



THE SCHOOL DISTRICT OF
PHILADELPHIA

Evaluation of the Early Literacy Specialist (ELS) Initiative in SDP

Research Report #1: Implementation of the ELS Initiative, 2015-16 to 2018-19

Summary

ORE conducted an evaluation of the Early Literacy Specialist Initiative from 2015-16 to 2018-19. Four research reports summarize the findings after 4 years:

1. Implementation of the ELS Initiative (this report)
2. Teacher Benefits and Changes to Teacher Practice
3. Teacher Turnover and Retention
4. Student Achievement during the ELS Initiative

Additional reports from the evaluation can be found at philasd.org/research.

Key Implementation Findings

- Most teachers reported that they met with their coach at least weekly (72%).
- Teachers reported that ELS coaches most frequently supported their development by identifying resources and materials, helping them create a literacy-rich classroom environment, and providing feedback from observations.
- Principals, ELS coaches, and teachers identified several barriers to implementation, including teacher availability and scheduling.

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Overview of the Early Literacy Specialist (ELS) Initiative

(This information is included at the beginning of each of the four related reports for context).

As part of the School District of Philadelphia's (SDP's) large-scale early literacy initiative,¹ all elementary schools serving kindergarten through third-grade students have a full-time Early Literacy Specialist coach (ELS, or ELS coach) or Literacy Lead (LL).² Research has found literacy coaching to be an effective professional development model, especially for teachers working in urban districts (Blackowicz et al., 2005; Cantrell & Hughes, 2008; Marsh et al., 2008; Sailors & Price, 2010).

In SDP, ELS coaches and Literacy Leads support K-3 teachers by promoting research-based literacy teaching practices through the implementation of the 120-minute literacy block; improving teacher content knowledge, classroom environments, and classroom structure; and providing content-focused coaching and resources. In addition to receiving coaching from an ELS or Literacy Lead, teachers attended a week-long Summer Literacy Institute, which included professional development sessions on a myriad of topics related to early literacy. The Office of Research and Evaluation (ORE) evaluated this element of the initiative separately.³

As of 2018-19, 149 schools serving nearly 48,000 K-3 students have received coaching from an ELS coach and/or Literacy Lead. In partnership with SDP, the Children's Literacy Initiative (CLI) hired, trained, and supported the ELS coaches.⁴ Coaching was implemented using a cohort model: in 2015-16, 40 schools received an ELS coach (Cohort 1); in 2016-17, 53 schools received an ELS coach (Cohort 2); and in 2017-18, the remaining 56 schools received an ELS coach (Cohort 3).⁵ Because of this approach, the number of years of support each school received differs by cohort (Figure 1).

ORE used various methods to collect multiple rounds of data during the four years of the ELS initiative in order to capture the yearly progress of program implementation, gather longitudinal viewpoints from multiple stakeholders, and provide timely feedback to the program office and project partners. See Appendix A for an overview of the data ORE collected, including the frequency, the sample, and the number of participants or respondents; and a brief description of each data collection activity. Please note that the survey data in this report apply to ELS coaches *only* and do not apply to Literacy Leads.

¹ For more information about SDP's early literacy approach, see <https://www.philasd.org/actionplan/anchor-goal-2/>

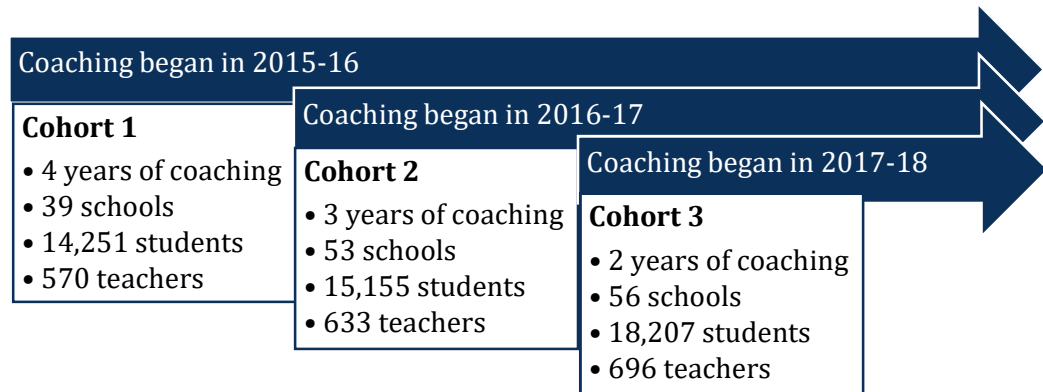
² A Literacy Lead (LL) is a fully-released teacher who functions in the same role as an ELS and is supported by an ELS "mentor coach."

³ More information about the Summer Literacy Institutes and a summary of the Summer Literacy Institute evaluation is available here: <https://www.philasd.org/research/wp-content/uploads/sites/90/2018/07/ELS-Institute-2015-17-StudySummary-June-2018.pdf>

⁴ CLI conducts work on this project under contract to SDP. CLI was the successful offeror that responded to a request for proposals in 2015 and 2018.

⁵ School counts by cohort represent the number of current SDP schools that received the program in full. See Appendix B for a list of schools by cohort.

Figure 1. Cohort size and years of coaching, by implementation year



Research Questions Guiding the Evaluation

Between the 2015-2016 and 2018-2019 school years, ORE used a mixed-methods approach to evaluate the implementation of the Early Literacy Specialist (ELS) coaching initiative according to the following research questions:

- 1. Fidelity of Implementation (Results Presented Here in Research Report #1):**
 - a. How was the initiative rolled out, and who did it serve?
 - b. How often did teachers and principals report receiving coaching? What coaching activities or topics did principals and teachers report receiving the most coaching in?
 - c. To what extent did teachers perceive their ELS coaches as knowledgeable and effective?
- 2. Barriers and Challenges to Implementation (Results Presented Here in Research Report #1):**
 - a. What did principals perceive as the primary barriers to implementation?
 - b. To what extent was teacher turnover or retention a challenge to implementation?
 - c. What did ELS coaches perceive as the primary barriers to implementation?
 - d. What did teachers perceive as the primary barriers to implementation?
- 3. Teacher Benefits and Changes to Practice (Results Presented in Research Report #2)**
 - a. In what ways did teachers perceive their practices changing as a result of coaching?
 - b. How did implementation of the 120-minute literacy block (as measured by the CPEL) change as a result of coaching?
- 4. Teacher Turnover and Retention in the ELS Initiative (Results Presented in Research Report #3)**
 - a. To what extent was teacher turnover or retention a challenge to implementation?
- 5. Student Achievement During the ELS Initiative (Results Presented in Research Report #4)**
 - a. What are the changes in reading proficiency by cohort from the baseline school year (spring 14-15) to the most recent school year (spring 18-19)?
 - b. Does reading proficiency differ by student subgroup?

Fidelity of Implementation

How was the ELS initiative rolled out, and who did it serve?

The lowest-performing schools were targeted as the first cohort to receive ELS coaching. **Cohort 1 schools were chosen based on the following criteria:**

- ✓ **School status** (e.g., preference for schools with Title I Focus and Priority status)
- ✓ **Percentage of third-graders performing *basic* or *below basic* in reading on the third grade Pennsylvania System of School Assessment (PSSA)**
- ✓ **Geographic location** (to ensure all District learning networks were included).

Across the four years of the ELS coaching initiative, 149 schools serving nearly 48,000 K-3 students received coaching from an ELS coach and/or Literacy Lead. The initiative was rolled out over three years in a cohort model beginning in 2015-16.

Cohort 1 schools differed from Cohort 2 and Cohort 3 schools in terms of baseline academic performance and student demographics.

Cohort 1 schools, on average, had a smaller percentage of students scoring proficient or advanced and a larger percentage of students scoring below basic on the PSSAs than Cohort 2 and 3 schools (Table 1).

Table 1. Grade 3 ELA PSSA performance by ELS Cohort, SY 2014-15

3 rd Grade PSSA Performance (ELA)	Cohort 1 Percent of students	Cohort 2 Percent of students	Cohort 3 Percent of students
Proficient/Advanced	26%	35%	39%
Basic	35%	34%	34%
Below Basic	39%	32%	27%

Source: QlikBAM PSSA/Keystone App, retrieved October 28, 2019.

Cohort 1 schools also had the largest combined percentage of Black/African American and Hispanic/Latino students (83%), compared to Cohorts 2 (72%) and 3 (63%). Cohort 1 schools also had the largest proportion of low SES students (79%) (Table 2).

Table 2. K-3 Student demographics by ELS Cohort, 2017-18

Student Subgroups	Cohort 1 Percentage of students	Cohort 2 Percentage of students	Cohort 3 Percentage of students
Asian	4%	7%	10%
Black/African American	52%	54%	42%
Hispanic/Latino	31%	18%	21%
Multi-racial	6%	6%	7%
White	7%	15%	20%
Female	48%	48%	48%
Special Education (IEP)	13%	13%	13%
English Learners (EL)	12%	11%	13%
Economically Disadvantaged	79%	72%	70%

Source: QlikBAM Reading Levels App, retrieved October 28, 2019

How to read this table: This table displays the percentage of students in each subgroup for each of the three cohorts in 2017-18. For example, 51% of Cohort 1 students were Black/African American and 12% of Cohort 1 students were English Learners in 2017-18.

How often did teachers and principals report receiving coaching, and in what activities or topics?

ELS coaches logged 492,990 hours of coaching across four years of the initiative.

Cohort 1 & 2 received the most hours of coaching in their first years of participation (Table 3). The subsequent decrease is likely attributed to the fact that some schools received coaching from Literacy Leads, rather than ELS coaches, in 2017-18 and 2018-19.

Table 1. Total hours of coaching time received by each cohort, by school year

School Year	Cohort 1	Cohort 2	Cohort 3	Other	Total
2015-16	50,627 ⁶			20,265	70,892
2016-17	45,865	62,489		12,724	121,078
2017-18	42,223	59,238	50,845		152,306
2018-19	41,179	55,915	51,620		148,714
TOTAL	179,894	177,642	102,466	35,989	492,990

Source: Coach Logs provided by the Children's Literacy Initiative

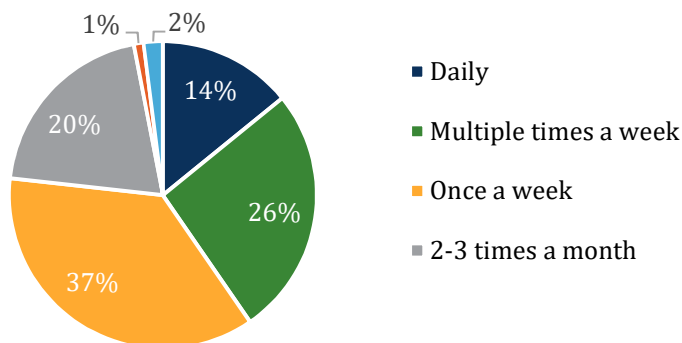
Note: The column labeled "Other" includes coaching hours not attributed to a participating school or attributed to a person rather than a school location.

⁶ Includes coaching hours logged at Samuel Huey and John Wister, both of which converted to charter schools in 2016-17.

77% of principals reported that they met with their ELS coach at least weekly.

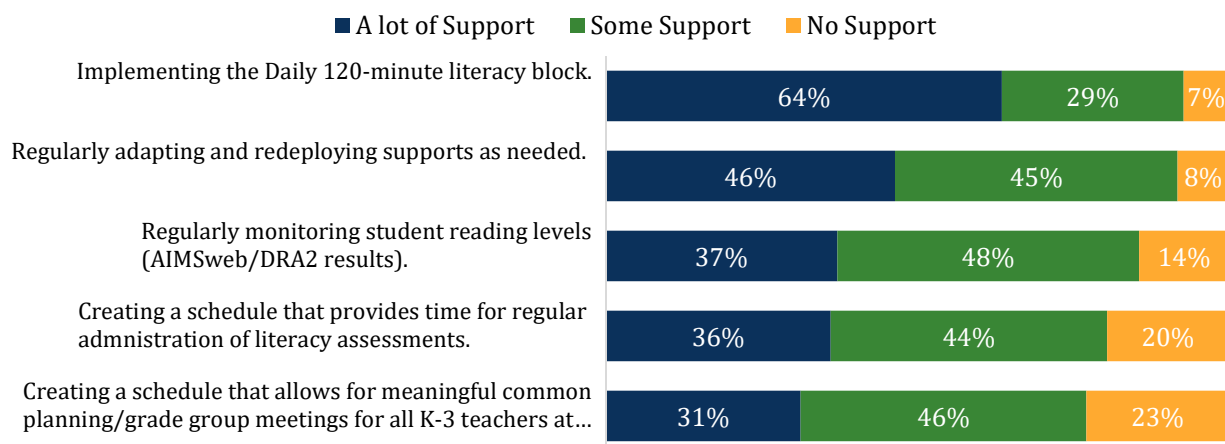
Of the 77% of principals that reported meeting with their ELS coach at least weekly,, 14% reported meeting with their ELS coaches daily, 26% reported meeting multiple times a week, and 37% said they met once a week. About one-fifth (20%) of principals reported meeting with their ELS coaches 2-3 times a month (Figure 2).

Figure 2. Frequency of principal and ELS coach meetings (n=99)



Although ELS coaches were not required to provide specific supports to principals, over three-quarters of principals reported they provided at least “some support” in implementing various activities related to Anchor Goal 2. Most principals (64%) reported that ELS coaches provided “a lot of support” in “implementing the 120-min literacy block.” (Figure 3).

Figure 3. Principal responses to the survey question: “How much support did your ELS coach provide in these Anchor Goal 2 activities?” (n=99)



Nearly three-quarters of teachers said they received ELS coaching at least once a week and attended at least three ELS-led professional development sessions.

Most teachers (58%) said they were coached on a weekly basis, and another 13% reported that they received coaching on a daily basis (Figure 4). Nearly one-fifth of teachers (19%) said they received coaching once or twice per month. The largest percentage of teachers (41%) also reported attending at least four ELS-led professional development sessions (Figure 5). Only 3% of teachers reported they were never coached, and 7% reported they never attended an ELS-led professional development.

Figure 4. Percentage of teachers who reported coaching at each frequency level (n=1120) (Three years of teacher survey data combined)

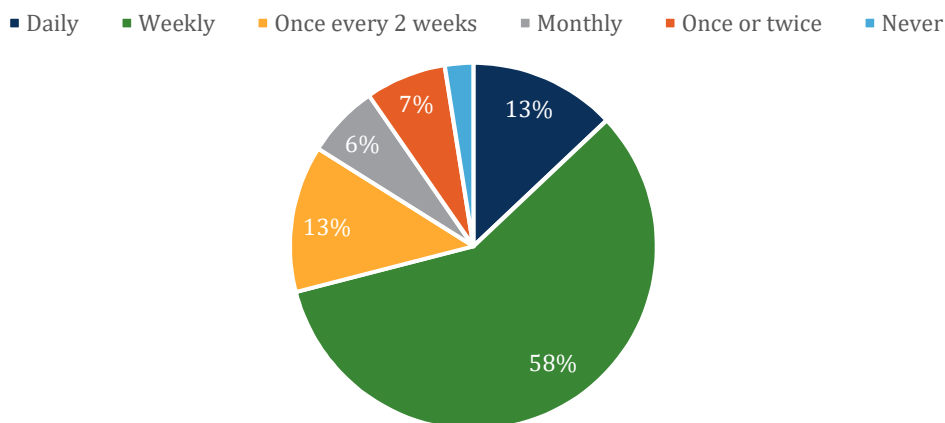
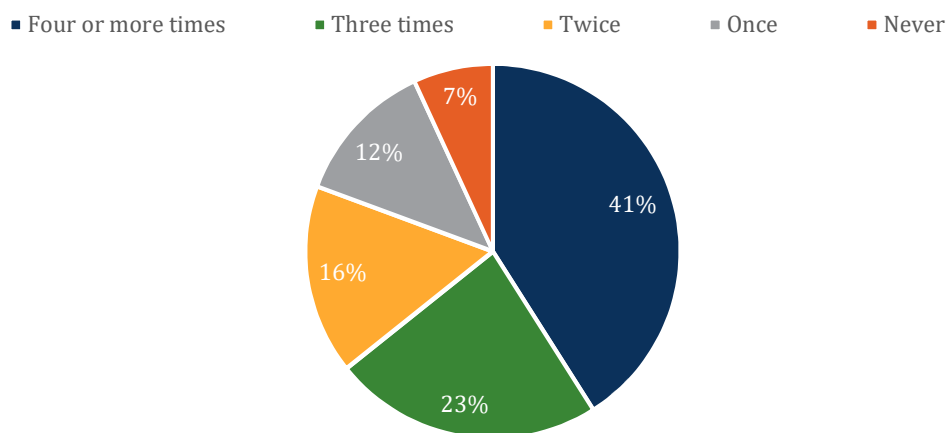


Figure 5. Percentage of teachers who said they attended ELS-led PD at each frequency level (n=1002) (Three years of teacher survey data combined)



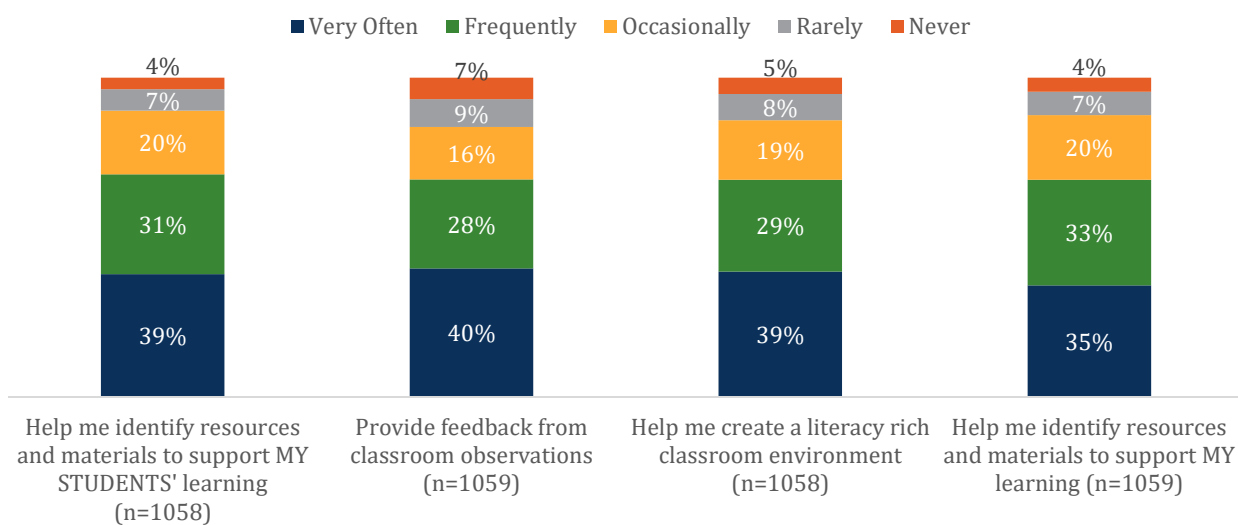
Teachers reported working with an ELS coach at least two to three times a week using a “plan, observe, debrief” cycle.

According to teachers who participated in focus groups,⁷ the ELS coach generally met with each teacher to plan and set weekly goals. The ELS coach then observed the class and followed up to provide feedback and establish a tentative goal for the following week. The majority of respondents also noted that they informally saw or heard from their ELS coaches daily. One teacher explained, “She pops in everyday just to check on what we’re doing, and then she’ll come in once or twice a week to do observations, and then we meet with her to get feedback.”

Teachers reported that their ELS coach most frequently supported their development by identifying resources and materials, helping them create a literacy-rich classroom environment, and providing feedback from observations.

According to teachers, ELS coaches most frequently provided assistance by identifying resources to support student learning: 70% reported they received this type of support “very often” or “frequently” (Figure 6). Similarly, 68% said coaches helped them identify resources to support their own learning “very often” or “frequently.” The same percentage (68%) reported that their ELS coach helped them create a literacy-rich environment and provided feedback from classroom observations “very often” or “frequently.”⁸

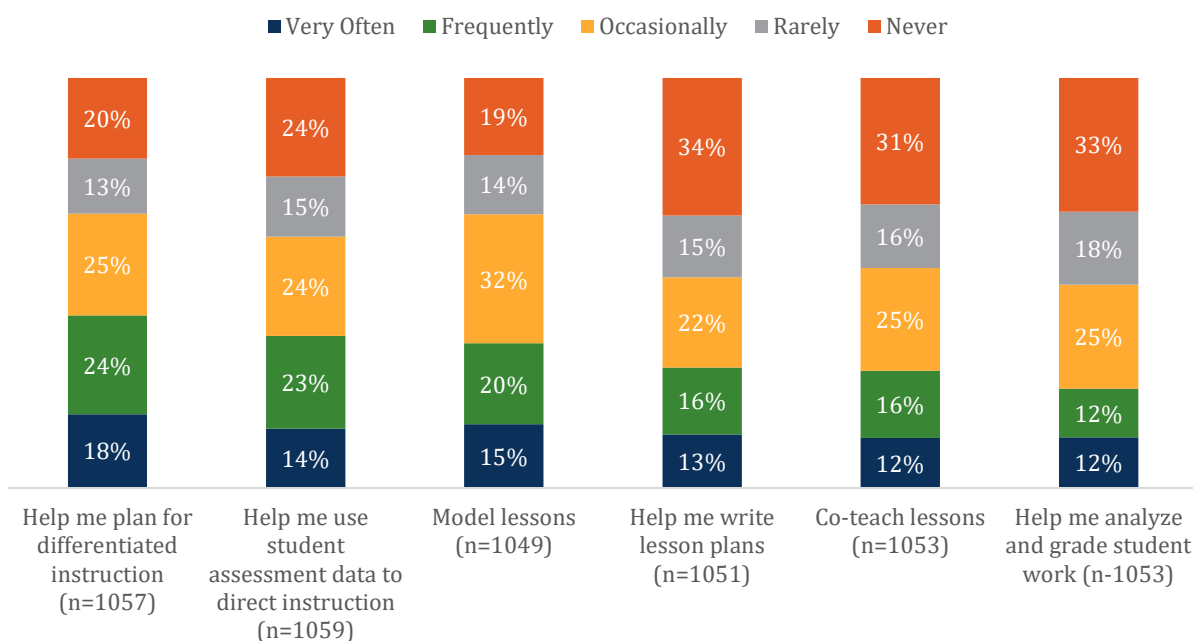
Figure 6. Teacher responses to the survey question: “How often did your ELS coach do the following?” (Three years of teacher survey data combined)



⁷ Focus groups conducted in Spring 2016 and Spring 2017. See Appendix C for protocols.

Although analyzing and grading student work, co-teaching lessons, and writing lesson plans were not required coaching activities, between one-quarter and one-third of teachers reported receiving coaching support in these areas “frequently” or “very often” (Figure 7). Teachers also reported that modeling lessons, using student assessment data to direct instruction, and planning for differentiated instruction were areas where they received less frequent support from their ELS coaches.

Figure 7. Teacher responses to the survey question: “How often did your ELS coach do the following?” (Three years of teacher survey data combined)

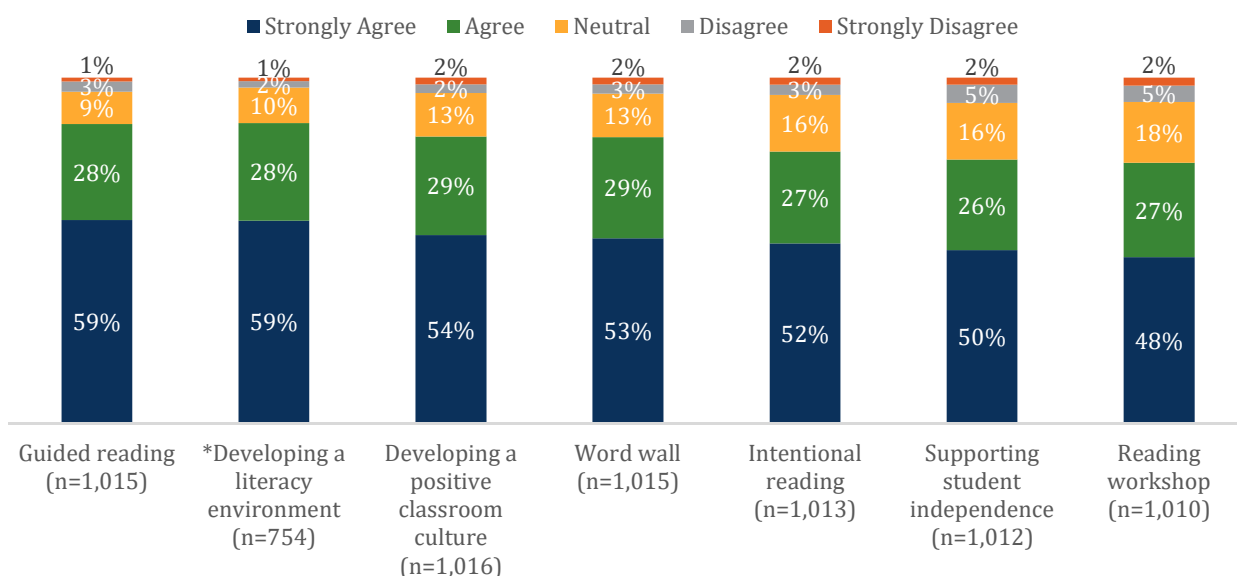


To what extent did teachers perceive their ELS coaches as knowledgeable and effective?

Teachers rated ELS coaches most knowledgeable about guided reading and developing the literacy environment.

More than three-quarters of teachers “agreed” or “strongly agreed” that ELS coaches were knowledgeable in seven areas, including guided reading (87%), developing a literacy environment (87%), developing a positive classroom culture (83%), and using word walls (82%) (Figure 8). Teachers also found ELS coaches particularly knowledgeable about intentional read-alouds, supporting student independence, and reading workshop.

Figure 8. Teacher responses to survey questions about ELS coach knowledge - Areas of ELS coaches' greatest knowledge (Three years of teacher survey data combined)

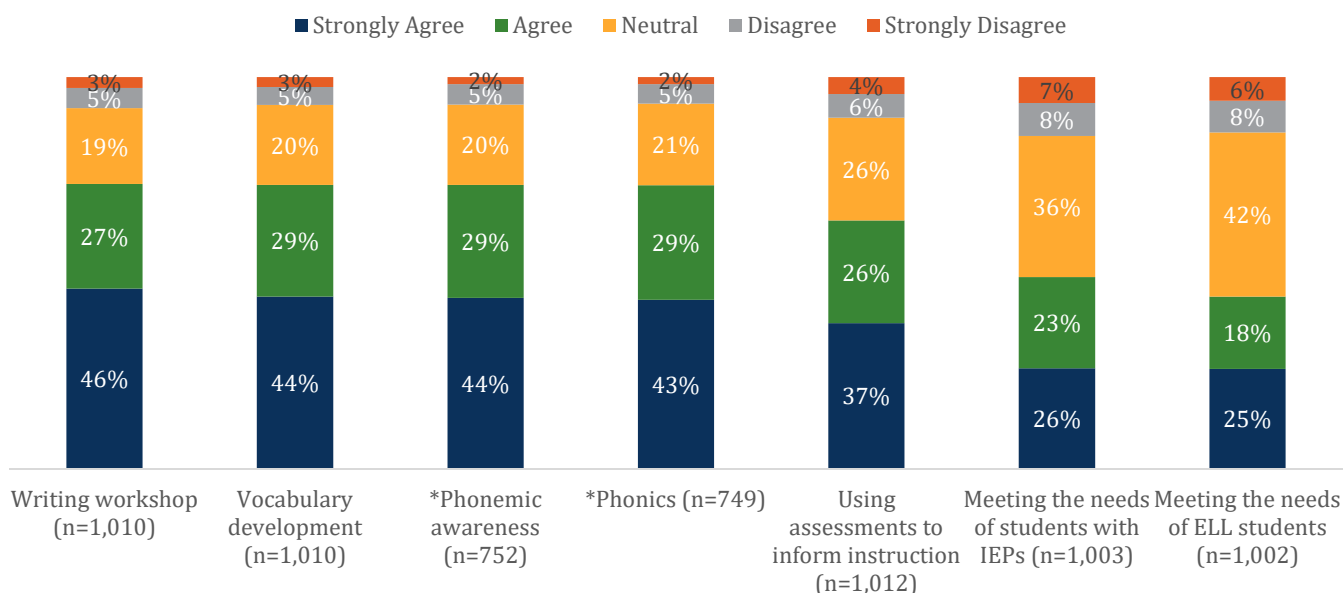


*Question appeared on the SY2016-17 and SY2017-18 survey only.

Fewer teachers responded that ELS coaches were knowledgeable about supporting English Learners (ELs) and students with Individualized Education Plans (IEPs).

ELS coaches also rated themselves as the least knowledgeable in meeting the needs of English Learners (ELs) and students with Individualized Education Plans (IEPs) (Figure 9). Less than three-quarters of teachers “agreed” or “strongly agreed” that ELS coaches were knowledgeable across seven practice areas (Figure 9). The three lowest rated areas of ELS coach knowledge were using assessments to inform instruction (63%), meeting the needs of students with IEPs (49%), and meeting the needs of ELs (43%).

Figure 9. Teacher responses to survey questions ELS coach knowledge - Areas of ELS coaches' least knowledge (Three years of teacher survey data combined)



*Question appeared on the SY2016-17 and SY2017-18 survey only.

On average, 71% of teacher respondents “agreed” or “strongly agreed” that their ELS coach was knowledgeable across all areas of coaching (Table 4).

Table 2. Average percentage of teachers who agree or strongly agree their ELS coach is knowledgeable across practice areas, by Cohort (Three years of teacher survey data combined)

Cohort	Percentage of Teachers who “Agree” or “Strongly Agree”
Cohort 1 (n=485)	71.2%
Cohort 2 (n=280)	71.2%
Cohort 3 (n=265)	72.9%
Any Cohort (n=1030)	70.6%

The percent of teachers that agreed or strongly agreed that their ELS coach was knowledgeable across all areas of coaching varied slightly by grade level taught and teacher-reported years of experience (Table 5). Kindergarten teachers and teachers with 11+ years of experience rated their ELS coaches' knowledge most highly across all practice areas.⁹

⁹ Grade level and years of teaching experience were self-reported by respondents. These questions were optional, and not all respondents provided this information.

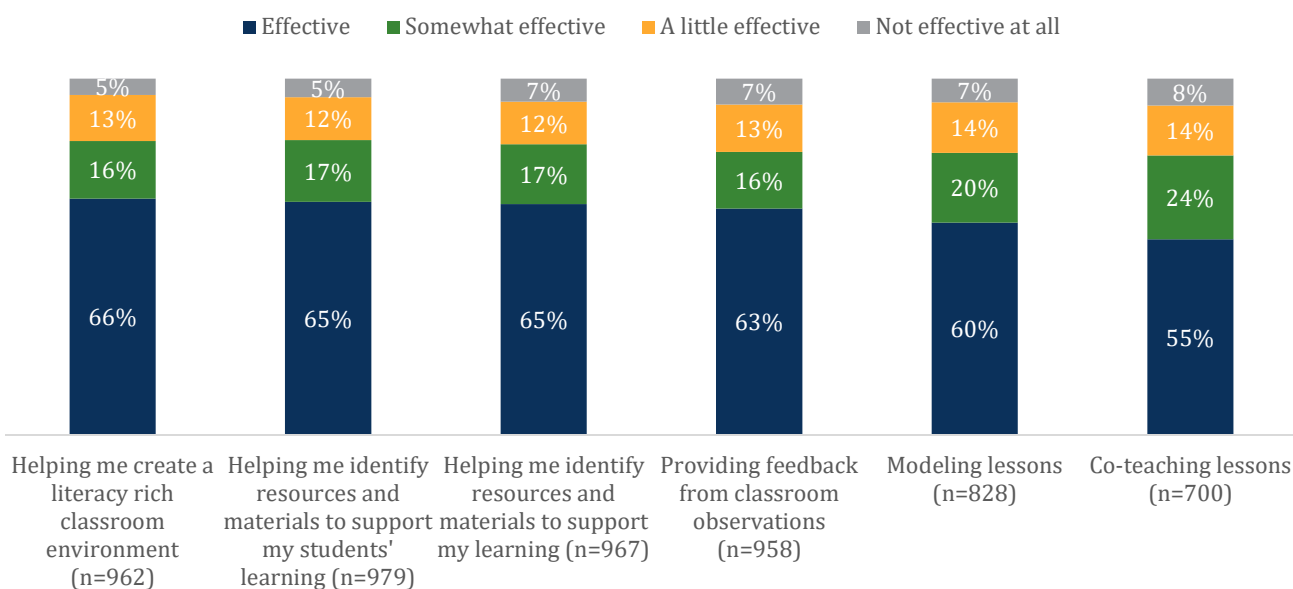
Table 3. Average percentage of teachers who agree or strongly agree their ELS coach is knowledgeable across practice areas, by grade and years of experience (Three years of teacher survey data combined)

Grade Level		Years of Experience	
Grade Level	Teachers who “Agree” or “Strongly Agree”	Years of Experience	Teachers who “Agree” or “Strongly Agree”
K (n=137)	76.3%	1 year or less (n=70)	74.8%
1 (n=271)	73.4%	2-5 years (n=230)	74.8%
2 (n=250)	73.1%	6-10 years (n=223)	72.3%
3 (n=196)	72.6%	11+ years (n=696)	77.8%
Total (n=854)	73.9%	Total (n=957)	74.9%

Note: Grade level and years of teaching experience were self-reported by respondents. These questions were optional, and not all respondents provided this information.

More than three-quarters of teachers rated their coach “somewhat effective” or “effective” in six areas. The highest rated areas were helping to create a literacy-rich environment and identifying resources and materials to support student and teacher learning (82%; see Figure 10).

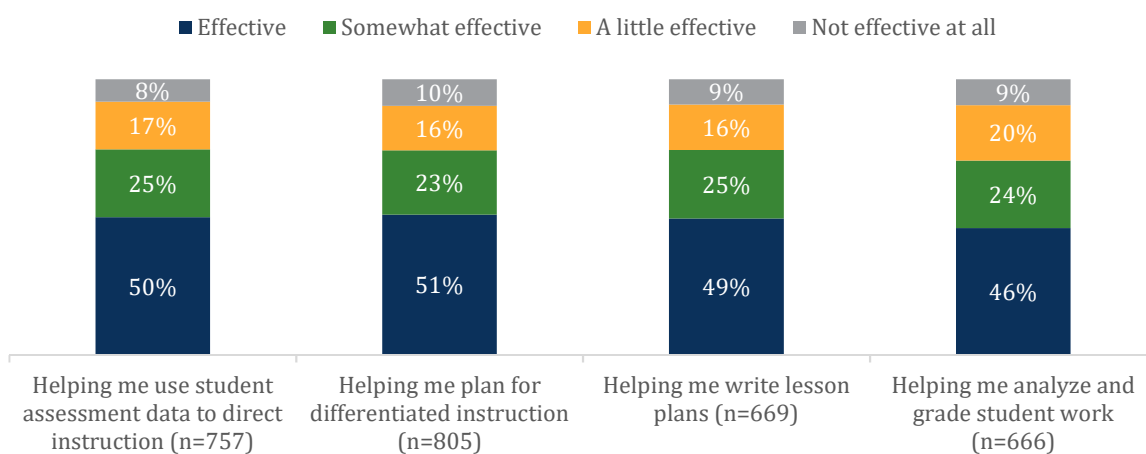
Figure 10. Teacher responses to survey questions about ELS coach effectiveness -- Areas of greatest effectiveness of ELS coaches (Three years of teacher survey data combined)



Teachers responded that their ELS coach was less effective at helping teachers write lesson plans and analyze and grade student work.

A smaller percentage of teachers responded that their coach was “somewhat effective” or “effective” in four areas of coaching (Figure 11). The lowest rated areas of coach effectiveness were helping teachers use assessment data (75%), plan for differentiated instruction (74%), write lesson plans (74%), and analyze and grade student work (70%).

Figure 11. Teacher responses to survey questions about ELS coach effectiveness – Areas of least effectiveness of ELS coaches (Three years of teacher survey data combined)



On average, 63% of teacher respondents reported that their ELS coach was “somewhat effective” or “effective” across all areas of coaching.

Teacher responses about ELS coach effectiveness varied only slightly by cohort, with Cohort 1 teachers rating their coaches most positively (Table 6).

Table 4. Average percentage of teachers agreeing or strongly agreeing that their ELS coach is effective across practice areas, by cohort (Three years of teacher survey data combined)

Cohort	Percentage of teachers who “agree” or “strongly agree”
Cohort 1 (n=485)	64.2%
Cohort 2 (n=280)	61.5%
Cohort 3 (n=265)	62.8%
Any Cohort (n=1030)	63.1%

Like knowledge ratings, the average percentage of teachers who rated ELS coaches as “somewhat effective” or “effective” also varied slightly by cohort, grade level, and teacher-reported years of experience (Table 7). Teachers from Cohort 1 schools, kindergarten teachers, and new teachers (1 year or less of experience) rated their ELS coaches’ effectiveness most highly across all practice areas. Interestingly, although teachers with 11+ years of experience were most likely to rate their ELS coach as knowledgeable across the practice areas, they were least likely to rate their ELS coach as effective.

Table 5. Average percentage of teachers agreeing or strongly agreeing that their ELS coach is effective across practice areas, by grade and years of experience (Three years of teacher survey data combined)

Grade Level (n=854)		Years of Experience (n=957)	
Grade Level	Percentage of teachers who “agree” or “strongly agree”	Years of Experience	Percentage of teachers who “agree” or “strongly agree”
K (n=137)	70.1%	1 year or less (n=70)	74.5%
1 (n=271)	68.1%	2-5 years (n=230)	66.5%
2 (n=250)	67.0%	6-10 years (n=223)	64.6%
3 (n=196)	64.7%	11+ years (n=696)	61.1%
Total (n=854)	67.5%	Total (n=957)	66.7%

Note: Grade level and years of teaching experience was self-reported by respondents. These questions were optional and not all respondents provided this information

Barriers and Challenges to Implementation

What did principals perceive as the primary barriers to implementation?

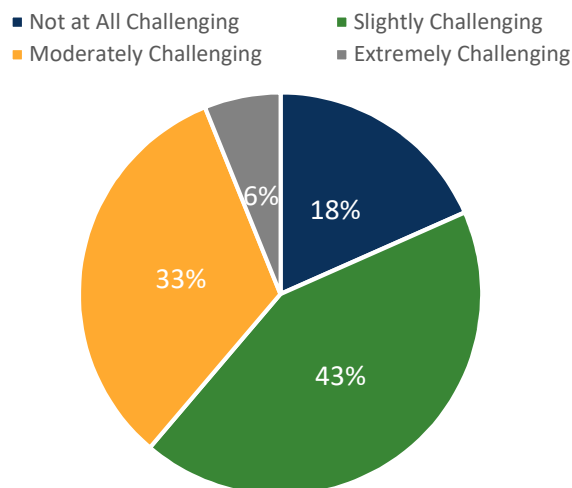
Principals said the three primary challenges were teacher buy-in and resistance to coaching, building trusting coaching relationships, and teacher availability and scheduling.

On the 2017-18 ELS Principal Survey, 39% of principals rated implementation as either “moderately” or “extremely” challenging, and one-third (33%) rated implementation as “moderately” challenging. Less than one-fifth (18%) reported that implementation was “not at all” challenging (Figure 12).

In open-ended comments, principals described three primary challenges to implementing the ELS initiative (n=81):

- **Establishing teacher buy-in and reducing teacher resistance to coaching (n=32):** One principal explained, “Getting teacher buy-in was a challenge, but once they became familiar with the ELS coaches, things flowed more smoothly.” Another principal described difficulty “getting all teachers to buy into the support. However, this happened when the ELS showed they were there to help and not evaluate.”
- **Establishing trusting relationships between the teacher and coach (n=16):** One principal wrote, “The initial building of relationships and rapport is the most difficult challenge. Once this occurs, the walls come down and the learning can begin.”
- **Finding time to support all teachers and for ELS coaches and teachers to meet (n=13):** According to one principal, “creating a schedule allowing the ELS to meet with teachers or visit classrooms throughout the day” was particularly challenging. In addition to scheduling issues, another principal noted, “It was difficult for [the] coach to establish a differentiated support schedule... with many new teachers with varied levels of expertise.”

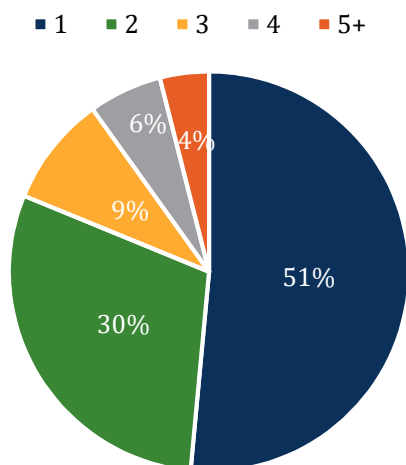
Figure 12. Reported level of challenge in implementing the ELS Initiative (n=98)



Principals also reported that ELS coach turnover was an additional challenge to implementation.¹⁰

Nearly half of principals (49%) reported having more than one ELS coach over the course of the initiative (Figure 13), and 10% reported having four or five.

Figure 13. Number of reported coaches over the course of ELS participation

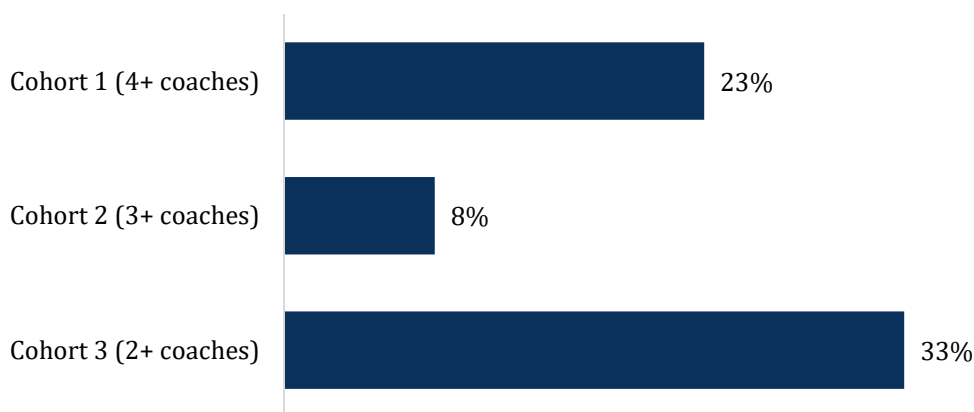


The percentage of principals who reported experiencing any ELS coach turnover—that is, having more than one ELS coach over the course of their school’s participation in the initiative—differed by Cohort¹¹: 68% of schools in Cohort 1 had more than one coach, compared to 46% in Cohort 2 and 33% in Cohort 3.

Using this information, we calculated within-year coach turnover—that is, how many schools had more than one coach *per year* of participation. If a school experienced no within-year turnover, they would have one ELS coach per year. That means any Cohort 1 school with four or more ELS coaches experienced within-year turnover.

Similarly, if Cohort 2 schools had three or more ELS coaches and Cohort 3 schools had two or more, they experienced within-year coach turnover. Defined this way, Cohort 3 schools experienced more within-year turnover than schools in other cohorts (33%, compared to 23% for Cohort 1 and 8% for Cohort 2: see Figure 14).

Figure 14. Percentage of principals who reported more than one ELS coach per year, by Cohort



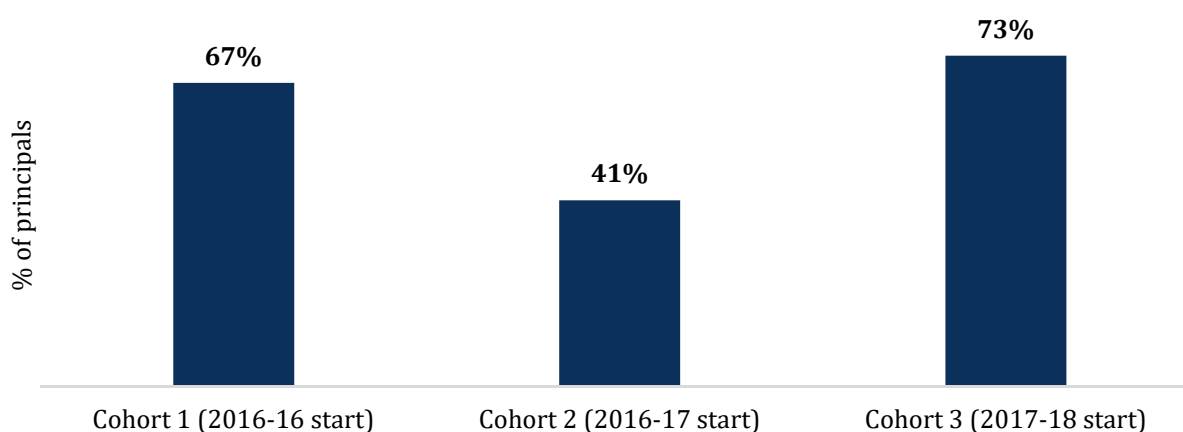
¹⁰ Principal survey findings from 2017-18 Principal Survey. See Appendix A, Tables 1 and 4 for administration details and a link to the full survey.

¹¹ See Appendix B for a list of schools by Cohort.

If principals reported ELS coach turnover, the survey asked whether they thought it influenced the effectiveness or success of the initiative. Of the 49% (n=50) who reported ELS turnover, about two-thirds (59%) said it affected the coaching initiative.

Of the principals who reported turnover, a greater percentage of Cohort 3 principals reported that it influenced the effectiveness of the initiative: 73% of principals with turnover in Cohort 3 reported that it affected the initiative, compared to 67% in Cohort 1 and 41% in Cohort 2 (Figure 15). Some of this difference may be attributable to the fact that, at the time of the survey, Cohort 3 had received only one year of coaching; as a result, any turnover would have occurred mid-year and may have been perceived as more disruptive.

Figure 15. Percentage of principals who reported ELS turnover affected the Initiative, by Cohort



Some principals reported that ELS coach turnover resulted in lost momentum, while others said new ELS coaches were able to continue their predecessors' work.¹²

In open-ended comments (n=21), principals described two primary ways they thought ELS coach turnover influenced the effectiveness or success of the coaching initiative.

- **Inconsistency and lost momentum (n=11):** One principal commented, "Each year it felt like the program started all over," and another said, "It takes too much time in the school year for the new coach to acclimate to teachers and administration."
- **Relationships and trust (n=5):** Principals wrote that new ELS coaches must re-establish trust and build positive relationships with school staff. One principal explained, "Having...an ELS that I found to be less effective set up a bit of a barrier to the receptiveness of teachers to the second, more effective, ELS coach. I think it was overcome, but there was definitely a delayed responsiveness."

¹² Findings from 2017-18 Principal Survey. See Appendix A, Tables 1 and 4 for administration details and a link to the full survey.

On the other hand, 13 principals provided reasons for why they thought ELS coach turnover did *not* affect the initiative. They mentioned two primary factors:

- **Coaching effectiveness (n=3):** Principals explained that the initiative did not suffer because all of their ELS coaches were effective. One principal commented, “Both individuals were extremely effective and supportive of everyone in our building.”
- **ELS coaches built off one another (n=3):** Some principals also said new ELS coaches built off of the work of prior ELS coaches. One principal explained, “Our initial coach laid a firm foundation. The following coach...built upon teachers’ previously taught knowledge.” Another said, “My ELS jumped right in where the previous ELS left off so I don’t feel like we missed a beat.”

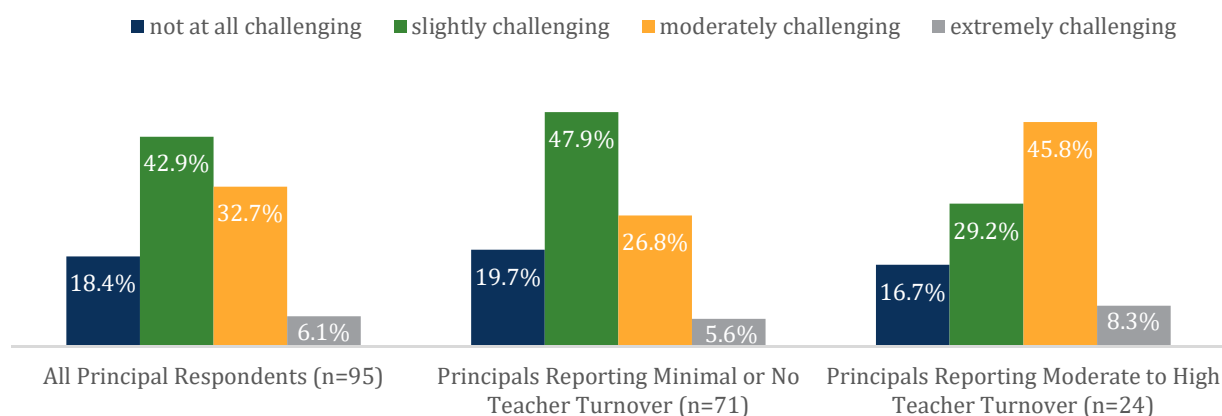
Finally, some principals (n=8) indicated that although ELS coach turnover was difficult, it was also necessary. One said, “ELS coaches face considerable challenges in trying to get buy-in at the teacher level. A transition in coaches was necessary, but that trust-building process had to restart.” Another explained, “Had we not experienced turnover, we would not have found the gems we currently have. Now that we have them, long-term retention is best.”

Principals who reported moderate to high teacher turnover were more likely to report that implementing ELS coaching was a challenge.

One-quarter of principals (25%) reported “moderate” or “high” teacher turnover (Figure 16).¹³ Teacher turnover, even between District schools or grade levels, poses a particular challenge to the ELS initiative. Research Report #3 in the ELS Evaluation series explores teacher turnover in greater detail using teacher employment data to examine retention rates over time.

¹³ Findings from 2017-18 Principal Survey. See Appendix A, Tables 1 and 4 for administration details and a link to the full survey. The survey defined “high” turnover as “many teachers leave the school; you have many new teachers and/or many teachers move between grades each year.” “Moderate” turnover was defined as “some teachers leave the school; you have some new teachers and/or some teachers move between grades each year.” “Minimal to no” turnover was defined as “few teachers, if any leave the school; you may have a few new teachers and/or a few teachers who move between grades each year.”

Figure 16. Principals who reported moderate to high teacher turnover also reported that implementing ELS coaching was a challenge.



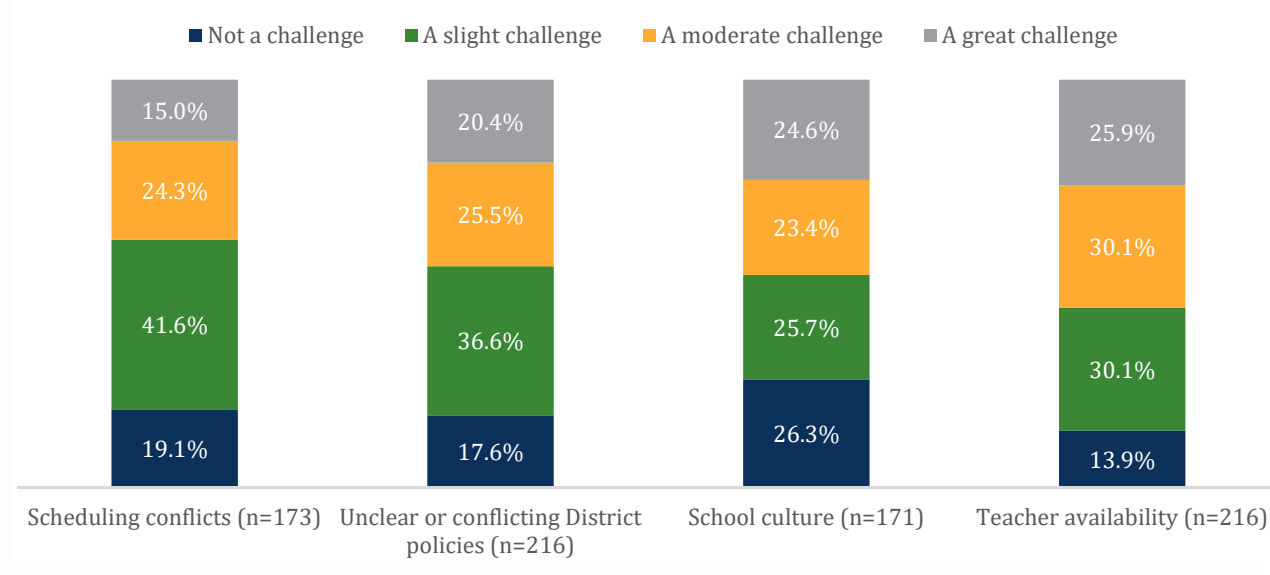
How to Read this Figure: The first set of bars represents the responses of all principal respondents (n=95). Taken together, about 39% of principals reported that implementing ELS coaching was moderately or extremely challenging. The second set of bars represents the responses of the 71 principals who reported having minimal teacher turnover. About 32% of those principals reported that implementing ELS coaching was moderately or extremely challenging. The third set of bars represents the responses of the 24 principals who reported having moderate to high teacher turnover. About 54% of those principals reported that implementing ELS coaching was moderately or extremely challenging.

What did ELS coaches perceive as the primary barriers to implementation?

ELS coaches identified teacher availability, school culture, unclear or conflicting policies, and scheduling conflicts as most challenging.

The yearly survey asked ELS coaches about the challenging aspects of their work (Figure 17). About half reported that teacher availability (56%), school culture (48%), and unclear policies (46%) were great or moderate challenges, and 39% said scheduling was similarly challenging.

Figure 17. ELS Coach Responses to the survey question: “To what degree are each of the following factors a challenge to your work as an ELS coach?” (Three years of coach survey data combined)

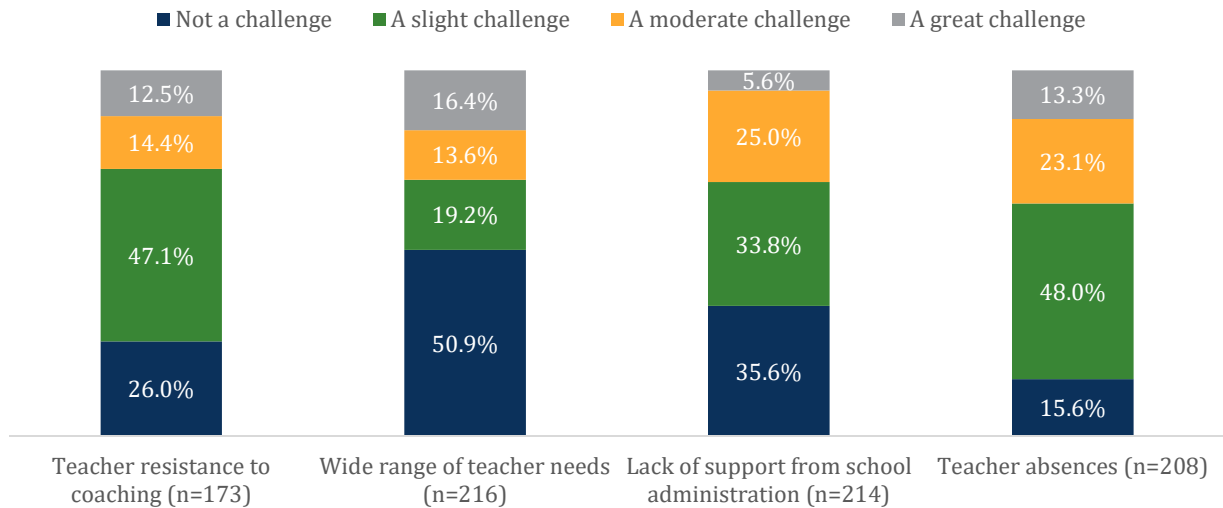


In open-ended comments, ELS coaches (n=105, over three years of responses) elaborated on three particular coaching challenges:

- Scheduling and teacher availability (n=66):** Many ELS coaches (n=66) expressed concerns about scheduling and teacher availability. One wrote, “Additional events at the school pop up at the last minute and conflict with already scheduled coaching sessions, meaning teachers lose a prep, meaning less time to meet for coaching.” Another coach explained, “Sometimes teachers are pulled during their prep time to cover an absent teacher, and it occurs at the time we have our scheduled meeting.” Three ELS coaches also noted that that District-wide assessments pose a challenge to their coaching.
- Conflicting messages from the District (n=30):** Thirty ELS coaches provided examples of how conflicting messages from the District affected their work. One wrote, “There does not seem to be a clear message from CLI, school admin, and the district. It makes it difficult to decide which direction to go when everyone is saying something different.” Another coach echoed this sentiment: “Frequent shifts in the network-wide focus for literacy [are a challenge]. It makes it hard to consistently build up one practice and component when the focus shifts each month and a half.”
- Challenging school environments (n=9):** Nine ELS coaches commented on the challenges of working within a negative school culture. One wrote: “The school culture is such that teachers spend more time dealing with explosive behavioral issues than instruction, so our coaching work is undermined. They are not supported at all by the administration, and in fact, administration seems to actively put obstacles in their way - very ineffective 'leadership.' This is in terms of student behavior and discipline, communication, GLMs, directives, etc.”

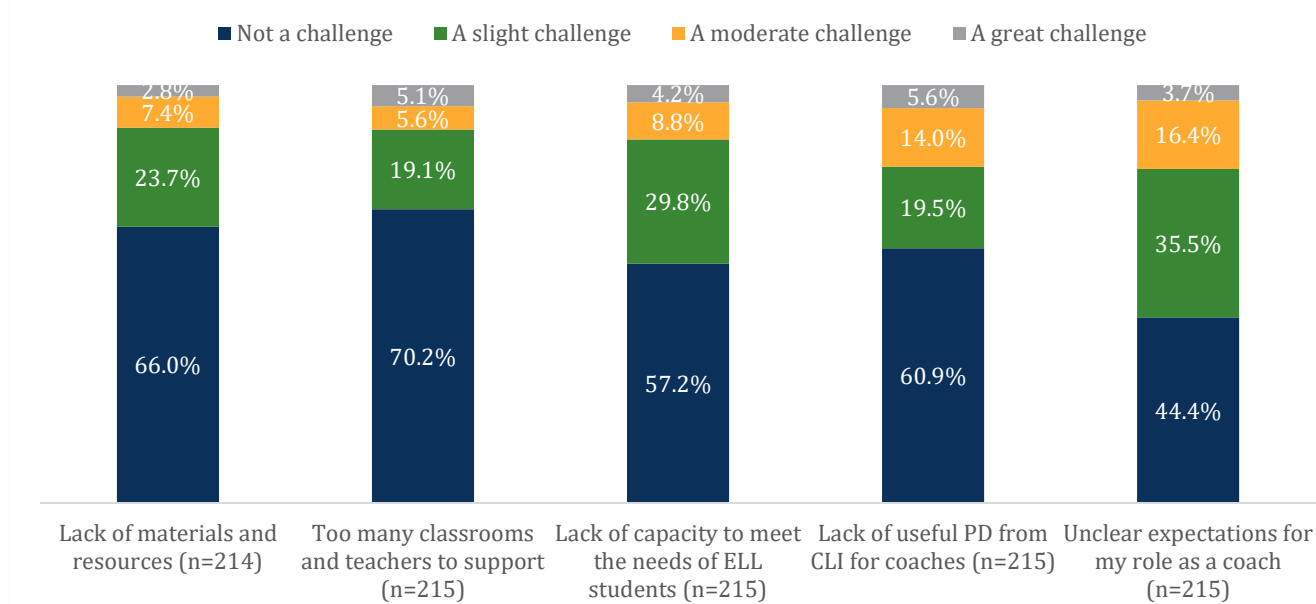
ELS coaches less often identified teacher resistance, teacher needs, lack of support from the administration, and teacher absences as great or moderate challenges (27-36%; see Figure 18).

Figure 18. ELS Coach Responses to the survey question: “To what degree are each of the following factors a challenge to your work as an ELS coach?” (Three years of coach survey data combined)



According to ELS coaches, a lack of useful professional development and unclear expectations were the least challenging aspects of their role (Figure 19). Most ELS coaches were similarly unchallenged by a lack of materials, too many teachers, a lack of capacity to meet the needs of ELs, a lack of useful PD, or unclear expectations (10-20%; see Figure 19).

Figure 19. To what degree are each of the following factors a challenge to your work as an ELS coach? (Three years of coach survey data combined)



What did teachers perceive as the primary implementation barriers to implementation?

Teachers described three primary challenges: new resources, the time burden and scheduling conflicts, and a lack of communication regarding teacher expectations.

Teachers reported feeling overwhelmed when they received the new curriculum, resources, and planning templates all at the same time. Participants in all focus groups¹⁴ used the word “overwhelmed” at least once. Most used it in reference to the amount of new resources they received in combination with the new literacy block requirements. One teacher stated, “We weren’t sure what kind of resources we would have, and when we came back in September it was a mess and you didn’t know where to start.” Another said, “We literally got a new phonics program, a brand-new reading program...a brand-new math program, and a brand-new CLI program all at once. So, we literally were just overwhelmed.” Other teachers expressed similar sentiments. One stated, “It’s too much. It’s like an explosion of books.” Her colleague followed up: “We gave up...just very stressful. If it was supposed to come in and be helpful, it had the opposite effect.”

¹⁴ Focus groups conducted in Spring 2016 and Spring 2017. See Appendix D for protocols.

Teachers also felt overwhelmed by new lesson planning requirements and templates, especially because the additional requirements were not attached to a monetary incentive. One teacher said:

Those lesson plan templates... I'm not even sure if they looked at it and agreed with it fully. It's very lengthy. I've never filled out one and I was supposed to write them last year. I said I can't do this. It's too long...It's scripted. Which [is] fine, but like you have a general script versus what they want. We need an explanation on each page. It's overwhelming.

Teachers also reported feeling overwhelmed by the amount of preparation required for frequent meetings, which were often difficult to manage due to scheduling conflicts and coverage issues. Teachers explained that it wasn't so much the frequency of meetings, but the amount of work to be completed for each meeting, that contributed to this feeling. One said:

I think it was more the pre-planning, and then the post—it was always planned to be fifteen minutes, but sometimes it would run over to 30 minutes, and during our prep, it's a lot of time. Especially two preps a week, because our preps are filled with things we have to do in the class—that was the hard part.

Teachers mentioned that frequently shifting schedules and coverage requirements made it difficult to meet with the ELS coach and still prepare for lessons. One teacher explained:

We're in a school where we sometimes lose two to three preps a week due to coverages, et cetera...And so, if we're only getting two or three preps a week, we need those preps to prep. And obviously, sitting with [the ELS coach] is prepping also, but it's not. You know what I mean?...We also have a half lunch most of [the] year due to the weather, so we don't get a ton of time to get things done...and it's hard to give up a 45-minute prep when we don't get a lot of them.

A lack of communication about the ELS initiative often led to unclear expectations. Overall, teachers felt unprepared to work with ELS coaches, as expectations about their roles were not clearly communicated at the beginning of the school year. A few teachers said they were not even aware of the coach until after the school year started. One explained, “I didn't know about coaches the first year, and I had one. I didn't realize what they were doing.” Another teacher mentioned that expectations were “clarified as we went—and clarified on a need-to-know basis. ...It should have been [the] opposite.” Another teacher said she felt “duped.” She explained:

I feel like we absolutely had no idea what was coming, the amount of time we were going to put into it, that we were going to have a person that was going to be looking for certain things...in the building with us, doing all of that. We had no idea.

Another teacher echoed this idea:

I feel like it was a bait-and-switch of what was offered. Of course we want supplies, and of course we will do things to get supplies, and of course we'd go to a PD to become better teachers, and find out different things, but we were not given any indication that it was going to be...a constant presence in our room, all of this extra responsibility, observation, work, talking—we were not advised.

Another teacher explained, “They never really told us exactly what to look for. We didn’t know that we would have these meetings three or four times a week with the ELS...that was kind of a shock.” Another noted, “They didn’t tell us – school district never told us step-by-step what it was in detail.” Teachers mentioned that this could have been addressed at Summer Institute by having a session that answered the questions “What is an ELS?” or “Meeting with your ELS—what is expected?”

Conclusions

The ELS coaching initiative was implemented with fidelity using a cohort model.

Over three years, ELS coaching was rolled out to 149 schools, serving nearly 43,000 K-3 students, using a cohort model that prioritized the highest-need schools. Over the course of the initiative, ELS coaches logged 489,832 hours of coaching and were most frequently assigned 9-12 teachers at a time (44%) though some coached fewer teachers (23%) and some coached more (34%).

Nearly three-quarters of teachers and principals reported that they met with their ELS coach at least weekly and attended multiple formal ELS-led PD sessions throughout the year.

In focus groups, teachers described meeting even more frequently—at least two or three times a week using a plan, observe, debrief cycle—and they noted that ELS coaches often differentiated their support based on teacher need. Teachers reported that ELS coaches most frequently supported their development by identifying resources and materials, helping them create a literacy-rich classroom environment, and providing feedback from observations.

The majority of teachers found their coaches to be knowledgeable (71%) and effective (63%).

On average, nearly three-quarters of teachers “agreed” or “strongly agreed” that their ELS coach was knowledgeable across all areas of coaching. Teachers responded that their ELS coaches were most knowledgeable about guided reading and developing the literacy environment, and they were least knowledgeable about supporting students with IEPs and English Learners.

On average, nearly two-thirds of teachers reported that their ELS coach was “somewhat effective” or “effective” across all areas of coaching. Teachers responded that their ELS coaches were most effective at helping them create a literacy-rich environment and identifying resources.

Principals, ELS coaches, and teachers identified several different barriers to implementation. All three groups noted that teacher availability and scheduling were challenges.

Principals identified teacher buy-in/resistance to coaching, building trusting coaching relationships, and teacher availability and scheduling as three primary challenges to implementation. Principals also reported that ELS coach turnover was an additional challenge that resulted in a loss of momentum, while others felt they benefited from having a different ELS coach.

ELS coaches identified teacher availability, school culture, unclear or conflicting policies, and scheduling conflicts as most challenging to their work. During focus groups, teachers expressed feeling overwhelmed by the initiative and new resources, time burden and scheduling conflicts, and a lack of communication regarding teacher expectations.

Appendix A. Methods and Data

Each year (2015-16, 2016-17, 2017-18, and 2018-19), the SDP's Office of Research and Evaluation (ORE) regularly collected data from multiple sources to assess the fidelity of program implementation, short term outcomes, and to provide formative feedback to program staff. The tables below provide an overview of ORE's mixed-methods data collection, including the frequency, sample, and number of participants or respondents; a brief description of each data collection activity follows.

Data Collected for this Evaluation

ORE used various methods to collect multiple rounds of data during the four years of the ELS initiative in order to capture the yearly progress of program implementation, gather longitudinal viewpoints from multiple stakeholders, and provide timely feedback to the program office and project partners. Table A1 provides an overview of the additional data ORE collected, including the frequency, the sample, and the number of participants or respondents; a brief description of each data collection activity follows. Examples of data collection instruments (surveys and protocols) can be found in Appendix C.

Table A1. Data collection activities conducted by ORE

Data Collection Activity	School Years Collected & Sample	Frequency and Timing of Administration	Participants	Number of Total Responses
Teacher Survey	SY15-16: Cohort 1 only SY16-17: Cohorts 1 & 2 SY17-18: Cohorts 1, 2, & 3	Three administrations occurring annually in the winter.	Teachers	1149*
ELS Coach Survey	SY15-16: Cohort 1 only SY16-17: Cohorts 1 & 2 SY17-18: Cohorts 1, 2, & 3	Three administrations occurring annually in the winter or spring.	ELS Coaches	235*
Principal Survey	SY17-18: Cohorts 1, 2, & 3	One administration occurring in the spring of 2018.	Principals	118
Focus Groups	SY15-16: Cohort 1 only SY16-17: Cohorts 1 & 2	Spring 2016 and Spring 2017	Teachers	68 teachers at 15 schools

* Teachers and coaches received an anonymous survey each year of participation. This number represents the total number of surveys completed over three years and does **not** represent the number of unique respondents.

Teacher Survey¹⁵: In the first three years of implementation, we asked participating teachers for feedback about the implementation of the ELS initiative to better understand teacher's experiences

¹⁵ The teacher survey can be accessed here: <https://bit.ly/2xKqjSf>

working with an ELS coach. ORE received 1149 surveys across three years. Specifically, the survey asked teachers about their perceptions in six areas:

- Frequency of coaching activities,
- Effectiveness of ELS coaching,
- ELS knowledge,
- Confidence in implementing literacy strategies,
- Improvement and success as a result of ELS support, and
- Alignment and principal support.

Table A2. Details of ELS teacher survey data collection

Year	Cohorts Surveyed	N Surveys Sent	N Surveys Returned	Response Rate
2015-2016	Cohort 1	886	288	33%
2016-2017	Cohorts 1 & 2	861 ¹⁶	376	44%
2017-2018	Cohorts 1, 2, & 3	1141 ¹⁷	474	42%
TOTAL	-	2888	1138	39%

ELS Coach Survey¹⁸: In the first three years of implementation, we asked ELS coaches for feedback regarding their experience as a literacy coach (Appendix X). ORE received 235 surveys across three years. Specifically, the survey asked ELS coaches about their perceptions in eight areas:

- Frequency of coaching activities,
- Their ability and capacity to respond to teacher needs,
- Teacher receptiveness to coaching,
- Challenges impacting their ability to perform job-related functions,
- Administrative support and teacher progress,
- Their ability to implement effective professional development,
- The effectiveness of ELS coach training provided by CLI, and
- The usefulness of the CPEL.

Table A3. Details of ELS coach survey data collection

Year	Cohorts Surveyed	N Surveys Sent	N Surveys Returned	Response Rate
2015-2016	Cohort 1	58	52	90%
2016-2017	Cohorts 1 & 2	93	83	89%
2017-2018	Cohorts 1, 2, & 3	109 ¹⁹	99	91%
TOTAL	-	260	234	90%

¹⁶ Due to an error in labeling teachers internally, Kindergarten teachers were excluded from this sample.

¹⁷ Teachers at schools (n=39) with Literacy Leads did not receive the teacher survey.

¹⁸ The coach survey can be accessed here: <https://bit.ly/2xKqjSf>

¹⁹ Literacy Leads (n=39) did not receive the coach survey.

Principal Survey²⁰: In the third year of implementation, we asked principals for feedback about the ELS initiative. Specifically, we asked principals about their perceptions in four areas:

- The implementation, benefits, and challenges of the ELS initiative,
- The relationship between ELS support and improvements in AG2 implementation,
- Their understanding of the literacy block and their confidence in coaching teachers in early literacy best practices, and
- The upcoming roll-out of the grades 4-8 literacy strategy.

Table A4. Details of ELS principal survey data collection

Year	Cohorts Surveyed	N Surveys Sent	N Surveys Returned	Response Rate
2017-2018	Cohorts 1, 2, & 3	150	110	73%

Focus Groups²¹: During the first and second year of implementation, ORE conducted focus groups with 68 teachers at 15 schools. In 2015-16, five schools were selected using convenience sampling in part because they also participated in other literacy interventions; thus, focus groups could serve a dual purpose and collect information about both experiences.

In 2016-17, 10 schools were strategically sampled for teacher focus groups depending on their average rating of principal support, perceived CLI alignment, and ELS effectiveness on the ELS teacher survey, with five schools representing those with lower average ratings and five schools representing those with higher average ratings.

Focus groups questions probed the following topics:

- How teachers understood the role and expectations of the ELS coach,
- The alignment of the ELS functions to District initiatives and school goals ,
- The communication between the ELS coach and the teacher,
- The effectiveness of various supports and resources offered by the ELS coach,
- General satisfaction with the initiative and the ELS coach, and
- Perceived barriers to implementation of instructional strategies or programmatic requirements.

Programmatic Data Analyzed for this Evaluation

ORE also used data collected by our program partner, CLI, to analyze changes to teacher practice and to track the self-reported coaching activities. Additional details about these data are described in Table A5. A brief description of each data source follows.

²⁰ The coach survey can be accessed here: <https://bit.ly/2xKqjSf>

²¹ See Appendix D for focus group protocols.

Table A5. Programmatic data collected by CLI and analyzed by ORE²²

Data	Years Collected	Frequency and Timing of Administration
Coaching Protocol for Early Literacy (CPEL) ²³	2015-2016 ²⁴ , 2016-2017, 2017-2018, 2018-2019	Administered at multiple time points each year. Fall, winter, spring administrations are included in this analysis.
Coach Logs	2015-2016, 2016-2017, 2017-2018, 2018-2019	ELS coaches recorded time spent coaching on a weekly basis.

CPEL: The Coaching Protocol for Early Literacy (CPEL) is a teacher coaching tool designed by CLI in partnership with ORE and The Office of Curriculum, Instruction, and Assessment. The CPEL includes ten measurement domains named “practice areas”: Classroom Culture, Literacy Environment, Read Aloud, Shared Reading, Independent Work Time, Guided Reading, Phonics/Phonemic Awareness, Independent Reading/Reading Workshop, and Writing Workshop. Each practice area consists of multiple dimensions (sub-categories) and descriptors that capture the quality of various aspects of early literacy instruction.

Coach Logs: Coach Logs are the official record of how ELS coaches spent their coaching time in SDP schools. The records, as submitted to CLI and shared with SDP, include the total number of hours spent coaching teachers as well as the percentage of time spent on various areas, aligned to the CPEL, of best practices in early literacy.

Administrative Data Analyzed for this Evaluation

Finally, ORE used administrative data to analyze the demographics of schools that received coaching²⁵ (Table A6).

Table A6. Administrative data collected by SDP and analyzed by ORE

Data	Years Collected	Frequency of Administration or Data Pull
Enrollment and Demographic Data	2015-2016, 2016-2017, 2017-2018, 2018-2019	Pulled from the 2017-2018 October 1st Enrollment File

Enrollment and Demographic Data: The enrollment and demographic data used for this report comes from SDP’s October 1st enrollment file.

²² Data is only provided at the school level to ensure that this not used for the purposes of teacher evaluation.

²³ The full CPEL is available here: https://cli.org/wp-content/uploads/2018/08/CPEL_Manual_08-2018-2.pdf

²⁴ Pilot CPEL data was collected in 2015-2016, however, the protocol was refined and normed starting in 2016-2017, thus data collected prior to norming is not used for analysis.

²⁵ Changes in school and student level literacy outcomes will be analyzed in a separate report.

Appendix B. List of Schools by Cohort

Cohort 1 (n=39)	Cohort 2 (n=53)	Cohort 3 (n=57)
BARRY, JOHN ELEMENTARY SCHOOL	ADAIRE, ALEXANDER SCHOOL	ARTHUR, CHESTER A. SCHOOL*
BARTON SCHOOL*	ALLEN, DR. ETHEL SCHOOL	BACHE-MARTIN SCHOOL
BETHUNE, MARY MCLEOD SCHOOL	ALLEN, ETHAN SCHOOL	BLAINE, JAMES G. SCHOOL
BRYANT, WILLIAM C. SCHOOL	ANDERSON, ADD B. SCHOOL	BLANKENBURG, RUDOLPH SCHOOL
CAYUGA SCHOOL*	BREGY, F. AMEDEE SCHOOL*	BROWN, HENRY A. SCHOOL*
COMEGYS, BENJAMIN B. SCHOOL	BRIDESBURG SCHOOL	BROWN, JOSEPH H. SCHOOL
COOKE, JAY ELEMENTARY SCHOOL	CARNELL, LAURA H. SCHOOL	CATHARINE, JOSEPH SCHOOL
CRAMP, WILLIAM SCHOOL	CASSIDY, LEWIS C ACADEMICS PLUS	COMLY, WATSON SCHOOL
DOBSON, JAMES SCHOOL*	CHILDS, GEORGE W. SCHOOL	CROSSROADS SCHOOL^
DUCKREY, TANNER SCHOOL	COOK-WISSAHICKON SCHOOL	DAY, ANNA B. SCHOOL
ELKIN, LEWIS SCHOOL	CROSSAN, KENNEDY C. SCHOOL	DEBURGOS, J. ELEMENTARY
FELTONVILLE INTERMEDIATE	DECATUR, STEPHEN SCHOOL	DISSTON, HAMILTON SCHOOL
FOX CHASE SCHOOL*	DICK, WILLIAM SCHOOL	FARRELL, LOUIS H. SCHOOL
FRANKLIN, BENJAMIN SCHOOL	DUNBAR, PAUL L. SCHOOL	FITLER ACADEMICS PLUS*
GIDEON, EDWARD SCHOOL	EDMONDS, FRANKLIN S. SCHOOL	FITZPATRICK, A. L. SCHOOL
GOMPERS, SAMUEL SCHOOL*	ELLWOOD SCHOOL	FORREST, EDWIN SCHOOL
HARTRANFT, JOHN F. SCHOOL	EMLEN, ELEANOR C. SCHOOL	FRANK, ANNE SCHOOL*
HENRY, CHARLES W. SCHOOL	FELL, D. NEWLIN SCHOOL	GREENFIELD, ALBERT M. SCHOOL*
HESTON, EDWARD SCHOOL	FINLETTER, THOMAS K. SCHOOL	HAMILTON, ANDREW SCHOOL*
HOPKINSON, FRANCIS SCHOOL	GIRARD, STEPHEN SCHOOL	HANCOCK DEMONSTRATION SCHOOL
LOCKE, ALAIN SCHOOL	GREENBERG, JOSEPH SCHOOL*	HARRINGTON, AVERY D. SCHOOL
LOESCHE, WILLIAM H. SCHOOL*	HACKETT, HORATIO B. SCHOOL*	HOLME, THOMAS SCHOOL*
LOWELL, JAMES R. SCHOOL*	HOWE, JULIA WARD SCHOOL	HOUSTON, HENRY H. SCHOOL*
MARSHALL, JOHN SCHOOL	HUNTER, WILLIAM H. SCHOOL	JACKSON, ANDREW SCHOOL
MARSHALL, THURGOOD SCHOOL	JENKS ACADEMY ARTS & SCIENCES*	JENKS, ABRAHAM SCHOOL*
MCDANIEL, DELAPLAINE SCHOOL	KELLY, JOHN B. SCHOOL	JUNIATA PARK ACADEMY*
MOFFET, JOHN SCHOOL	KEY, FRANCIS SCOTT SCHOOL	KEARNY, GEN. PHILIP SCHOOL
MUNOZ-MARIN, HON LUIS SCHOOL	KIRKBRIDE, ELIZA B. SCHOOL	KELLEY, WILLIAM D. SCHOOL
PATTERSON, JOHN M. SCHOOL	LINGELBACH, ANNA L. SCHOOL*	KENDERTON SCHOOL
PEIRCE, THOMAS M. SCHOOL	LUDLOW, JAMES R. SCHOOL	LAMBERTON, ROBERT E ELEMENTARY
PENNELL, JOSEPH ELEMENTARY	MC CALL, GEN. GEORGE A.	LAWTON, HENRY W. SCHOOL
PRINCE HALL SCHOOL	MC CLURE, ALEXANDER K. SCHOOL	LEA, HENRY C.
ROOSEVELT ELEMENTARY SCHOOL	MC MICHAEL, MORTON SCHOOL	LOGAN, JAMES SCHOOL
SHEPPARD, ISAAC A. SCHOOL*	MCKINLEY, WILLIAM SCHOOL	LONGSTRETH, WILLIAM C. SCHOOL
SHERIDAN, PHILIP H. SCHOOL*	MEADE, GEN. GEORGE G. SCHOOL	MAYFAIR SCHOOL
STEARNE, ALLEN M. SCHOOL	MEREDITH, WILLIAM M. SCHOOL*	MCCLOSKEY, JOHN F. SCHOOL
TAGGART, JOHN H. SCHOOL	MIFFLIN, THOMAS SCHOOL	MOORE, J. HAMPTON SCHOOL*

TAYLOR, BAYARD SCHOOL	MITCHELL ELEMENTARY SCHOOL	MORRISON, ANDREW J. SCHOOL
WEBSTER, JOHN H. SCHOOL*	MORRIS, ROBERT SCHOOL	OLNEY ELEMENTARY SCHOOL
	MORTON, THOMAS G. SCHOOL	OVERBROOK EDUCATIONAL CENTER*
	NEBINGER, GEORGE W. SCHOOL	OVERBROOK ELEMENTARY SCHOOL*
	PENNYPACKER, SAMUEL SCHOOL	PENN ALEXANDER SCHOOL*
	PENROSE SCHOOL	POLLOCK, ROBERT B. SCHOOL*
	POTTER-THOMAS SCHOOL*	POWEL, SAMUEL SCHOOL*
	RHOADS, JAMES SCHOOL	RHAWNHRST SCHOOL*
	RHODES ELEMENTARY SCHOOL	ROWEN, WILLIAM SCHOOL
	RICHMOND SCHOOL	SHARSWOOD, GEORGE SCHOOL
	SOUTHWARK SCHOOL	SOLIS-COHEN, SOLOMON SCHOOL*
	STANTON, EDWIN M. SCHOOL	SPRING GARDEN SCHOOL
	STEEL, EDWARD SCHOOL	SPRUANCE, GILBERT SCHOOL
	SULLIVAN, JAMES J. SCHOOL	VARE-WASHINGTON ELEMENTARY
	WASHINGTON, MARTHA SCHOOL	WARING, LAURA W. SCHOOL
	WELSH, JOHN SCHOOL	WIDENER MEMORIAL SCHOOL^
		WILLARD, FRANCES E. SCHOOL
		WRIGHT, RICHARD R. SCHOOL
		ZIEGLER, WILLIAM H. SCHOOL*
		SHAWMONT SCHOOL

*Beginning in 2017-18, school had a Literacy Lead rather than an ELS.

^No CPEL data was collected or reported for Crossroads Academy or Widener Memorial.

Appendix C. Focus Group Protocols

Spring 2016 Focus Group Protocol

- To start off, have you worked with a CLI coach in previous years?
 - If so, what was your experience like?
 - Has working with the ELS this year differed from this experience, how?
- I'm going to take you back to the beginning of the year. To what extent you feel like CLI and the District clearly communicated the role and responsibilities of ELS working in your classroom?
 - What, if anything, was done to introduce the ELS?
 - Were the expectations for, and role of, the ELS explained to you?
 - What about expectations for **you** when it came to working with the ELS?
 - What did **you** do to establish expectations for the ELS working in your classroom?
- Can you describe for me the kinds of activities you do with the ELS?
 - **Probe:** modeling, co-teaching, observations and feedback, PD
 - **Probe:** frequency, duration, consistency
 - Do you feel the ELS is prepared to provide this kind of support?
 - Do you feel the ELS is well informed about the District's literacy framework?
 - Is there any additional preparation or training that you feel would benefit the ELS coaches?
- Are there any types of support or activates that you feel like are particularly effective for improving your instruction?
 - **Probe:** modeling, co-teaching, observations and feedback?
 - **Probe:** Do you feel any of the supports are ineffective or are there supports you would like to see implemented differently or better?
 -
- How aligned do you feel the ELS's work is with your schools' needs?
- How aligned do you feel the ELS's work is with your needs?
- Overall, how satisfied are you with the ELS program?
 - Is there anything you would do differently or change about the program's implementation?
 - Is there anything else you want to add? Any additional feedback or questions?

Spring 201 Focus Group Protocol

- To begin, how often have you worked with an ELS coach in previous years?
 - If so, what was your experience like?
 - If Cohort 1, has working with the ELS this year differed from this experience, and if so, how?
- If Cohort 2 and attended summer institute:
 - In what ways did attending summer institute prepare you to work with your ELS?
 - In what ways did attending summer institute prepare you to implement the 120 minute literacy block or other components of the district's literacy framework?
 - In retrospect, how might the district improve the institute experience to support the roll out of ELS coaches or the literacy block/framework?
- I'm going to take you back to the beginning of the year. To what extent you feel like CLI and the District clearly communicated the role and responsibilities of the ELS working in your classroom?
 - What, if anything, was done do to introduce the ELS?
 - Were the expectations for, and role of, the ELS explained to you?
 - What about expectations for **you** when it came to working with the ELS?
 - What did **you** do to establish expectations for the ELS working in your classroom?
- Please describe your relationship with your ELS COACHES.
- How prepared is your ELS to work in your classroom and provide you with the support you need?
 - Do you feel the ELS is well informed about the District's literacy framework?
 - Is there any additional preparation or training that you feel would benefit the ELS coaches?
- In what ways has the coaching provided by the ELS changed your literacy instruction?
 - Are there any types of coaching, support, or activities that you feel like are particularly effective for improving your instruction?
 - **Probe:** modeling, co-teaching, observations and feedback?
 - Do you feel any of the coaching or supports were ineffective or are there any you would like to see implemented differently or better?
 - What is less effective for improving your instruction?
- How would you describe your ELS's role in helping address your students' needs?
- How successful is your ELS is addressing your student's needs, and why?
 - ...your needs?
 - ...your school's needs?

- How supportive was your principal of the ELS program?
 - What, if anything, has your principal done to support or facilitate you working with your ELS?
 - How would you describe the relationship between your principal and ELS?
 - How has the relationship between your ELS and principal helped or hindered the coaching that your ELS is able to provide?
- Overall, how satisfied are you with the ELS program?
 - Is there anything you would do differently or change about the program's implementation?

Is there anything else you want to add? Any additional feedback or questions?