



THE SCHOOL DISTRICT OF  
PHILADELPHIA

# School Support Census 2019-20 Report

## Summary of Main Findings

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

- Schools reported a total of 1,646 external support programs, provided by 1,050 organizations, with an average of 15 programs per school—an average decrease of 1.4 programs per school.
- On average, respondents reported 10 average critical needs areas per school, an average increase of 1.7 from the previous year. However, several new needs were added to the 2019-20 Census, allowing for more possible responses.
- The top five reported areas of need (including moderate need) were *Behavior—Trauma-Informed Strategies*; *Academic Tutoring—Math*; *Academic Tutoring—ELA*; and *Attendance and Truancy*.
- The top five reported areas of **critical** need were *Academic Tutoring—Math*; *Academic Tutoring—ELA*; *Attendance and Truancy*; *Literacy*; and *Behavior—Trauma-Informed Strategies*.

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and Evaluation

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## About the School Support Census

The School Support Census systematically identifies the number and nature of external supports provided by partners and vendors at each School District of Philadelphia (SDP) school. The Office of Research and Evaluation (ORE) conducted the first Census in 2015-16.<sup>1</sup> The Office of Strategic Partnerships (OSP) used the data to describe the landscape of school-based partner supports and to refine the process of matching interested partners with schools based on existing supports and self-identified needs. The Census results were also used to inform the development of a School Partnership Agreement (SPA) intended to facilitate smaller-scale school-based partnerships that do not require the District's Standard Terms and Conditions, a more extensive legal agreement.

### Census Administration

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

In May 2020, 215 District schools received an individualized Qualtrics survey pre-populated with the supports they reported in the previous Census. The survey was divided into two main parts. The **supports** component asked principals or their designees to review the pre-populated list, indicate whether each support was still active, list new supports added since the last Census, and categorize their supports into subtypes. If a support was no longer active at their school, they could select a reason why the relationship ended. The **needs** component asked principals to rate their level of need in each of 41 areas (identified in partnership with OSP).<sup>2</sup> Two hundred eight principals or designees (usually supports coordinators or assistant principals) completed the Census, for a response rate of 97%: despite virtual learning and the Covid-19 pandemic, this response rate was similar to the response rate seen in previous years.

### Research Questions

#### 1. What was the external supports landscape in 2019-20?

- What programs and organizations were present in the largest number of schools?
- Did the number of programs vary based on school characteristics such as grade band, admission type, network, or federal accountability designation?<sup>3</sup>
- Did some programs and organizations become inactive from one year to the next? If so, why?

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

<sup>2</sup> Some areas of need have been added or removed since the first iteration of the survey.

<sup>3</sup> Previous versions of this report also analyzed responses by School Progress Report (SPR) tier. Because schools did not receive SPR scores in 2019-20 due to the Covid-19 pandemic, this analysis has been excluded from this report.

## 2. What were the trends in school-reported needs in 2019-20?

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

Terms used in this report and in the larger context of SDP school supports are defined in Box 1.

### Box 1: Key Terms

**External support organizations (or “Organizations”):** Organizations or entities working within a school or collection of schools (e.g., “University of Pennsylvania”).

**External support programs (or “Programs”):** Programs, activities, or resources provided to SDP schools (e.g., “University of Pennsylvania – Student Teachers”).

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

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

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

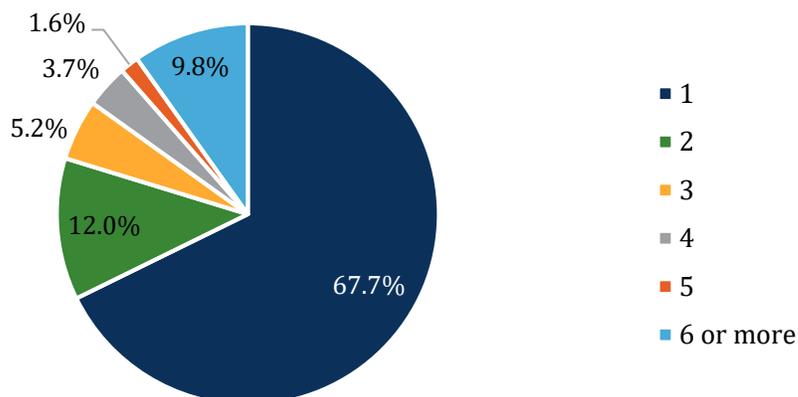
**Vendor:** Any organization or entity (e.g., university, corporation, individual) delivering *paid* services to SDP schools.

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

## What was the external supports landscape in 2019-20?

In the 2019-20 Census, schools reported a total of 1,646 programs provided by 1,050 organizations. Of the 1,646 programs, 80 were new in 2019-20. From 2018-19 to 2019-20, 139 programs became inactive (that is, they were no longer reported as present in any school in the Census). The average number of programs per school was 15, but this obscures a wide range (1-53). The majority of programs (67.7%) were present at only one school at a time (Figure 1). This is consistent with previous years’ findings in terms of the prevalence of smaller-scale supports.

Figure 1. Number of SDP schools served by each organization (N=1,066)



**Source:** Qlik Survey Stream, School Support Census App. Retrieved May 14, 2021.

**Note:** Totals may not sum to the number of external organizations present in SDP schools; this is due to the self-reported nature of the data and the fact that some organizations provide multiple programs.

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

Eat Right Philly, the most commonly reported support organization, served more than twice as many schools as the City of Philadelphia, the next most-reported support organization (163 compared to 79; see Table 1).

Table 1. Top ten external support organizations reported on the 2019-20 Support Census (by presence in the greatest number of schools)

Organization	Number of Schools
Eat Right Philly	163
City of Philadelphia	79
Temple University	72
University of Pennsylvania	61
Children's Literacy Initiative (CLI)	59
Eagles Youth Partnership	42
Drexel University	33
Free Library of Philadelphia	30
Counseling or Referral Assistance (CORA) Services	29
Philadelphia Museum of Art (PMA)	26
After School Activities Partnerships (ASAP)	24

**Source:** Qlik Survey Stream, School Support Census App. Retrieved May 14, 2021.

Some organizations provide multiple programs, sometimes at the same school (Table 2).<sup>4</sup> For example, the City of Philadelphia runs a wide range of programs, each in a different number of schools: for example, Philadelphia’s Foster Grandparent program is present in 15 schools, while the Drug Abuse Resistance Education program (DARE) is present in two schools. Altogether, respondents reported that the City of Philadelphia provides 123 programs in 79 different schools. Other organizations—such as Eat Right Philly—are also the support program they provide; that is, the organization provides a single program to multiple schools. This helps puts Eat Right Philly at the top of the list for both programs (Table 1) and support organizations (Table 2).

Table 2. Top ten support organizations in 2019-20 (by presence in the greatest number of schools)

Program	Number of Schools
Eat Right Philly	163
Children's Literacy Initiative (CLI)	51
Eagles Youth Partnership - Eye Mobile	40
Temple University - College of Education - Student Teachers	27
Counseling or Referral Assistance (CORA) Services	25
AARP Foundation - Experience Corps Philadelphia	21
Big Brothers Big Sisters of Southeastern Pennsylvania	17
City Year	17
Temple University (Other)	17
The Barnes Foundation	16

Source: Qlik Survey Stream, School Support Census App. Retrieved May 14, 2021.

## The number of programs at each school varied by school characteristics.

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

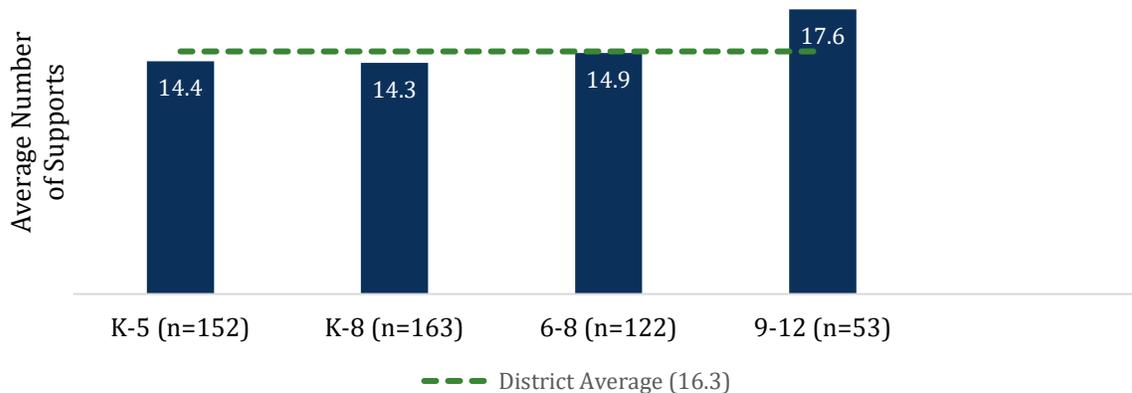
### On average, high schools had a higher number of programs per school than schools serving lower grades.

High schools reported the greatest average number of programs (17.6), while elementary, K-8, and middle schools reported a similar average number of programs (14.3-14.9, all within one program per school of the overall District average; see Figure 2).

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<sup>4</sup> Eat Right Philly and CLI are unique cases. Eat Right Philly is a District initiative coordinated through the Office of Curriculum and Instruction. It is supported at some schools by District staff and at others by staff from community partners. CLI has a vendor relationship with the District to provide literacy support in K-5 schools. Respondents may have under-reported the presence of ERP and CLI in their schools because they view them as District-affiliated and thus internal rather than external.

Figure 2. Average number of programs per school reported on the 2019-20 School Support Census, by grade bands served



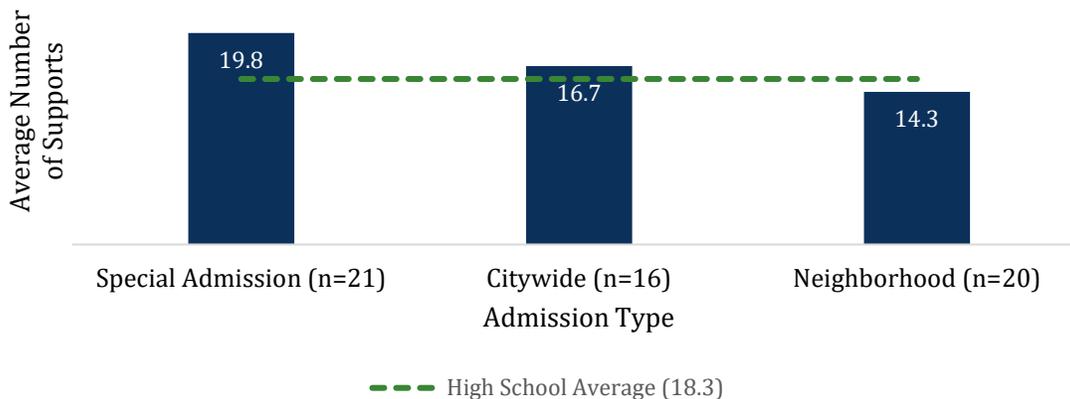
**Note:** Analysis was done using grade bands served; for this reason, data from some schools may repeat in multiple bars. For example, programs present at a K-8 school are included in grade bands K-5 and 6-8.

**Source:** Qlik Survey Stream, School Support Census App. Retrieved May 14, 2021.

### Special Admission middle and high schools had a higher number of programs per school than Citywide and Neighborhood schools.

For middle and high schools, the number of programs varied by admission type, with more programs present at the most selective schools. The reported average number of programs was highest at Special Admission schools (19.8), compared to the average number reported by both Citywide and Neighborhood schools (16.7 and 14.3, respectively; see Figure 3).

Figure 3. Average number of external programs reported by middle and high schools in 2019-20 School Support Census, by admission type



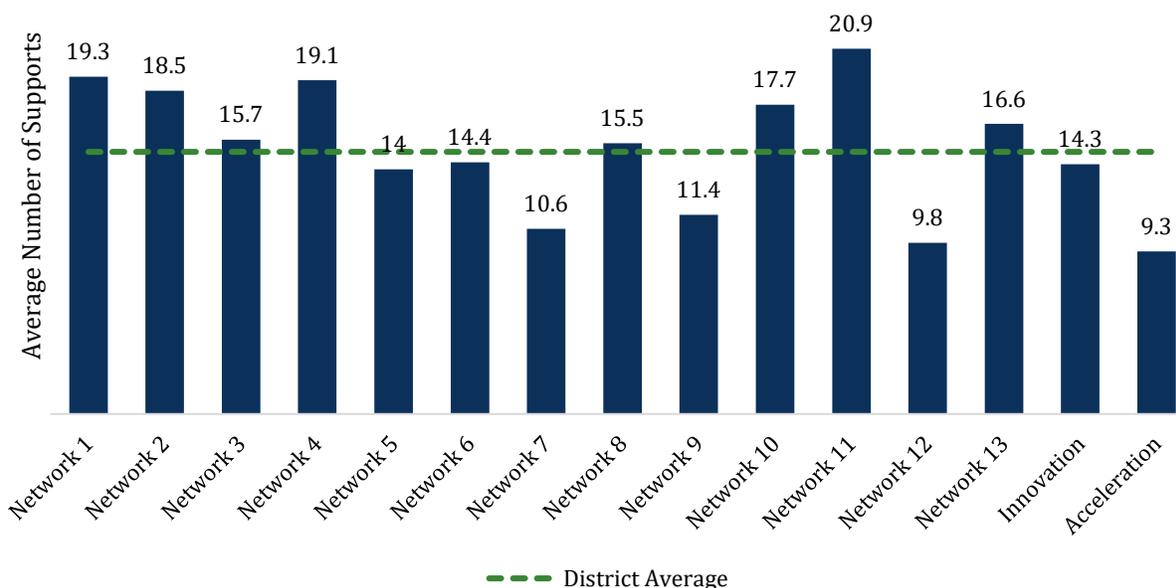
**Note:** The admission type “virtual” refers to only one school (Philadelphia Virtual Academy) and is thus excluded from analysis by admission type.

**Source:** Qlik Survey Stream, School Support Census App. Retrieved June 23, 2021.

**Networks 1 and 11 reported the highest average number of supports, while the Acceleration Network and Network 12 reported the lowest.**

When ORE examined the supports landscape by Learning Network,<sup>5</sup> we found that Acceleration and Network 12 reported the lowest average number of programs (9.3 and 9.8, respectively), while Networks 11 and 1 reported the highest average number of programs (20.9 and 19.3, respectively). Seven Networks (5, 6, 7, 9, 12, Innovation, and Acceleration) fell below the District average (15).

Figure 4. Average number of programs reported in 2019-20 School Support Census, by network



Source: Qlik Survey Stream, School Support Census App. Retrieved June 23, 2021.

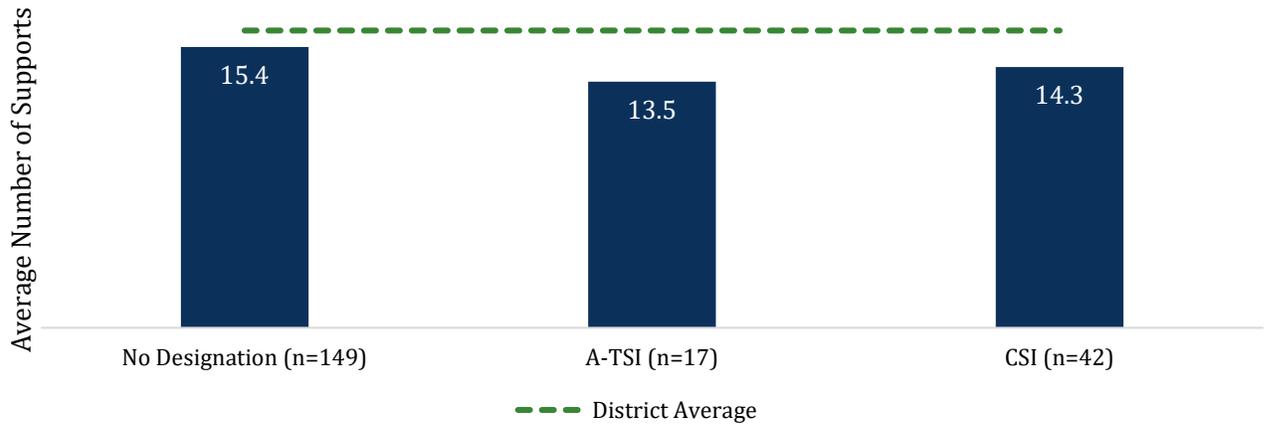
**A-TSI and CSI schools reported fewer supports per school than schools with no federal accountability designation.**

Schools with no federal accountability designation reported the highest average number of external programs (15.4), while schools with the Additional Targeted Support and Improvement (A-TSI) designation reported the lowest average number of programs (13.5).<sup>6</sup> Of the schools that completed the Census, schools with no designation comprised the majority of the sample (149 schools, compared to 42 CSI schools and 17 A-TSI schools; see Figure 6).

<sup>5</sup> For this 2019-20 report, network-level analysis was done using the networks that schools were in on June 30, 2021.

<sup>6</sup> For more information about federal accountability designations, visit the [Pennsylvania Department of Education website](#).

Figure 6. Average number of external programs reported in 2019-20 School Support Census, by federal accountability designation



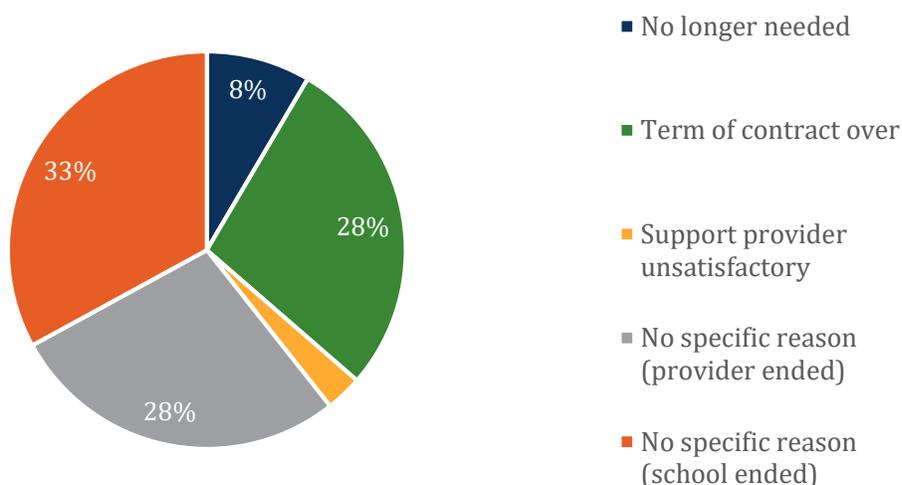
Source: Qlik Survey Stream, School Support Census App. Retrieved June 23, 2021.

**The overall number of programs decreased from 2018-19 to 2019-20, and there was a large amount of turnover.**

From 2018-19 to 2019-20, the number of programs reported by schools decreased by 17 (from 1,704 to 1,646, a decrease of 3.4%). This change encompasses a great deal of turnover in the landscape. While principals reported 91 new programs in 2019-20, 140 programs reported in at least one school in 2018-19 were not reported by any school in 2019-20. Overall, the number of programs that became inactive outnumbered new programs, resulting in a net decline.

When respondents indicated that a school support was no longer active, the Census prompted them to choose a reason or reasons why the partnership had ended. Over half of partnerships (53%) did not end for a specific reason; in these cases, schools were somewhat more frequently the party that ended the relationship (54% compared to 46% ended by the provider; see Figure 7).

Figure 7. Reasons reported in 2019-20 School Support Census for ending a relationship



**Note:** Respondents provided 499 reasons for ending a relationship with a program or organization in 2019-20. The percentages in this chart are based on the 499 reasons provided.  
**Source:** Qualtrics survey data, retrieved June 2021.

Respondents who indicated that a provider was unsatisfactory were also given an open-ended option to explain why. Five respondents commented. Reasons for dissatisfaction included problems with communication (2), scheduling and consistency (2), and billing (1).

***College Mentoring and Health and Wellness were the most common support types present in schools.***

The Census asked respondents to select the category that most accurately described each reported support.<sup>7</sup> ORE used these data to categorize programs into *impact areas*, or areas where respondents believe that the programs are responsible for a positive change in their school. The biggest impact area in 2019-20 was *Health and Wellness*, represented by programs in 135 schools (Table 3). *OST/After-School Programs* was the next-biggest impact area (represented by programs in 96 schools), followed by *Academic Tutoring—ELA* (73 schools) and *Literacy* (72 schools).

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<sup>7</sup>As with all Census data, support categories are self-reported and supports can be miscategorized. Two schools might categorize the same support in two different ways, and some supports might overlap multiple categories.

Table 3. Ten most common impact areas reported in 2019-20 School Support Census, by number of schools

Impact Area	Number of Schools
Health and Wellness	135
Other	118
OST/After-School Programs	96
Academic Tutoring - ELA	73
Literacy	72
Parent and Community Engagement	70
Mentoring	64
Arts - Visual Arts	57
Arts - Drama	52
Arts - Music	46

Source: Qlik Survey Stream, School Support Census App. Retrieved June 23, 2021.

## What were the trends in school-reported needs in 2019-20?

The second half of the 2019-20 School Support Census asked respondents to rate 41 areas of need on a four-point scale (*not a need, a slight need, a moderate need, or a critical need*), then rank all *critical needs* from most to least critical. We analyzed two categories of needs: **overall** and **critical**. Respondents selected which needs were *critical*, and *overall* needs included any that respondents ranked as *slight, moderate, or critical*.

The list of need areas was developed in partnership with OSP, and most areas also appeared on the Census in 2016-17, 2017-18, and 2018-19; however, changes have been made from year to year. A need reported by very few schools might be removed, and a need reported by a very large number of schools might be broken down into subcategories in order to get a clearer picture. Such needs are written as “Category—Subcategory” (e.g. *Behavior—Trauma-Informed Strategies*). A complete list of need areas and their descriptions can be found in the appendix.

### ***Trauma-Informed Strategies* support was reported as the highest need overall.**

The most- and least-reported needs remained the same from 2018-19 to 2019-20. *Trauma-Informed Strategies* (in the *Behavior* category) was reported as an overall need at the highest number of schools (193) and *Financial Aid/FAFSA Completion* (in the *College* category) was reported as an overall need at the lowest number of schools (51; see Table 4). Additionally, the 51 schools included 39 of 50 responding middle-high and high schools, indicating that this is an overall need at schools serving certain grade bands.

Table 4. Overall reported needs in 2019-20 School Support Census, by number of schools

<b>Need</b>	<b>Number of Schools Reporting Need</b>
Behavior - Trauma-Informed Strategies	193
Academic Tutoring - Math	193
Academic Tutoring - ELA	189
Attendance and Truancy	189
Mentoring	187
Literacy	182
School Beautification	180
STEM or STEAM	178
Behavior - Behavioral Interventions	177
School Greening	174
School Climate	173
Financial Literacy	171
Behavior - Counseling Supports	169
Youth Leadership	169
Field Trips	167
Service Learning Projects	165
Health and Wellness - Dental and Eye Health	165
Career Readiness - Career Exposure Opportunities	164
Sports-based Youth Development	162
Health and Wellness - Chronic Disease and Asthma Prevention	162
Health and Wellness - Nutrition Education/Programming	162
OST/After-School Programs	161
Health and Wellness - Physical Activity Breaks/Recess Support	158
Behavior - Suicide Prevention	156
Health and Wellness - School Food	154
Health and Wellness - Sexual Health Education/Services	153
Arts - Dance	146
Career Readiness - Internships/Apprenticeships/Work-Based Learning	146
School Library Revitalization and Support	145
Arts - Drama	141
Arts - Media Arts	137
Student Internships	131
Arts - Music	125
Arts - Visual Arts	123

Need	Number of Schools Reporting Need
College - College Visits	102
College - Mentoring	76
College - Financial Literacy	71
College - SAT/ACT Prep	64
College - Scholarship Research/Application	58
College - Application Support	57
College - Financial Aid/FAFSA Completion	51

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

**Source:** Qlik Survey Stream, School Support Census App. Retrieved May 14, 2021.

In 2018-19, ORE partnered with the Office of Climate and Safety (OCS) to replace the previously used “health and wellness” and “career readiness” categories with more specific needs. Table 5 lists the six new health and wellness categories available in 2019-20.

Table 5. Overall and critical health and wellness needs reported in 2019-20 School Support Census, by number of schools

Health and Wellness Need	Number of Schools Reporting as an Overall Need	Number of Schools Reporting as a Critical Need
Chronic Disease and Asthma Prevention	162	39
Dental and Eye Health	165	40
Nutrition Education / Programming	162	38
Physical Activity Breaks / Recess Support	158	45
School Food	154	43
Sexual Health Education / Services	153	35

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

**Source:** Qlik Survey Stream, School Support Census App. Retrieved May 14, 2021.

Health and wellness needs continued to be reported in a high number of schools. While *Dental and Eye Health* was the most frequently reported overall need, all health and wellness needs were reported by 153-165 schools. Similar numbers of schools also reported each health and wellness need as critical: while *Physical Activity Breaks / Recess Support* was the health and wellness need most commonly reported as critical, all health and wellness needs were critical to 38-45 schools.

*Career Readiness* was also split into multiple areas of need for 2019-20. Table 6 lists the two new career readiness categories available in 2019-20.

Table 6. Overall and critical career readiness needs reported in 2019-20 School Support Census, by number of schools

<b>Career Readiness Need</b>	<b>Number of Schools Reporting as an Overall Need</b>	<b>Number of Schools Reporting as a Critical Need</b>
Career Exposure Opportunities	164	58
Internships / Apprenticeships / Work-Based Learning	146	51

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

**Source:** Qlik Survey Stream, School Support Census App. Retrieved May 14, 2021.

## Reported needs varied by grade band.

School needs varied according to grades served. At high schools, needs closely reflected those reported in 2018-19: seven of the ten most frequently reported needs were related to student preparation for college, career, and adult life. Two other frequently reported needs were *Attendance and Truancy*, *Academic Tutoring—Math*, and *Trauma-Informed Strategies*. The arts were the least frequently reported needs at high schools (Table 7).

Table 7. Overall reported needs in 2019-20 School Support Census, by number of high schools

<b>Need</b>	<b>Number of High Schools Reporting Need</b>
Attendance and Truancy	42
Career Readiness - Career Exposure Opportunities	42
Career Readiness - Internships / Apprenticeships / Work-Based Learning	42
Financial Literacy	40
Mentoring	40
Student Internships	40
College - Mentoring	40
Academic Tutoring - Math	40
Behavior - Trauma-Informed Strategies	39
College - SAT/ACT Prep	39
Academic Tutoring - ELA	39
College - Financial Literacy	39
Literacy	38
Youth Leadership	38
College - Scholarship Research/Application	37
College - College Visits	37
Field Trips	37
School Beautification	37
College - Application Support	36
Health and Wellness - Sexual Health Education/Services	36

Need	Number of High Schools Reporting Need
Behavior - Counseling Supports	35
School Greening	35
STEM or STEAM	35
Behavior - Behavioral Interventions	35
School Climate	35
College - Financial Aid/FAFSA Completion	34
Health and Wellness - Chronic Disease and Asthma Prevention	34
Health and Wellness - Dental and Eye Health	34
Service Learning Projects	32
Behavior - Suicide Prevention	32
Health and Wellness - Nutrition Education/Programming	32
Health and Wellness - School Food	31
Sports-based Youth Development	30
School Library Revitalization and Support	30
OST/After-School Programs	28
Arts - Dance	27
Health and Wellness - Physical Activity Breaks/Recess Support	26
Arts - Media Arts	25
Arts - Music	25
Arts - Drama	24
Arts - Visual Arts	24

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

**Source:** Qlik Survey Stream, School Support Census App. Retrieved May 14, 2021.

As might be expected, elementary schools (that is, schools serving grades K-5) reported fewer needs related to college and career readiness and more needs related to academics, behavior, and climate (Table 8).

Table 8. Overall reported needs in 2019-20 School Support Census, by number of elementary schools

Need	Number of Elementary Schools Reporting Need
Academic Tutoring - Math	44
Behavior - Trauma-Informed Strategies	44
Academic Tutoring - ELA	43
Mentoring	43
Literacy	42
Behavior - Behavioral Interventions	41
Attendance and Truancy	41
STEM or STEAM	40

<b>Need</b>	<b>Number of Elementary Schools Reporting Need</b>
School Beautification	40
School Greening	40
School Climate	39
Behavior - Counseling Supports	38
Sports-based Youth Development	38
Health and Wellness - Chronic Disease and Asthma Prevention	38
Health and Wellness - Physical Activity Breaks/Recess Support	38
OST/After-School Programs	37
Arts - Dance	36
Health and Wellness - Dental and Eye Health	36
Health and Wellness - Nutrition Education/Programming	36
Field Trips	35
Service Learning Projects	35
Financial Literacy	35
Arts - Media Arts	35
Arts - Drama	34
Health and Wellness - School Food	32
Youth Leadership	30
School Library Revitalization and Support	30
Arts - Visual Arts	29
Behavior - Suicide Prevention	29
Arts - Music	28
Career Readiness - Career Exposure Opportunities	26
Health and Wellness - Sexual Health Education/Services	23
Career Readiness - Internships / Apprenticeships / Work-Based Learning	21
Student Internships	17
College - College Visits	11
College - Mentoring	3
College - Financial Literacy	3
College - Financial Aid/FAFSA Completion	2
College - SAT/ACT Prep	1
College - Scholarship Research/Application	1
College - Application Support	1

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

**Source:** Qlik Survey Stream, School Support Census App. Retrieved June 23, 2021.

When we look at elementary schools combined with middle and K-8 schools, higher numbers of schools reported college or career-related needs, but these areas were still low relative to behavioral and academic needs (Table 9).

Table 9. Overall reported needs in 2019-20 School Support Census, by number of schools (elementary, K-8, and middle schools combined)

<b>Need</b>	<b>Number of Non-High Schools Reporting Need</b>
Behavior - Trauma-Informed Strategies	148
Academic Tutoring - Math	146
Academic Tutoring - ELA	142
Attendance and Truancy	141
Mentoring	140
Behavior - Behavioral Interventions	138
STEM or STEAM	137
Literacy	137
School Beautification	135
School Climate	133
School Greening	131
Behavior - Counseling Supports	127
Service Learning Projects	127
Sports-based Youth Development	126
OST/After-School Programs	126
Health and Wellness - Dental and Eye Health	125
Health and Wellness - Physical Activity Breaks/Recess Support	125
Youth Leadership	124
Financial Literacy	124
Health and Wellness - Nutrition Education/Programming	123
Field Trips	122
Health and Wellness - Chronic Disease and Asthma Prevention	121
Behavior - Suicide Prevention	119
Health and Wellness - School Food	116
Career Readiness - Career Exposure Opportunities	115
Arts - Dance	113
School Library Revitalization and Support	111
Arts - Drama	110
Health and Wellness - Sexual Health Education/Services	110
Arts - Media Arts	105

Need	Number of Non-High Schools Reporting Need
Career Readiness – Internships / Apprenticeships / Work-Based Learning	97
Arts - Music	94
Arts - Visual Arts	92
Student Internships	84
College - College Visits	57
College - Mentoring	29
College - Financial Literacy	24
College - SAT/ACT Prep	18
College - Application Support	15
College - Scholarship Research/Application	15
College - Financial Aid/FAFSA Completion	11

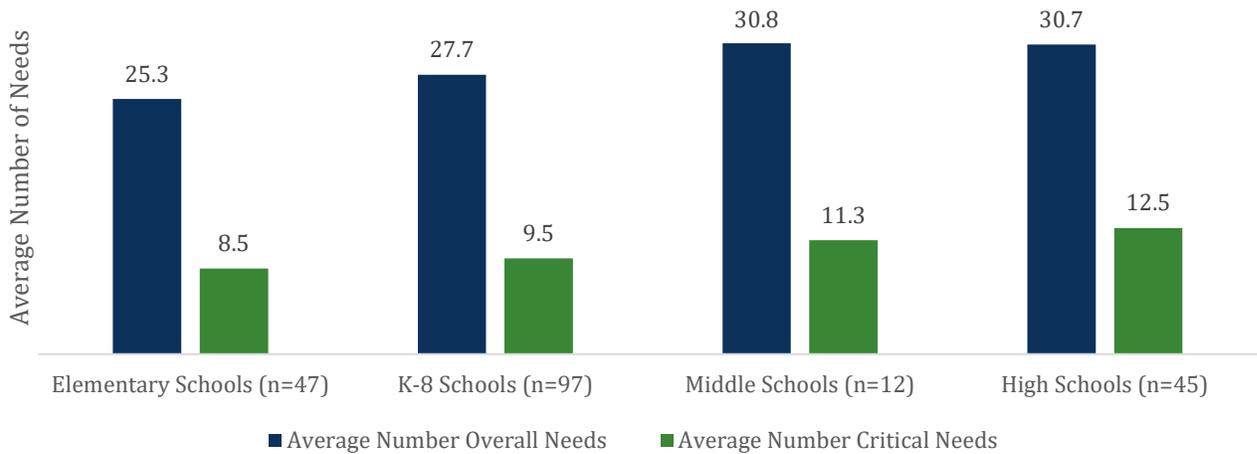
**How to read this table:** Column one lists need areas. Column two lists the combined number of elementary, middle, and K-8 schools that identified this as a need. Descriptions of need areas can be found in the Appendix.

**Source:** Qlik Survey Stream, School Support Census App. Retrieved June 23, 2021.

### The number of critical needs varied by school characteristics.

On average, respondents reported 28 overall needs and rated 10 of them as “critical.” The average numbers of overall and critical needs were higher for high schools and middle schools than for elementary and K-8 schools (Figure 8).

Figure 8. Average number of critical and overall needs reported in 2019-20, by school level

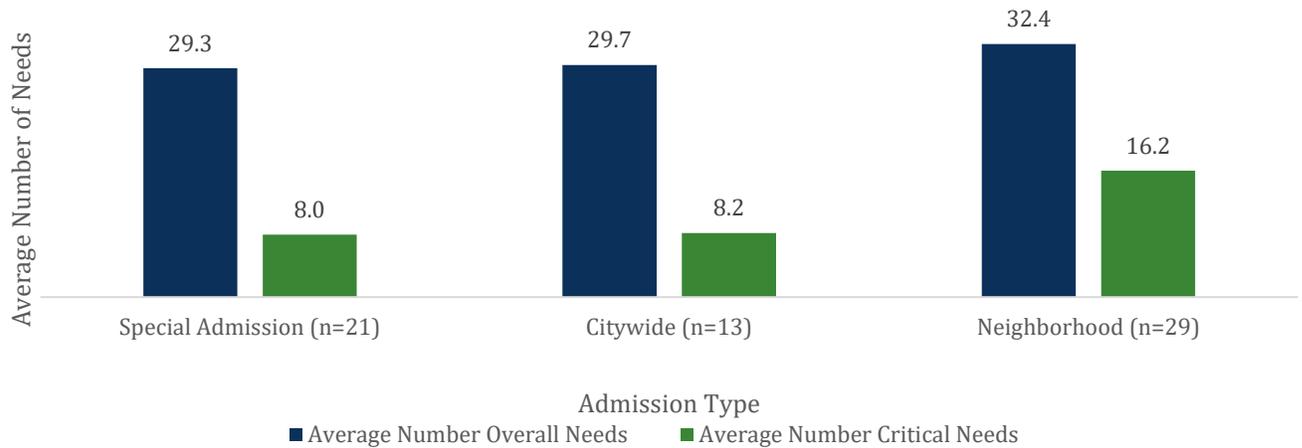


**Source:** Qlik Survey Stream, School Support Census App. Retrieved May 14, 2021.

## Neighborhood schools reported twice as many critical needs as Special Admission schools.

Schools with more rigorous entry requirements reported fewer needs, both critical and overall. Neighborhood schools reported the highest number of overall needs (32.4), including about twice as many critical needs as Special Admission and Citywide schools (16.2 compared to 29.3 and 29.7, respectively; see Figure 9).

Figure 9. Average number of critical and overall needs reported per high school/middle school in 2019-20 School Support Census, by admission type

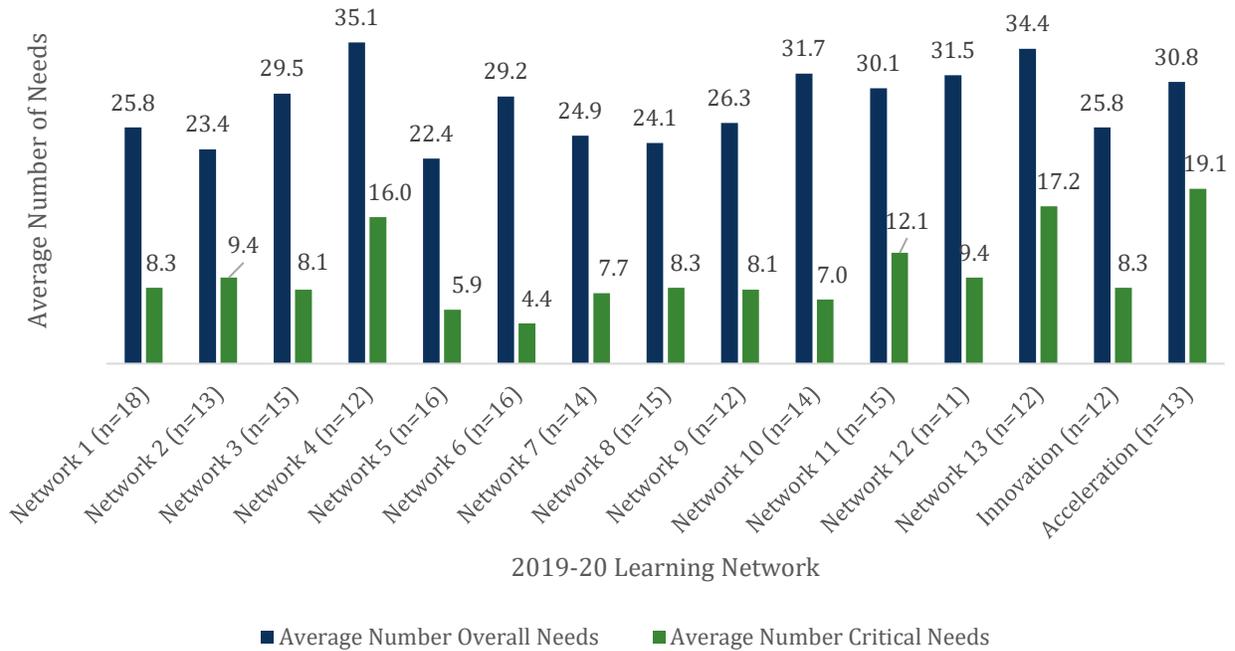


Source: Qlik Survey Stream, School Support Census App. Retrieved May 14, 2021.

## The Acceleration Network reported the highest number of critical needs—twice as many as nine other Networks.

Networks 4 and 13 reported the highest average number of overall needs (35.1 and 34.4, respectively), but the Acceleration Network reported the highest average number of critical needs (19.1; see Figure 10). Network 5 reported the lowest average number of overall needs (22.4), and Network 6 reported the lowest average number of critical needs (4.4).

Figure 10. Average number of critical and overall needs reported per school in 2019-20 School Support Census, by 2019-20 Learning Network



**Note:** In this report, *Learning Network* refers to the network the school was in on June 30, 2021.

**Source:** Qlik Survey Stream, School Support Census App. Retrieved May 14, 2021.

### Schools with no federal accountability designation reported fewer overall and critical needs than A-TSI and CSI schools.

Schools with an A-TSI or CSI designation reported higher numbers of overall and critical needs than schools with no designation. CSI schools reported the highest average number of both overall and critical needs (32.7 and 14.0; see Figure 12).

Figure 12. Average number of critical and overall needs reported per school in 2019-20 School Support Census, by federal accountability designation



**Source:** Qlik Survey Stream, School Support Census App. Retrieved May 14, 2021.

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

After ranking needs on a four-point scale, the survey asked respondents to rank the list of those they had selected as *critical* from highest to lowest priority. Out of all the needs reported as critical, the highest number of schools ranked *Attendance and Truancy* as first priority, followed by *Academic Tutoring – English Language Arts* (Table 10).

Table 10. Critical need areas ranked as first priority in 2019-20 School Support Census, by number of schools

Need Area	Number of Schools
Attendance and Truancy (n=94)	23
Academic Tutoring – English Language Arts (n=108)	22
Behavior – Trauma-Informed Strategies (n=86)	13
Academic Tutoring - Math (n=124)	11
Mentoring (n=28)	5
School Library Revitalization and Support (n=66)	4
OST/After-School Programs (n=63)	4
Behavior – Counseling Supports (n=65)	4
Literacy (n=89)	4
Career Readiness – Internships / Apprenticeships / Work-Based Learning (n=51)	3

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

**Source:** Qualtrics data retrieved June 2021.

## Next Steps

During the 2019-20 school year, many programs and organizations suspended operations or became temporarily inactive due to Covid-19 school closures; as the scope of this report only extends through 2020, future reports will provide more information about the post-Covid school supports landscape.

## Appendix: Need Areas

Need Area	Description
Academic Tutoring - English Language Arts	One-on-one or small group tutoring focused on reading and writing
Academic Tutoring - Math	One-on-one or small group tutoring focused on math
Arts - Dance	Dance exposure/instruction
Arts - Drama	Drama exposure/instruction
Arts - Media Arts	Media arts exposure/instruction
Arts - Music	Music exposure/instruction
Arts - Visual Arts	Visual arts exposure/instruction
Attendance and Truancy	Programming addressing student attendance and decreases in truancy
Behavior - Behavioral Interventions	Evidence-based behavior planning, intervention, and progress-monitoring supports for small groups and individual students
Behavior - Counseling Supports	Supportive group interventions for students experiencing grief, loss, and social-emotional needs
Behavior - Suicide Prevention	Training and development for teachers, school teams, and students to build awareness, recognize signs of suicide, seek help, and respond
Behavior - Trauma-Informed Strategies	Training, coaching, and consultation for implementing evidenced-based trauma-informed practices and strategies
Career Readiness – Career Exposure Opportunities	Job shadowing opportunities, career days, or speakers
Career Readiness – Internships / Apprenticeships / Work-Based Learning	Work experience for which students receive payment / stipends
College - Application Support	Guidance/support during specific phases of the application process
College - College Visits	Opportunities for students to visit campuses
College - Financial Aid/FAFSA Completion	Help in completing FAFSA and Financial Aid applications
College – Financial Literacy	Help with postsecondary budgeting exercises or credit information
College - Mentoring	Guidance for students throughout the college application process
College - SAT/ACT Prep	One-on-one or group preparation for the SAT/ACT
College - Scholarship Research/Application	Help in identifying and applying to scholarship opportunities
Field Trips	Trips and programming
Financial Literacy	Guidance on how to make informed decisions with financial resources
Health and Wellness – Chronic Disease and Asthma Prevention	Help with preventing or managing chronic diseases such as asthma
Health and Wellness – Dental and Eye Health	Help in providing dental/eye health services/programming

<b>Need Area</b>	<b>Description</b>
Health and Wellness – Sexual Health Education / Services	Help in providing sexual health education/programming
Health and Wellness – Nutrition Education / Programming	Help in providing nutrition education/programming
Health and Wellness – Physical Activity Breaks / Recess Support	Opportunities for students to engage in physical activity or recess
Health and Wellness – School Food	Help in providing and/or improving school food
School Library Revitalization and Support	Help with revitalizing or sustaining school libraries
Literacy	Help in fostering a love of reading and/or specific literacy skills
Mentoring	Positive, supportive relationships fostering social/emotional growth
OST/After-School Programs	School-based after-school and summer programs
School Beautification	Help in planning/facilitating projects that beautify schools
School Climate	Help in improving school climate
School Greening	Help developing green spaces in and around schools
Service Learning Projects	Help in planning and facilitating student-led service projects
Sports-based Youth Development	Sports-based programs that foster positive youth development
STEM or STEAM	Interdisciplinary programs combining science, tech, engineering, arts and math
Student Internships	Placement in internship experiences
Youth Leadership	Opportunities to develop leadership skills and civic engagement

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