



Summary of 2019-20 High School Graduation Rates in Philadelphia

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Introduction

This brief explores patterns in the SDP 2019-20 four-year high school graduation rate.¹ We summarize how the 2019-20 graduation rate differed by sector (District, Charter, and Alternative), Network, Admission type, and student demographics. Additionally, we analyze changes in graduation rates for student cohorts with target four-year graduation years of 2018-19 and 2019-20. Finally, we examine potential reasons that may have contributed to increased graduation rates from 2018-19 to 2019-20 by comparing trends for the 2015-16 first-time 9th grade cohort and the 2016-17 first-time 9th grade cohort.²

Key Findings

- The Philadelphia city-wide graduation rate was four percentage points higher in 2019-20 than in 2018-19.
- In general, the graduation rate in each of the District Networks increased by 1-4 percentage points from 2018-19 to 2019-20.
- Neighborhood schools saw a four-point increase in their graduation rate from 2018-19 to 2019-20.
- Out of all the racial/ethnic student groups in the District, Black/African American students had the biggest increase in their graduation rate (4 percentage points).
- There was a higher percentage of District 9th grade students categorized as on-track in the 2019-20 graduating cohort than in the 2018-19 graduating cohort.

¹ Please note that on March 13, 2020, the School District of Philadelphia closed all schools and offices and pivoted to virtual instruction in response to the global Covid-19 pandemic. As such, the graduation requirement policy was altered to reflect the needs of the students during the pandemic. For more information, visit <https://www.philasd.org/wp-content/uploads/2020/04/Planned-Instruction-For-Long-term-Closure-3.pdf> (p.11).

² This brief only summarizes the graduation rate for 2019-20 and how it compares to the 2018-19 graduation rate. For more years of graduation rate comparison, please visit <https://www.philasd.org/research/wp-content/uploads/sites/90/2020/05/graduation-rate-definitions-and-trends-may-2020.pdf>.

Research Questions

The following questions guided our analysis:

1. What were the overall trends in high school graduation rates in 2019-20 (for students attending District, Charter, and Alternative schools)?
2. How did graduation rates in 2018-19 and 2019-20 differ by Network (District only)?
3. How did graduation rates in 2018-19 and 2019-20 differ by High School Admission Type (District only)?
4. How did graduation rates in 2018-19 and 2019-20 differ by student demographics (District only)?
5. What factors could explain the increase in graduation rates from 2018-19 to 2019-20?

How is the graduation rate calculated?

In this report, “graduation rate”³ is the percentage of an entering ninth grade class who graduated by the end of the summer after their senior year (that is, in four years). In other words, the graduation rate in any four-year graduation target year is “the number of students who entered ninth grade for the first time four years earlier *and* received a high school diploma within those four years,” divided by “the number of **all** students who entered ninth grade for the first time four years before this four-year graduation target year.”⁴

In order to be considered **on time** or **on target**, a student must receive a diploma by the end of the summer following their fourth year of high school. A cut-point of *September 30* after the fourth high school year ensures that students in summer programs who complete their graduation requirements are included in the pool of graduates, and it also helps distinguish students continuing their education for a fifth year from students who have dropped out (see Box 1 for a description of all possible graduation outcomes).

Enrollment changes often lead to the addition of new students. Any student who enrolls in a District high school after 9th grade is assigned a cohort year with the assumption of regular grade promotion (that is, no repeated grade levels). Enrollment changes also lead to the exclusion of students who leave the District to continue their studies elsewhere (non-drop departures).

³ SDP reports two graduation rates: the District Progress Report Rate excludes students in alternative programs, and the District Scorecard Rate includes them. Here we report the District Progress Report Rate.

⁴ For more detailed information on SDP business rules on which students constitute the first-time ninth-grade cohort, please visit <https://www.philasd.org/research/wp-content/uploads/sites/90/2020/05/graduation-rate-definitions-and-trends-may-2020.pdf>.

Students who transfer outside the District, who are in long-term hospitalization, or who are deceased are removed from the cohort, while students who drop out of high school are retained.

Box 1. Possible Graduation Outcomes

There are four possible outcomes that may be assigned to each student in a ninth-grade cohort at the end of the summer following their fourth year of high school.

Graduate: The student received a diploma by the end of the summer after their fourth year of high school.

Continuing: The student is enrolled in a District school to continue for a fifth year.

Dropout: The student is not enrolled in any school and has discontinued their high school education.

Non-drop departure (transfers): The student has transferred outside the District.

While *graduate*, *continuing*, and *dropout* students are **included** in the student count for each first-time ninth grade cohort, *non-drop departure* students are **excluded**.

What is SDP's Ninth Grade On-Track metric?

The SDP's Ninth Grade On-Track metric⁵ is an established and validated tool for early identification of students who are not likely to graduate on time. SDP 9th graders end the year on-track if they earn at least one credit in each of the four core subjects (English, math, science, and social studies) and at least five credits in total. A student is considered off-track if they do not meet the criteria. There are two sub-classifications within the on-track category:

1. **Firmly on-track:** A student who is firmly on-track meets the on-track criteria above AND has earned an A or B in all 5 of the applicable courses.
2. **On-track but at risk:** A student who is on-track but at risk meets the on-track criteria above AND earned at least one C or D in any of the 5 applicable courses.

The SDP's Ninth Grade On-Track metric was introduced in 2017-18 as part of a comprehensive effort to focus high schools on the critical 9th grade year.⁶ To support this initiative, it was critical to provide a measurable student on-track metric. Principals use the on-track metric to assess their school's overall implementation of 9th grade instruction and programming, but also for early identification of students who are at risk of falling off track from graduating on time. Once these students are identified, principals and teachers can then provide targeted support and resources in order to help them graduate on time.

⁵ SDP does not have on-track rate for students who transfer into the District without a record of their 9th grade course credits. These students are then counted as Not Applicable and are not included in the calculation for the on-track status of the students in this brief.

⁶ For more reports regarding the SDP's Ninth Grade On-track, please visit <https://www.philasd.org/research/tag/on-track-to-graduation/>.

Key Findings

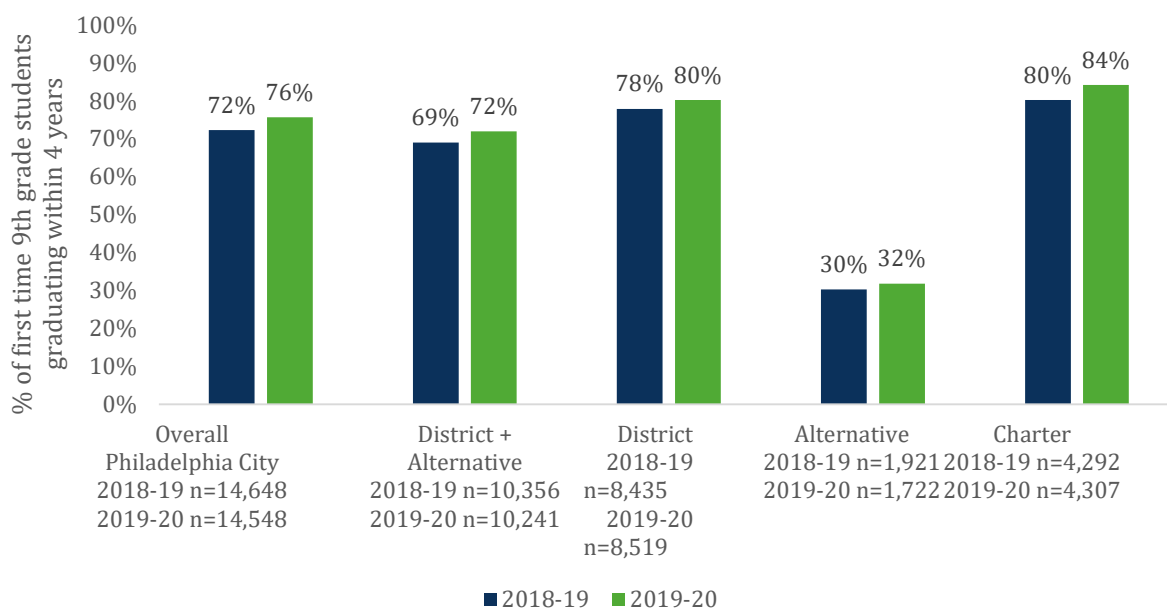
Graduation Rates for the 2018-19 and 2019-20 On-Time Graduating Cohorts

Overall Graduation Rates for 2019-20

In 2019-20, students enrolled in Charter schools had a higher overall graduation rate (84%) than students enrolled in District schools (80%) and in District schools including Alternative Programs (72%) (Figure 1). The Philadelphia city-wide graduation rate was 76%.

The 2019-20 graduation rate in each sector was higher by 2-4 percentage points compared to the 2018-19 graduation rate (Figure 1). Charter schools had the largest increase in their graduation rate; it increased from 80% in 2018-19 to 84% in 2019-20.

Figure 1. Overall Four-Year Graduation Rate for Philadelphia City, District, and Charter schools in Philadelphia for 2018-19 and 2019-20 on-time graduating cohorts



Source: Qlik Data App – Graduation and College Enrollment App; Graduation Rates Overview sheet retrieved on February 19, 2021

Note: n refers to the total number of all first-time ninth-graders in the 2018-19 and 2019-20 on-time graduating cohorts in each category. For example, 2018-19 n=14,648 means there were 14,648 students in the 2018-19 on-time graduating cohort in Philadelphia. See Appendix A.1 for a breakdown of the graduation rates into numerators and denominators.

About 50% of the total number of schools in the District, Charter, and Alternative sectors saw an increase in their graduation rate from 2018-19 to 2019-20 (Table 1); this represents 71 of 115 high schools (Table 1, a). Thirty-five out of 53 District schools (Table 1, c) and 23 out of 34 Charter schools (Table 1, e) saw an increase in their graduation rates as well.

Table 1. Total number of schools with graduation rates that increased, decreased, or stayed the same from 2018-19 to 2019-20

	Overall Philadelphia (a)	District + Alternative Schools (b)	District Schools (c)	Alternative Schools (d)	Charter Schools (e)
Number of schools with graduation rates that increased from 2018-19 to 2019-20	71	48	35	13	23
Number of schools with graduation rates that decreased from 2018-19 to 2019-20	35	26	14	12	9
Number of schools with graduation rates that remained the same from 2018-19 to 2019-20	9	7	4	3	2
Total number of schools	115	81	53	28	34

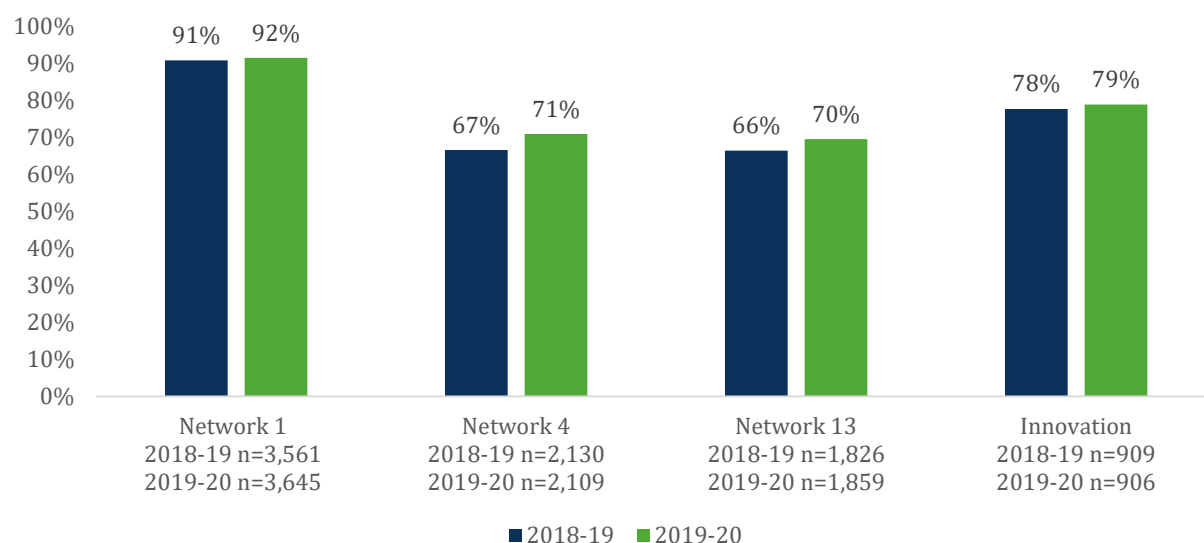
Source: Qlik Data App – Graduation and College Enrollment App; Graduation Rate: Map sheet retrieved on March 21, 2021.

Graduation Rates by Network for the 2018-19 and 2019-20 On-Time Graduating Cohorts

We further examined the District graduation rates by Network⁷ (Figure 2). In 2019-20, Network 1 schools had the highest graduation rate at 92%. The graduation rates for the Network 1 and Innovation schools increased by one percentage point from 2018-19 to 2019-20. The graduation rates for the Network 4 and Network 13 schools increased by four percentage points from 2018-19 to 2019-20 (Figure 2).

⁷ Schools in each Network vary from year to year. This brief uses the Network school groupings for the 2019-20 school year.

Figure 2. Graduation rates by each SDP Network for the 2018-19 and 2019-20 on-time graduating cohorts



Source: Qlik Data App – Graduation and College Enrollment App; Graduation Rates Overview sheet retrieved on February 19, 2021

Note: n refers to the total number of all first-time ninth-graders in the 2018-19 and 2019-20 on-time graduating cohorts in each of the categories. For example, 2018-19 n=3,561 means there were 3,561 students in the 2018-19 on-time graduating cohort in Network 1 schools. See Appendix A.2 for a breakdown of the graduation rates into numerators and denominators. Students represented in this chart only include students enrolled in the District.

Graduation Rates by High School Admission Type for the 2018-19 and 2019-20 On-Time Graduating Cohorts

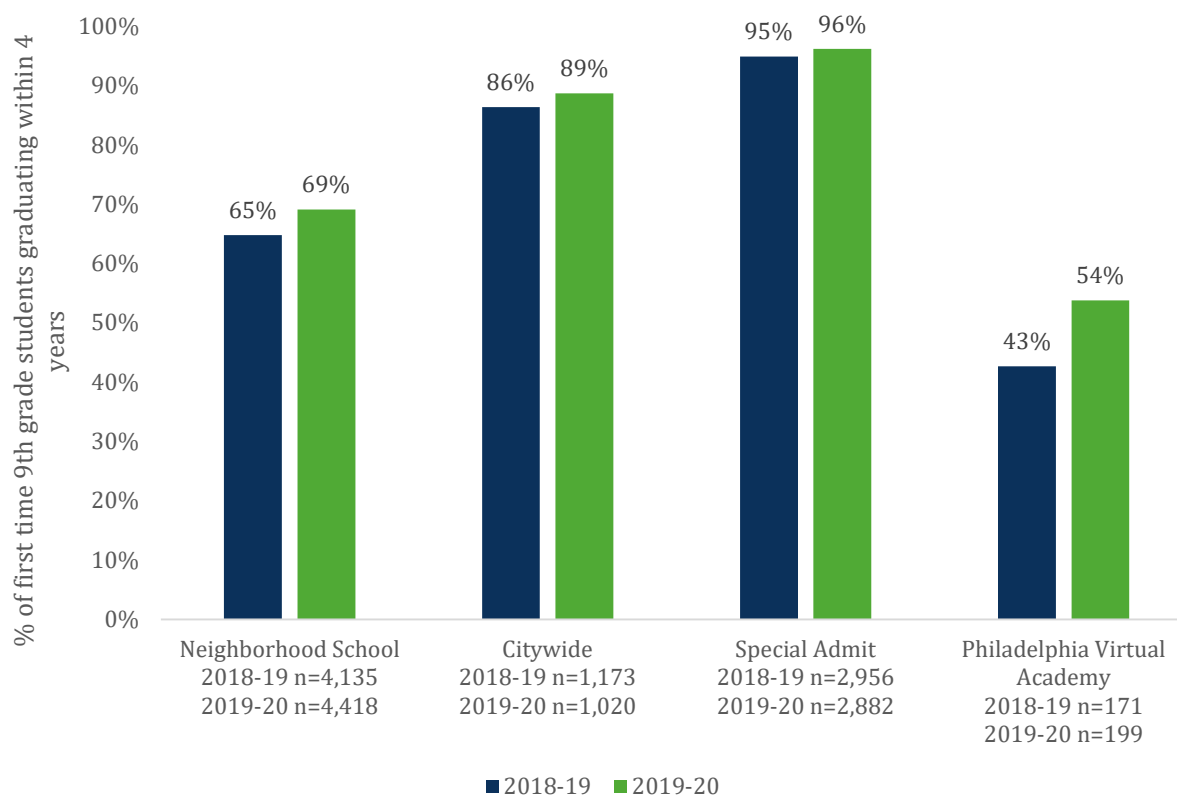
Next, we examined how graduation rates differed by high school admission type⁸ (Figure 3). In 2019-20, Special Admission high schools had the highest graduation rate (96%), followed by Citywide admission schools (89%).

Philadelphia Virtual Academy had the biggest increase⁹ in their graduation rate from 2018-19 to 2019-20 (an 11-point increase, from 43% to 54%), followed by Neighborhood schools (a 4-point increase, from 65% to 69%). Citywide admission schools saw an increase of 3 percentage points in their graduation rates from 2018-19 to 2019-20 (Figure 3).

⁸ For more information about high school admission types and the school selection process, please visit <https://www.philasd.org/research/2020/05/12/school-selection-in-sdp-final-report/>.

⁹ Please be advised that Philadelphia Virtual Academy is one school with a total student enrollment of 171 in 2018-19 and 199 in 2019-20.

Figure 3. Graduation rates by high school admission type for 2018-19 and 2019-20 on-time graduating cohorts

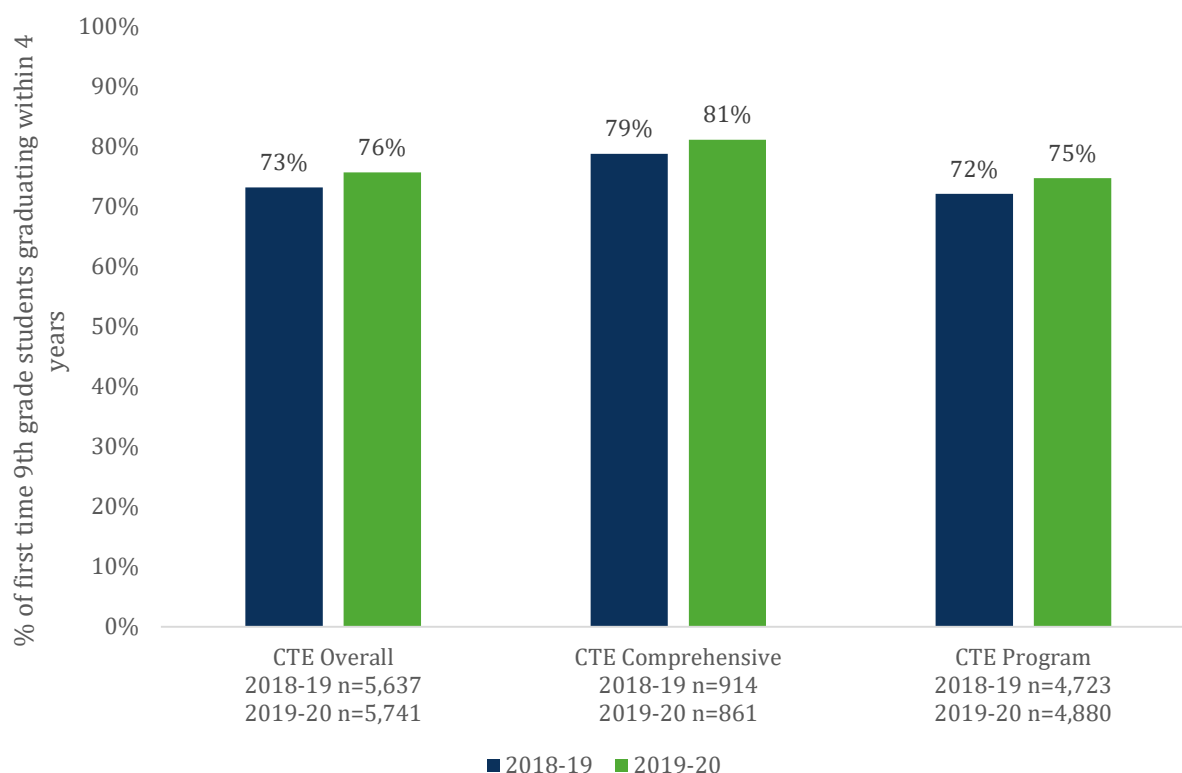


Source: Qlik Data App – Graduation and College Enrollment App; Graduation Rates Overview sheet retrieved on February 19, 2021

Note: n refers to the total number of all first-time ninth-graders in the 2018-19 and 2019-20 on-time graduating cohorts in each category. For example, 2018-19 n=4,135 means there were 4,135 students in the 2018-19 on-time graduating cohort in Neighborhood schools. See Appendix A.3 for a breakdown of the graduation rates into numerators and denominators as well as the total number of schools of each high school admission type. Students represented in this chart only include students enrolled in the District.

The Career and Technical Education (CTE) schools include high schools that either have CTE components in their curriculum (CTE program schools) or high schools that are completely rooted in CTE curriculum (CTE comprehensive). In 2019-20, the overall graduation rate for all CTE schools (including both CTE program and comprehensive schools) was 76%, compared to 73% in 2018-19 (Figure 4). Even though CTE comprehensive schools had higher graduation rates in both school years (79% in 2018-19 and 81% in 2019-20), CTE program schools saw a higher increase in their graduation rates, from 72% in 2018-19 to 75% in 2019-20 (Figure 4).

Figure 4. Graduation rates at Career & Technical Education programs, by type, for the 2018-19 and 2019-20 on-time graduating cohorts



Source: Qlik Data App – Graduation and College Enrollment App; Graduation Rates Overview sheet retrieved on February 19, 2021

Note: n refers to the total number of all first-time ninth-graders in the 2018-19 and 2019-20 on-time graduating cohorts in each category. For example, 2018-19 n=5,637 means there were 5,637 total students in the 2018-19 on-time graduating cohort in CTE schools. See Appendix A.3 for a breakdown of the graduation rates into numerators and denominators as well as the total number of schools of each admission type. Students represented in this chart only include students enrolled in the District.

Graduation Rates by Student Demographics¹⁰ for the 2018-19 and 2019-20 On-Time Graduating Cohorts

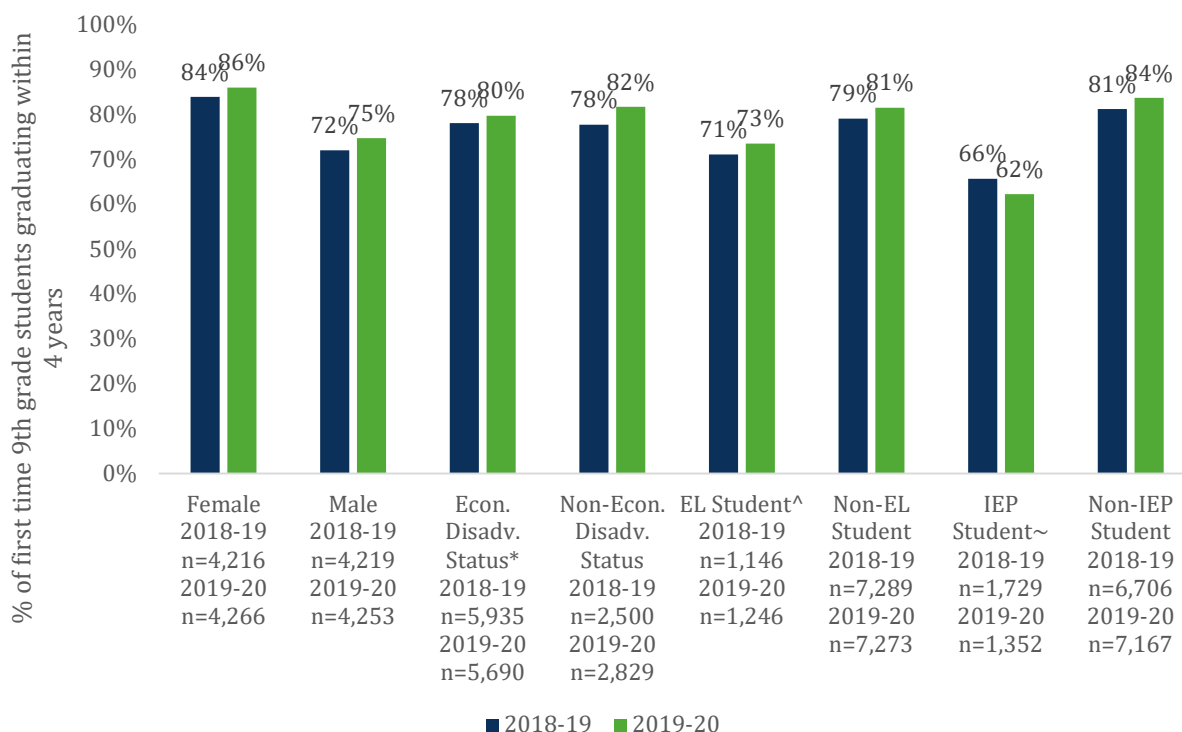
In 2019-20, a higher percentage of female students graduated than male students (86% compared to 75%; see Figure 5). We also found that students categorized as economically disadvantaged (80%, compared to 82% of non-economically disadvantaged students) and English learners (73%, compared to 81% of non-English learners) graduated at a lower rate in 2019-20 (Figure 5).

We found that the students who were not economically disadvantaged had the biggest increase in their graduation rate from 2018-19 to 2019-20 (a 4-point increase, from 78% to 82%). We also found that male students had a higher graduation rate than male students in 2019-20 than in 2018-

¹⁰ The student demographic information presented here includes students enrolled in the District, Alternative, and Charter schools.

19 (75% compared to 72%). English learners (73%) and students who are economically disadvantaged (80%) all had 2-point higher graduation rates in 2019-20 than in 2018-19 (Figure 5). On the other hand, we found that the graduation rate for students with individualized education plans (IEPs) decreased from 2018-19 to 2019-20 (a 4-point decrease, from 66% to 62%).

Figure 5. Graduation rates by student demographics for the 2018-19 and 2019-20 on-time graduating cohorts



*Economically Disadvantaged refers to students who are eligible for income tested federal assistance programs such as SNAP, TANF, or Medicaid, but it underestimates the percentage of students who are living in poverty or close to poverty because not all eligible families are identified.

^ An EL student is an English learner.

~An IEP student is a student with an individualized education plan.

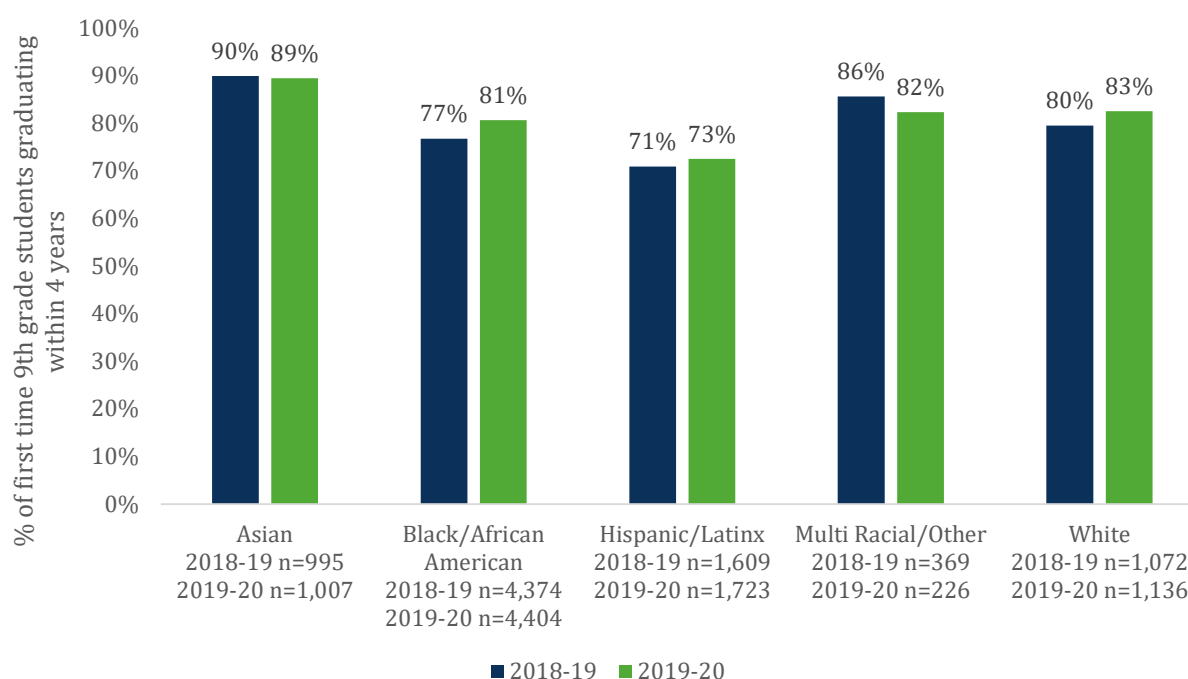
Source: Qlik Data App – Graduation and College Enrollment App; Graduation Rates Overview sheet retrieved on February 19, 2021

Note: n refers to the total number of first-time ninth-graders in the 2018-19 and 2019-20 on-time graduating cohorts in each category. For example, 2018-19 n=4,216 means there were 4,216 female students in the 2018-19 on-time graduating cohort. See Appendix A.4 for a breakdown of the graduation rates into numerators and denominators. Student demographic information presented here only includes students enrolled in the District.

In 2019-20, Hispanic/Latinx students had the lowest graduation rate (73%) across all race/ethnicity categories, followed by Black/African American students (81%). Asian students had the highest graduation rate (89%), followed by white students (83%; see Figure 6).

Black/African American students had the biggest increase in their graduation rate, from 77% in 2018-19 to 81% in 2019-20 (Figure 6). Hispanic/Latinx students saw a 2-point increase in their graduation rate, from 71% in 2018-19 to 73% in 2019-20, and white students saw a 3-point increase, from 80% to 83% (Figure 6). However, Multi-Racial students saw a 4-point decrease in their graduation rate, from 86% in 2018-19 to 82% in 2019-20 (Figure 6).

Figure 6. Graduation rates by student race/ethnicity for 2018-19 and 2019-20 on-time graduating cohorts



Source: Qlik Data App – Graduation and College Enrollment App; Graduation Rates Overview sheet retrieved on February 19, 2021.

Note: n refers to the total number of all first-time ninth-graders in the 2018-19 and 2019-20 on-time graduating cohorts in each category. For example, 2018-19 n=995 means there were 995 Asian students in the 2018-19 on-time graduating cohort. American Indian/Alaskan Native and Native Hawaiian/Pacific Islander categories are not included because there were fewer than 20 students in these two categories. See Appendix A.4 for a breakdown of the graduation rates into numerators and denominators. Student demographic information presented here only includes students enrolled in the District.

What could explain the increase in graduation rates from 2018-19 to 2019-20?

There are two data-based hypotheses that might explain the increase in graduation rates from 2018-19 to 2019-20:

1. It may be the case that more students in the 2019-20 on-time graduating cohort were prepared to graduate when they entered high school as first-time 9th graders (in school year 2016-17) compared to students in the 2018-19 on-time graduating cohort when they entered high school as first-time 9th graders (in school year 2015-16).
2. It may be the case that in the 2019-20 on-time graduating cohort, a higher portion of high school students who were already on-track to graduate or off-track actually graduated at a higher rate compared to students in the 2018-19 on-time graduating cohort.

We also considered whether school closures in response to Covid-19 containment efforts in March 2020 could explain higher graduation rates (Box 2).

Finding 1: More students in the 2019-20 on-time graduating cohort were on-track at the end of their 9th grade year, compared to the 2018-19 graduating cohort.

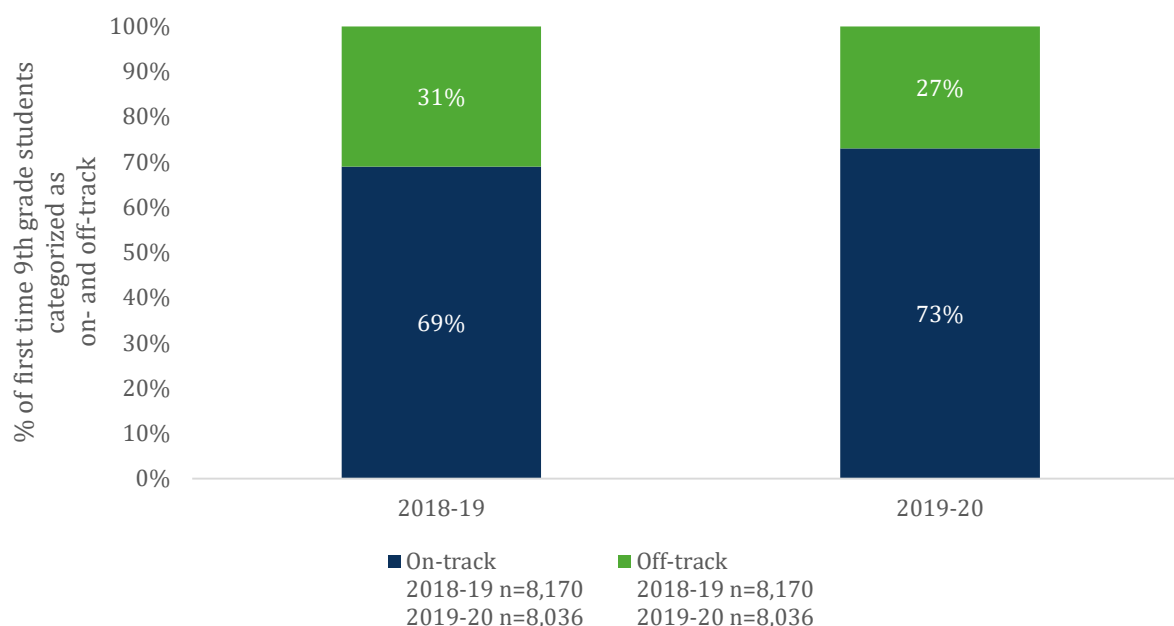
SDP 9th graders end the year on-track if they earn at least one credit in each of the four core subjects (English, math, science, and social studies) and at least five credits in total. A student is considered off-track if they do not meet these criteria. In order to examine the first hypothesis, we looked at the percentage of students in the 2018-19 and 2019-20 graduating cohorts who were categorized as on-track¹¹ and off-track in their respective first-time 9th grade years (Figure 7). **We found that a higher percentage of 9th-grade students in the 2019-20 graduating cohort were categorized as on-track (73%) compared to the percentage of 9th-grade students in the 2018-19 graduating cohort categorized as on-track (69%).**

This shows that there were indeed more students in the 2019-20 graduate cohort than in the 2018-19 graduate cohort who completed 9th grade on-track, and research has shown that the SDP's 9th Grade On-Track metric is directly linked to on-time high school graduation.¹²

¹¹ For the sake of simplicity, the on-track rates shown in Figure 6 combine “Firmly on-track” and “On-track but at risk” categories.

¹² Wills, T. (2018). [Defining 9th Grade Success: A New 9th Grade On-Track Definition](#). Philadelphia: The School District of Philadelphia.

Figure 7. The percentage of on- and off-track District 9th graders in the 2018-19 and 2019-20 on-time graduating cohorts



Source: Qlik Data App – Graduation and College Enrollment App; Flow chart sheet retrieved on February 19, 2021.

Note: n refers to the total number of all first-time ninth-graders in the 2018-19 and 2019-20 on-time graduating cohorts in each category. For example, 2018-19 n=8,170 means there were 8,170 first time 9th grade students in the 2018-19 on-time graduating cohort. Furthermore, the percentages shown here are calculated using data from three categories: “On-track,” “On-track but at risk,” and “Off-track.” We omit a fourth category, “Not Available,” from this calculation. Hence, the percentages presented here may be different from other reports because they may be calculated using different criteria. Students represented in this chart only include students enrolled in the District.

Finding 2: Similar rates of on- and off-track 9th grade District students in both cohorts graduated on time.

Next, we analyzed the percentage of on-track 9th graders who actually graduated on time at the end of their 12th grade year, and we compared this rate for the 2018-19 and 2019-20 on-time graduating cohorts.

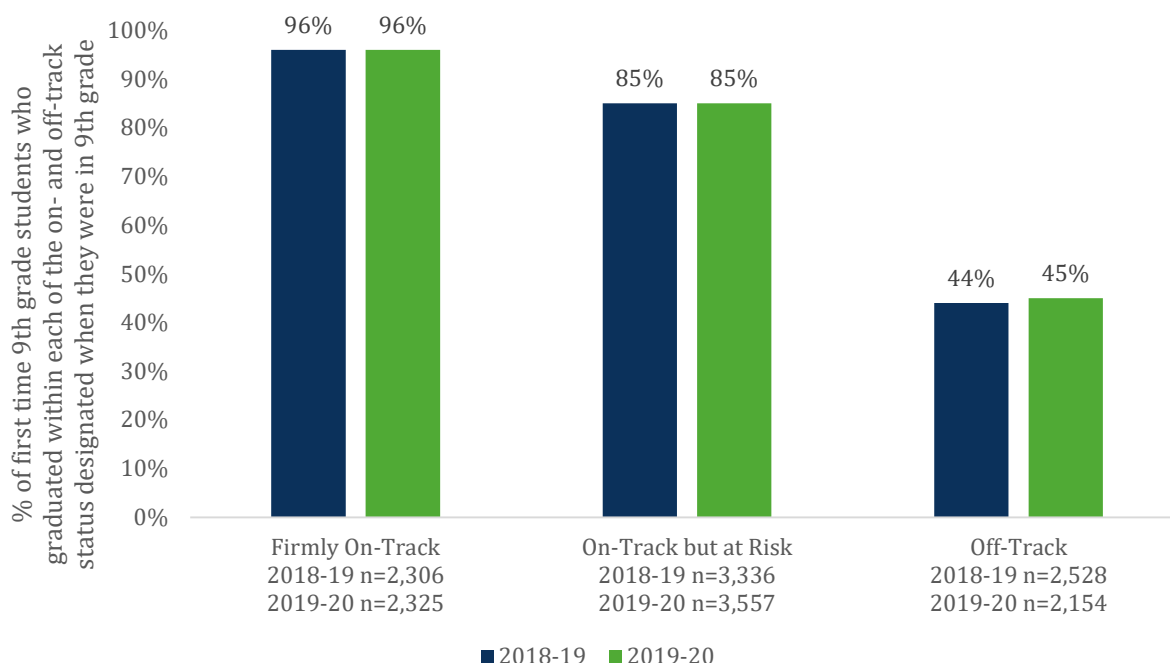
Of the 2019-20 on-time graduating cohort¹³, 29% of students were categorized as “firmly on-track”¹⁴ to graduate after 9th grade; of these students, 96% graduated in 2019-20 as 12th graders

¹³ As a reminder, the data shown here for the on-time graduating cohorts are calculated using data from three categories: “On-track,” “On-track but at risk,” and “Off-track.” We omit a fourth category, “Not Available,” from this calculation. The data is also restricted to students whom we have their 9th grade on-track information.

¹⁴ As stated on page 3 of this brief, 9th graders in the District end the year on-track if they earn at least one credit in each of the four core subjects (English, math, science, and social studies) and at least five credits in total. The SDP Ninth-grade On-Track metric has two sub-classifications within the on-track category. First is “firmly on-track”: a student who is firmly on-track meets the on-track criteria AND has earned an A or B in all

(Figure 8). The same holds true for the on-time 2018-19 graduating cohort: 28% were categorized as “firmly on-track” to graduate after 9th grade; of these students, 96% graduated in 2018-19 as 12th graders. Of the 2019-20 on-time graduating cohort, 44% were categorized as “on-track but at risk” in 9th grade, and of these students, 85% of them graduated in 2019-20 as 12th graders. Similarly, of the 2018-19 on-time graduating cohort, 41% were categorized as “on-track but at risk” in 9th grade; of these students, 85% of them graduated in 2018-19 as 12th graders. Additionally, of the 27% of the 2019-20 on-time graduating cohort who were categorized as “off-track,” 45% graduated in 12th grade. Of the 31% of the 2018-19 on-time graduating cohort who were categorized as “off-track,” 44% graduated in 12th grade. This shows that similar rates of high school students who were already on-track to graduate graduated in both 2018-19 and 2019-20 on-time graduating cohorts.

Figure 8. The percentages of District on- and off-track 9th-graders who graduated in four years (2018-19 and 2019-18 on-time graduating cohorts)



Source: Qlik Data App – Graduation and College Enrollment App; Graduation Rates Overview sheet retrieved on February 19, 2021

Note: n refers to the denominator and is the total number of on- and off-track first time 9th graders. For example, 2018-19 n=2,306 means that there were 2,306 first-time 9th grade students in the 2018-19 on-time graduating cohort who were categorized as firmly on-track. Furthermore, the percentages shown here are calculated using data from three categories: “On-track,” “On-track but at risk,” and “Off-track.” We omit a fourth category, “Not Available,” from this calculation. Hence, the percentages you see here may be different from other reports because they may be calculated using different criteria. Students represented in this chart only include students enrolled in the District.

5 of the applicable courses. Second is “on-track but at risk”: a student who is on-track but at risk meets the on-track criteria AND earned at least one C or D in any of the 5 applicable courses.

Box 2. Did the Covid-19 school closures affect the increased graduation rate from 2018-19 to 2019-20?

Because the 2019-20 school year was unusual due to Covid-19 school closures, we explored whether related grading policies significantly contributed to the increased graduation rate from 2018-19 to 2019-20. We found that a higher percentage (2.4%) of 11th grade students *entered* their 12th grade year on-track (for grades 10, 11, and 12, on-track is defined as having all credits needed for promotion to the next grade) in the 2019-20 on-time graduating cohort compared to in the 2018-19 on-time graduating cohort (Table 2).

This finding is consistent with the pattern of the first hypothesis finding, in which there were higher on-track rates for first time 9th grade students in the 2019-20 on-time graduating cohort compared to in the 2018-19 on-time graduating cohort. Therefore, there is no evidence that the grading policies implemented during the Covid-19 school closures in Spring 2020 were the primary explanation for the 4% increase in the graduation rate.

Table 2. The percentage of District students categorized as on-track and off-track in their respective 11th grade years for the 2018-19 on-time graduating cohort and 2019-20 on-time graduating cohort

	On-track status	Off-track status
% of students in the 2019-20 on-time graduating cohort when they were in 11 th grade in the 2018-19 school year	60%	40%
% of students in the 2018-19 on-time graduating cohort when they were in 11 th grade in the 2017-18 school year	58%	42%

Source: Qlik Course Marks & Credits App retrieved on April 9, 2021. The Course Marks & Credits Application data includes any student enrolled in a District school, who received any grade during a specified marking period. This means that all first-time 9th graders who received final grades in their designated on-track courses are included, regardless of whether those students subsequently remained in the District or graduate in four years. In contrast, the Graduation Application data includes all students who enrolled at the District as first-time 9th graders and graduated on-time as 12th graders in the District, regardless of whether they were enrolled at non-District schools (such as Charters, alternative schools, private schools, etc.) at other points during their high school time.

Conclusions

Overall, the 2019-20 graduation rate (76%) was higher than the 2018-19 graduation rate (72%) across District, Charter, and Alternative schools in Philadelphia. Out of all the sectors, Charter schools saw the highest graduation rate increase (4 percentage points). In addition, more than half of the total number of schools in each sector saw an increase in their graduation rate from 2018-19 to 2019-20. CTE Program schools, which only include District students, saw a 3-point increase. We also found that the graduation rate for male students in the District increased 3 percentage points. District students categorized as English learners and economically disadvantaged all had a 2-point increase in their graduation rates. Out of all the race/ethnicity categories in the District, African American students had the highest graduation rate increase (4 percentage points from 2018-19). Hispanic/Latinx students saw a 2-point increase in their graduation rate from 2018-19 to 2019-20.

For District students, we found that the increase in graduation rate may have come from more students in the 2019-20 on-time graduating cohort being on-track after their 9th grade year compared to students in the 2018-19 on-time graduating cohort. Similarly, we also found that a higher percentage of 11th grade students entered their 12th grade year on-track in the 2019-20 on-time graduating cohort than in the 2018-19 on-time graduating cohort. This may be due to expanded efforts by SDP to support 9th grade success (including the implementation of a new 9th Grade On-Track metric) that accelerated in 2017-18. At the time, principals and teachers began receiving on-track data with an emphasis on their 9th grade students. High school principals were also shown on-track data for 10th, 11th, and 12th grade students, along with additional ways to support 12th grade students who were off-track but able to graduate given targeted support and strategies.

Appendix A: Details for Number of Graduates and Cohort Sizes

Table A.1. Breakdown of Graduation Rate components reported by SDP by Sector for 2018-19 and 2019-20 school years

Four-Year Target Graduation Year (First-time ninth-grade cohort year)	2018-19 On-Time Graduating Cohort (2015-16 first-time ninth- grade cohort year)	2019-20 On-Time Graduating Cohort (2016-17 first-time ninth- grade cohort year)
Philadelphia City Graduation Rate	72%	76%
Number of Graduates (Numerator)	10,588	11,009
Cohort Total (Denominator)	14,648	14,548
District + Alternative Graduation Rate	69%	72%
Number of Graduates (Numerator)	7,147	7,383
Cohort Total (Denominator)	10,356	10,241
District Graduation Rate	78%	80%
Number of Graduates (Numerator)	6,570	6,836
Cohort Total (Denominator)	8,435	8,519
Alternative Graduation Rate	30%	32%
Number of Graduates (Numerator)	577	547
Cohort Total (Denominator)	1,921	1,722
Charter Graduation Rate	80%	84%
Number of Graduates (Numerator)	3,441	3,626
Cohort Total (Denominator)	4,292	4,307

Source: Qlik Data App – Graduation and College Enrollment App retrieved on February 19, 2021.

Table A.2. Breakdown of Graduation Rate components reported by SDP by Network for 2018-19 and 2019-20 school years, ordered from lowest graduation rate to highest

Four-Year Target Graduation Year (First- time ninth-grade cohort year)	2018-19 On-Time Graduating Cohort (2015-16 first-time ninth- grade cohort year)	2019-20 On-Time Graduating Cohort (2016-17 first-time ninth- grade cohort year)
Innovation Network Graduation Rate	78%	79%
Number of Graduates (Numerator)	706	715
Cohort Total (Denominator)	909	906
Network 13 Graduation Rate	66%	70%
Number of Graduates (Numerator)	1,212	1,292
Cohort Total (Denominator)	1,826	1,859
Network 4 Graduation Rate	67%	71%
Number of Graduates (Numerator)	1,419	1,495
Cohort Total (Denominator)	2,130	2,109
Network 1 Graduation Rate	91%	92%
Number of Graduates (Numerator)	3,233	3,334
Cohort Total (Denominator)	3,561	3,645

Source: Qlik Data App – Graduation and College Enrollment App retrieved on February 19, 2021.

Table A.3. Breakdown of Graduation Rate components reported by SDP by Admission Type for 2018-19 and 2019-20 school years

Four-Year Target Graduation Year (First-time ninth-grade cohort year)	2018-19 On-Time Graduating Cohort (2015-16 first-time ninth-grade cohort year)	2019-20 On-Time Graduating Cohort (2016-17 first-time ninth-grade cohort year)
Neighborhood School Graduation Rate	65% (n = 22 schools)	69% (n=21 schools)
Number of Graduates (Numerator)	2,679	3,051
Cohort Total (Denominator)	4,135	4,418
Citywide School Graduation Rate	86% (n=13 schools)	89% (n=13 schools)
Number of Graduates (Numerator)	1,013	905
Cohort Total (Denominator)	1,173	1,020
Special Admission School Graduation Rate	95% (n=19 schools)	96% (n=19 schools)
Number of Graduates (Numerator)	2,805	2,773
Cohort Total (Denominator)	2,956	2,882
Virtual School Graduation Rate	43% (n=1 school)	54% (n=1 school)
Number of Graduates (Numerator)	73	107
Cohort Total (Denominator)	171	199
CTE School Graduation Rate	73% (n=32 schools)	76% (n=31 schools)
Number of Graduates (Numerator)	4,126	4,345
Cohort Total (Denominator)	5,637	5,741
CTE Program School Graduation Rate	72% (n=26 schools)	75% (n=25 schools)
Number of Graduates (Numerator)	3,406	3,647
Cohort Total (Denominator)	4,723	4,880
CTE Comprehensive School Graduation Rate	79% (n=6 schools)	81% (n=6 schools)
Number of Graduates (Numerator)	720	698
Cohort Total (Denominator)	914	861

Source: Qlik Data App – Graduation and College Enrollment App retrieved on February 19, 2021.

Table A.4. Breakdown of Graduation Rate components reported by SDP by Student Demographic for 2018-19 and 2019-20 school years

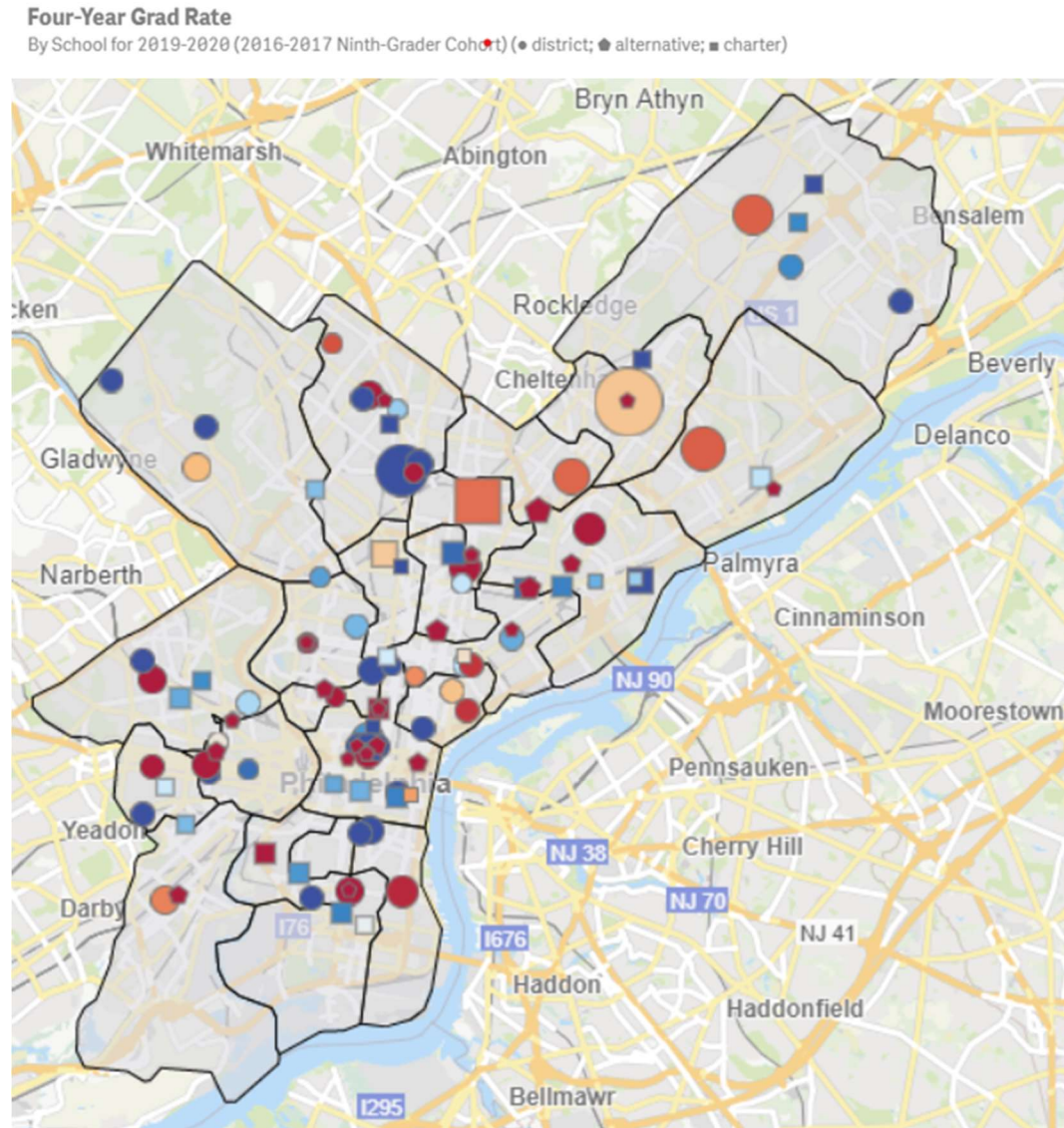
Four-Year Target Graduation Year (First-time ninth-grade cohort year)	2018-19 On-Time Graduating Cohort (2015-16 first-time ninth-grade cohort year)	2019-20 On-Time Graduating Cohort (2016-17 first-time ninth-grade cohort year)
Female Student Graduation Rate	84%	86%
Number of Graduates (Numerator)	3,535	3,663
Cohort Total (Denominator)	4,216	4,266
Male Student Graduation Rate	72%	75%
Number of Graduates (Numerator)	3,035	3,173
Cohort Total (Denominator)	4,219	4,253
Economically Disadvantaged Student Graduation Rate	78%	80%
Number of Graduates (Numerator)	4,630	4,527
Cohort Total (Denominator)	5,935	5,690
Non- Economically Disadvantaged Student Graduation Rate	78%	82%
Number of Graduates (Numerator)	1,940	2,309
Cohort Total (Denominator)	2,500	2,829
EL Student Graduation Rate	71%	73%
Number of Graduates (Numerator)	814	915
Cohort Total (Denominator)	1,146	1,246
Non-EL Student Graduation Rate	79%	81%
Number of Graduates (Numerator)	5,756	5,921
Cohort Total (Denominator)	7,289	7,273
IEP Student Graduation Rate	66%	62%
Number of Graduates (Numerator)	1,134	841
Cohort Total (Denominator)	1,729	1,352

Four-Year Target Graduation Year (First-time ninth-grade cohort year)	2018-19 On-Time Graduating Cohort (2015-16 first-time ninth-grade cohort year)	2019-20 On-Time Graduating Cohort (2016-17 first-time ninth-grade cohort year)
Non-IEP Student Graduation Rate	81%	84%
Number of Graduates (Numerator)	5,436	5,995
Cohort Total (Denominator)	6,706	7,167
Asian Student Graduation Rate	90%	89%
Number of Graduates (Numerator)	895	900
Cohort Total (Denominator)	995	1,007
African American/Black Student Graduation Rate	77%	81%
Number of Graduates (Numerator)	3,356	3,548
Cohort Total (Denominator)	4,374	4,404
Hispanic/Latinx Student Graduation Rate	71%	73%
Number of Graduates (Numerator)	1,140	1,249
Cohort Total (Denominator)	1,609	1,723
Multi Racial/Other Student Graduation Rate	86%	82%
Number of Graduates (Numerator)	316	186
Cohort Total (Denominator)	369	226
White Student Graduation Rate	80%	83%
Number of Graduates (Numerator)	852	937
Cohort Total (Denominator)	1,072	1,136

Source: Qlik Data App – Graduation and College Enrollment App retrieved on February 19, 2021

Appendix B: 2019-20 School-level Graduation Rate by Geography

Map B.1. Breakdown of 2019-20 Four-Year Graduation Rates by Geography



Source: Qlik Data App – Graduation and College Enrollment App; Graduation Map retrieved on February 19, 2021

Note: The colors on the map range from dark red to dark blue depending on the graduation rate of each school represented. Schools with graduation rates that fall within 0%-69% are marked with dark red. Schools with graduation rates that fall within 70%-75.6% are marked with solid orange. Schools with graduation rates that fall within 77.6%-79.5% are marked with light orange. Schools with graduation rates that fall within 80%-84.9% are marked with light blue. Schools with graduation rates that fall within 85.9%-91.9% are marked with solid blue. Schools with graduation rates that fall within 93.1%-100% are marked with dark blue.

Table B.1. A list of schools that align with the map from Map B.1.

Learning Network	School Name	# in Four-Year Cohort	Four-Year Graduation Rate
Innovation	Crossroads Accelerated Academy	5	0%
Closed	Delaware Valley Charter	11	0%
Closed	Performance Learning Center SW	3	0%
Opportunity	Re-Engagement Center	3	0%
Opportunity	Student Transition-Delinquent	12	0%
Opportunity	Student Transition-Dependent	9	0%
Innovation	Vaux High School	9	0%
Closed	World Communications Charter	5	0%
Innovation	Phila Juv Justice Svcs Ctr	90	3%
Innovation	Pennypack House School	13	8%
Network 1	Widener Memorial School	11	9%
Opportunity	Northeast High School EOP	57	19%
Opportunity	Ben Franklin High Schl EOP	85	24%
Opportunity	One Bright Ray Mansion	82	24%
Opportunity	El Centro (Big Picture)	99	25%
Opportunity	Philadelphia OIC Workforce Academy	66	26%
Opportunity	YES Philly	66	27%
Innovation	Phila Learning Academy North	21	29%
Opportunity	One Bright Ray - Fairhill	148	29%
Opportunity	One Bright Ray - Simpson	153	31%
Opportunity	Ombudsman Accelerated Northwest	47	32%
Opportunity	One Bright Ray - Elmwood Campus	80	33%
Opportunity	Liguori Academy-Fortis	43	33%
Innovation	Phila Learning Academy South	39	33%
Charters	Youthbuild Phila. Charter	116	35%
Opportunity	Excel Academy South	201	36%
Opportunity	South Philadelphia HS - EOP	57	39%
Opportunity	Gateway To College Community College	52	42%
Opportunity	Camelot Academy	9	44%
Opportunity	One Bright Ray Mansion Evening	25	48%
Network 4	King, Martin Luther High Sch.	169	49%
Opportunity	Excel Academy North	115	50%
Opportunity	OIC CADI	122	53%
Network 13	South Philadelphia H.S.	155	54%
Network 4	Strawberry Mansion High School	54	54%
Innovation	Philadelphia Virtual Academy	199	54%
Network 13	Overbrook High School	151	55%
Network 4	Franklin, Benjamin High School	95	58%
Network 13	Edison, Thomas A. High School	254	58%
Network 4	Frankford High School	268	61%

Learning Network	School Name	# in Four-Year Cohort	Four-Year Graduation Rate
Charters	Universal Charter Audenried	144	63%
Network 13	Sayre, William L. High School	103	64%
Network 13	West Philadelphia High School	131	65%
Closed	Pla North Hunting Park EOP	3	67%
Network 13	Furness, Horace High School	219	68%
Innovation	Penn Treaty High School	106	69%
Network 4	Kensington High School	145	69%
Opportunity	Camelot Academy East	17	71%
Network 1	Hill-Freedman World Academy	79	71%
Network 4	Lincoln, Abraham High School	409	72%
Network 4	Washington, George High School	341	72%
Network 13	Fels, Samuel High School	272	72%
Charters	Aspira Olney Charter High	603	73%
Network 13	Bartram, John High School	171	74%
Innovation	The U School	51	75%
Charters	Mastery Charter at Lenfest	78	76%
Network 4	Roxborough High School	161	78%
Network 4	Kensington CAPA	131	78%
Network 1	Northeast High School	950	78%
Charters	Mastery Charter at Gratz	258	78%
Charters	Sankofa Freedom Academy	44	80%
Network 13	Parkway West High School	55	80%
Charters	Mastery Charter at Thomas	108	81%
Charters	TECH Freire Charter School	107	82%
Charters	Boys Latin of Phila Charter	92	83%
Innovation	The LINC	42	83%
Charters	New Foundations Charter School	159	84%
Network 4	Kensington Health Sciences	124	84%
Innovation	High School of the Future	106	85%
Innovation	Building 21	64	86%
Charters	Maritime Academy Charter	64	86%
Charters	Mastery Charter at Pickett	101	87%
Charters	Mastery Charter at Hardy Williams	97	88%
Network 13	Dobbins, Murrell High School	142	88%
Charters	Phila Electrical & Technology	146	88%
Charters	First Phila Prep	78	89%
Network 4	Mastbaum, Jules E. High School	143	89%
Charters	Mastery Charter at Shoemaker	135	89%
Charters	Freire Charter School	100	89%
Network 13	Randolph Technical High School	68	90%
Charters	Preparatory Charter School	145	90%

Learning Network	School Name	# in Four-Year Cohort	Four-Year Graduation Rate
Network 1	Franklin Learning Center	218	90%
Charters	KIPP DuBois Charter School	112	91%
Network 13	Swenson Arts/Tech High School	138	91%
Charters	Philadelphia Academy	105	91%
Charters	Phila Performing Arts: A String Theory	158	92%
Closed	Architecture & Design Charter	135	92%
Charters	Bracetti, Mariana Academy	149	92%
Network 1	Robeson, Paul High School	72	93%
Charters	Community Academy Of Phila	133	93%
Charters	Esperanza Academy Charter School	183	93%
Innovation	Philadelphia Military Academy	37	95%
Innovation	Science Leadership Academy at Beeber	120	95%
Charters	Imhotep Charter School	124	95%
Charters	Math, Civics And Sciences	84	95%
Network 1	Saul, Walter B. High School	116	96%
Charters	Tacony Academy Charter School	95	96%
Charters	Franklin Towne Charter School	274	96%
Network 1	Creative and Performing Arts	175	96%
Network 1	Girls, Phila High School for	230	97%
Network 1	Motivation High School	99	97%
Charters	Math, Science And Technology	106	97%
Network 1	Engineering & Science High	190	97%
Innovation	Science Leadership Academy	121	98%
Charters	Multicultural Academy	43	98%
Network 1	Academy at Palumbo	191	98%
Innovation	The Workshop School	51	98%
Network 1	Arts Academy at Benjamin Rush	137	99%
Network 4	Parkway-Northwest High School	69	99%
Network 1	Central High School	542	99%
Network 1	Lankenau High School	104	99%
Network 1	Parkway Center City Middle College High School	115	99%
Network 1	Masterman, Julia R. High School	117	99%
Network 1	Bodine, William W. High School	140	99%
Network 1	Constitution High School	95	100%
Network 1	Girard Academic Music Program	64	100%
Charters	People For People	15	100%

Source: Qlik Data App – Graduation and College Enrollment App; Graduation Map retrieved on February 19, 2021