of students with all C grades or better (8a + 8b) divided by the total number of eligible students (8a + 8b+ 8c)
 - b. Total number of students with all B grades (8a) divided by the total number of eligible students (8a + 8b+ 8c)
10. Assign an exception code as appropriate:
 - a. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students.

CREDIT ACCUMULATION

(Credit Accumulation)

Metric Description and General Principles

- The credit accumulation rate examines the percentage of high school students earning sufficient credits during the 2024-2025 school year.
 - For Accelerated high school, Continuation, and Dual Enrollment programs, full-year students are expected to earn at least eight credits per year, and half-year students are expected to earn at least four credits per year.
 - For Accelerated middle school programs, full-year students are expected to earn at least five credits per year.
 - For Adult Diploma programs, students are expected to earn at least two credits for each trimester for which they were enrolled.
 - For Transition programs, students are expected to earn at least enough credits to be promoted to the next grade level (at least five credits for 9th grade students, at least 11 credits for 10th grade students, and at least 17.5 credits for 11th grade students).
- Students in grades 9-11 are included in this metric.
- This metric is calculated for all program types except for Continuation programs serving only middle grades.

Data Source

- Enrollment and credit data from SDP's Student Information System
- Enrollment confirmation and beginning-of-year grade information self-reported by schools through data packets

Business Rules for Credit Accumulation Rate

1. Remove students whose enrollment was not confirmed by the program.
2. Keep students who meet the minimum enrollment requirements:
 - a. For Accelerated high school, Continuation, and Dual Enrollment programs, students enrolled for at least 45% of possible school days
 - b. For Accelerated middle school programs, students who enrolled on or before 10/20/2024 and were still enrolled at the end of the school year.
 - c. For Transition programs, students enrolled for at least 90% of possible school days
 - d. For Adult Diploma programs, students enrolled for at least one trimester (10/1/2024-12/12/2024, 1/6/2025-3/13/2025, 3/24/2025-6/5/2025)

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3. Keep students who began the year in grade 9, 10, or 11.
4. Determine the number of credits a student earned within the year.
5. Create a credit accumulation flag:
 - a. EARNED SUFFICIENT CREDITS, if the student was:
 - i. Enrolled at an Accelerated high school, Continuation, or Dual Enrollment program for 45-90% of possible school days and earned at least four credits.
 - ii. Enrolled at an Accelerated high school, Continuation, or Dual Enrollment program for at least 90% of possible days and earned at least eight credits.
 - iii. Enrolled at an Accelerated middle school program and earned at least five credits.
 - iv. Enrolled at an Adult Diploma program and earned at least two credits for each trimester enrolled.
 - v. Enrolled at a Transition and earned enough credits to be promoted to the next grade level (i.e., at least five credits for 9th graders, at least 11 credits for 10th graders, or at least 17.5 credits for 11th graders).
 - vi. Enrolled at any program type and earned enough credits to graduate.
 - b. DID NOT EARN SUFFICIENT CREDITS, if the student does not meet any of the above criteria.
6. Assign an exception code as appropriate:
 - a. NOT APPLICABLE, if the school serves only middle grades and is not an Accelerated program.
 - b. DATA NOT AVAILABLE, if the school did not submit a data packet and is not an Adult Diploma program.
 - c. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students.

COLLEGE CREDIT ACCUMULATION (College Credits Earned)

Metric Description and General Principles

- The credit accumulation rate examines the percentage of high school students earning college credits during the 2024-2025 school year.
- This metric is calculated for Dual Enrollment programs.

Data Source

- Enrollment and credit data from SDP's Student Information System
- Enrollment confirmation and beginning-of-year grade information self-reported by schools through data packets

Business Rules for Credit Accumulation Rate

1. Remove students whose enrollment was not confirmed by the program.
2. Keep students who meet the minimum enrollment requirements:
 - a. Students enrolled for at least 45% of possible school days
3. Determine the number of college credits a student earned within the year.
4. Create a college credit accumulation flag:
 - a. EARNED COLLEGE CREDITS, if the student earned more than 0 college credits within the year.
 - b. DID NOT EARN COLLEGE CREDITS, if the student earned no college credits within the year.

LITERACY AND NUMERACY PROGRESS

(% of Students Meeting Target in Literacy, % of Students Not Meeting Target in Literacy, % of Students with Insufficient Literacy Test Records, % of Students Meeting Target in Numeracy, % of Students Not Meeting Target in Numeracy, % of Students with Insufficient Numeracy Test Records)

Metric Description and General Principles

- The literacy and numeracy progress metrics look at the percentage of students who are making sufficient growth with their reading and math skills during the academic year.
 - Students in Accelerated and Continuation programs are expected to make growth depending on their entering performance and length of enrollment at the program:
 - Full-year students entering the program more than one grade level behind are expected to make at least two years' worth of growth.
 - Full-year students entering the program one grade level behind or less are expected to make at least one year's worth of growth.
 - Half-year students entering the program more than one grade level behind are expected to make at least one year's worth of growth.
 - Half-year students entering the program one grade level behind or less are expected to make at least half a year's worth of growth.
 - Students in Transition programs are expected to make at least one year's worth of growth if enrolled for a full year or at least half a year's worth of growth if enrolled for half a year.
 - Students in an Adult Diploma program are expected to make at least one year's worth of growth if enrolled for a full year.
- Students' progress is determined by the grade level equivalent on the assessment selected by the school.
 - If a student's score is equal to the maximum possible score on the assessment, the student is assumed to have made sufficient progress.
- Alternative programs are supposed to assess students upon enrollment and at least two more times during the course of the academic year. A student's initial test score and highest subsequent test score are used to determine their growth, regardless of the length of time between these two administrations.
- This metric is not calculated for Dual Enrollment programs.

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- This metric includes students in all grades who are enrolled for a full year (165+ days at Accelerated, Continuation, and Transition programs; 125+ days at Adult Diploma programs) or, for Accelerated, Continuation, and Transition programs only, for at least half a year (80-164 days).

Data Source

- Enrollment data from SDP's Student Information System
- Enrollment confirmation self-reported by schools through data packets
- Internal literacy/numeracy performance results from SDP's Data Warehouse (via Renaissance Learning) or self-reported by schools through data packets

Business Rules for Literacy and Numeracy Progress Calculation

1. Remove students whose enrollment was not confirmed by the program.
2. Remove students in Dual Enrollment programs.
3. Remove students who are not enrolled for the minimum amount of time required for the program type:
 - a. Fewer than 80 days, for students enrolled in Transition, Continuation, or Accelerated programs.
 - b. Fewer than 125 days, for students enrolled in Adult Diploma programs.
4. Assign a performance flag to each student:
 - a. INVALID TEST RECORDS, if the student:
 - i. Does not have results for two different test administrations during the student's enrollment period.
 - ii. Has raw scores that cannot be converted into a grade level equivalent based on the information provided.
 - iii. Does not have two distinct testing dates during the 2024-2025 school year.
 - iv. Has a highest test score that comes from a date prior to the initial test score.
 - b. TOPPED OUT, if the student has two valid test results and the highest test score is the highest possible score on the assessment.
 - c. MADE SUFFICIENT PROGRESS, if the student has two valid test results and:
 - i. Is a full-year student at an Accelerated or Continuation program (enrolled for at least 165 days) who entered more than one year's worth behind and made at least two years' worth of growth.
 - ii. Is a full-year student at an Accelerated or Continuation program (enrolled for at least 165 days) who entered one year's worth or less behind and made at least one year's worth of growth.

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- iii. Is a half-year student at an Accelerated or Continuation program (enrolled for 80-164 days) who entered more than one year's worth behind and made at least one year's worth of growth.
 - iv. Is a half-year student at an Accelerated or Continuation program (enrolled for 80-164 days) who entered one year's worth or less behind and made at least half a year's worth of growth.
 - v. Is a full-year student (enrolled for at least 165 days) at an Transition program and made at least one year's worth of growth.
 - vi. Is a half-year student at an Transition program (enrolled for 80-164 days) and made at least half a year's worth of growth.
 - vii. Is a full-year student at an Adult Diploma program (enrolled for at least 125 days) and made at least one year's worth of growth.
 - d. DID NOT MAKE SUFFICIENT PROGRESS, if the student has two valid test results but did not meet the standard above.
- 5. Calculate the literacy and numeracy progress metrics as follows:
 - a. Meeting Target: Number of students making sufficient progress or achieving the highest possible score ($4b + 4c$) divided by all eligible students ($4a + 4b + 4c + 4d$)
 - b. Not Meeting Target: Number of students not making sufficient progress ($4d$) divided by all eligible students ($4a + 4b + 4c + 4d$)
 - c. Invalid Test Records: Number of students with invalid test records ($4a$) divided by all eligible students ($4a + 4b + 4c + 4d$)
- 6. Assign an exception code as appropriate:
 - a. DATA NOT AVAILABLE, if the school did not submit a data packet and does not have literacy/numeracy results in the District's Data Warehouse.
 - b. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students (i.e., fewer than 20 students enrolled for the minimum length of time required).

RESTORATION

(% of Students Restored to a Non-Disciplinary Program)

Metric Description and General Principles

- The AEPR restoration metric is the percentage of students who were enrolled in Transition programs on October 1 who were enrolled in non-disciplinary schools by the following October 1.
 - Students in Transition programs are generally not expected to be enrolled for more than a year.
 - This metric does not account for students who may be restored to a non-disciplinary school but who are again placed in a Transition program prior to the following October 1.
 - Students are considered “restored” if they are enrolled at any Philadelphia district, charter, or non-Transition alternative program by the following October 1.
 - Students who are not enrolled in any school by October 1, 2025 are assumed to have not been restored.
- This metric is calculated only for Transition programs.
- All students enrolled in a Transition program on October 1 are eligible for this metric.

Data Source

- Enrollment data from SDP’s Student Information System
- Enrollment confirmation self-reported by schools through data packets

Business Rules for Restoration Calculation

1. Restrict the sample to students who were enrolled in Transition programs on October 1, 2023, who were enrolled for at least 10 days, and for whom the school confirmed enrollment.
2. Remove students whose exit codes indicate that they are not eligible for the metric (e.g., they moved out of the country or passed away).
3. Assign a restoration flag to each student:
 - a. RESTORED, if the student was enrolled in a non-disciplinary school on October 1, 2025.
 - b. NOT RESTORED, if the student was not enrolled in any school on October 1, 2025.
 - c. NOT RESTORED, if the student was enrolled in a disciplinary school on October 1, 2025.

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4. Calculate the restoration metric as follows: Total number of students who were restored (3a) divided by the total number of students (3a + 3b + 3c)
5. Assign an exception code as appropriate:
 - a. INSUFFICIENT SAMPLE, if the school is an Transition program but has fewer than 20 eligible students.

GRADE PROMOTION

(% of Middle Grades Students Promoted to the Next Grade)

Metric Description and General Principles

- The AEPR grade promotion metric is the percentage of middle grade students who were enrolled in Accelerated Middle School, Transition, or Continuation programs on February 1 who had been promoted to the next grade level by the following October 1.
 - This metric is agnostic to where the student is enrolled on October 1; it considers only the student's grade level on October 1.
- This metric is calculated only for Transition and Continuation programs.
- In order to be included in the metric, students must have been enrolled in grades 5-8 on February 1.

Data Source

- Enrollment data from SDP's Student Information System
- Enrollment confirmation self-reported by schools through data packets

Business Rules for Promotion Calculation

1. Restrict the sample to students who were enrolled in Transition or Continuation programs on February 1, 2025, who were in grades 5-8, and for whom the school confirmed enrollment.
2. Remove students whose exit codes indicate that they are not eligible for the metric (e.g., they moved out of the country or passed away).
3. Identify each student's grade level as of February 1.
4. Assign a restoration flag to each student:
 - a. PROMOTED, if the student's grade level on October 1, 2025 was greater than their February 1, 2025 grade level.
 - b. NOT PROMOTED, if the student's grade level on October 1, 2025 was less than or equal to their February 1, 2025 grade level.
5. Calculate the promotion metric as follows: Total number of students who were promoted (4a) divided by the total number of students (4a + 4b)
6. Assign an exception code as appropriate:
 - a. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students.

HIGH SCHOOL TRANSITION RATE

(Transition Success)

Metric Description and General Principles

- The transition rate metric is the percentage of middle grade students who were enrolled in Continuation programs or Accelerated middle school programs who applied to at least three high schools and/or high school programs other than the student's neighborhood high school.
- This metric is calculated only for Accelerated middle grades and Continuation programs.
- In order to be included in the metric, students must have been enrolled in a Continuation program for at least 10 days and by November 1.

Data Source

- Enrollment and application data from SDP's Student Information System
- Enrollment confirmation self-reported by schools through data packets

Business Rules for Promotion Calculation

1. Restrict the sample to students:
 - a. Who were enrolled in eligible programs on or before November 1, 2024 and for at least 10 days,
 - b. Who were enrolled in grade 8, 9, 10, or 11, and
 - c. For whom the school confirmed enrollment.
2. Count the number of high schools and high school programs to which the student applied.
3. Assign an application flag to each student:
 - a. MET APPLICATION THRESHOLD, if the student applied to at least three high schools and/or high school programs other than their neighborhood high school.
 - b. DID NOT MEET APPLICATION THRESHOLD, if the student applied to fewer than three high schools and/or high school programs other than their neighborhood high school.
4. Calculate the transition metric as follows: Total number of students who met the application threshold (3a) divided by the total number of students (3a + 3b)
5. Assign an exception code as appropriate:
 - a. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students.

DEVELOPMENTAL COURSE PROGRESS

(% of Students Passing Developmental English Language Arts Courses; % of Students Passing Developmental Math Courses)

Metric Description and General Principles

- The AEPR developmental course progress metrics measure the percentage of students who were in developmental (i.e., remedial) college courses and passed those courses. This is considered a proxy for student preparation for college-level work.
- This metric is calculated only for Dual Enrollment programs.
- In order to be included in the metric, students must have been enrolled in a developmental course in the subject area.

Data Source

- Student transcripts from SDP's Student Information System

Business Rules for Developmental Course Progress Calculation

1. Restrict the sample to students who were enrolled in Dual Enrollment programs and for whom the school confirmed enrollment.
2. Remove students who were not enrolled in developmental courses in the subject area.
3. Assign a course progress flag to each student-subject:
 - a. PASSED, if the student received credit for the developmental course.
 - b. DID NOT PASS, if the student did not receive credit for the developmental course.
4. Calculate the developmental course progress metric for each subject as follows: Total number of students who made passed (3a) divided by the total number of eligible students (3a + 3b)
5. Assign an exception code as appropriate:
 - a. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students.

ANNUAL RETENTION

(Annual Retention Rate)

Metric Description and General Principles

- The annual retention metric tracks the percentage of students who remain at a school for a full year and either return to the school in the following year or exit the school as planned (i.e., graduated or transitioned to a grade not served by their original school).
 - The AEPR also provides information on where non-retained students are enrolled the following year: at another Opportunity Network school, at a non-Opportunity Network school, or at no school in the SDP system.
- This calculation requires data from two school years, hereafter referred to as Year One (2024-2025) and Year Two (2025-2026).
- For Accelerated, Continuation, and Dual Enrollment programs, students are considered retained if they were enrolled at the same school on October 1 of Year One, at the end of Year One, and on October 1 of Year Two, with the following exceptions:
 - Students who graduated from the school prior to the beginning of Year Two are considered retained.
 - Students who completed a school's terminal grade – that is, the final grade offered at the school – are considered retained, as long as they were enrolled at the school at the beginning and end of Year One.
 - Students who attended a school that closed at the end of Year One are considered retained, as long as they were enrolled at the beginning and end of Year One.
- For Adult Diploma programs, students are considered retained if they were enrolled at the same school at their time of entry, at the end of Year One, and on November 1 of Year Two, with the same exceptions as noted above.
- All students who were enrolled at Accelerated, Continuation, or Dual Enrollment on October 1 of Year One and who were enrolled for at least 10 days during Year One, and all students who were enrolled at Adult Diploma programs for at least 10 days during Year One, are eligible to be counted towards the metric.
 - For Accelerated middle school programs, this metric applies to seventh-grade students only.
- This metric does not apply to programs that are intended to be one-year programs, such as Transition programs.

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Data Source

- Enrollment data from SDP's Student Information System
- Enrollment confirmation self-reported by schools through data packets

Business Rules for Annual Retention Rate Calculation

1. Remove students at Accelerated, Continuation, and Dual Enrollment programs who were not enrolled on October 1 of Year One.
2. Remove students who were enrolled in the school for fewer than 10 days.
3. Remove students whose enrollment was not confirmed by the school.
4. Remove students whose exit codes indicate that they are not eligible for the metric (e.g., they moved out of the country or passed away).
5. Assign a series of flags to each student. These will be used to construct the ultimate retention flag:
 - a. Assign a within-year retention flag to each student:
 - i. RETAINED WITHIN-YEAR, if the student finished the school year at the same Accelerated or Dual Enrollment program at which they were enrolled on October 1 of Year One, or if the student finished the school year at the same Adult Diploma program at which they were enrolled.
 - ii. NOT RETAINED WITHIN-YEAR, if the student did not finish the school year at that school.
 - b. Assign an across-year retention flag to each student:
 - i. RETAINED ACROSS-YEAR, if the student was enrolled at the same school in Year One and on October 1 of Year Two (November 1 for Adult Diploma programs).
 - ii. NOT RETAINED ACROSS-YEAR, if the student was enrolled at a different school on October 1 of Year Two (November 1 for Adult Diploma programs), or was not enrolled in any Philadelphia school on October 1 (November 1 for Adult Diploma programs) of Year Two.
 - c. Assign a promotion flag to each student:
 - i. PROMOTED, if:
 1. The student's Year Two enrollment record indicates they completed or skipped the final grade at their original school,¹ OR
 2. The student was not enrolled in any Philadelphia school in Year Two, but their Year One enrollment record indicates they were

¹ This rule also covers a variety of much less common scenarios, including students who are promoted mid-year, students at schools that expand or contract their grade spans, and students who are demoted out of the school; generally, a student counts as retained if they were enrolled up until the point when they moved beyond the grade span served by the school.

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enrolled in the final grade at their original school (these students are assumed to have been promoted).

- ii. NOT PROMOTED, if:
 1. The student's Year Two enrollment record indicates they had not yet progressed beyond the final grade of their original school, OR
 2. The student was not enrolled in any Philadelphia school in Year Two, and their Year One enrollment record indicates they were not yet enrolled in the school's final grade.
- d. Assign a graduation flag to each student:
 - i. GRADUATED, if the student graduated from the school at which they were enrolled in Year One before the beginning of Year Two.
 - ii. DID NOT GRADUATE (from their original school), if the student did not graduate, did not graduate before the beginning of Year Two, or graduated from a different school.
- e. Assign a school closure flag to each student:
 - i. SCHOOL CLOSED, if the student was enrolled in a school that closed between the end of Year One and the beginning of Year Two.
 - ii. SCHOOL REMAINED OPEN, if the school remained open in Year Two.
6. Assign a retention flag to each student:
 - a. RETAINED, if any of the following conditions holds:
 - i. The student was RETAINED WITHIN-YEAR and was RETAINED ACROSS-YEAR, OR
 - ii. The student was RETAINED WITHIN-YEAR and the SCHOOL CLOSED, OR
 - iii. The student was PROMOTED, OR
 - iv. The student GRADUATED.
 - b. NOT RETAINED, if any of the following conditions holds:
 - i. The student was NOT RETAINED WITHIN-YEAR and DID NOT GRADUATE, OR
 - ii. The student was RETAINED WITHIN-YEAR, but was NOT RETAINED ACROSS-YEAR, DID NOT GRADUATE, was NOT PROMOTED, and the SCHOOL REMAINED OPEN.
7. Assign an outcome flag to each non-retained student:
 - a. TRANSFERRED WITHIN NETWORK, if the student was NOT RETAINED and the student's Year Two school is part of the Opportunity Network.
 - b. TRANSFERRED OUTSIDE OF NETWORK, if the student was NOT RETAINED and the student's Year Two school is not part of the Opportunity Network.
 - c. LEFT SYSTEM, if the student was NOT RETAINED and the student is not enrolled in Year Two.
8. Calculate the retention metric as follows:

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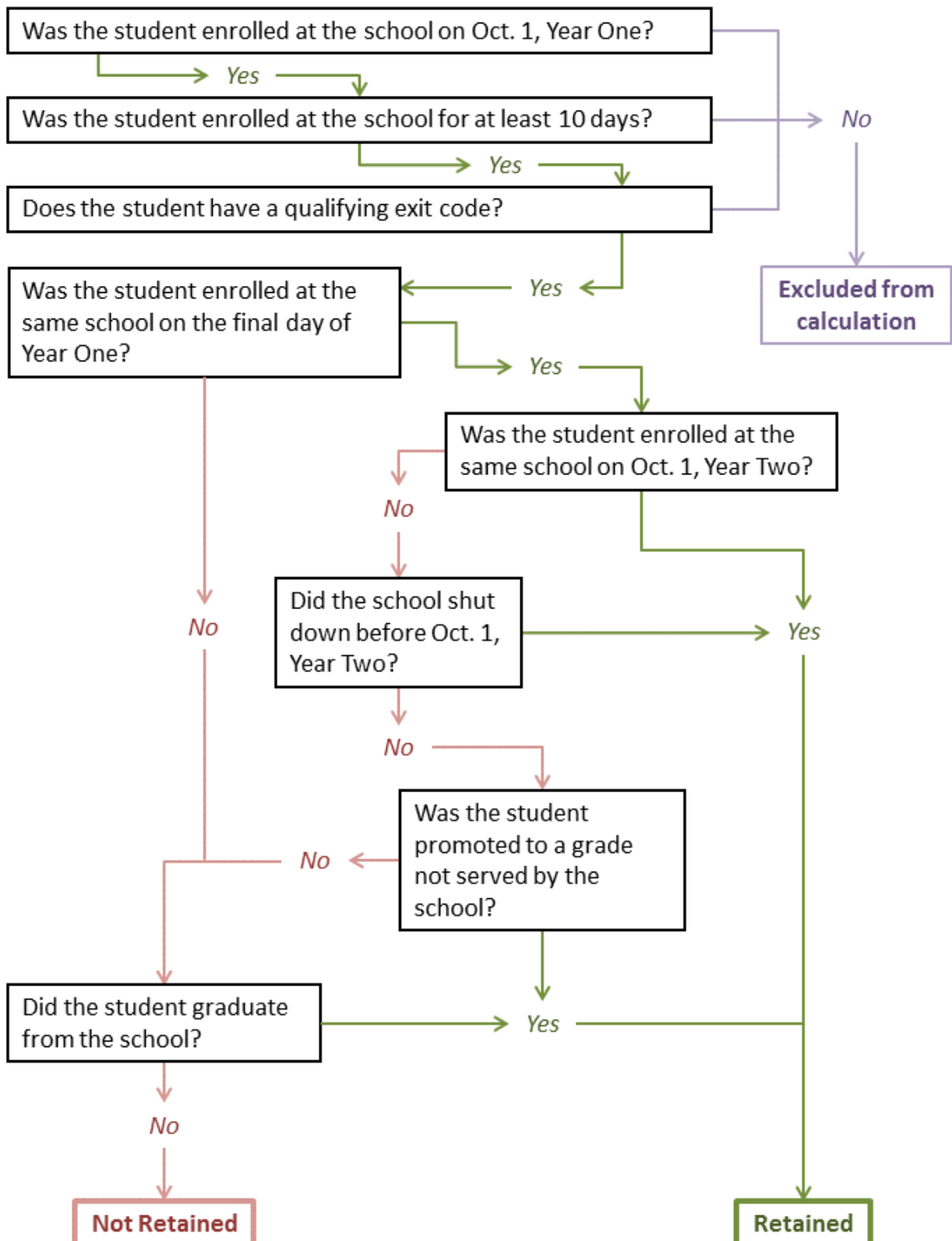
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- a. ANNUAL RETENTION RATE: Total number of students who were retained (6a) divided by the total number of students (6a + 6b)
 - b. OPPORTUNITY NETWORK TRANSFER: Total number of students who transferred within network (7a) divided by the total number of students (6a + 6b)
 - c. NON-OPPORTUNITY NETWORK TRANSFER: Total number of students who transferred outside the network (7b) divided by the total number of students (6a + 6b)
 - d. LEFT PHILADELPHIA SYSTEM: Total number of students who left the system (7c) divided by the total number of students (6a + 6b)
9. Assign an exception code as appropriate:
- a. NOT APPLICABLE, if the program is designed as a one-year Accelerated program.
 - b. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students.

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ATTENDANCE RATE

(% of Students Attending 90% or More of Instructional Days; % of Students Attending 85% or More of Instructional Days; % of Students Attending 80% or More of Instructional Days)

Metric Description and General Principles

- The AEPR attendance rate metric is the percentage of students who attended a minimum percentage of the time for which they were enrolled at a school.
 - For Transition programs, the metric examines the percentage of students who attended at least 80% or more of instructional days.
 - For Accelerated, Continuation, and Adult Diploma programs, the metric examines the percentage of students who attended 85% or more of instructional days.
 - For Dual Enrollment programs, the metric examines the percentage of students who attended 95% or more of instructional days.
 - In addition, the AEPR displays unscored information on the percentage of students who attended 95% or more of instructional days, 90-95% of instructional days, 85-90% of instructional days, 80-85% of instructional days, and fewer than 80% of instructional days for which they were enrolled.
- This metric includes all students enrolled at a school for 10 or more days. Students who are enrolled at multiple schools for 10 or more days are included in each of those school's metric scores.
- This metric applies to all schools and students in all grades.

Data Source

- Attendance data from SDP's Student Information System
- Enrollment confirmation self-reported by schools through data packets

Business Rules for Attendance Rate Calculation

1. Ensure that the number of days for which a student was marked absent from a school is less than or equal to the number of days for which they were enrolled at that school during the 2024-2025 school year.
2. Remove students who were enrolled in a school for less than 10 days during the 2024-2025 school year or for whom the school did not confirm enrollment.
3. Calculate the percentage of days for which a student attended school:
 - a. The total number of days for which the student was not absent, divided by the total number of days for which the student was enrolled at a school

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4. Assign an attendance rate flag to each student:
 - a. ATTENDED 95%, if the student attended at least 95% of enrolled days.
 - b. ATTENDED 90-95%, if the student attended at least 90% but less than 95% of enrolled days.
 - c. ATTENDED 85-90%, if the student attended at least 85% but less than 90% of enrolled days.
 - d. ATTENDED 80-85%, if the student attended at least 80% but less than 85% of enrolled days.
 - e. ATTENDED LESS THAN 80%, if the student attended less than 80% of enrolled days.
5. Calculate the attendance rate metric as follows:
 - a. For Dual Enrollment programs, total number of students with attendance of at least 95% (4a) divided by the total number of eligible students (4a + 4b + 4c + 4d + 4e)
 - b. For Accelerated and Adult Diploma programs, total number of students with attendance of at least 85% (4a + 4b + 4c) divided by the total number of eligible students (4a + 4b + 4c + 4d + 4e)
 - c. For Transition programs, total number of students with attendance of at least 80% (4a + 4b + 4c + 4d) divided by the total number of eligible students (4a + 4b + 4c + 4d + 4e)
6. Assign an exception code as appropriate:
 - a. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students.

CHANGE IN ATTENDANCE RATE

(Average Change in Student Attendance)

Metric Description and General Principles

- The attendance change metric is the average change in the student-level attendance rate for students who are new to an alternative program.
- This metric includes all students who were enrolled at a school for 10 or more days in 2024-2025 and who were enrolled at *other* District, Charter, or Alternative schools for 10 or more days in 2023-2024.
- This metric applies to all program types.

Data Source

- Attendance data from SDP's Student Information System and, for students who attended charter schools in the 2023-2024 academic year, from data packets
- Enrollment confirmation self-reported by schools through data packets

Business Rules for Attendance Rate Change Calculation

1. Remove students for whom the school did not confirm enrollment or who were enrolled in the school for less than 10 days during the 2024-2025 school year.
2. Remove students who were previously enrolled in the same school at any point during the 2023-2024 school year.
3. Remove students who were enrolled for less than 10 days across all schools at which they were enrolled during the 2023-2024 school year.
4. Calculate the percentage of days for which a student attended school in 2024-2025:
 - a. The total number of days for which the student was present, divided by the total number of days for which the student was enrolled at a school
5. Calculate the percentage of days for which a student attended school in 2023-2024:
 - a. The total number of days for which the student was present at all schools in which they were enrolled, divided by the total number of days for which the student was enrolled at all schools
6. By school, calculate the average change in student attendance rate as follows:
 - a. Average of the student-level change in attendance (4a - 5a)
7. Assign an exception code as appropriate:
 - a. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students.

OUT-OF-SCHOOL SUSPENSION RATE
(% of Students with Zero Out-of-School Suspensions)

Metric Description and General Principles

- The AEPR out-of-school suspension rate metric is the percentage of students who received zero out-of-school suspensions during the school year.
- This metric includes all students enrolled at a school for 10 or more days. Students who are enrolled at multiple schools for 10 or more days are included in each of those schools' metric scores.
- This metric applies to Transition, Continuation, and Accelerated programs only.

Data Source

- Enrollment and suspension data from SDP's Student Information System
- Enrollment confirmation information self-reported by schools through data packets

Business Rules for Out-of-School Suspension Rate Calculation

1. Remove students who were enrolled in a school for fewer than 10 days during the 2024-2025 school year or for whom enrollment was not confirmed by the school.
2. Keep students enrolled in Transition, Continuation, or Accelerated programs.
3. Assign an out-of-school suspension flag to each student:
 - a. NOT SUSPENDED, if the student received no out-of-school suspensions during the 2024-2025 school year.
 - b. SUSPENDED, if the student received 1 or more out-of-school suspensions during the 2024-2025 school year.
4. Calculate the out-of-school suspension rate metric as follows:
 - a. Total number of students with no out-of-school suspensions (3a) divided by the total number of students (3a + 3b)
5. Assign an exception code as appropriate:
 - a. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students.

SUSPENSIONS CHANGE

(% of Students Reducing Suspensions)

Metric Description and General Principles

- The suspension change metric is the percentage of students who are new to an alternative program who did not receive an out-of-school suspension during the school year or who experienced a reduction in their number of out-of-school suspensions by the standardized equivalent of one suspension from the prior year.
 - The number of suspensions that students received in each year is standardized to account for the fact that students may not have been enrolled in a school for the full 2024-2025 academic year, students may not have been enrolled in one or more schools for the full 2023-2024 academic year, or the academic calendars for the two years may have differed in length.
- This metric includes all students who were enrolled at a school for 10 or more days in 2024-2025 and who were enrolled at *other* District, Charter, or Alternative schools for 10 or more days in 2023-2024.
- This metric applies to Accelerated, Transition, and Continuation programs only.

Data Source

- Suspension data from SDP's Student Information System and, for students who attended charter schools in the 2023-2024 academic year, from data packets
- Enrollment confirmation self-reported by schools through data packets

Business Rules for Suspensions Change Calculation

1. Remove students for whom the school did not confirm enrollment and students who were enrolled in the school for less than 10 days during the 2024-2025 school year.
2. Remove students who were enrolled in the same school at any point during the 2023-2024 school year.
3. Remove students who were enrolled for less than 10 days across all schools at which they were enrolled during the 2023-2024 school year.
4. Determine the standardized number of suspensions that a student received at the school in the 2024-2025 school year:
 - a. $(180 \times \text{Number of Suspensions}) / \text{Number of Enrolled Days}$
5. Determine the standardized number of suspensions that a student received at all of the schools in which they were enrolled during the 2023-2024 school year:

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- a. $(180 \times \text{Number of Suspensions All Schools}) / \text{Number of Enrolled Days Across All Schools}$
6. Create a flag for the student's change in suspensions:
 - a. NOT SUSPENDED, if the student was not suspended during the 2024-2025 school year.
 - b. REDUCED SUSPENSIONS, if the student had one or more suspensions during the 2024-2025 school year AND the student's adjusted number of suspensions in 2024-2025 was at least one less than their adjusted number of suspensions in 2023-2024 ($4a - 5a \leq -1$).
 - c. DID NOT REDUCE SUSPENSIONS, if the student had one or more suspensions during the 2024-2025 school year AND the student's number of suspensions in 2024-2025 was not at least one less than their number of suspensions in 2023-2024 ($4a - 5a > -1$).
7. Calculate the out-of-school suspension rate metric as follows:
 - a. Total number of students who were NOT SUSPENDED or who REDUCED ($6a + 6b$) divided by the total number of students ($6a + 6b + 6c$)
8. Assign an exception code as appropriate:
 - a. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students.

EXPULSION RATE

(% of Students Expelled)

Metric Description and General Principles

- The expulsion rate metric is the percentage of students who were expelled overall. Informational indicators on the percentage of students who were expelled by the college program and on the percentage of students who were expelled by the alternative program are also included.
- This metric is reverse-coded, so that a lower rate indicates a more positive outcome.
- Dual Enrollment programs are eligible for this metric.
- This information is self-reported by the programs.

Data Source

- Enrollment data from SDP's Student Information System
- Enrollment confirmation and expulsion information self-reported by schools through data packets

Business Rules for Expulsion Calculation

1. Keep students whose enrollment was confirmed by their Dual Enrollment program and who were enrolled for at least 10 days.
2. Assign one performance flag to each student:
 - a. EXPELLED BY PROGRAM, if the student was expelled by the dual enrollment program.
 - b. EXPELLED BY COLLEGE, if the student was expelled by the partner institute of higher education.
 - c. NOT EXPELLED, if the student was not expelled.
3. Calculate the expulsion metric as follows:
 - a. Total number of students who were expelled by the program or college ($2a + 2b$) divided by the total number of students ($2a + 2b + 2c$)
4. Assign an exception code as appropriate:
 - a. DATA NOT AVAILABLE, if the school did not submit a data packet.
 - b. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students.

PHILLY SCHOOL EXPERIENCE SURVEY METRICS

(School Climate Score; Instructional Environment Score; Family Engagement Score; Student Survey: College and Career Readiness Rating)

Metric Description and General Principles

- The School District of Philadelphia administers surveys each spring to students in District, alternative, and charter schools, their parents and guardians, teachers, school staff, and principals/assistant principals. These surveys are designed to capture feedback on key topics related to school improvement.
- The AEPR includes four metrics based on the annual surveys: three schoolwide topic scores, and a student rating of college and career readiness.
 - These metrics reflect only a subset of the items on the full survey.
 - The topic score metrics represent the average score across all questions answered for the specific topic area, on a scale of 0-10.
 - Respondent groups may have different questions even for the same topic area.
 - The School Climate Score includes responses from students and teachers.
 - The Instructional Environment Score includes responses from students and teachers.
 - The Family Engagement Score includes responses from teachers and parents/guardians.
 - The College and Career Readiness Rating reflects the percentage of relevant questions for which students selected the most positive option.
- In order to receive a score for the metric, the school must have sufficient participation from students and teachers for the School Climate and Instructional Environment Scores, sufficient participation from students for the College and Career Readiness Rating, and sufficient participation from teachers and parents/guardians for the Family Engagement Score.
 - Specifically, sufficient participation is defined as:
 - At least 5 students in grades 3-12 and 25% of students in grades 3-12
 - At least 5 parents/guardians and 10% of households
 - At least 5 teacher responses and 25% of teachers
 - These thresholds are intended to protect the privacy of respondents.
- If the number/percentage of participants does not meet this threshold, then the school receives a score of “Did Not Meet” for the impacted survey metrics.

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- o If the program is small enough that they are unable to meet participation thresholds (e.g., if there are fewer than 5 teachers), the metric is suppressed.

Data Source

- Survey results from the SDP Office of Research and Evaluation

Business Rules for Survey Rating Calculations

1. Determine the number of students enrolled in grades 3-12 on May 31.
2. Determine response rates for each school:
 - a. Student Response Rates
 - i. STUDENT PARTICIPATED, if the student completed at least one item on the survey.
 - ii. STUDENT DID NOT PARTICIPATE, if the student did not complete at least one item on the survey.
 - iii. STUDENT PARTICIPATION RATE: Total number of students enrolled at a school on May 31st that participated (2ai) divided by the total number of students (2ai + 2aii)
 - b. Parent Response Rates
 - i. PARENT PARTICIPATED, if the parent completed at least one item on the survey.
 - ii. PARENT DID NOT PARTICIPATE, if the parent did not complete at least one item on the survey.
 - iii. PARENT PARTICIPATION RATE: Total number of parents enrolled at a school on May 31st that participated (2bi) divided by the total number of households represented at the school on May 31st (2bi + 2bii)
 - c. Teacher Response Rates
 - i. TEACHER PARTICIPATED, if the teacher completed at least one item on the survey.
 - ii. TEACHER DID NOT PARTICIPATE, if the teacher did not complete at least one item on the survey.
3. Convert all responses to their equivalent value on a 10-point scale. For example, if a question has 4 possible responses:
 - a. Convert the most negative answer to 0
 - b. Convert the second most negative answer to 3.3
 - c. Convert the second most positive answer to 6.7
 - d. Convert the most positive answer to 10
4. Assign a college and career rating flag for each college and career readiness related question:
 - a. POSITIVE COLLEGE AND CAREER RESPONSE, if the student selected the most positive response option.

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- b. NON-POSITIVE COLLEGE AND CAREER RESPONSE if the student selected a response other than the most positive.
- 5. Calculate metric scores:
 - a. SCHOOL CLIMATE SCORE: Across all respondent groups (or for the specific respondent group, in the case of a breakout metric), take the average of all adjusted responses related to the Climate subscale.
 - b. SCHOOL INSTRUCTION SCORE: Across all respondent groups (or for the specific respondent group, in the case of a breakout metric), take the average of all adjusted responses related to the Instruction subscale.
 - c. SCHOOL RELATIONSHIP SCORE: Take the average of all adjusted Parent/Guardian responses related to the Relationship subscale.
 - d. COLLEGE AND CAREER RATING: Total number of college and career related questions that were given the most positive response (5a), divided by the total number of responses to college and career related questions (5a + 5b)
- 6. Adjust scores at schools with low response rates:
 - a. If the school did not meet the participation thresholds, change the metric score to blank.
- 7. Assign exception codes:
 - a. INSUFFICIENT SAMPLE, if the metric was too small to be able to meet the participation threshold(s) for included groups.
 - b. NOT APPLICABLE, if the metric is the College and Career Rating and the school does not serve high school grades.

STAFF RETENTION

Metric Description and General Principles

- This metric looks at the percentage of teachers who are retained within the same program from October of the accountability year to October of the following year.
- All teachers who were assigned to a program on October 31 of the accountability year are included (i.e., teachers who retire during the accountability year are included in the metric).
- Employees with the following titles are included:
 - Teacher
 - Teacher, Demonstration
 - Teacher, Special Education
 - Teacher Demonstration, Special Education
- This metric applies only to District operated programs.

Data Source

- District programs: SDP's Advantage system
- Contracted programs: Contracted programs are not eligible for this metric.

Business Rules for Staff Retention Calculations

1. Keep records where the employment date is 10/31/2024 or 10/31/2025.
2. Keep employee records where the employee's title is Teacher; Teacher, Demonstration; Teacher, Special Education; or Teacher Demonstration, Special Education.
3. Keep employee records that have an active employment status.
4. Assign a retention flag to each employee if they were employed at the same program in both years.
 - a. RETAINED, if the employee was assigned to the location on both 10/31/2024 and 10/31/2025
 - b. NOT RETAINED, if the employee was assigned to the location on 10/31/2024 but not on 10/31/2025
5. Calculate the program-level retention rate metric as follows:
 - a. By school, total number of teachers retained at a specific program (4a) divided by the total number of teachers at the program (4a + 4b)
6. Assign an exception code as appropriate:
 - a. NOT APPLICABLE, if the program is a contracted program
 - b. INSUFFICIENT SAMPLE, if the program has fewer than 10 eligible employees

GRADUATION RATE

(Annual Graduation Rate; Total Number of Graduates)

Metric Description and General Principles

- The AEPR annual graduation rate metric calculates the percentage of students who were expected to graduate in the current year who did graduate.
 - Students are identified as expected to graduate based on their credit accumulation:
 - Accelerated high school students and Dual Enrollment students are expected to graduate if they are within 8 quality credits of graduation at the beginning of the school year.
 - Transition students are expected to graduate if they are within 6 quality credits of graduation at the beginning of the school year.
 - Adult Diploma students are expected to graduate if they are enrolled for 3 trimesters and are within 6 quality credits of graduating, if they are enrolled for 2 trimesters and are within 4 quality credits of graduating, or if they are enrolled for 1 trimester and are within 2 quality credits of graduating.
 - Most students are expected to have 23.5 credits in order to graduate. However, some students – specifically those at Adult Diploma programs – may have a different number of required credits. This is because students are expected to meet the graduation requirements that were in place when they first began high school.
 - Quality credits reflect the specific subject-area distribution of credits. Many students may begin the year having enough credits that they appear eligible to graduate within the year, but they may be lacking too many credits in specific subject areas to graduate within the year.
 - For example, a student may have 20 credits but still be missing 2 English credits, 1 math credit, 1 world language credit, and 2 science credits. This student still needs 6 credits to graduate, not 3.5.
- Students must be enrolled on October 1 (or November 1, for Adult Diploma programs) in order to be included in the annual graduation rate.
- The total number of graduates is also displayed. This display information includes students who earned more than the expected number of credits as well as students who had no prior credit information in the Student Information System.

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- To allow for summer graduates, the graduation window extends through September 30 of the following academic year (or, for Adult Diploma programs, through October 31 of the following academic year). For the 2024-2025 AEPR, students are counted as graduates if they exited by September 30 (or October 31), 2025.
 - Outcomes for students who graduate in fewer than four years are counted in the calculation for the students' expected four-year graduation year, not in the students' actual graduation year.
- This metric applies to all programs serving high school grades.

Data Source

- Enrollment and credit data from SDP's Student Information System
- Enrollment confirmation self-reported by schools through data packets

Business Rules for Graduation Rate Calculation

1. Keep students whose enrollment was confirmed by the school.
2. Identify the number of credits that each student needs in order to graduate.
3. Identify the number of QUALITY CREDITS that each student needs - that is, credits that each student needs in each subject area in order to graduate.
4. Create a flag for whether students were enrolled at the beginning of the academic year:
 - a. ENROLLED, if the student was enrolled on October 1, 2024 (November 1, 2024 for Adult Diploma programs).
 - b. NOT ENROLLED, if the student was not enrolled on October 1, 2024 (November 1, 2024 for Adult Diploma programs).
5. Create a flag for whether students' number of credits indicates that they were expected to graduate:
 - a. EXPECTED TO GRADUATE, if the student was in a Dual Enrollment or Accelerated program and needed 8 or fewer quality credits, if the student was in an Transition program and needed 6 or fewer quality credits, or if the student was in an Adult Diploma program and needed fewer than 2 quality credits for each trimester enrolled (e.g., 4 or fewer quality credits for students enrolled for 2 trimesters).
 - b. NOT EXPECTED TO GRADUATE, if the student needed more than the above number of credits in order to graduate.
6. Assign a graduation flag to each student:
 - a. GRADUATED, if the student's exit code indicates that they graduated between October 1, 2024 and September 30, 2025 (or, for Adult Diploma programs, between November 1, 2024 and October 31, 2025).
 - b. DID NOT GRADUATE, if the student did not graduate between those dates.

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7. Remove students whose exit codes indicate that they are “non-drop departures” (students who are not expected to return to a Philadelphia school – e.g., they moved out of the country or passed away).
8. Assign an annual graduation metric to each student:
 - a. EXPECTED TO GRADUATE AND DID SO, if the student was ENROLLED and EXPECTED TO GRADUATE and GRADUATED.
 - b. EXPECTED TO GRADUATE, if the student was ENROLLED and EXPECTED TO GRADUATE and DID NOT GRADUATE.
9. Calculate the graduation rate as follows:
 - a. Total number of students who were expected to graduate and did so (8a) divided by total number expected to graduate (8a + 8b)
10. Calculate the total number of graduates as follows:
 - a. Total number of graduates (6a)
11. Assign an exception code as appropriate at the school level:
 - a. NOT APPLICABLE, if the school does not serve high school grades.
 - b. INSUFFICIENT SAMPLE, if the school has fewer than 20 eligible students.

POST-GRADUATION PREPARATION

(FAFSA and College Application OR Job Application Completion; FAFSA OR Job Application Completion; FAFSA Completion Rate)

Metric Description and General Principles

- The AEPR post-graduation preparation metrics measure the extent to which students have taken steps to enter college or the workforce after high school graduation.
- Students are eligible for the metric if they graduated from an Accelerated high school, Dual Enrollment, or Transition program during the 2024-2025 school year.
 - Students in Accelerated and Transition programs are expected to complete either three job applications or three college applications and the FAFSA.
 - Students in Dual Enrollment programs are expected to complete either three job applications or the FAFSA.
 - All graduates are included, even if they are not in the denominator for the Annual Graduation metric (e.g., enrolled after October 1).
- The AEPR also includes an informational metric on the percentage of graduates who completed the FAFSA.
- The School District relies on the Pennsylvania Higher Education Assistance Agency (PHEAA) to provide information on which students completed the FAFSA.

Data Source

- Enrollment data from SDP's Student Information System
- FAFSA completion data from PHEAA
- Job application, college application, and enrollment confirmation information self-reported by schools through data packets

Business Rules for FAFSA Completion Rate

1. Keep only students who:
 - a. Graduated between October 1, 2024 and September 30, 2025.
 - b. Had their enrollment confirmed by the school.
2. Combine the prepared enrollment data file with the FAFSA file from PHEAA.
3. Assign a FAFSA completion flag to each student:
 - a. COMPLETED FAFSA, if the student has a record in the PHEAA FAFSA file indicating they completed the form.
 - b. DID NOT COMPLETE FAFSA, if the student has no record in the PHEAA FAFSA file or if their record indicates they did not complete the form.

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4. Assign a college application completion flag to each student:
 - a. COMPLETED COLLEGE APPLICATIONS, if the student completed at least three college applications.
 - b. DID NOT COMPLETE COLLEGE APPLICATIONS, if the student did not complete at least three college applications.
5. Assign a job application completion flag to each student:
 - a. COMPLETED JOB APPLICATIONS, if the student completed at least three job applications.
 - b. DID NOT COMPLETE JOB APPLICATIONS, if the student did not complete at least three job applications.
6. Create a post-graduation preparation flag for each student:
 - a. COMPLETED POST-GRADUATION PREPARATION, if the student:
 - i. Graduated from a Dual Enrollment program and COMPLETED FAFSA **or** COMPLETED JOB APPLICATIONS, OR
 - ii. Graduated from an Accelerated or Transition program and COMPLETED JOB APPLICATIONS, OR
 - iii. Graduated from an Accelerated or Transition program and COMPLETED COLLEGE APPLICATIONS **and** COMPLETED FAFSA.
 - b. DID NOT COMPLETE POST-GRADUATION PREPARATION, if the student:
 - i. Graduated from a Dual Enrollment program and DID NOT COMPLETE FAFSA **and** DID NOT COMPLETE JOB APPLICATIONS.
 - ii. Graduated from an Accelerated or Transition program and DID NOT COMPLETE JOB APPLICATIONS **and** (DID NOT COMPLETE COLLEGE APPLICATIONS **or** DID NOT COMPLETE FAFSA).
7. Calculate the post-graduation preparation rate as follows:
 - a. Total number of graduates who completed post-graduation preparation (6a) divided by the total number of graduates (6a + 6b)
8. Calculate the FAFSA completion rate as follows:
 - a. Total number of graduates who completed the form (3a) divided by the total number of graduates (3a + 3b)
9. Assign an exception code as appropriate:
 - a. NOT APPLICABLE, if the school did not serve any graduating students.
 - b. INSUFFICIENT SAMPLE, if there were fewer than 20 eligible students.

OVERALL SCORES AND PERFORMANCE TIER ASSIGNMENTS

Metric Description and General Principles

- This portion of the documentation describes how final AEPR scores and ratings are calculated.
 - First, it explains how metric scores are assigned to a specific performance tier (Exceptional, Target, Near Target, Did Not Meet).
 - Second, it explains how those performance tiers are turned into an overall score.
 - Last, it explains how the overall score is converted to a performance tier (Excelling, Achieving, Approaching, or Underperforming).
- Metric performance tiers are a function of several numbers:
 - The **metric score** (calculations for which are described in accompanying business rules documentation)
 - The **performance standards** established for programs in their contracts
- Contracts include information on the performance that schools must demonstrate on a metric to be considered exceptional, target, near target, or unacceptable. These values are used to determine the performance tiers on the AEPR.
- Based on the percentage of metrics at each tier, schools receive an overall score.
 - The overall score reflects the percentage of metrics for which the performance tier is **Target** or **Exceptional**.
 - Schools receive an additional performance tier based on their overall score:
 - **Underperforming**, if the program met 0-24% of its targets
 - **Approaching**, if the program met 25-49% of its targets
 - **Achieving**, if the program met 50-74% of its targets
 - **Excelling**, if the program met 75-100% of its targets
- If a school is not eligible for a metric, whether because the school does not serve the grades to which the metric applies, because the school had too few students, or for any other reason, then:
 - The points earned and points possible are deleted from that school's AEPR;
 - The school is not scored for the metric; and
 - The metric does not factor into the domain score or overall score.

Data Source

- Metric-level calculations

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Business Rules for Overall Scores and Performance Tier Assignments

1. Determine Metric Tiers:

- a. Append the metric files, and combine with the list of performance targets for each report type.
- b. Assign tiers to each metric according to performance relative to the contract targets:
 - i. If the metric score is less than “Near Target,” category should be “Did Not Meet.”
 - ii. If the metric score is greater than or equal to “Near Target” and less than “Target,” category should be “Near Target.”
 - iii. If the metric score is greater than or equal to “Target” and less than “Exceptional,” category should be “Target.”
 - iv. If the metric score is greater than or equal to “Exceptional,” category should be “Exceptional.”
- c. Replace as missing the tiers for any metric that has an exception.

2. Round the percentage of metrics at each tier to the nearest whole number.

3. Determine the Overall Score and Tier:

- a. Add the percentage of metrics for which the program was at “Exceptional” and the percentage of metrics for which the program was at “Target.”
- b. Assign a tier to the overall score according to overall percentage of targets met:
 - i. “Excelling” if the program was at “Target” or “Exceptional” for at least 75% of metrics.
 - ii. “Achieving” if the program was at “Target” or “Exceptional” for 50% to 74% of metrics.
 - iii. “Approaching” if the program was at “Target” or “Exceptional” for 25% to 49% of metrics.
 - iv. “Underperforming” if the program was at “Target” or “Exceptional” for 0% to 24% of metrics.
- c. Replace the overall score and tier label with “Insufficient Data” if the school was eligible for less than half of the metrics associated with the report type.

4. Calculate the Network Average for Each Metric:

- a. Take the average of all metric scores that do not have an exception.