

2024-2025 Alternative Education Progress Report (AEPR)

User Guide

AEPR Overview

This guide is intended to help you understand the various components that make up the Alternative Education Progress Report (AEPR), and will cover the following topics:

[Report Types](#)

There are five 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, targets, and AEPR performance averages.

Report Types

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

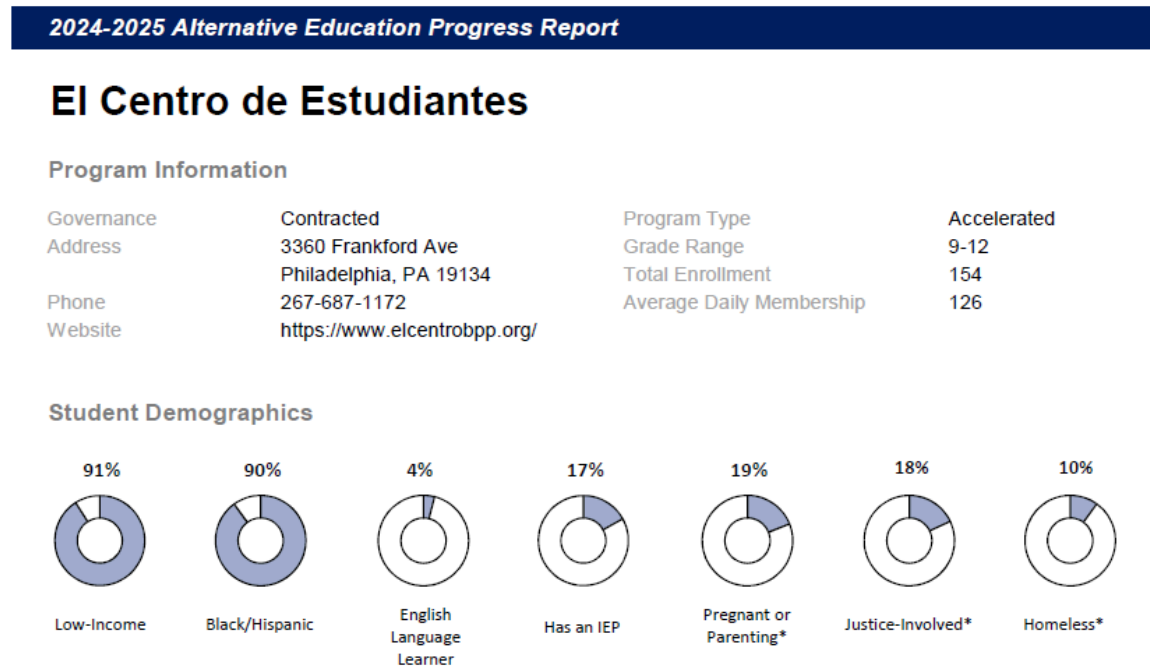
Transition (Alternative Education for Disruptive Youth [AEDY])	Transition (AEDY) programs are transition programs designed for students who have committed serious Code of Conduct violations. Students enroll in a Transition program through disciplinary transfer, after a determination is made through a due process hearing conducted by the Office of Students Rights and Responsibilities. Transition 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.
Adult Diploma	Adult Diploma programs are programs that allow those who are older than 17 years of age (no upper age limit), who have earned more than 8 high school credits prior to enrolling, and who are not currently enrolled in a regular day school, to continue earning credits toward a high school diploma. This report type was called "EOP" in some prior years.
Continuation	Continuation programs provide intensive academic and social supports for students in need of a smaller school setting.
Dual Enrollment	Dual enrollment programs allow students to earn credits toward their high school diploma and a college degree simultaneously.

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

AEPR Components

School Information

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



Program Name, Address, and Contact Information	Relevant contact information for the program being evaluated, including address, phone number, and website.
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Governance	Indicator of whether the program is managed by the District or by a contracted organization.
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Program Type	The report type is determined by the type of program operated. Each report type presents a set of metrics aligned to the specific academic model offered by that type of program.
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Grade Range	The specific grade levels served by the program during the 2024-2025 school year.
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Total Enrollment	The number of unique students served by the program over the course of the 2024-2025 school year.
Average Daily Membership	The average number of students enrolled on any given day during the 2024-2025 school year. Alternative programs have high mobility, and so the Average Daily Membership may be substantially lower than the total number of unique students served over the course of the academic year.
Student Demographics	Demographic information on students enrolled during the 2024-2025 school year. The percentage of Black/Hispanic students and the percentage of English learners are calculated as the percentage of students enrolled over the course of the 2024-2025 school year who were identified as Black/Hispanic or as English learners. The percentage of students with an Individualized Education Plan (IEP) is calculated as the percentage of students enrolled on December 1, 2024 who had an IEP. Low-income percentages reflect the Identified Student Percentage used for the Community Eligibility Provision (CEP) of the National School Lunch Program (e.g., students who are identified as receiving public benefits such as SNAP, TANF, and/or Medicaid). For all programs with data, the data were taken from the Pennsylvania Department of Education's CEP file used to identify schools and programs eligible for the CEP. Information on economic status may be underreported for any program as alternative programs may serve students who are not eligible for public assistance benefits due to age, citizenship status, or other factors, and are therefore less likely to be reported as such. 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 2024-2025 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 for all students at the school, and this information is displayed as unavailable. This information may also be underreported. Because Adult Diploma programs serve adult students for whom information on economic status may not be available, low-income data are suppressed for Adult Diploma programs.

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. These tiers reflect how the programs performed relative to mutually-agreed upon targets for each program type. The four tiers are:

- Exceptional – the program exceeded the target and met the threshold for “Exceptional” performance
- Target – the program met or exceeded the target but did not meet the threshold for “Exceptional” performance
- Near Target – the program did not meet the target but met the threshold for “Near Target” performance
- Did Not Meet – the program failed to meet the threshold for “Near Target” performance

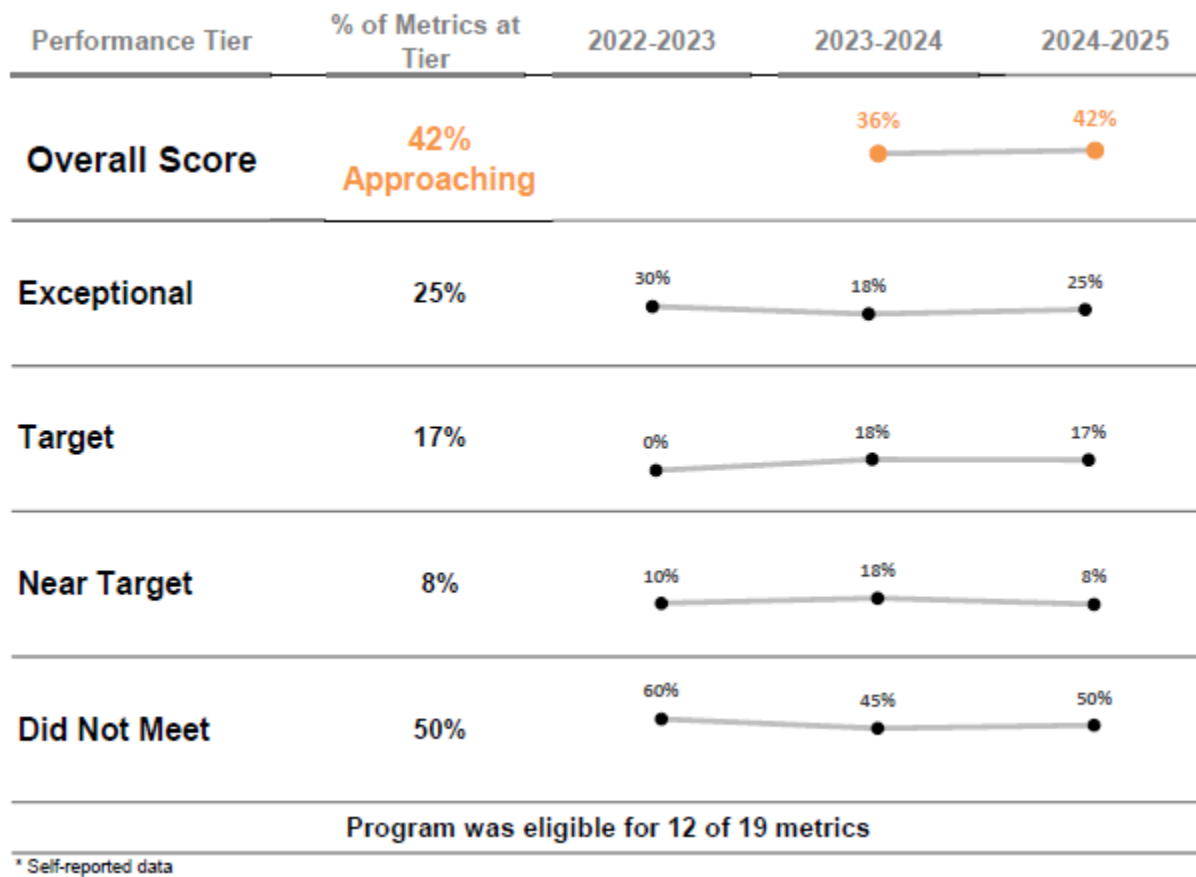
Contracted providers also adhere to these targets in their contracts.

Overall Score

The overall score is the percentage of metrics that fall into the Exceptional and Target tiers. This percentage of metrics is based on the number of metrics for which programs received a tier rating; metrics that are suppressed do not receive a tier rating and so do not factor into this score (i.e., they do not negatively impact a school's rating).

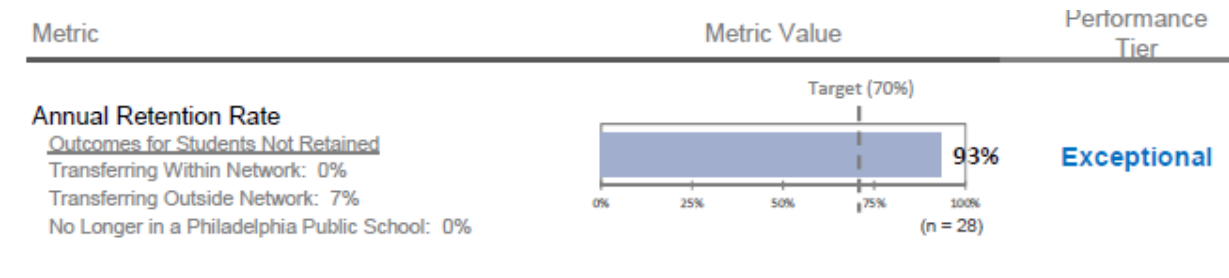
Based on their overall score, schools are assigned one of four labels: Underperforming (0-24% of metrics in Target or Exceptional); Approaching (25-49% of metrics in Target or Exceptional); Achieving (50-74% of metrics in Target or Exceptional); or Excelling (75% or more of metrics in Target or Exceptional). Performance contracts state that schools meeting fewer than half of their performance targets are eligible for closure; this score aligns with that condition.

This section is formatted as in the example below.



Metric Scores

Following the front 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.



Metric A measure or indicator of a specific outcome. In the above example, the first metric in the Climate domain is “Annual Retention Rate.”

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.

Metric Value The actual value that a program received for a given metric, rounded to the nearest whole number. In the example above, 93% of students who were enrolled in the program on October 1, 2024 had either graduated or were enrolled in the program on October 1, 2025. Scores are rounded to the nearest whole number; consequently, values displaying as 0% and 100% may actually be 0.1-0.4% or 99.5-99.9%, respectively, before rounding.

At the lower right-hand corner of each chart, the number of students included in the score is displayed (e.g., n=28). This provides a sense of whether the score represents a substantial portion or just a small subset of the students who attended the program.

In certain cases, the metric value is suppressed; for example, metric scores are not displayed if fewer than 20 students in the program are eligible for a metric.

Target The dashed line indicates the performance target that was established for this report type. All targets are provided in Appendix B.

Performance Tier The tier into which the school was placed for each metric. This information is determined based on program performance relative to the target. Some metrics (e.g., Keystone Biology performance) are not part of performance targets established with programs and so do not receive a tier label.

Metrics for which the data have been suppressed do not receive a performance tier.

Schools are placed into metric performance tiers based on rounded metric scores.

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, and achievement in core courses.
Progress	The Progress domain measures student growth in literacy and numeracy. It also examines progress toward 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 student experiences and engagement, 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 Philly School Experience Survey.
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 (i.e., ACT and SAT). Information on the number of students graduating from a program is also provided.

These domains are used to group similar metrics and do not have any impact on a program's overall score.

Appendix A: Metric Definitions

Achievement

PSSA: % Proficient or Advanced (middle grades Accelerated and Continuation 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 toward a program’s score, a student must be enrolled continuously from December 20, 2024 through May 2, 2025. 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, Continuation, Adult Diploma, and Dual Enrollment only; middle grades accelerated receives Algebra I metric 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 toward a program’s score, students must have been continuously enrolled in the program as dictated below: <table><tr><td></td><td>Accelerated/Dual Enrollment</td><td>Adult Diploma</td></tr><tr><td>Took the exam in the Winter</td><td>October 1, 2024 – January 17, 2025</td><td>November 1, 2024 – January 17, 2025</td></tr><tr><td>Took the exam in the Spring</td><td>February 1, 2025 – May 23, 2025</td><td>February 1, 2025 – May 23, 2025</td></tr></table> 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.		Accelerated/Dual Enrollment	Adult Diploma	Took the exam in the Winter	October 1, 2024 – January 17, 2025	November 1, 2024 – January 17, 2025	Took the exam in the Spring	February 1, 2025 – May 23, 2025	February 1, 2025 – May 23, 2025
	Accelerated/Dual Enrollment	Adult Diploma								
Took the exam in the Winter	October 1, 2024 – January 17, 2025	November 1, 2024 – January 17, 2025								
Took the exam in the Spring	February 1, 2025 – May 23, 2025	February 1, 2025 – May 23, 2025								
PSSA: Participation Rate (middle grades Accelerated, Continuation, and Transition)	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 21, 2025 through May 2, 2025 (i.e., during the PSSA testing window).									
Keystone Exam: Participation Rate (high school grades, Accelerated, Continuation, Adult Diploma, Dual Enrollment, Transition; middle grades accelerated receives Algebra I metric 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 6-January 17, 2025, for exams taken during the winter administration; May 12-May 23, 2025 for exams taken during the spring administration).									

% 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 toward a program's score, Accelerated, Continuation, 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 Adult Diploma 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.

Progress

Credit Accumulation
(high school grades
and 8th grade
students at middle
grades Accelerated
programs only)

The percentage of high school students earning sufficient credits during the 2024-2025 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 90% of possible school days), at least 4 credits for half-year students (those enrolled for 45% of possible school days), or the remaining number of credits needed to graduate if less than the expectation based on the student’s enrollment. Students who are enrolled for fewer than 45% of possible school days are excluded from this metric.

For Accelerated middle school programs, “sufficient credits” is defined as at least five credits for eighth-grade students.

For Adult Diploma 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 remaining number of credits needed to graduate. Students who are enrolled for less than one trimester are excluded from this metric.

For AEDY and Continuation 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 90% of possible school days are excluded from this metric.

Progress, cont'd

% of Students Meeting
Target in Literacy
(Accelerated,
Continuation, AEDY,
and Adult Diploma
programs only)

The percentage of students meeting the growth target in literacy.

For Accelerated and Continuation 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 90% of possible school days, and a half-year student is defined as one enrolled for at least 45% of days but fewer than 90%. Students who are enrolled for fewer than 45% of days are excluded from this metric; all students enrolled for 45% or more days are included.

For AEDY and Adult Diploma programs, the target is at least one year's worth of growth for full-year students or at least half a year's worth of growth for half-year students. Students who are enrolled for fewer than 45% of days are excluded from this metric; all students enrolled for 45% or more days are included.

Literacy information was self-reported by programs not taking Star assessments under the School District of Philadelphia's contract with Renaissance Learning. For all students, the initial and highest subsequent test results from the 2024-2025 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 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/norms.

Progress, cont'd

% of Students Meeting Target in Numeracy (Accelerated, Continuation, AEDY, and Adult Diploma programs only)	The percentage of students meeting the growth target in numeracy. For Accelerated and Continuation 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 90% of possible school days, and a half-year student is defined as one enrolled for at least 45% of days but fewer than 90%. Students who are enrolled for fewer than 45% of days are excluded from this metric; all students enrolled for 45% or more days are included. For AEDY and Adult Diploma programs, the target is at least one year's worth of growth for full-year students or at least half a year's worth of growth for half-year students. Students who are enrolled for fewer than 45% of days are excluded from this metric; all students enrolled for 45% or more days are included. Numeracy information was self-reported by programs not taking Star assessments under the School District of Philadelphia's contract with Renaissance Learning. For all students, the initial and highest subsequent test results from the 2024-2025 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 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/norms.
Restoration (AEDY programs only)	The percentage of students 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.
Grade Promotion (Middle grades Accelerated, Continuation, AEDY programs only)	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.
Transition Success (Continuation and middle grades Accelerated programs only)	The percentage of students in eighth grade or beyond who applied through the School Selection Process to at least three high schools and/or programs within comprehensive high schools. Applications to the student's zoned high school do not count toward this score. A student must have been enrolled on or prior to November 1, 2024, and enrolled for at least 10 days in order to be included in a program's score.

English: Developmental Course Progress (Dual Enrollment programs only)	The percentage of students enrolled in developmental English courses who passed the course.
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Mathematics: Developmental Course Progress (Dual Enrollment programs only)	The percentage of students enrolled in developmental math courses who passed the course.
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Climate

Annual Retention Rate (Accelerated high school, Continuation, Dual Enrollment, and Adult Diploma programs, and seventh-grade students at Accelerated middle school programs only)	The percentage of students who were enrolled in an Accelerated, Dual Enrollment, or Continuation program on October 1, the last day of school in June, and October 1 of the following school year; or of students who remain enrolled in an Adult Diploma program from initial enrollment until June and subsequently remain on roll as of the following November 1. High school graduates are only expected to remain enrolled through their graduation date or the last day of classes in June, whichever is earlier. Information on outcomes for non-retained students – specifically, whether they were 1) enrolled in another alternative program, 2) were enrolled in a non-alternative school, or 3) left the system by Fall 2025 (October 1, 2025 for Accelerated programs; November 1, 2025 for Adult Diploma 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.
% of Students Attending at Least 80% of Instructional Days (AEDY programs only)	The percentage of students attending at least 80% of instructional days for which they were enrolled. A student must be enrolled for a minimum of 10 days in the program to count toward a program's score. Information on the percentage of students attending fewer 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. This information does not always add up to 100% due to rounding.
% of Students Attending at Least 85% of Instructional Days (Accelerated, Continuation, and Adult Diploma programs only)	The percentage of students attending at least 85% of instructional days for which they were enrolled. A student must be enrolled in the program for a minimum of 10 days to count toward a program's score. Information on the percentage of students attending fewer 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. This information does not always add up to 100% due to rounding.
% of Students Attending at Least 95% of Instructional Days (Dual Enrollment programs only)	The percentage of students attending at least 95% of instructional days for which they were enrolled. A student must be enrolled in the program for a minimum of 10 days to count toward a program's score. Information on the percentage of students attending fewer 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. This information does not always add up to 100% due to rounding.
Average Change in Student Attendance	The average change in student attendance from 2023-2024 to 2024-2025. This measure compares a student's attendance rate across all district, charter, and alternative schools the student attended during the prior (2023-2024) school year and that student's

	attendance rate at the alternative education program in 2024-2025; and takes the average of that change across all students who were new to the alternative education program in 2024-2025. A student must have been enrolled for a minimum of 10 days across all locations during the 2023-2024 school year and for a minimum of 10 days at the alternative program in 2024-2025 to count toward a program's score.
% of Students With Zero OSS (Accelerated, Continuation, 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 toward a program's score.
% of Students Reducing Suspensions (Accelerated, Continuation, and AEDY programs only)	The percentage of students ending 2024-2025 with no suspensions or with the equivalent of at least one less suspension than they received across all district, charter, and alternative schools at which they were enrolled in 2023-2024. 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 2024-2025. The measure looks at students who were new to the alternative education program in 2024-2025. A student must have been enrolled for a minimum of 10 days across all schools during the 2023-2024 school year and for a minimum of 10 days at the alternative program in 2024-2025 to count toward a school's score.
% 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 toward a program's score. Information on the percentage of students who were expelled by the program or expelled by the college is also displayed. This metric is reverse-coded, so a lower value is more positive.
School Climate Score (Philly School Experience Survey)	The average of all adjusted responses related to the Climate subscale for all respondent groups (or the specific respondent group, in the case of a breakout metric). The school receives a value of "Did Not Meet" if it fails to meet the participation threshold (For School Instruction - at least 5 teachers, AND 25% of students or 5 students in grades 3-12, whichever is greater).
School Instruction Score (Philly School Experience Survey)	The average of all adjusted responses related to the Instruction subscale for all respondent groups (or the specific respondent group, in the case of a breakout metric). The school receives a value of "Did Not Meet" if it fails to meet the participation threshold (For School Instruction - at least 5 teachers, AND 25% of students or 5 students in grades 3-12, whichever is greater).

School Relationship
Score (Philly School
Experience Survey)

The average of all adjusted responses related to the Family Engagement topic score for all Parent/Guardian responses.

The school receives a value of "Did Not Meet" if it fails to meet the participation threshold (For School Relationship score, at least 10% of households).

College & Career

	The percentage of students who were eligible to graduate as of Fall 2024 who graduated by September 30, 2025. Students are attributed to the program in which they were enrolled in Fall 2024. Students are considered eligible to graduate if they were enrolled on October 1, 2024 (for Accelerated, Dual Enrollment, and AEDY programs) or November 1, 2024 (for Adult Diploma programs) and entered the year with sufficient quality credits to make them eligible for graduation during the school year. Quality credits refers to the subject-area distribution of credits - for example, a student entering the year with 20.5 credits but needing to complete 2 math credits, 1 science credit, and 1 world language credit is considered to need <u>four</u> quality credits to graduate (2 + 1 + 1), not three.
Annual Graduation Rate	For Accelerated and Dual Enrollment programs, students had sufficient quality 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 quality credits to graduate (i.e., with at least 17.5 credits). For Adult Diploma programs, students had sufficient credits if they entered the school year needing 6 or fewer quality credits to graduate. For Adult Diploma programs, total credits needed to graduate was 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 2024-2025 school year is also displayed. This number includes students who graduated but who were not enrolled in the school in Fall 2024. It may also include students who were enrolled in Fall 2023 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).

College & Career, cont'd

% Completing the FAFSA and at Least 3 College Applications <u>or</u> at Least 3 Job Applications (Accelerated, AEDY, and Dual Enrollment programs only)	For Accelerated and AEDY programs, the percentage of students who graduated during the 2024-2025 school year who completed either the FAFSA <u>and</u> at least 3 college applications, <u>or</u> at least three job applications. For Dual Enrollment programs, students must complete either the FAFSA <u>or</u> at least three job applications in order to be counted toward the score. Information on the percentage of students who completed the FAFSA is also displayed. Information on FAFSA completion comes from the Pennsylvania Higher Education Assistance Agency (PHEAA), but was not available for 2024-2025 at the time this report was compiled, so this metric was not calculated. College application completion and job application completion were self-reported by the programs.
Student Survey: College & Career Readiness Rating	The percentage of student responses from the Philly School Experience Survey that are most positive about college & career readiness. The school receives a tier of "Did Not Meet" if the minimum participation of 25% of students or 5 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

ALL PROGRAMS	Near Target	Target	Exceptional
Keystone Literature: % Proficient or Advanced	30.2%	34.2%	46.9%
Keystone Algebra: % Proficient or Advanced	23.2%	27.2%	46.2%
PSSA English Language Arts: % Proficient or Advanced	33.3%	37.3%	58.6%
PSSA Mathematics: % Proficient or Advanced	21.3%	25.3%	45.4%
Keystone Literature: Participation Rate	75%	85%	95%
Keystone Algebra: Participation Rate	75%	85%	95%
PSSA English Language Arts: Participation Rate	75%	85%	95%
PSSA Mathematics: Participation Rate	75%	85%	95%
% of Students Earning at Least a C in all Major Subjects	60%	65%	85%
Credit Accumulation	60%	75%	90%
Grade Promotion	75%	85%	90%
Transition Success	75%	85%	95%
Restoration	65%	80%	95%
Literacy: % of Students Meeting Target	55%	65%	80%
Numeracy: % of Students Meeting Target	55%	65%	80%
English Learner Achievement	52%	54%	61%
Personalized Learning Plans	65%	75%	95%
English Language Arts Progress	40%	50%	75%
Mathematics Progress	40%	50%	75%
College Credits Earned	70%	85%	90%
Annual Retention Rate	60%	70%	90%
% of Students Attending at Least 80/85/90% of Days	40%	50%	75%
Average Change in Student Attendance Rate	0	2	5

% of Students with No Out-of-School Suspensions	90%	95%	100%
% of Students Reducing OSS	90%	95%	100%
% of Students Expelled	4%	1% or Less	0%
School Climate Score	6	7	9
School Instruction Score	7	8	9
School Relationship Score	7	8	9
Staff Retention	60%	70%	90%
Annual Graduation Rate	70%	80%	90%
Student Survey: College & Career Readiness	40%	50%	75%
FAFSA and College Application OR Job Application Completion	85%	90%	95%

Appendix C: AEPR Averages

ACHIEVEMENT METRICS	NUMBER OF PROGRAMS INCLUDED	AEPR AVERAGE
PSSA ELA: % Proficient or Advanced	2	4%
PSSA Mathematics: % Proficient or Advanced	2	8%
PSSA Science: % Proficient or Advanced	No qualifying programs	NA
Keystone Literature: % Proficient or Advanced	10	6%
Keystone Algebra 1: % Proficient or Advanced	10	1%
Keystone Biology: % Proficient or Advanced	8	1%
PSSA ELA: Participation Rate	4	89%
PSSA Mathematics: Participation Rate	4	89%
PSSA Science: Participation Rate	No qualifying programs	NA
Keystone Literature: Participation Rate	24	29%
Keystone Algebra 1: Participation Rate	23	31%
Keystone Biology: Participation Rate	22	27%
% of Students Earning at Least a C in all Major Subjects	25	31%

PROGRESS METRICS	NUMBER OF PROGRAMS INCLUDED	AEPR AVERAGE
Credit Accumulation	24	39%
Literacy: % of Full-Year Students Meeting Target	25	25%
Numeracy: % of Full-Year Students Meeting Target	25	24%
Transition Success	3	53%
Restoration	2	86%
Grade Promotion	4	95%
English: Dev. Course Progress	1	63%
Mathematics: Dev. Course Progress	No qualifying programs	NA

continued on next page

CLIMATE METRICS	NUMBER OF PROGRAMS INCLUDED	AEPR AVERAGE
Annual Retention Rate	23	70%
% of Students Attending 95% or More of Days	26	11%
% of Students Attending 85% or More of Days	26	25%
% of Students Attending 80% or More of Days	26	33%
Average Change in Student Attendance Rate	24	-3
Percent of Students with Zero Out-of-School Suspensions	20	91%
% of Students Reducing Suspensions	19	94%
School Climate Score	21	6.8
School Instruction Score	12	6.8
School Relationship Score	8	6.8

COLLEGE & CAREER METRICS	NUMBER OF PROGRAMS INCLUDED	AEPR AVERAGE
Annual Graduation Rate	15	63%
% of Graduates Completing the FAFSA and at Least 3 College Applications <u>or</u> at Least 3 Job Applications	11	71%
Student Survey: College & Career Readiness Rating	16	38%