



THE SCHOOL DISTRICT OF
PHILADELPHIA

Special Education in the School District of Philadelphia: Recognizing the Landscape, 2019-20

- In 2019-20, 15% of students in District schools were considered Special Education students or had Individualized Education Plans (IEPs). There are nine different support programs in the District, and a students' IEP specifies their support program.
- Between 10% - 20% of students with IEPs performed in Tier 1 (the highest tier) on English/Language Arts and Math 2019-20 progress monitoring assessments.
- Nearly 70% of students with IEPs were male.
- Fewer than 10% of students with IEPs were English Learners (ELs).
- Over 70% of students with IEPs were economically disadvantaged.
- Higher percentages of students with IEPs were in fourth through seventh grade than in other grades.
- Fewer than 50% of students with IEPs had 95% or higher yearly attendance rates.
- Although the overall percentage of students with IEPs in each Network was generally proportionate to the percentage of students enrolled in each Network, there was some disproportionately in support programs across Networks. This is because not all Networks have schools with all support programs.
- Although 53% of students with IEPs were Black/African American, 72% of students whose IEP required them to receive Emotional support were Black/African American.

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October 2021

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Acknowledgements

The authors would like to acknowledge the hard work and contributions of our colleagues in the School District of Philadelphia’s Office of Specialized Services when this report was being prepared, especially Dexter Alexander for providing the data, and Shavon Savage, Nyshawana Francis-Thompson, Sonya Berry, Charlotte Brickhouse, Abena Osei, LaTwyne Wise, and Chris Marino for being thought partners in the development of this report. We would also like to thank Kristen Beamer for her tireless effort in quality assurance and editing, and Joy Lesnick in the Office of Research and Evaluation (ORE) for valuable feedback and guidance in writing this brief.

Introduction

This report provides a descriptive summary of the Specialized Service support programs provided to students with Individualized Education Plans (IEPs) in the School District of Philadelphia (SDP) during the 2019-20 school year.¹ Although this report includes data on IEP classifications² (e.g., disability type), this report emphasizes the specific support programs provided by the Office of Specialized Services to individual students, because nearly half of SDP students have more than one classification. In most cases, the Specialized Service support program a student receives is the same as their primary IEP classification.³

The Office of Specialized Services at SDP provides nine support programs to students with IEPs. Students are placed in programs based on the accommodations outlined in their IEPs (see Box 1).⁴

Box 1. Specialized Support Programs

- **Autistic support:** for students with autism who require services in communication, social skills, or behavior.
- **Blind and visually impaired support:** for students who require services related to visual impairments or blindness.
- **Deaf and Hard of Hearing support:** for students who require services related to deafness or hearing impairment.
- **Emotional support:** for students whose greatest needs are for social, emotional, and behavioral help.
- **Learning support:** for students whose greatest need is in the areas of reading, writing, math, or speaking or listening related to academics.
- **Life skills support:** for students whose greatest need is to learn academic, functional, or vocational skills that will allow them to live and work independently.
- **Multiple disabilities support:** for students with more than one disability, the combination of which results in severe impairments, and who require services in academic, functional, or vocational skills necessary for independent living.
- **Physical support:** for students who have a physical disability and require services in functional motor skill development.
- **Speech and language support:** for students who have speech and language impairments and require services to develop communication skills.

This report lays out demographic and academic outcome patterns based on the Specialized Service programs students received during the 2019-20 year as a follow up to a data brief describing the Special Education landscape during the 2018-19 year.² The 2018-19 brief focused on patterns by

¹ This report only includes students who were enrolled in an SDP school for more than 10 days during the 2019-20 year prior to schools moving to virtual instruction in March 2020. Students enrolled in Alternative schools, Charter schools, and non-district Special Education schools and students with a gifted IEP without a disability are not included in this report.

² See the 2018-19 landscape report for more information about IEP classifications
<https://www.philasd.org/research/wp-content/uploads/sites/90/2020/04/Special-Education-in-SDP-2018-19-Data-Brief-April-2020.pdf>

³ See Table 2 for more information about primary IEP classifications and support programs.

⁴ The definitions of these programs were adapted from the Office of Specialized Services web page:
<https://www.philasd.org/specializedservices/special-education-programs/>

student IEP classifications by demographics, attendance, and suspensions data. Whereas, the current report concentrates on Specialized Service support programs, because curriculum, professional development for teachers and support staff, and other services provided to students are often organized by Specialized Service support programs. This report also includes additional data on student outcomes and progress. Due to the COVID-19 pandemic, all District programs, including Specialized Service support programs, converted to virtual learning in March 2020. Therefore, all data included in this report is from on or before March 13, 2020.

Research Questions

Seven research questions guided our analysis of participation in each support program:

1. How many students were part of each Specialized Service support program in 2019-20?
2. To what degree did the students' primary disability classifications align with their Specialized Service support programs?
3. What was the demographic makeup of students in each Specialized Service support program?
4. How was the population of each Specialized Service support program distributed in different Learning Networks and areas of the city?
5. What were the attendance and suspension rates for students in each Specialized Service support program?
6. What percentage of students performed in Tier 1/At Target on the progress monitoring assessments in 2019-20 in each Specialized Service support program?
7. What was the average GPA for high school students in each Specialized Service support program?

Methods

Student Sample

To describe the landscape of the Specialized Service support programs SDP provided to students with IEPs during the 2019-20 school year, we used a data snapshot from June 2020 provided by the Office of Specialized Services.⁵ This data snapshot included a record of the Specialized Service support program provided to students, students' primary IEP classifications, students' secondary IEP classifications, students' tertiary IEP classifications, and students' support level amongst other enrollment and demographic information. Using the support program SDP provided to students as a framework to answer the research questions, we additionally included data from 2019-20 attendance, enrollment, assessment, and GPA records.

⁵ The snapshot included all students with IEPs between September – March 2020, and not only students who were actively participating in virtual instruction in SDP in June 2020 due to the COVID-19 pandemic.

Specialized Support Levels

Within each support program, students are categorized by different levels of support.

- **Full Time:** Students who are in full time support programs receive support services for more than 80% of the school day.
- **Supplemental:** Students in supplemental support programs receive support services for more than 20% but less than 80% of the school day.
- **Itinerant:** Students in itinerant support programs receive support services for less than 20% of the school day.

Findings

How many students were part of each Specialized Service support program in 2019-20?

The majority of students (59%) with IEPs were in the Learning support program.

In 2019-20, 20,787 K-12 students enrolled in SDP schools were involved in Specialized Service support programs. This cohort of students will be the focus of this report.

The majority of students (59%) were in the Learning support program in 2019-20 (Table 1). Additionally, about 5% or more students were in the Autistic support (14%), Emotional support (9%), Life Skills support (7%), or Speech and Language support (8%) programs. Fewer than 5% of students received Blind or Visually Impaired support (<1%), Deaf and Hard of Hearing support (1%), support for Multi-Disabilities (1%), or Physical support (<1%), or the support program was unknown (<1%).

Table 1. Number and percentage of students with IEPs in 2019-20 by Specialized Service support program

Support Program	Number of students	Percentage of students
Autistic	2819	14%
Blind or Visually Impaired	62	0%
Deaf and Hard of Hearing	215	1%
Emotional	1799	9%
Learning	12272	59%
Life Skills	1543	7%
Multi-Disabilities	330	2%
Physical	55	0%
Speech and Language	1683	8%
UNKNOWN	9	0%
Total	20787	100%

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

How to read this table: This table shows the number and percentage of students in each of the Specialized Service support programs in 2019-20. For example, 2,819 students were in the Autism support program, and that was 14% of the population of students with IEPs in 2019-20.

Note: Students in the UNKNOWN support programs are excluded from the remainder of analyses due to the category having fewer than 15 students.

The majority of students with IEPs (70%) received supplemental support services, as opposed to full time or itinerant level of services.

This pattern was followed for students in the Autistic, Emotional, Learning, Life Skills, and Multi-Disabilities support programs (Table 2). However, about half of students in the Blind or Visually Impaired and Deaf and Hard of Hearing support programs received supplemental or itinerant supports. Whereas, over 90% of students in the Speech and Language support program received itinerant supports, and less than 5% received supplemental supports.

Table 2. Percentage of students in each service level by Specialized Service support program

Support Program	Total Number of Students	Service Level		
		Full time (80% +)	Supplemental (20% - 80%)	Itinerant (20% or less)
Autistic	2819	9%	83%	7%
Blind or Visually Impaired	62	5%	45%	50%
Deaf and Hard of Hearing	215	4%	43%	53%
Emotional	1799	7%	74%	19%
Learning	12272	0%	74%	26%
Life Skills	1543	10%	87%	3%
Multi-Disabilities	330	27%	66%	7%
Physical	55	69%	29%	2%
Speech and Language	1683	1%	4%	96%
Total	20778	4%	70%	27%

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

How to read this table: This table shows the percentage of students in each of the Specialized Service support levels in 2019-20. For example, 2,819 students were in the Autism support program, and of those 2,819 students, 83% were in supplemental support. The percentages associated with each level represent the percentage of time students receive supports during the school day, or the amount of time students are not in the general education environment.

Note: Multiply the percentage in the cell by the number in the *number of students* column to calculate number of students in each cell.

To what degree did the students' primary disability classifications align with their Specialized Service support programs?

Often, students' primary IEP classifications corresponded to their Specialized Service support programs, but not always.

The majority of students were in support programs that aligned with their primary IEP classification (Table 3). For example, 84% of students in the Autistic support program had Autism as their primary disability classification. The same pattern held true for students with Emotional Disturbance, Hearing Impairment, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, and Visual Impairment as their primary IEP classification.

Table 3. Percentage of students in each primary disability category by Specialized Service support program

Support Program	Number of Students	Primary Disability										
		Autism	Visual Impair.	Hearing Impaired	Emotion. Disturb.	Specific Learning Disability	Intellect. Disability	M-D	Ortho. Impair.	Speech or Language Impair.	Other Health Impair.	Traum. Brain Injury
Autistic	2819	84%	0%	0%	1%	1%	13%	0%	0%	0%	1%	0%
B/VI	62	0%	85%	0%	0%	2%	6%	0%	0%	0%	6%	0%
D/HH	215	1%	0%	92%	0%	3%	1%	0%	0%	0%	1%	0%
Emotional	1799	1%	0%	0%	73%	6%	2%	0%	0%	0%	18%	0%
Learning	12272	5%	0%	0%	4%	65%	4%	0%	0%	1%	20%	0%
Life Skills	1543	1%	0%	0%	0%	3%	89%	1%	0%	0%	3%	1%
M-D	330	2%	0%	0%	0%	0%	40%	56%	0%	0%	1%	1%
Physical	55	2%	0%	0%	0%	7%	27%	5%	45%	0%	11%	2%
Speech	1683	1%	0%	0%	0%	2%	1%	0%	0%	95%	1%	0%
Total	20778	15%	0%	1%	9%	39%	12%	1%	0%	8%	14%	0%

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Note: Multiply the percentage in the cell by the number in the *number of students* column to calculate number of students in each cell. See Appendix A, for numbers of students. See Supplementary Appendix A, Tables A1-A3 for the numbers of students by service level. See Supplementary Appendix B, Tables B1-B9 for the numbers of students in each support program by primary, secondary, and tertiary disability IEP classifications. B/VI = Blind or Visually Impaired, D/HH = Deaf and Hard of Hearing, M-D = Multi-Disabilities, Speech = Speech and Language.

What was the demographic makeup of students in each Specialized Service support program?

We explored demographic patterns of race/ethnicity, gender, English Learner (EL) status, and economically disadvantaged status by Specialized Service support programs.

Black/African American students made up the highest percentage of students in most support programs.

Of all students with IEPs, 53% were Black/African American, and Black/African American students made up the highest percentage of students in almost all programs (Table 4). However, Black/African American students made up 72% of students receiving Emotional support, while accounting for only 35%-46% of the population receiving support in other categories.

In comparison, Multi-Racial/Other students made up 9% of the population of students with IEPs, but were 28% of the Multi-Disabilities support program and 38% of the Physical support program.

Table 4. Race/Ethnicity breakdowns by support program

Support Program	Number of Students	Black/African American	Hispanic/Latinx	White	Asian/Pacific Islander	Multi-Racial/Other
Autistic	2819	46%	18%	15%	7%	15%
Blind/Visual Impaired	62	56%	10%	10%	3%	21%
Deaf/Hard of Hearing	215	41%	19%	15%	11%	14%
Emotional	1798	72%	14%	8%	1%	6%
Learning	12270	54%	24%	13%	2%	7%
Life Skills	1543	54%	19%	10%	3%	14%
Multi-Disabilities	330	35%	24%	8%	5%	28%
Physical	55	36%	15%	2%	9%	38%
Speech and Language	1683	46%	22%	18%	7%	6%
Total	20778	53%	22%	13%	3%	9%

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

How to read this table: The Number of Students column includes the total number of students in each program. The columns with each race/ethnicity student group include the percentage of students in each program. The bottom row includes the total number of students and the percentage in each race/ethnicity student group. For example, there were 1,798 students in the Emotional support program, and 72% were Black/African American; however, 53% of all students with IEPs were Black/African American.

Notes: Multiply the percentage in the cell by the number in the *number of students* column to calculate number of students in each cell.

A higher percentage of students with IEPs were male students.

Across all Specialized Service support programs, 68% of students were male and 32% were female (Table 5). Although the pattern of male students making up the majority of the population holds across all Specialized Service support programs, it is notable that 84% of students receiving Autistic support were male and 79% of students receiving Emotional support were male, which is more than 10-percentage points greater than the average across all support programs.

Table 5. Gender breakdowns by support program

Support Program	Number of Students	Female	Male
Autistic	2819	16%	84%
Blind or Visually Impaired	62	50%	50%
Deaf and Hard of Hearing	215	40%	60%
Emotional	1798	21%	79%
Learning	12270	36%	64%
Life Skills	1543	39%	61%
Multi-Disabilities	330	40%	60%
Physical	55	42%	58%
Speech and Language	1683	30%	70%
Total	20778	32%	68%

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

How to read this table: The Number of Students column includes the number of students in each program. The columns with each gender subgroup include the percentage of male and female students in each program. The bottom row includes calculations for the total number of students and the percentage of students in gender subgroup for the total number of students with IEPs. For example, there were 2,819 students in the Autistic support program, and 84% were male; however, 68% of all students with IEPs were male.

Note: Multiply the percentage in the cell by the number in the *number of students* column to calculate number of students in each cell.

Less than 10 percent of students receiving support were English Learners (ELs).

Across all Specialized Service support programs, 9% of students were English Learners (ELs) and 91% were non-ELs (Table 6). Although the pattern of few ELs receiving support is true across all support programs, it is noteworthy that 15% of students receiving Deaf and Hard of Hearing support and 13% of students receiving Speech and Language supports were ELs, which is more than four percentage points greater than the average across all support programs.

The low percentage of ELs (9%) in the population of students with IEPs is understandable as ELs can receive other types of English learning support services from the Office of Multilingual Curriculum & Programs. Unless an EL has a diagnosed disability, they will not receive an IEP or support services from the Office of Specialized Services.

Table 6. English Learner (EL) status breakdowns by support program

Support Program	Number of Students	EL	Non-EL
Autistic	2819	7%	93%
Blind or Visually Impaired	62	3%	97%
Deaf and Hard of Hearing	215	15%	85%
Emotional	1798	3%	97%
Learning	12270	10%	90%
Life Skills	1543	11%	89%
Multi-Disabilities	330	5%	95%
Physical	55	7%	93%
Speech and Language	1683	13%	87%
Total	20778	9%	91%

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

How to read this table: The Number of Students column includes the number of students in each program. The EL and non-EL columns include the percentage students in each support program. The bottom row includes the total number of students and the percentage of students in each EL subgroup for the total number of students with IEPs. For example, there were 1,798 students in the Emotional support program, and 3% were ELs; however, 9% of all students with IEPs were ELs.

Note: Multiply the percentage in the cell by the number in the *number of students* column to calculate number of students in each cell.

The majority of students receiving support services were economically disadvantaged.

Across all support programs, 71% of students were economically disadvantaged and 29% were not economically disadvantaged (Table 7). There is a pattern of economically disadvantaged students making up the majority of the population across all Specialized Service support programs. However, it is notable that only 56% of students receiving Blind or Visually Impaired support and 60% of students receiving Deaf and Hard of Hearing support were economically disadvantaged, which is more than 10-percentage points lower than the average across all support programs.

Table 7. Economically disadvantaged status breakdowns by support program

Support Program	Number of Students	Economically Disadvantaged	Non-Economically Disadvantaged
Autistic	2819	65%	35%
Blind or Visually Impaired	62	56%	44%
Deaf and Hard of Hearing	215	60%	40%
Emotional	1798	76%	24%
Learning	12270	72%	28%
Life Skills	1543	74%	26%
Multi-Disabilities	330	67%	33%
Physical	55	62%	38%
Speech and Language	1683	69%	31%
Total	20778	71%	29%

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

How to read this table: The Number of Students column includes the number of students in each support program. The economically disadvantaged and non-economically disadvantaged columns include the percentage of economically disadvantaged and non-economically disadvantaged students in each support program. The bottom row includes calculations for the total number of students and the percentage of students in each economically disadvantaged status subgroup for the total number of students with IEPs. For example, there were 1,798 students in the Emotional support program, and 76% were economically disadvantaged; whereas, 71% of all students with IEPs were economically disadvantaged.

Note: Multiply the percentage in the cell by the number in the *number of students* column to calculate number of students in each cell.

Greater percentages of students enrolled in fourth- through seventh-grade received support.

For students who do not enter kindergarten with a diagnosed disability, often students are identified, referred, and evaluated for an IEP between kindergarten and third grade (Table 8). This process of identifying students once they have started school accounts for the increases in the percentage of students in each grade who have IEPs until a plateau from fourth to seventh grade. This is reflected in the percentage of students with an IEP increasing each grade by 1% from kindergarten (5%) to fourth grade (9%). From fourth to seventh grade, there is no change in the percentage of students with IEPs.

There are numerous reasons that around eighth grade the percentage of students with IEPs in the overall population decreases compared to earlier grades. One reason is that support services in high school are often structured very differently than in earlier grades, especially for students receiving supplemental or iterant levels of support. In preparation for the transition to high school, IEPs teams may closely revisit IEPs and determine whether students will benefit from the same accommodations as in earlier years. Other potential reasons are that parents may request the IEP be revisited to discuss if students still require any services at all, or students may be moved out of a District school. This is reflected in the decline in the percent of students receiving services from eighth grade (8%) to twelfth grade (6%). The Speech and Language support program is a good example of the decrease, as a higher percentage of students received this support between kindergarten and sixth grade, whereas, by high school only 1% of the population of students with IEPs received Speech and Language supports in 2019-20.

Table 8. Grade level breakdowns by support program

Support Program	Number of Students	Grade												
		K	1	2	3	4	5	6	7	8	9	10	11	12+
Autistic	2819	10%	9%	10%	10%	10%	9%	8%	7%	6%	6%	6%	4%	6%
Blind or Visually Impaired	62	5%	2%	5%	5%	11%	6%	16%	10%	10%	15%	0%	8%	8%
Deaf and Hard of Hearing	215	8%	6%	7%	7%	6%	8%	9%	10%	6%	8%	8%	6%	10%
Emotional	1798?	3%	4%	6%	8%	11%	10%	10%	11%	9%	10%	8%	6%	4%
Learning	12272	2%	4%	6%	8%	9%	10%	10%	11%	9%	9%	9%	7%	6%
Life Skills	1543	3%	5%	6%	6%	8%	8%	8%	9%	9%	7%	9%	10%	11%
Multi-Disabilities	330	8%	7%	7%	7%	9%	6%	5%	8%	7%	8%	6%	7%	14%
Physical	55	5%	2%	7%	9%	4%	4%	7%	18%	9%	5%	15%	4%	11%
Speech and Language	1683	19%	23%	18%	13%	9%	7%	4%	2%	2%	1%	1%	1%	1%
Total	20778	5%	6%	7%	8%	9%	9%	9%	9%	8%	8%	8%	6%	6%

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

How to read this table: The Number of Students column includes the number of students in each support program. Grade columns include the percentage of students in each grade in each support program. The bottom row includes calculations for the total number of students and the percentage of students in each grade in 2019-20 for the total number of students with IEPs. For example, there were 1,798 students in the Emotional support program, and 11% were in seventh grade; whereas, 9% of all students with IEPs were in seventh grade.

Note: Multiple the percentage in the cell by the *number of students* column to calculate number of students in each cell.

How was the population of each Specialized Service support program distributed in different Learning Networks and areas of the city?

Greater percentages of students enrolled in Learning Networks 4 and 8 received support.

Across all support programs, over 2,000 students were enrolled in Networks 4 and 8, or 12% and 10% of the sample respectively (Table 9). Fewer than 1,000 students, or 4%-5% of the population, were enrolled in Networks 2, 11, and the Innovation Network.

Many Networks hosted between 3% - 11% of the population of students in specific support programs, these ranges are generally proportional to the percentage of overall students with IEPs in the respective Networks. For example, the Acceleration Network included 7% of the overall population of students with IEPs, and 6% of the student population with Autistic supports, 7% with Learning supports, 6% with Life Skills supports, and 7% of the population with Speech and Language supports.

Certain networks had zero students in particular support programs, likely due to schools in those networks not providing the program. For example, Networks 2, 3, 11, and 12 did not have any students in the Multi-Disabilities support program. Whereas, Network 1 had over 20% of the population of IEP students in the Multi-Disabilities support program.

Table 9. Learning Network breakdowns by support type

Support Program	Number of Students	Learning Network														
		Acc	Inn	1	2	3	4	5	6	7	8	9	10	11	12	13
Autistic	2819	6%	2%	3%	6%	6%	10%	8%	6%	7%	13%	8%	4%	4%	8%	7%
B/VI	98	0%	9%	6%	39%	0%	2%	0%	9%	2%	1%	9%	2%	9%	9%	2%
D/HH	215	1%	2%	11%	3%	1%	20%	2%	3%	2%	20%	7%	3%	1%	23%	0%
Emotional	1798	13%	2%	3%	6%	7%	14%	5%	5%	8%	7%	4%	5%	7%	6%	11%
Learning	12272	7%	5%	6%	4%	5%	13%	6%	6%	6%	10%	8%	5%	4%	7%	7%
Life Skills	1543	6%	3%	7%	6%	2%	15%	7%	3%	5%	9%	5%	8%	3%	6%	16%
M-D	330	5%	3%	22%	0%	0%	12%	10%	4%	7%	8%	9%	6%	0%	0%	13%

Support Program	Number of Students	Learning Network														
		Acc	Inn	1	2	3	4	5	6	7	8	9	10	11	12	13
Physical	55	0%	0%	52%	0%	0%	0%	0%	9%	1%	9%	2%	9%	9%	9%	0%
Speech	1683	7%	1%	2%	5%	9%	1%	9%	9%	11%	13%	11%	10%	8%	7%	1%
Total	20778	7%	4%	6%	5%	5%	12%	6%	6%	7%	10%	7%	5%	5%	7%	8%

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

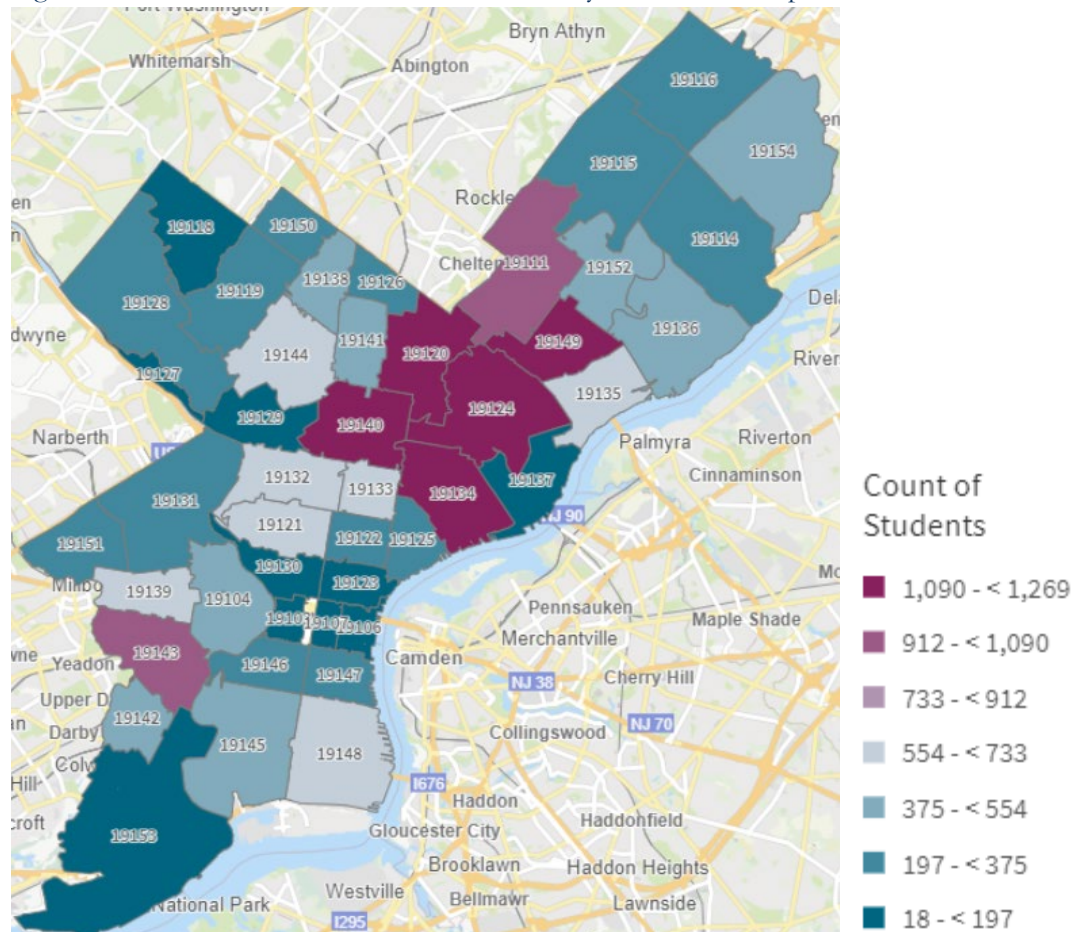
How to read this table: The Number of Students column includes the number of students in each support program. Network columns include the percentage of students in each network in each support program. The bottom row includes calculations for the total number of students and the percentage of students in each network for the total number of students with IEPs. For example, there were 1,798 students in the Emotional support program, and 13% were in the Acceleration Network; whereas, 7% of all students with IEPs were in the Acceleration Network.

Notes: See Appendix D, Tables D1-D3 for breakdowns by support level. Multiply the percentage in the cell by the *number of students* column to calculate number of students in each cell. B/VI = Blind or Visually Impaired, D/HH = Deaf and Hard of Hearing, M-D = Multi-Disabilities, Speech = Speech and Language.

Zip codes in North Philadelphia had the highest numbers of students with IEPs.

Although students with IEPs lived throughout Philadelphia in 2019-20, over 1,090 students with IEPs lived in five zip codes in North Philadelphia (Figure 1). This map demonstrates how in 2019-20, there were higher concentrations of students with IEPs living in North Philadelphia compared to other areas of the city.

Figure 1. Number of District students with IEPs by student home zip code



Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Notes: Zip code map developed in Qlik Prod. Map only includes zip codes with 15 or more students. See Appendix C, Table C4 for the number of students in each zip code by support program.

How to read this figure: This figure shows ranges of counts for District students with IEPs in different zip codes. The redder the color, the higher the count, and the bluer the color, the lower the count. For example, zip code 19134 has between 1,090-1,269 residents with IEPs, whereas, zip code 19123 only has between 18-197 students with IEPs.

Additionally, the percentage of students with IEPs relative to the number of all SDP students living in the zip code varied across the city (Table 10). Zip codes 19110, 19121, 19122, 19123, 19129, 19132, 19139 include more than 20% of the student population having IEPs.

Table 10. Percentage of students with IEPs out of all students living in each zip code

Student home zip code	Number of students with IEPs	All students enrolled in 2019-20	Percentage of students with IEPs out of all students
19103	25	330	8%
19104	438	2309	19%
19106	18	201	9%
19107	62	613	10%
19111	928	6346	15%
19114	328	1866	18%
19115	301	3263	9%
19116	262	2814	9%
19118	35	205	17%
19119	309	1760	18%
19120	1269	8114	16%
19121	661	2929	23%
19122	358	1565	23%
19123	190	908	21%
19124	1164	6704	17%
19125	226	1330	17%
19126	217	1303	17%
19127	19	112	17%
19128	207	1357	15%
19129	88	406	22%
19130	132	850	16%
19131	353	1971	18%
19132	688	3301	21%
19133	706	3491	20%
19134	1256	6457	19%
19135	643	3436	19%
19136	544	3102	18%
19137	117	768	15%
19138	541	2778	19%
19139	693	3333	21%
19140	1124	5805	19%
19141	460	2445	19%
19142	502	3014	17%
19143	914	4833	19%
19144	555	2793	20%
19145	443	2488	18%
19146	336	1873	18%
19147	289	2656	11%
19148	631	4490	14%
19149	1123	9217	12%
19150	317	1771	18%
19151	365	2053	18%
19152	391	3331	12%
19153	105	713	15%
19154	396	2253	18%

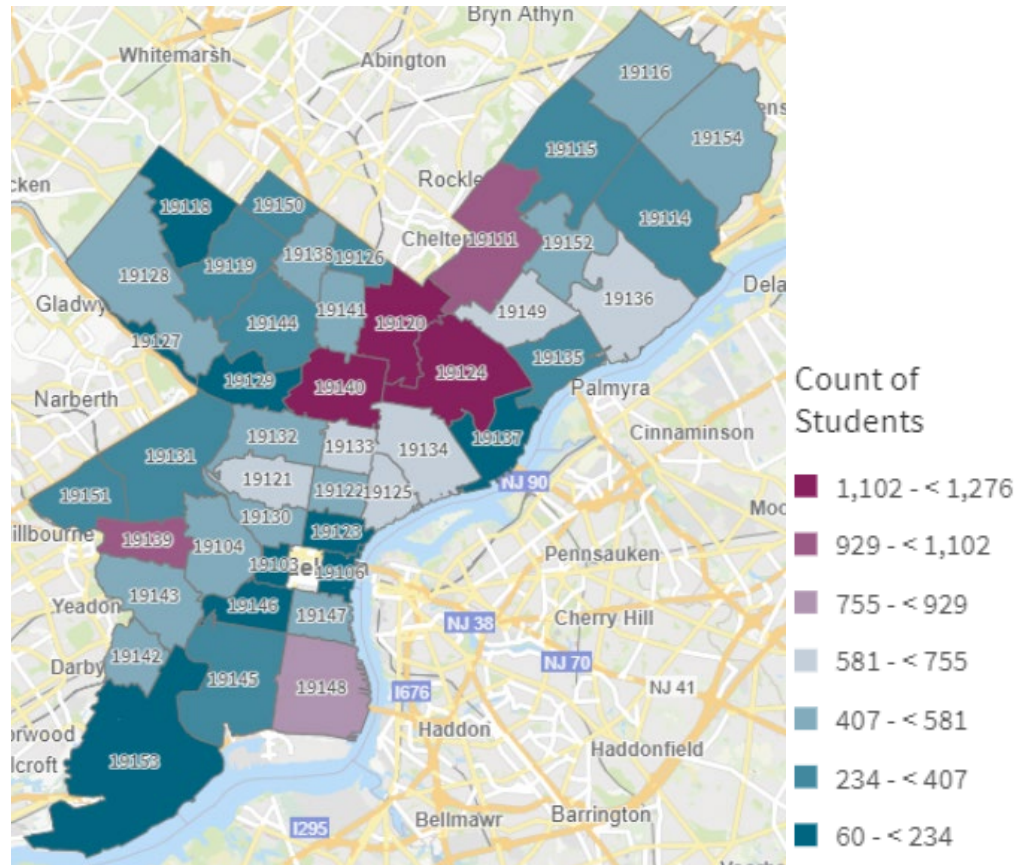
Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020, Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

Notes: See Appendix C, Table C4 for the number of students with IEPs living in each zip code by program.

Schools in North Philadelphia had the highest numbers of students with IEPs.

Although students with IEPs attended schools throughout Philadelphia in 2019-20, over 1,102 students with IEPs attended schools in three zip codes in North Philadelphia (Figure 2). This map demonstrates how in 2019-20, there were higher concentrations of students with IEPs attending schools in North Philadelphia compared to other areas of the city.

Figure 2. Number of District students with IEPs by school zip code



Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Notes: Zip code map developed in Qlik Prod. Map only includes zip codes with 15 or more students.

How to read this figure: This figure shows ranges of counts for students with IEPs who attended schools in different zip codes. The redder the color, the higher the count, and the bluer the color, the lower the count. For example, zip code 19124 has between 1,202-1,276 students with IEPs, whereas, zip code 19123 only has between 60-234 students with IEPs.

Additionally, the percentage of students with IEPs relative to the number of all SDP students attending schools in the zip code varied across the city (Table 11). Zip codes 19114, 19122, 19124, 19125, 19126, 19127, 19129, 19133, 19138, 19139, 19151, 19153 include more than 20% of the student population having IEPs.

Table 11. Percentage of students with IEPs out of all students attending schools in each zip code

School zip code	Number of students with IEPs	All students enrolled in 2019-20	Percentage of students with IEPs out of all students
19103	67	685	10%
19104	524	2669	20%
19106	113	1072	11%
19111	943	7748	12%
19114	316	1389	23%
19115	397	3689	11%
19116	462	2788	17%
19118	68	513	13%
19119	270	1213	22%
19120	1141	7006	16%
19121	720	3922	18%
19122	542	2307	23%
19123	157	1670	9%
19124	1276	6051	21%
19125	681	2650	26%
19126	247	1193	21%
19127	60	249	24%
19128	530	2902	18%
19129	229	1053	22%
19130	450	3223	14%
19131	396	2194	18%
19132	418	2094	20%
19133	589	2857	21%
19134	696	4429	16%
19135	245	1499	16%
19136	631	3722	17%
19137	117	789	15%
19138	418	1935	22%
19139	980	4152	24%
19140	1168	5798	20%
19141	572	5740	10%
19142	438	2362	19%
19143	461	3004	15%
19144	323	1627	20%
19145	254	1691	15%
19146	224	1099	20%
19147	427	4330	10%
19148	776	4492	17%
19149	714	6352	11%
19150	314	1570	20%
19151	298	1345	22%
19152	450	3085	15%
19153	131	450	29%
19154	492	3069	16%

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020, Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

Generally, about half of students with IEPs attended their catchment school.

Across all Specialized Service support programs, 55% of students attended their catchment school and 45% attended another SDP school (Table 12). However, over 70% of students in the Blind or Visually Impaired, Deaf and Hard of Hearing, Life Skills, Multi-Disabilities, and Physical support programs attended non-catchment SDP schools. This is likely because this group of students is attending schools that include their program since not all schools or networks include all support programs. Whereas, 78% of students in the Speech and Language support program attended their catchment schools.

Table 12. Catchment school enrollment breakdowns by support program

Support Program	Number of Students	Attended Catchment School	Attended Non-Catchment School
Autistic	2819	38%	62%
Blind or Visually Impaired	62	11%	89%
Deaf and Hard of Hearing	215	28%	72%
Emotional	1798	46%	54%
Learning	12270	62%	38%
Life Skills	1543	28%	72%
Multi-Disabilities	330	17%	83%
Physical	55	5%	95%
Speech and Language	1683	78%	22%
Total	20778	55%	45%

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

How to read this table: The Number of Students column includes the number of students in each support program. Catchment columns include the percentage of students attending either their Catchment school or their non-Catchment school in each support program. The bottom row includes calculations for the total number of students and the percentage of students in each category for the total number of students with IEPs. For example, there were 2,819 students in the Autistic support program, and 38% attended their Catchment schools; whereas, 55% of all students with IEPs attended their Catchment school.

Note: Multiply the percentage in the cell by the number in the *number of students* column to calculate number of students in each cell. See Appendix C, Table C5 for counts by support level.

What were the attendance and suspension rates for students in each Specialized Service support program?

Over 50% of students in Autistic, Blind or Visually Impaired, Deaf and Hard of Hearing, and Speech and Language support programs had 95% or higher attendance rates.

However, only 11% of students in Physical support and 20% of students in Multi-Disabilities support programs had 95% or higher attendance (Table 13).

Table 13. Attendance breakdowns by support program

Support Program	Number of students	% with 95%+	% with 90 to 95%	% with 85 to 90%	% with 80 to 85%	% with < 80%
Autistic	2819	51%	25%	11%	8%	5%
Blind or Visually Impaired	62	52%	23%	18%	6%	2%

Deaf and Hard of Hearing	215	50%	22%	15%	7%	6%
Emotional	1798	25%	23%	13%	29%	10%
Learning	12270	44%	24%	12%	13%	6%
Life Skills	1543	38%	24%	14%	15%	8%
Multi-Disabilities	330	20%	22%	11%	37%	10%
Physical	55	11%	9%	16%	42%	22%
Speech and Language	1683	55%	23%	10%	6%	5%
Total	20778	43%	24%	12%	14%	7%

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

How to read this table: The Number of Students column includes the number of students in each support program. Percentage columns include the percentage of students in each attendance percentage category in each support program. The bottom row includes calculations for the total number of students and the percentage of students in each category for the total number of students with IEPs. For example, there were 2,819 students in the Autistic support program, and 51% had 95% or higher attendance in 2019-20; whereas, 43% of all students with IEPs had 95% or higher attendance in 2019-20.

Note: Multiply the percentage in the cell by the *number of students* column to calculate number of students in each cell. See Appendix E, Tables E1-E3 for calculations by support level.

Over 90% of students with IEPs had zero Out-of-School Suspensions.

However, only 75% of students in the Emotional support program had zero Out-of-School Suspensions, whereas more than 95% of students in nearly all other programs had had zero Out-of-School Suspensions (Table 14).

Table 14. Zero Out-of-School Suspensions breakdowns by support program

Support Program	Number of students	Number of students with Zero Out of School Suspensions	% of students with Zero Out of School Suspensions
Autistic	2819	11	100%
Blind or Visually Impaired	62	<5	98%
Deaf and Hard of Hearing	215	9	96%
Emotional	1798	442	75%
Learning	12270	863	93%
Life Skills	1543	14	99%
Multi-Disabilities	330	0	100%
Physical	55	0	100%
Speech and Language	1683	13	99%
Total	20778	1354	93%

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

How to read this table: The Number of Students column includes the number of students in each support program. Percentage columns include the percentage of students with zero Out of School Suspensions. The bottom row includes the total number of students and the percentage of students the total number of students with IEPs. For example, there were 1,798 students in the Emotional support program, and 75% had zero Out of School Suspensions; whereas, 93% of all students with IEPs had zero Out of School Suspensions.

Note: Cells with <5 include populations with more than zero students but fewer than 5.

What percentage of students performed in Tier 1/At Target on the progress monitoring assessments in fall 2019-20 in each Specialized Service support program?

The aimswebPlus and Star assessments are universal early literacy and math screening, benchmarking, and progress-monitoring tools that are typically administered to SDP students three times throughout the school year. During 2019-20, the core literacy and math aimswebPlus assessments were typically administered to K-5 students, whereas the literacy and math Star assessments were typically administered to Grade 6-8 students. However, students with IEPs took whichever progress monitoring assessment was listed in their IEP; therefore, students with IEPs in seventh grade could take aimswebPlus, and students with IEPs in third grade could take Star.⁶

Overall, fewer than 15% of students with IEPs performed in Tier 1/At Target on progress monitoring assessments in 2019-20.

In fall 2019-20, 13% of students with IEPs performed at Tier 1/At Target on the literacy progress monitoring assessments (Table 15). This compares to 35% of all SDP students who performed at Tier 1/At Target on the literacy progress monitoring assessments.

Table 15: Number of Grades K-8 students in fall 2019-20 literacy performance tiers by support program

Support Program	Number of Students	% in Tier 1	% in Tier 2	% in Tier 3
Autistic	804	21%	10%	69%
Deaf and Hard of Hearing	114	31%	14%	54%
Emotional	887	18%	14%	68%
Learning	8141	10%	12%	79%
Life Skills	245	2%	2%	96%
Speech and Language	822	33%	14%	54%
Total for Students with IEPs	11038	13%	12%	75%
Total for all District Students	55727	35%	16%	50%

Source: Qlik L3_AIMSWEBSTAR, data accessed January 6, 2021, District-wide

<https://www.philasd.org/research/wp-content/uploads/sites/90/2020/12/Aimsweb-and-Star-Fall-2019-and-2020-Participation-and-Performance-Research-Report-November-2020-rev.pdf>

How to read this table: The Number of Students column includes the number of students in each program. Percentage columns include the percentage of students who performed in either Tier 1, Tier 2, or Tier 3 on the aimswebPlus or Star literacy assessment. The second row from the bottom includes calculations for the number of students and the percentage of students the total number of students with IEPs. For example, there were 887 students in the Emotional support program who took the literacy progress monitoring assessments in fall 2019-20, and 18% performed in Tier 1; whereas, 13% of all students with IEPs performed in Tier 1 on the literacy progress monitoring assessments. The final row includes the overall District average for context.

Notes: Students in Blind or Visually Impaired, Multi-Disabilities, and Physical support programs are removed due to groups having fewer than 15 students. Multiply the percentage in the cell by the *number of students* column to calculate number of students in each cell.

⁶ To learn more about progress monitoring performance for students with IEPs in 2020-21, see: <https://www.philasd.org/research/wp-content/uploads/sites/90/2021/05/Winter-2020-21-Assessment-Performance-by-Disability-Brief-May-2021.pdf>

In fall 2019-20, 14% of students with IEPs performed at Tier 1/At Target on the math progress monitoring assessments (Table 16).⁷ This compares to 42% of all SDP students who performed at Tier 1/At Target on the math progress monitoring assessments.

Table 16: Number of Grades K-8 students in fall 2019-20 math performance tiers by support program

Support Program	Number of Students	% in Tier 1	% in Tier 2	% in Tier 3
Autistic	459	12%	12%	76%
Deaf and Hard of Hearing	72	49%	12%	40%
Emotional	590	16%	19%	65%
Learning	5840	12%	19%	69%
Life Skills	168	0%	1%	99%
Speech and Language	294	45%	21%	34%
Total for Students with IEPs	7443	14%	18%	68%
Total for all District Students	54763	42%	17%	42%

Source: Qlik L3_AIMSWEBSTAR, data accessed January 6, 2021, District-wide

<https://www.philasd.org/research/wp-content/uploads/sites/90/2020/12/Aimswweb-and-Star-Fall-2019-and-2020-Participation-and-Performance-Research-Report-November-2020-rev.pdf>

How to read this table: The Number of Students column includes the number of students in each support program. Percentage columns include the percentage of students who performed in either Tier 1, Tier 2, or Tier 3 on the aimswebPlus or Star math assessment. The row second to the bottom includes calculations for the total number of students and the percentage of students the total number of students with IEPs. For example, there were 590 students in the Emotional support program who took the math progress monitoring assessments in fall 2019-20, and 16% performed in Tier 1; whereas, 14% of all students with IEPs performed in Tier 1 on the math progress monitoring assessments. The final row includes the overall District average for context.

Notes: Students in Blind or Visually Impaired, Multi-Disabilities, and Physical support programs are removed due to groups having fewer than 15 students. Multiply the percentage in the cell by the *number of students* column to calculate number of students in each cell. See Appendix D, Table D6 for data separated by aimswebPlus and Star.

What was the average GPA for high school students in each Specialized Service support program?

GPA data is available for students in Grades 9 - 12 who enroll in courses that provide final grades that contribute to a student’s overall yearly grade point average (GPA). Students with IEPs do not always earn a letter grade for their courses that would otherwise contribute to a GPA, but instead may take courses as pass/fail, or take courses specifically for students with IEPs that may not provide a letter or numeric grade. Therefore, only a subset of students with GPA data are included in this section.

Overall, students with IEPs had an average GPA just under 2.5 out of 4.0.

⁷ For descriptions of Progress Monitoring assessments and insight into assessments, including why some students do not participate in progress monitoring assessments, for students with IEPs see <https://www.philasd.org/research/wp-content/uploads/sites/90/2021/05/Winter-2020-21-Assessment-Performance-by-Disability-Brief-May-2021.pdf>

Across all support programs, students had an average GPA of about 2.3 (Table 17). Although students receiving Autistic support, Multi-Disabilities support, and Physical support had GPAs nearing 3.5 out of 4.0, students receiving Emotional support and Learning support had GPAs averaging 1.5 and 2.0 respectively.

Table 17: Students in Grades 9-12 average GPA by support program

Support Program	Number of Students	Average GPA
Autistic	626	3.49
Blind or Visually Impaired	19	2.74
Deaf and Hard of Hearing	70	2.63
Emotional	512	1.49
Learning	3827	2.03
Life Skills	573	3.27
Multi-Disabilities	116	3.38
Physical	19	3.47
Speech and Language	63	2.55
Total	5828	2.31

Source: Qlik L1_STUDENT_GPA, data accessed June 15, 2021

How to read this table: The Number of Students column includes the number of students in each support program. Average GPA column includes the average GPA for the students in their respective support program. The bottom row includes the overall average GPA for the total number of students with GPA data in 2019-20. For example, there were 116 students in the Multi-Disabilities support program with GPA data, and they had an average GPA of 3.38; whereas, 5,828 students overall had GPA data, with an average GPA of 2.31.

Note: See Appendix D, Table D7 for data sorted by support level.

Conclusion

In the 2019-20 school year, SDP was serving 20,787 students with one or more IEP classifications through nine Specialized Service support programs. The majority of students (59%) were in the Learning support program, and the majority of students received supplemental support. Across the board, we saw similarities and differences in numerous student characteristics and outcomes when grouping students by Specialized Service support programs.

Black/African American students made up the highest percentage of students in most Specialized Service support programs, consisting of about 53% of students with IEPs. However, Black/African American students were overrepresented in the Emotional support program at 72%. In contrast, Multi-Racial/Other students made up only 9% of the population of students with IEPs in 2019-20 but were overrepresented in the Multi-Disabilities support program (28%) and the Physical support program (38%).

There was more than double the percentage of male students (68%) than female students (32%) with IEPs in 2019-20. In nearly all programs, male students outnumbered female students, especially for the Autistic support and Emotional support programs.

Fewer than 10% of students with IEPs were also English Learners (ELs) in 2019-20. Although this is a small population, ELs with IEPs are a population that may require additional supports than are typically provided to ELs and should be highlighted. ELs with IEPs often require additional accommodations as outlined in their IEP than other students with IEPs who are fluent in English, and may require additional supports learning English than other ELs without IEPs.

Greater percentages of students with IEPs were in grades four through seven, although the percentages only ranged between 5% - 9% overall. However, far higher percentages of students were in the Speech and Language support program in kindergarten through fifth grade (7%-23%) compared to students in all other grades (1%-4%).

The percentage of students with IEPs in each Network ranged from 4% - 12% in 2019-20; however, certain networks did not include students in particular Specialized Service support programs. This likely occurred because the Networks did not have schools that provide these programs. For example, Networks 2, 3, 4, 5, 13, the Acceleration Network, and the Innovation Network did not have any students in the Physical support program, likely because schools in those Networks do not provide the Physical support program.

Although students with IEPs lived throughout the city and attended schools throughout the district in 2019-20, higher numbers of students were living in and attending schools in North Philadelphia, compared to other areas of the city.

Fewer than 50% of students with IEPs had 95% or higher attendance rates. When looking at attendance by program, there were several where 50% or more of students attended 95%+ of school: Autistic, Blind or Visually Impaired, Deaf and Hard of Hearing, and Speech and Language.

Over 90% of students with IEPs had zero Out-of-School suspensions. However, only 75% of students receiving Emotional support services had zero Out-of-School suspensions, and this percentage was even lower for students in Full Time Emotional support programming (See Appendix E).

Fewer than 15% of students with IEPs performed in Tier 1 on English/Language Arts (ELA) and Math progress monitoring assessments for fall 2020. The percentage of students in Tier 1 was generally 10-20 percentage points higher for students in Deaf and Hard of Hearing and Speech and Language support programs than the IEP population at large, and students in the Hard of Hearing and Speech and Language support programs generally had similar percentages of students performing in Tier 1/At Target as the percentage of students District-wide performing at Tier 1.

Across all support programs, students had an average GPA of just under 2.5 out of 4.0. Though students receiving Autistic support, Multi-Disabilities support, and Physical support had GPAs nearing 3.5 out of 4.0, conversely, students receiving Emotional support and Learning support had GPAs averaging 1.5 and 2.0 respectively.

Keeping these complex patterns in mind, it is critical to acknowledge that students with disabilities are not a singular group. In order to support our students with IEPs in the District, it is important to focus on how different types of supports, resources, and teaching practices can be more beneficial for a group of students in a particular support program or with a specific primary disability classification than others.

Appendix A: Sample

Table A1: Number of students in each primary disability category by support program

Support Program	Primary Disability										
	Autism	Visual Impair.	Hearing Impaired	Emotion. Distur- bance	Specific Learning Disability	Intell. Disability	M-D	Ortho. Impair.	Speech or Language Impair.	Other Health Impair.	Specific Learning Disability
Autistic	2373	0	0	20	15	361	<5	0	10	36	0
B/VI	0	53	0	0	1	4	0	0	0	4	0
D/HH	<5	0	197	<5	7	<5	<5	0	<5	<5	0
Emotional	25	0	0	1310	106	30	0	0	<5	325	<5
Learning	671	<5	16	461	7973	514	5	8	105	2495	20
Life Skills	20	<5	<5	7	50	1372	20	<5	7	47	13
M-D	5	0	0	0	0	131	186	0	0	<5	<5
Physical	<5	0	0	0	<5	15	<5	25	0	6	<5
Speech	22	<5	<5	0	30	10	<5	<5	1601	14	0
Total	3121	62	217	1799	8189	2440	222	35	1727	2936	39

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Note: Cells with <5 include populations with more than zero students but fewer than 5.

Appendix B: Demographic Breakdowns

Table B1: Full Time Service: Race/Ethnicity breakdowns by support program

Support Program	Total Number of Students	Black/African American	Hispanic/Latinx	White	Asian/Pacific Islander	Multi-Racial/Other
Autistic	265	130	30	51	9	45
Emotional	122	95	10	8	0	9
Learning	51	28	10	9	<5	<5
Life Skills	155	80	25	21	6	23
Multi-Disabilities	89	41	15	8	<5	22
Physical	38	11	5	<5	<5	18
Total	742	395	100	101	24	122

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Note: Students in Blind or Visually Impaired, Deaf and Hard of Hearing, and Speech and Language support removed due to groups having fewer than 15 students. <5 = populations with fewer than five students.

Table B2: Supplemental Service: Race/Ethnicity breakdowns by support program

Support Program	Total Number of Students	Black/African American	Hispanic/Latinx	White	Asian/Pacific Islander	Multi-Racial/Other
Autistic	2351	1090	436	315	164	346
Blind/Visual Impaired	28	16	<5	<5	<5	7
Deaf/Hard of Hearing	93	41	24	9	6	13
Emotional	1329	964	197	80	6	82
Learning	9021	4861	2298	1023	193	646
Life Skills	1342	722	260	123	43	194
Multi-Disabilities	217	70	54	20	11	62
Physical	16	9	<5	0	<5	<5
Speech and Language	61	34	10	10	<5	<5
Total	14458	7807	3284	1582	428	1357

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Note: Cells with <5 include populations with more than zero students but fewer than 5.

Table B3: Iterant Service: Race/Ethnicity breakdowns by support program

Support Program	Total Number of Students	Black/African American	Hispanic/Latinx	White	Asian/Pacific Islander	Multi-Racial/Other
Autistic	203	71	32	60	17	23
Blind/Visual Impaired	31	19	4	3	0	5
Deaf/Hard of Hearing	114	43	15	23	18	15
Emotional	346	227	37	52	8	22
Learning	3183	1673	651	523	101	235
Life Skills	46	25	8	5	<5	5
Multi-Disabilities	24	6	9	0	<5	8
Speech and Language	1608	732	362	298	113	103
Total	5556	2796	1118	964	262	416

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Note: Students in the Physical support program removed due to group having fewer than 15 students. Cells with <5 include populations with more than zero students but fewer than 5.

Table B4: Gender breakdowns by support program and support level

Support Program	Support Level					
	Full time (80% +)		Supplemental (20% - 80%)		Itinerant (20% or less)	
	Female	Male	Female	Male	Female	Male
Autistic	49	216	386	1965	25	178
Blind or Visually Impaired	<5	<5	11	17	18	13
Deaf and Hard of Hearing	<5	5	36	57	46	68
Emotional	27	95	262	1067	88	258
Learning	13	38	3273	5748	1108	2075
Life Skills	53	102	541	801	13	33
Multi-Disabilities	34	55	85	132	13	11
Physical	15	23	8	8	0	1
Speech and Language	<5	8	20	41	481	1127
Total	199	543	4622	9836	1792	3764

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Note: Cells with <5 include populations with more than zero students but fewer than 5.

Table B5: English Learner (EL) status breakdowns by support program and support level

Support Program	Support Level					
	Full time (80% +)		Supplemental (20% - 80%)		Itinerant (20% or less)	
	EL	Non-EL	EL	Non-EL	EL	Non-EL
Autistic	9	256	13	190	172	2179
Blind or Visually Impaired	0	<5	0	31	<5	26
Deaf and Hard of Hearing	<5	6	16	98	15	78
Emotional	<5	118	5	341	44	1285
Learning	<5	47	248	2935	991	8030
Life Skills	21	134	5	41	145	1197
Multi-Disabilities	5	84	0	24	11	206
Physical	<5	34	0	<5	0	16
Speech and Language	0	11	207	1401	6	55
Total	49	693	1386	13072	494	5062

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

Note: Cells with <5 include populations with more than zero students but fewer than 5.

Table B6: Economically Disadvantaged status breakdowns by support program

Support Program	Support Level					
	Full time (80% +)		Supplemental (20% - 80%)		Itinerant (20% or less)	
	Economically Disadvantaged	Non-Economically Disadvantaged	Economically Disadvantaged	Non-Economically Disadvantaged	Economically Disadvantaged	Non-Economically Disadvantaged
Autistic	175	90	1575	776	91	112
Blind or Visually Impaired	<5	<5	16	12	18	13
Deaf and Hard of Hearing	8	0	62	31	60	54
Emotional	88	34	1046	283	232	114
Learning	31	20	6796	2225	2027	1156
Life Skills	115	40	1000	342	31	15
Multi-Disabilities	58	31	147	70	16	8
Physical	24	14	9	7	<5	0
Speech and Language	11	0	41	20	1103	505
Total	511	231	10692	3766	3579	1977

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

Note: Cells with <5 include populations with more than zero students but fewer than 5.

Table B7: Full Time Service Level: Grade level breakdowns by support program

Support Program	Number of Students	Grade												
		K	1	2	3	4	5	6	7	8	9	10	11	12+
Autistic	265	21	22	26	32	35	24	28	20	10	7	20	<5	16
Emotional	122	<5	7	5	7	13	12	17	24	8	10	11	<5	<5
Learning	51	<5	<5	0	<5	<5	5	<5	<5	<5	5	7	7	14
Life Skills	155	8	9	21	12	23	12	10	<5	10	9	8	14	16
Multi-Disabilities	89	12	11	9	8	7	10	<5	<5	5	<5	<5	<5	13
Physical	38	<5	0	<5	<5	<5	<5	<5	10	5	<5	5	0	<5
Total	742	48	53	65	73	82	65	64	64	39	38	52	32	67

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Note: Students in Blind or Visually Impaired, Deaf and Hard of Hearing, and Speech and Language support programs removed due to groups having fewer than 15 students. Cells with <5 include populations with more than zero students but fewer than 5.

Table B8: Supplemental Service Level: Grade level breakdowns by support program

Support Program	Number of Students	Grade												
		K	1	2	3	4	5	6	7	8	9	10	11	12+
Autistic	2351	230	217	246	231	222	213	179	163	140	160	122	99	129
Blind or Visually Impaired	28	<5	<5	<5	<5	5	<5	5	<5	<5	0	0	0	0
Deaf and Hard of Hearing	93	8	5	9	6	6	7	9	11	7	8	<5	5	8
Emotional	1329	34	52	81	107	154	146	146	153	120	133	98	63	42
Learning	9021	200	351	566	780	928	927	948	1020	863	756	744	530	408
Life Skills	1342	46	59	72	77	99	113	118	140	126	102	120	124	146
Multi-Disabilities	217	14	12	13	14	20	10	8	24	17	21	16	19	29
Physical	16	0	<5	<5	<5	<5	0	0	0	0	0	<5	<5	<5
Speech and Language	61	8	10	9	8	5	7	<5	<5	<5	<5	<5	0	<5
Total	14458	542	708	1001	1227	1440	1427	1416	1518	1277	1183	1109	842	768

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Note: Cells with <5 include populations with more than zero students but fewer than 5.

Table B9: Iterant Service Level: Grade level breakdowns by support program

Support Program	Number of Students	Grade												
		K	1	2	3	4	5	6	7	8	9	10	11	12+
Autistic	203	26	17	23	15	14	15	7	9	8	8	22	13	26
Blind or Visually Impaired	31	<5	0	<5	0	<5	0	5	<5	<5	8	0	5	<5
Deaf and Hard of Hearing	114	9	8	6	5	7	11	11	9	6	9	13	8	12
Emotional	346	17	17	18	23	30	23	11	29	31	42	42	38	25
Learning	3183	78	110	145	212	230	273	253	283	252	379	340	332	296
Life Skills	46	0	<5	<5	0	<5	<5	<5	<5	<5	<5	7	11	12
Multi-Disabilities	24	<5	0	<5	<5	<5	<5	<5	0	<5	<5	<5	<5	<5
Speech and Language	1608	303	373	289	202	146	107	69	36	29	19	14	14	7
Total	5556	436	527	484	458	434	431	360	370	333	471	442	423	387

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Note: Students in the Physical support program removed due to group having fewer than 15 students. Cells with <5 include populations with more than zero students but fewer than 5.

Appendix C: Geographic (School, Network, Neighborhood) Breakdowns

Table C1: Full Time: Network breakdowns by support type

Support Program	2019-20 Network														
	Acc	Inn	1	2	3	4	5	6	7	8	9	10	11	12	13
Autistic	16	<5	5	7	25	32	18	36	15	31	16	<5	20	30	8
Blind or Visually Impaired	0	0	<5	<5	0	0	0	0	0	0	0	0	0	0	0
Deaf and Hard of Hearing	0	0	<5	0	0	<5	0	0	0	<5	0	0	0	<5	0
Emotional	17	<5	<5	7	8	17	<5	12	7	5	<5	7	10	13	7
Learning	<5	<5	<5	<5	<5	12	0	<5	<5	<5	<5	<5	0	<5	13
Life Skills	<5	<5	24	17	0	19	16	9	6	14	8	6	12	<5	15
Multi-Disabilities	<5	0	50	<5	0	9	6	7	<5	<5	7	<5	0	<5	<5
Physical	0	0	38	0	0	0	0	0	0	0	0	0	0	0	0
Speech and Language	0	0	0	0	0	0	<5	<5	<5	<5	<5	0	0	0	<5
Total students with IEPs	38	14	125	35	36	91	46	71	31	58	38	19	42	52	46

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Note: Cells with <5 include populations with more than zero students but fewer than 5.

Table C2: Supplemental: Network breakdowns by support Type

Support Program	2019-20 Network														
	Acc	Inn	1	2	3	4	5	6	7	8	9	10	11	12	13
Autistic	151	44	47	140	135	244	192	128	184	304	197	101	98	195	191
Blind or Visually Impaired	0	0	0	27	0	0	0	0	0	<5	0	0	0	0	0
Deaf and Hard of Hearing	0	0	0	0	<5	25	<5	<5	<5	27	<5	0	0	35	0
Emotional	192	27	21	81	90	157	70	53	107	91	54	59	100	82	145
Learning	695	326	358	369	401	1161	586	509	655	980	753	433	440	689	666
Life Skills	91	36	72	73	26	196	89	40	72	120	69	114	33	94	217
Multi-Disabilities	14	10	18	0	0	26	25	<5	22	23	23	16	0	0	36
Physical	0	0	13	0	0	0	0	0	<5	0	<5	0	0	0	0
Speech and Language	5	0	<5	<5	<5	<5	<5	10	<5	8	5	0	6	8	<5
Total students with IEPs	1148	443	530	692	656	1812	967	745	1046	1554	1104	723	677	1103	1258

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Note: Cells with <5 include populations with more than zero students but fewer than 5.

Table C3: Iterant: Network breakdowns by support type

Support Program	2019-20 Network														
	Acc	Inn	1	2	3	4	5	6	7	8	9	10	11	12	13
Autistic	6	20	27	19	18	15	9	10	8	28	16	10	6	<5	8
Blind or Visually Impaired	0	9	<5	10	0	<5	0	0	<5	0	0	<5	0	0	<5
Deaf and Hard of Hearing	<5	5	22	6	<5	17	4	6	<5	13	14	7	2	11	1
Emotional	17	12	27	19	23	71	17	18	21	31	12	17	9	13	39
Learning	117	324	421	117	170	464	154	197	139	243	180	147	106	206	198
Life Skills	<5	<5	11	<5	0	10	<5	<5	0	<5	0	<5	<5	<5	10
Multi-Disabilities	<5	0	5	0	0	<5	<5	<5	0	<5	<5	<5	<5	0	5
Physical	0	0	<5	0	0	0	0	0	0	0	0	0	0	0	0
Speech and Language	110	12	29	82	142	18	141	131	174	204	171	163	122	102	7
Total students with IEPs	255	385	547	254	355	601	328	364	346	525	394	348	248	336	270

Source: Office of Specialized Services warehouse tables, data accessed September 14, 2020

Note: Cells with <5 include populations with more than zero students but fewer than 5.

Table C4: Full list of home zip codes and the number of students living in each zip code in 2019-20

Zip code	Total Number of Students	Autistic	B/VI	D/HH	Emotion	Learning	Life Skill	M-D	Physical	Speech
19103	25	6	0	<5	<5	11	0	0	<5	<5
19104	438	51	<5	<5	51	255	45	<5	<5	26
19106	18	6	0	0	<5	10	0	0	0	0
19107	62	11	0	0	<5	37	<5	0	0	10
19111	928	138	<5	5	64	586	57	16	<5	59
19114	327	49	0	<5	17	188	14	5	<5	48
19115	301	57	<5	7	13	171	10	<5	0	38
19116	262	52	0	7	8	157	9	6	<5	22
19118	35	<5	0	<5	<5	21	0	<5	0	<5
19119	309	41	<5	<5	25	191	17	<5	0	28
19120	1269	168	<5	17	98	746	112	18	<5	103
19121	661	64	<5	<5	98	402	52	10	<5	30
19122	358	40	<5	<5	27	220	23	5	<5	36
19123	190	13	0	<5	31	122	7	<5	0	11
19124	1164	139	<5	8	122	660	118	25	<5	85
19125	226	15	0	<5	10	154	12	<5	0	29
19126	217	26	<5	<5	16	129	13	<5	0	25
19127	19	<5	0	0	0	13	<5	<5	0	<5
19128	207	25	<5	<5	8	143	5	<5	0	19
19129	88	14	0	<5	9	47	<5	5	<5	7
19130	132	14	0	<5	19	78	12	0	0	6
19131	353	46	<5	<5	44	183	40	9	<5	23
19132	688	68	<5	<5	89	393	63	7	<5	62
19133	706	81	<5	<5	63	451	47	10	<5	48
19134	1255	201	5	8	90	726	98	26	<5	99
19135	643	72	0	13	49	413	36	19	<5	40
19136	543	92	0	8	42	325	29	10	<5	34
19137	117	13	0	0	<5	79	8	0	0	15
19138	541	76	0	<5	51	320	45	7	<5	37
19139	692	106	<5	11	80	385	62	8	<5	33
19140	1124	142	6	9	120	656	90	16	<5	81
19141	460	63	<5	<5	42	280	26	10	5	29
19142	500	57	<5	5	44	280	46	15	<5	50
19143	913	132	<5	9	94	517	84	9	<5	61
19144	555	98	<5	5	72	291	40	8	<5	38
19145	443	73	0	<5	31	255	36	5	0	39
19146	336	43	<5	<5	35	192	30	<5	<5	29
19147	289	38	0	<5	16	157	14	0	<5	62
19148	631	112	<5	9	21	341	40	7	<5	98
19149	1121	142	<5	20	72	692	86	17	<5	88
19150	317	38	0	5	21	198	19	5	0	31
19151	365	50	<5	<5	41	217	35	5	0	13
19152	391	54	<5	<5	12	243	31	10	<5	36
19153	105	19	<5	0	9	56	10	<5	0	6
19154	396	59	<5	5	28	256	11	5	0	31

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

Note: B/VI = Blind or Visually Impaired, D/HH = Deaf and Hard of Hearing, M-D = Multi-Disabilities, Speech = Speech and Language. Cells with <5 include populations with more than zero students but fewer than 5.

Table C5: Catchment school enrollment breakdowns by support program and support level

Support Program	Full time (80% +)		Supplemental (20% - 80%)		Itinerant (20% or less)	
	Attended Catchment School	Attended Non- Catchment School	Attended Catchment School	Attended Non- Catchment School	Attended Catchment School	Attended Non- Catchment School
Autistic	99	166	864	1487	99	104
Blind or Visually Impaired	0	<5	<5	27	6	25
Deaf and Hard of Hearing	<5	7	8	85	52	62
Emotional	43	79	580	749	210	136
Learning	22	29	5941	3080	1646	1537
Life Skills	31	124	382	960	14	32
Multi-Disabilities	11	78	39	178	7	17
Physical	0	38	<5	13	0	<5
Speech and Language	8	<5	43	18	1264	344
Total	215	527	7861	6597	3298	2258

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

Note: Cells with <5 include populations with more than zero students but fewer than 5.

Appendix D: Academic Breakdowns

Table D1: Full Time Service Level: Attendance breakdowns by support program

Support Program	Full time (80% +)					
	Number of Students	# with 95%+	# with 90 to 95%	# with 85 to 90%	# with 80 to 85%	# with < 80%
Autistic	265	52%	26%	10%	8%	4%
Emotional	122	17%	15%	14%	41%	13%
Learning	51	47%	16%	10%	22%	6%
Life Skills	155	30%	28%	17%	17%	8%
Multi-Disabilities	89	15%	24%	9%	46%	7%
Physical	38	5%	13%	16%	50%	16%
Total	742	35%	22%	13%	23%	7%

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

Note: Students in Blind or Visually Impaired, Deaf and Hard of Hearing, and Speech and Language support programs removed due to groups having fewer than 15 students.

Table D2: Supplemental Service Level: Attendance breakdowns by support program

Support Program	Supplemental (20% - 80%)					
	Number of Students	# with 95%+	# with 90 to 95%	# with 85 to 90%	# with 80 to 85%	# with < 80%
Autistic	2351	49%	26%	12%	8%	6%
Blind or Visually Impaired	28	46%	36%	14%	4%	0%
Deaf and Hard of Hearing	93	38%	31%	15%	8%	9%
Emotional	1328	23%	23%	14%	30%	11%
Learning	9021	42%	24%	13%	14%	7%
Life Skills	1342	39%	24%	14%	15%	8%
Multi-Disabilities	217	18%	23%	12%	35%	12%
Physical	16	25%	0%	19%	19%	38%
Speech and Language	61	44%	23%	18%	8%	7%
Total	14457	41%	24%	13%	15%	7%

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

Table D3: Itinerant Service Level: Attendance breakdowns by support program

Support Program	Itinerant (20% or less)					
	Number of Students	# with 95%+	# with 90 to 95%	# with 85 to 90%	# with 80 to 85%	# with < 80%
Autistic	203	66%	21%	6%	4%	2%
Blind or Visually Impaired	31	61%	13%	16%	6%	3%
Deaf and Hard of Hearing	114	58%	16%	15%	7%	4%
Emotional	346	36%	25%	11%	21%	8%
Learning	3182	51%	24%	10%	11%	5%
Life Skills	46	41%	26%	9%	17%	7%
Multi-Disabilities	24	58%	4%	13%	21%	4%
Speech and Language	1608	56%	24%	10%	6%	4%
Total	5555	52%	23%	10%	10%	5%

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

Note: Students in the Physical support program removed due to group having fewer than 15 students.

Table D4: Suspensions breakdowns by support program level

Support Program	Full time (80% +)		Supplemental (20% - 80%)		Itinerant (20% or less)	
	Number of students	% of students with Zero OSS	Number of students	% of students with Zero OSS	Number of students	% of students with Zero OSS
Autistic	265	99%	2351	100%	203	100%
Blind or Visually Impaired	<5	100%	28	100%	31	97%
Deaf and Hard of Hearing	8	88%	93	97%	114	96%
Emotional	122	64%	1329	74%	346	84%
Learning	51	94%	9021	92%	3183	95%
Life Skills	155	99%	1342	99%	46	100%
Multi-Disabilities	89	100%	217	100%	24	100%
Physical	38	100%	16	100%	<5	100%
Speech and Language	11	100%	61	98%	1608	99%
Total	742	93%	14458	93%	5556	96%

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

Note: Cells with <5 include populations with more than zero students but fewer than 5.

Table D5: Number of Grades K-8 students in fall 2019-20 literacy performance tiers by assessment

Support Program	aimswebPlus				Star			
	Number of Students	% in Tier 1	% in Tier 2	% in Tier 3	Number of Students	% in Tier 1	% in Tier 2	% in Tier 3
Autistic	524	24%	10%	66%	280	15%	11%	74%
Deaf and Hard of Hearing	38	34%	13%	53%	76	30%	14%	55%
Emotional	392	24%	11%	65%	495	14%	16%	71%
Learning	3244	12%	10%	78%	4897	9%	13%	79%
Life Skills	114	4%	3%	93%	131	0%	2%	98%
Speech and Language	677	31%	13%	56%	145	40%	17%	43%
Total	4989	17%	10%	73%	6049	10%	13%	77%

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

Note: Students in Blind or Visually Impaired, Multi-Disabilities, and Physical support programs removed due to groups having fewer than 15 students.

Table D6: Number of Grades K-8 students in fall 2019-20 math performance tiers by assessment

Support Program	aimswebPlus				Star			
	Number of Students	% in Tier 1	% in Tier 2	% in Tier 3	Number of Students	% in Tier 1	% in Tier 2	% in Tier 3
Autistic	186	10%	10%	80%	273	13%	13%	74%
Deaf and Hard of Hearing	6	67%	17%	17%	66	47%	11%	42%
Emotional	132	18%	10%	72%	458	16%	21%	63%
Learning	1250	7%	16%	78%	4590	13%	20%	67%
Life Skills	34	0%	0%	100%	134	0%	1%	99%
Speech and Language	155	36%	20%	44%	139	55%	22%	23%
Total	1763	11%	15%	75%	5680	15%	19%	66%

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

Note: Students in Blind or Visually Impaired, Multi-Disabilities, and Physical support programs removed due to groups having fewer than 15 students.

Table D7: Average GPA breakdowns by support program level

Support Program	Full time (80% +)		Supplemental (20% - 80%)		Itinerant (20% or less)	
	Number of Students	Average GPA	Number of Students	Average GPA	Number of Students	Average GPA
Autistic	47	3.55	510	3.55	69	2.99
Blind or Visually Impaired	<5	3.00	0	0	17	2.72
Deaf and Hard of Hearing	<5	2.85	25	2.52	42	2.68
Emotional	28	1.63	336	1.33	147	1.83
Learning	33	1.94	2438	1.92	1347	2.25
Life Skills	47	3.24	492	3.27	34	3.35
Multi-Disabilities	19	3.61	85	3.36	12	3.13
Physical	9	3.39	9	3.51	<5	3.85
Speech and Language	<5	3.91	7	2.90	54	2.48
Total	189	2.91	3902	2.30	1723	2.30

Source: Qlik Total Student Enrollment Yearly, data accessed October 6, 2020

Note: Cells with <5 include populations with more than zero students but fewer than 5.