

2016-2017 School Support Census

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BACKGROUND

The School Support Census identifies the number and nature of external supports (unpaid partners and paid vendors who provide a service) in place at each District school. The Census also collects information about what each District school identifies as “needs,” or areas where extra support would be helpful.

The Census was first conducted in the 2015-16 school year, and continues to be conducted annually.

OBJECTIVES

- The Census is used to identify supports in District schools, and to describe the supports landscape and trends on a District level
- Census results are used by the Office of Strategic Partnerships to match interested partners with schools based on their existing supports and self-identified needs.
- The Office of Research and Evaluation uses Census data to inform researchers as they select research sites.

METHODS

- Each school principal (or their designee) filled out a Google Sheet on which they could indicate whether previously reported supports were still active.
- Participants also filled out a short survey to identify new supports and current school needs. Needs were further categorized as either “may be needed,” “needed,” or “critically needed.”
- School-level data was merged into a master database for analysis.
- 215 District schools were contacted; 197 (92%) completed the census.

FINDINGS

- The 2016-17 census identified 1,724 supports delivered by 1,108 unique support providers.
- The average number and types of supports and average needs varied across school admission type, school network, and other measures.
- An average of 18.7 external supports were reported.
- 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.
- Generally, schools that had fewer external supports (e.g. SPR Watch/Intervene schools; PDE SPP Priority/Focus schools) also had greater reported needs.
- The needs most frequently reported as “critical” (by at least 50 schools) were: Mental Health, Attendance & Truancy, and Mentoring.

Figure 1. The highest average reported number of external supports was the Autonomy Network

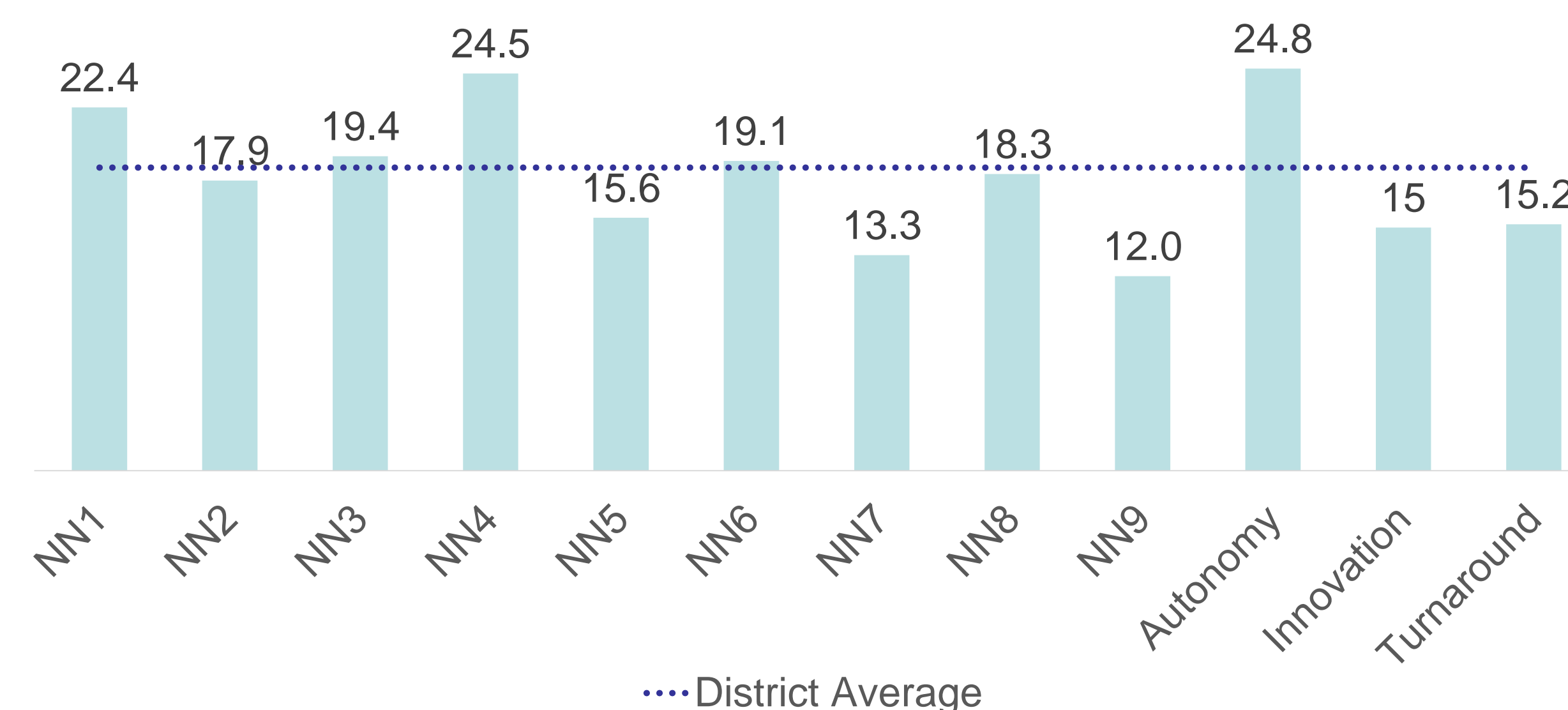
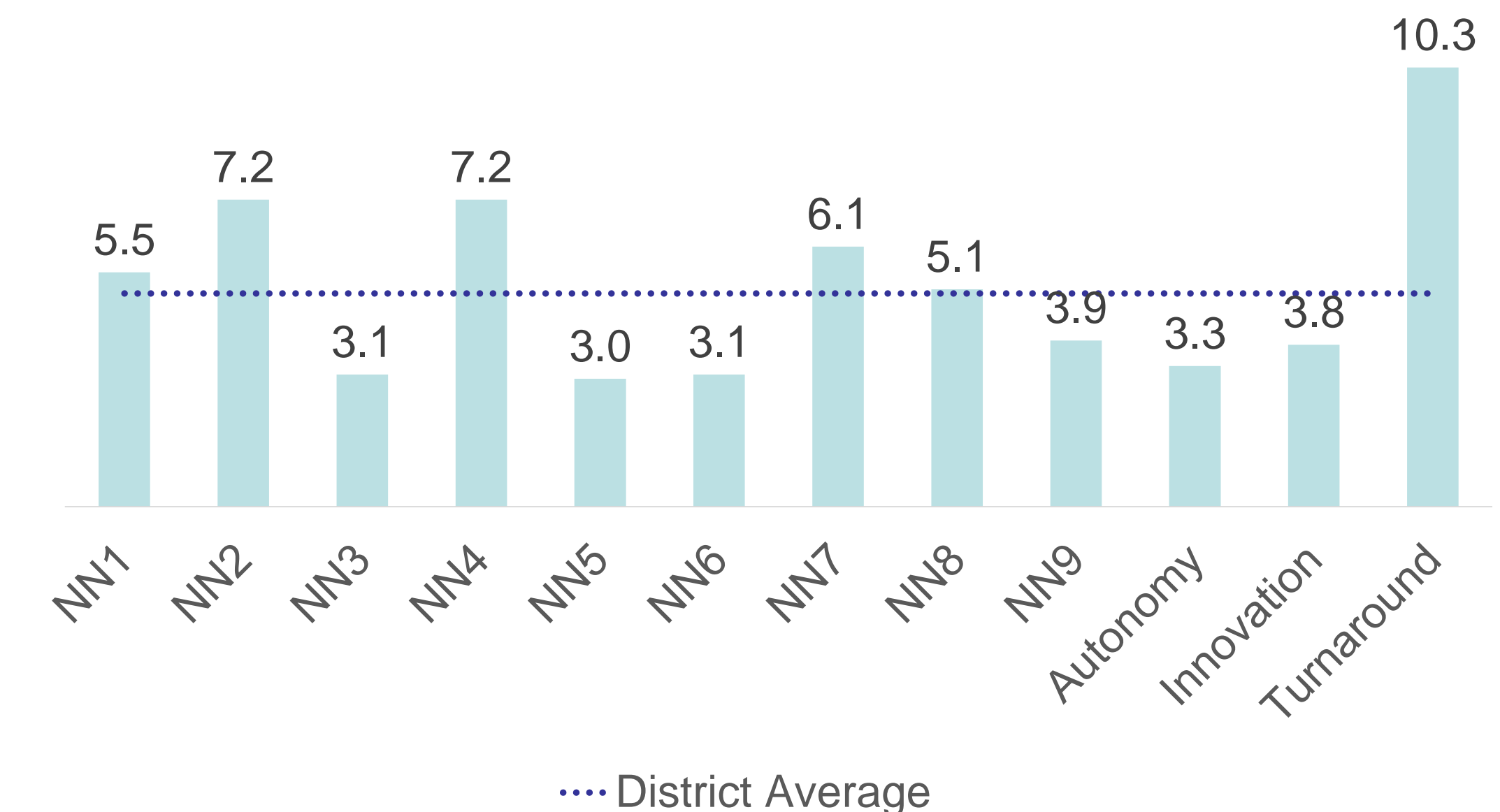


Figure 2. On average, schools in the Turnaround Network reported the highest number of critical needs



CONCLUSIONS

- The School Support Census provides an annual summary of the supports landscape (including unpaid partners and paid vendors) in District schools.
- In both 2015-16 and 2016-17, the school network with the highest reported levels of need was the Turnaround Network while the network with the highest number of reported supports was the Autonomy Network.
- Frequently reported critical needs, such as Mental Health, will be examined more closely in the 2017-18 Census to determine how external and internal supports might be more effectively distributed and deployed.