



THE SCHOOL DISTRICT OF
PHILADELPHIA

Office of Evaluation, Research, and Accountability

**Understanding the SDP Landscape
by focusing on two student
groups: *English Learners and Students in
Special Education***

July 27, 2022

Agenda

- **About ERA and the Research Roundup Webinar Series**
- **Part 1:** Special Education and English Learner Students in our Data and Research
- **Part 2:** District- and School-Level Variation in Enrollment of Students in Special Education
- **Part 3:** Diversity of English Learners in Data and Research
- **Q & A**

This webinar is being recorded.

The recording and a PDF of the slide deck will be available at: philasd.org/research/roundup

Please introduce yourself in the chat!

Evaluation, Research, and Accountability

philasd.org/era

Evaluation, Research, and Accountability

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News About Offices Goals and Guardrails Tools Reports Data Professional Development Contact



What can we help you find?

Every year, we collect millions of data points on student achievement, leadership, school climate, and progress.

Our offices work with the data to evaluate and report outcomes and develop informational tools.



STUDENT LEARNING



PERFORMANCE DATA



SCHOOL SUPPORTS



ASSESSMENTS & ACCOUNTABILITY



SURVEYS



RESEARCH REVIEW COMMITTEE (RRC)

Office of Research and Evaluation

District Performance Office

Planning and Evidence-Based Supports Office

Office of Assessments

Office of Data Governance

Evaluation, Research, and Accountability

THE SCHOOL DISTRICT OF PHILADELPHIA

Compare Schools | User Guide | Video Tutorials

SCHOOL PROFILES

Find out how a school or group of schools is performing. Search for a school or narrow your search using the filters below. You can also view data for groups of schools (for example, all Charter Schools or all Network 1 schools) by clicking on "School Groupings."

Find a School | School Groupings

Search for a school:
Begin typing | Search
Filters | +

ACADEMY AT PALUMBO
ACADEMY FOR THE MIDDLE YEARS (AMY) AT NORTHWEST
AD PRIMA CHARTER SCHOOL
ADAIRE, ALEXANDER SCHOOL
ALLEN, DR. ETHEL SCHOOL
ALLEN, ETHAN SCHOOL
ALLEN, RICHARD PREPARATORY CHARTER SCHOOL
ALLIANCE FOR PROGRESS CHARTER SCHOOL
ALTERNATIVE MIDDLE YEARS (AMY) AT JAMES MARTIN
ANDERSON, ADD B. SCHOOL
ARTHUR, CHESTER A. SCHOOL
ARTS ACADEMY AT BENJAMIN RUSH

PHILADELPHIA PUBLIC SCHOOLS

DATA FOR DISTRICT, CHARTER, ALTERNATIVE, AND OTHER/CYBER STUDENTS AND SCHOOLS
Enrollment: 2021-2022 (next update November 2022)
Performance data: 2020-2021 for Attendance and Career data: 2019-2020 for suspension rates; 2020-2021 for Survey results; 2018-2019 for all other data due to COVID (next update February 2022)

In Spring 2020, students and schools were impacted by COVID-19, including related closures and assessment cancellations. Comparison of 2019-20 data to prior years should be made with caution.

TOTAL ENROLLMENT 198,645

SCHOOL DISTRICT OF PHILADELPHIA
CENTRAL OFFICE
440 N. Broad Street
Philadelphia, PA 19130
p: 215-400-4000

SUPERINTENDENT
William R. Hite, Jr., Ed.D.

2018-19 PSSA & KEYSTONE - ELA PERFORMANCE (ALL GRADES)

36% | 1 POINT DECREASE FROM LAST YEAR

The percentage of students who scored Proficient or Advanced on the state standardized English Language Arts exam.

2018-19 PSSA & KEYSTONE -

2018-19 READING ON GRADE

TOTAL SCHOOLS 325

DISTRICT SCHOOLS 216
ENROLLMENT 114,902

CHARTER SCHOOLS 85
ENROLLMENT 66,890

ALTERNATIVE SCHOOLS 24
ENROLLMENT 2,766

OTHER/CYBER CHARTERS
ENROLLMENT 14,087

DISTRICT PROGRESS TOWARDS GOALS AND GUARANTEES
MORE PUBLIC SCHOOLS DATA
DISTRICT FACTS

schoolprofiles.philasd.org

philasd.org/opendata

School Information

Click below to expand the table to view a description of the data and download a data set for a specific school year. You can also download a Zip file that contains all available years for a specific School Information category.

The public release of this data supports our goals to promote greater transparency and community engagement. Before accessing these data, please review the [Terms and Conditions](#).

- + School Lists
- + School Enrollment & Demographics
- + District Enrollment & Demographics
- + Pre-School Information
- + Catchment Feeder Schools
- + School Catchment Areas
- + School Catchment Retention Details
- + School Catchment Retention Counts
- + District Wide Surveys
- + Youth Risk Behavior Survey
- + School Reopening Information
- + School Selection
- + Household Food Insecurity

Data Sets

- School Information**
Information on schools' attributes
- School Performance**
Student performance and climate through the school year
- District Employees and Finance**
Expenditure, Employee, Budget, and FTE Data
- Advancing Education Safely**
Information on hybrid learning and COVID-19 testing
- Terms and Conditions**
Please read!

Quick Data

- School Profiles**
View individual school profile information
- PSSA & Keystone Exam Data**
Details on PSSA and Keystone results

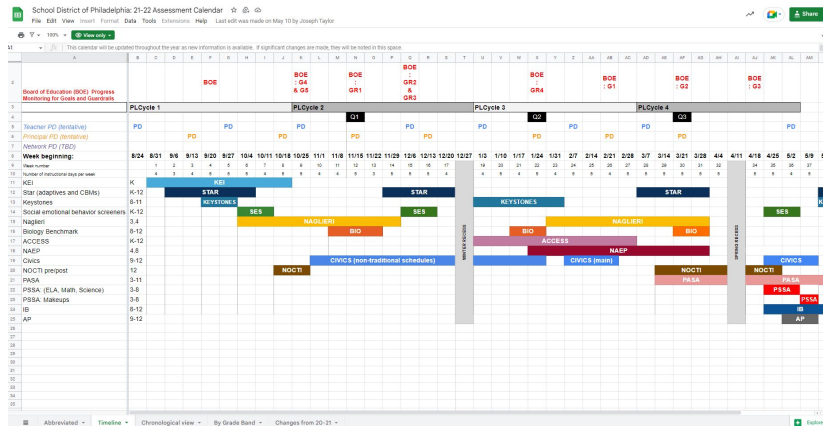
Evaluation, Research, and Accountability



GUARDRAIL 1.1: CLIMATE & INSTRUCTION

GUARDRAIL 1.3: MENTAL HEALTH SUPPORT

HOW?



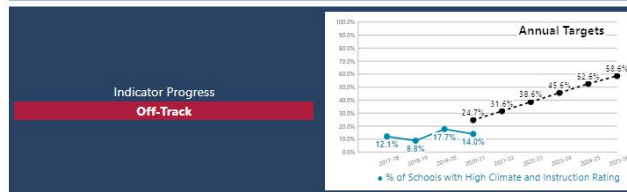
philasd.org/era/assessment/

- Sections
- Overall and by School Group
 - By Survey Subtopic and Respondents
 - By School and Student Groups
 - Ennotes
 - Guardrail 1 Links
 - Mental Health Support
 - How?

Overall and by School Group

Indicator 1.1

The percentage of schools with both a high Overall District-Wide Survey Climate rating and a high Overall District-Wide Survey Instruction rating will grow from 17.7% (38 schools) in August 2020 to 58.6% (126 schools) by August 2026.



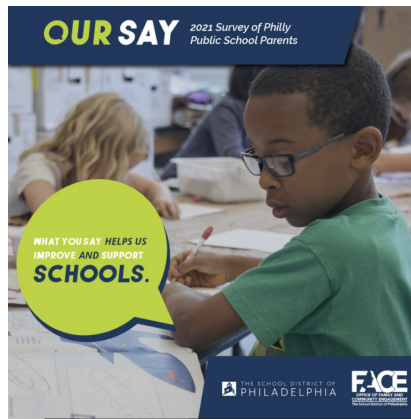
	2017-18	2018-19	2019-20	2020-21 ¹	2020-21	Distance to Annual Target	Distance to 2021-22 Target	2025-26 Final Target
All District Schools	12.1%	8.8%	17.7%	14.0%	24.7%	-10.7	-17.6	58.6%

School Group (Based on School Performance on Guardrail Indicator 1.1) ²	District-Wide Survey Climate and Instruction Topic Scores, All District Schools											
	2018-19				2020-21 ¹							
	Topic Scores		Schools		Topic Scores		Schools					
On Track - Group A High Instruction, High Climate	7.6	8.2	19	8.8%	7.6	8.1	38	17.7%	7.8	8.1	30	14.0%
Near Track - Group B Either High Instruction or High Climate	7.2	7.8	45	20.9%	7.3	7.8	46	21.4%	7.4	7.7	61	28.4%
Near Track - Group C Near Instruction, Near Climate	6.5	7.5	83	38.6%	6.4	7.4	84	39.1%	6.7	7.5	84	39.1%
Off Track - Group D Low Instruction and/or Low Climate	5.7	7.0	68	31.6%	5.7	7.0	38	17.7%	5.7	7.3	14	6.5%

philasd.org/era/goals-and-guardrails

Office of Research and Evaluation

philasd.org/research



philasd.org/dws



External Research Review

Comprehensive information about the Research Review Committee process - a requirement before conducting any research in SDP







phledresearch.org/

philasd.org/research/programsservices/reports/

What is a Research Roundup?

- Monthly webinar series with a topical focus
- Work in progress
- Sign up to be notified when webinars are scheduled and when recordings are available

www.philasd.org/research/roundup

Roundup Topics so far	
March 	Literacy Performance in Grades K-3
April 	Math Performance in Grades 3-8
May 	9th Grade “On Track” Rates and High School Graduation
June 	Food Insecurity in the School District of Philadelphia

Goals for This Presentation

Attendees will better understand:

1. Special Education and English Learner (EL) Students in Our Data and Research
2. District- and School-Level Landscape of Students in Special Education
3. Diversity of the Landscape of ELs
4. Research on two Programs that Support ELs

Part 1: Special Education and English Learner Students in our Data and Research

Our Reports: The Big Picture

Usually, our public reports provide a District-level perspective

1. Within that, we often disaggregate—but in a limited way
 - a. Organizationally (e.g., by Learning Network)
 - b. Demographically (e.g., by Race/Ethnicity, Gender)

What The Big Picture Can Miss

Top-Level demographic categories:

1. Always have a “data story.” Every data point comes from a real-world collection process.
2. Can obscure variation *within* those categories

Today we are going to dig deeper into two important student groups—English Learners and Special Education Students

Part 2a: District-level view of Special Education Students

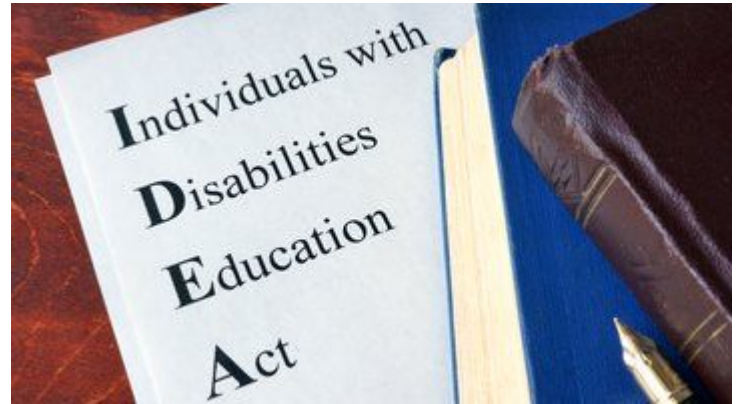
Special Education Landscape

In 2021-22, 15.9% or 18,257 SDP students had an Individualized Education Plan (IEP).

After an evaluation to determine if a student qualifies for an IEP, they can be classified with a Primary Disability, Secondary Disability, and a Tertiary Disability.

Disabilities include:

- Autism
- Developmental Delay
- Emotional Disturbance
- Hearing Impaired including Deafness
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment including Blindness

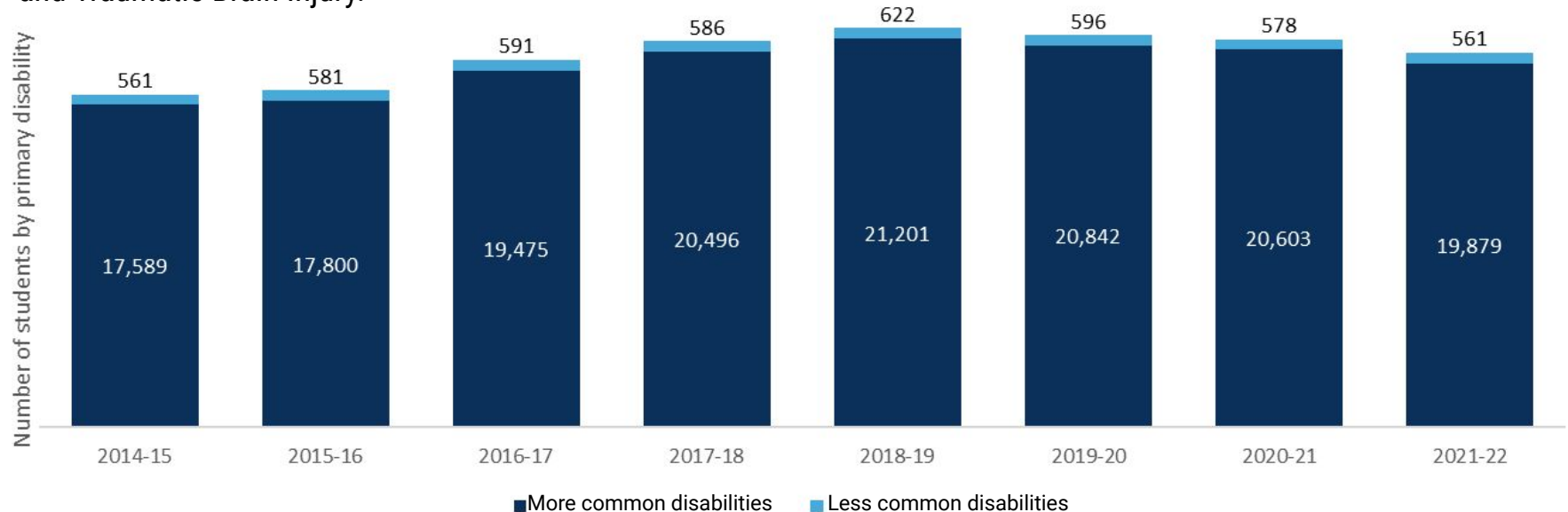


Trends in More Common and Less Common Disabilities in SDP

Between about 18,000 to 22,000 students attending SDP schools had a Primary Disability from 2014-15 to 2021-22.

97% of SDP students with an IEP had more common Primary Disabilities, such as Specific Learning Disability, Autism, or Speech or Language Impairment.

3% of SDP students with an IEP had less common Primary Disabilities, such as Hearing Impaired including Deafness, and Traumatic Brain Injury.

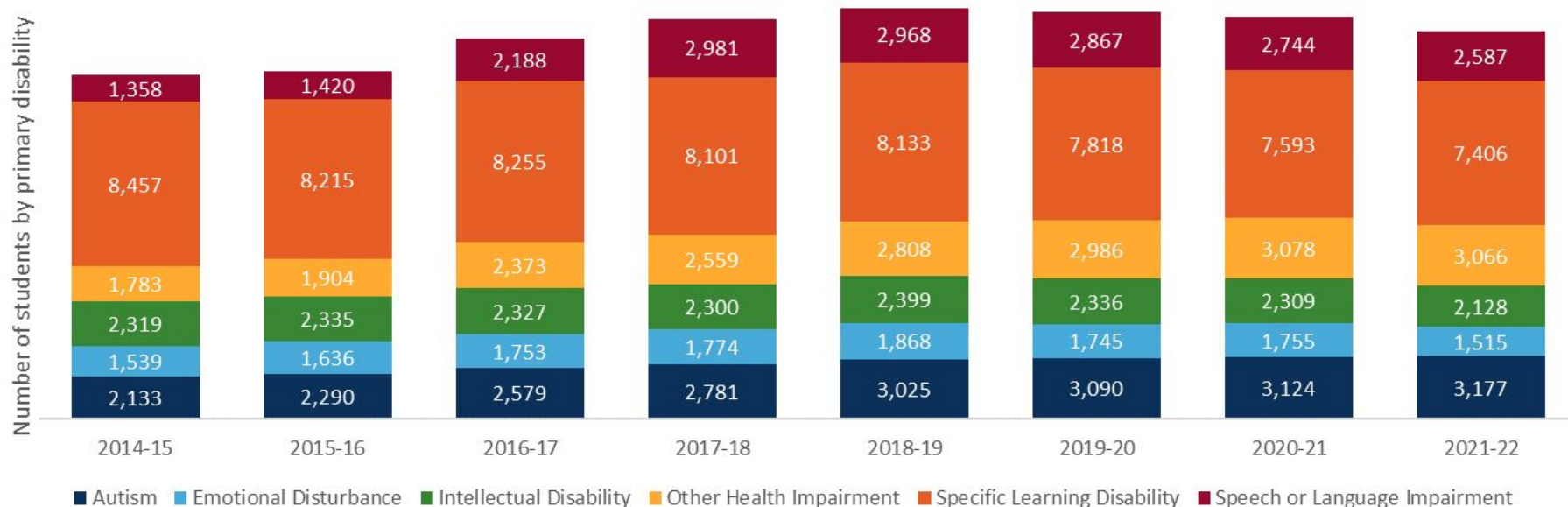


Source: Qlik Enrollment - Oct 1 Snapshot, Details sheet. Sourced 7-14-22

Trends in Most Common Disabilities in SDP

37%-48% of SDP students with an IEP were classified with a **Specific Learning Disability**.

In comparison, 33%-40% of SDP students with an IEP were classified with **Autism**, an **Intellectual Disability**, or a **Speech or Language Impairment**.

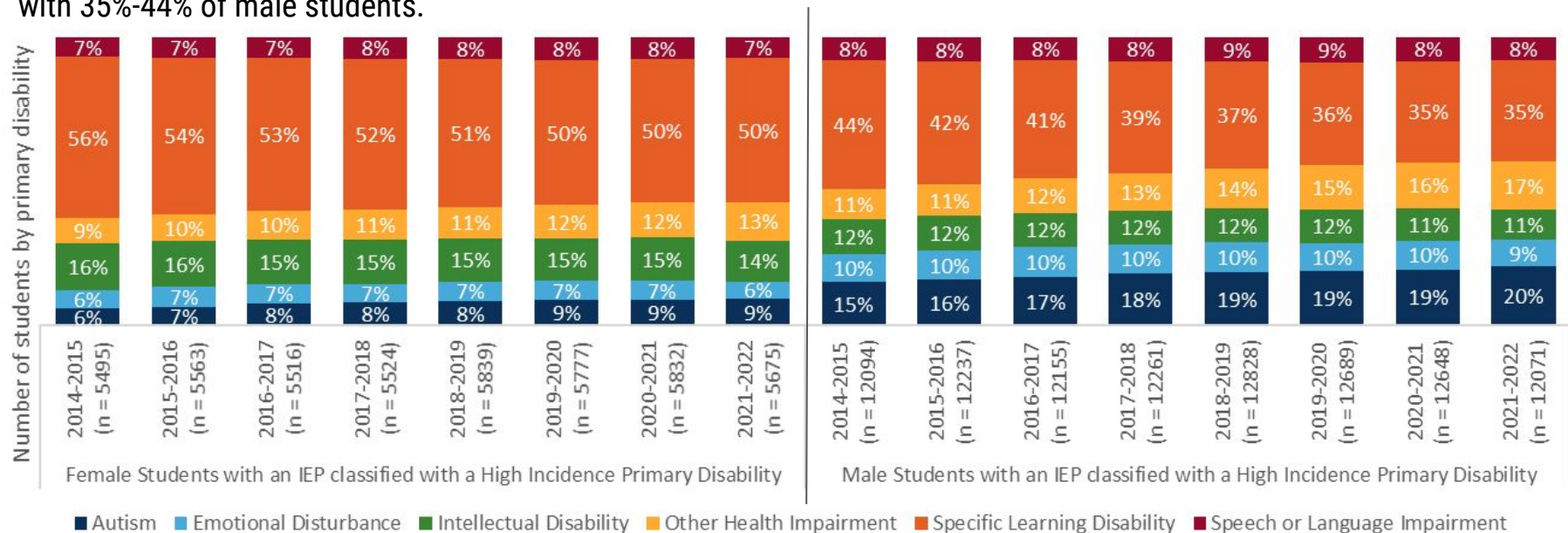


Trends in Primary Disabilities by Gender

Across years, about 33% of students with an IEP were female and about 67% were male.

Between 6%-9% of female students were classified with **Autism**, compared with 15%-20% of male students.

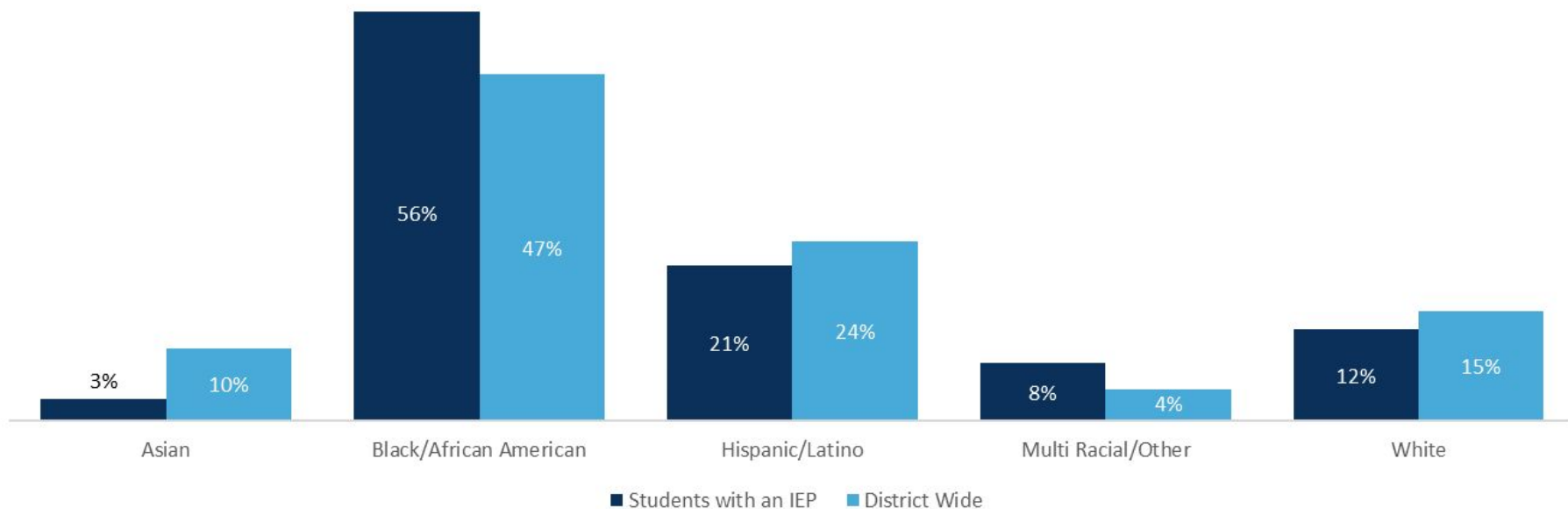
In comparison, between 50%-56% of female students were classified with a **Specific Learning Disability**, compared with 35%-44% of male students.



Primary Disabilities in 2021-22 by Race/Ethnicity

In 2021-22, 56% of students with an IEP were Black/African American, and Black/African American students made up 47% of the District at large.

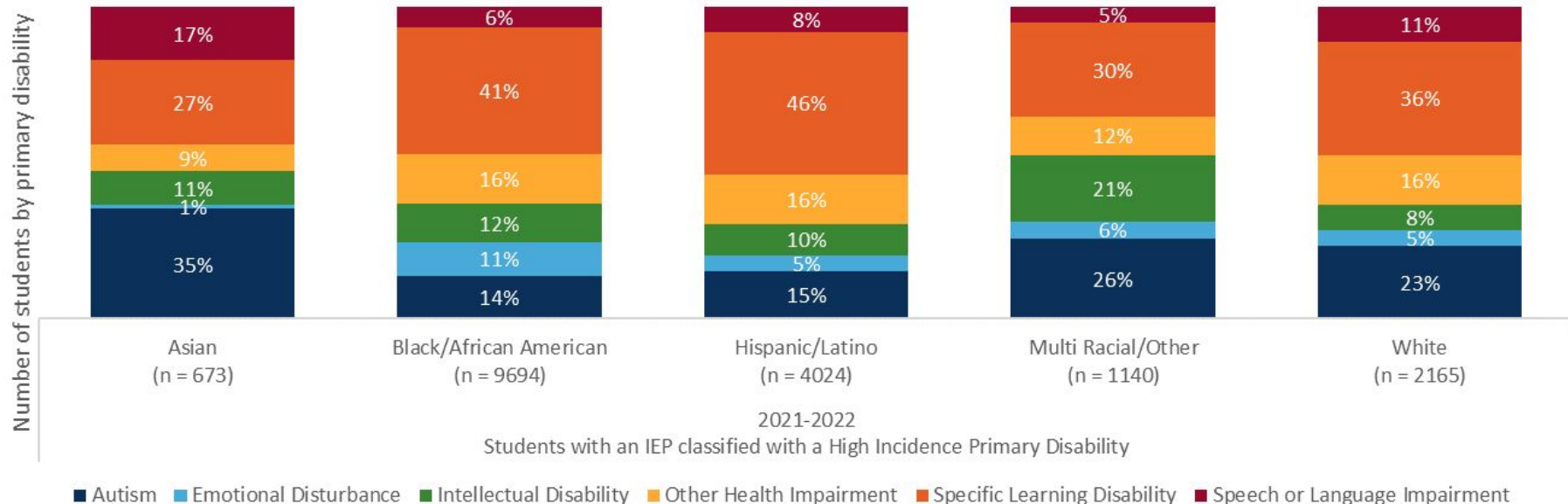
In comparison, 3% of students with an IEP were Asian, and 10% of District students were Asian.



Primary Disabilities in 2021-22 by Race/Ethnicity

In 2021-22, 41%-46% of Black/African American students and Hispanic/Latino students with an IEP were classified with a **Specific Learning Disability**.

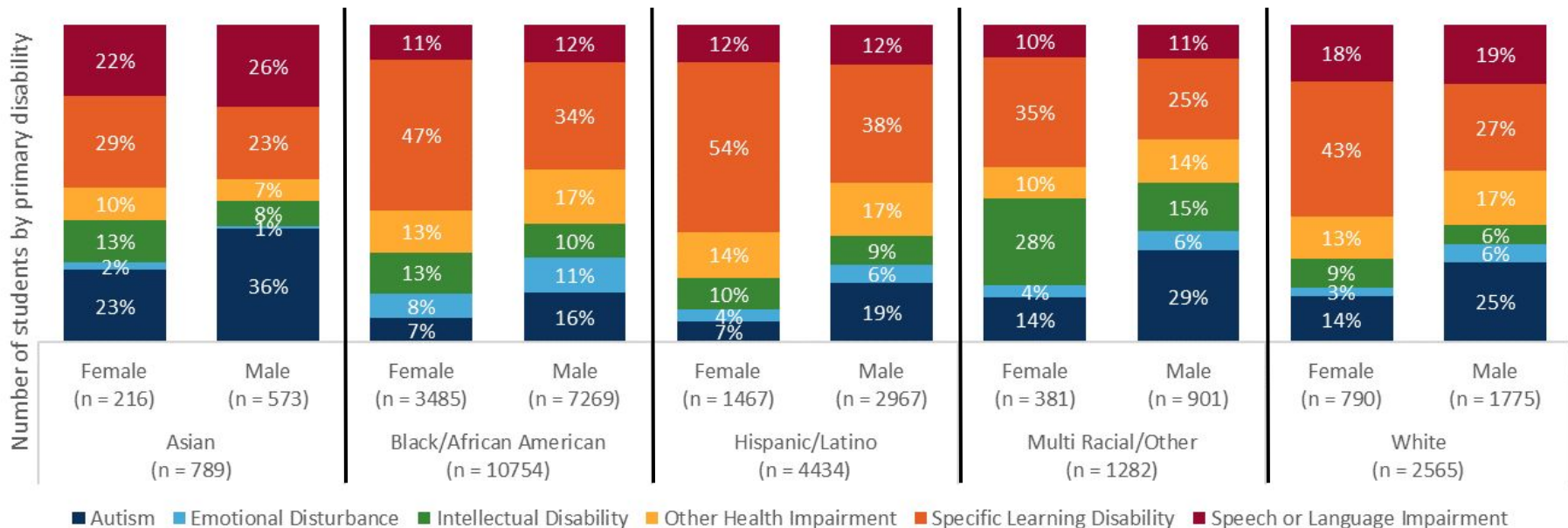
In comparison, 23%-35% of Asian students, Multi-Racial/Other students, and White students with an IEP were classified with **Autism**.



Primary Disabilities in 2021-22 by Race/Ethnicity and Gender

In 2021-22, 43%-54% (about 2,800 students) of Black/African American, Hispanic/Latino, and White female students and 34%-38% (about 4,000 students) of male students with an IEP were classified with a **Specific Learning Disability**.

In 2021-22, 14%-23% (about 200 students) of Asian, Multi-Racial/Other, and White female students and 25%-36% (about 900 students) of male students with an IEP were classified with **Autism**.

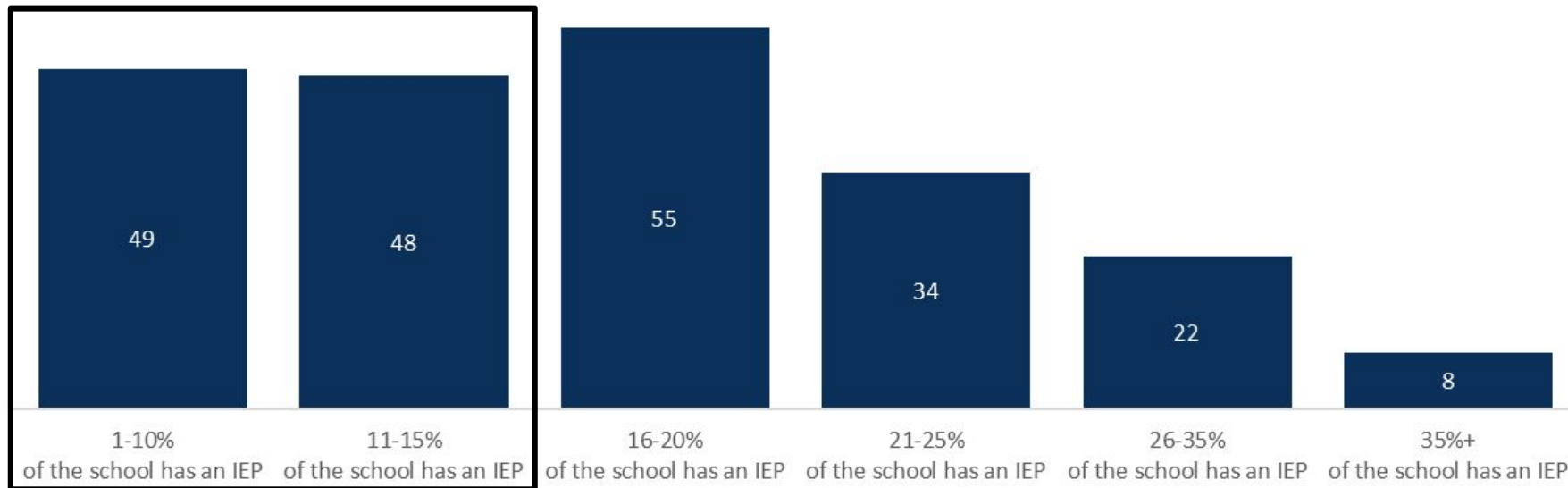


Part 2b: School-level view of Special Education Students

Special Education Landscape: School Level

In 2021-22, 15.9% of SDP students had an IEP. However, this does not mean the Special Education population at every school makes up 15.9% of the school.

97 schools had a Special Education population that was 15% or less of the school population.



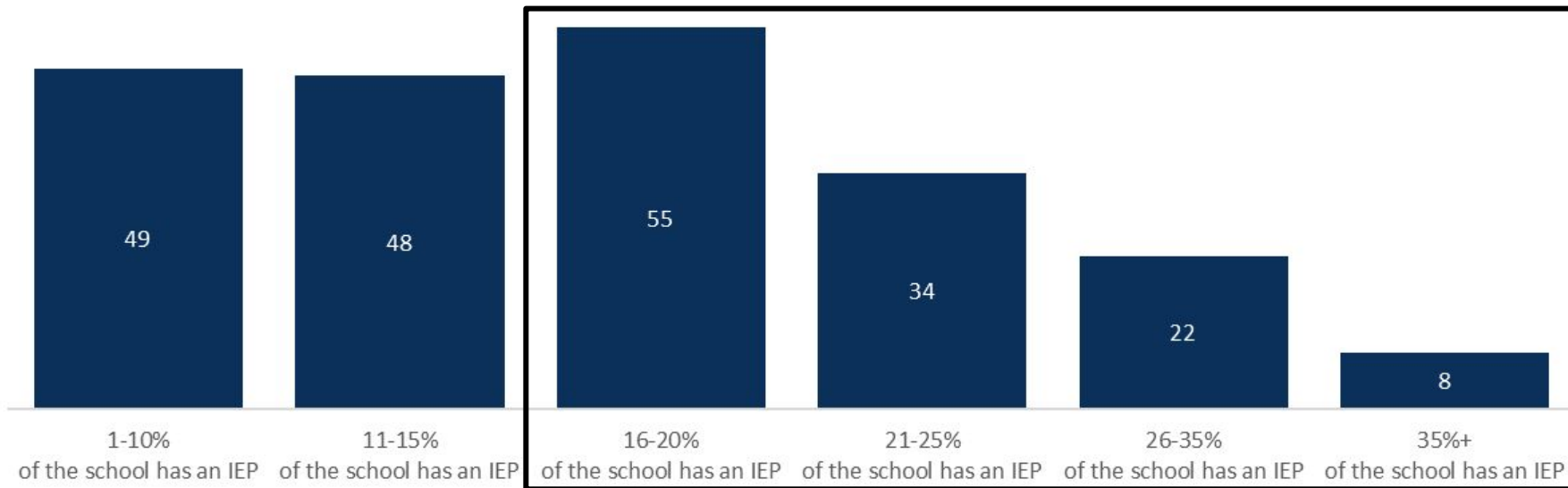
Source: https://www.philasd.org/performance/programsservices/open-data/school-information/#district_enrollment, Qlik Enrollment - Oct 1 Snapshot, Details sheet. Sourced 7-14-22

Special Education Landscape: School Level

In 2021-22, 15.9% of SDP students had an IEP. However, this does not mean the Special Education population at every school makes up 15.9% of the school.

97 schools had a Special Education population that was 15% or less of the school population.

119 schools had a Special Education population that was more than 15% of the school population.



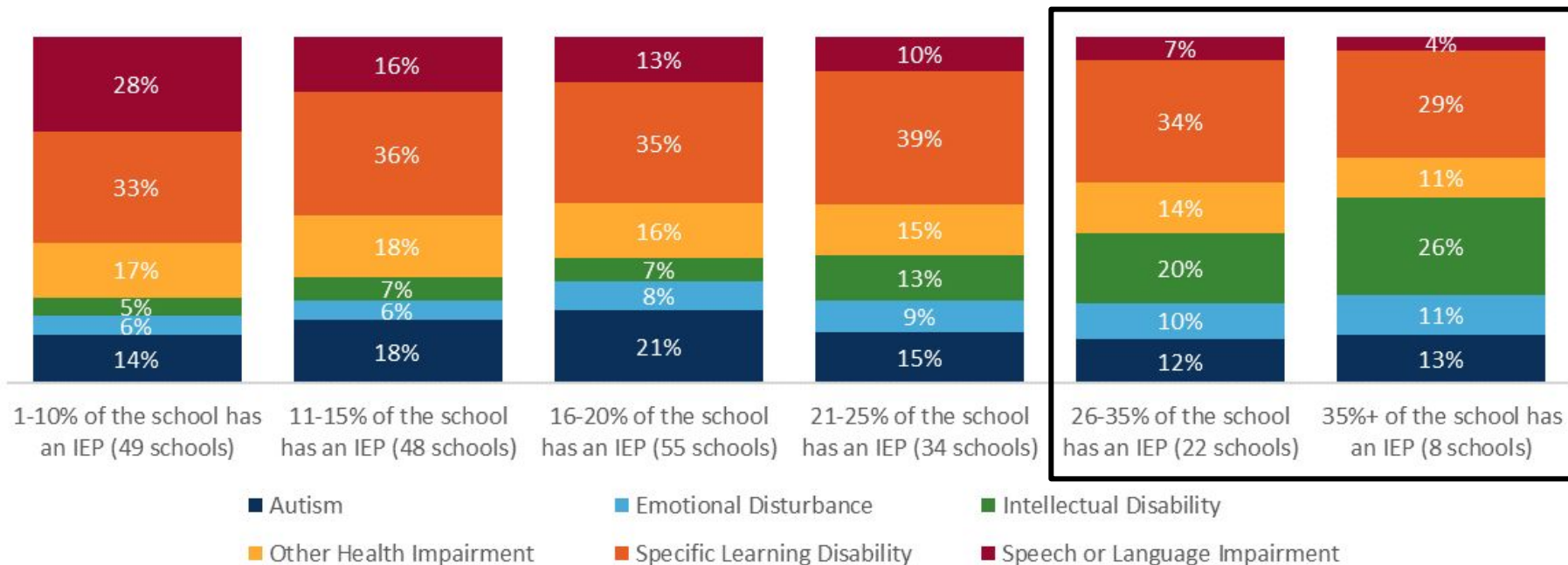
Source: https://www.philasd.org/performance/programsservices/open-data/school-information/#district_enrollment, Qlik Enrollment - Oct 1 Snapshot, Details sheet. Sourced 7-14-22

School-Level by Primary Disability

Between 29%-39% of the SDP population with an IEP were classified with a **Specific Learning Disability**.

Of schools where 26% or more of the students have an IEP, 20% or more this population has an **Intellectual Disability**.

27 schools are catchment high schools

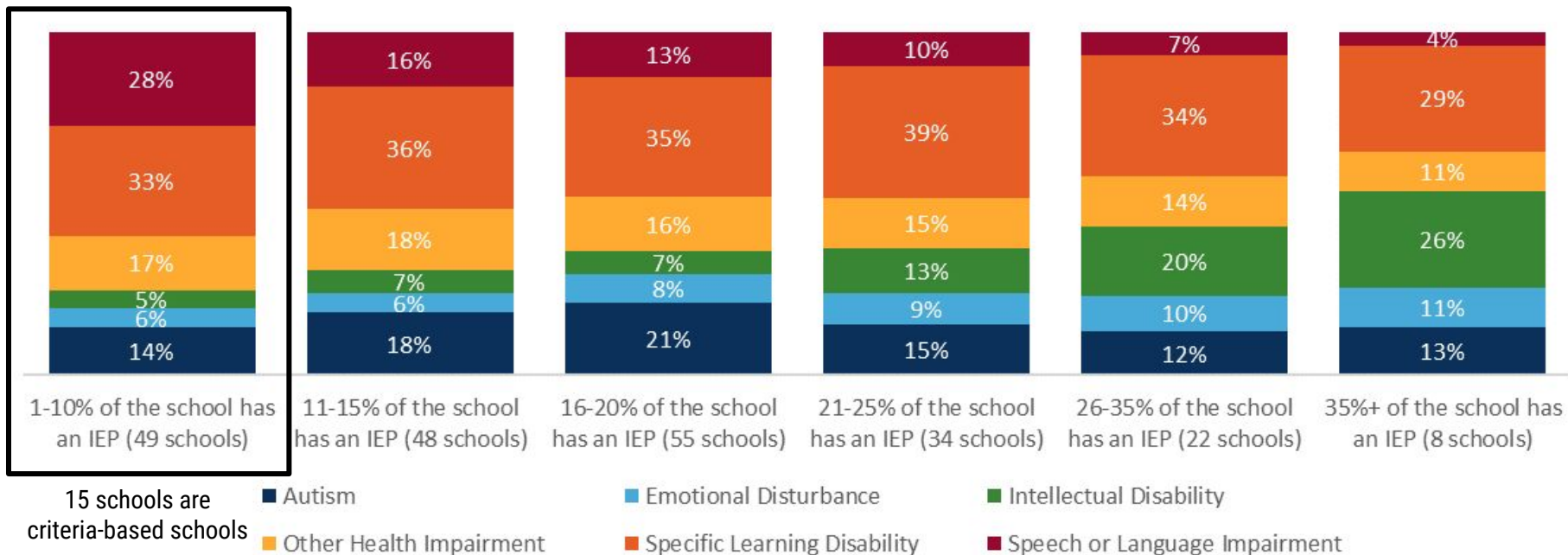


School-Level by Primary Disability

Between 29%-39% of the SDP population with an IEP has a **Specific Learning Disability** as their primary disability.

Of schools where 26% or more of the students have an IEP, 20% or more this population has an **Intellectual Disability**.

In contrast, **of schools where 10% or fewer of the population has an IEP**, 28% have a **Speech or Language Impairment**.



Part 3a: District-level view of English Learners

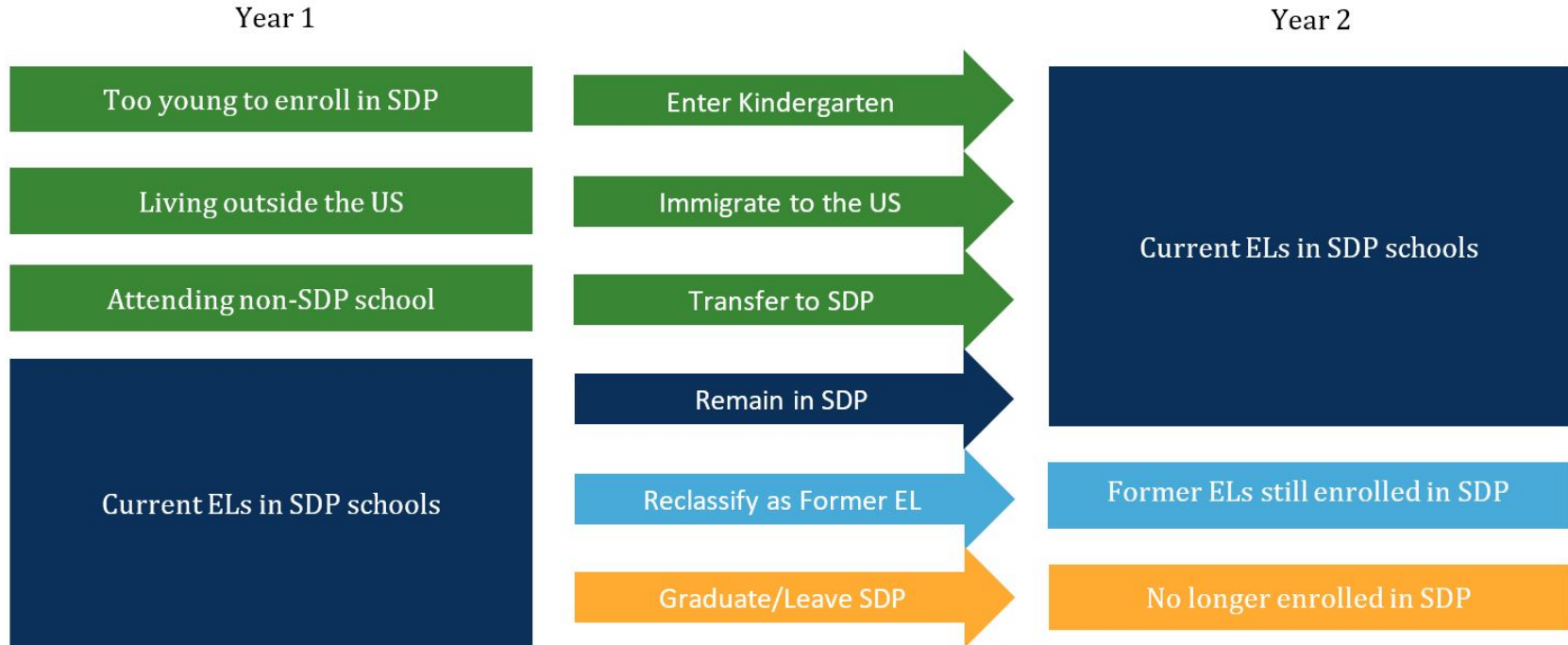
Who is an English Learner (EL)?

1. Policy 138: “students who are learning English as an additional language”
2. ACCESS - language proficiency test
3. Levels - based on screener (WIDA) or ACCESS
4. “Graduating” to former EL
5. Home Language - what the data point means and some limitations
 - a. Primary home language other than English - triggers screener to determine eligibility for ESOL services
 - b. Also does not necessarily capture nuances of dialect

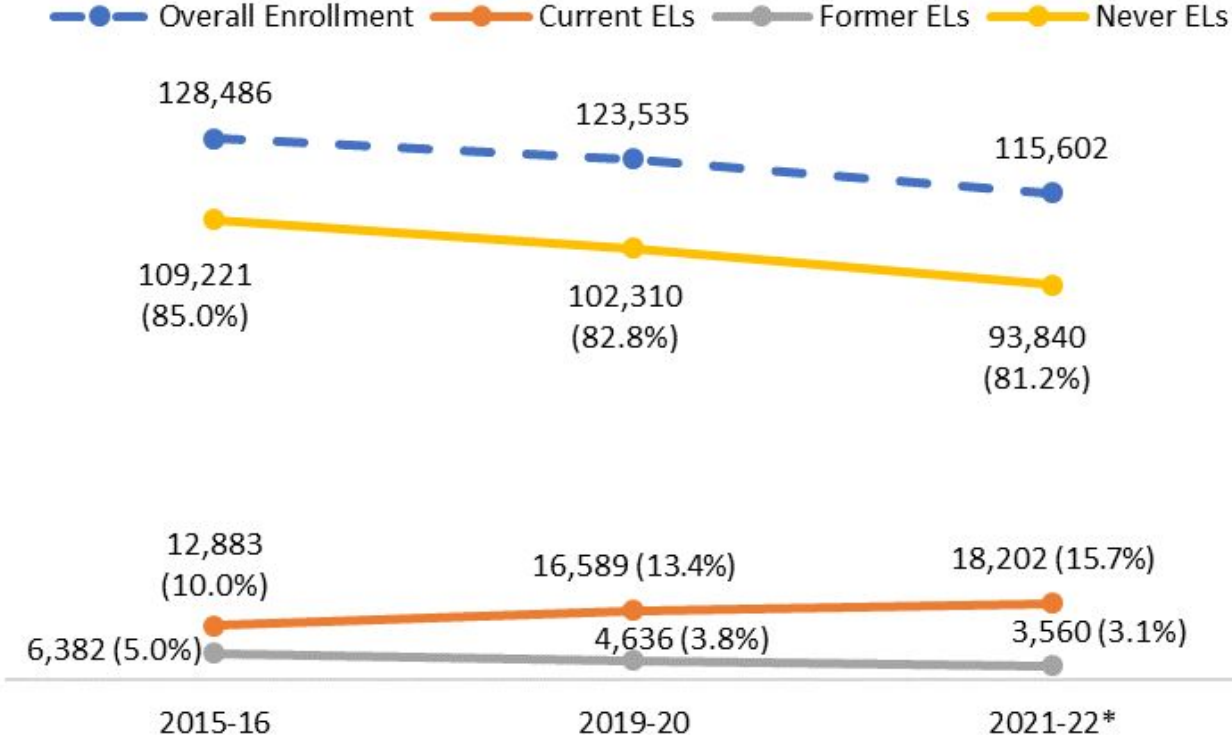
District Enrollment Trends

- Overall, District enrollment has declined
 - But enrollment of *Current* ELs has increased (both in terms of number and percentage of overall enrollment).
- At the same time, number and percent of *Former* EL's has decreased

Changing Enrollment of English Learners

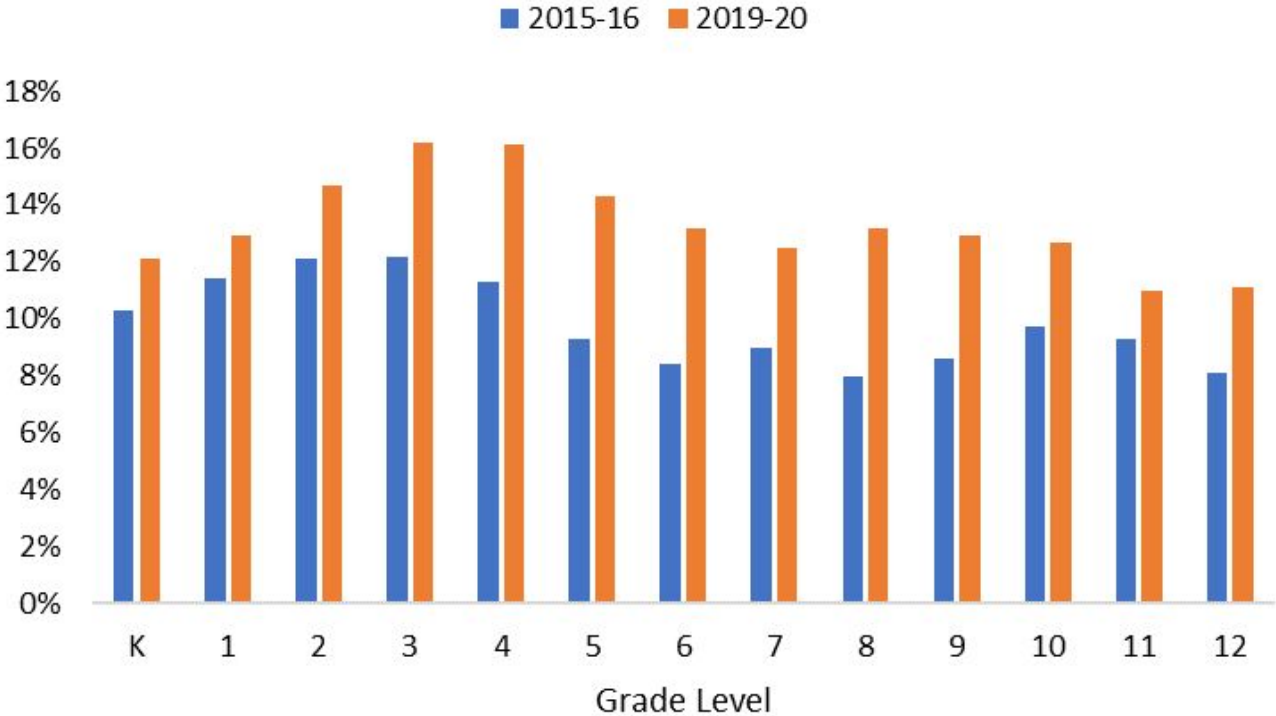


District Enrollment Trends



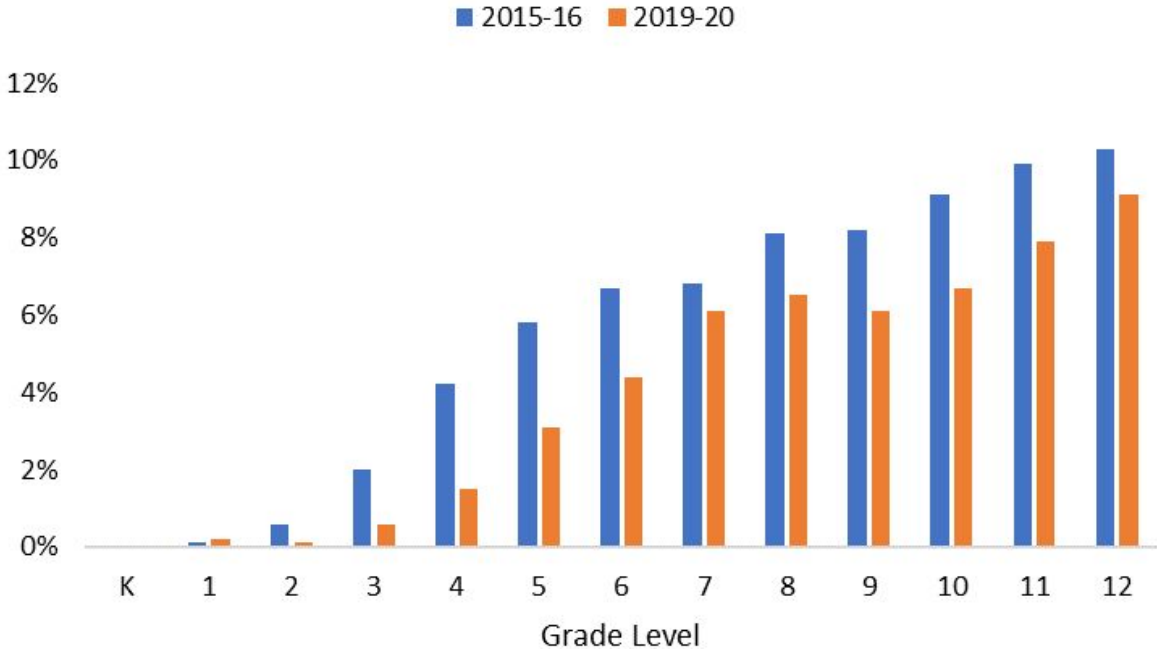
District Enrollment Trends (Current ELs)

- Largest increases in grades 5-8
- Smallest increases in early grades
- High school grades in-between



District Enrollment Trends (Former ELs)

- Largest decreases in grades 3-6
- Inconsistent (but smaller) decreases in grades 7-12
- Very few Former ELs in grades K-2 (which makes sense)



Part 3b: Diversity within the SDP EL population

Which school has a more diverse EL population?

Frankford HS

- 216 ELs
- 18 different home languages



Robert Pollock School

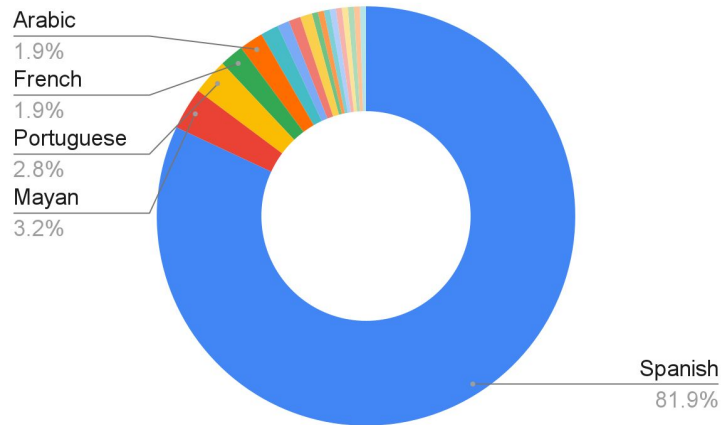
- 99 ELs
- 18 different home languages



Which school has a more diverse EL population?

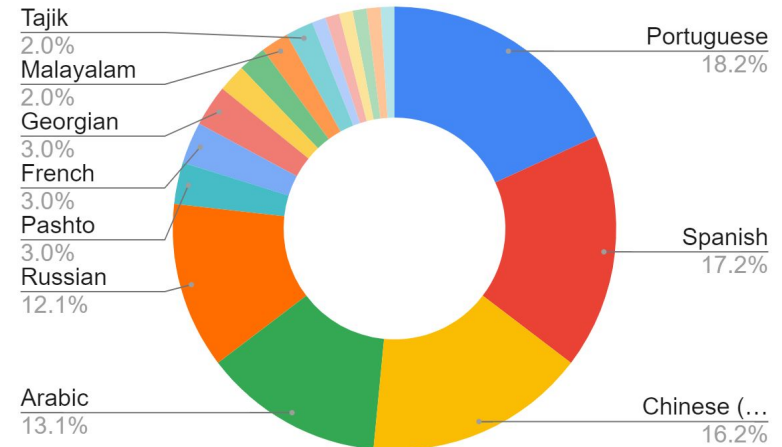
Frankford HS

- 216 ELs
- 18 different home languages



Robert Pollock School

- 99 ELs
- 18 different home languages



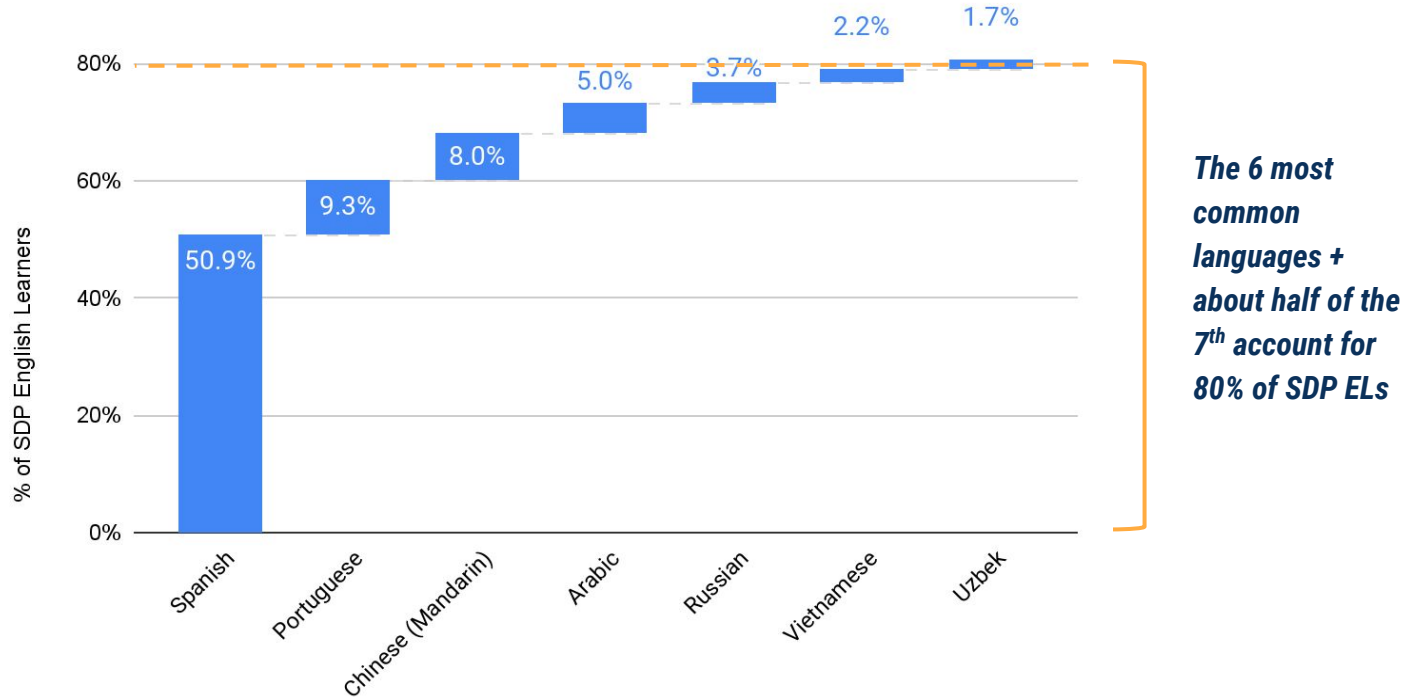
Measuring linguistic diversity

SDP Linguistic Diversity Indicator (LDI):

the number of home languages required to account for 80% of English Learners in a given school or population

Measuring linguistic diversity

SDP Linguistic Diversity Indicator in 2021-22 = 6.55



The 6 most common languages + about half of the 7th account for 80% of SDP ELs

Measuring linguistic diversity

School-level LDI (for English Learners)

- Average school LDI: 2.60
 - School average is lower than District average because students of different backgrounds are not evenly distributed
- Range: 0.80 to 8.81
 - Values is below 1 when 80% or more ELs speak the same home language
 - 32 schools in 2021-22 received a value of 0.80 (100% of ELs had the same identified home language)
 - Schools with no ELs would not receive an LDI

Measuring linguistic diversity

Potential uses of LDI

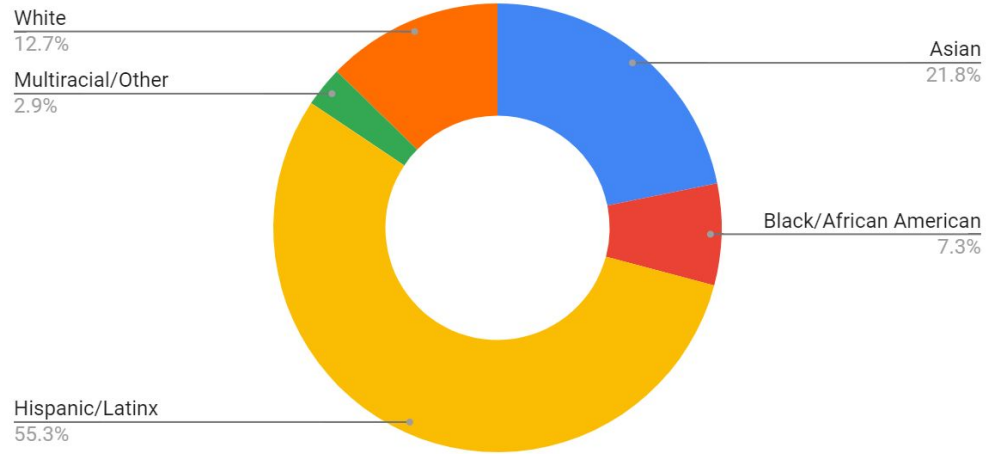
- EL programming (e.g. heritage language offerings), resource allocation
- Research (e.g. school climate, equity, inclusion)
- Guardrail 1 - welcoming environments
- Guardrail 3 - parent/guardian engagement (language access)

Considerations

- # ELs and specific home languages remain important
- Language access: the “80%” in LDI does not mean the remaining 20% of students are not important
- An LDI of <1 does not mean a school’s ELs are not diverse

Racial/ethnic diversity among EL students

- EL students who share the same home language may not identify or be identified with the same race/ethnicity
- There is substantial diversity among EL students with each racial/ethnic identification

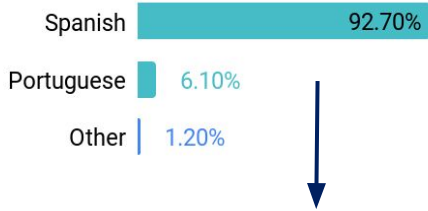


**Number of ELs classified in each major race/ethnicity in 2019-20
(n = 16,724)**

Note: Multiracial/Other includes ELs classified as Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, and Unknown.

Home languages of ELs by identified race/ethnicity (2019-20)

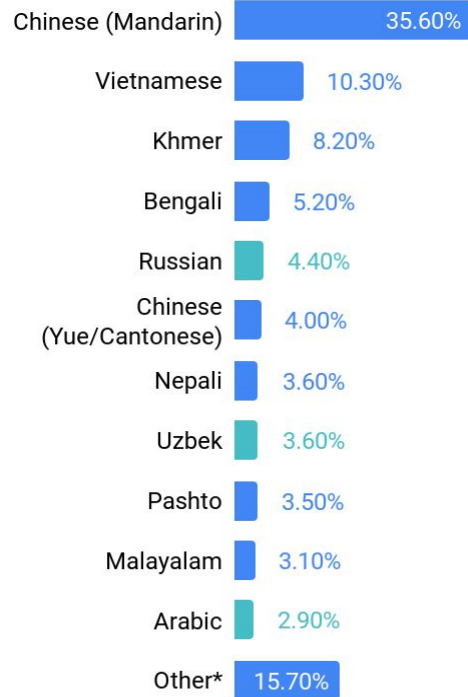
Hispanic/Latinx (n=9,245)



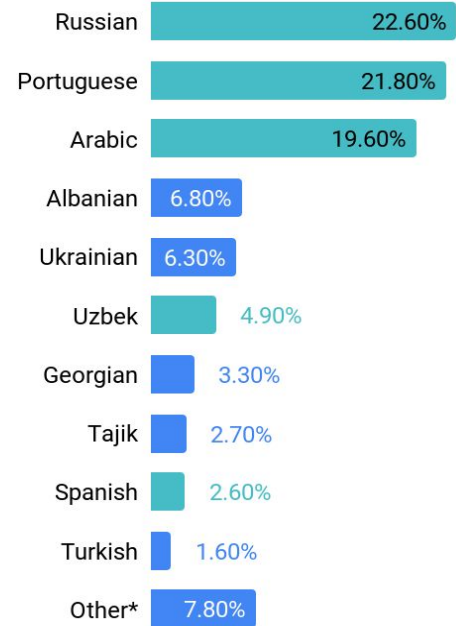
Not homogenous!

- Indigenous languages may be undercounted (especially in multilingual families)
- Diverse cultural backgrounds

Asian (n=3,659)



White (n=2,116)



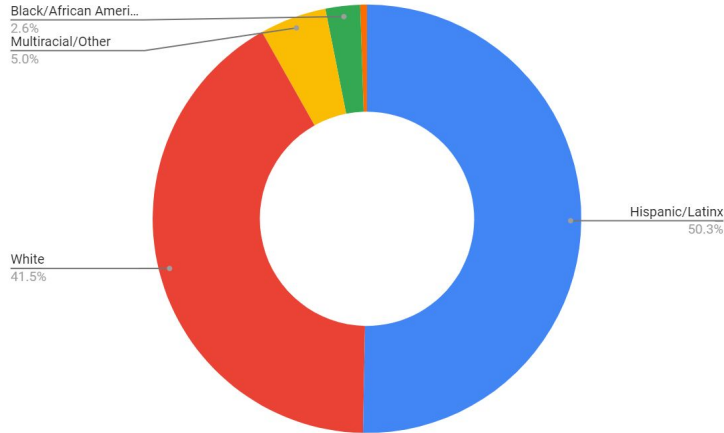
*This category includes 575 Asian-identifying ELs, speaking 44 additional home languages.

**There were an additional 166 White-identifying ELs, speaking a total of 39 additional home languages.

Portuguese and Arabic speaking students have varied race/ethnicity identifications

Portuguese speakers

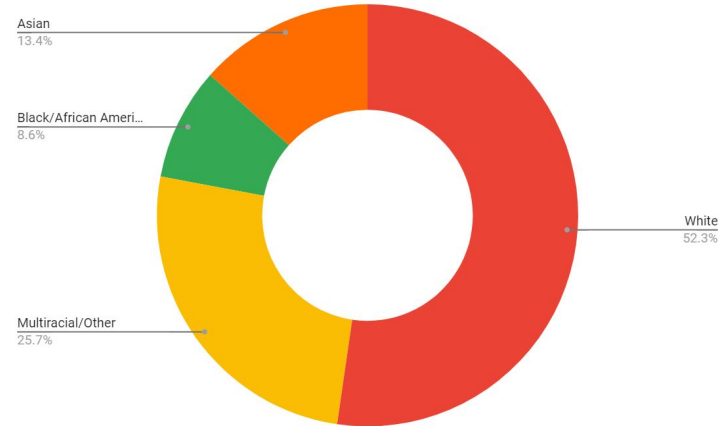
(n=1,115 in 2019-20)



- 6.7% of ELs in 2019-20
- **Common countries of birth***: Brazil, U.S., Portugal

Arabic speakers

(n=795 in 2019-20)



- 4.8% of ELs in 2019-20
- **Common countries of birth***: U.S., Syrian Arab Republic, Egypt, Iraq, Sudan, Jordan, Occupied Palestinian Territory, Algeria

*Countries listed in more than 25 student records.

Part 3c: Evaluations of programs that support ELs

Together is Better (TIB)



TIB Evaluation Key Findings from 2017-2020

- After implementation, co-planning was more frequent, more teachers reported knowledge of differentiation in the literacy block, and more teachers reported receiving needed professional development.
- Teachers reported benefits to English Learners (ELs) in their classrooms. Both ESOL and general education teachers attributed benefits of co-teaching to the individualized and small-group instruction. However, teachers expressed concerns about supporting Level 1 and Level 2 ELs in a co-teaching model.

[Implementation and Outcomes of the Together is Better Program, 2017-20](#)

Quality Teaching for English Learners (QTEL)



The image shows a screenshot of the QTEL website. At the top, there is a navigation bar with the logo "QUALITY TEACHING for English Learners" and menu items: HOME, APPROACH, SERVICES, ABOUT, RESOURCES, and PARTNER LOGIN. Below the navigation bar is a large banner image of three students in a classroom. A text box overlaid on the banner reads: "QTEL is a vision for what is possible for English Learners in order to compete in the 21st century." At the bottom of the banner is a carousel indicator. Below the banner is an orange bar with four statistics: 33 Districts Served, 16,742 Teachers Served, 334,840 Students Served, and 96 Certified Apprentices.

QUALITY TEACHING[®]
for English Learners

HOME APPROACH SERVICES ABOUT RESOURCES PARTNER LOGIN

QTEL is a vision for what is possible for English Learners in order to compete in the 21st century.

33	16,742	334,840	96
Districts Served	Teachers Served	Students Served	Certified Apprentices

QTEL Evaluation Key Findings, 2019-2021

- After one year of QTEL, participants generally reported frequently engaging in the classroom practices that QTEL emphasized and supported.
- Lack of common planning time devoted to QTEL practices was the most frequently cited challenge to implementing QTEL practices, followed by variation in student need, and large class sizes.

[Quality Teaching for English Learners \(QTEL\) Summer Institute: 2020-21 Implementation Report](#)

[Quality Teaching for English Learners \(QTEL\): 2019-20 Implementation Report](#)

Additional Research-Related Resources

Where to find data?

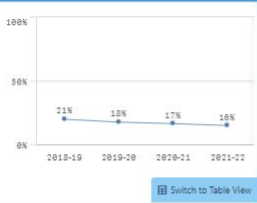
School Profiles and Open Data (Enrollment and Demographics)

STUDENTS WITH IEP

16%

1 POINT
DECREASE
FROM LAST
YEAR

The percentage of students with Individualized Education Programs (IEPs).



Switch to Table View

More Details

PRIMARY DISABILITY

Number of students

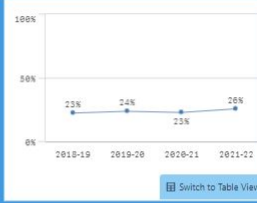
- 27 Intellectual Disability
- 23 Specific Learning Disability
- 7 Other Health Impairment
- 6 Multiple Disabilities
- 6 Speech or Language Impairment
- 3 Autism
- 1 Emotional Disturbance

ENGLISH LEARNERS (EL)

26%

3 POINT
INCREASE FROM
LAST YEAR

The percentage of English Learner (EL) students.



Switch to Table View

More Details

PRIMARY HOME LANGUAGE

Number of students

- 71 Spanish
- 19 Vietnamese
- 11 Khmer
- 5 Swahili
- 4 Indonesian
- 1 Albanian
- 1 Arabic
- 1 Chinese (Mandarin)
- 1 Chinese (Yue/Cantonese)
- 0 Soninke

SchoolYear	Sector	SubSector	ULSCCode	SchoolName	LearningN	GradeLew	StudentEr	ELCount	ELPCT	NotELCou	NotELPCT	IEPCount	IEPPCT	NotIEPCou	NotIEPPCT	FemaleC
2021-2022	District	District	1010	John Bartram High School	Network 1	9	135	23	17.04	112	82.96	30	22.22	105	77.78	6
2021-2022	District	District	1010	John Bartram High School	Network 1	10	99	20	20.2	79	79.8	31	31.31	68	68.69	4
2021-2022	District	District	1010	John Bartram High School	Network 1	11	119	16	13.45	103	86.55	35	29.41	84	70.59	4
2021-2022	District	District	1010	John Bartram High School	Network 1	12	150	25	16.67	125	83.33	43	28.67	107	71.33	6
2021-2022	District	District	1010	John Bartram High School	Network 1	13	195	34	17.44	161	82.56	51	26.19	144	73.81	8
2021-2022	District	District	1020	West Philadelphia High School	Network 1	9	190	5	2.63	185	97.37	80	42.11	110	57.89	7
2021-2022	District	District	1020	West Philadelphia High School	Network 1	10	99	3	3.03	96	96.97	41	41.41	58	58.59	4
2021-2022	District	District	1020	West Philadelphia High School	Network 1	11	101	2	1.98	99	98.02	39	38.61	62	61.39	3
2021-2022	District	District	1020	West Philadelphia High School	Network 1	12	112	5	4.46	107	95.54	48	42.86	64	57.14	3
2021-2022	District	District	1020	West Philadelphia High School	Network 1	13	150	15	10.00	135	90.00	63	41.43	87	58.57	17
2021-2022	District	District	1030	High School of the Future	Innovation	9	143	3	2.1	140	97.9	24	16.78	119	83.22	8
2021-2022	District	District	1030	High School of the Future	Innovation	10	219	8	3.65	211	96.35	41	18.72	178	81.28	10
2021-2022	District	District	1030	High School of the Future	Innovation	11	153	3	1.96	150	98.04	21	13.73	132	86.27	8
2021-2022	District	District	1030	High School of the Future	Innovation	12	186	6	3.23	180	96.77	63	33.87	123	66.13	8
2021-2022	District	District	1030	High School of the Future	Innovation	13	240	20	8.33	220	91.67	149	61.67	191	79.58	36
2021-2022	District	District	1050	Paul Robeson High School for Huma	Network 1	9	68	6	8.82	62	91.18	12	17.65	56	82.35	3
2021-2022	District	District	1050	Paul Robeson High School for Huma	Network 1	10	78	6	7.69	72	92.31	14	17.95	64	82.05	4
2021-2022	District	District	1050	Paul Robeson High School for Huma	Network 1	11	77	2	2.6	75	97.4	11	14.29	66	85.71	4
2021-2022	District	District	1050	Paul Robeson High School for Huma	Network 1	12	77	1	1.3	76	98.7	16	20.78	61	79.22	4
2021-2022	District	District	1050	Paul Robeson High School for Huma	Network 1	13	300	15	5	285	95	53	17.67	247	82.33	17
2021-2022	District	District	1100	William L. Sayre High School	Network 1	9	100	0	0	100	100	40	40	60	60	5
2021-2022	District	District	1100	William L. Sayre High School	Network 1	10	101	2	1.98	99	98.02	39	38.61	62	61.39	4
2021-2022	District	District	1100	William L. Sayre High School	Network 1	11	83	2	2.41	81	97.59	37	44.58	46	55.42	3
2021-2022	District	District	1100	William L. Sayre High School	Network 1	12	101	3	2.97	98	97.03	48	47.52	53	52.48	4
2021-2022	District	District	1100	William L. Sayre High School	Network 1	13	385	7	1.82	378	98.18	164	42.6	221	57.4	18
2021-2022	District	District	1130	William T. Tilden School	Network 1	5	45	7	15.56	38	84.44	10	22.22	35	77.78	1
2021-2022	District	District	1130	William T. Tilden School	Network 1	6	111	13	11.71	98	88.29	23	20.72	88	79.28	5
2021-2022	District	District	1130	William T. Tilden School	Network 1	7	96	17	17.71	79	82.29	25	26.04	71	73.96	4
2021-2022	District	District	1130	William T. Tilden School	Network 1	8	102	19	18.63	83	81.37	25	24.51	77	75.49	4
2021-2022	District	District	1130	William T. Tilden School	Network 1	9	354	56	15.82	298	84.18	83	23.45	271	76.55	16
2021-2022	District	District	1190	Motivation High School	Network 1	9	98	10	10.2	88	89.8	18	18.37	80	81.63	5
2021-2022	District	District	1190	Motivation High School	Network 1	10	107	11	10.28	96	89.72	23	21.5	84	78.5	5
2021-2022	District	District	1190	Motivation High School	Network 1	11	106	10	9.43	96	90.57	7	6.6	99	93.4	6
2021-2022	District	District	1190	Motivation High School	Network 1	12	82	9	10.98	73	89.02	10	12.2	72	87.8	4
2021-2022	District	District	1190	Motivation High School	Network 1	13	393	40	10.18	353	89.82	58	14.76	335	85.24	20
2021-2022	District	District	1200	John Barry School	Network 5	0	45	0	0	45	100	0	0	45	100	2
2021-2022	District	District	1200	John Barry School	Network 5	1	46	1	2.17	45	97.83	4	8.7	42	91.3	2
2021-2022	District	District	1200	John Barry School	Network 5	2	54	2	3.7	52	96.3	7	12.96	47	87.04	3
2021-2022	District	District	1200	John Barry School	Network 5	3	68	0	0	68	100	19	27.94	49	72.06	2

ORE Briefs & Reports on ELs

- [English Learner \(EL\) Enrollment Trends in the School District of Philadelphia: 2015-16 to 2019-20](#)
- [A New Way to Measure School-Level Linguistic Diversity](#)
- [Exploratory Analysis of English Learners' Identified Race/Ethnicity and Home Language in the School District of Philadelphia, 2019-20](#)
- [Implementation and Outcomes of the Together is Better Program, 2017-20](#)
- [Quality Teaching for English Learners \(QTEL\) Summer Institute: 2020-21 Implementation Report](#)
- [Quality Teaching for English Learners \(QTEL\): 2019-20 Implementation Report](#)

ORE Briefs & Reports on Special Education

- [Special Education in the School District of Philadelphia: Recognizing the Landscape, 2019-20](#)

Program Office Resources

- [ELD instructional guide](#)
- [Policy 138](#) and [Policy 139](#)

Q&A

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