



THE SCHOOL DISTRICT OF
PHILADELPHIA

Demographic Enrollment Trends and School Progress Report (SPR) Performance from 2014-15 to 2018-19

Key Findings

- Between 2014-15 and 2018-19, the percentage of District and Charter schools in the Intervene and Watch SPR tiers decreased and the percentage in the Reinforce and Model SPR tiers increased, indicating positive change and growth throughout the District and Charter sectors.
- Between 2014-15 and 2018-19, students of all races and ethnicities were more likely to be enrolled in schools in higher tiers, but as District and Charter schools earned higher SPR scores, Black/African American and Hispanic/Latino students were generally underrepresented, and Asian/Pacific Islander and White students were generally overrepresented at those schools.
- There was very little variation in the percentage of English Learners enrolled in District and Charter schools in each tier in 2014-15 and 2018-19.
- In 2018-19, the percentage of District students with IEPs who were enrolled in Reinforce and Model schools was slightly lower than District students without IEPs.
- The majority of the student body at both District and Charter schools was comprised of economically disadvantaged students across all SPR tiers between 2014-15 and 2018-19. Economically disadvantaged students were overrepresented at schools in lower SPR tiers.

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Table of Contents

Part 1. Background and Context	6
About This Report	6
School Progress Report (SPR) Performance Tiers	7
Overall SPR Performance, 2014-15 to 2018-19	7
SPR Performance at District Schools, 2014-15 to 2018-19	8
SPR Performance at Charter Schools, 2014-15 to 2018-19	9
Part 2. Race/Ethnicity Enrollment Trends and Distribution in SPR Performance Tiers	11
Race/Ethnicity Enrollment Trends within SPR Performance Tiers	11
District Enrollment Trends by Race/Ethnicity and SPR Performance Tier	12
Charter Enrollment Trends by Race/Ethnicity and SPR Performance Tier	13
SPR Tier Enrollment Trends by Race/Ethnicity Group	16
District Student Body Characteristics by SPR Performance Tier and Race/Ethnicity	18
Charter Student Body Characteristics by SPR Performance Tier and Race/Ethnicity	20
Part 3. English Learner (EL) Enrollment Trends and Distribution in SPR Performance Tiers	22
Enrollment Trends by EL Status and SPR Performance Tier	22
District Enrollment Trends by EL Status and SPR Performance Tier	23
Charter Enrollment Trends by EL Status and SPR Performance Tier	23
English Learner (EL) Distribution by SPR Performance Tier	25
District Student Body Characteristics by SPR Performance Tier and EL Status	29
Charter Student Body Characteristics by SPR Performance Tier and EL Status	30
Part 4. Individualized Education Program (IEP) Enrollment Trends and Distribution in SPR Performance Tiers	31
Enrollment Trends by IEP Status and SPR Performance Tier	31
District Enrollment Trends by IEP Status and SPR Performance Tier	32
Charter Enrollment Trends by IEP Status and SPR Performance Tier	33
IEP Status Distributions by SPR Performance Tier	34

District Student Body Characteristics by SPR Performance Tier and IEP Status.....	35
Charter Student Body Characteristics by SPR Performance Tier and IEP Status	36
Part 5. Trends in Economic Disadvantage Status Enrollment and Distribution in SPR Performance Tiers	39
Enrollment Trends by Economically Disadvantaged Status and SPR Performance Tier.....	39
District Enrollment Trends by Economically Disadvantaged Status and SPR Performance Tier	40
Charter Enrollment Trends by Economically Disadvantaged Status and SPR Performance Tier	41
Economically Disadvantaged Status Distribution by SPR Performance Tier.....	42
District Student Body Characteristics by SPR Performance Tier and Economically Disadvantaged Status	43
Charter Student Body Characteristics by SPR Performance Tier and Economically Disadvantaged Status	45
Part 6. Conclusion.....	47
Race/Ethnicity	47
English Language Learners	48
Students with IEPs	48
Economically Disadvantaged Students.....	48
Appendix A: Student Counts by SPR Tier	49
Appendix B	51
Race/Ethnicity Enrollment Trends by SPR Performance Tier.....	51
District enrollment trends by student race/ethnicity.....	51
Charter enrollment trends by student race/ethnicity	54
Student Body Racial Demographics by SPR Performance Tier	57
District student body racial demographics by SPR performance tier.....	57
Charter student body racial demographics by SPR performance tier	60

Table of Figures

Figure 1. Percentage of District Schools in each SPR Performance Tier (2014-15 through 2018-19).....	8
Figure 2. Number of District students enrolled in schools in each SPR performance tier (2014-15 through 2018-19).	9
Figure 3. Percentage of Charter Schools in each SPR Performance Tier (2014-15 through 2018-19).	9
Figure 4. Number of Charter students enrolled in schools in each SPR performance tier (2014-15 through 2018-19).	10
Figure 5. District school enrollment trends by race/ethnicity and SPR tier.....	12
Figure 6. Charter school enrollment trends by race/ethnicity and SPR tier	15
Figure 7. Percentage of District and Charter students enrolled in 2014-15 and 2018-19 by race/ethnicity subgroup	17
Figure 8. District student racial/ethnic subgroup demographics by SPR tier	18
Figure 9. Charter student racial/ethnic subgroup demographics by SPR tier.....	20
Figure 10. District enrollment trends by English Learner status and SPR tier	23
Figure 11. Charter enrollment trends by English Learner status and SPR tier	25
Figure 12. Percentage of District and Charter students enrolled in 2014-15 and 2018-19 by EL and non-EL subgroup	28
Figure 13. Percentage of ELs at District schools in each SPR performance tier.....	29
Figure 14. Charter Student Body Characteristics by Performance Tier and EL status	30
Figure 15. District enrollment trends by IEP status and SPR performance tier	32
Figure 16. Charter enrollment trends by IEP status and SPR performance tier	33
Figure 17. Percentage of District and Charter students enrolled in 2014-15 and 2018-19 by students with and without IEPs	34
Figure 18. District Student Body Characteristics by Performance Tier and IEP status.....	35
Figure 19. Charter Student Body Characteristics by Performance Tier and IEP status	38
Figure 20. District enrollment trends by economically disadvantaged status and SPR performance tier	40
Figure 21. Charter enrollment trends by economically disadvantaged status and SPR performance tier	41
Figure 22. Percentage of District and Charter students enrolled in 2014-15 and 2018-19 by EL and non-EL subgroup	42
Figure 23. District student body characteristics by SPR tier and economically disadvantaged status	43
Figure 24. Charter student body characteristics by SPR tier and economically disadvantaged status.....	45
Figure B1. Black/African American student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19.....	51
Figure B2. Hispanic/Latino student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19	52

Figure B3. White student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19	52
Figure B4. Asian student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19	53
Figure B5. Multiracial/Other student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19	53
Figure B6. Black/African American student enrollment trends by Charter SPR performance tier in 2014-15 and 2018-19	54
Figure B7. Hispanic/Latino student enrollment trends at Charter schools across each SPR performance tier in 2014-15 and 2018-19	54
Figure B8. White student enrollment trends at Charter schools across each SPR performance tier in 2014-15 and 2018-19	55
Figure B9. Asian student enrollment trends at Charter schools across each SPR performance tier in 2014-15 and 2018-19	55
Figure B10. Multiracial student enrollment trends at Charter schools across each SPR performance tier in 2014-15 and 2018-19	56
Figure B11. Racial demographics at District Intervene schools in 2014-15 and 2018-19.....	57
Figure B12. Racial demographics at District Watch schools in 2014-15 and 2018-19.....	58
Figure B13. Racial demographics at District Reinforce schools in 2014-15 and 2018-19.....	59
Figure B14. Racial demographics at District Model schools in 2014-15 and 2018-19.....	59
Figure B15. Racial demographics at Charter Intervene schools in 2014-15 and 2018-19.....	60
Figure B16. Racial demographics at Charter Watch schools in 2014-15 and 2018-19	60
Figure B17. Racial demographics at Charter Reinforce schools in 2014-15 and 2018-19	61
Figure B18. Racial demographics at Charter Model schools in 2014-15 and 2018-19.....	61

Part 1. Background and Context

About This Report

The School District of Philadelphia (SDP) produces the School Progress Report (SPR) each year. The SPR provides information about how District and Charter schools perform in four areas that matter for student success: Achievement, Progress, School Climate, and College and Career Readiness.¹

- The **Achievement** domain focuses on how well students are reading, writing, doing math, and learning science. Achievement also includes an indicator of language proficiency for English Learners.
- The **Progress** domain focuses on whether students are learning as much as they should from one year to the next in reading/literature, math, and science. Progress also includes whether high school students are on track to graduate.
- The **School Climate** domain focuses on whether students are enrolled in school regularly and returning to the school from year to year. This domain also focuses on whether parents and students are engaged in the school and how parents and students perceive the school's climate.
- The **College and Career Readiness** domain focuses on whether high school students are graduating on time and prepared to pursue their college and career goals. (This domain is included in high school reports only.)

This report complements a previously published brief entitled *Trends in Performance on the School Progress Report (SPR) from 2014-15 to 2018-19*; this report provides additional information about student subgroups.²

In this report, we summarize school-level and student-level trends within each SPR performance tier. After a summary of overall District and Charter school performance on the SPR from 2014-15 to 2018-19 (Part 1), this report provides more detail comparing 2014-15 to 2018-19 by presenting race/ethnicity enrollment trends and distribution for both District and Charter schools by SPR tier (Part 2), enrollment and distribution of English Learners in District and Charter schools by SPR tier (Part 3), enrollment and distribution of students with IEPs in District and Charter schools by SPR tier (Part 4), and enrollment and distribution of economically disadvantaged students in District and Charter schools by SPR tier (Part 5). All data in Part 1 of this report also exist in *Trends in Performance on the School Progress Report (SPR) from 2014-15 to 2018-19*.³

¹ For detailed information about the School Progress Report, including a user guide, business rules, District scorecard, downloadable school-level SPR reports, a parent guide, FAQs, and more, see www.philasd.org/spr.

² For details on how the performance areas differ by performance tier, see the complementary brief: *Trends in Performance on the School Progress Report (SPR) from 2014-15 to 2018-19*: <https://www.philasd.org/research/2020/02/10/trends-in-performance-on-the-school-progress-report-spr-from-2014-15-to-2018-19/>.

³ Ibid.

School Progress Report (SPR) Performance Tiers

SPR scores help us answer important questions: Which schools are strong in which areas? Where are students achieving at high levels? In which domains do schools have room for improvement?

SPR scores can range from 0 to 100%. In order to compare performance across domains and between schools, SDP assigns one of four performance tiers to every school:

- **Model** (75%+): School performance is among the best.
- **Reinforce** (50-74%): The school shows some strengths that can serve as a foundation for further improvement.
- **Watch** (24-49%): The school needs intensive support in order to improve.
- **Intervene** (0-24%): Performance is low and change is required.

SDP reports these school-level performance tiers for each domain (Achievement, Progress, School Climate, and College & Career Readiness) as well as for each school overall. In this report, we use only overall scores to examine differences across schools and tiers. More information about school performance in each domain (Achievement, Progress, School Climate, and College & Career Readiness) is available at www.philasd.org/spr and in the complementary data brief, *Trends in Performance on the School Progress Report (SPR) from 2014-15 to 2018-19*.⁴

Overall SPR Performance, 2014-15 to 2018-19

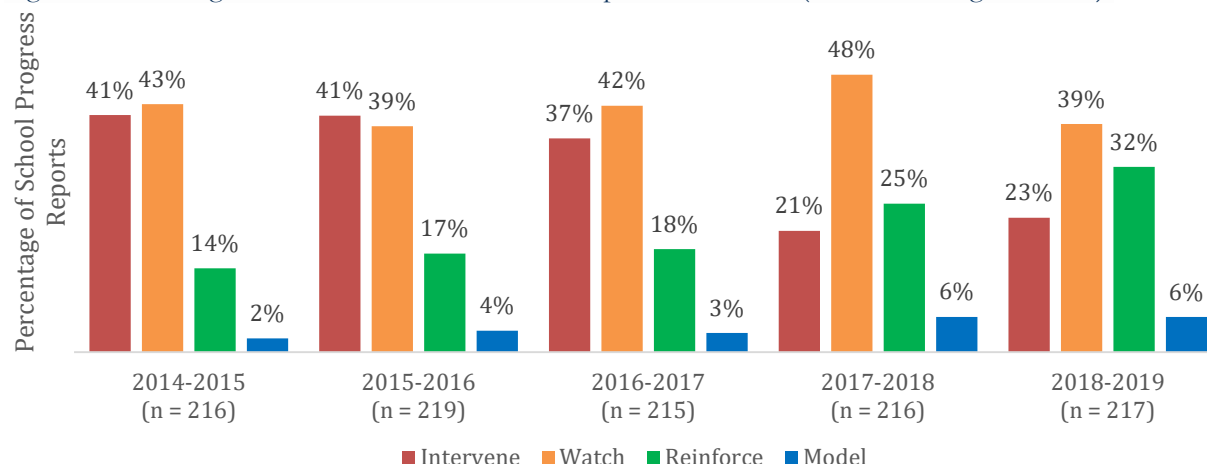
Throughout this report, we analyze SPR performance in two primary ways. First, we look at the number and percentage of schools that fall into each SPR category. Overall, we found that SPR performance has increased, and a higher percentage of both District and Charter schools earned higher SPR scores in 2018-19 compared to 2014-15. Second, we look at the number and percentage of students enrolled in schools in each SPR tier; we found that there was a decrease in the total number and percentage of students enrolled in Intervene and Watch schools and an increase in the number and percentage of students enrolled in Reinforce and Model schools from 2014-15 to 2018-19. Overall, there has been positive change and growth throughout District and Charter schools. The observations described in this report are system-level patterns and are not an attempt to establish causality. Rather, findings are likely tied to a variety of unique and confounding factors including, but not limited to, improved student performance, improved school performance, student mobility, or other changes to school composition or policy.

⁴ Ibid.

SPR Performance at District Schools, 2014-15 to 2018-19

Overall, the SPR performance of District ***schools*** has increased from 2014-15 to 2018-19 (Figure 1).⁵ The percent of District schools in the bottom tiers decreased, demonstrating positive growth. Fewer schools had scores that placed them in the Intervene and Watch categories in 2018-19 than in 2014-15 (Intervene and Watch categories decreased from 84% to 62%). Conversely, the percent of schools in the top two tiers increased (Reinforce and Model increased from 16% to 38%).

Figure 1. Percentage of District schools in each SPR performance tier (2014-15 through 2018-19).



Source: 2018-19 School Progress Reports Qlik App, retrieved January 2020.

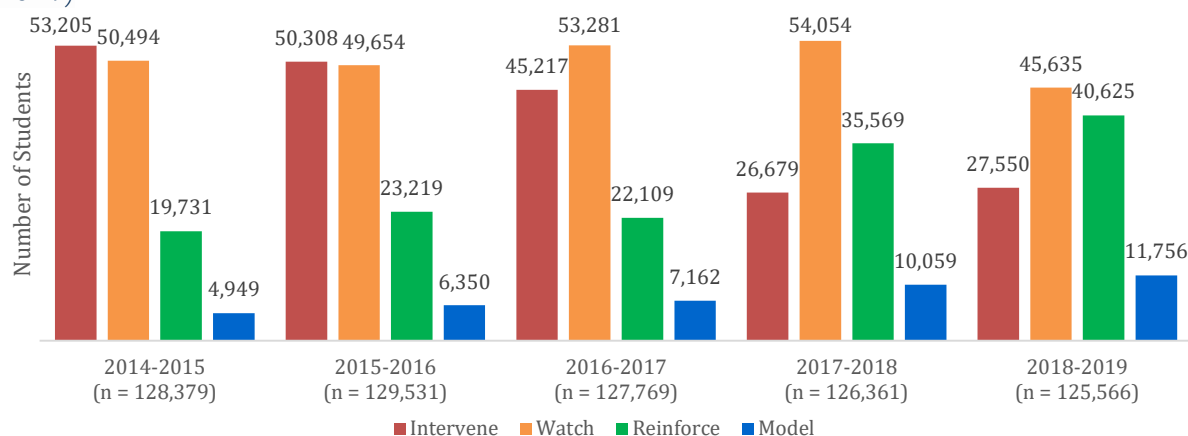
Note: Figure originally published in *Trends in Performance on the School Progress Report (SPR) from 2014-15 to 2018-19* www.philasd.org/research/2020/02/10/trends-in-performance-on-the-school-progress-report-spr-from-2014-15-to-2018-19

How to read this graph: Each bar represents the total number of District schools in each SPR performance tier in each year between 2014-15 and 2018-19. For example, 41% of District schools in 2014-15 fell into the Intervene category compared to 23% of District schools labeled as Intervene in 2018-19. The four columns for each year add up to 100% regardless of the sample size (total number of schools included) each year.

Overall, the ***number of students*** enrolled in District schools in the Intervene and Watch categories decreased between 2014-15 and 2018-19 (Figure 2). As the number of students enrolled in Intervene and Watch schools decreased, the number of students enrolled in Reinforce and Model schools increased from 2014-15 and 2018-19. These shifts demonstrate positive improvement in the District, as more students were enrolled in higher performing schools in 2018-19 and fewer students were enrolled in lower performing schools in 2018-19 compared to 2014-15.

⁵ The number of school reports varies across years for a variety of reasons, including school closings, new school openings, school merges, and school grade configuration changes. For more information, see the “Longitudinal Master School List” in our open data files: www.philasd.org/performance/programsservices/open-data/school-information/.

Figure 2. Number of District students enrolled in schools in each SPR performance tier (2014-15 through 2018-19)



Source: 2018-19 School Progress Reports Qlik App, retrieved January 2020.

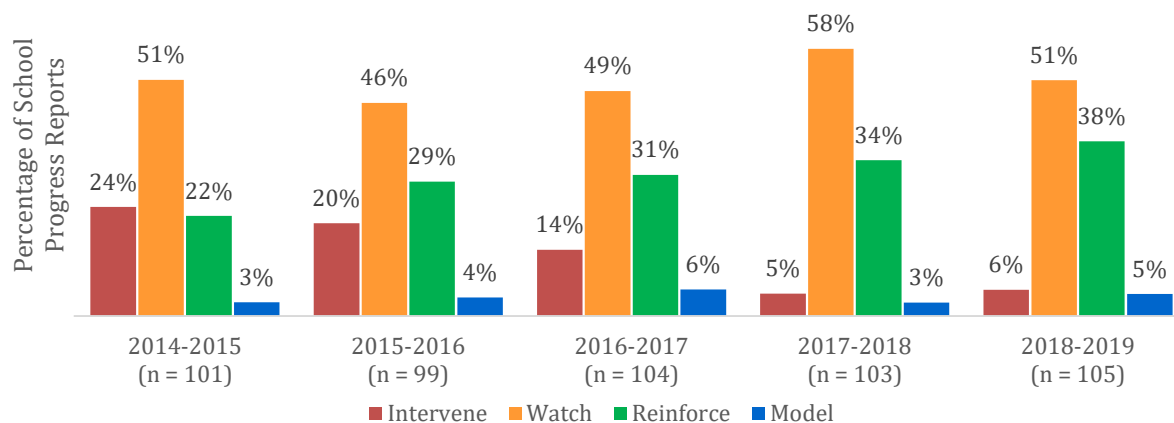
Note: Figure originally published in *Trends in Performance on the School Progress Report (SPR) from 2014-15 to 2018-19* www.philasd.org/research/2020/02/10/trends-in-performance-on-the-school-progress-report-spr-from-2014-15-to-2018-19

How to read this graph: Each bar represents the total number of District students enrolled in schools in each SPR performance tier in each year between 2014-15 and 2018-19. For example, 53,205 District students were enrolled in Intervene schools in 2014-15 compared to 27,550 in 2018-19.

SPR Performance at Charter Schools, 2014-15 to 2018-19

SPR performance for Charter **schools** increased from 2014-15 to 2018-19 (Figure 3). Between 2014-15 and 2018-19, the percentage of Charter schools in the Intervene and Watch categories decreased from 75% to 57%. Whereas, the percentage of Charter schools in the Reinforce and Model categories increased from 25% to 43%. This pattern again signifies positive growth, as fewer schools were categorized in the lower tiers in 2018-19 than 2014-15.

Figure 3. Percentage of Charter Schools in each SPR performance tier (2014-15 through 2018-19)



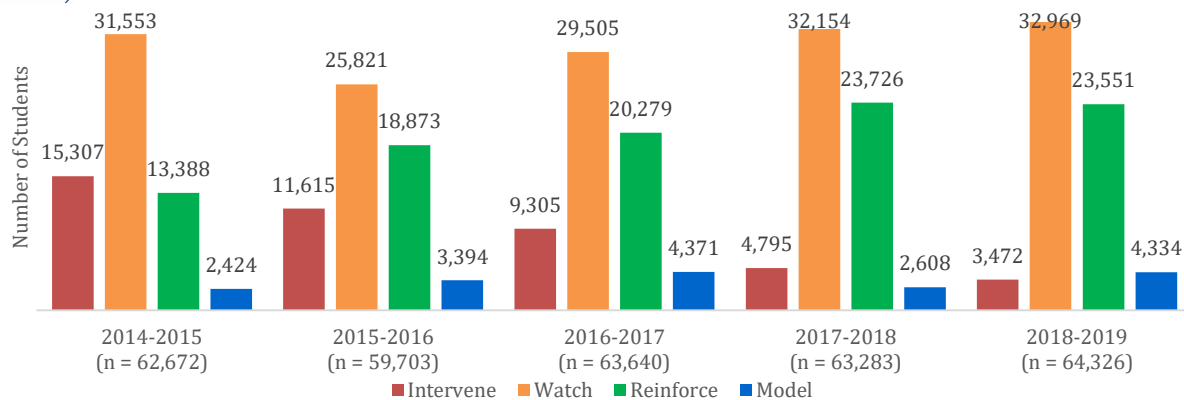
Source: 2018-19 School Progress Reports Qlik App, retrieved January 2020.

Note: Figure originally published in *Trends in Performance on the School Progress Report (SPR) from 2014-15 to 2018-19* www.philasd.org/research/2020/02/10/trends-in-performance-on-the-school-progress-report-spr-from-2014-15-to-2018-19

How to read this graph: Each bar represents the total number of Charter schools in each SPR performance tier in each year between 2014-15 and 2018-19. For example, 24% of Charter schools in 2014-15 fell into the Intervene category compared to 6% of Charter schools labeled as Intervene in 2018-19. The four columns for each year add up to 100% regardless of the sample size (number of schools included) each year.

The **number of students** enrolled in Charter schools in the Intervene category decreased from 2014-15 to 2018-19, while the number of students enrolled in Charter schools in the Watch category increased slightly (Figure 4). With the total decrease in students enrolled in Intervene and Watch schools, the number of Charter students enrolled in Reinforce and Model schools increased from 2014-15 and 2018-19. This pattern again demonstrates positive growth, as fewer students were enrolled in lower-performing schools in 2018-19 than 2014-15.

Figure 4. Number of Charter students enrolled in schools in each SPR performance tier (2014-15 through 2018-19)



Source: 2018-19 School Progress Reports Qlik App, retrieved January 2020.

Note: Figure originally published in *Trends in Performance on the School Progress Report (SPR) from 2014-15 to 2018-19* www.philasd.org/research/2020/02/10/trends-in-performance-on-the-school-progress-report-spr-from-2014-15-to-2018-19

How to read this graph: Each bar represents the total number of Charter students enrolled in schools in each SPR performance tier in each year between 2014-15 and 2018-19. For example, 15,307 Charter students were enrolled in Intervene schools in 2014-15 compared to 3,472 in 2018-19.

Part 2. Race/Ethnicity Enrollment Trends and Distribution in SPR Performance Tiers

Part 2 describes the percentages of District and Charter **students** in each racial/ethnic subgroup (Black/African American, Hispanic/Latino, White, Asian/Pacific Islander, and Multi-Racial/Other⁶) who were enrolled in schools in the Intervene, Watch, Reinforce, and Model categories in 2014-15 compared to 2018-19. This section explores the intersection of race/ethnicity subgroups and SPR performance tiers in two unique ways.

First, we look within racial/ethnic subgroups to understand the distribution of enrollment across the four SPR performance tiers in 2014-15 compared to 2018-19. For example, with this type of analysis we can examine if the percentage of Black/African American students enrolled in Intervene and Watch schools decreased, and the percent enrolled in Reinforce and Model schools increased, from 2014-15 to 2018-19.

Second, we look within SPR performance tiers to understand how students from different racial/ethnic subgroups are distributed within each tier between 2014-15 and 2018-19. This type of analysis allows us to examine the extent to which each racial/ethnic subgroup is represented within each tier, or whether the percentage of students in each tier is proportional to the percentage in the overall population. For example, about 50% of all District students are Black/African American. If Black/African American students were equally represented across schools in each SPR tier, we would find that Black/African American students make up about 50% of students at Intervene, Watch, Reinforce, and Model schools. If we observe Black/African American students make up more than 50% of any SPR tier, that would mean Black/African American students are overrepresented in that tier. If we observe Black/African American students make up less than 50% of any SPR tier, that would mean Black/African American students are underrepresented in that tier.

Race/Ethnicity Enrollment Trends within SPR Performance Tiers

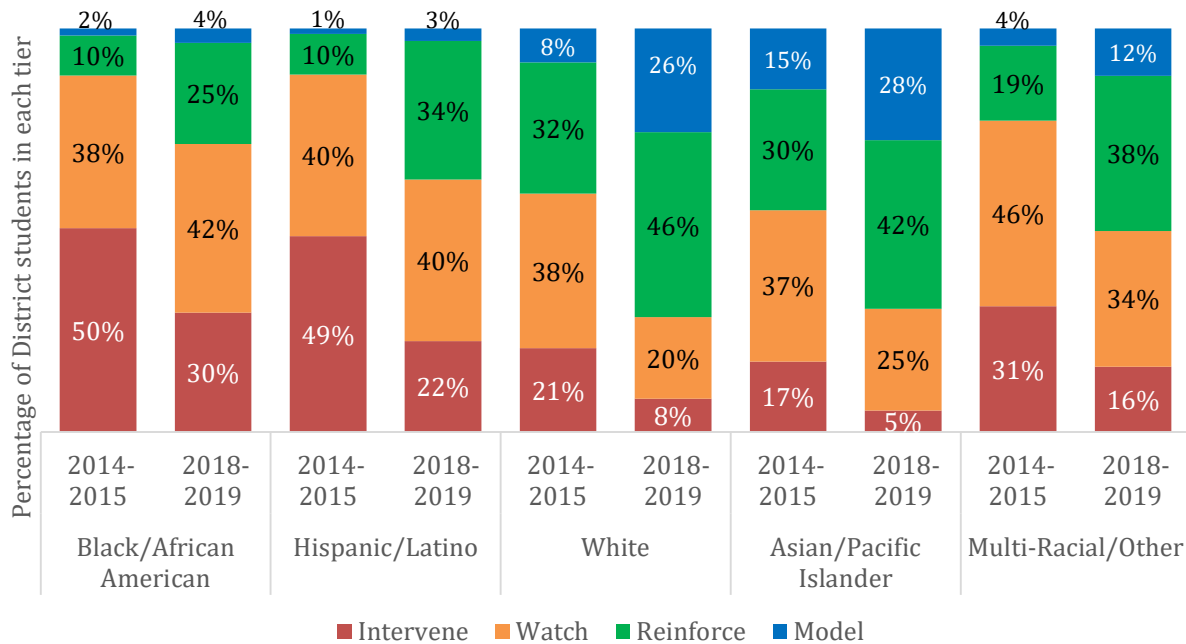
The first set of analyses looks at the percentage of students in each SPR tier by their racial/ethnic subgroup. This analysis answers questions such as, are longitudinal changes across the overall population (e.g., higher percentage of students enrolled in schools in Reinforce and Model tiers in 2018-19 compared to 2014-15) similar across racial/ethnic subgroups, or are certain racial/ethnic subgroups enrolled in Reinforce and Model schools at greater rates? Results for District schools are presented first, followed by Charter schools.

⁶American Indian/Alaskan Native and Native Hawaiian/Pacific Islander are combined with Multi-Racial/Other

District Enrollment Trends by Race/Ethnicity and SPR Performance Tier

In District Schools, there was an overall positive pattern where lower percentages of District students from all racial/ethnic subgroups were enrolled in Intervene and Watch schools in 2018-19 compared to 2014-15 and a higher percentage enrolled in Reinforce and Model schools. Although we observed a positive change pattern overall among all racial/ethnic subgroups between 2014-15 and 2018-19, change was not proportional across tiers for each racial/ethnic subgroup (Figure 5).

Figure 5. District school enrollment trends by race/ethnicity and SPR tier



Source: 2019 Accountability Performance File. See Appendix for tables with the number of students in each subgroup and each year over time.

How to read this graph: Each bar represents the total population of District students in each Race/Ethnicity subgroup that year (school enrollment trends). For example, 38% of Black/African American District students were enrolled in Watch Schools in 2014-15 compared to 42% of Black/African American District students in 2018-19. Each column adds to 100% regardless of the sample size (number of students enrolled) each year.

Read more: Individual comparisons with explanations in Appendix

Figures 5 – 6 present data on all five race/ethnicity subgroups side by side in order to look at comparisons between subgroups. In the Appendix, we present simplified side-by-side graphs with information about the change from 2014-15 to 2018-19 for each racial/ethnic subgroup separately. For the simplified figures and detailed descriptions about the figures, please see Appendix B.

Black/African American and Hispanic/Latino students were similar in terms of the SPR tiers of schools in which they were enrolled. Nearly 90% of Black/African American and Hispanic/Latino students were enrolled in Intervene and Watch schools in 2014-15. However, the percentage of students enrolled in Intervene and Watch Schools sharply decreased by 20-30 percentage points in

2018-19, and the percent enrolled in Reinforce and Model Schools increased by the same margin (Figure 5). Even with this positive increase, still more than 60% of Black/African American students and Hispanic/Latino students were enrolled in Intervene and Watch schools in 2018-19.⁷

White and Asian/Pacific Islander students were also similar in terms of the SPR tiers of schools in which they were enrolled. The percentage of White and Asian/Pacific Islander students enrolled in Intervene and Watch schools decreased from nearly 60% of their respective populations in 2014-15 to nearly 30% in 2018-19. Conversely, the percentage of White and Asian/Pacific Islander students enrolled in Reinforce and Model schools in 2014-15 increased by about 30 percentage points in 2018-19. More than two-thirds of White students and Asian/Pacific Islander students were enrolled in Reinforce and Model schools in 2018-19.⁸

The trajectory of Multi-Racial/Other students also showed a decrease in the percentage of students enrolled in Intervene and Watch schools. For example, 77% percent of Multi-Racial/Other students were enrolled in Intervene and Watch schools in 2014-15 compared to 50% in 2018-19. Inversely, the percentage of Multi-Racial/Other students enrolled in Reinforce and Model schools increased from 23% in 2014-15 to 50% in 2018-19. Even with positive change for Multi-Racial/Other students, 50% of the population still were enrolled in schools in higher SPR tiers in 2018-19.⁹

Overall, in both 2014-15 and 2018-19, lower percentages of Black/African American and Hispanic/Latino students were enrolled in a Reinforce or Model school and higher percentages of White and Asian/Pacific Islander students were enrolled in a Reinforce or Model school. More than two-thirds of the White population and the Asian/Pacific Islander population were enrolled in Reinforce or Model schools in 2018-19 compared to approximately one-third of Black/African American and Hispanic/Latino students. Whereas, 50% of Multi-Racial/Other students were enrolled in Reinforce and Model schools in 2018-19.

Charter Enrollment Trends by Race/Ethnicity and SPR Performance Tier

In Charter Schools, there was an overall positive pattern in which smaller percentages of Charter students from all racial/ethnic subgroups were enrolled in Charter Intervene and Watch schools in 2018-19 than in 2014-15. All racial/ethnic subgroups demonstrated a positive change with a higher percentage of students enrolled in higher performing schools in 2018-19. However, each racial/ethnic subgroup was not represented equally in each SPR Performance tier in 2014-15 and 2018-19 and inequities remained widespread (

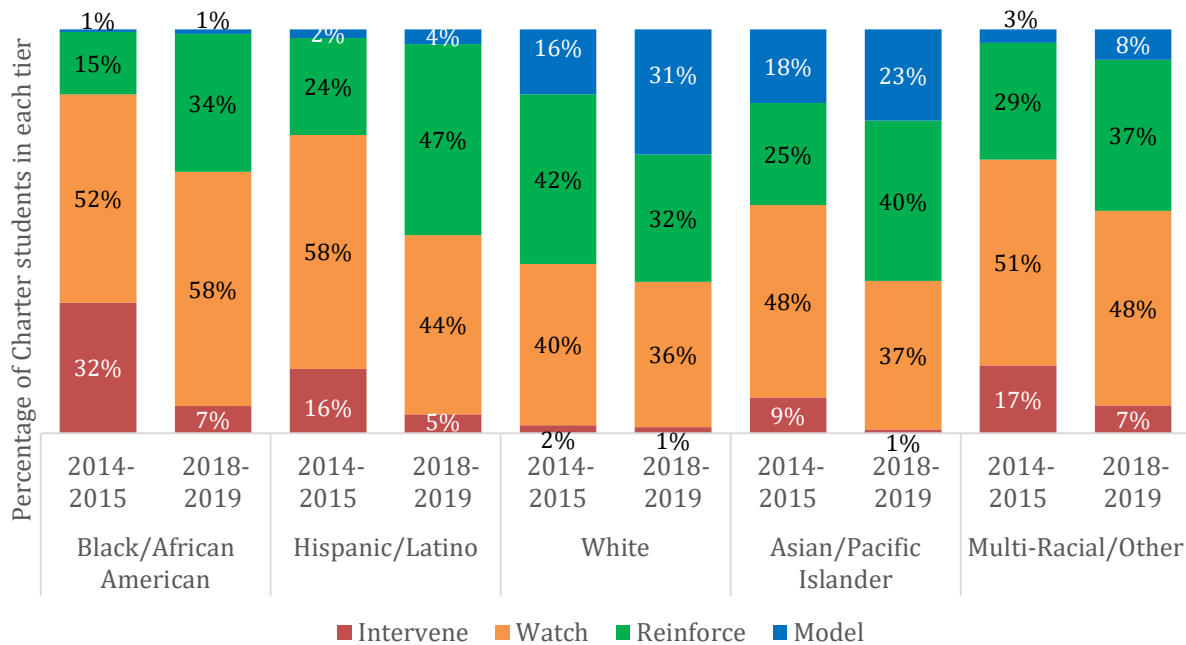
⁷ See Appendix Figures Figure 25 and Figure 26

⁸ See Appendix Figures Figure 27 and Figure 28

⁹ See Appendix Figure 29

Figure 6).

Figure 6. Charter school enrollment trends by race/ethnicity and SPR tier



Source: 2019 Accountability Performance File.

How to read this graph: Each bar represents the total population of Charter students in each Race/Ethnicity subgroup that year (school enrollment trends). For example, 40% of African American Charter students were enrolled in Watch schools in 2014-15 compared to 36% of African American District students in 2018-19.

Black/African American and Hispanic/Latino Charter students were similar in terms of the SPR tiers of schools they were enrolled in. More than 70% of Black/African American and Hispanic/Latino students were enrolled in Intervene and Watch schools in 2014-15; these percentages decreased by more than 20 percentage points in 2018-19. This decline in Black/African American and Hispanic/Latino students enrolled in Intervene and Watch categories reflects in the increased percentages of Black/African American and Hispanic/Latino students enrolled in Reinforce and Model schools. However, even with the positive increase, over 60% of Black/African American students and nearly 50% of Hispanic/Latino students still were enrolled in Intervene and Watch schools in 2018-19.¹⁰

The percentage of White students enrolled in Intervene and Watch schools had the smallest percentage change of all racial/ethnic subgroups, with 42% of the population enrolled in Intervene and Watch schools in 2014-15 and 37% enrolled in in 2018-19. The inverse was also true; the percentage of White students enrolled in Reinforce and Model schools in 2014-15 increased from 58% to 63% in 2018-19. The percentage of Asian/Pacific Islander students enrolled in Intervene and Watch schools also decreased from 56% in 2014-15 to 38% in 2018-19; just as the percentage of Asian/Pacific Islander students enrolled in Reinforce and Model schools increased from 43% in

¹⁰ See Appendix Figures Figure 30 and Figure 31

2014-15 to 63% in 2018-19. Over 60% of the White and Asian/Pacific Islander students were enrolled in Reinforce and Model schools in 2018-19.¹¹

The change trajectory of Multi-Racial/Other students followed similar patterns as other populations, with 68% percentage of Multi-Racial/Other students enrolled in Intervene and Watch schools in 2014-15 and 55% enrolled in Intervene and Watch Schools in 2018-19. Inversely, the percentage of Multi-Racial/Other students enrolled in Reinforce and Model schools increased from 32% in 2014-15 to 45% in 2018-19. Even with substantial growth, more than 50% of Multi-Racial/Other students were enrolled in Intervene and Watch schools in 2018-19.¹²

In both years analyzed, Black/African American students were the least likely to be enrolled in a Reinforce or Model school compared to their peers. Similarly, White and Asian/Pacific Islander students were the most likely to be enrolled in a Reinforce or Model school compared to their peers.

SPR Tier Enrollment Trends by Racial/Ethnic Group

The second set of analyses examined trends in how the population of students from each racial/ethnic subgroup were enrolled in schools across SPR performance tiers and how the distribution of enrollment changed between 2014-15 and 2018-19. This type of analysis allows us to examine how equally (or unequally) students from each racial/ethnic group are enrolled in schools across SPR performance tiers.

Between 2014-15 and 2018-19, the racial/ethnic composition of District and Charter schools remained consistent (Figure 7). In both 2014-15 and 2018-19, Black/African American students made up about 50% of the total District population; Hispanic/Latino students made up about 20%, White students made up about 14%, Asian/Pacific Islander students made up about 9%, and Multi-Racial/Other students made up about 6% of the District student population.¹³ Charter schools had slightly different population characteristics than District schools. In both 2014-15 and 2018-19, Black/African American students made up about 59% of the total Charter population; Hispanic/Latino students made up about 18%, White students made up about 15%, Asian/Pacific Islander students made up about 4%, and Multi-Racial/Other students made up about 5% of the Charter student population.¹⁴

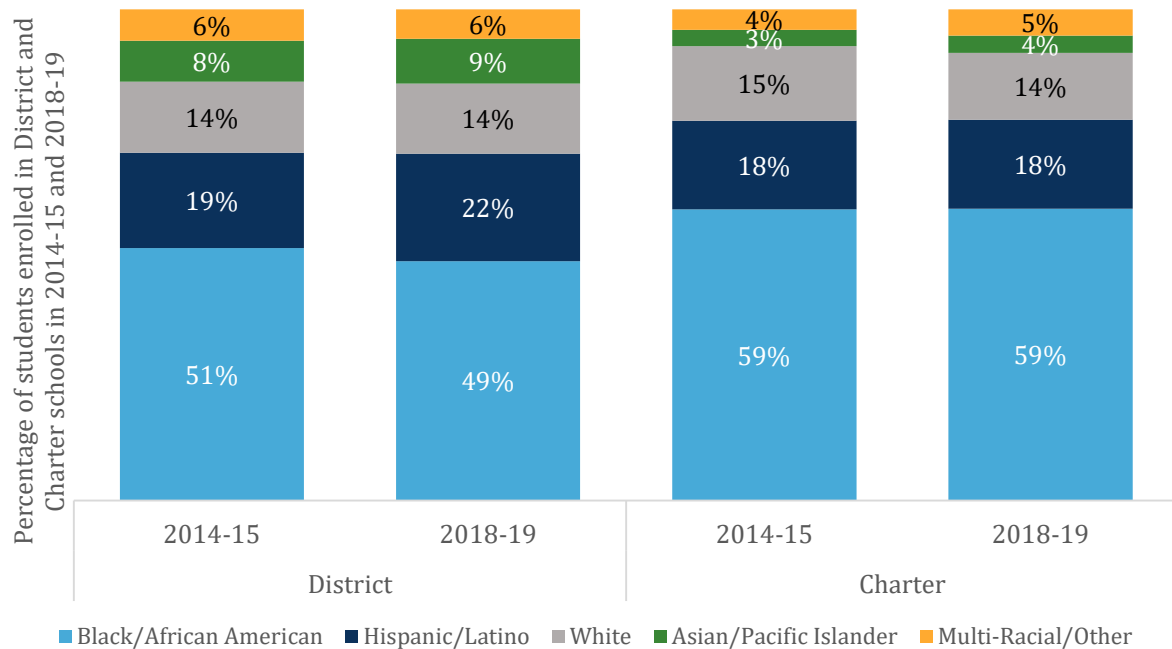
¹¹ See Appendix Figures Figure 32 and Figure 33

¹² See Appendix Figure 34

¹³ See Appendix Table A1 and Table A3 for the number of students

¹⁴ See Appendix Table A5 and Table A7 for the number of students

Figure 7. Percentage of District and Charter students enrolled in 2014-15 and 2018-19 by race/ethnicity subgroup



Source: 2019 Accountability Performance File. See Appendix Tables 1, 3, 5, and 7 for the number of students.

How to read this graph: Each bar represents the total population of District and Charter students in 2014-15 (first bar in group) and 2018-19 (second bar in group) by racial/ethnic subgroup. For example, in 2014-15, Black/African American students made up 51% of the District population, compared to 59% of the Charter population.

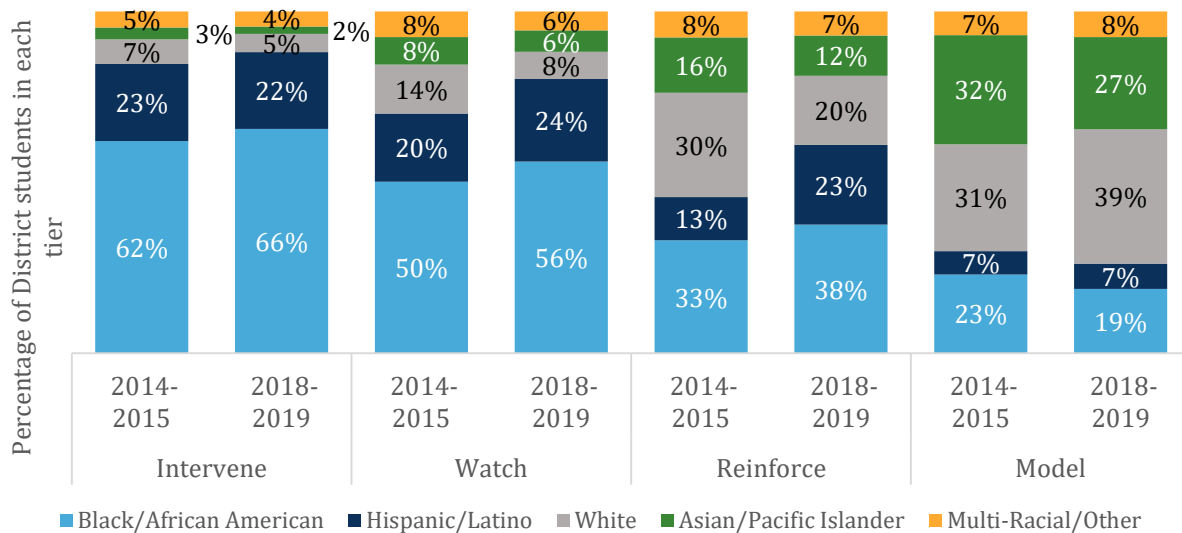
Definitions of Overrepresented, Underrepresented, and Well-Represented

- **Overrepresented** means the percentage of one racial/ethnic subgroup in a SPR performance tier is higher than the total percentage of that racial/ethnic subgroup in the entire District or Charter population.
- **Underrepresented** means the percentage of one racial/ethnic subgroup in a SPR performance tier is lower than the total percentage of that racial/ethnic subgroup in the entire District or Charter population.
- **Well-represented** means the percentage of one racial/ethnic subgroup in a SPR performance tier is within two percentage points of the percentage of that racial/ethnic subgroup in the entire District or Charter population.

District Student Body Characteristics by SPR Performance Tier and Race/Ethnicity

In this series of analyses, we compare the proportion of students in each racial/ethnic subgroup to the overall proportion of students in the District. If all racial/ethnic subgroups were well-represented within the student body of schools in each tier, the percentages in Figure 8 (below) would approximate the overall District percentages displayed in Figure 7 (above). However, a high degree of variation was observed in the percent of students in each racial/ethnic subgroup in each tier, meaning racial/ethnic subgroups were not equally represented in schools across the District.

Figure 8. District student racial/ethnic subgroup demographics by SPR tier



Source: 2019 Accountability Performance File.

How to read this graph: Each bar represents all of the students enrolled in schools in each SPR tier during 2014-15 (first bar in group) and 2018-19 (second bar in group). The different colors represent the percentage of students in each racial/ethnic subgroup. For example, at Intervene schools in 2018-19, 66% of students were Black/African American, 22% were Hispanic/Latino, 5% were White, 2% were Asian, and 4% of students were Multi-Racial/Other.

Read More: Individual Comparisons with Explanations in Appendix

Figures 8 – 9 present data on all four SPR side-by-side in order to look at comparisons between tier subgroups. In the Appendix, we present simplified side-by-side graphs with information about the change from 2014-15 to 2018-19 for each SPR tier separately. For the simplified figures and detailed descriptions about the figures, please see Appendix B.

Black/African American students made up about 50% of the total District population in both 2014-15 and 2018-19. However, in 2018-19 Black/African American students made up 66% of students in Intervene schools, 56% in Watch schools, 38% in Reinforce schools, and 19% in Model Schools (Figure 8). In both 2014-15 and 2018-19, Black/African American students were overrepresented in District Intervene schools, well-represented in Watch schools (although, slightly overrepresented

in 2018-19), and underrepresented in both Reinforce and Model schools. Additionally, the percentage of Black/African American students in Intervene, Watch, and Reinforce schools increased from 2014-15 to 2018-19, and declined in the Model category between 2014-15 and 2018-19.¹⁵

Hispanic/Latino students made up about 20% of the District population in 2014-15 and 2018-19, and were relatively well-represented in Intervene, Watch, and Reinforce schools, which hover around 20%. However, Hispanic/Latino students were underrepresented in the Model category, making up only 7% of students enrolled in District Model schools in both years analyzed, and slightly overrepresented in Watch in 2018-19. The percentage of Hispanic/Latino students declined in the Intervene category and increased in the Watch and Reinforce categories from 2014-15 to 2018-19, while not changing in the Model category.

White students made up 14% of the overall District population in 2014-15 and 2018-19. In 2018-19, White students were underrepresented in Intervene and Watch schools, making up less than 10% of the student body. White students were overrepresented in Reinforce Schools in both years, although the percentage of White students decreased from 30% in 2014-14 to 20% in 2018-19. White students were overrepresented at Model schools as well: the total population increased from 31% to 39% between 2014-15 and 2018-19, .

Asian/Pacific Islander students made up around 9% of the overall District population in 2014-15 and 2018-19 and less variation was seen in terms of the percentage of Asian/Pacific Islander students in each school tier over time. Asian/Pacific Islander students were underrepresented at District Intervene schools, making up less than 4% of the population. In 2014-15 and 2018-19, Asian/Pacific Islander students were well-represented in the Watch category, but the percentage decreased slightly to 6% in 2018-19. Additionally, Asian/Pacific Islander students were overrepresented in Reinforce schools, and highly overrepresented at District Model schools where they made up approximately 30% of the student body.

Multi-Racial/Other students made up 6% of the District population in 2014-15 and 2018-19 and were generally well-represented in all SPR performance tiers. Percentages of Multi-Racial/Other students declined in Intervene, Watch, and Reinforce categories from 2014-15 to 2018-19, and increased in the Model category between 2014-15 and 2018-19.

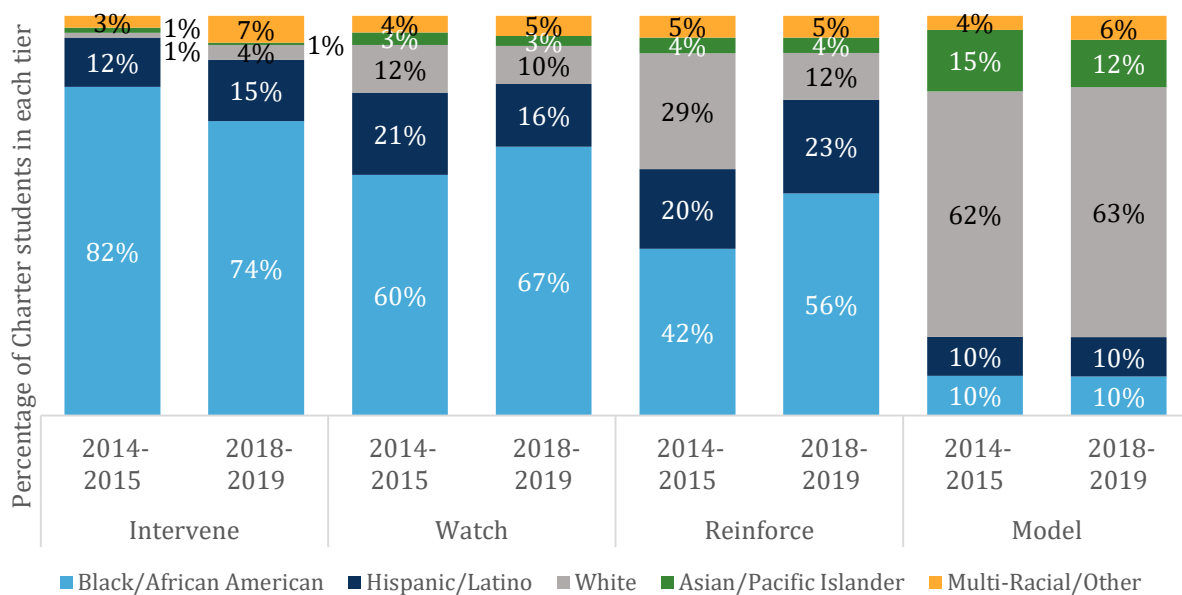
In summary, the largest disparities in the representation of students of all racial/ethnic subgroups in District Schools are found with Black/African American students who were overrepresented in Intervene schools and underrepresented in Reinforce and Model schools. Similarly, the inverse pattern appeared for White and Asian/Pacific Islander students, who were underrepresented in Intervene schools and overrepresented in Reinforce and Model schools. Furthermore, although higher percentages of District students of each race/ethnicity subgroup were enrolled in Reinforce and Model schools in 2018-19, the racial/ethnicity diversity at Model tier schools declined.

¹⁵ See Appendix Figure 35Figure 36Figure 37Figure 38

Charter Student Body Characteristics by SPR Performance Tier and Race/Ethnicity

This section repeats the analyses presented above for Charter schools. We compare the proportion of students in each racial/ethnic subgroup to the overall proportion of students in Charter schools. If all racial/ethnic subgroups were well-represented within the student body of Charter schools in each tier, the percentages in Figure 9 would approximate the overall Charter percentages displayed in Figure 7. However, a high degree of variation was observed in the percent of students in each racial/ethnic subgroup in each tier, meaning racial/ethnic subgroups were not equally represented in schools across Charter schools.

Figure 9. Charter student racial/ethnic subgroup demographics by SPR tier



Source: 2019 Accountability Performance File.

How to read this graph: Each bar represents all students enrolled in schools in each SPR tier during 2014-15 (first bar in group) and 2018-19 (second bar in group). The different colors represent the percentage of students in each racial/ethnic subgroup. For example, in 2014-15, 60% of students in Charter Watch schools were Black/African American compared to 67% in 2018-19.

Black/African American students made up 59% of the Charter population in 2014-15 and 2018-19. However, in 2018-19 Black/African American students made up 74% of Charter students in Intervene schools, 67% in Watch schools, 56% in Reinforce schools, and 10% in Model schools. Between 2014-15 and 2018-19, there was virtually no change in the percentage of Black/African American students attending schools in the lowest and highest performing tiers. Black/African American students were still overrepresented in Charter Intervene and Watch schools and highly underrepresented in Charter Model schools.¹⁶

¹⁶ See Appendix Figures Figure 39, Figure 40, Figure 41 Figure 42

Hispanic/Latino students made up about 18% of the Charter population in 2014-15 and 2018-19. In 2018-19, Hispanic/Latino students made up 15% of the population at Intervene schools, 16% of the population at Watch schools, 23% at Reinforce schools and 10% at Model schools. Hispanic/Latino students were relatively well-represented across Charter school tiers, although slightly overrepresented in Reinforce schools; however, Hispanic/Latino students were underrepresented at Model schools. Percentages of Hispanic/Latino students increased in the Intervene and Reinforce categories, and decreased in the Watch category, while not changing in the Model category between 2014-15 and 2018-19.

White students were about 15% of the total Charter population in 2014-15 and 2018-19. However, in 2018-19 White students made up only 4% of students at Intervene schools, 10% at Watch schools, and 12% at Reinforce schools where they were underrepresented. Strikingly, White students made up 63% of the Charter student body at Model schools, more than quadruple that of the percentage of White students in the overall Charter student body.

Asian/Pacific Islander students made up less than 5% of the Charter population in 2014-15 and 2018-19. Although Asian students were well-represented in the Intervene, Watch, and Reinforce schools in both years analyzed, they were overrepresented at Charter Model schools, making up 12% of the population in 2018-19.

Multi-Racial/Other students made up 4% of the Charter population in 2014-15 and 5% in 2018-19 and were generally well-represented in all SPR performance tiers. Percentages of Multi-Racial/Other students consistently remained below 7% in each tier in both years analyzed.

In summary, there was not a high degree of variation in the distribution of race/ethnicity student body characteristics across years. The largest difference was in the percentage of White students enrolled in Reinforce schools which decreased from 29% to 12% between 2014-15 and 2018-19. Model schools essentially saw no change in race/ethnicity characteristics of the student body, as White and Asian students were highly overrepresented in the population and Black/African American and Hispanic/Latino students were highly underrepresented.

Part 3. English Learner (EL) Enrollment Trends and Distribution in SPR Performance Tiers

This section describes the percentages of District and Charter English Learners (ELs) and non-ELs who were enrolled in schools in the Intervene, Watch, Reinforce, and Model SPR categories in 2014-15 and 2018-19.

ELs are students who have been identified as those that would benefit from additional support in learning English.¹⁷ Part 3 explores the intersection of EL Status and SPR performance tiers in two unique ways.

First, we look within EL groups to understand how inclusion in the four SPR performance tiers is distributed within each and how that distribution changed between 2014-15 and 2018-19. This type of analysis allows us to examine whether the population of ELs enrolled in Intervene and Watch schools was decreasing, increasing, or stagnant between 2014-15 and 2018-19.

Second, we describe how the EL and non-EL populations are distributed within SPR performance tiers, and how distributions changed between 2014-15 and 2018-19. This version of analysis allows us to better examine potential disparities in the percentage of ELs enrolled in schools of each SPR performance tier and whether they were underrepresented or overrepresented within each. For example, about 10% of District students are ELs. If ELs were well-represented within SPR performance tiers, we would find that ELs make up about 10% of Intervene, Watch, Reinforce, and Model categories for both 2014-15 and 2018-19.

Enrollment Trends by EL Status and SPR Performance Tier

This section presents analyses that examines to what extent EL and non-ELs were represented within the four SPR performance tiers. If EL and non-ELs were enrolled in schools in the four SPR performance tiers at the same rates, we would expect the percentage of ELs and non-ELs in each tier to be similar (Figure 10 and

¹⁷ ELs are students assessed on the WIDA English proficiency screener and scored a composite score that identifies them as English Learners (or ELs).

Figure 11). This section additionally describes the growth that ELs and non-ELs made between tiers from 2014-15 to 2018-19. District and Charter school results use the same analytic methods and are presented separately.

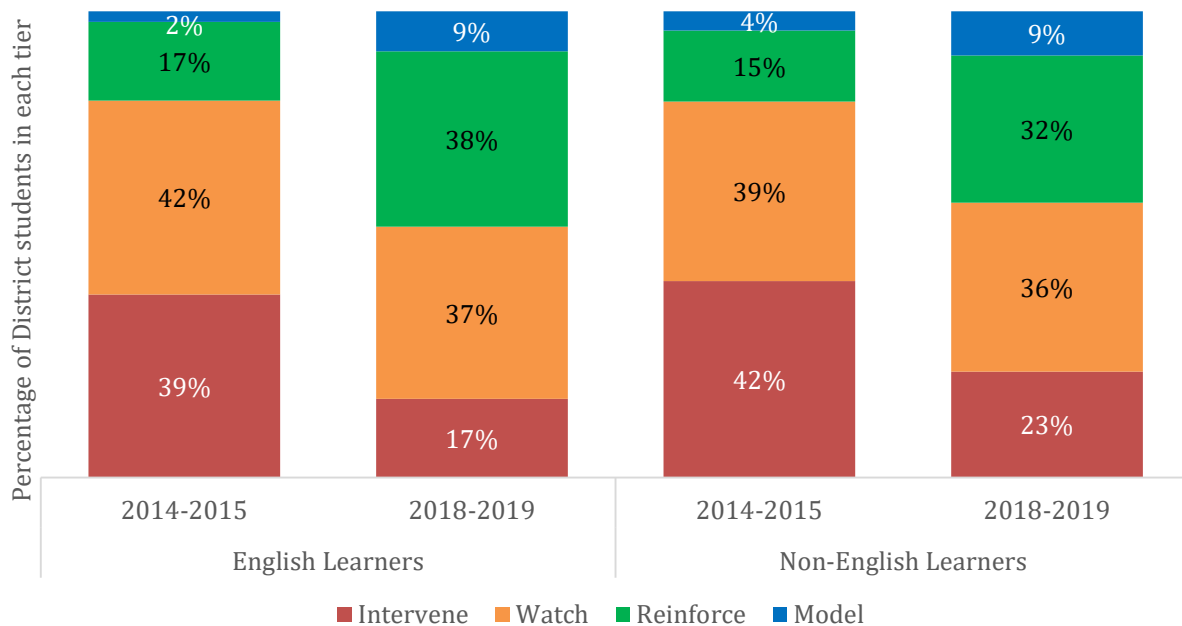
District Enrollment Trends by EL Status and SPR Performance Tier

From 2014-15 to 2018-19, the percentage of ELs enrolled in District Intervene and Watch schools decreased from 81% to 54% (27 percentage points) and the percentage of ELs enrolled in Reinforce and Model schools increased from 19% to 47% (28 percentage points) (Figure 10).

Non-ELs followed a similar pattern: from 2014-15 to 2018-19, the percentage of non-ELs enrolled in Intervene and Watch schools decreased from 81% to 59%, and the percent enrolled in Reinforce and Model schools increased from 19% to 41%. This represents a change of 22 percentage points.

Overall, more than 50% of ELs and non-EL District students were enrolled in Intervene and Watch District schools in 2014-15 and 2018-19.

Figure 10. District enrollment trends by English Learner status and SPR tier



Source: 2019 Accountability Performance File.

How to read this graph: Each bar represents the total population of EL or non-EL District students. The other four boxes within the bars represent the percentage of students enrolled in schools in the four SPR performance tiers. For example, 42% of District ELs were enrolled in Watch schools in 2014-15 compared to 37% of District ELs in 2018-19.

Charter Enrollment Trends by EL Status and SPR Performance Tier

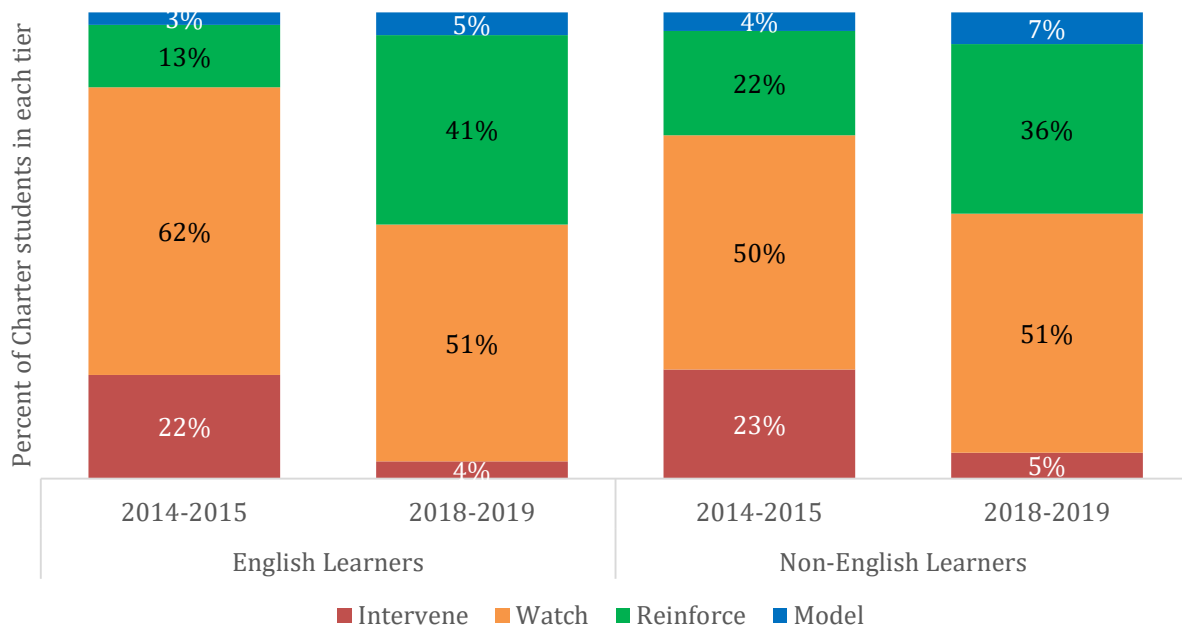
From 2014-15 to 2018-19, the percentage of ELs enrolled in Charter Intervene and Watch schools decreased from 84% to 55% (29 percentage points) (

Figure 11). Conversely, the percentage enrolled in Reinforce and Model schools increased from 16% to 46% (30 percentage points).

The percentage of non-ELs enrolled in Charter Intervene and Watch schools decreased from 73% to 55% from 2014-15 to 2018-19. The percentage enrolled in Reinforce and Model schools increased from 26% to 43% from 2014-15 to 2018-19. This represents a change of 17 percentage points.

Overall, more than 50% of EL and non-EL Charter students were enrolled in Intervene and Watch schools in 2014-15 and 2018-19.

Figure 11. Charter enrollment trends by English Learner status and SPR tier



Source: 2019 Accountability Performance File.

How to read this graph: Each bar represents the total population of EL or non-EL Charter students. The other four boxes within the bars represent the percentage of students enrolled in schools in the four SPR performance tiers. For example, 62% of District ELs were enrolled in Watch schools in 2014-15 compared to 51% of District ELs in 2018-19.

English Learner (EL) Distribution by SPR Performance Tier

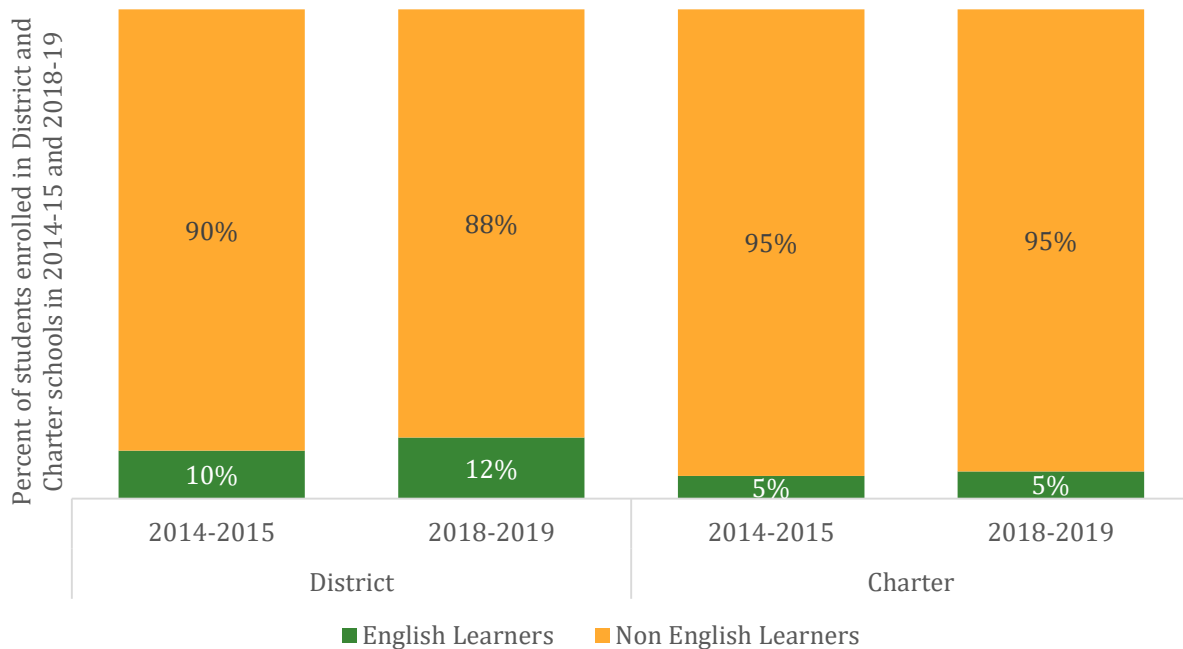
This section describes how the English Learner (EL) population is distributed within SPR performance tiers, and how the distribution changed between 2014-15 and 2018-19. This type of analysis helps us understand whether the percentage of ELs is similar in all four SPR performance tiers, and if English Learners are overrepresented and underrepresented in different tiers. If ELs and non-ELs were equally represented across schools in each SPR tier, we would expect the percentage of ELs and non-ELs enrolled in schools in each tier to be similar (

Figure 12, Figure 13 and Figure 14).

In 2014-15, ELs made up 10% of District students, and ELs made up 12% of District students in 2018-19 (

Figure 12). Charter schools had slightly different EL ratios than District schools. In 2014-15 and 2018-19, ELs made up 5% of Charter students (See Appendix Tables 2, 4, 6, and 8 for the number of students in each group).

Figure 12. Percentage of District and Charter students enrolled in 2014-15 and 2018-19 by EL and non-EL subgroup



Source: 2019 Accountability Performance File. See Appendix Tables 2, 4, 6, and 8 for the number of students.

How to read this graph: Each bar represents the total population of District and Charter students in 2014-15 (first bar in group) and 2018-19 (second bar in group) by EL and non-EL subgroup. For example, in 2014-15, ELs made up 10% of the District population, compared to 5% of the Charter population.

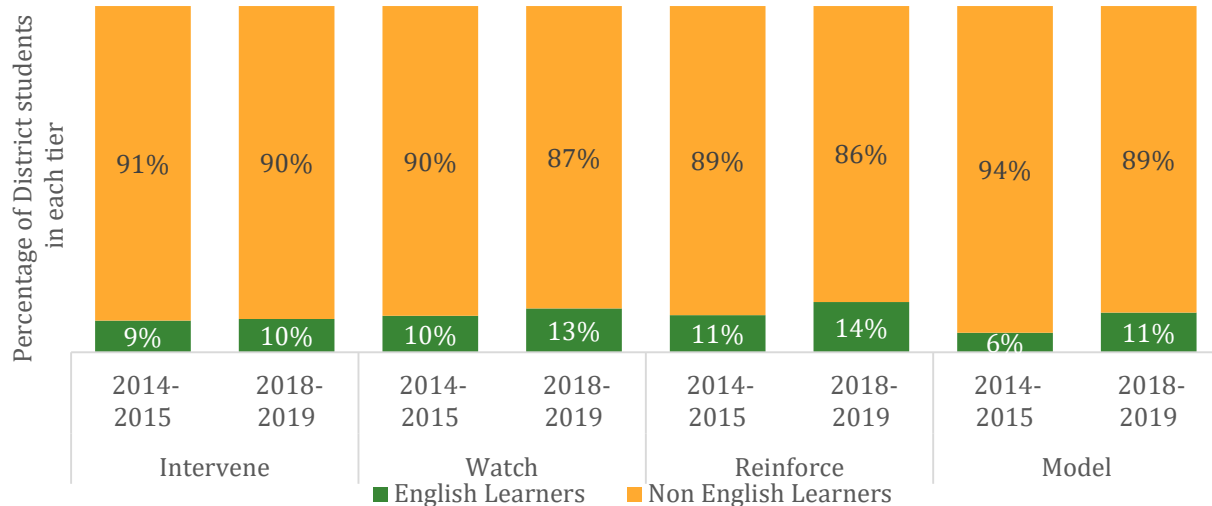
Definitions of Overrepresented, Underrepresented, and Well-Represented

- **Overrepresented** means the percentages of ELs or non-ELs in a SPR performance tier is higher than the total percentage of ELs or non-ELs in the entire District or Charter population.
- **Underrepresented** means the percentages of ELs or non-ELs in a SPR performance tier is lower than the total percentage of ELs or non-ELs in the entire District or Charter population.
- **Well-represented** means the percentages of ELs or non-ELs in a SPR performance tier is within two points of the percentage of ELs or non-ELs in the entire District or Charter population.

District Student Body Characteristics by SPR Performance Tier and EL Status

Overall, EL and non-EL District students were generally well-represented in all SPR performance tiers (Figure 13).

Figure 13. Percentage of ELs at District schools in each SPR performance tier



Source: 2019 Accountability Performance File.

How to read this graph: Each bar represents all students enrolled in schools in each SPR tier during 2014-15 (first bar in group) and 2018-19 (second bar in group). The different colors represent the percentage of students in each EL subgroup. For example, in 2014-15, 10% of students in District Watch schools were English Learners compared to 13% in 2018-19.

Percentage of ELs at District Intervene schools

Of the total population of students enrolled in District Intervene schools, the percentage of ELs increased from 9% to 10% and the percentage of non-ELs decreased from 91% to 90% between 2014-15 and 2018-19. This represents a 1-point change between 2014-15 and 2018-19.

Percentage of ELs at District Watch schools

Of the total population of students enrolled in District Watch schools, the percentage of ELs increased from 10% to 13% and the percentage of non-ELs decreased from 90% to 87% between 2014-15 and 2018-19. This represents a change of 3 percentage points.

Percentage of ELs at District Reinforce schools

Of the total population of students enrolled in District Reinforce schools, the percentage of ELs increased from 11% to 14% and the percentage of non-ELs decreased from 89% to 86% between 2014-15 and 2018-19. This represents a change of 3 percentage points.

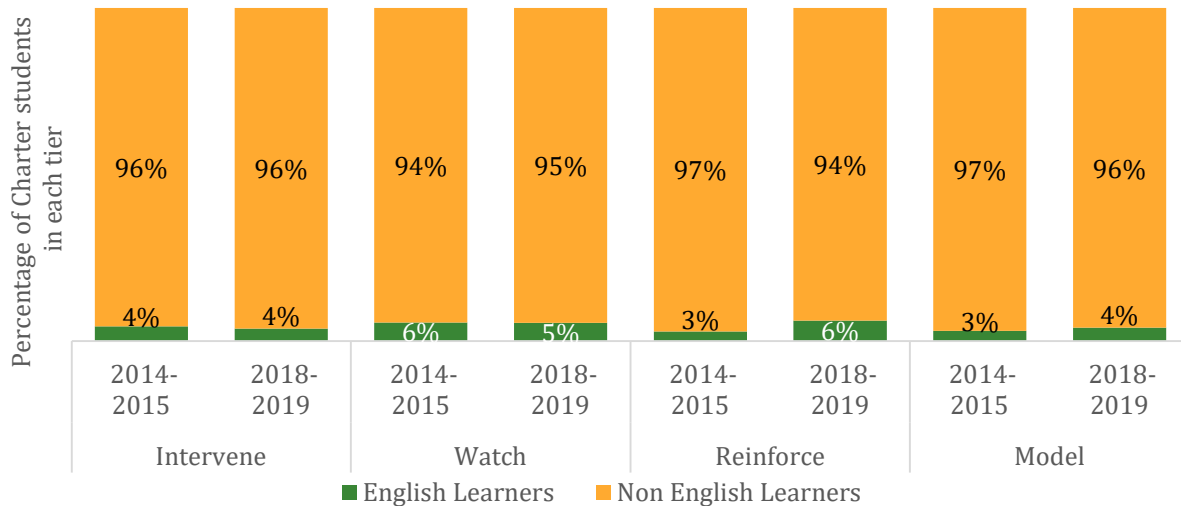
Percentage of ELs at District Model schools

Of the total population of students enrolled in District Model schools, the percentage of ELs increased from 6% to 11% and the percentage of non-ELs decreased from 94% to 89% between 2014-15 and 2018-19. This represents a change of 5 percentage points. In Model schools, ELs were slightly underrepresented in 2014-15, and well-represented in 2018-19.

Charter Student Body Characteristics by SPR Performance Tier and EL Status

Overall, EL and non-EL Charter students were well-represented in all SPR performance tiers (Figure 14).

Figure 14. Charter Student Body Characteristics by performance tier and EL status



Source: 2019 Accountability Performance File

How to read this graph: Each bar represents all students enrolled in schools in each SPR tier during 2014-15 (first bar in group) and 2018-19 (second bar in group). The different colors represent the percentage of students in each EL subgroup. For example, in 2014-15, 6% of students in Charter Watch schools were English Learners compared to 5% in 2018-19.

Intervene Schools

Of the total population of students enrolled in Charter Intervene schools, the percentage of ELs and the percentage of non-ELs did not change from 2014-15 to 2018-19 (4% and 96% respectively).

Watch Schools

Of the total population of students enrolled in Charter Watch schools, the percentage of ELs decreased from 6% to 5% and the percentage of non-ELs increased from 94% to 95% from 2014-15 to 2018-19. This represents a change of 1 percentage point between 2014-15 and 2018-19.

Reinforce Schools

Of the total population of students enrolled in Charter Reinforce schools, the percentage of ELs increased from 3% to 6% and the percentage of non-ELs decreased from 97% to 94% from 2014-15 to 2018-19. This represents a change of 3 percentage points between 2014-15 and 2018-19.

Model Schools

Of the total population of students enrolled in Charter Model schools, the percentage of ELs increased from 3% to 4% and the percentage of non-ELs decreased from 97% to 96% from 2014-15 to 2018-19. This represents a change of 1 percentage point between 2014-15 and 2018-19.

Part 4. Individualized Education Program (IEP) Enrollment Trends and Distribution in SPR Performance Tiers

Part 4 compares the percentages of District and Charter students with and without Individualized Education Plans (IEPs) who were enrolled in schools in the Intervene, Watch, Reinforce, and Model tiers in 2014-15 and 2018-19. For both District and Charter schools, enrollment patterns differed between students with IEPs and students without IEPs. Although the total number and percentage of students with and without IEPs at each school varies based on factors such as special education program offerings and the availability of enrollment options (e.g., some schools specialize in providing special education classrooms or specialized services), we look collectively at schools in each tier for this analysis to examine representativeness. This section explores the intersection of IEP status and SPR performance tiers in two unique ways.

First, we present analyses that examine to what extent students with IEPs and students without IEPs are represented within the four SPR performance tiers, and how the distribution of students in these groups changes between 2014-15 and 2018-19. For example, with this analysis we can examine whether the population of students with IEPs enrolled in Intervene and Watch schools has decreased and whether the percent enrolled in Reinforce and Model schools has increased between 2014-15 and 2018-19.

Second, we describe how students with and without IEPs are distributed within each SPR performance tier and how those distributions changed between 2014-15 and 2018-19. This allows us to explore the percentage of students with and without IEPs in each SPR performance tier and examine possible disparities. For example, in 2014-15 and 2018-19, about 16% of District students had IEPs. If students with and without IEPs were equally distributed at schools across SPR performance tiers, we would find that students with IEPs made up about 16% of the student body in Intervene, Watch, Reinforce, and Model schools for both 2014-15 and 2018-19. As the next set of analysis shows, that is not the case.

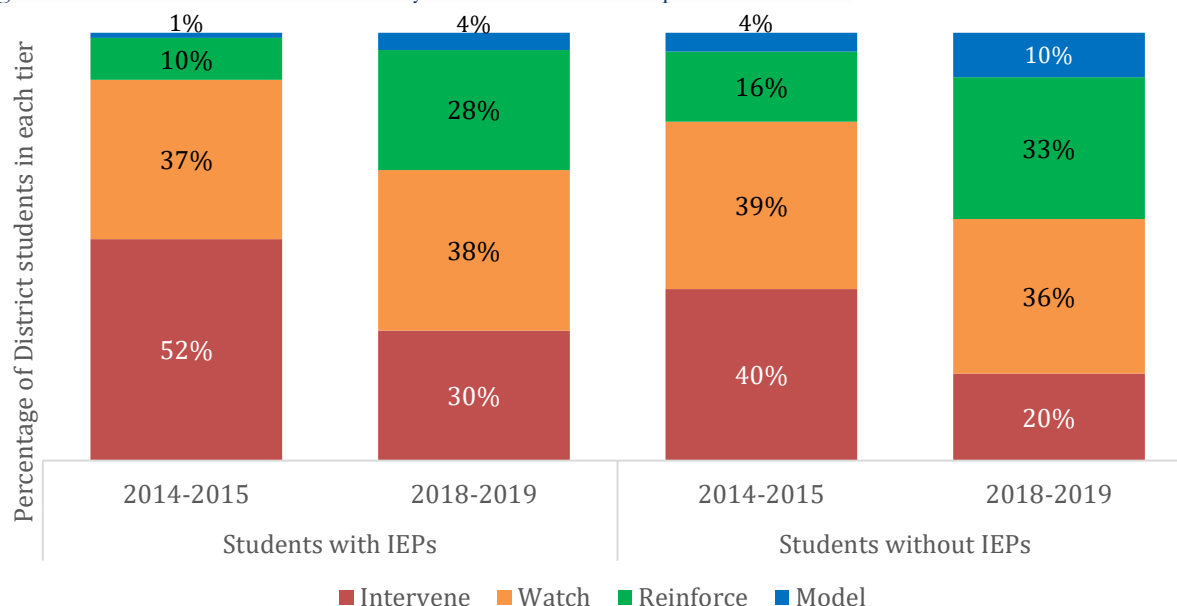
Enrollment Trends by IEP Status and SPR Performance Tier

This section describes the percentage of students within each IEP subgroup who were enrolled in schools in the four SPR performance tiers and whether the patterns for students with IEPs look similar to patterns for students without IEPs. Data are presented separately for District and Charter students; however, the analyses are the same.

District Enrollment Trends by IEP Status and SPR Performance Tier

Overall, a larger percentage of District students with IEPs and without IEPs were enrolled in Reinforce and Model schools in 2018-19 compared to 2014-15 (Figure 15).

Figure 15. District enrollment trends by IEP status and SPR performance tier



Source: 2019 Accountability Performance File.

How to read this graph: Each bar represents the total population of IEP or non-IEP District students. The other four boxes within the bars represent the percentage of students enrolled in schools in the four SPR performance tiers. For example, 37% of students with IEPs were enrolled in Watch schools in 2014-15 compared to 38% of students with IEPs in 2018-19.

From 2014-15 to 2018-19, the percentage of students with IEPs enrolled in District Intervene and Watch schools decreased from 89% to 68% from 2014-15 to 2018-19 (Figure 15). The percentage of students with IEPs enrolled in Reinforce and Model schools increased from 11% to 32%. This represents a change of 21 percentage points.

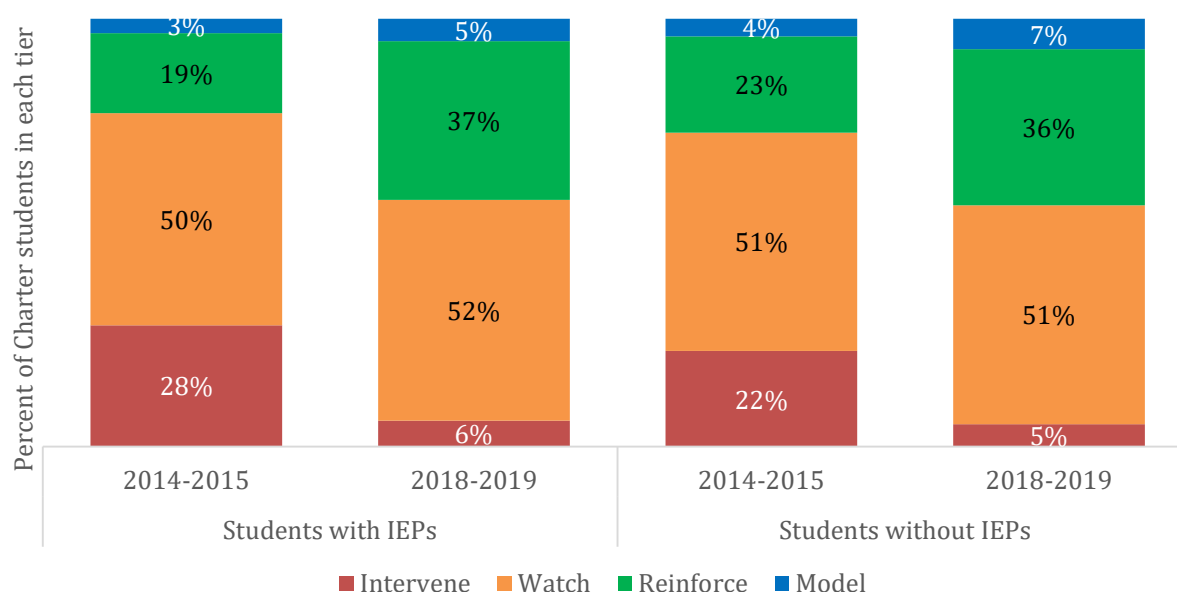
The percentage of students without an IEP enrolled in District Intervene and Watch schools decreased from 79% to 56% from 2014-15 to 2018-19. Conversely, the percentage of students without an IEP enrolled in Reinforce schools increased from 20% to 43%. This represents a change of 23 percentage points.

Even with these increases, the percentage of District students with IEPs who were enrolled in Reinforce and Model schools was still lower than the percentage of students without IEPs who were enrolled in Reinforce and Model schools.

Charter Enrollment Trends by IEP Status and SPR Performance Tier

Overall, a larger percentage of Charter students with and without IEPs were enrolled in Reinforce and Model schools in 2018-19 compared to 2014-15 (Figure 16).

Figure 16. Charter enrollment trends by IEP status and SPR performance tier



Source: 2019 Accountability Performance File.

How to read this graph: Each bar represents the total population of IEP or non-IEP Charter students. The other four boxes within the bars represent the percentage of students enrolled in schools in the four SPR performance tiers. For example, 50% of Charter students with IEPs were enrolled in Watch schools in 2014-15 compared to 52% of Charter students with IEPs in 2018-19.

The percentage of students with IEPs enrolled in Charter Intervene and Watch schools decreased from 78% to 58% from 2014-15 to 2018-19. Conversely, the percentage of students with IEPs enrolled in Reinforce and Model schools increased from 22% to 42%. This represents a change of 20 percentage points.

The percentage of students without an IEP enrolled in Charter Intervene and Watch schools decreased from 73% to 56% from 2014-15 to 2018-19 and the percentage enrolled in Reinforce schools increased from 27% to 43%. This represents a change of 16 percentage points.

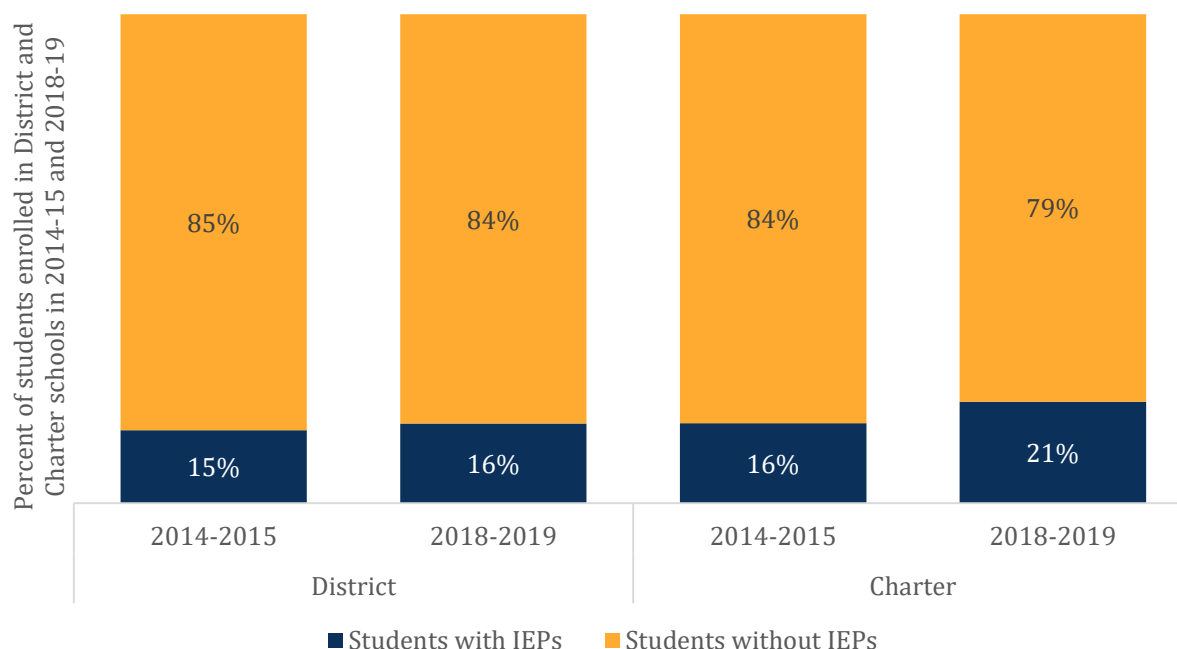
In 2018-19, Charter students with and without IEPs were enrolled in Reinforce and Model schools at similar rates (around 40%).

IEP Status Distributions by SPR Performance Tier

This section describes how populations of students with and without IEPs are distributed within SPR performance tiers (overrepresented, underrepresented, or well-represented) and how the distribution changed between 2014-15 and 2018-19. If students with and without IEPs were equally distributed in schools in the four SPR performance tiers, both groups would be well-represented.

The overall number and percentage of District students with IEPs increased from 2014-15 to 2018-19 (Figure 17). In 2014-15, students with IEPs made up 15% of District students; in 2018-19, students with IEPs made up 16% of District students.¹⁸ Charter schools had slightly different populations than District schools. In 2014-15, students with IEPs made up 16% of Charter students; in 2018-19, students with IEPs made up 21% of Charter students.¹⁹

Figure 17. Percentage of District and Charter students enrolled in 2014-15 and 2018-19 by students with and without IEPs



Source: 2019 Accountability Performance File. See Appendix Tables 2, 4, 6, and 8 for the number of students.

How to read this graph: Each bar represents the total population of District and Charter students in 2014-15 (first bar in group) and 2018-19 (second bar in group) by students with and without IEPs. For example, in 2014-15, students with IEPs made up 15% of the District population, compared to 16% of the Charter population.

¹⁸ See Appendix Table A2 and Table A4 for the number of students.

¹⁹ See Appendix Table A6 and Table A8 for the number of students.

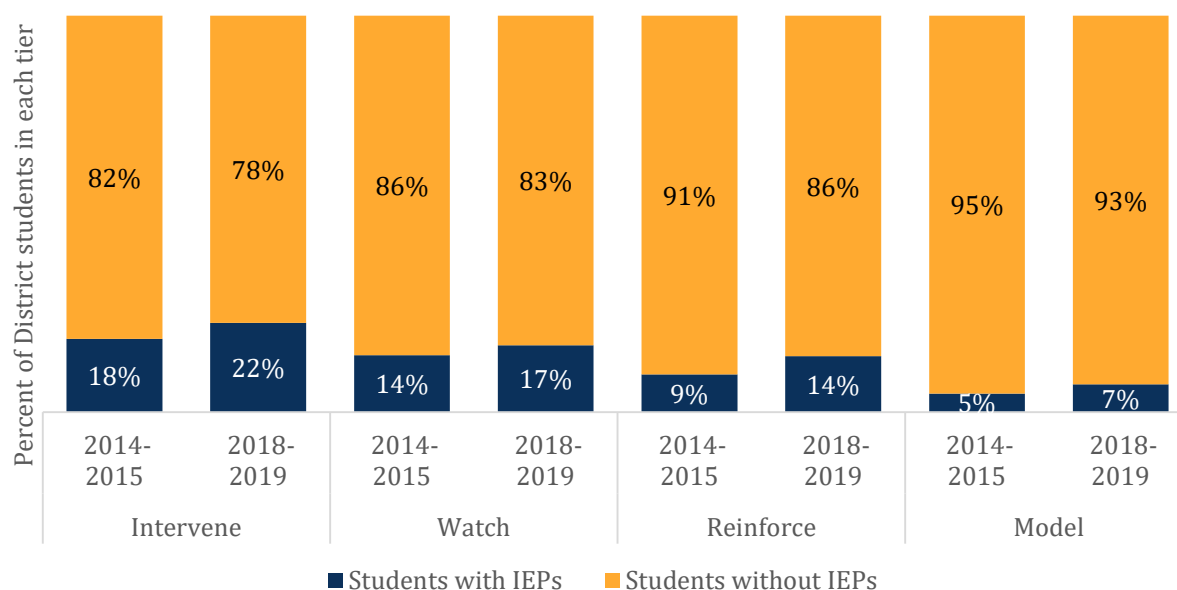
Definitions of Overrepresented, Underrepresented, and Well-Represented

- **Overrepresented** means the percentages of students with IEPs or students without IEPs in a SPR performance tier is higher than the total percentage students with IEPs or students without IEPs in the entire District or Charter population.
- **Underrepresented** means the percentages of students with IEPs or students without IEPs in a SPR performance tier is lower than the total percentage of students with IEPs or students without IEPs in the entire District or Charter population.
- **Well-represented** means the percentages of students with IEPs or students without IEPs in a SPR performance tier is within two points of the percentage of students with IEPs or students without IEPs in the entire District or Charter population.

District Student Body Characteristics by SPR Performance Tier and IEP Status

Given the increase in the overall number and percentage of students with IEPs throughout the District, year-over-year increases in the percentage of students across tiers with IEPs can be expected, although these changes may not be distributed equally across SPR tiers. Overall, District students with IEPs were overrepresented in Intervene schools, well-represented in Watch schools in 2014-15 and 2018-19 and Reinforce schools in 2018-19, but underrepresented in Reinforce schools in 2014-15 and in Model schools for both years analyzed (Figure 18).

Figure 18. District student body characteristics by performance tier and IEP status



Source: 2019 Accountability Performance File. N counts are in the Appendix.

How to read this graph: Each bar represents all students enrolled in schools in each SPR tier during 2014-15 (first bar in group) and 2018-19 (second bar in group)). The different colors represent the percentage of students in each IEP subgroup. For example, in 2014-15, 18% of students in District Watch schools had IEPs compared to 22% in 2018-19.

Intervene Schools

Of the total population of students enrolled in District Intervene schools, the percentage of students with IEPs increased from 18% to 22% and the percentage of students without IEPs decreased from 82% to 78% from 2014-15 to 2018-19. This represents a change of 4 percentage points between 2014-15 and 2018-19.

Watch Schools

Of the total population of students enrolled in District Watch schools, the percentage of students with IEPs increased from 14% to 17% and the percentage of students without IEPs decreased from 86% to 83% from 2014-15 to 2018-19. This represents a change of 3 percentage points between 2014-15 and 2018-19.

Reinforce Schools

Of the total population of students enrolled in District Reinforce schools, the percentage of students with IEPs increased from 9% to 14% and the percentage of students without IEPs decreased from 91% to 86% from 2014-15 to 2018-19. This represents a change of 5 percentage points between 2014-15 and 2018-19, the largest degree of change for any of the four tiers.

Model Schools

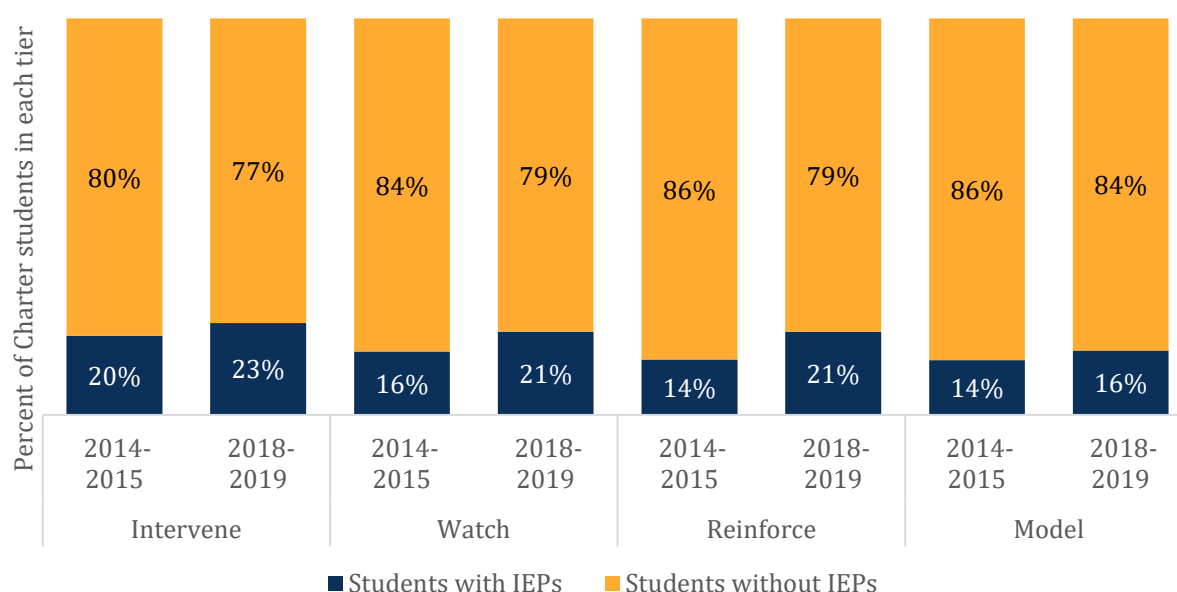
Of the total population of students enrolled in District Model schools, the percentage of students with IEPs increased from 5% to 7% and the percentage of students without IEPs decreased from 95% to 93% from 2014-15 to 2018-19. This represents a change of 2 percentage points between 2014-15 and 2018-19.

Charter Student Body Characteristics by SPR Performance Tier and IEP Status

Given the increase in the overall number and percentage of students with IEPs throughout the Charter sector, year-over-year increases in the share of students with IEPs can be expected although these changes may not be distributed equally across SPR tiers. Overall, Charter students with IEPs were overrepresented in Intervene schools in 2014-15, but otherwise well-represented in all other categories. In 2018-19, Charter students with IEPs were underrepresented in Model schools, but were well-represented in all other SPR *tiers* (

Figure 19).

Figure 19. Charter student body characteristics by performance tier and IEP status



Source: 2019 Accountability Performance File. N counts are in the Appendix.

How to read this graph: Each bar represents all students enrolled in schools in each SPR tier during 2014-15 (first bar in group) and 2018-19 (second bar in group). The different colors represent the percentage of students in each IEP subgroup. For example, in 2014-15, 16% of students in Charter Watch schools had IEPs compared to 21% in 2018-19.

Intervene Schools

Of the total population of students enrolled in Charter Intervene schools, the percentage of students with IEPs increased from 20% to 23% and the percentage of students without IEPs decreased from 80% to 77% from 2014-15 to 2018-19. This represents a change of 3 percentage points.

Watch Schools

Of the total population of students enrolled in Charter Watch schools, the percentage of students with IEPs increased from 16% to 21% and the percentage of students without IEPs decreased from 84% to 79% from 2014-15 to 2018-19. This represents a change of 5 percentage points.

Reinforce Schools

Of the total population of students enrolled in Charter Reinforce schools, the percentage of students with IEPs increased from 14% to 21% and the percentage of students without IEPs decreased from 86% to 79% from 2014-15 to 2018-19. This represents a change of 7 percentage points, the largest degree of change for any of the four tiers.

Model Schools

Of the total population of students enrolled in Charter Model schools, the percentage of students with IEPs increased from 14% to 16% and the percentage of students without IEPs decreased from 86% to 84% from 2014-15 to 2018-19. This represents a change of 1 percentage points.

Part 5. Trends in Economic Disadvantage Status Enrollment and Distribution in SPR Performance Tiers

This section compares the percentages of economically disadvantaged and non-economically disadvantaged District and Charter students who were enrolled in schools in the Intervene, Watch, Reinforce, and Model SPR tiers in 2014-15 and 2018-19.

Economically disadvantaged refers to students who the state government identifies as eligible for income tested federal assistance programs such as SNAP, TANF, or Medicaid. In the aggregate, this figure underestimates the percent of students who are living in poverty or close to poverty because not all eligible families are identified through federal program applications. Similar to the preceding sections on race/ethnicity, EL status, and IEP status, this section explores the intersection of students' economically disadvantaged status and SPR performance tiers in two ways.

First, we present analyses that examine to what extent economically disadvantaged and non-economically disadvantaged students are represented within the four SPR performance tiers and how the distribution changes between 2014-15 and 2018-19. This type of analysis allows us to examine whether the population of economically disadvantaged students enrolled in Intervene and Watch schools has increased between 2014-15 and 2018-19, and whether the population of economically disadvantaged students are included in the tiers at the same rates as their non-economically disadvantaged peers.

Second, we describe how economically disadvantaged and non-economically disadvantaged students are distributed within SPR performance tiers, and how distributions changed between 2014-15 and 2018-19. This section of analysis allows us to examine disparities in economically disadvantaged status by SPR performance tier. For example, about 65-70% of District students are considered economically disadvantaged. If economically disadvantaged status were well-represented across SPR performance tiers, we would find that students who are economically disadvantaged make up about 65-70% of Intervene, Watch, Reinforce, and Model categories for both 2014-15 and 2018-19.

Enrollment Trends by Economically Disadvantaged Status and SPR Performance Tier

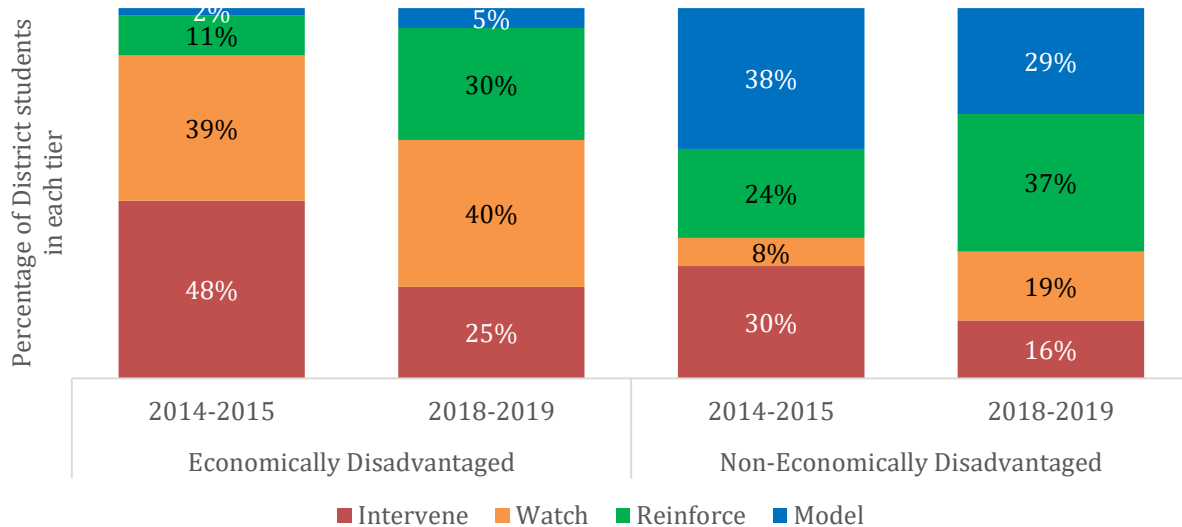
The analysis in this section helps us understand whether a higher percentage of economically disadvantaged students are enrolled in Intervene and Watch schools than are enrolled in Reinforce and Model schools.

For both District and Charter schools, a lower percentage of economically disadvantaged and non-economically disadvantaged students were enrolled in Intervene and Watch schools with lower SPR scores in 2018-19 than in 2014-15. However, there was a wide and notable disparity between economically disadvantaged and non-economically disadvantaged students in the percentages enrolled in Intervene and Watch schools and Reinforce and Model schools.

District Enrollment Trends by Economically Disadvantaged Status and SPR Performance Tier

Sixty-five percent (65%) of economically disadvantaged students were enrolled in District Intervene or Watch schools (Figure 20) compared to only 35% of non-economically disadvantaged students (a difference of 30 percentage points) in 2018-19. This represents the largest difference of all comparisons considered in this report.

Figure 20. District enrollment trends by economically disadvantaged status and SPR performance tier



Source: 2019 Accountability Performance File.

How to read this graph: Each bar represents the total population of economically disadvantaged or non-economically disadvantaged District students. The other four boxes within the bars represent the percentage of students enrolled in schools in the four SPR performance tiers. For example, 39% of District students who were economically disadvantaged were enrolled in Watch schools in 2014-15 compared to 40% of economically disadvantaged students in 2018-19.

The percentage of economically disadvantaged students enrolled in District Intervene and Watch schools decreased from 87% to 65% from 2014-15 to 2018-19 (Figure 20). Conversely, the percentage enrolled in Reinforce and Model schools increased from 13% to 35%. This represents a change of 22 percentage points.

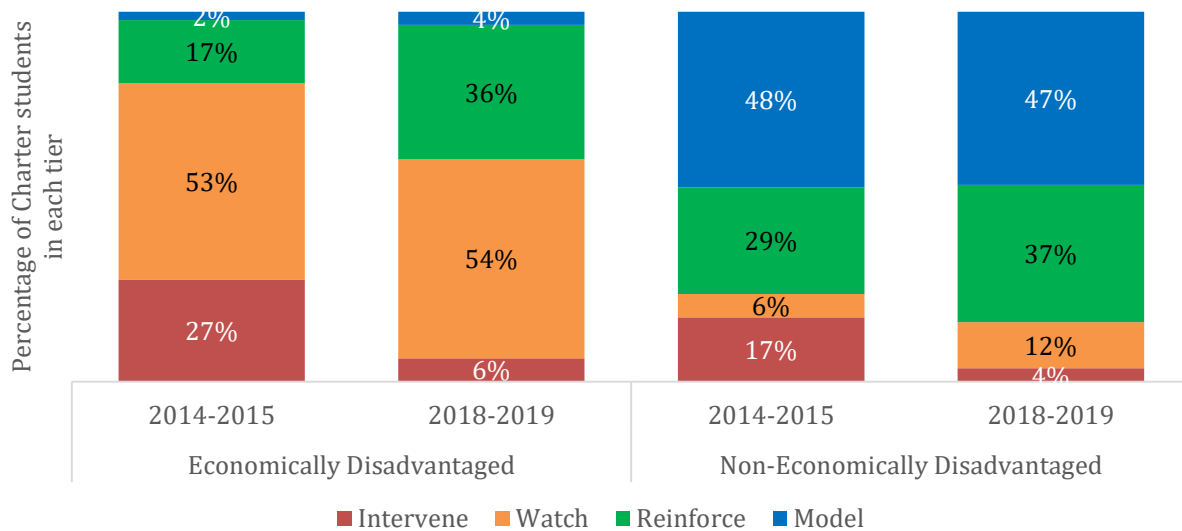
The percentage of non-economically disadvantaged students enrolled in District Intervene and Watch schools decreased from 38% to 35% from 2014-15 to 2018-19. The percentage enrolled in Reinforce and Model schools increased from 62% to 66%. This represents a 3-point change.

In summary, even though more students were enrolled in Reinforce and Model schools in 2018-19 compared to 2014-15, approximately one-third of economically disadvantaged students were enrolled in Reinforce and Model schools in 2018-19 compared to approximately two-thirds of non-economically disadvantaged students. This demonstrates a continued disparity between economically disadvantaged and non-economically disadvantaged students in District schools.

Charter Enrollment Trends by Economically Disadvantaged Status and SPR Performance Tier

Sixty percent (60%) of economically disadvantaged Charter students were enrolled in Intervene or Watch schools in 2018-19 compared to only 16% of non-economically disadvantaged students (a difference of 44 percentage points) (Figure 21).

Figure 21. Charter enrollment trends by economically disadvantaged status and SPR performance tier



Source: 2019 Accountability Performance File.

How to read this graph: Each bar represents the total population of economically disadvantaged or non-economically disadvantaged Charter students. The other four boxes within the bars represent the percentage of students enrolled in schools in the four SPR performance tiers. For example, 53% of Charter students who were economically disadvantaged were enrolled in Watch schools in 2014-15 compared to 54% of economically disadvantaged students in 2018-19.

The percentage of economically disadvantaged students enrolled in Charter Intervene or Watch schools decreased from 80% to 60% from 2014-15 to 2018-19 and the percentage enrolled in Reinforce and Model schools increased from 19% to 40%, a 21-point change.²⁰

The percentage of non-economically disadvantaged students enrolled in Charter Intervene and Watch schools decreased from 23% to 16% from 2014-15 to 2018-19. Conversely, the percentage of non-economically disadvantaged students enrolled in Reinforce and Model schools increased from 77% to 84%. This represents a change of 7 percentage points.

Even with increases between 2014-15 and 2018-19, 40% of economically disadvantaged students were enrolled in Reinforce and Model schools in 2018-19. However, 84 percent non-economically disadvantaged students were enrolled in Reinforce and Model schools in 2018-19. This demonstrates a continued disparity between economically disadvantaged and non-economically disadvantaged students in Charter schools.

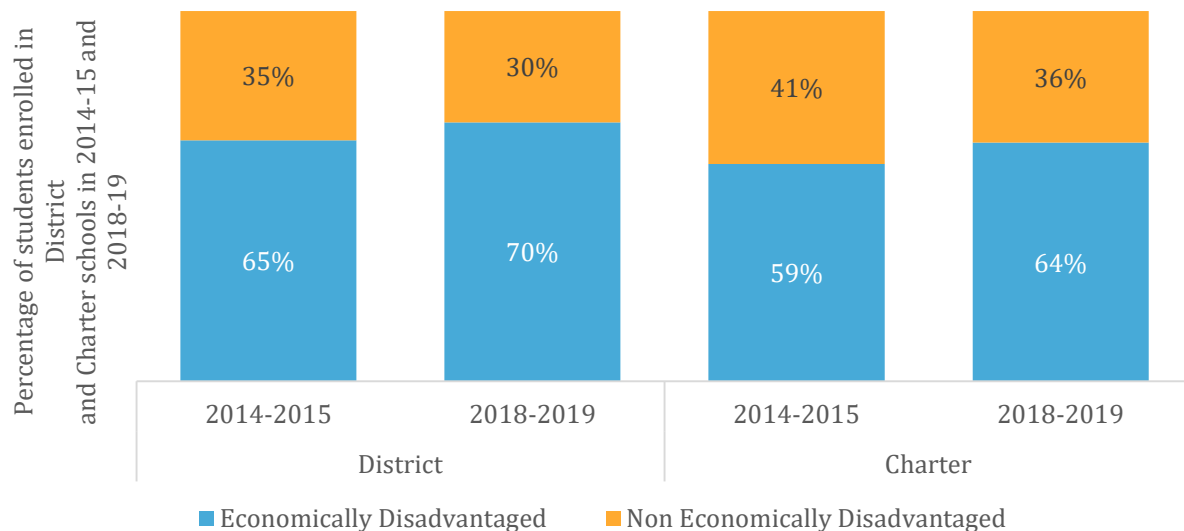
²⁰ Note: rounding results in columns summing to more or less than 100%

Economically Disadvantaged Status Distribution by SPR Performance Tier

This section describes how populations of economically disadvantaged and non-economically disadvantaged students were distributed within SPR performance tiers and how the distribution changed between 2014-15 and 2018-19. This type of analysis helps us understand whether economically disadvantaged students are overrepresented, underrepresented, or well-represented in schools in different SPR tiers (Figures Figure 22Figure 23Figure 24).

Between 2014-15 and 2018-19, the percentage of economically disadvantaged students increased by 5% at both District and Charter schools. Given the increase in the overall number and percentage of economically disadvantaged students throughout the District, year-over-year increases in the share of economically disadvantaged students can be expected, although these changes may not be distributed equally across SPR tiers. In 2014-15, economically disadvantaged students made up 65% of District students; in 2018-19, economically disadvantaged students made up 70% of District students (Figure 22).²¹ Charter schools had slightly different populations of economically disadvantaged students. In 2014-15, economically disadvantaged students made up 59% of Charter students; in 2018-19, economically disadvantaged students made up 64% of Charter students (See Appendix Tables 6 and 8 for the number of students).²²

Figure 22. Percentage of District and Charter students enrolled in 2014-15 and 2018-19 by EL and non-EL subgroup



Source: 2019 Accountability Performance File. See Appendix Tables 2, 4, 6, and 8 for the number of students.

How to read this graph: Each bar represents the total population of District and Charter students in 2014-15 (first bar in group) and 2018-19 (second bar in group) by economically disadvantaged and non-economically disadvantaged students. For example, in 2014-15, economically disadvantaged students made up 65% of the District population, compared to 59% of the Charter population.

²¹ See Appendix Table A2 and Table A4 for the number of students

²² See Appendix Table A6 and Table A8 for the number of students

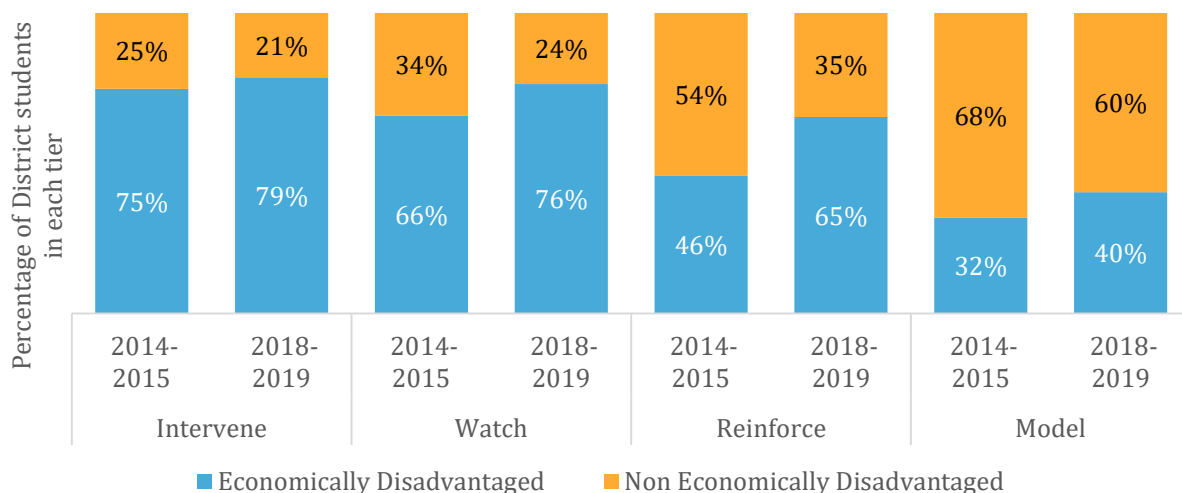
Definitions of Overrepresented, Underrepresented, and Well-Represented

- **Overrepresented** means the percentages of economically disadvantaged or non-economically disadvantaged students in a SPR performance tier is higher than the total percentage of economically disadvantaged or non-economically disadvantaged students in the entire District or Charter population.
- **Underrepresented** means the percentages of economically disadvantaged or non-economically disadvantaged students in a SPR performance tier is lower than the total percentage of economically disadvantaged or non-economically disadvantaged students in the entire District or Charter population.
- **Well-represented** means the percentages of economically disadvantaged or non-economically disadvantaged students in a SPR performance tier is within two points of the percentage of economically disadvantaged or non-economically disadvantaged students in the entire District or Charter population.

District Student Body Characteristics by SPR Performance Tier and Economically Disadvantaged Status

There was a notable disparity between the percentage of economically disadvantaged students at District Model schools compared to District schools of other SPR tiers. In 2018-19, economically disadvantaged students made up only 40% of students at District Model schools (Figure 23), even though they made up 70% of overall District students.

Figure 23. District student body characteristics by SPR tier and economically disadvantaged status



Source: 2019 Accountability Performance File.

How to read this graph: Each bar represents all students enrolled in schools in each SPR tier during 2014-15 (first bar in group) and 2018-19 (second bar in group). The different colors represent the percentage of students in each economically disadvantaged subgroup. For example, in 2014-15, 66% of students in District Watch schools were economically disadvantaged compared to 76% in 2018-19.

Intervene Schools

Of the total population of students enrolled in District Intervene schools, the percentage of economically disadvantaged students increased from 75% to 79% and the percentage of non-economically disadvantaged students decreased from 25% to 21% from 2014-15 to 2018-19. This represents a change of 4 percentage points between 2014-15 and 2018-19. Economically disadvantaged students were overrepresented at Intervene schools in both 2014-15 and 2018-19, while the percentage of non-economically disadvantaged students were underrepresented.

Watch Schools

Of the total population of students enrolled in District Watch schools, the percentage of economically disadvantaged students increased from 66% to 76% and the percentage of non-economically disadvantaged students decreased from 34% to 24% from 2014-15 to 2018-19. This represents a change of 10 percentage points between 2014-15 and 2018-19. Both populations were well-represented at Watch Schools in 2014-15, but economically disadvantaged students were overrepresented and non-economically disadvantaged were underrepresented in 2018-19.

Reinforce Schools

Of the total population of students enrolled in District Reinforce schools, the percentage of economically disadvantaged students increased from 46% to 65% and the percentage of non-economically disadvantaged students decreased from 54% to 35% from 2014-15 to 2018-19. This represents a change of 19 percentage points between 2014-15 and 2018-19. Economically disadvantaged students were underrepresented, and non-economically disadvantaged students were overrepresented, in Reinforce schools in 2014-15 but not in 2018-19.

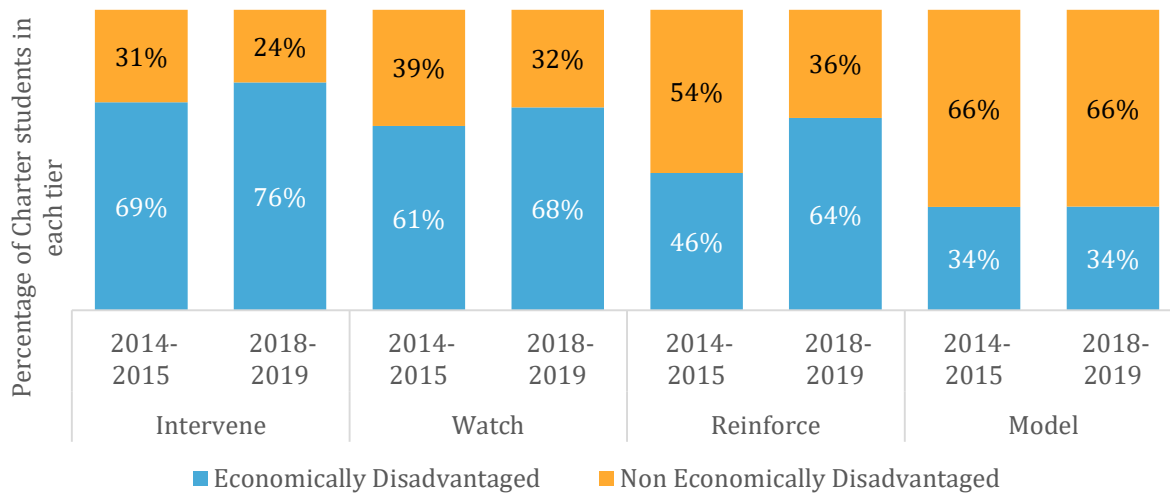
Model Schools

Of the total population of students enrolled in District Model schools, the percentage of economically disadvantaged students increased from 32% to 40% and the percentage of non-economically disadvantaged students decreased from 68% to 60% from 2014-15 to 2018-19. This represents a change of 8 percentage points between 2014-15 and 2018-19. Economically disadvantaged students were underrepresented at Model schools, while non-economically disadvantaged students were overrepresented in both 2014-15 and 2018-19.

Charter Student Body Characteristics by SPR Performance Tier and Economically Disadvantaged Status

Similar to the trends in District schools, there were disparities between economically disadvantaged and non-economically disadvantaged students enrolled in Charter schools in all tiers for both years analyzed. This was particularly notable in Charter Model schools in which economically disadvantaged students made up 34% of the students in Model tier schools, even though they made up 64% of the Charter student population (Figure 24).

Figure 24. Charter student body characteristics by SPR tier and economically disadvantaged status



Source: 2019 Accountability Performance File

How to read this graph: Each bar represents all students enrolled in schools in each SPR tier during 2014-15 (first bar in group) and 2018-19 (second bar in group). The different colors represent the percentage of students in each economically disadvantaged subgroup. For example, in 2014-15, 61% of students in Charter Watch schools were economically disadvantaged compared to 68% in 2018-19.

Intervene Schools

Of the total population of students enrolled in Charter Intervene schools, the percentage of economically disadvantaged students increased from 69% to 76% and the percentage of non-economically disadvantaged students decreased from 31% to 24% from 2014-15 to 2018-19. This represents a change of 7 percentage points between 2014-15 and 2018-19. Economically disadvantaged students were overrepresented in both 2014-15 and 2018-19, while the percentage of non-economically disadvantaged students were underrepresented.

Watch Schools

Of the total population of students enrolled in Charter Watch schools, the percentage of economically disadvantaged students increased from 61% to 68% and the percentage of non-economically disadvantaged students decreased from 39% to 32% from 2014-15 to 2018-19. This represents a change of 7 percentage points between 2014-15 and 2018-19. Both populations were

well-represented in 2014-15, whereas, economically disadvantaged students were overrepresented and non-economically disadvantaged students were underrepresented in 2018-19.

Reinforce Schools

Of the total population of students enrolled in Charter Reinforce schools, the percentage of economically disadvantaged students increased from 46% to 64% and the percentage of non-economically disadvantaged students decreased from 54% to 36% from 2014-15 to 2018-19. This represents a change of 18 percentage points between 2014-15 and 2018-19. Economically disadvantaged students were underrepresented, and non-economically disadvantaged students were overrepresented, in Reinforce schools in 2014-15, but not in 2018-19.

Model Schools

Of the total population of students in Charter Model schools, the percentage of economically disadvantaged and non-economically disadvantaged students remained the same (34% and 66% respectively). Economically disadvantaged students were underrepresented in both 2014-15 and 2018-19, and non-economically disadvantaged students were overrepresented.

Part 6. Conclusion

Between 2014-15 and 2018-19, the percentage of District and Charter schools in the Intervene and Watch categories decreased, and the percentage of schools in the Reinforce and Model categories increased, indicating positive change and growth throughout the District. However, this change was not always proportional among student subgroups in terms of their school's SPR performance tier (e.g., Intervene, Watch, Reinforce, Model) in 2014-15 and 2018-19.

Race/Ethnicity

Although a larger percentage of District students of each race/ethnicity were enrolled in schools in higher tiers in 2018-19, the changes in the student body enrolled in schools falling into the Intervene, Watch, Reinforce, and Model tiers has not been consistent with respect to racial/ethnic subgroups.

Despite a positive increase in the percentage of students enrolled in schools with higher SPR scores between in 2014-15 and 2018-19, there was a disparity between racial/ethnic subgroups in the size of the increase. For example, **at District schools in 2018-19, fewer than 40% of Black/African American students and Hispanic/Latino students were enrolled in Reinforce or Model schools, compared to 70% of White students and Asian/Pacific Islander students.** At Charter schools in 2018-19, fewer than 50% of Black/African American Charter students and Multi-Racial Other students were enrolled in Reinforce or Model schools, whereas more than 50% of Hispanic/Latino students, White students, and Asian students were enrolled in Reinforce or Model schools.

Although a higher percentage of students of all races were enrolled in schools with higher SPR scores in 2018-19 compared to 2014-15, the racial/ethnic subgroup makeup of the student body generally became less representative of the student population as schools moved into higher SPR tiers. If the racial/ethnic makeup was consistent across all SPR tiers, we could find that students were well-represented. Black/African American students were overrepresented in District Intervene schools, well-represented in Watch schools, and underrepresented in both Reinforce and Model schools. Hispanic/Latino students were relatively well-represented in Intervene, Watch, and Reinforce schools, and underrepresented in the Model tier. White students were underrepresented in Intervene and Watch schools and overrepresented in Reinforce and Model schools. Asian/Pacific Islander students were underrepresented at District Intervene schools, rather well-represented in the Watch category, and overrepresented in Reinforce schools and Model schools. Multi-Racial/Other students were generally well-represented in all SPR performance tiers. Charter schools followed similar patterns.

In summary, **the largest disparities in District Schools were found with Black/African American students, who were overrepresented in Intervene schools and underrepresented in Reinforce and Model Schools.** Similarly, the inverse pattern appeared for White and Asian/Pacific Islander students, who were underrepresented in Intervene schools and overrepresented in Reinforce and Model Schools.

English Learners

Overall, a higher percentage of EL and non-EL District and Charter students were enrolled in schools with higher SPR scores in 2018-19 than in 2014-15. **English Learners were relatively well-represented across SPR tiers**, and there was very little variation in the percentage of ELs enrolled in schools in each tier across years within District schools and Charter schools.

Students with IEPs

Generally, a higher percentage of District and Charter students with and without IEPs were enrolled in schools with higher SPR scores in 2018-19 than in 2014-15. Though there was not much variation between tiers for District students, **a lower percentage of District students with IEPs were enrolled in Reinforce and Model schools compared to District students without IEPs in 2018-19.**

In 2018-19, students with IEPs made up a larger percentage of the student body at both District and Charter schools than in 2014-15. However, students with IEPs made up a slightly larger percentage of the student body at Charter schools compared to District schools across all tiers. **This is notable as students with IEPs were consistently overrepresented at schools in lower SPR tiers compared to schools in higher SPR tiers.**

Economically Disadvantaged Students

Economically disadvantaged students made up a larger proportion of the student body at District and Charter schools across all SPR tiers between 2014-15 and 2018-19, reflecting the City of Philadelphia's large population of economically disadvantaged residents. A higher percentage of both economically disadvantaged and non-economically disadvantaged students were enrolled in District and Charter schools with higher SPR scores in 2018-19 than in 2014-15.

There was a wide and notable enrollment disparity between economically disadvantaged and non-economically disadvantaged students. **Nearly three-quarters of the population of economically disadvantaged District and Charter students were enrolled in Intervene or Watch Schools compared to less than one quarter of non-economically disadvantaged students.**

Appendix A: Student Counts by SPR Tier

Table A1. District Student Counts by Race/Ethnicity 2014-15

SPR Tier	Number of Students	Black/African American Students	White Students	Hispanic/Latino Students	Asian/Pacific Islander Students	Multi-Racial/Other Students
Intervene	52,841	32,780	3,797	11,915	1,835	2,514
Watch	49,073	24,582	7,025	9,817	3,936	3,713
Reinforce	19,498	6,431	5,945	2,475	3,149	1,499
Model	4,949	1,140	1,545	338	1,582	345
Total	126,361	64,933	18,311	24,545	10,502	8,070

Table A2. District Student Counts by IEP Status, EL status, and Economic Disadvantage Status 2014-15

SPR Tier	Number of Students	IEP Status		English Learner Status		Economic Disadvantage Status	
		Yes	No	Yes	No	Yes	No
Intervene	52,841	9,738	43,103	4,833	48,008	39,463	13,378
Watch	49,073	7,021	42,052	5,127	43,946	32,271	16,802
Reinforce	19,498	1,845	17,653	2,081	17,417	8,914	10,584
Model	4,949	230	4,719	276	4,673	1,578	3,371
Total	126,361	18,835	107,526	12,317	114,044	82,226	44,135

Table A3. District Student Counts by Race/Ethnicity 2018-19

SPR Tier	Number of Students	Black/African American Students	White Students	Hispanic/Latino Students	Asian/Pacific Islander Students	Multi-Racial/Other Students
Intervene	27,550	18,062	1,476	6,187	605	1,220
Watch	45,635	25,575	3,634	11,013	2,875	2,538
Reinforce	40,625	15,289	8,235	9,435	4,766	2,900
Model	11,756	2,214	4,626	864	3,162	890
Total	125,566	61,140	17,971	27,499	11,408	7,548

Table A4. District Student Counts by IEP Status, EL status, and Economic Disadvantage Status 2018-19

SPR Tier	Number of Students	IEP Status		English Learner Status		Economic Disadvantage Status	
		Yes	No	Yes	No	Yes	No
Intervene	27,550	6,187	21,363	2,631	24,919	21,635	5,915
Watch	45,635	7,666	37,969	5,770	39,865	34,812	45,635
Reinforce	40,625	5,718	34,907	5,885	34,740	26,542	40,625
Model	11,756	821	10,935	1,339	10,417	4,735	11,756
Total	125,566	20,391	105,175	15,625	109,941	87,723	37,843

Table A5. Charter Student Counts by Race/Ethnicity, 2014-15

SPR Tier	Number of Students	Black/African American Students	White Students	Hispanic/Latino Students	Asian/Pacific Islander Students	Multi-Racial/Other Students
Intervene	14,237	11,699	176	1,758	179	425
Watch	31,063	18,689	3,701	6,405	973	1,295
Reinforce	13,388	5,585	3,891	2,661	518	734
Model	2,424	239	1,491	236	372	86
Total	61,112	36,212	9,259	11,059	2,042	2,540

Table A6. Charter Student Counts IEP Status, EL status, and Economic Disadvantage Status, 2014-15

SPR Tier	Number of Students	IEP Status		English Learner Status		Economic Disadvantage Status	
		Yes	No	Yes	No	Yes	No
Intervene	14,237	2,831	11,406	623	13,614	9,842	4,395
Watch	31,063	4,954	26,109	1,729	29,334	19,048	12,015
Reinforce	13,388	1,868	11,520	377	13,011	6,109	7,279
Model	2,424	334	2,090	75	2,349	832	1,592
Total	61,112	9,987	51,125	2,803	58,309	35,830	25,282

Table A7. Charter Student Counts by Race/Ethnicity, 2018-19

SPR Tier	Number of Students	Black/African American Students	White Students	Hispanic/Latino Students	Asian/Pacific Islander Students	Multi-Racial/Other Students
Intervene	3,472	2,556	126	535	20	235
Watch	32,969	22,160	3,143	5,167	837	1,662
Reinforce	23,551	13,082	2,763	5,514	903	1,289
Model	4,334	422	2,710	426	515	261
Total	64,326	38,220	8,742	11,642	2,275	3,447

Table A8. Charter Student Counts IEP Status, EL status, and Economic Disadvantage Status, 2018-19

SPR Tier	Number of Students	IEP Status		English Learner Status		Economic Disadvantage Status	
		Yes	No	Yes	No	Yes	No
Intervene	3,472	804	2,668	129	3,343	2,632	840
Watch	32,969	6,872	26,097	1,794	31,175	22,262	10,707
Reinforce	23,551	4,937	18,614	1,435	22,116	15,062	8,489
Model	4,334	702	3,632	173	4,161	1,493	2,841
Total	64,326	13,315	51,011	3,531	60,795	41,450	22,876

Appendix B: Race/Ethnicity Enrollment Trends and Student Body Demographics by SPR Performance Tier

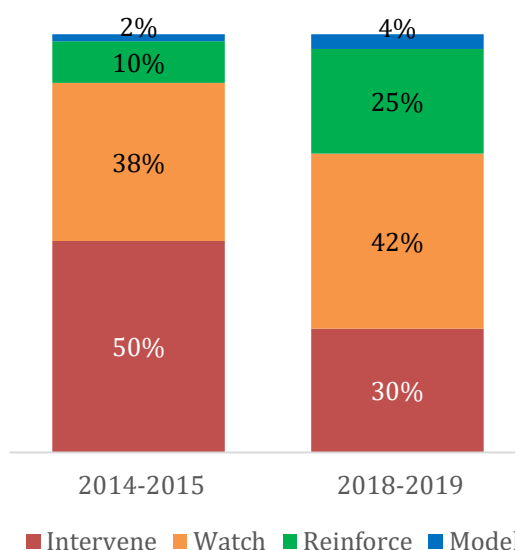
Race/Ethnicity Enrollment Trends by SPR Performance Tier

This section describes race/ethnicity enrollment trends in schools in each SPR performance tier.

District enrollment trends by student race/ethnicity

Black/ African American student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19

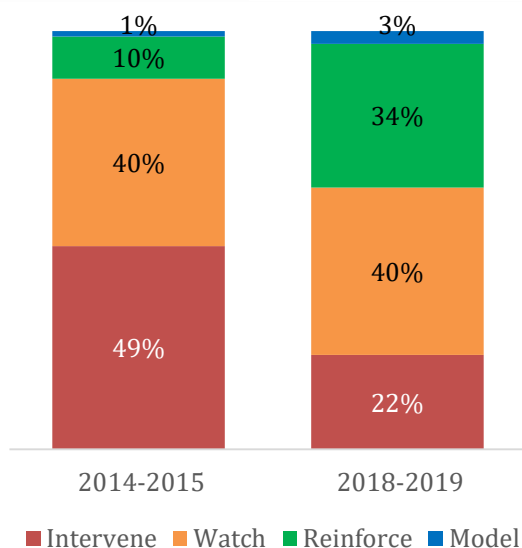
Figure 25. Black/ African American student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19



The percentage of Black/African American students enrolled in District Intervene (lowest-tier) schools decreased from 50% to 30% (20 percentage points), while the percentage enrolled in Watch schools (second-lowest tier) increased from 38% to 42% (4 percentage points) between 2014-15 and 2018-19. Additionally, the percentage enrolled in Reinforce schools (second-highest tier) increased from 10% to 25% (15 percentage points), and the percentage enrolled in Model schools (highest-tier) increased from 2% to 4% (2 percentage points) between 2014-15 and 2018-19.

Hispanic/Latino student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19

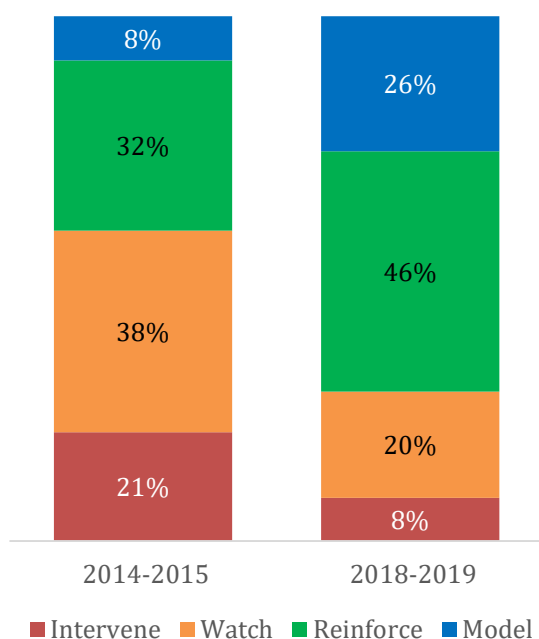
Figure 26. Hispanic/Latino student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19



The percentage of Hispanic/Latino students enrolled in District Intervene schools (lowest-tier) decreased from 49% to 22% (27 percentage points), while the percentage enrolled in Watch schools (second-lowest tier) did not change from 40% between 2014-15 and 2018-19. Additionally, the percentage enrolled in Reinforce schools (second-highest tier) increased from 10% to 34% (24 percentage points), and the percentage enrolled in Model schools (highest-tier) increased from 1% to 3% (2 percentage points) between 2014-15 and 2018-19

White student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19

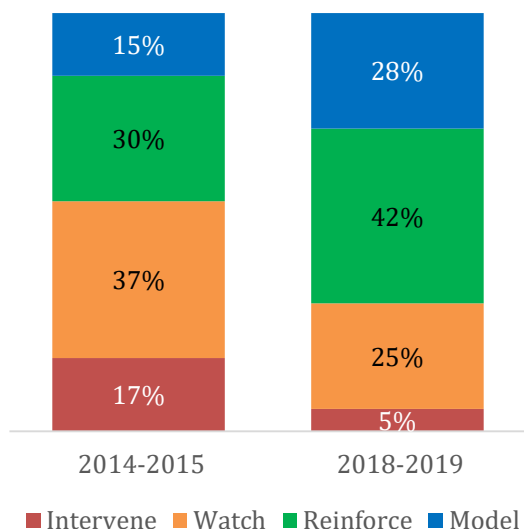
Figure 27. White student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19



The percentage of White students enrolled in District Intervene (lowest-tier) schools decreased from 21% to 8% (13 percentage points), while the percentage enrolled in Watch schools (second-lowest tier) decreased from 38% to 20% (18 percentage points) between 2014-15 and 2018-19. Additionally, the percentage enrolled in Reinforce (second-highest tier) schools increased from 32% to 46% (14 percentage points), and the percentage enrolled in Model (highest-tier) schools increased from 8% to 26% (18 percentage points) between 2014-15 and 2018-19.

Asian student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19

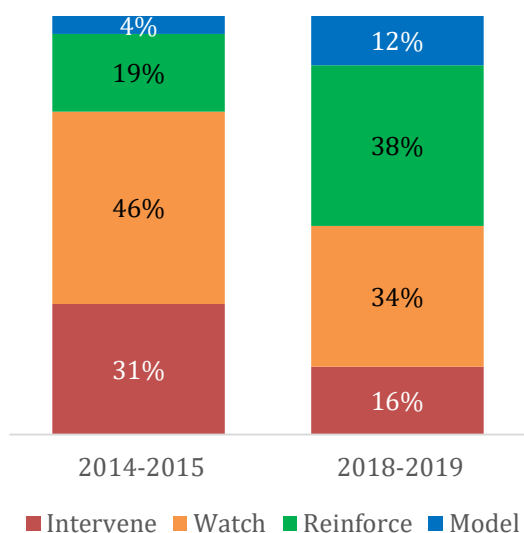
Figure 28. Asian student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19



The percentage of Asian/Pacific Islander students enrolled in District Intervene (lowest-tier) schools decreased from 17% to 5% (12 percentage points), while the percentage enrolled in Watch schools (second-lowest tier) decreased from 37% to 25% (12 percentage points) between 2014-15 and 2018-19. Additionally, the percentage enrolled in Reinforce (second-highest tier) schools increased from 30% to 42% (12 percentage points), and the percentage enrolled in Model (highest-tier) schools increased from 15% to 28% (13 percentage points) between 2014-15 and 2018-19.

Multiracial/Other student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19

Figure 29. Multiracial/Other student enrollment trends at District schools across each SPR performance tier in 2014-15 and 2018-19

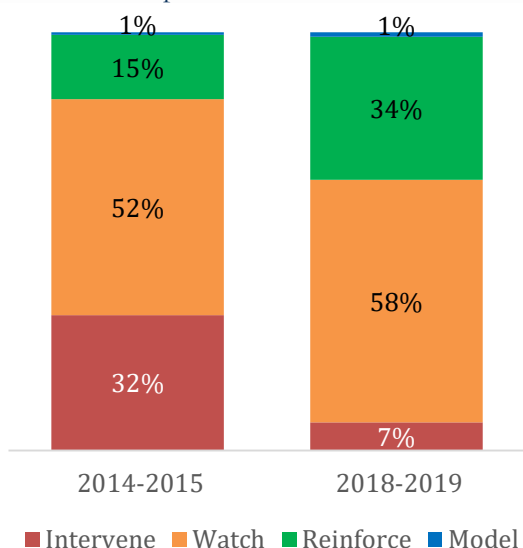


The percentage of Multi-Racial/Other students enrolled in District Intervene (lowest-tier) schools decreased from 31% to 16% (15 percentage points), while the percentage enrolled in Watch (second-lowest tier) schools decreased from 46% to 34% (12 percentage points) between 2014-15 and 2018-19. Additionally, the percentage enrolled in Reinforce (second-highest tier) schools increased from 19% to 38% (19 percentage points), and the percentage enrolled in Model (highest-tier) schools increased from 4% to 12% (8 percentage points) between 2014-15 and 2018-19.

Charter enrollment trends by student race/ethnicity

Black/ African American student enrollment trends by Charter SPR performance tier in 2014-15 and 2018-19

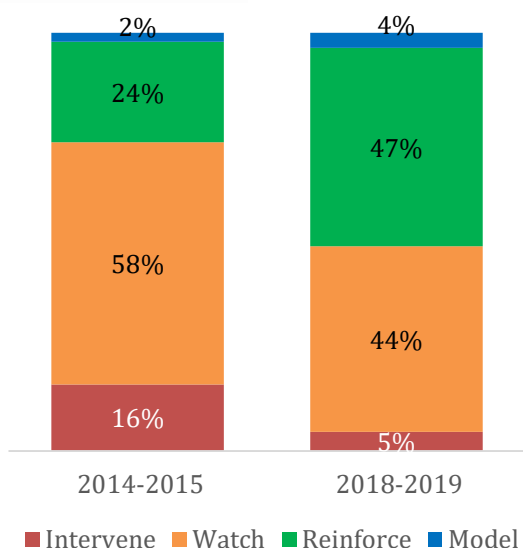
Figure 30. Black/ African American student enrollment trends by Charter SPR performance tier in 2014-15 and 2018-19



The percentage of Black/African American students enrolled in Charter Intervene (lowest-tier) schools decreased from 32% to 7% (25 percentage points) from 2014-15 to 2018-19, and the percentage enrolled in Watch (second-lowest tier) schools increased from 52% to 58% (6 percentage points). Additionally, the percentage enrolled in Reinforce (second-highest tier) schools increased from 15% to 34% (19 percentage points). The percentage of Black African/American students enrolled in Charter Model (highest-tier) schools remained unchanged at 1% for both years.

Hispanic/Latino student enrollment trends at Charter schools across each SPR performance tier in 2014-15 and 2018-19

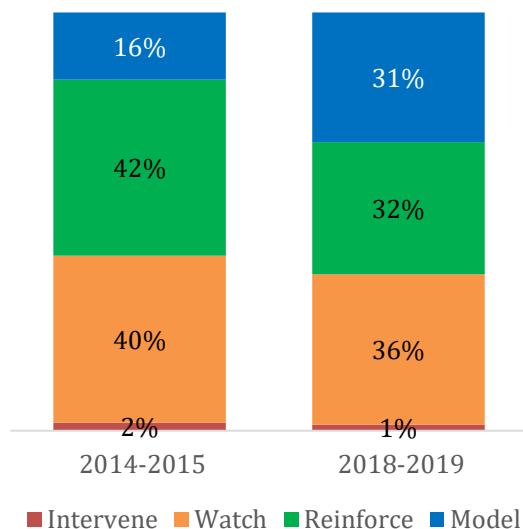
Figure 31. Hispanic/Latino student enrollment trends at Charter schools across each SPR performance tier in 2014-15 and 2018-19



The percentage of Hispanic/Latino students enrolled in Charter Intervene (lowest-tier) schools decreased from 16% to 5% (11 percentage points) from 2014-15 to 2018-19, and the percentage enrolled in Watch (second-lowest tier) schools decreased from 58% to 44% (14 percentage points). Additionally, the percentage enrolled in Reinforce (second-highest tier) schools increased from 24% to 47% (23 percentage points) and the percentage enrolled in Model (highest-tier) schools increased by from 2% to 4% (2 percentage points).

White student enrollment trends at Charter schools across each SPR performance tier in 2014-15 and 2018-19

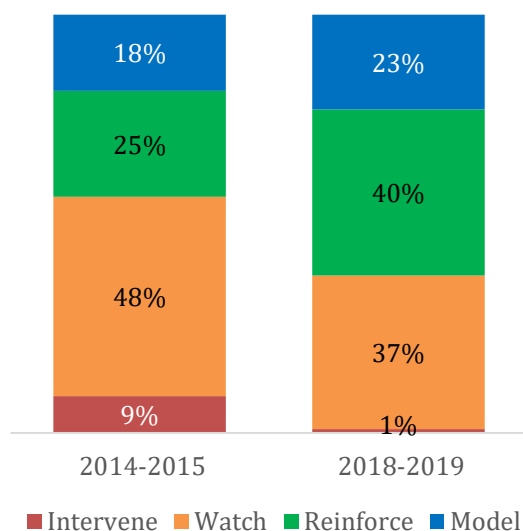
Figure 32. White student enrollment trends at Charter schools across each SPR performance tier in 2014-15 and 2018-19



The percentage of White students enrolled in Charter Intervene (lowest-tier) schools decreased from 2% to 1% (1 percentage point), and the percentage enrolled in Watch (second-lowest tier) schools decreased from 40% to 36% (4 percentage points). Additionally, the percentage of students enrolled in Reinforce (second-highest tier) schools decreased from 42% to 32% (10 percentage points), and the percentage enrolled in Model (highest-tier) schools increased from 16% to 31% (15 percentage points) from 2014-15 to 2018-19.

Asian student enrollment trends at Charter schools across each SPR performance tier in 2014-15 and 2018-19

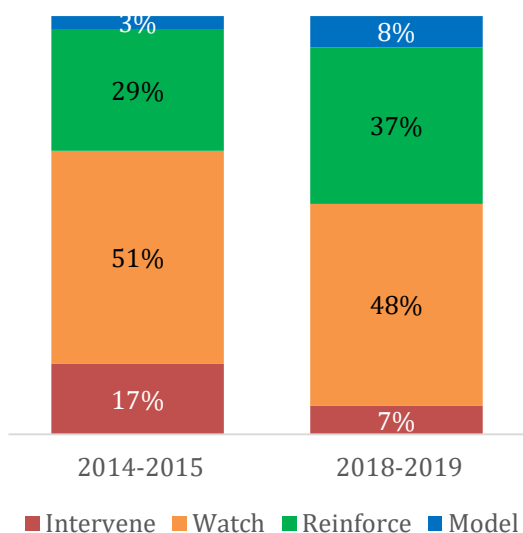
Figure 33. Asian student enrollment trends at Charter schools across each SPR performance tier in 2014-15 and 2018-19



The percentage of Asian/Pacific Islander students enrolled in Charter Intervene (lowest-tier) schools decreased from 9% to 1% (8 percentage points), and the percentage enrolled in Watch (second-lowest tier) schools decreased from 48% to 37% (11 percentage points). Additionally, the percentage enrolled in Reinforce (second-highest tier) schools increased from 25% to 40% (15 percentage points), and the percentage enrolled in Model (highest-tier) schools increased from 18% to 23% (5 percentage points) from 2014-15 to 2018-19.

Multiracial student enrollment trends at Charter schools across each SPR performance tier in 2014-15 and 2018-19

Figure 34. Multiracial student enrollment trends at Charter schools across each SPR performance tier in 2014-15 and 2018-19



The percentage of Multi-Racial/Other student enrolled in Charter Intervene (lowest-tier) schools decreased from 17% to 7% (10 percentage points), and the percentage enrolled in Watch (second-lowest tier) schools decreased from 51% to 48% (3 percentage points). Additionally, the percentage enrolled in Reinforce (second-highest tier) schools increased from 29% to 37% (8 percentage points), and the percentage enrolled in Model (highest-tier) schools increased from 3% to 8% (5 percentage points) from 2014-15 to 2018-19.

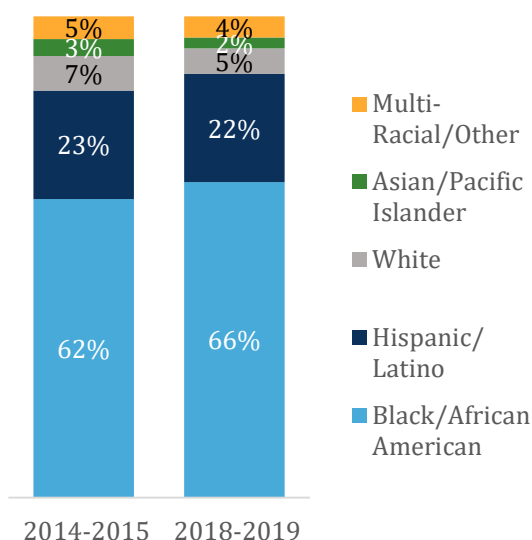
Student Body Racial Demographics by SPR Performance Tier

This section describes the student body racial demographics in schools in each SPR performance tier.

District student body racial demographics by SPR performance tier

Racial demographics at District Intervene schools in 2014-15 and 2018-19

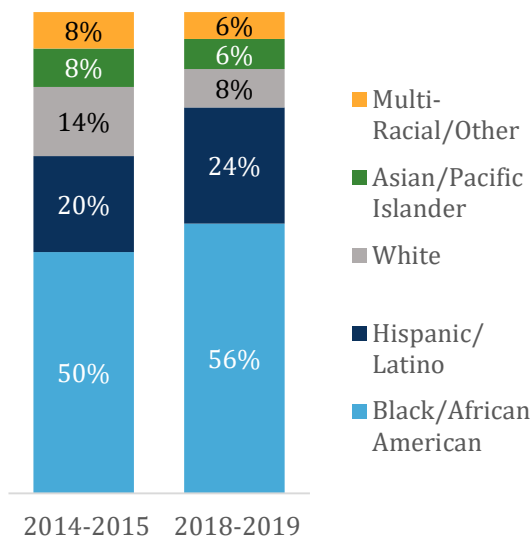
Figure 35. Racial demographics at District Intervene schools in 2014-15 and 2018-19



Of the total population of students enrolled in District Intervene schools (lowest tier), the percentage of Black/African American students increased from 62% to 66% (4 percentage points). However, the percentage of Hispanic/Latino students decreased from 23% to 22% (1 percentage points), the percentage of White students decreased from 7% to 5% (2 percentage points), the percentage of Asian/Pacific Islander students decreased from 3% to 2% (1 percentage point), and the percentage of Multi-Racial/Other students decreased from 5% to 4% (1 percentage point) from 2014-15 to 2018-19.

Racial demographics at District Watch schools in 2014-15 and 2018-19

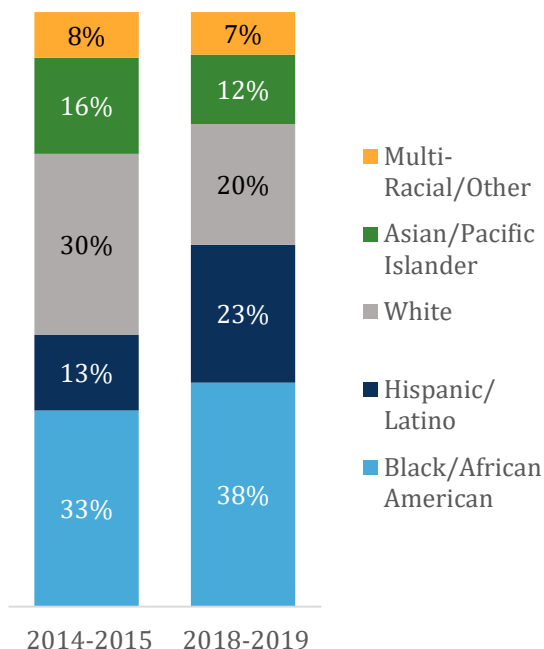
Figure 36. Racial demographics at District Watch schools in 2014-15 and 2018-19



Of the total population of students enrolled in District Watch schools (second lowest tier), the percentage of Black/African American students increased from 50% to 56% (6 percentage points), and the percentage of Hispanic/Latino students increased from 20% to 24% (4 percentage points). However, the percentage of White students decreased from 14% to 8% (6 percentage points), the percentage of Asian/Pacific Islander students decreased from 8% to 6% (2 percentage points), and the percentage of Multi-Racial/Other students decreased from 8% to 6% (2 percentage points) from 2014-15 to 2018-19.

Racial demographics at District Reinforce schools in 2014-15 and 2018-19

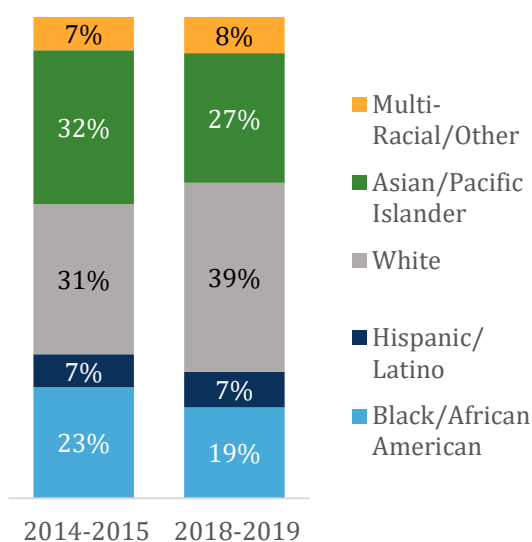
Figure 37. Racial demographics at District Reinforce schools in 2014-15 and 2018-19



Of the total population of students enrolled in District Reinforce schools (second highest tier), the percentage of Black/African American students increased from 33% to 38% (5 percentage points), and the percentage of Hispanic/Latino students increased from 13% to 23% (10 percentage points). However, the percentage of White students decreased from 30% to 20% (10 percentage points), the percentage of Asian/Pacific Islander students decreased from 16% to 12% (4 percentage points), and the percentage of Multi-Racial/Other students decreased from 8% to 7% (1 percentage points) from 2014-15 to 2018-19.

Racial demographics at District Model schools in 2014-15 and 2018-19

Figure 38. Racial demographics at District Model schools in 2014-15 and 2018-19

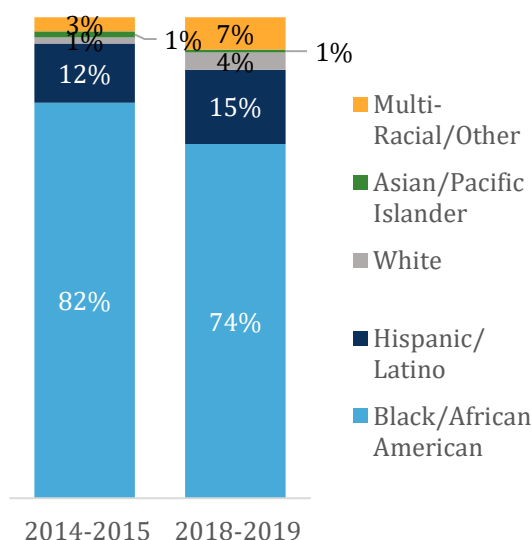


Of the total population of students enrolled in Model Reinforce schools (highest tier), the percentage of Black/African American students decreased from 23% to 19% (4 percentage points), and the percentage of Hispanic/Latino students did not change from 7% from 2014-15 to 2018-19. However, the percentage of White students increased from 31% to 39% (8 percentage points), the percentage of Asian/Pacific Islander students decreased from 32% to 27% (5 percentage points), and the percentage of Multi-Racial/Other students increased from 7% to 8% (1 percentage point) from 2014-15 to 2018-19.

Charter student body racial demographics by SPR performance tier

Racial demographics at Charter Intervene schools in 2014-15 and 2018-19

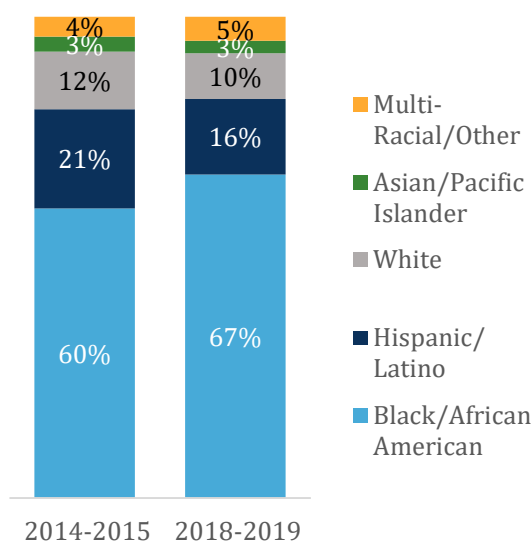
Figure 39. Racial demographics at Charter Intervene schools in 2014-15 and 2018-19



Of the total population of students enrolled in Charter Intervene (lowest tier) schools, the percentage of Black/African American students decreased 82% to 74% (8 percentage points), and the percentage of Hispanic/Latino students increased from 12% to 15% (3 percentage points). Additionally, the percentage of White students increased from 1% to 4% (3 percentage points), and the percentage of Multi-Racial/Other students increased from 3% to 7% (4 percentage points). The percentage of Asian/Pacific Islander students did not change from 2014-15 to 2018-19.

Racial demographics at Charter Watch schools in 2014-15 and 2018-19

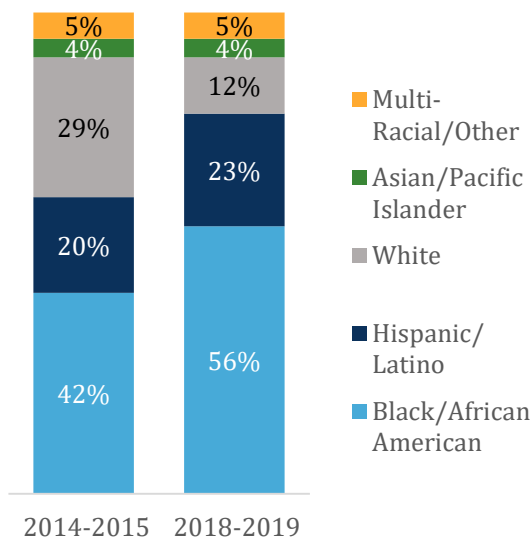
Figure 40. Racial demographics at Charter Watch schools in 2014-15 and 2018-19



Of the total population of students enrolled in Charter Watch (second lowest tier) schools, the percentage of Black/African American students increased from 60% to 67% (7 percentage points), and the percentage of Hispanic/Latino students decreased from 21% to 16% (5 percentage points). Additionally, the percentage of White students decreased from 12% to 10% (2 percentage points), and the percentage of Multi-Racial/Other students increased from 4% to 5% (1 percentage point). The percentage of Asian Students at Charter Watch schools remained unchanged at 3%.

Racial demographics at Charter Reinforce schools in 2014-15 and 2018-19

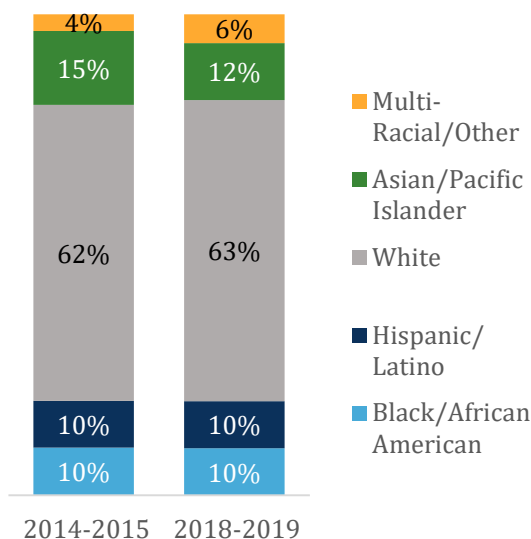
Figure 41. Racial demographics at Charter Reinforce schools in 2014-15 and 2018-19



Of the total population of students enrolled in Charter Reinforce (second highest tier) schools, the percentage of Black/African American students increased from 42% to 56% (14 percentage points), and the percentage of Hispanic/Latino students increased from 20% to 23% (3 percentage points). However, the percentage of White students decreased from 29% to 12% (17 percentage points). Additionally, the percentage of Asian/Pacific Islander students and Multi-Racial/Other students enrolled in Charter Reinforce schools did not change from 2014-15 to 2018-19 (4% and 5% respectively).

Racial demographics at Charter Model schools in 2014-15 and 2018-19

Figure 42. Racial demographics at Charter Model schools in 2014-15 and 2018-19



Of the total population of students enrolled in Charter Model (highest tier) schools, the percentage of Black/African American students and Hispanic/Latino students did not change from 10% between 2014-15 and 2018-19. However, the percentage of White students enrolled in Charter Model schools increased from 62% to 63% (1 percentage point), the percentage of Asian/Pacific Islander students decreased from 15% to 12% (3 percentage points), and the percentage of Multi-Racial/Other students increased from 4% to 6% (2 percentage points).