

Trends in Performance on the Alternative Education Progress Report (AEPR) from 2016-17 to 2018-19

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The Alternative Education Progress Report (AEPR) is a tool produced by the School District of Philadelphia every year to provide a high-level overview of how our alternative education programs are performing. It provides information on how these programs are performing in the areas, or domains, that matter the most for student success - Academic Achievement and Progress, School Climate, and College and Career Readiness.¹

- The **Achievement** domain focuses on how well students are reading, writing, doing math, and learning science. Achievement also includes an indicator of whether students with Individualized Education Plans (IEP) are meeting their goals.
- The **Progress** domain focuses on whether students are learning as much as they should within the year in reading and math. Progress also includes whether students who are expected to transition back to non-disciplinary schools are doing so.
- The **School Climate** domain focuses on students' program attendance and retention as well as changes in attendance and suspensions among students who are new to the program. Climate also focuses on whether parents and students are engaged in the school, and how parents and students perceive the school's climate.
- The **College and Career Readiness** domain focuses on whether high school students are graduating on time and are prepared to pursue their college and career goals.

There are five different alternative education program models included in the AEPR. Reports for each alternative education program model are designed to evaluate performance on metrics that are most relevant to the type of program and its unique purpose. The five alternative education program models included in the AEPR include:

- **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.

¹ For detailed information about the Alternative Education Progress Report including a user guide, business rules, downloadable AEPR reports, and FAQs, see: www.philasd.org/aepr. The data in this brief comes from the School District of Philadelphia's Alternative Education Progress Report Qlik App.

- **Adult Diploma** programs allow those who are at least 17 years of age (no upper age limit), have earned more than 8 high school credits prior to enrolling, and are not currently enrolled in a regular day school to continue earning credits towards a high school diploma.²
- **Alternative Education for Disruptive Youth (AEDY)** programs are designed for students who have committed serious Code of Conduct violations, a determination made through a due process hearing conducted by the Office of Students Rights and Responsibilities. AEDY programs assist such students with transitioning back to non-disciplinary schools.
- **Continuation** programs serve middle grade students in need of smaller school settings that provide intensive academic and social support. Continuation programs were established in the 2017-18 school year.
- **Dual Enrollment** programs allow students to earn credits towards their high school diploma and a college degree simultaneously.

On the AEPR, alternative education programs receive an overall performance score reflecting whether they are meeting or exceeding targets for each applicable metric. The metrics and targets included in the AEPR were established in summer 2017 to be effective beginning with the 2017-2018 school year.³ The 2016-2017 AEPR used those metrics and targets to establish a (retrospective) baseline. Prior to the 2017-2018 school year, different performance expectations were in place however, these were not incorporated into an AEPR or other summative rating.⁴

Metrics for which the program does not get a rating (e.g., has an exception) are not included in the overall score and, therefore, do not negatively impact a program's rating. Based on their overall score, alternative education programs are assigned one of four tier labels:

- **Excelling** indicates that a program has met 75% or more of metrics;
- **Achieving** indicates that a program has met 50-74% of metrics;
- **Approaching** indicates that a program has met 25-49% of metrics; or
- **Underperforming** indicates that a program has met less than 25% of metrics.

This brief provides a system-level summary of trends in alternative education programs performance overall, by report type,⁵ and for each domain from 2016-17 to 2018-19.

² Beginning in 2019-2020, students must be at least 18 years of age to enroll in Adult Diploma programs. This change aligns to changes to the compulsory education age in Pennsylvania.

³ Contracted alternative education programs have agreed to these performance targets in their contracts with the School District of Philadelphia.

⁴ Minor adjustments to metric business rules may be made during each AEPR cycle. More information on the metrics, business rules, and performance expectations used for each cycle of the AEPR is available in the User Guides on the AEPR website at <https://www.philasd.org/performance/programsservices/alternative-education-progress-reports/aepr-helpful-resources/>.

⁵ There are five AEPR report types. A school's report type is determined by the program and its contract (if applicable). For details, see the AEPR website at <https://www.philasd.org/performance/programsservices/alternative-education-progress-reports/aepr-faqs/>

An Overview of the Alternative Education Programs

There are 20-23 alternative education programs included in the AEPR in each of the three years covered in this brief (2016-17 - 2018-19).⁶ Each year, about 60-65% of the alternative education programs are categorized as an Accelerated type, and about 20-25% of the alternative education programs are categorized as an Adult Diploma type. AEDY, Continuation, and Dual Enrollment programs are a smaller percentage of the AEPR reports each year (Table 1).

Table 1. The number of reports in each of the five AEPR report types by year (2016-17 to 2018-19)

School Year	Total number of AEPR Reports	Accelerated	Adult Diploma	AEDY*	Continuation	Dual Enrollment
2016-17	20	12 (60%)	5 (25%)	2 (10%)	N/A**	1 (5%)
2017-18	22	14 (64%)	4 (18%)	2 (9%)	1 (5%)	1 (5%)
2018-19	23	15 (65%)	4 (17%)	2 (9%)	1 (4%)	1 (4%)

*Alternative Education for Disruptive Youth (AEDY)

**Continuation programs were established in the 2017-18 school year.

Source: QlikBAM AEPR App, retrieved April 30, 2020

From 2016-17 to 2018-19, more than 60% of the alternative education programs were in the Approaching or Achieving tier (Table 2). See Appendix A, Table A1 for a list of alternative education programs within each AEPR report type.

⁶ The number of school reports varies across years for a variety of reasons including program closings and new program openings. Program closings and openings can result in a change in the distribution of programs between those that are district-operated and those that are operated by contracted providers even if the overall number of programs did not change. Programs may be opened or closed for several reasons, including the performance of a specific program or a change in the need for a particular program type. Please refer to Appendix A, Table A1 for a list of alternative education programs in each report type by year.

Table 2. Number of programs in each of the four tiers by year (2016-17 to 2018-19)

School Year	Total number of AEPR Reports	Excelling	Achieving	Approaching	Underperforming	No Tier Assigned
2016-17	20	0 (0%)	3 (15%)	9 (45%)	7 (35%)	1** (5%)
2017-18	22	0 (0%)	4 (18%)	14 (64%)	4 (18%)	0 (0%)
2018-19	23	0 (0%)	2 (9%)	13 (57%)	8 (35%)	0 (0%)

*An alternative education program does not receive a tier assignment if they were not eligible for a sufficient number of metrics.

**In 2016-17, there were five Adult Diploma educational programs that received an AEPR report. Of the five, only four were assigned a tier, leaving one report with “no tier assignment.”

Source: QlikBAM AEPR App, retrieved April 30, 2020

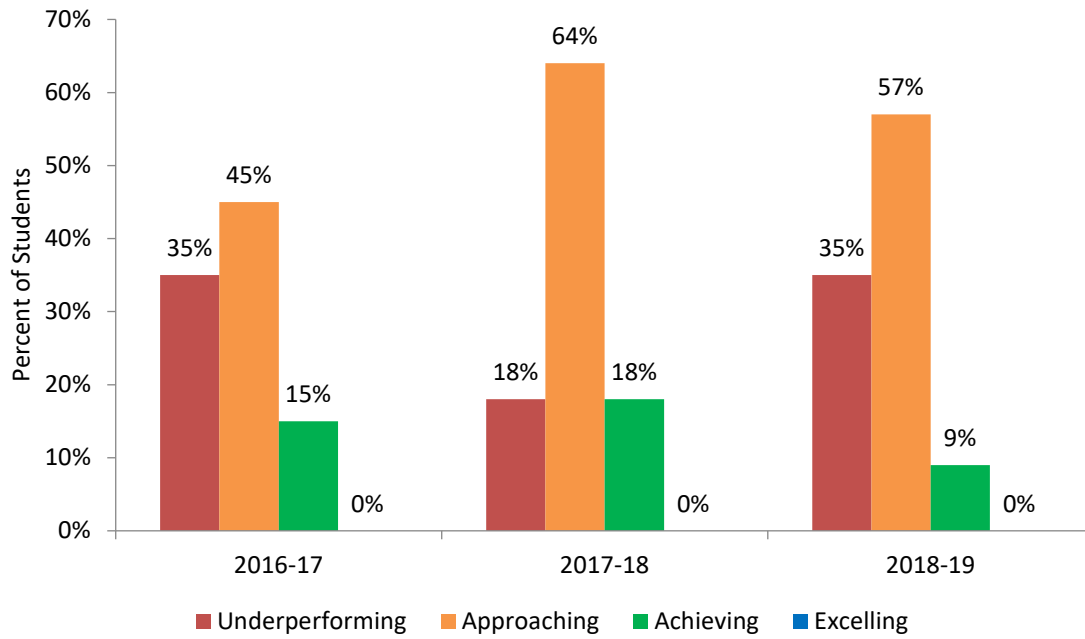
Trends in Overall AEPR Performance

The percentage of alternative education programs in the Approaching category increased from 2016-17 to 2018-19 (Figure 1), and as a result, the number of students attending programs in the Approaching category increased (Figure 2). The percentage of alternative education programs in the Underperforming category decreased from 2016-17 to 2018-19 (Figure 1); however, the number of students attending programs in the Underperforming category increased from 2016-17 to 2018-19 (Figure 2). No alternative education program received a tier rating of Excelling in any of the three years (2016-17 - 2018-19).^{7,8}

⁷Counts in Figures 1 and 2 exclude any reports not eligible for an overall domain score. Hence, you might see slight differences between the percentages from Table 2 above and the percentages from Figure 1.

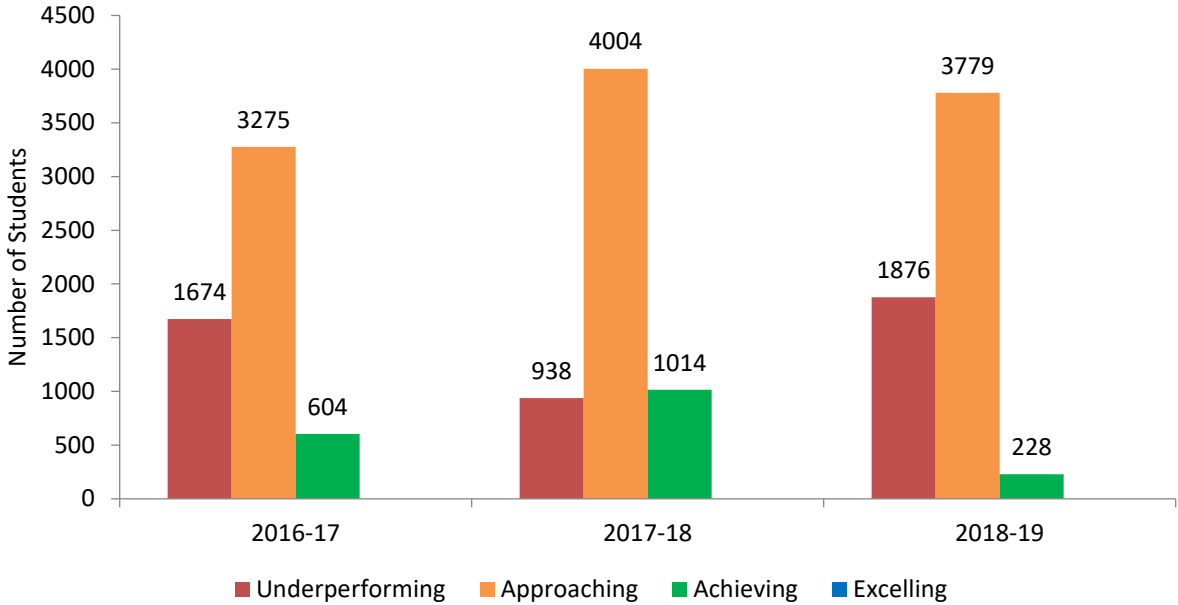
⁸ The number of school reports varies across years for a variety of reasons including program closings and new program openings. Please refer to Appendix A, Table A1 for a list of alternative education programs in each report type by year.

Figure 1. The percentage of alternative education programs in the Approaching tier increased from 2016-17 to 2018-19, and the percentage of alternative education programs in the Achieving category decreased from 2016-17 to 2018-19.



Source: QlikBAM AEPR App, retrieved April 30, 2020

Figure 2. The number of students attending Approaching alternative education programs increased from 2016-17 to 2018-19, while the number of students attending Achieving alternative education programs decreased from 2016-17 to 2018-19



Source: QlikBAM AEPR App, retrieved April 30, 2020

Trends in Overall AEPR Performance by Report Type

There are five report types for the AEPR, corresponding to the five unique program models: Accelerated, Adult Diploma, AEDY, Continuation, and Dual Enrollment.⁹ Tables 3-7 display changes in overall AEPR performance in alternative education programs according to the AEPR report types.¹⁰ The number of programs in each report type vary from year to year due to school closures and openings.

Table 3. Changes in overall AEPR performance from 2016-17 to 2018-19 for Accelerated programs

Accelerated		Number of AEPR Reports in Each Tier			
School Year	Number of AEPR Reports of this Type	Excelling	Achieving	Approaching	Underperforming
2016-17	12	0	2	5	5
2017-18	14	0	1	9	4
2018-19	15	0	1	8	6
3-year trend		↔	↓	↑	↑

Source: QlikBAM AEPR App, retrieved April 30, 2020

Table 4. Changes in overall AEPR performance from 2016-17 to 2018-19 for Adult Diploma programs

Adult Diploma		Number of AEPR Reports in Each Tier			
School Year	Number of AEPR Reports of this Type	Excelling	Achieving	Approaching	Underperforming
2016-17	5*	0	0	3	1
2017-18	4	0	0	4	0
2018-19	4	0	0	2	2
3-year trend		↔	↔	↓	↑

* In 2016-17, there were five Adult Diploma educational programs that received an AEPR report. Of the five, only four were assigned a tier, leaving one report with “no tier assignment.”

Source: QlikBAM AEPR App, retrieved April 30, 2020

⁹ There are five AEPR report types. An alternative education program’s report type is determined by the program model and the needs of the students the program is designed to serve.

¹⁰ Counts in Tables 3 and 4 exclude any alternative education programs reports not eligible for an overall score.

Table 5. Changes in overall AEPR performance from 2016-17 to 2018-19 for AEDY programs

Alternative Education for Disruptive Youth (AEDY)		Number of AEPR Reports in Each Tier			
School Year	Number of AEPR Reports of this Type	Excelling	Achieving	Approaching	Underperforming
2016-17	2	0	1	1	0
2017-18	2	0	1	1	0
2018-19	2	0	0	2	0
3-year trend		↔	↓	↑	↔

Source: QlikBAM AEPR App, retrieved April 30, 2020

Table 6. Changes in overall AEPR performance from 2016-17 to 2018-19 for Continuation programs

Continuation*		Number of AEPR Reports in Each Tier			
School Year	Number of AEPR Reports of this Type	Excelling	Achieving	Approaching	Underperforming
2016-17	0	0	0	0	0
2017-18	1	0	1	0	0
2018-19	1	0	1	0	0
3-year trend		↔	↔	↔	↔

* This represents Excel Middle Years Academy, which is the only Continuation program operational in the two years (2017-18 - 2018-19).

Source: QlikBAM AEPR App, retrieved April 30, 2020

Table 7. Changes in overall AEPR performance from 2016-17 to 2018-19 for Dual Enrollment programs

Dual Enrollment*		Number of AEPR Reports in Each Tier			
School Year	Number of AEPR Reports of this Type	Excelling	Achieving	Approaching	Underperforming
2016-17	1	0	0	0	1
2017-18	1	0	1	0	0
2018-19	1	0	0	1	0
3-year trend		↔	↔	↑	↓

* This represents Gateway to College - Community College of Philadelphia, which is the only Dual Enrollment program operational in the three years (2016-17 - 2018-19).

Source: QlikBAM AEPR App, retrieved April 30, 2020

Trends in AEPR Performance by Domain (Achievement, Progress, Climate, and College/Career Readiness)

An alternative education program’s AEPR is organized into three to four domains, depending on grade span and program type. The domains are used to group similar metrics and are for informational purposes only; domain scores do not have any impact on a program’s overall score. The metrics included in a domain can vary by alternative education program type. Tables 8-11 display changes in domain-specific AEPR performance in alternative education programs.

The number of alternative education reports in each domain may not match the number of overall reports in Tables 3-7. An alternative education program can receive an overall AEPR score without receiving a score for each domain. See Appendix B, Tables B1-B4 for an overview of which metrics are included in each domain by AEPR report type.

Achievement

The achievement domain focuses on student performance in reading/literature, math, and science. Achievement also includes an indicator of whether students are meeting their Individualized Education Plans (IEP) goals. The score is calculated differently based on grade level and program type. For example, achievement scores in English Language Arts for students are based on the Pennsylvania System of School Assessment (PSSA) or the Pennsylvania Alternative System of Assessment (PASA) scores in grades 3-8, and Keystone exams in high school. Additionally, Accelerated programs are evaluated on PSSA and/or Keystone *performance*, but AEDY programs are evaluated on PSSA and/or Keystone *participation*.

Table 8. Trends in performance in the Achievement domain for alternative education programs from 2016-17 to 2018-19

School Year	Number of AEPR Reports	Number of AEPR Reports in Each Tier			
		Excelling	Achieving	Approaching	Underperforming
2016-17	4	0	0	2	2
2017-18	5	1	0	3	1
2018-19	5	0	0	2	3
3-year trend		↔	↔	↔	↑

Source: QlikBAM AEPR App, retrieved April 30, 2020

Progress

The Progress domain focuses on whether students are learning as much as they should within the school year. Performance in this domain includes the percentage of students meeting their growth targets in literacy and math. This domain also takes into account the percentage of students earning sufficient credits for each school year. See Appendix B, Table B2 for information on which metrics are included in the Progress domain by AEPR report type.

Table 9. Trends in performance in the Progress domain for alternative education programs from 2016-17 to 2018-19

School Year	Number of AEPR Reports	Number of AEPR Reports in Each Tier			
		Excelling	Achieving	Approaching	Underperforming
2016-17	17	0	2	3	12
2017-18	20	1	1	1	17
2018-19	22	2	1	0	19
3-year trend		↑	↓	↓	↑

Source: QlikBAM AEPR App, retrieved April 30, 2020

Climate

The Climate domain focuses on whether students are attending programs regularly and return to the programs from year to year. Climate also focuses on parent and student engagement and on parent and student perceptions of the school's climate. See Appendix B, Table B3 for a list of the metrics used in the Climate domain by AEPR report type.

Table 10. Trends in performance in the Climate domain for alternative education programs from 2016-17 to 2018-19

School Year	Number of AEPR Reports	Number of AEPR Reports in Each Tier			
		Excelling	Achieving	Approaching	Underperforming
2016-17	20	3	8	5	4
2017-18	22	7	6	7	2
2018-19	23	4	9	8	2
3-year trend		↑	↑	↑	↓

Source: QlikBAM AEPR App, retrieved April 30, 2020

College and Career

The College and Career domain focuses on student graduation rates and student preparedness to pursue post-secondary endeavors. The score is calculated based on the annual graduation rate, college matriculation rate, participation in and performance on the ACT or SAT, and either completion of at least three job applications or completion of the FAFSA and at least three college applications. See Appendix B, Table B4 for a list of which metrics are used in the College and Career domain by AEPR report type.

Figure 11. Trends in performance in the College and Career domain for alternative education programs from 2016-17 to 2018-19

School Year	Number of AEPR Reports	Number of AEPR Reports in Each Tier			
		Excelling	Achieving	Approaching	Underperforming
2016-17	12	0	0	6	6
2017-18	14	1	2	4	7
2018-19	16	0	1	7	8
3-year trend		↔	↑	↑	↑

Source: QlikBAM AEPR App, retrieved April 30, 2020

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Appendix A: Alternative Education Programs by AEPR Report Type

The following table details each alternative education program in the School District of Philadelphia by school year and AEPR report type.

Table A1. Alternative education programs by report type in each of the three years (2016-17 to 2018-19)

School Year	AEPR Report Type	Alternative Education Programs
2016-17	Accelerated	Crossroads Accelerated Academy El Centro de Estudiantes (Big Picture) Excel Academy North Excel Academy South OIC CADI Ombudsman Accelerated Northwest One Bright Ray - Elmwood Campus One Bright Ray - Fairhill One Bright Ray - Simpson Philadelphia Learning Academy North Philadelphia Learning Academy South YES Philly
	Adult Diploma	Benjamin Franklin High School EOP Northeast High School EOP Philadelphia Learning Academy-North EOP Philadelphia Learning Academy-South EOP South Philadelphia High School EOP
	AEDY	Camelot Academy Camelot Academy East
	Continuation	N/A
	Dual Enrollment	Gateway to College - Community College of Philadelphia
2017-18	Accelerated	Crossroads Accelerated Academy El Centro de Estudiantes (Big Picture) Excel Academy North Excel Academy South Liguori Academy-Fortis OIC CADI Ombudsman Accelerated Northwest

School Year	AEPR Report Type	Alternative Education Programs
		One Bright Ray - Elmwood Campus One Bright Ray - Fairhill One Bright Ray - Simpson Philadelphia Learning Academy North Philadelphia Learning Academy South Philadelphia OIC Workforce Academy YES Philly
	Adult Diploma	Benjamin Franklin High School EOP Northeast High School EOP Philadelphia Learning Academy-North EOP South Philadelphia High School EOP
	AEDY	Camelot Academy Camelot Academy East
	Continuation	Excel Middle Years Academy
	Dual Enrollment	Gateway to College - Community College of Philadelphia
2018-19	Accelerated	Crossroads Accelerated Academy El Centrode Estudiantes (Big Picture) Excel Academy North Excel Academy South Liguori Academy-Fortis OIC CADI Ombudsman Accelerated Northwest One Bright Ray - Elmwood Campus One Bright Ray - Fairhill One Bright Ray - Simpson One Bright Ray Mansion Philadelphia Learning Academy North Philadelphia Learning Academy South Philadelphia OIC Workforce Academy YES Philly
	Adult Diploma	Benjamin Franklin High School EOP Northeast High School EOP South Philadelphia High School EOP One Bright Ray Mansion Evening

School Year	AEPR Report Type	Alternative Education Programs
	AEDY	Camelot Academy Camelot Academy East
	Continuation	Excel Middle Years Academy
	Dual Enrollment	Gateway to College - Community College of Philadelphia

* New schools added to the report type in each year are indicated in bold.

** For detailed information about the Alternative Education Progress Report including a user guide, business rules, downloadable AEPR reports, and FAQs, see: www.philasd.org/aepr.

Source: QlikBAM AEPR App, retrieved April 30, 2020

Appendix B: Domain Metrics by AEPR Report Type

The following tables describe which metrics that is included in each domain (Achievement, Progress, Climate, and College Career) by AEPR report type. For detailed information about the Alternative Education Progress Report including a user guide, business rules, downloadable AEPR reports, and FAQs, see: www.philasd.org/aepr.

Table B1. Achievement Metrics Included in Each AEPR by Report Type

Achievement Metrics	AEPR Report Type				
	Accelerated	Adult Diploma	AEDY	Continuation	Dual Enrollment
PSSA: % Proficient or Advanced (middle grades)	X			X	
Keystone Exam: % Proficient or Advanced (high school grades)	X	X			X
PSSA: Participation Rate (middle grades)			X		
Keystone Exam: Participation Rate (high school grades)			X		
% of Students Earning at Least a C in All Major Subjects	X	X	X	X	X
% Meeting IEP Goals*	X		X	X	X

*This metric was not calculated for SY 2018-19

Source: QlikBAM AEPR App, retrieved April 30, 2020

Table B2. Progress Metrics Included in Each AEPR by Report Type

Progress Metrics	AEPR Report Type				
	Accelerated	Adult Diploma	AEDY	Continuation	Dual Enrollment
Credit Accumulation (high school grades)	X	X	X		X
% of Students Meeting Target in Literacy	X	X	X	X	
% of Students Meeting Target in Numeracy	X	X	X	X	
Restoration			X		
Grade Promotion			X	X	
Transition Success				X	
English: Developmental Course Progress					X
Mathematics: Developmental Course Progress					X

Source: QlikBAM AEPR App, retrieved April 30, 2020

Table B3. Climate Metrics Included in Each AEPR by Report Type

Climate Metrics	AEPR Report Types				
	Accelerated	Adult Diploma	AEDY	Continuation	Dual Enrollment
Annual Retention Rate	X	X		X	X
% of Students Attending at Least 85% of Instructional Days	X	X		X	
% of Students Attending at Least 80% of Instructional Days			X		
% of Students Attending at Least 95% of Instructional Days					X
Average Change in Student Attendance	X			X	
% of Students With Zero Out of School Suspensions	X		X	X	
% of Students Reducing Suspensions	X		X	X	
% of Students Involved in Violent Incidents		X			
% of Students Receiving Expulsions					X
Student Survey: Climate Rating	X	X	X	X	X
Parent Survey: Climate Rating	X		X	X	

Source: QlikBAM AEPR App, retrieved April 30, 2020

Table B4. College and Career Metrics Included in Each AEPR by Report Type

College and Career Metrics	AEPR Report Types				
	Accelerated	Adult Diploma	AEDY	Continuation	Dual Enrollment
Annual Graduation Rate	X	X	X	X	X
First-Year College Matriculation Rate	X		X		X
SAT, ACT, or PSAT Participation	X		X		
% Completing the FAFSA and at Least 3 College Applications or at Least 3 Job Applications	X		X		X
Student Survey: College & Career Readiness Rating	X	X	X	X	X

Source: QlikBAM AEPR App, retrieved April 30, 2020