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THE SCHOOL DISTRICT OF PHILADELPHIA

School Support Census 2016-17 Report

In April-June 2017, ORE contacted 215 District schools to complete the second annual School Support Census. 197 (92%) completed the census.

The purpose of this census is: (1) to identify all of the partners and vendors (referred to as "supports") in every District school; and (2) to identify school needs that could be filled by partners. School-specific results are provided to the Office of Strategic Partnerships and to individual schools and are available upon request. This report summarizes the overall District-level findings.

Key findings include:

- The 2016-17 census identified 1,724 supports delivered by 1,108 unique support providers, including 279 new external supports that were not identified in 2015-16.
- 139 external supports identified in 2015-16 were no longer reported as active within any school in 2016-17.
- An average of 18.7 external supports were reported by District schools; averages varied across school admission types, school grade bands, SPR tiers, and SPP designation.
- On average, each external support was in about 2 schools, ranging from 1 (n=1,213) to 176 (n=1)
- An average of 5.1 critical needs were reported per school, ranging from 0 to 29.
- Needs reported by at least 50 schools as "critical" were Mental Health, Attendance & Truancy, and Mentoring.

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Why this Project

The purpose of the annual School Support Census is to systematically identify the number and nature of external supports (partners and vendors) in place at each School District of Philadelphia (SDP) school. The first District-wide Census conducted by the Office of Research and Evaluation (ORE) took place during the 2015-16 school year, and was used by the Office of Strategic Partnerships (OSP) to describe the landscape of school-based partner supports, to inform the development of a School Partnership Agreement (SPA) for school-based external partners that do not need to negotiate the District's Standard Terms and Conditions, and to match interested partners with schools based on their existing supports and self-identified needs. ORE also has used the results to provide information to internal and external researchers selecting school sites for programmatic opportunities and research studies. The 2016-17 Census was designed to build on the 2015-16 Census findings and continue to provide useful information to partners, schools, and the District. For a more complete description of the Census development, purpose, and utility, please see Appendix A.[1]

What We Did

ORE staff used a different approach for the 2016-17 Census as compared to 2015-16. In 2015-16, ORE conducted telephone interviews with all principals or their designee. While this approach resulted in a high response rate and detailed information, the phone calls were also burdensome for researchers and participants. To reduce the time burden for ORE and school staff, an online approach was used in 2016-17. ORE created a unique Google Sheet for each District school, which was shared with principals or their designees. This Google Sheet allowed participants to easily update their reported external supports from the 2015-16 Census. For additional convenience, the sheet was designed to default to the response of "yes" for each individual external support, meaning that participants only needed to update the status of supports that were no longer active within their schools by selecting "no."

Principals from all District schools were contacted in spring 2017 (April – June) via email and invited to participate in the Census. Each email included a link to the school's unique Google Sheet, along with instructions and the school's 2015-16 Census report for reference (if available). School principals or their designees updated 2015-16 school year external supports via Google Drive, and answered a brief online survey to identify new supports (Appendix B).

A total of three emails, one introductory and two reminders, were sent to schools as necessary. If schools were non-responsive to attempts to contact via email, phone interviews were scheduled and conducted by an ORE staff member. These efforts led to a total participation rate of 91.6%, or 197 of the District's 215 K-12 schools. This represents a modest decline from the 2015-16 Census conducted by phone interviews, which had a response rate of 97.7% but required more time from both ORE and participants.

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[1] For in-depth information about the first year of the Support Census, please read the *2015-2016 School Support Census Key Findings*, published by the Office of Research and Evaluation in October 2016.

A key change from the 2015-16 census was the reorganization and refinement of needs identified by each school. For example, in the 2016-17 census, some need categories were separated (e.g., "Mental and Behavioral Health" became "Mental Health" and "Behavioral Health,") and some need categories with low 2015-16 response were removed. Additionally, principals could rank 34 pre-populated needs on a 4-point scale, "Not a need (0)," "May be needed (1)," "Needed (2)," or "Critically Needed (3)." These changes were made to provide additional information about the extent of needs, which in 2015-16 were reported as yes or no. For the purposes of this report, only those areas reported as "needed" or "critically needed" were included as needs for schools.

Key Terms

Throughout this report, several terms are used to describe the nature of Census data. These key terms are defined below.

Term	Definition
External Support (or "Support")	Any standalone program, activity, or other resource (e.g., tutoring, donations, professional development) provided by a support provider to SDP schools
Partner	Any organization or entity (e.g., university, corporation, individual) delivering services at no cost to SDP schools
Partnership	Any standalone program, activity, or other resource (e.g., tutoring, donations, professional development) provided by a partner at no cost to SDP schools
Support Provider	Any organization or entity (e.g., university, corporation, individual, partner, vendor) delivering services to SDP schools
Vendor	Any organization or entity (e.g., university, corporation, individual) delivering paid services to SDP schools
Vendor Relationship	Any standalone program, activity, or other resource (e.g., tutoring, donations, professional development) delivered by a vendor and paid for by SDP schools

District Level Findings: External Supports Landscape

Findings presented in this report are based on self-reported data from school leaders. While this represents the most comprehensive accounting of external supports available within the District, there may be missing or miscategorized external supports.

Most external supports serve a small number of schools. In total, the 2016-17 Support Census identified 1,724 unique external supports with 1,108 unique support providers across the 197 participating SDP schools.[2] Of these, 279 were newly reported external supports, while 139 supports

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[2] The 18 schools that did not participate in the 2016-17 Support Census were removed from the sample, as were 106 external supports that were reported as functioning only in these schools during the 2015-16 school year. Some schools that had partial participation were removed from specific subsets of analyses for which no data existed. Thus, the total number of schools may vary across analyses reported. For example, number of schools for external supports and needs analyses are

identified during the 2015-16 school year were not reported as present in any participating schools and were not reported as present in any participating schools in 2016-2017.

Of the 1,724 recorded external supports, the majority serve a small number of schools, with 70.4% (n=1,213) reported by only one school (Figure 1). Just 5.9% (n=101) of external supports operate in six or more schools. These results are similar to the results of 2015-16 Census, in which 68.9% of external supports were reported to be present in only one school and 6.9% were present in six or more.

Figure 1. More than two-thirds of external supports were reported to be present in only one school

- One School (n=1,213)
- Two Schools (n=239)
- 3 to 5 Schools (n=171)
- 6 or More Schools (n=101)
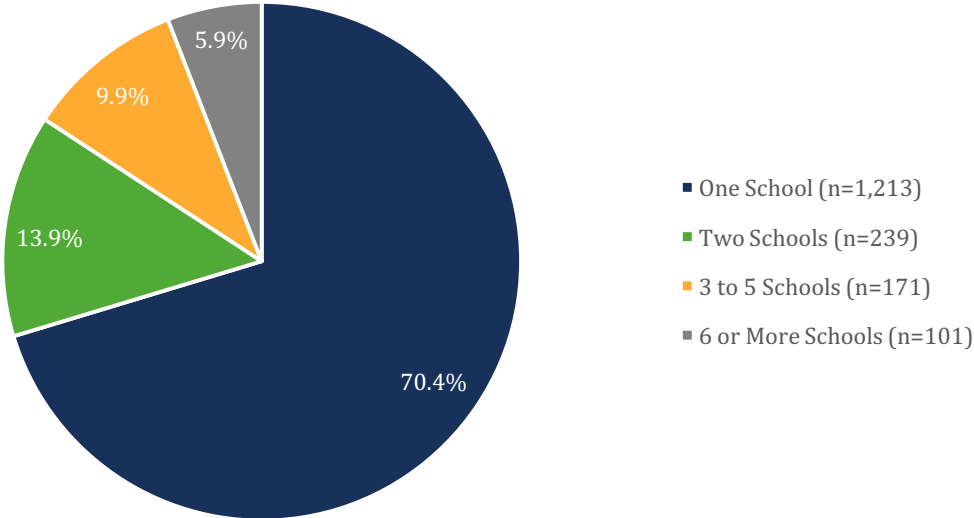
Ten external supports were reported to be present in 20 or more SDP schools (Table 1).   While the number of schools that reported these external supports has changed between 2015-16 and 2016-17, the top five supports reported by schools to be present in the 2015-16 were also the top five supports in 2016-17. They are:

- *EAT.RIGHT.NOW.* (176 schools) is a federally-funded nutrition education initiative that provides in-class lessons, assemblies, parent workshops, supplies, and other school supports to participating schools in grades K-12.
- **The Children's Literacy Initiative** (49 schools) is a national non-profit organization that works to support schools in improving literacy in Kindergarten through third grade.[3]

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195 and 194, respectively, while the total number of participating schools is 197. Also not included in this report's sample are District schools from the Opportunity Network, as participation for these schools was encouraged but optional.

[3] As stated earlier in this report, findings presented in this report are based on self-reported data from school leaders. While this represents the most comprehensive accounting of external supports available within the District, there may be missing

- **The Eagles Youth Partnership Eye Mobile** (43 schools) provides vision screening and eyeglasses to children.
- **GEAR UP Philadelphia** (41 schools) is a federally-funded college preparatory program that supports cohorts of students from middle school through graduation.
- **Families and Schools Together** (FAST) (33 schools) is a federally-funded program that offers social support to parents, builds parent-child relationships, and engages parents in schools.

Table 1: External Supports with Greatest SDP Prevalence in 2016-17, Descending Order

Support Provider Name	Number of Schools
EAT.RIGHT.NOW.	176
Children's Literacy Initiative	49
Eagles Youth Partnership – Eye Mobile	43
GEAR UP Philadelphia	41
Families and Schools Together (FAST)	33
Temple University College of Education – Student Teachers	32
Counseling or Referral Assistant Services (CORA)	27
The Franklin Institute	27
Philadelphia Museum of Art (PMA) Art Speaks! Program	25
Philly AIMS	20

Supports varied across school categories

The distribution of external supports varied by school type (K-5, K-8, 6-8, 6-12/9-12), admission type (for high schools only), Learning Network, school designation on the School Performance Profile (SPP), and School Progress Report (SPR) tier. This section presents the findings for five categories of District schools. First, high schools (including middle-high schools, n=4), had the highest reported number of external supports (23.2), while middle schools had the lowest (13.0) (Figure 2). This is consistent with 2015-16 results.

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or miscategorized external supports. For example, 49 respondents reported having Children's Literacy Initiative (CLI) within their schools, yet District records confirm that CLI works within 93 SDP schools.

Figure 2. High Schools reported the highest average number of external supports
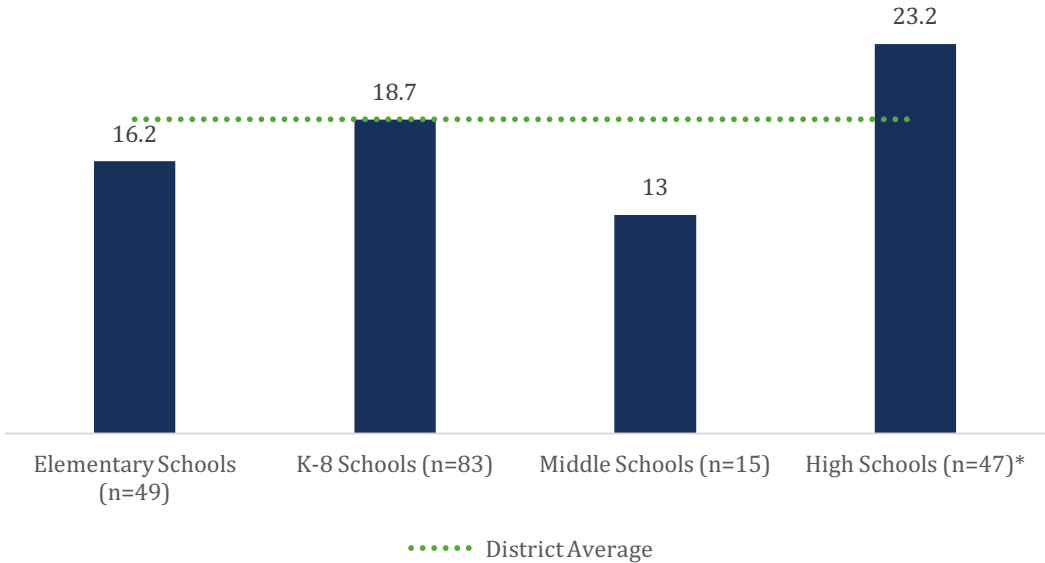
*High schools also include middle-high schools (n=4).

The 47 participating high schools can be further categorized by their admission categories: Citywide (n=12), Neighborhood (n=16), Special Admit (n=18), and Virtual (n=1). Citywide schools accept students across neighborhood catchment areas, and are often specialized in their offerings or climate. Enrollment in neighborhood schools is based on where a student lives, and there are no other criteria for admission. Special Admit schools are competitive; students must meet a certain set of requirements for admission and space is limited. The district's virtual school is citywide, and serves students for whom a standard school model is not sufficient. Among high schools, Special Admit schools reported an average of 27.7 external supports, Neighborhood high schools reported 21.6 external supports on average, Citywide high schools reported an average of 19.7 external supports, and the Virtual school reported 10 supports (Figure 3).
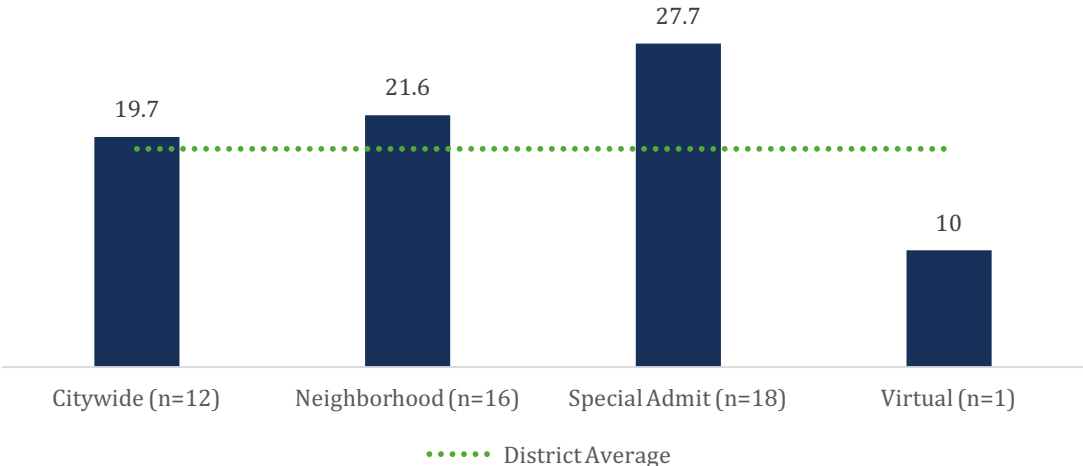
Figure 3. Special Admit schools reported the highest number of external supports

*High schools also include middle-high schools (n=4), three of which are special admit schools.

There were also variations in the average number of external supports across Learning Networks. The range of reported external supports was 12.0 external supports per school in Neighborhood Network 9 to 24.8 external supports per school in the Autonomy Network. Figure 4 shows the variation in average external supports per school across the 2016-17 Learning Networks.

Figure 4. The highest average reported number of external supports was the Autonomy Network.
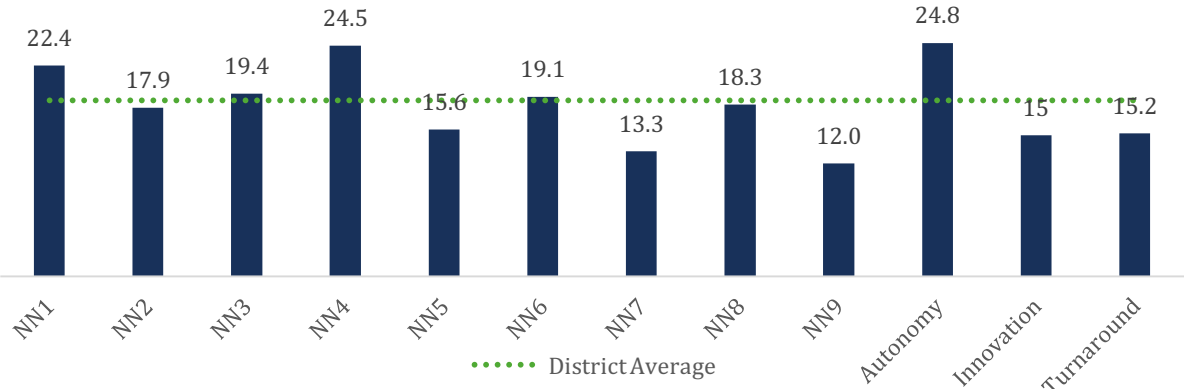
The Pennsylvania Department of Education (PDE) uses the School Performance Profile (SPP) system to rate school performance. Schools designated as "Priority" schools are in lowest 5% of schools in the state, "Focus" schools are in the lowest 10% of schools, and Reward schools are in the highest 5% for either high progress or high achievement (combined for this analysis) are within the highest 5% in

their respective categories. Schools without designation do not fall into any of the aforementioned groups. Reward Designation schools average 26.4 external supports per school, while Priority (18.4), Focus (18.6), and No Designation (17.9) averaged less (Figure 5).

Figure 5. Schools in the Pennsylvania Department of Education (PDE) School Performance Profile (SPP) "Reward" Category reported an average of 26.4 external supports.
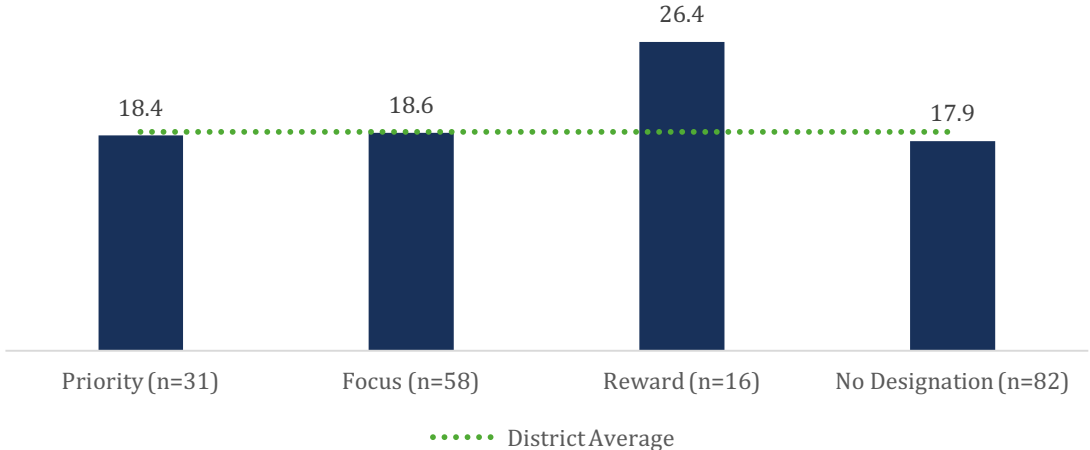
Finally, the District uses the School Progress Report (SPR) to summarize school progress and achievement. Schools receive an overall score that corresponds to one of four tiers: Intervene (0-24% of total points), Watch (25-49% of total points), Reinforce (50-74% of total points), and Model (75-100% of total points). On average, schools in the intervene, watch, and reinforce categories reported a similar number of external supports. Schools in the model category reported a higher number of external supports. (Figure 6).

Figure 6. On average, schools in the Intervene, Watch, and Reinforce SPR Tier reported similar numbers of external supports
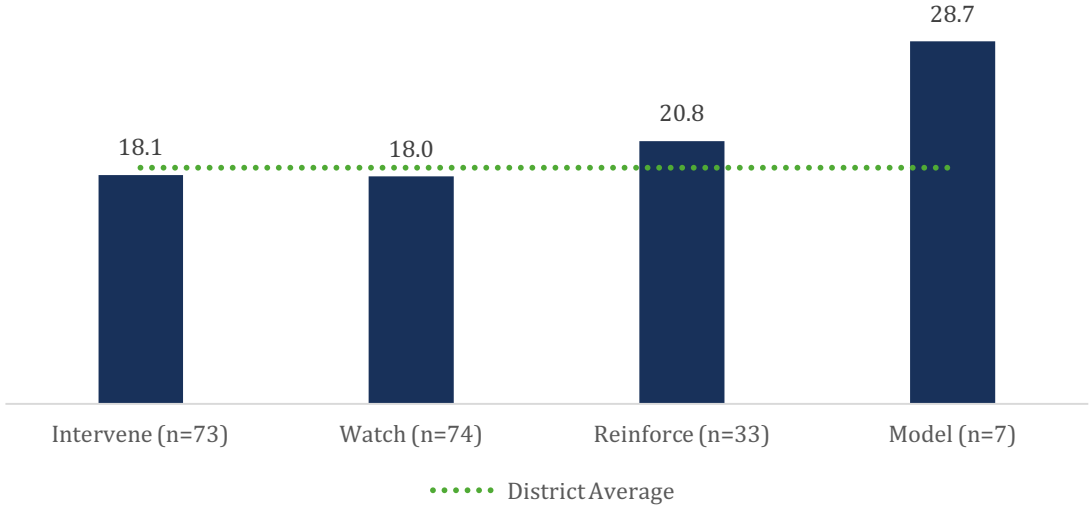
About 25% of schools reported having a partnership coordinator

Of the 197 schools that completed the 2016-17 partnership census, roughly one quarter (n=48, 24.5%) of respondents indicated that their school has a designated partnership coordinator other than the principal. These results are nearly equivalent with the 2015-16 Census, where 25% of respondents reported having a partnership coordinator.

District Level Findings: Need Areas

As part of the 2016-17 School Support Census, respondents were asked to rank 34 unique need areas on a 4-point scale: Not a need, May be needed, Needed, or Critically Needed. For this report, any need areas reported as "Not a need" or "May be needed" were not counted as needs for the school.

This section describes need areas reported by schools in two ways: critical need and overall need. Critical needs represent the most urgent needs of schools (as indicated by their responses to the need areas with the rating "Critically Needed"), while overall need combines the categories of Critically Needed and Needed.

Mental health, mentoring, academic tutoring, and attendance/truancy were the areas schools identified most often as needing additional support

Mental health, mentoring, academic tutoring, and attendance/truancy were indicated as overall needs by the highest number of schools. Table 2 lists the highest and lowest areas of need District-wide, and Tables 3 and 4 list the highest and lowest priorities in high schools and schools serving grades K-8 (elementary, K-8, and middle schools). All tables report "overall need," which is a combination of the critical need and need categories.

Table 2. District-wide Self-Reported Overall Need Areas, Ranked by Number of Schools (N=196 schools reporting)

Highest Priorities	Number of Schools*	Lowest Priorities	Number of Schools*
Mental Health	147	Dropout Prevention	25
Mentoring	140	Scholarship Research/Application Completion	32
Academic Tutoring	138	Financial Aid/FAFSA Completion	33
Attendance and Truancy	133	SAT/ACT Prep	37
STEM or STEAM	122	Environmental and Sustainability Literacy	50
Parent and Community Engagement	121	English as a Second Language (ESL)	55
Social-Emotional Learning	116	Career Readiness	62
Literacy	111	Arts – Visual Arts	65
Sports	102	Student Internships	66
School Climate	102	Financial Literacy	72

*This number represents the number of schools reporting the area was either a "critical need" or "need."

When schools are categorized by grade bands, the overall reported needs vary. High schools reported a high level of need for college and career-related areas, while these areas fell low on the needs list for elementary, middle, and K-8 schools (see Tables 3 and 4).

Table 3. High School** Self-Reported Overall Needs (N=49 schools reporting)

Highest Priorities	Number of Schools*	Lowest Priorities	Number of Schools*
Student Internships	37	English as a Second Language (ESL)	9
Mentoring	36	Environmental and Sustainability Literacy	11
SAT/ACT Prep	34	Sports	13
Mental Health	34	School Safety	14
Academic Tutoring	32	School Climate	17
Attendance and Truancy	32	Arts – Visual Arts	17
Parent and Community Engagement	32	Professional Development (PD) for Teachers/Staff	18
Career Readiness	31	Dropout Prevention	18
Financial Aid/FAFSA Completion	30	Special Education	19
Campus Visits/On-Campus Enrichment	29	Arts – Dance	19
Scholarship Research/Application Completion	29	Health and Wellness	20

*This number represents the number of schools reporting the area was either a "critical need" or "need."

**includes middle-high schools (n=5)

Table 4. Elementary, K-8, and Middle Schools (N=144) Self-Reported Overall Needs

Highest Priorities	Number of Schools*	Lowest Priorities	Number of Schools*
Mental Health	112	Scholarship Research/Application Completion	3
Academic Tutoring	105	Financial Aid/FAFSA Completion	3
Mentoring	103	SAT/ACT Prep	3
Attendance and Truancy	100	Dropout Prevention	7
STEM or STEAM	96	Student Internships	29
Social-Emotional Learning	93	Career Readiness	30
Literacy	89	Environmental and Sustainability Literacy	39
Parent and Community Engagement	88	Financial Literacy	44
Sports	88	English as a Second Language (ESL)	46
School Climate	85	Arts – Visual Arts	48

*This number represents the number of schools reporting the area was either a "critical need" or "need."

Schools with fewer external supports had greater self-reported needs

On average, schools reported 5.1 critical needs and 15.4 overall needs out of the list of 34 needs (see Appendix B for the full list). Generally, schools that had fewer external supports (e.g., SPR Watch/Intervene schools; PDE SPP Priority/Focus schools) also had greater reported needs. One notable exception is high schools, which had the greatest average number of external supports (23.2; see Figure 2) across school types, and also reported a high level of need (16.6 overall; see Figure 7). Although there are slight differences by school type, the pattern is relatively consistent with 5-6 areas of critical need and 15-17 areas of overall needs identified.

Figure 7. Across school types, schools reported an average of 5-6 areas of critical need and 15-18 areas of overall need

*High schools also include middle-high schools (n=5).

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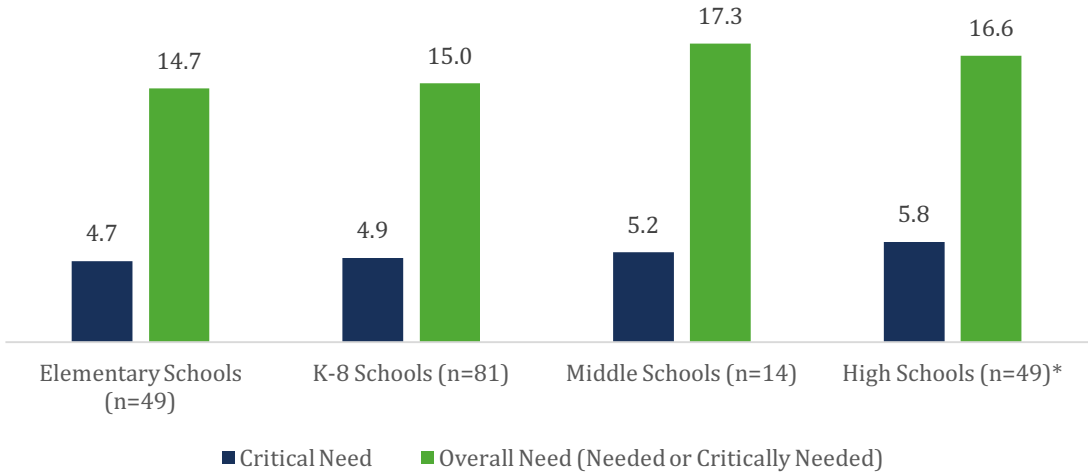
Reported need areas across high schools varied depending on admission type, with Neighborhood schools reporting a high level of both critical (9.4) and overall needs (20.6) compared to other schools in this category (Figure 8). Conversely, Special Admit high schools reported a low level of need (3.7 critical, 12.7 overall) compared to the other admission types.

Figure 8. Among high schools, neighborhood high schools reported the highest number of critical and overall needs
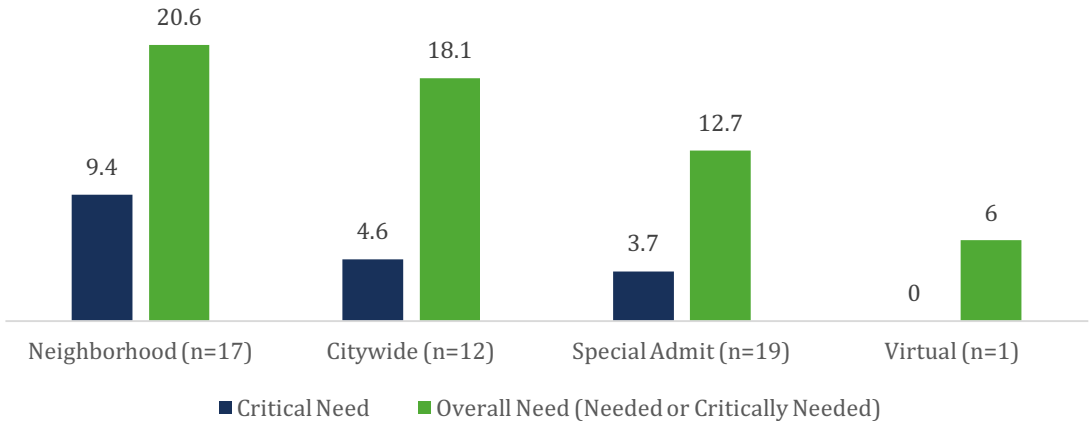
*High schools also include middle-high schools (n=5).

Across Learning Networks, average self-reported needs ranged from 10.3 critical needs per school in the Turnaround Network to 3.0 per school in Neighborhood Network 5 (Figure 9). Likewise, the Turnaround network reported the most overall needs per school, at 21.8, while Neighborhood Network 8 had the lowest reported overall unmet need (12) (Figure 10).

Figure 9. On average, schools in the Turnaround Network reported the highest number of critical needs.

Values by category: NN1 5.5, NN2 7.2, NN3 3.1, NN4 7.2, NN5 3.0, NN6 3.1, NN7 6.1, NN8 5.1, NN9 3.9, Autonomy 3.3, Innovation 3.8, Turnaround 10.3

•••••• District Average
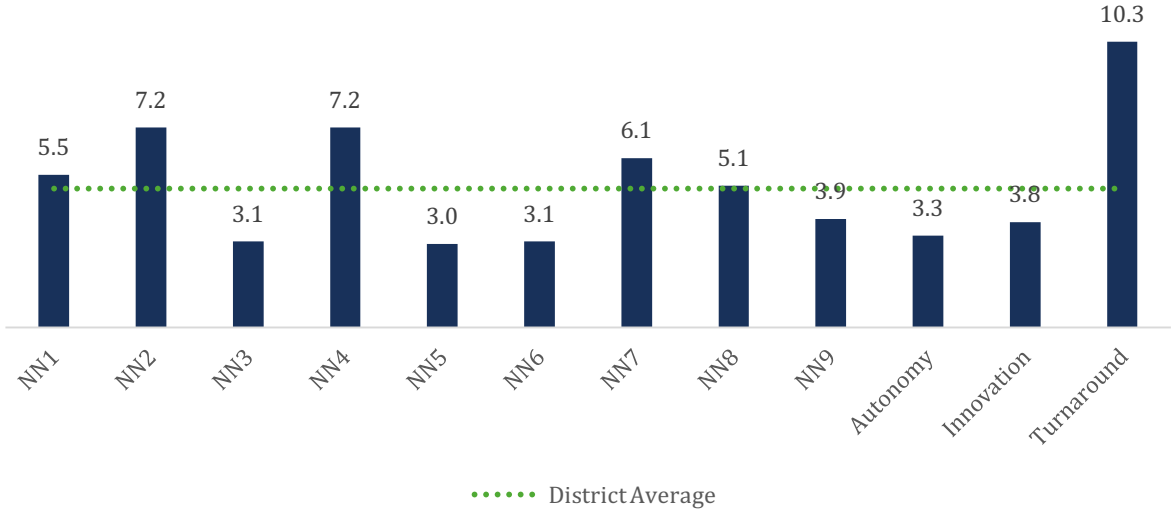
Figure 10. On average, schools in the Turnaround Network reported the highest number of overall needs.

Values by category: NN1 16.5, NN2 16.6, NN3 15.1, NN4 16.5, NN5 14.4, NN6 12.6, NN7 16, NN8 12, NN9 17.2, Autonomy 13.8, Innovation 14.3, Turnaround 21.8

•••••• District Average
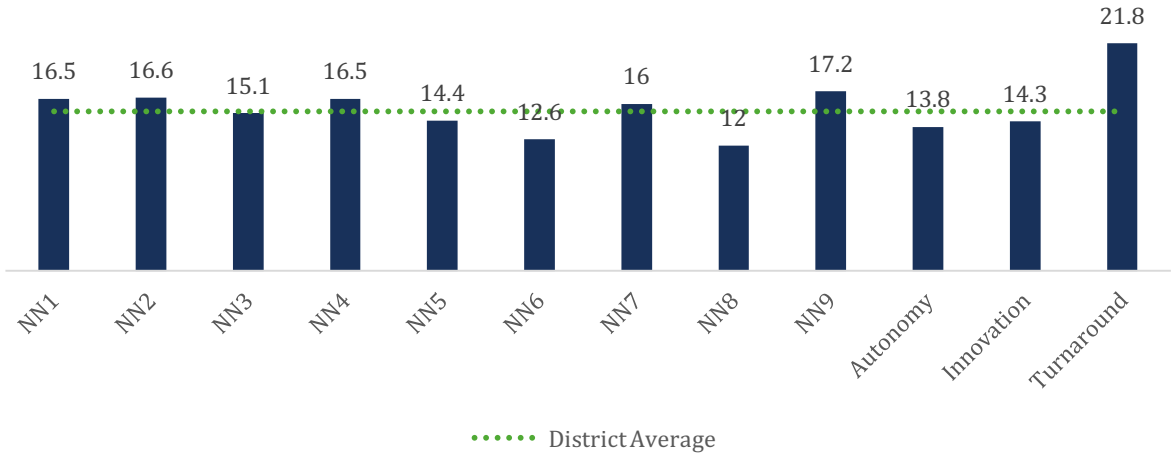
Schools that were in the lower tiers (i.e., Priority/Focus on the SPP; Intervene/Watch on the SPR) reported the highest amount of need (Figures 11 and 12). These same schools reported the fewest number of external supports when compared to their peers in higher tiers (see Figures 5 and 6).

Figure 11. On average, schools in the "Priority" SPP designation reported the highest number of critical and overall needs.

Priority (n=32): Critical Need 9.2, Overall Need 20
Focus (n=55): Critical Need 5.7, Overall Need 16.8
Reward (n=16): Critical Need 3.3, Overall Need 11.4
No Designation (n=83): Critical Need 3.4, Overall Need 13.4

■ Critical Need   ■ Overall Need (Needed or Critically Needed)

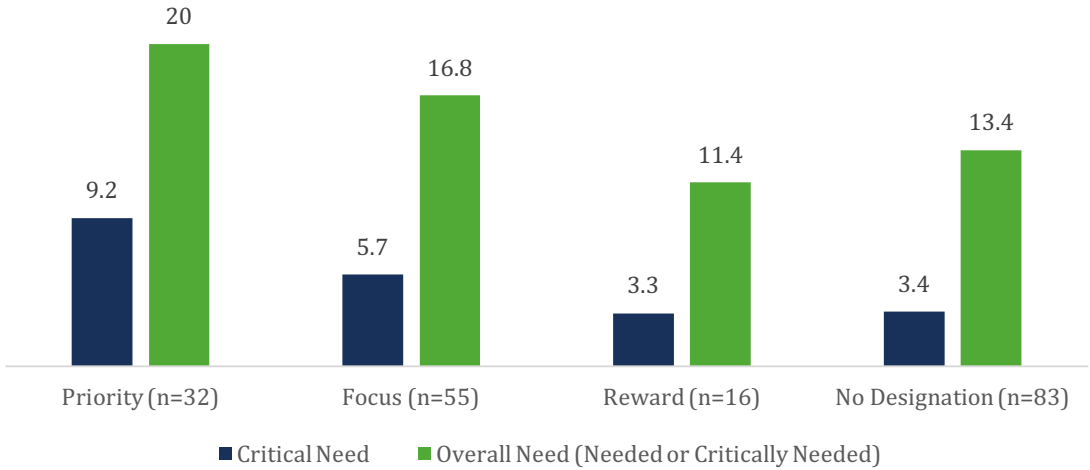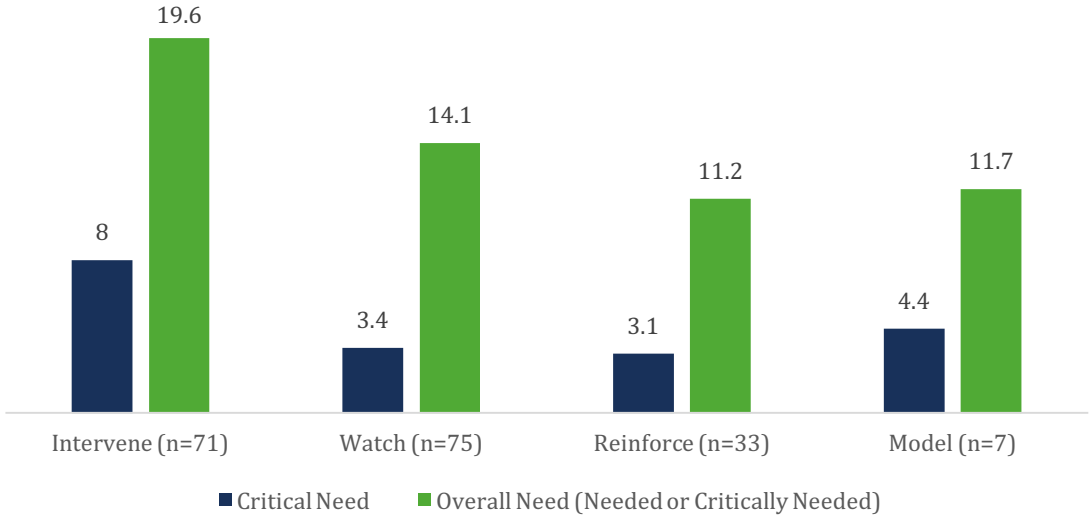**Figure 12. On average, schools in the "Intervene" SPR tier reported the highest number of critical and overall needs.**

Intervene (n=71): Critical Need 8, Overall Need 19.6
Watch (n=75): Critical Need 3.4, Overall Need 14.1
Reinforce (n=33): Critical Need 3.1, Overall Need 11.2
Model (n=7): Critical Need 4.4, Overall Need 11.7

■ Critical Need   ■ Overall Need (Needed or Critically Needed)

Recommendations

After two years of collecting and analyzing information from the annual Support Census, we have six recommendations for next steps.

1. **Create an integrated and interactive web-based database for examining information from the Support Census**

One way that information from the Support Census can inform decisions across the District is to make the information easily accessible to central office administrators, school leaders, and other practitioners. ORE is currently developing a Qlik dashboard utilizing both years of Census data. This interactive software will allow District and school leaders to examine Census data in multiple easy-to-understand ways. We hope that a version of the Qlik dashboard will also be released publicly for use by support providers, researchers, and other stakeholders across Philadelphia and beyond.

2. **Establish a comprehensive tracking system**

An enhanced tracking system could support the District's continued efforts to develop and maintain relationships with the more than 1,000 unique external supports. This tracking system could support consistent communication with schools at scale, could allow for systematic updates to the external support database on a yearly basis, and could track of whether or not external supports meet certain requirements, such as being evidence-based, are undergoing an evaluation, and have necessary documentation (MOUs, clearances, etc.) in place. Different permission levels could allow access to different types of information, depending on the user. As a first step toward this recommendation, ORE will be developing a dashboard display of the Support Census data using the Qlik dashboard platform as described above.

3. **Include additional need areas on the 2017-18 Census to enhance partner matchmaking**

Information from the 2015-16 Support Census was used to complete over 100 partner-school matches during the 2016-17 school year, and OSP plans to continue this process in the 2017-18 school year. The inclusion of more nuanced response options for reported needs will provide OSP with a deeper understanding of each school's unique need landscape. Ideally, this should allow for more precise matchmaking in future school years.

4. **Clarify District-level expectations and communicate them clearly and efficiently**

SDP administrative staff can use information from the Support Census to ensure that District policies and procedures pertaining to support providers are clear, efficient, and accessible for school staff, support providers, and other stakeholders. Work towards this goal includes OSP's School Partnership Agreement (SPA) that synthesizes partner acquisition and onboarding efforts with ORE's data and research monitoring requirements. Based in part on feedback from partners, ORE has revised its website materials to clarify research policies and procedures and hosts a monthly research forum in order to facilitate communication and transparency. Continued collaboration between OSP and relevant offices, such as the Office of the General Counsel and the Office of Talent, is also a necessary component of working towards increased clarity and efficiency District wide.

5. Include partner-provided data to enhance the information collected in a future Census

While information from the Support Census provides an important view of the external support landscape within Philadelphia, it could be greater informed with the inclusion of information provided directly by partners. Reaching out to support providers would allow for the matching of Support Census data with partner reported information, such as focus area (i.e., mental health, literacy, health) and program dosage (i.e., daily, weekly, monthly, quarterly, or one-time intervention). These data could be integrated with census data within Qlik dashboards to provide a more comprehensive tool to inform decision making.

6. Continue Support Census transparency

Finally, information collected via the 2015-16 Support Census was shared widely within the Philadelphia community – with schools, partners, and researchers. This allowed external stakeholders to make more informed decisions about research projects, programs, and school partnerships. This transparency can benefit District schools by preventing survey fatigue, duplicative efforts and/or programs, and guiding partners and researchers to make data-driven decisions about project placement. Continuing to share information from the Support Census can also help inform conversations about how to improve the work of external support providers and the ways in which the District and system partners can bolster their work by improving policies and procedures.

Ongoing Continuous Improvement Efforts and Next Steps

This report includes descriptive information about external supports in District Schools collected during the 2016-17 school year and provides recommendations to consider for the future. At the same time, Office of Strategic Partnerships (OSP) has been addressing many of the recommendations above as well as other identified needs. For this final section of the report, OSP staff provided additional information about two ongoing efforts and planned next steps.

Creating a Partnership Database

A main focus of OSP has been to address the challenge that there is currently no single, comprehensive database that tracks information regarding external supports within District schools. An enhanced tracking system could support the District's continued efforts to develop and maintain relationships with the more than 1,000 unique external supports.

Formalizing relationships between schools and external support providers necessitates the completion of multiple procedures that merit tracking, including the execution of legal agreements and the collection and review of supporting documentation, like insurance certificates and background clearances for external support provider staff. These procedures involve multiple offices within the District, each with its own role to play in the collection and tracking of information regarding these procedures. Revisiting these procedures and considering ways to standardize the tracking and storage of information digitally are important next steps.

During the 2017-18 school year, OSP, in collaboration with the Office of General Counsel and the Office of Risk Management, has been piloting the use of a new legal agreement (the School Partner Agreement) and workflow that standardizes the information collected from school-based partners and stores that information digitally so that it can be queried later. The sheer number of distinct programs requiring School Partner Agreements will necessitate additional administrative capacity to ensure that agreements are executed efficiently and that schools are not negatively impacted by delays in reviewing and processing the SPA and related documents (e.g. insurance certificates and background clearances).

While the School Partner Agreement process is a significant first step for school-based partners, there is still no equivalent system for tracking information regarding school-based vendors. Standardizing sections of the scope of work in legal agreements with vendors would allow the District to begin to categorize the work of vendors and later query that information, if necessary. OSP continues to work toward this goal.

Coordinating Partnership Work Across Philadelphia

A second area of focus related to the findings of this report is to continue to build on our understanding of coordinating the work of school-based programs.

Last year, through work funded by the William Penn Foundation, Abt Associates produced a toolkit called Partnering for Student Success: A Practical Guide to Building Effective School-Based

[Partnerships](#), which details best practices in coordinating school-based partnerships. This is an important step in standardizing the work of coordinating partnerships at the school level and focuses on the respective roles of central office staff, school principals, school-based partnerships coordinators and partner staff. Abt Associates has also produced a facilitator's guide for trainings on the practices and concepts covered in the Partnering for Success toolkit. As a next step, the Office of Strategic Partnerships is considering ways to distribute this guide and offer trainings to school-based staff and partners staff.

Appendix A – About the School Support Census

It is common practice in the School District of Philadelphia (SDP) for outside organizations to provide resources to schools, typically free of charge, to fill unmet needs. Examples of such resources include after-school activities, mentoring, professional development, and college application support. Upon its formation in 2014, the District's Office of Strategic Partnerships (OSP) began to consider approaches to understanding, mapping, and directing no-cost programs and services ("partners" and/or "partnerships") to schools. Until the creation of the School Support Census ("Census") during the 2015-16 school year (SY), information on the number and nature of these school partnerships was collected for various purposes by different SDP administrative departments. However, such data had never been collected in a systematic way, and it was well known that many schools made arrangements directly with external support providers, which were not documented at the District level.

In response to the Office of Strategic Partnerships' need for a comprehensive, up-to-date listing of partnerships in SDP schools, and in the context of increased focus on partnerships in general, the District's Office of Research and Evaluation (ORE) administered the second annual Census during the SY 2016-17. In order to establish a comprehensive picture of the supports employed at the school level, the decision was made to include school-based services for which the District or school pays ("vendors") in the information that was collected. Despite the unique role within the District that both partners and vendors play, both partners and vendors will be referred to as "support providers" in this report. Additionally, any support relationship between a support provider and a school, whether at no-cost ("partnership") or paid, will be referred to as an "external support." Considering the wide array of external support relationships within the District, this language prevents the misidentification of either a partner, vendor, partnership, or vender relationship. This report details the methodologies employed to successfully complete this initiative in a district with over 200 schools, as well as the key findings and applications of the work.

During the 2016-17 school year, the Census was administered online via a combination of Google Drive and SurveyMonkey. This method built off the 2015-16 Census, in which telephone interviews were conducted with each principal. An online collection method was utilized to minimize burden. If schools were non-responsive to attempts to contact via email, phone interviews were scheduled and conducted. Respondents were asked to update the full listing of organizations providing support to their schools (from 2015-16), as well as to answer several additional questions regarding the structure of external supports at their schools and areas of unmet need. The term "school supports" was used in order to broaden the scope of the inquiry and to encourage principals to include all relationships that bring additional resources to schools. In total, 197 of the District's 215 K-12 schools, or 91.6%, completed the 2016-17 Census, down from 213 (97.7%) schools during the 2015-16 Census. This decrease was not unexpected considering the change in data collection methodology. The resulting data were used to generate this report, and will be used to update individual school-level reports as well as to facilitate the creation of a District-wide partnerships dashboard. Finally, these data were merged and compared to previous data to create

the most up-to-date, real-time partnership tracking tool the District has available, allowing OSP to further develop the standard partnership acquisition process within the District.

The number and nature of external supports in place at each School District of Philadelphia (SDP) school is a subject of great importance to stakeholders across Philadelphia. District administrators seek to keep track of partnerships and vendor relationships in order to ensure that the external supports being offered to schools are being delivered equitably and efficiently, that programming is evidence-based and aligned with Action Plan 3.0, and that all necessary risk management requirements are fulfilled (e.g., staff working in schools have required clearances). The Office of Strategic Partnerships (OSP), which is often approached by organizations seeking to offer or expand their services, benefits from a comprehensive listing of external supports because it allows for the tailored and targeted allotment of external supports based on school need and avoids partnership redundancy within the school environment.

From a research perspective, anyone seeking to implement or evaluate programs that improve student outcomes benefits from a deeper understanding of what other programs are functioning within schools. In particular, the District's Office of Research and Evaluation (ORE) can work more effectively if it has a greater knowledge of the school support landscape. For example, if there are numerous support providers working in a school in the same area (e.g., attendance), but student outcomes are not improving, then ORE may recommend that the fidelity of implementation and evidence base for these programs be re-assessed. Additionally, ORE can use knowledge of partnership information to better guide external researchers who wish to conduct research within SDP schools, avoiding factors that may confound research outcomes.

At the school level, principals and administrative staff can better plan for the school year and allocate resources if existing external supports are formally documented. It also allows for school staff to properly track and manage external staff and volunteers that are entering schools and working with students, which is crucial for student health and safety. It also allows for school leaders to reflect upon areas of need that could be fulfilled by external supports to improve the function of the school across a variety of areas. This could be accomplished by a principal individually, or ideally through OSP to ensure that proper paperwork and permissions are in place for external support providers.

Finally, potential support providers and funders, of which there are many in the Philadelphia area, can better engage in strategic planning if they can target their programming to schools that have reported the highest need within their area of specialty. Ideally, they will work with the District, OSP, and principals to identify schools that have articulated a need via the Census for their particular type of service and in which a similar type of external support is not already in place. Support providers also have heightened accountability when they are identified at the school and District level, which can only benefit the District as it attempts to further track and standardize the partnership acquisition and maintenance process.

In previous years, information on partnerships had been collected by the District, but by different departments and for various purposes. OSP, for example, reached out periodically to known and

potential partners via a Google Form with a Partner Census, which asked organizations to describe their activities and indicate the schools with which they worked. During the 2014-2015 school year (SY), OSP also administered a School Snapshot Google Form to school leaders, designed to capture information on existing partnerships and areas of need. In addition, any school-based programs that involve research must be approved by ORE's Research Review Committee, which maintains a list of active projects and research at the school level. The Grants Review Committee also keeps track of grant-funded programming in schools and works with the District's Office of General Counsel to draw up Memoranda of Understanding (MOUs). Despite all of these efforts, prior to the 2015-16 School Support Census ("Census"), there was no comprehensive list of the various types of existing external supports as articulated directly by schools.

In the fall of 2015, in response to this unmet need and prompted by OSP's interest in expanding partnership data collection, ORE embarked on the Census project. The primary goal of the project was to build upon the previous data collection efforts described above and establish the most accurate list possible of all existing relationships with external organizations that provide support to schools, whether a partnership or a vendor relationship. Another objective was to ensure that the information would be shared with the appropriate stakeholders in a tangible, organized manner to allow for data-driven decision-making. It should be noted that the project began in the context of an increased focus on external supports in the District in general, including the Community Schools initiative from the Mayor's office, and a report on best practices and toolkit released by the Philadelphia Youth Network. By documenting the existing landscape and providing a mechanism by which to organize and share external support information, the 2015-16 Census allowed offices to work during the 2016-17 school year towards the ultimate goal of maintaining a comprehensive list of well-implemented, evidence-based interventions through support providers that contribute positively to the District's Anchor Goals as well as student academic enrichment as a whole.

The Census was continued in 2016-17 as a means to both update and tailor school-level data to make it more useable to SDP schools, staff, and stakeholders. Data collected during the 2016-17 school year will contribute to the creation of a school-level External Supports Dashboard in Qlik, the District's data visualization software. It is hoped that this dashboard will benefit principals, assistant superintendents, and other school-based leaders in visualizing their external supports in new ways, perhaps allowing for year-to-year planning and organization. Additionally, the dashboard will allow OSP to access the data in an interactive format that can be adjusted depending on specific need. Ideally, this dashboard will eventually be made available publicly, which would allow stakeholders across Philadelphia, such as program developers, funders, and researchers, to identify and respond to specific areas of need within SDP schools.

Finally, updated data were required by OSP to ensure the continuation of accurate monitoring and managing of partnerships and partner organizations. In response to 2015-16 school year results, OSP created the School Partnership Agreement, or SPA, which can be completed much more efficiently than the traditional MOU and, through a standardized scope of work, will help OSP collect additional data about the scope of partner programs. This agreement is designed to remove the responsibility of developing MOUs from the school principal, which will hopefully make the "on-

the-ground" work of establishing partnerships easier for schools and partners. The SPA is currently being piloted and further developed during the 2017-18 school year before being released District wide.

How the 2015-16 Support Census Data was Used

The 2015-16 Census data have been used in a variety of ways across the District, helping to enact administration-level change in the way SDP offices envision and collaborate with partners. While each office has utilized the data in slightly different ways, the most salient effect of the Census has been the ability to communicate with schools, partners, program staff, researchers, and other stakeholders with the heightened knowledge provided by the Census. Previously, such data had not been collected District-wide, and school-level reports provide easily-accessible ways for school leaders, administration staff, and researchers to understand programs, policies, and initiatives occurring at each unique school.

For example, the Office of Research and Evaluation (ORE) used Census data to communicate with external researchers across Philadelphia and beyond during monthly Research Forums. External supports can confound results of studies conducted within schools and it is of the utmost importance that the District articulate such concerns as well as guide researchers, to the best of its ability, to schools where existing external supports are less likely to affect research outcomes. School-level reports are consistently referenced by the Research Review Committee (RRC), SDP's internal committee that reviews all proposed external research, when making decisions regarding allowable and/or feasible research. Reports are also available upon request to researchers who are in the process of selecting schools in which to implement interventions.

Additionally, ORE has worked with the Office of Strategic Partnerships (OSP) to identify existing external support providers that are operating within the District but need support in order to navigate to the process of conducting research and/or collect data on the impact of their efforts. Many providers that deliver services through grant-funding have specific data-driven indicators and/or targets that must be reported back to funders or internal stakeholders. Often, these necessary data are collected via small-scale methods, such as one-time surveys or simple data requests, that by their nature may incidentally avoid District RRC review and approval. By identifying such programs that may be collecting data at the school level, no matter the sample size or simplicity of collection efforts, ORE has been able to communicate with these partners and begin to standardize the data collection process and methodology for even small-scale providers. This ensures that all research and/or data collection is vetted and approved by the RRC, protecting District students, staff, and instructional time and improving the overall quality of research and evaluation within the District.

OSP used 2015-16 Census data to reflect on how to leverage existing partnerships, seek out new partnerships, and address policies and processes that historically have impeded the efficient establishment of partnerships and compliance with District policies. For example, OSP shared the Census data and findings with other offices within the District and system partners, like the City of

Philadelphia. Products of such collaborations include the creation of a new legal agreement in partnership with the Office of the General Counsel (OGC). The School Partner Agreement, or SPA, can be completed much more efficiently than the traditional Memorandum of Understanding (MOU) and, through a standardized scope of work, will help OSP collect additional data about the scope of partner programs. This agreement is designed to remove the responsibility of developing MOUs from the school principal, which will hopefully make the "on-the-ground" work of establishing partnerships easier for schools and partners. The SPA is currently being piloted and further developed before being released District wide.

Finally, data were also used to provide real-time partner matchmaking services for participating schools. This was completed by referencing schools' reported needs, in addition to their external supports, to ensure partners were assigned to the highest need schools when possible. Last year, OSP made over 100 matches between partners and schools. The 2016-17 Census data should provide more nuanced data that will allow OSP to respond even more efficiently to schools' reported needs.

Appendix B –Survey about New External Supports

2016-2017 School Support Census

School and Participant Information

In 2015-2016, the School Support Census collected information about external partners and vendors operating within School District of Philadelphia schools. You are here because you updated your school supports and needs from the 2015-2016 SY, and now need to report new partnerships/vendor relationships and need areas for the 2016-2017 SY.

Please answer every question to the best of your knowledge, and hit submit when you are finished. If you have any questions, please email Kelsey Weir at ksuloman@philasd.org. Thank you!

* 1. What is your school's name?

[   ]

* 2. Who is filling out this survey? (Please note, this information will only be used to contact you at your request or if we have a follow-up question.)

[   ]

* 3. What is your title at your school? Please choose all that apply.

☐ Principal or Assistant Principal

☐ Counselor

☐ School-based Teacher Leader (SBTL)

☐ VISTA or Partnership Coordinator

☐ Other (please specify)

[   ]

* 4. Please enter an email address at which we can reach you.

[   ]

Partnerships Coordinator

* 5. Do you have a Partnerships Coordinator at your school?

◯ Yes

◯ No

6. If you answered YES to Question 5, what is your Partnerships Coordinator's name?

2016-2017 School Support Census

New External Supports - 2016-2017 School Year

For Questions 6-8: Please think about the new external supports in your school for this school year (2016-2017).

* 7. Do you have any **NEW** (began in 2016-2017) external supports, like partners or vendors, working within your school this year? You may include partners that served your school as new partners or vendors this year, but are no longer active as of the time of this survey.

◯ Yes

◯ No

◯ I don't know

New External Supports - 2016-2017 School Year

* 8. Please write the name(s) of any new external supports working within your school. Again, please record all new partners or vendors, including ones that served your school as new partners or vendors this year, but are no longer active as of the time of this survey.

If possible, please include the organization name along with the specific program name or service type (e.g., University of Pennsylvania - Student Teachers).

New External Support 1

New External Support 2

New External Support 3

New External Support 4

New External Support 5

New External Support 6

New External Support 7

New External Support 8

New External Support 9

New External Support 10

New External Support 11

New External Support 12

New External Support 13

New External Support 14

New External Support 15

9. Do you have any feedback about your new external support(s)?

New Partnership Needs - 2016-2017 School Year

Please consider the following District-wide needs as they apply to your school during the upcoming 2017-2018 school year. Your responses will be used by the Office of Strategic Partnerships to better steer programs and partnerships towards schools that report corresponding needs.

* 10. Considering the upcoming 2017-2018 school year, what needs within your school could be helped or mitigated by partners? Please rank all categories according to your school's needs.

	Partnership Support *Not* Needed	Partnership Support *May Be* Needed	Partnership Support *Needed*	Partnership Support *Critical*
Academic Tutoring	○	○	○	○
Arts - Dance	○	○	○	○
Arts - Drama	○	○	○	○
Arts - Music	○	○	○	○
Arts - Visual Arts	○	○	○	○
Attendance and Truancy	○	○	○	○
College - Campus Visits/On-campus Enrichment	○	○	○	○
College - SAT/ACT Prep	○	○	○	○
College - Financial Aid/FAFSA Completion	○	○	○	○
College - Scholarship Research/Application Completion	○	○	○	○
Career Readiness	○	○	○	○
Dropout Prevention	○	○	○	○
English as a Second Language (ESL)	○	○	○	○
Environmental and Sustainability Literacy	○	○	○	○
Field Trips	○	○	○	○
Financial Literacy	○	○	○	○
Health and Wellness (e.g., nutrition programs, sexual health programs)	○	○	○	○

	Partnership Support *Not* Needed	Partnership Support *May Be* Needed	Partnership Support *Needed*	Partnership Support *Critical*
Libraries	○	○	○	○
Literacy	○	○	○	○
Mental Health	○	○	○	○
Mentoring	○	○	○	○
OST/After-school Programming	○	○	○	○
Parent and Community Engagement	○	○	○	○
Professional Development (PD) for Teachers/Staff	○	○	○	○
School Climate	○	○	○	○
School Safety	○	○	○	○
Service Learning Projects	○	○	○	○
Social-Emotional Learning	○	○	○	○
Special Education-Focused Programming	○	○	○	○
Sports	○	○	○	○
STEM or STEAM	○	○	○	○
Student Internships	○	○	○	○
Workshops/Assemblies	○	○	○	○
Youth Leadership (e.g., student government, Philly Student Union)	○	○	○	○

Other (please specify)

[   ]

Feedback About Partnership Acquisition Process

Please provide feedback about the District's current partner/partnership acquisition process.

* 11. Do you have any feedback, questions, comments, or concerns regarding the current District partner/partnership acquisition process?

[text box]

* 12. Would you like a staff member from the Office of Strategic Partnerships to contact you?

( ) Yes

( ) No