



THE SCHOOL DISTRICT OF
PHILADELPHIA

School Support Census 2018-19 Report

Summary of Main Findings

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

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1. What was the external supports landscape in 2018-19?

- Schools reported a total of 1,707 external supports, provided by 1,146 organizations, with an average of 16.3 supports per school.

2. What were the trends in reported needs in 2018-19?

- On average, respondents reported 24.2 overall needs and rated 8.9 of them as “critical.”
- The top five reported areas of need were *Behavior—Trauma-Informed Strategies*, *Behavior—Behavioral Interventions*, *Academic Tutoring—ELA*, *Academic Tutoring—Math*, and *Behavior—Counseling Supports*.

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About the School Support Census

The purpose of the annual School Support Census is to systematically identify the number and nature of external supports (provided by partners and vendors) at each School District of Philadelphia (SDP) school. The Office of Research and Evaluation (ORE) conducted the first District-wide Census during the 2015-16 school year. The Office of Strategic Partnerships (OSP) used the data to describe the landscape of school-based partner supports and to refine the process of matching interested partners with schools based on existing supports and self-identified needs. The Census results were also used to inform the development of an accessible, efficient process (known as the School Partnership Agreement, or SPA) to enable partners to enter into legal agreements with SDP. ORE continues to conduct the Census annually.¹

Census Administration

ORE conducted early iterations of the annual Support Census via a combination of phone calls, Google forms, and Survey Monkey surveys. Starting in 2017-18, ORE moved the entire Census to the Qualtrics survey platform.

In May 2019, 215 District schools received an individualized Qualtrics survey pre-populated with the supports they reported in the previous Census. The survey was divided into two main parts. The **supports** component asked principals or their designees to check the pre-populated list, indicate whether each support was still active, list new supports added since the last Census, and categorize their supports into subtypes. If a support was no longer active at their school, they could select a reason why the relationship ended. The **needs** component asked principals to rate their level of need in each of 34 areas (identified in partnership with OSP).

The Census was open May-July 2019. Two hundred seven principals or designees (usually supports coordinators or assistant principals) completed the Census, for a response rate of 96 percent.

Research Questions

Two questions guided this District-wide School Support Census:

1. What was the external supports landscape in 2018-19?

- What supports were present in the largest number of schools?
- Did the number of supports vary based on school characteristics such as grade band, admission type, network, SPR tier, or federal accountability designation?
- Did some supports become inactive from one year to the next? If so, why?

¹ Previous reports summarizing the results of the School Support Census can be found at <https://www.philasd.org/research/programsservices/projects/school-support-census>.

2. What were the trends in school-reported needs in 2018-19?

- What areas of need did principals most commonly select?
- Did the number of needs vary based on school characteristics, such as grade band, admission type, network, SPR tier, or federal accountability designation?
- How did schools prioritize among needs selected as “critical”?

Terms used throughout the report are defined in the box below.

Key Terms Used in This Report

External Supports (or “Supports”): Standalone programs, activities, or resources (e.g., tutoring programs, donations, or professional development activities) provided to SDP schools.

Support Organizations (or “Organizations”): Organizations or entities (e.g., universities, corporations, individuals, partners, or vendors) delivering services to SDP schools.

Support Organization Subdivision: Any division, department, or office within an organization (e.g., a graduate school of education at a university) that oversees the implementation of an external support. In some cases, an organization may have multiple subdivisions identified by survey respondents (e.g., a graduate school of education and office of linguistics at the same university).

Partners: Organizations or entities (e.g., universities, corporations, or individuals) delivering services *at no cost* to SDP schools.

Partnership: Any standalone program, activity, or other resource (e.g., tutoring, donations, or professional development) provided by a partner at no cost to SDP schools.

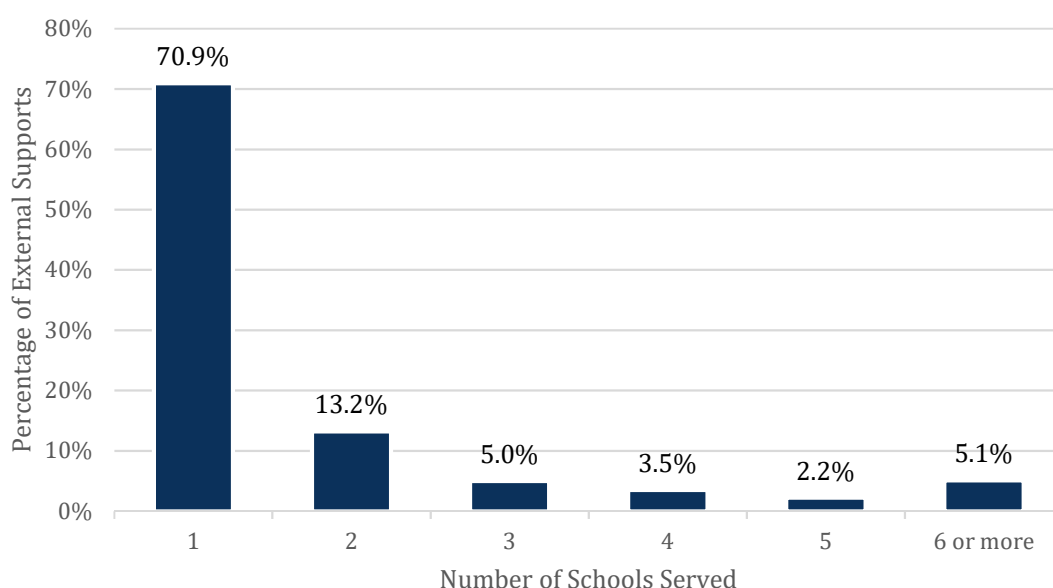
Vendor: Any organization or entity (e.g., university, corporation, individual) delivering *paid* services to SDP schools.

Vendor Relationship: Any standalone program, activity, or other resource (e.g., tutoring, donations, or professional development) delivered by a vendor and paid for by SDP schools.

What was the external supports landscape in 2018-19?

In the 2018-19 Census, schools reported a total of 1,707 supports provided by 1,146 organizations. Of the 1,707 supports, 258 were new in 2018-19. From 2017-18 to 2018-19, 241 supports became inactive (that is, they were no longer reported as present in any school in the Census). The average number of supports per school was 16.3, but this obscures a wide range (1-65). The majority of supports (70.9 percent) were present at only one school at a time (Figure 1). This is consistent with previous years' findings in terms of the prevalence of smaller-scale supports.

Figure 1. Most external supports served only one school (N=1,707 total external supports)



Source: QlikBAM School Support Census App, retrieved January 2, 2020.

Eat Right Philly was the most frequently reported support in schools.

Eat Right Philly, the most commonly reported support, served more than three times as many schools as CLI, the next most-reported support (174 compared to 52; see Table 1).

Table 1. Top ten external school supports reported on the 2018-19 Support Census (by presence in the greatest number of schools)

Support Name	Number of Schools
Eat Right Philly	174
Children's Literacy Initiative (CLI)	52
Eagles Youth Partnership - Eye Mobile	42
Counseling or Referral Assistance (CORA)	28
Temple University - College of Education - Student Teachers	27
AARP Foundation – Experience Corps Philadelphia	22
Big Brothers Big Sisters of Southeastern Pennsylvania	20

Support Name	Number of Schools
City Year	19
Philadelphia Museum of Art (PMA) - Art Speaks! Program	18
Philly AIMS	18
Temple University	18

How to read this table: Column one lists support names. Column two lists the number of schools reporting that support.

Source: QlikBAM School Support Census App, retrieved January 2, 2020.

Some organizations provided multiple supports, sometimes at the same school (Table 2),² such as Temple University (present in 73 schools through 49 different programs), the University of Pennsylvania (present in 66 schools through 93 programs), and Drexel University (present in 34 schools through 22 programs). Additionally, some organizations were also the support program they provided, such as Eat Right Philly, which is at the top of the list of both supports (Table 1) and support organizations (Table 2).

Table 2. Top ten support organizations in 2018-19 (by presence in the greatest number of schools)

Organization Name	Number of Schools
Eat Right Philly	174
City of Philadelphia	83
Temple University	73
University of Pennsylvania	66
Children's Literacy Initiative (CLI)	60
Eagles Youth Partnership	46
Free Library of Philadelphia	39
Drexel University	34
Counseling or Referral Assistance (CORA) Services	33
Philadelphia Museum of Art (PMA)	29

Source: QlikBAM School Support Census App, retrieved January 2, 2020.

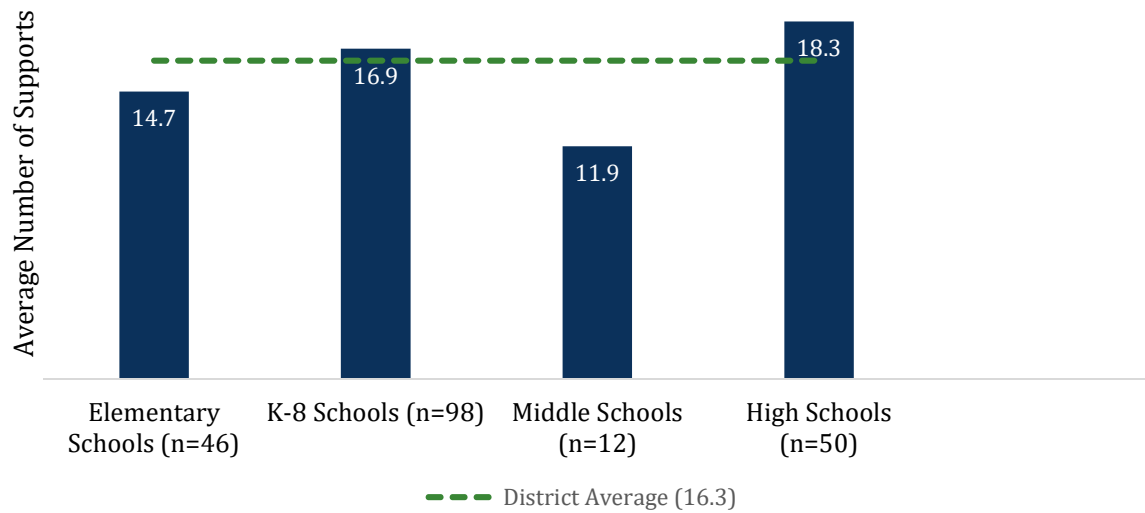
The number of supports at each school varied by school characteristics.

The number of supports reported by schools varied based on characteristics such as grade band served, admission type, network, SPR tier, and federal accountability designation.

High schools reported the greatest average number of supports (18.3) and middle schools reported the fewest (11.9).

² Eat Right Philly and CLI are unique cases. Eat Right Philly is a District initiative coordinated through the Office of Curriculum, Instruction, and Assessment. It is supported at some schools by District staff and at others by staff from six community partners. CLI has a vendor relationship with the District to provide literacy support in K-5 schools. Respondents may have under-reported the presence of ERP and CLI in their schools because they view them as District-affiliated and thus internal rather than external.

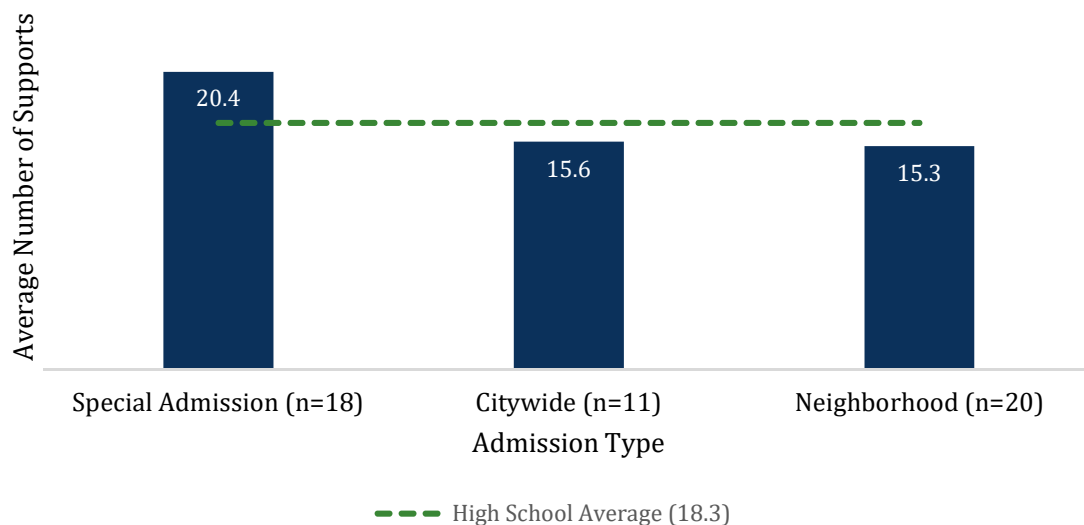
Figure 2. Average number of external supports reported in 2018-19 School Support Census, by grade band



Note: Middle-High schools are counted as high schools in this analysis.
Source: QlikBAM School Support Census App, retrieved January 2, 2020.

For middle and high schools, the number of supports varied by admission type. The reported average number of supports was highest at Special Admission schools (20.4), compared to the average number reported by both Citywide and Neighborhood schools (15.6 and 15.3, respectively; see Figure 3).

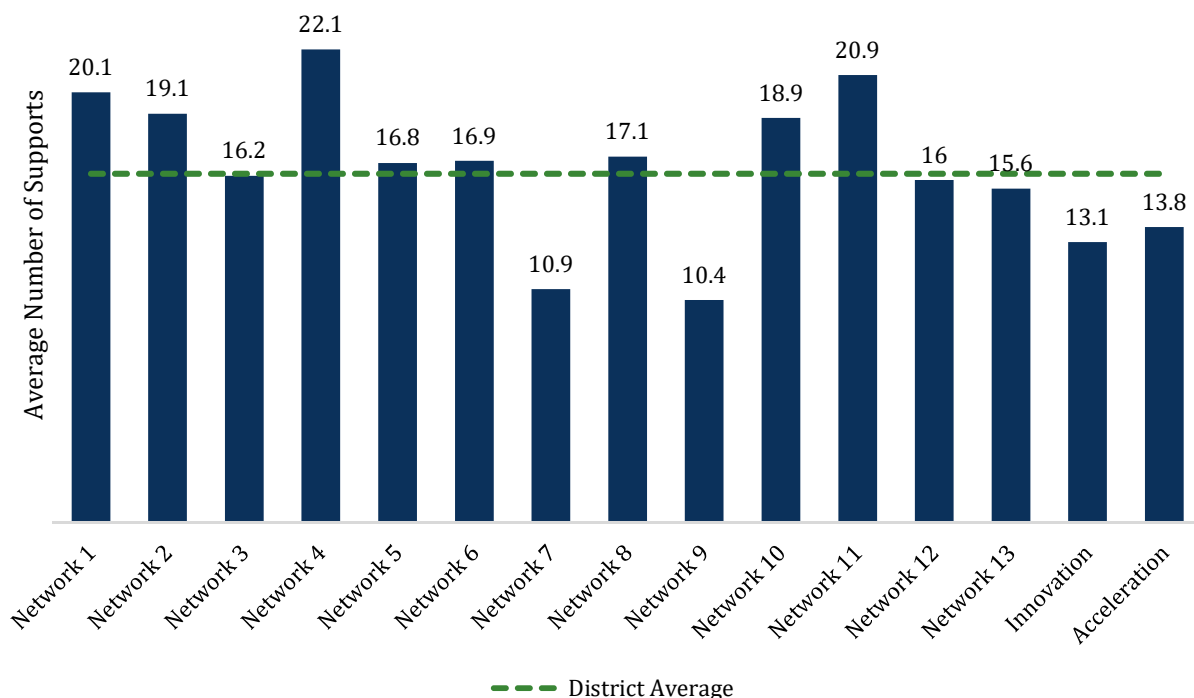
Figure 3. Average number of external supports reported by middle and high schools in 2018-19 School Support Census, by admission type



Note: The admission type “virtual” refers to only one school (Philadelphia Virtual Academy) and is thus excluded from analysis by admission type.
Source: QlikBAM School Support Census App, retrieved January 2, 2020.

When ORE examined the supports landscape by 2018-19 Learning Network,³ we found that schools in Networks 9 and 7 reported the lowest average number of supports (10.4 and 10.9, respectively), while Networks 4 and 11 reported the highest average number of supports (22.1 and 20.9, respectively). The average number of supports reported by schools in the Innovation (13.1) and Acceleration (13.8) networks fell below the District average (16.3).

Figure 4. Average number of external supports reported in 2018-19 School Support Census, by network



Source: QlikBAM School Support Census App, retrieved January 2, 2020.

There were also differences in supports by schools' School Progress Report Tier. The School Progress Report (SPR) is a tool produced by the School District of Philadelphia every year to provide information on how schools are doing in four key domains: Academic Achievement, Progress, School Climate, and College and Career Readiness. Domain scores are combined for an overall score of 0-100. Schools with a score of 0-24 are in the "Intervene" category, schools with a score of 25-49 are in the "Watch" category, schools with a score of 50-74 are in the "Reinforce" category, and schools with a score of 75-100 are in the "Model" category.⁴

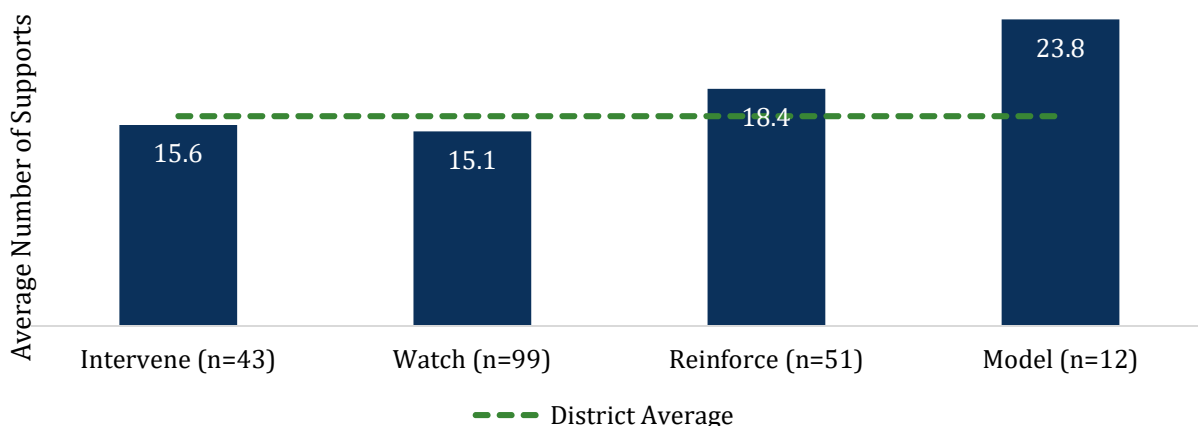
Schools with a School Progress Report score in the Model tier reported the highest average number of supports (23.8), while schools in the Watch tier reported the lowest (an average of 15.1 supports

³School Learning Networks changed from 2018-19 to 2019-20. For this 2018-19 report, network-level analysis was done using the networks that schools were in at the time of the 2018-19 Census.

⁴ For detailed information about the School Progress Report, see www.philasd.org/spr.

across all schools in that category; see Figure 5). Schools in the Intervene and Watch tiers reported an average number of supports below the District average of 16.3, while schools in the Reinforce and Model tiers had an above-District average number of supports per school.

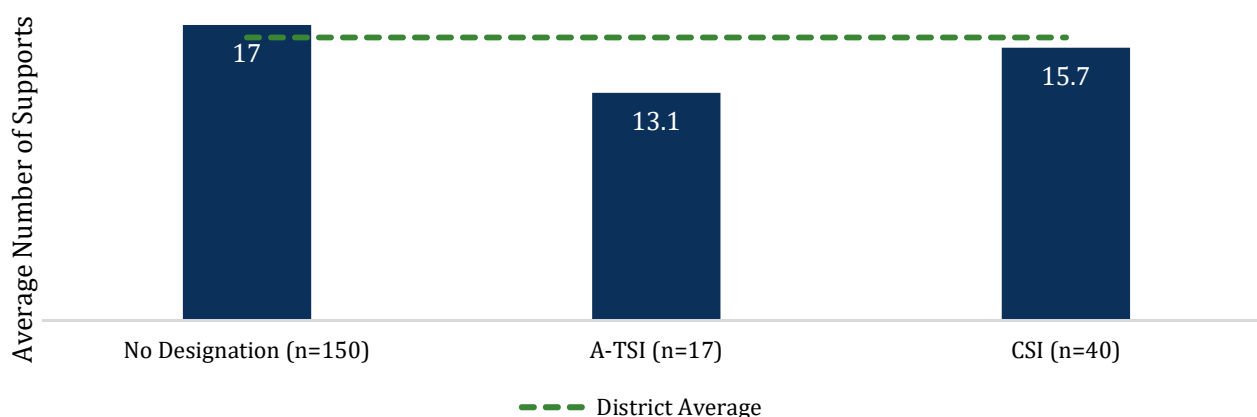
Figure 5. Average number of external supports reported in 2018-19 School Support Census, by SPR tier



Source: QlikBAM School Support Census App, retrieved January 2, 2020.

Schools with no federal accountability designation reported the highest average number of external supports (17), while schools with the Additional Targeted Support and Improvement (A-TSI) designation reported the lowest average number of supports (13.1).⁵ Of the schools that completed the Census, schools with no designation comprised the majority of the sample (150 schools, compared to 40 CSI schools and 17 A-TSI schools).

Figure 6. Average number of external supports reported in 2018-19 School Support Census, by federal accountability designation



Source: QlikBAM School Support Census App, retrieved January 2, 2020.

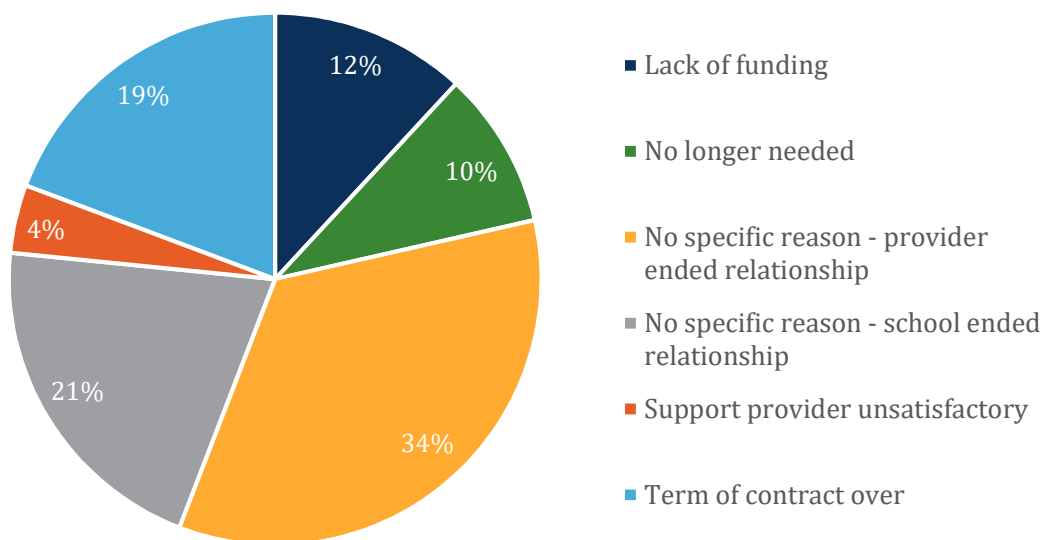
⁵ For more information about federal accountability designations, visit the [Pennsylvania Department of Education website](https://www.penn.gov/education).

The overall number of supports grew slightly from 2017-18 to 2018-19, and there was a large amount of turnover.

From 2017-18 to 2018-19, the number of supports reported by schools increased by 17 (from 1687 to 1704, a 1 percent change). This seemingly small change disguises notable turnover in the supports landscape. About 14 percent (241 supports out of the 1697 total reported in 2017-18) were not reported by schools in 2018-19. Overall, new supports outnumbered those which became inactive, resulting in net positive growth.

When respondents indicated that a school support was no longer active, the Census prompted them to choose a reason or reasons why the partnership had ended. Over half of partnerships did not end for a specific reason, and support organizations were somewhat more frequently the party that ended the relationship (34 percent compared to 21 percent ended by the school; see Figure 7). Twenty-nine percent became inactive because the term of the contract ended or the support was no longer needed. Only 12 percent became inactive due to lack of funding, and only 4 percent ended because the provider was unsatisfactory in some way.

Figure 7. Reasons reported in 2018-19 School Support Census for ending a relationship



Note: 155 schools responded to this question and provided 555 reasons for ending a relationship. The percentages in this chart are based on the 555 reasons provided.

Source: Responses to the 2018-19 School Support Census.

Respondents who indicated that a provider was unsatisfactory were also given an open-ended option to explain why. Seventeen respondents provided comments. Reasons for dissatisfaction included problems with provider attendance (2), communication (2), and fit with the school and its needs (2). Six comments addressed the provider's ability to carry out promised services. Examples include:

- “Provider couldn’t adjust to specific group needs”
- “Poor classroom management skills”
- “Disorganized in program delivery”

College Mentoring and Health and Wellness were the most common support types.

The Census asked respondents to select the category that most accurately described each reported support.⁶ ORE used these data to categorize supports into *impact areas*, or areas where respondents believe that the supports are responsible for a positive change in their school. The biggest impact area in 2018-19 was *Health and Wellness*, represented by programs in 142 schools (Table 3). *Other* was the next-biggest impact area (represented by programs in 117 schools), closely followed by *OST/ After-School Programs* (91).

Table 3. Ten most common impact areas reported in 2018-19 School Support Census, by number of schools

Impact Area	Number of Schools
Health and Wellness	142
Other	117
OST/After-School Programs	91
Academic Tutoring - ELA	79
Parent and Community Engagement	76
Literacy	69
Mentoring	67
Arts - Visual Arts	60
Arts - Drama	55
STEM - Science	47

Source: QlikBAM School Support Census App, retrieved January 2, 2020.

What were the trends in school-reported needs in 2018-19?

The second half of the 2018-19 School Support Census asked respondents to rate 34 areas of need on a four-point scale (*not a need, a slight need, a moderate need, or a critical need*), then rank all *critical needs* from most to least critical. We analyzed two categories of needs: **overall** and **critical**. Respondents selected which needs were *critical*, and *overall* needs included any that respondents ranked as *slight, moderate, or critical*.

The list of need areas was developed in partnership with OSP, and most areas also appeared on the Census in 2016-17 and 2017-18. Changes to needs areas in the survey have been made from year to

⁶ As with all Census data, support categories are self-reported and supports can be miscategorized. Two schools might categorize the same support in two different ways, and some supports might overlap multiple categories.

year. A need that was reported by very few schools might be removed, and a need that was reported by a very large number of schools might be broken down into subcategories in order to get a clearer picture. Such needs are written as “Category—Subcategory” (e.g. *Behavior—Trauma-Informed Strategies*). A complete list of need areas and their descriptions can be found in the appendix.

***Trauma-Informed Strategies* support was reported as the highest need overall, but needs varied by the grades served at each school.**

Trauma-Informed Strategies (in the *Behavior* category) was reported as an overall need at the highest number of schools (194) and *Financial Aid/FAFSA Completion* (in the *College* category) was reported as an overall need at the lowest number of schools (66) (Table 4). However, the 66 schools include all 44 responding high schools and 21 additional K-8 and middle schools, indicating that this is an overall need at schools serving certain grade bands.

Table 4. Overall reported needs in 2018-19 School Support Census, by number of schools

Need	Number of Schools Reporting Need
Behavior - Trauma-Informed Strategies	194
Behavior - Behavioral Interventions	188
Academic Tutoring - ELA	187
Academic Tutoring - Math	187
Behavior - Counseling Supports	187
Attendance and Truancy	186
Mentoring	183
School Climate (e.g. conflict resolution, restorative practice)	181
STEM or STEAM	177
School Beautification (e.g. murals, small painting projects)	176
School Greening (e.g. gardens)	174
Literacy	173
Health and Wellness (e.g. nutrition, sexual health)	170
Sports-based Youth Development	170
Service Learning Projects	166
Field Trips	165
Youth Leadership (e.g. student government, Philly Student Union)	165
Financial Literacy	160
Behavior - Suicide Prevention	156
OST/After-School Programs	144
School Library Revitalization and Support	144
Career Readiness	141
Arts - Drama	138
Arts - Dance	137

Need	Number of Schools Reporting Need
Arts - Media Arts	136
Student Internships	127
Arts - Music	122
Arts - Visual Arts	118
College - College Visits	103
College - Mentoring	83
College - Application Support (i.e. application completion, essay writing)	73
College - Scholarship Research/Application	70
College - SAT/ACT Prep	69
College - Financial Aid/FAFSA Completion	66

How to read this table: Column one lists need areas. Column two lists the number of District schools that identified this as a need. Descriptions of need areas can be found in the Appendix.

Source: QlikBAM School Support Census App, retrieved January 2, 2020.

In 2017-18, ORE partnered with the Office of Climate and Safety (OCS) to replace the previously used “mental health” category (the most commonly indicated critical need on the 2016-17 Census) with specific behavioral health needs. OCS and ORE revisited the list of categories in preparation for the 2018-19 Support Census. Table 5 lists the behavioral health categories available in 2018-19. Behavioral health needs continued to be reported in a high number of schools. *Trauma-Informed Strategies* was the most frequently reported overall need, and *Behavioral Interventions* was the most frequently reported critical need.

Table 5. Overall and critical behavioral health needs reported in 2018-19 School Support Census, by number of schools

Behavioral Health Need	Number of Schools Reporting as an Overall Need	Number of Schools Reporting as a Critical Need
Behavior - Trauma-Informed Strategies	194	107
Behavior - Behavioral Interventions	188	109
Behavior - Counseling Supports	187	106
Behavior - Suicide Prevention	156	39

How to read this table: Column one lists behavioral health need areas. Column two lists the number of schools that identified this as a need at any level (either critical, moderate, or slight). Column three lists the number of schools that identified this as a critical need. Descriptions of need areas can be found in the Appendix.

Source: QlikBAM School Support Census App, retrieved January 2, 2020.

School needs varied according to grades served. At high schools, the most frequently reported needs were related to student preparation for college, career, and adult life. Two other frequently reported needs were *Attendance and Truancy* and *Trauma-Informed Strategies*. The arts were the least frequently reported needs at high schools (Table 6). As might be expected, elementary schools reported fewer needs related to college and career readiness and more needs related to behavior/climate and academics (Table 7). When we look at elementary schools combined with middle and K-8 schools, higher numbers of schools reported college or career-related needs, but these areas were still low relative to behavioral and academic needs (Table 8).

Table 6. Overall reported needs in 2018-19 School Support Census, by number of high schools

Need	Number of High Schools Reporting Need
Financial Literacy	47
Attendance and Truancy	46
Behavior - Trauma-Informed Strategies	46
Career Readiness	46
Mentoring	46
College - SAT/ACT Prep	45
Student Internships	45
Behavior - Counseling Supports	44
College - College Visits	44
College - Financial Aid/FAFSA Completion	44
College - Scholarship Research/Application	44
Field Trips	44
Service Learning Projects	44
College - Application Support (i.e. application completion, essay writing)	43
College - Mentoring	43
Academic Tutoring - ELA	42
Academic Tutoring - Math	42
School Beautification (e.g. murals, small painting projects)	42
School Greening (e.g. gardens)	42
STEM or STEAM	42
Health and Wellness (e.g. nutrition, sexual health)	41
Literacy	41
School Climate (e.g. conflict resolution, restorative practice)	41
Behavior - Behavioral Interventions	40
Behavior - Suicide Prevention	40
Youth Leadership (e.g. student government, Philly Student Union)	40
Sports-based Youth Development	39
OST/After-School Programs	36
School Library Revitalization and Support	35
Arts - Media Arts	29
Arts - Dance	28
Arts - Drama	26
Arts - Music	26
Arts - Visual Arts	23

How to read this table: Column one lists need areas. Column two lists the number of high schools that identified this as a need. High schools include middle-high schools. Descriptions of need areas can be found in the Appendix.

Source: QlikBAM School Support Census App, retrieved January 2, 2020.

Table 7. Overall reported needs in 2018-19 School Support Census, by number of elementary schools

Need	Number of Elementary Schools Reporting Need
Academic Tutoring - ELA	46
Academic Tutoring - Math	45
Behavior - Behavioral Interventions	45
Literacy	45
Attendance and Truancy	44
Behavior - Counseling Supports	44
School Climate (e.g. conflict resolution, restorative practice)	44
Behavior - Trauma-Informed Strategies	43
Mentoring	42
STEM or STEAM	42
School Beautification (e.g. murals, small painting projects)	40
Field Trips	39
School Greening (e.g. gardens)	39
Sports-based Youth Development	38
Arts - Dance	37
Health and Wellness (e.g. nutrition, sexual health)	37
Arts - Drama	36
Service Learning Projects	36
Financial Literacy	35
Arts - Media Arts	33
Youth Leadership (e.g. student government, Philly Student Union)	32
School Library Revitalization and Support	31
Arts - Music	30
Arts - Visual Arts	30
Behavior - Suicide Prevention	30
OST/After-School Programs	30
Career Readiness	22
Student Internships	13
College - College Visits	11
College - Mentoring	5
College - Financial Aid/FAFSA Completion	1
College - SAT/ACT Prep	1
College - Scholarship Research/Application	1
College - Application Support (i.e. application completion, essay writing)	0

How to read this table: Column one lists need areas. Column two lists the number of elementary schools that identified this as a need. Descriptions of need areas can be found in the Appendix.

Source: QlikBAM School Support Census App, retrieved January 2, 2020.

Table 8. Overall reported needs in 2018-19 School Support Census, by number of schools (elementary, K-8, and middle schools combined)

Need	Number of Non-High Schools Reporting Need
Behavior - Behavioral Interventions	148
Behavior - Trauma-Informed Strategies	148
Academic Tutoring - ELA	145
Academic Tutoring - Math	145
Behavior - Counseling Supports	143
Attendance and Truancy	140
School Climate (e.g. conflict resolution, restorative practice)	140
Mentoring	137
STEM or STEAM	135
School Beautification (e.g. murals, small painting projects)	134
Literacy	132
School Greening (e.g. gardens)	132
Sports-based Youth Development	131
Health and Wellness (e.g. nutrition, sexual health)	129
Youth Leadership (e.g. student government, Philly Student Union)	125
Service Learning Projects	122
Field Trips	121
Behavior - Suicide Prevention	116
Financial Literacy	113
Arts - Drama	112
Arts - Dance	109
School Library Revitalization and Support	109
OST/After-School Programs	108
Arts - Media Arts	107
Arts - Music	96
Arts - Visual Arts	95
Career Readiness	95
Student Internships	82
College - College Visits	59
College - Mentoring	40
College - Application Support (i.e. application completion, essay writing)	30
College - Scholarship Research/Application	26
College - SAT/ACT Prep	24
College - Financial Aid/FAFSA Completion	22

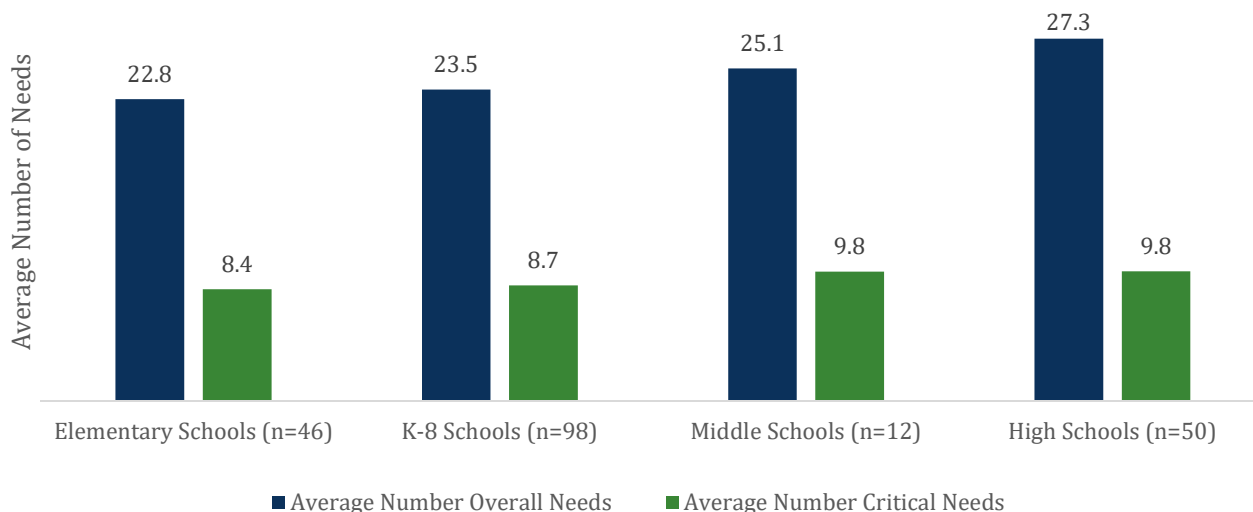
How to read this table: Column one lists need areas. Column two lists the combined number of elementary, middle, and K-8 schools that identified this as a need. Descriptions of need areas can be found in the Appendix.

Source: QlikBAM School Support Census App, retrieved January 2, 2020.

The number of reported critical needs varied by school characteristics.

On average, respondents reported 24.2 overall needs and rated 8.9 of them as “critical.” The average numbers of overall and critical needs were higher for high schools and middle schools than for elementary and K-8 schools (Figure 8).

Figure 8. Average number of critical and overall needs reported in 2018-19, by grade band

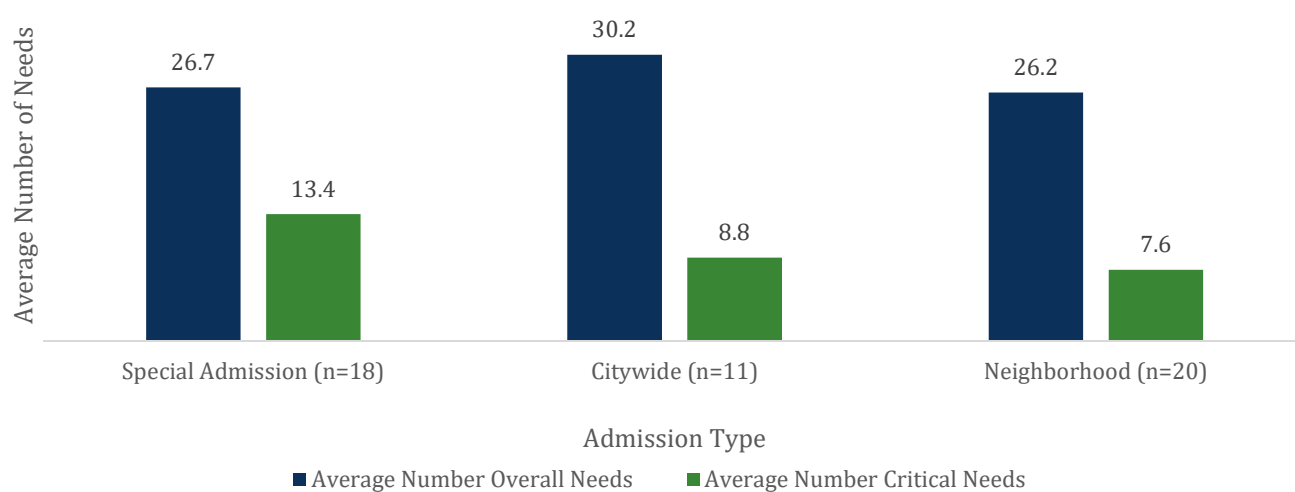


Note: “High Schools” includes seven middle-high schools.

Source: QlikBAM School Support Census App, retrieved January 2, 2020.

When looking at middle and high schools by admission type, Citywide schools reported the highest number of overall needs, but Special Admission schools reported the highest number of critical needs (Figure 9).

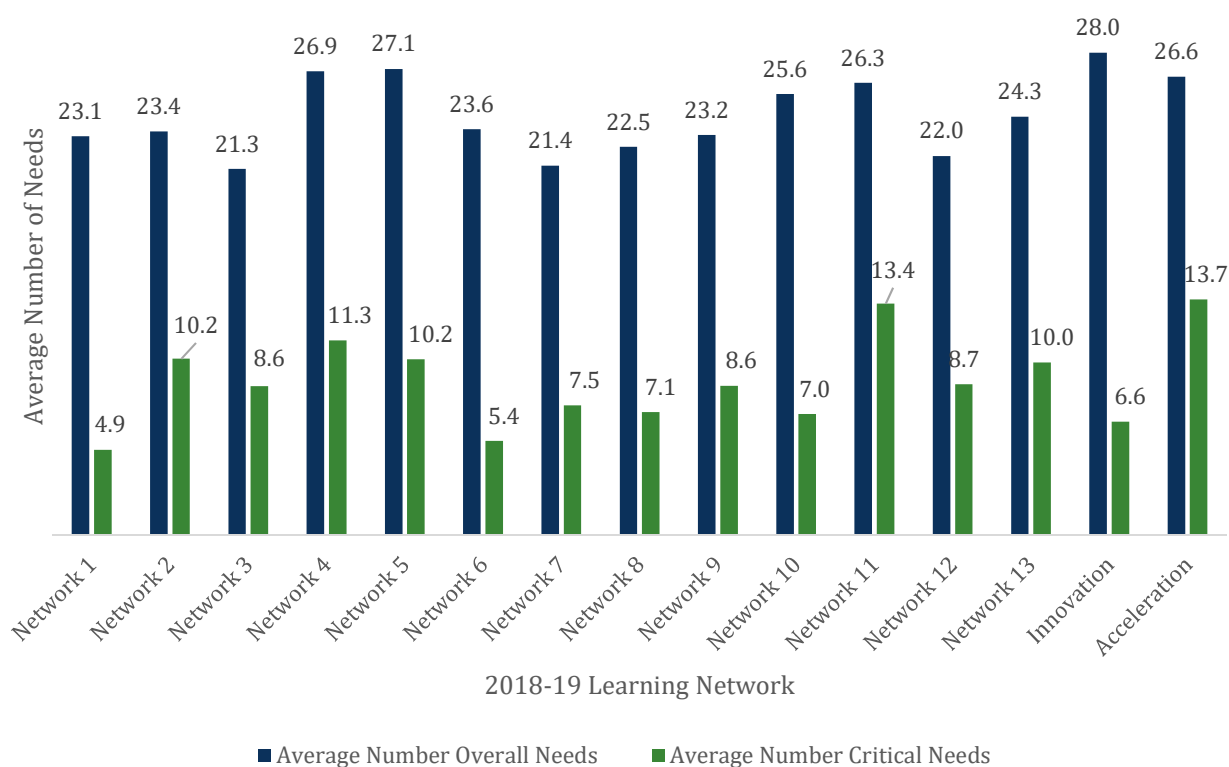
Figure 9. Average number of critical and overall needs reported per high school/middle school in 2018-19 School Support Census, by admission type



Source: QlikBAM School Support Census App, retrieved January 2, 2020.

The 2018-19 Innovation Network reported the highest average number of overall needs (28), but the Acceleration Network reported the highest average number of critical needs (13.7; see Figure 10). Network 3 reported the lowest average number of overall needs (21.3), and Network 1 reported the lowest average number of critical needs (4.9).

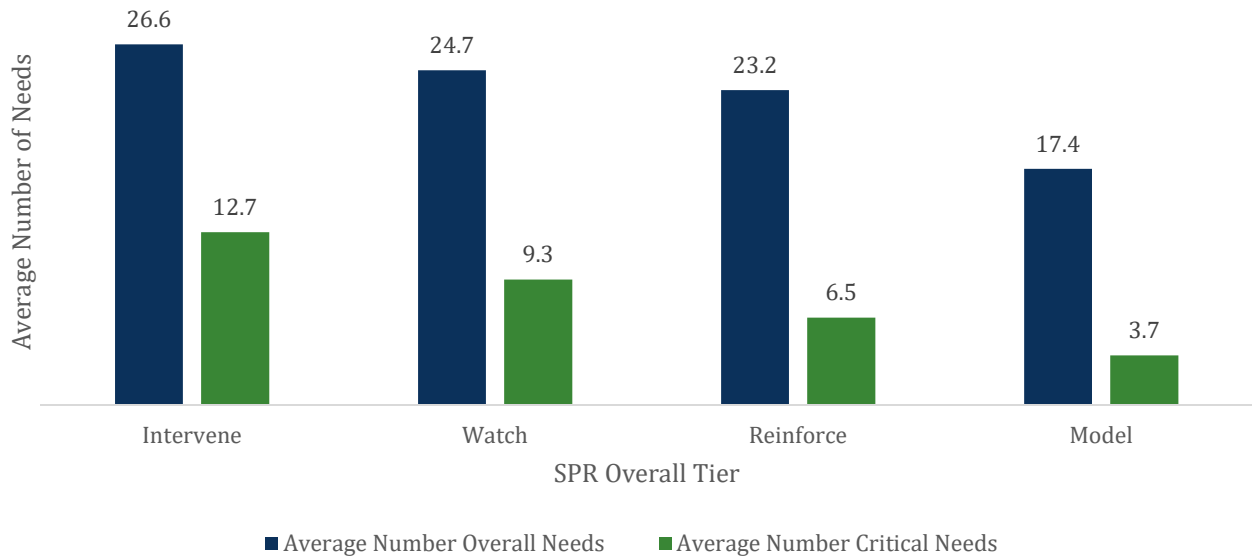
Figure 10. Average number of critical and overall needs reported per school in 2018-19 School Support Census, by 2018-19 Learning Network



Note: In this report, *Learning Network* refers to the network the school was in at the time of the 2018-19 Census.
Source: QlikBAM School Support Census App, retrieved January 2, 2020.

Schools in the Intervene SPR Tier (meaning they earned an overall SPR score of 0-25 percent) reported the highest average number of both overall and critical needs (26.6 and 12.7; see Figure 11). In general, the higher the SPR tier, the lower the average number of reported needs. Model schools (those with an overall SPR score between 75 and 100 percent) reported the lowest average number of overall and critical needs (17.4 and 3.7).

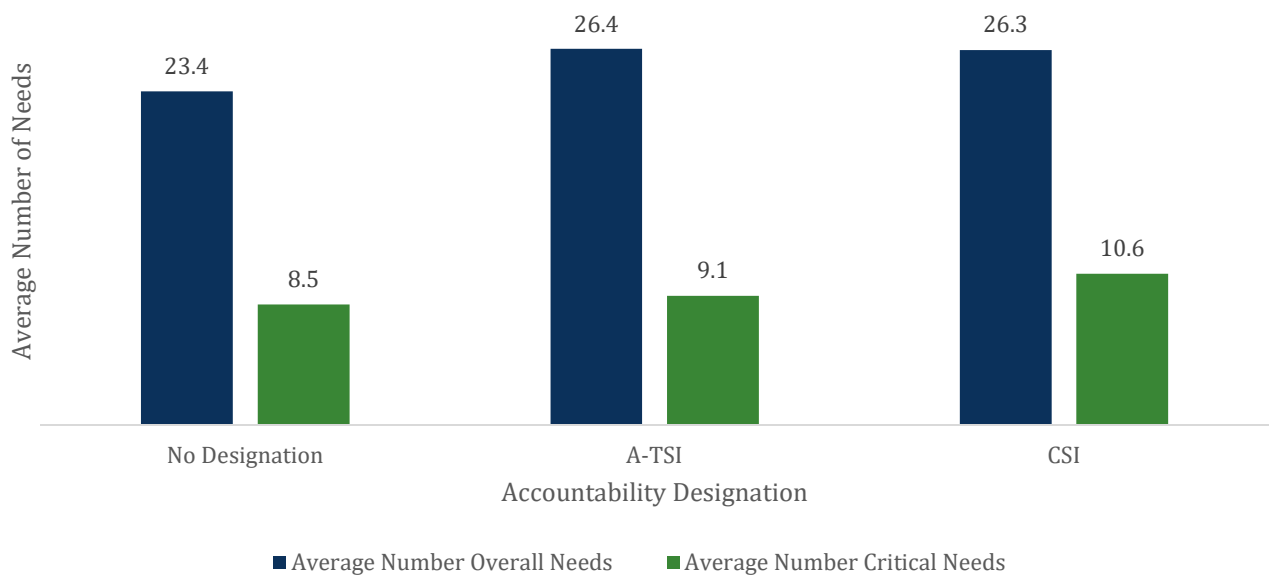
Figure 11. Average number of critical and overall needs reported per school in 2018-19 School Support Census, by SPR Tier



Source: QlikBAM School Support Census App, retrieved January 2, 2020.

Schools with an A-TSI or CSI designation reported higher numbers of overall and critical needs than schools with no designation. CSI schools reported the highest average number of critical needs (10.6; see Figure 12).

Figure 12. Average number of critical and overall needs reported per school in 2018-19 School Support Census, by federal accountability designation



Source: QlikBAM School Support Census App, retrieved January 2, 2020.

When asked to prioritize critical needs, schools most commonly ranked *Attendance and Truancy* and *Trauma-Informed Strategies* as top priorities.

After ranking needs on a four-point scale, the survey asked respondents to rank the list of those they had selected as *critical* from highest to lowest priority. Out of all the needs reported as critical, the highest number of schools ranked *Attendance and Truancy* as first priority, followed by *Behavior - Trauma Informed Strategies* (Table 9).

Table 9. Critical need areas ranked as first priority in 2018-19 School Support Census, by number of schools

Need Area	Number of Schools
Attendance and Truancy (n=107)	28
Behavior - Trauma-Informed Strategies (n=121)	23
Academic Tutoring - English Language Arts (n= 87)	14
Academic Tutoring - Math (n=108)	14
Behavior - Behavioral Interventions (n=109)	10
School Beautification (e.g. murals, small painting projects) (n=76)	5
School Climate (e.g. conflict resolution, restorative practice) (n=74)	5
Behavior - Counseling Supports (n=106)	4
OST/After-School Programs (n=45)	4
School Library Revitalization and Support (n=69)	3

How to read this table: Column one lists need areas, and then the number of schools that identified this as a need in parentheses. Column two lists the number of schools that gave that need first priority ranking. Descriptions of need areas can be found in the Appendix.

Source: Responses to the 2018-19 School Support Census.

Appendix: Need Areas

Need Area	Description (Supports that providers offer...)
Academic Tutoring - English Language Arts	One-on-one or small group tutoring focused on reading and writing
Academic Tutoring - Math	One-on-one or small group tutoring focused on math
Arts - Dance	Dance exposure/instruction
Arts - Drama	Drama exposure/instruction
Arts - Media Arts	Media arts exposure/instruction
Arts - Music	Music exposure/instruction
Arts - Visual Arts	Visual arts exposure/instruction
Attendance and Truancy	Programming addressing student attendance and decreases in truancy
Behavior - Suicide Prevention	Training and development for teachers, school teams, and students to build awareness, recognize signs of suicide, seek help, and respond
Behavior - Trauma-Informed Strategies	Training, coaching, and consultation for implementing evidenced-based trauma-informed practices and strategies
Behavior - Behavioral Interventions	Evidence-based behavior planning, intervention, and progress-monitoring supports for small groups and individual students
Behavior - Counseling Supports	Supportive group interventions for students experiencing grief, loss, and social-emotional needs
College - Application Support (i.e. application completion, essay writing)	Guidance/support during specific phases of the application process
College - Scholarship Research/Application	Help in identifying and applying to scholarship opportunities
College - Mentoring	Guidance for students throughout the college application process
College - Financial Aid/FAFSA Completion	Help in completing FAFSA and Financial Aid applications
College - College Visits	Opportunities for students to visit campuses
College - SAT/ACT Prep	One-on-one or group preparation for the SAT/ACT
Career Readiness	Experiences that foster work readiness
Field Trips	Trips and programming
Financial Literacy	Guidance on how to make informed decisions with financial resources
Health and Wellness (e.g. nutrition, sexual health)	Help in developing students' physical health and well-being
School Library Revitalization and Support	Help with revitalizing or sustaining school libraries

Need Area	Description (Supports that providers offer...)
Literacy	Help in fostering a love of reading and/or specific literacy skills
Mentoring	Positive, supportive relationships fostering social/emotional growth
OST/After-School Programs	School-based after-school and summer programs
School Beautification (e.g. murals, small painting projects)	Help in planning/facilitating projects that beautify schools
School Climate (e.g. conflict resolution, restorative practice)	Help in improving school climate
School Greening (e.g. gardens)	Help developing green spaces in and around schools
Service Learning Projects	Help in planning and facilitating student-led service projects
Sports-based Youth Development	Sports-based programs that foster positive youth development
STEM or STEAM	Interdisciplinary programs combining science, tech, engineering, arts and math
Student Internships	Placement in internship experiences
Youth Leadership (e.g. student government, Philly Student Union)	Opportunities to develop leadership skills and civic engagement