THE SCHOOL DISTRICT OF
PHILADELPHIA

The Early Literacy Specialist (ELS) Initiative in SDP
Research Report #2: Teacher Benefits and Changes to Practice as a Result of ELS Coaching, 2015-16 to 2018-19

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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
2. Teacher Benefits and Changes to Teacher Practice (this report)
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 Findings about Teacher Practices
- Almost all teachers (96%) reported they felt at least "a little successful" in at least one practice area as a result of coaching.
- The District-wide average CPEL score (across all practice areas) increased from developing (1.4) to approaching proficiency (2.6).
- On average, the District-wide percentage of teachers considered "proficient" across all practice areas increased 30 percentage points.

Contents

Overview of the Early Literacy Specialist (ELS) Initiative

(This information is included at the beginning of each research report 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) reported on this element of the initiative in a separate evaluation.[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 survey data in this report apply to ELS coaches *only* and do not apply Literacy Leads.

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[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[6]

Coaching began in 2015-16

Cohort 1
• 4 years of coaching
• 39 schools
• 14,251 students
• 570 teachers

Coaching began in 2016-17

Cohort 2
• 3 years of coaching
• 53 schools
• 15,155 students
• 633 teachers

Coaching began in 2017-18

Cohort 3
• 2 years of coaching
• 56 schools
• 18,207 students
• 696 teachers

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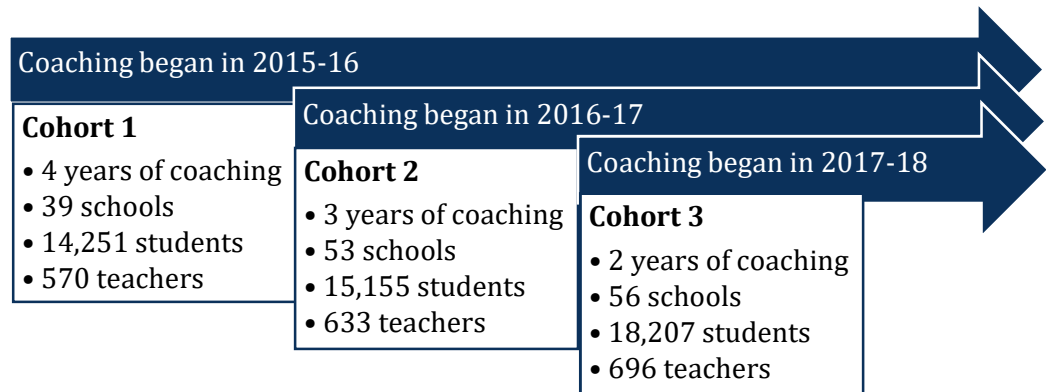
[6] See Appendix B for a list of schools by cohort.

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 provided 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 provided 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 Here 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?

Perceived Benefits of ELS Coaching

In what ways did teachers perceive their practices changing as a result of coaching?

Teachers reported they felt most successful creating a literacy environment and grouping students for small-group reading instruction as a result of ELS coaching.

Around 70% of teachers also reported feeling either "extremely" or "mostly successful" in classroom culture, guided reading, intentional read-aloud, and whole-group phonics instruction as a result of their work with an ELS coach (Figure 2). [7]

Figure 2. Teacher responses to the survey question: "How successful do you feel across the following content areas as a result of your work with an ELS coach?" (Three years of combined survey data; n=956)
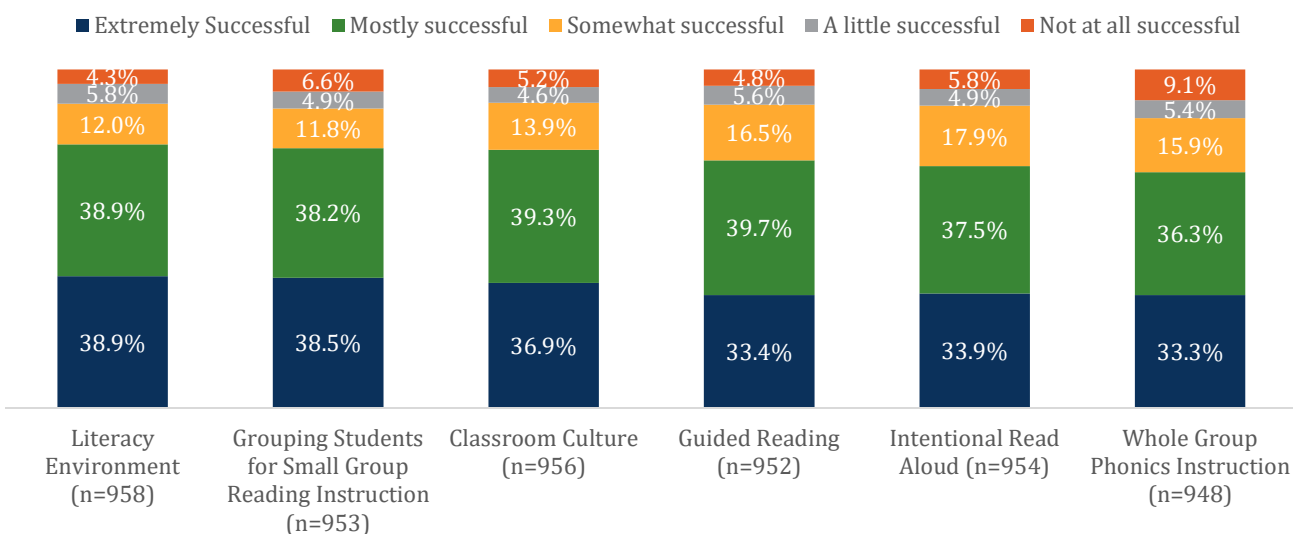
Fewer teachers reported they felt successful in writing and reading workshop. Teachers reported feeling least successful in meeting the needs of students with IEPs or EL students.

Fewer teachers (63-68%) reported feeling "extremely successful" or "mostly successful" in taking running records, analyzing student data, small group phonics instruction, and independent work time as a result of working with an ELS coach (Figure 3).

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[7] Summary of findings from three years of teacher survey data unless otherwise noted. See Appendix A, Tables 1 and 2 for administration details and a link to the full survey.

Figure 3. Teacher responses to the survey question: "How successful do you feel across the following content areas as a result of your work with an ELS coach?" (Three years of combined survey data)
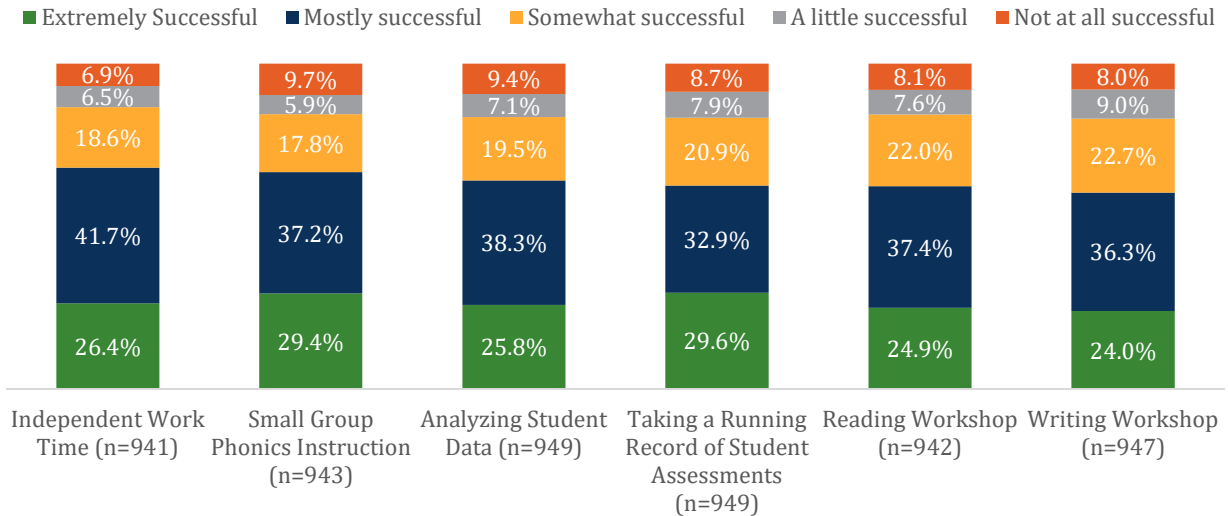
About half of teachers reported feeling "extremely" or "mostly successful" meeting the needs of EL students and those with IEPs as a result of their work with an ELS coach (50% and 47%, respectively; see Figure 4). Nearly one-fifth of teachers reported feeling a "little" or "not at all successful" in these areas (22% for each).

Figure 4. Teacher responses to the survey question: "How successful do you feel across the following content areas as a result of your work with an ELS coach?" (Questions on 2017-18 survey only; n=386)
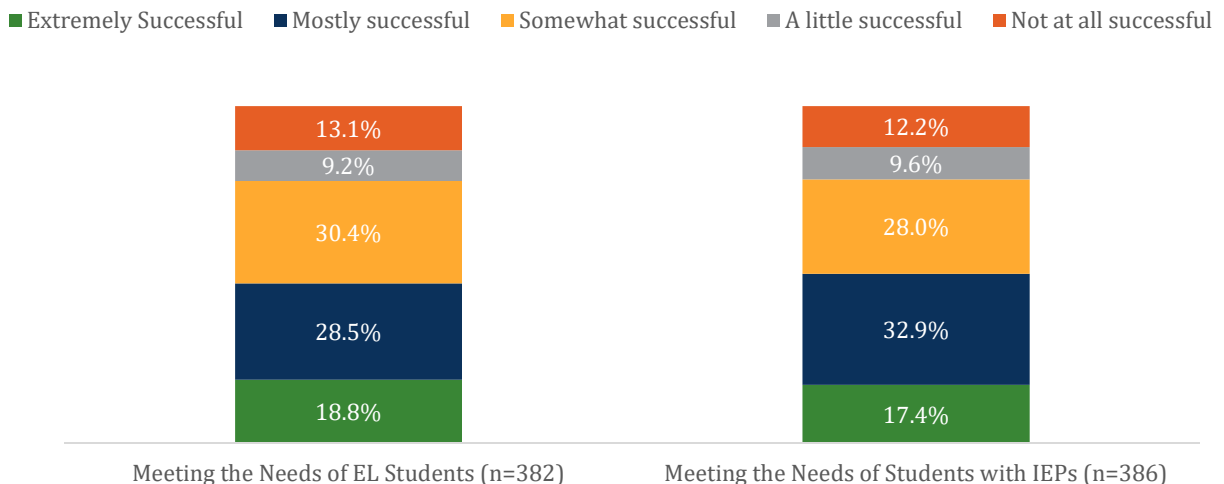
Teachers said ELS coaching helped improve their instruction as well as student performance in reading, writing, and phonics.

In focus groups, [8] **teachers noted promising changes in teacher instruction and student performance.** One teacher commented, "Even our lowest children are higher than they've ever been…There were so many changes this year we're not sure why that is, but we're curious to see if this is going to continue." Another teacher connected progress with coaching: "We're closing that gap. It's not where we want to be, but it is really helping. [Coaching] is something that we need. Her presence is helping us a lot." Another teacher said, "It's amazing, within one year, how we transformed the whole environment, everything, in one year. Whole year. All at one time."

Teachers described the most improvement in reading instruction and student reading outcomes. Teachers reported changes in the depth and quality of their instruction, particularly during guided reading, which they believed propelled students to become better and more motivated readers by allowing them to apply the skills they learned during direct instruction. One teacher said:

> *I know me specifically, guided reading, I was having trouble with pre-reading, like that really low, low level, and I went to my ELS [coach] and they gave me videos and books and different model lessons and finally I was like, oh, I get it now! I couldn't reach non-readers as much as I wanted to because I just didn't feel like I was talking to them enough. But with what the coach gave me I was able to get them, and they moved and my instruction improved as well.*

Another teacher attributed student progress to her ELS coaching:

> *I think that she made me look deeper into everything…I feel like when my ELS [coach] came in I would actually go deeper into the vocab, deeper into the context clues, deeper into all those kinds of things, and that helped the students' reading better. I think my guided reading block is so much more effective now. I think that I've seen bigger strides from the students this year because we've worked on so much in that little bit of time but it's so concentrated and it's very focused on what that group needs at that moment that these kids are grasping it so quickly and using it when they're not with me.*

Teachers also reported improvements in writing instruction and student writing. Teachers discussed receiving support during writing workshop. One said, **"She's always in my room for writing workshop, so she will conference with students."** Another noted, "We worked on putting writing workshop together. I appreciated that because that was my peak goal this year… [We] really worked on writing workshop and getting the kids taking responsibility for their writing." At one school in particular, teachers felt their students' writing improved as a result of instructional

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[8] Focus groups were conducted in Spring 2016 and Spring 2017. See Appendix D for protocols.

coaching. They attributed this improvement to the introduction of mini lessons and the implementation support they received. One teacher noted, "When I was originally taught to do writing like everything was – I modeled my writing, 'Yesterday I, bah, bah, bah, bah.' I learned a lot about mini-lessons and really a lot of things to help my writing program, and I feel this is one of the best group of writers I've ever had." A colleague echoed these sentiments and described the changes she's seen in student outputs:

> *I think that I see a lot more creativity from the students too. For instance, we did not do writing workshop and she introduced that to us and I feel like my students are writing not only more but definitely better, more focused, because they're into what they're writing. Instead of me telling them, "OK you have a prompt, now write what I want you to write," they have this opportunity to be creative and think of their own things that they want to tell me about. I feel like that has helped my kids not only with writing, but reading also.*

Teachers also noted that ELS coaches supported them with Saxon Phonics implementation. This direct support at the start of the year seemed to have lessened teachers' anxiety about the Saxon curriculum. One teacher explained, "She knew a lot about Saxon Phonics... it was, like, an hour and a half program that we're supposed to squeeze into 20 minutes. She was very good at helping us figure it out." Another teacher commented, "I didn't know how to do phonics this year, because I went from third to second grade, and I was so lost, and she made it so simple… it became our routine. And without her, I'd probably wouldn't even know how to do [phonics]." Other teachers commented that their ELS coaches assisted in organizing their Saxon kits and explained games and activities that could be used with Saxon.

Changes to Teacher Practice as a Result of ELS Coaching

How did implementation of the 120-minute literacy block change as a result of coaching?

To better understand changes in teacher practice that may have resulted from ELS coaching, ORE analyzed the data collected at the first (baseline) and last (summative) administration of the Coaching Protocol for Early Literacy (CPEL) for each school, according to their cohort. The CPEL, is a tool that ELS coaches use to inform coaching priorities and track teacher progress across eight practice areas (Box 1). ELSs administer the CPEL several times a year and the results are rolled up and provided to SDP at the school level (Box 2).

ORE analyzed the CPEL data in three ways. First, we examined **changes in average CPEL scores** *across all practice areas*. We then examined the changes in average CPEL scores *for each practice area*. We also used average CPEL scores to examine the movement of schools toward proficiency.

Second, we looked at **changes in teacher proficiency**. Using proficiency rates, or the percentage of teachers scoring a 3.0 and above, we examined changes in proficiency across all practices areas on average as well as in each practice area. We also examined the number of schools with various levels of proficient teachers prior to and after ELS coaching.

Box 1. What is the CPEL?

The **Coaching Protocol for Early Literacy**, or CPEL, is a tool that ELS coaches use to inform coaching priorities and track teacher progress. A copy of the CPEL is located [here](#).

The CPEL has eight practice areas aligned with the District's balanced literacy framework and best practices in early literacy:

1. Classroom Culture
2. Literacy Environment
3. Phonics/Phonemic Awareness
4. Read Aloud
5. Independent Work Time
6. Guided Reading
7. Shared Reading
8. Writing Workshop

CPEL Scoring:

Teachers receive a 0-4 rating in each practice area. Each score is an aggregate of several "look-fors" and the quality of implementation. Scores include: 0 (no evidence), 1 (developing), 2 (progressing), 3 (meets expectations/proficient), and 4 (exemplary.

Box 2. CPEL Administration and Reporting

CPEL Administration

ELS coaches collected CPEL data at multiple points throughout the initiative. The analysis in this section uses the baseline and summative CPEL data relative to each school and its cohort.

Baseline: The *first time* CPEL data was collected at the school.
- Cohorts 1 & 2: Fall 2016
- Cohort 3: Fall 2017 or Fall 2018

Summative: The *last time* CPEL data was collected at the school.
- All Cohorts: Spring 2019

See Appendix C for school-level exceptions.

CPEL Reporting

When CPEL data are reported to SDP:
- Teacher data are summarized at the school level.
- Only school averages and percentages are reported.
- Scores are never reported for individual teachers.
- Scores are never reported for individual grades.

The District-wide average CPEL score (across all practice areas) increased from *developing* (1.4) to *progressing* (2.6).

District-wide, schools increased their average CPEL score[9] by 1.2 points between the first (baseline) and last (summative) CPEL administration at each school relative to their cohort[10] (Figure 5). Initially, the average District-wide CPEL score across all practice areas was a 1.4, between "developing" and "progressing." After the final CPEL administration, the average District-wide CPEL score across all practice areas improved to 2.6, between "progressing" and "meets expectations/proficient."

At the cohort level, Cohorts 1 and 2 had an average baseline score of 1.0 across all practice areas. For both cohorts, this increased to 2.6 by the summative CPEL administration, an increase of 1.6 points. Cohort 3, which is primarily composed of higher-achieving schools,[11] had a higher baseline average score of 2.1; this increased to 2.7 at the summative CPEL administration, an increase of 0.6 points.

Figure 5. Change in average CPEL score by cohort from baseline administration to spring 2019 administration
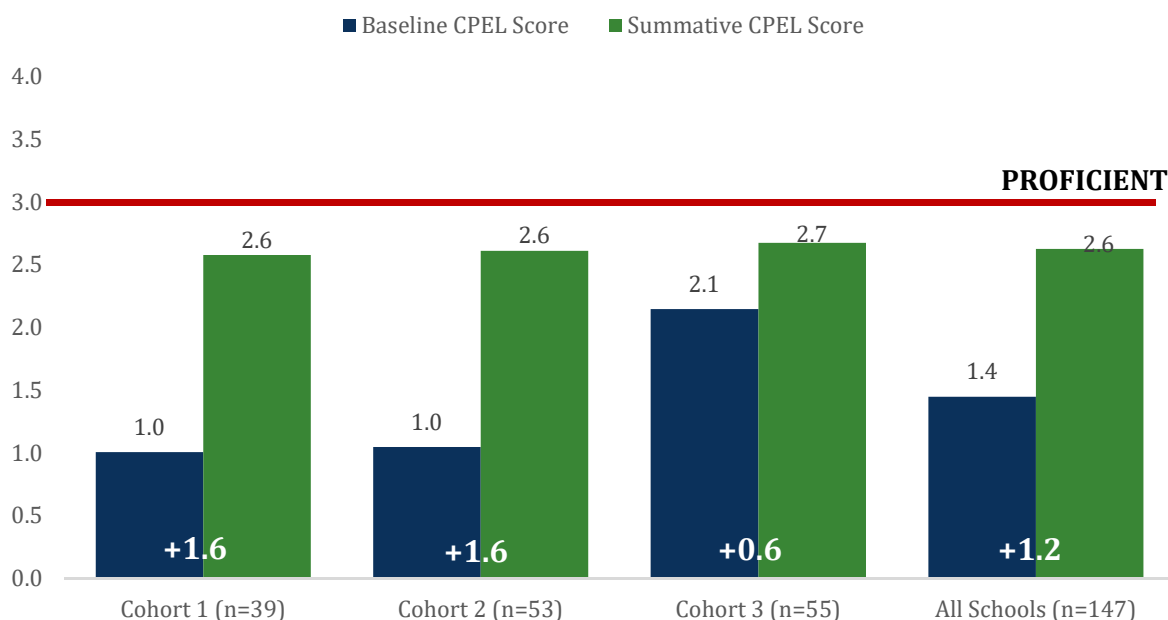
Figure Note: Each cohort began the ELS initiative and CPEL administration in different years so the baseline date varies for each cohort. Generally, the baseline CPEL administration for Cohorts 1 & 2 was Fall 2016 and for Cohort 3 was Fall 2017 or Fall 2018. Summative CPEL scores were collected for all cohorts in Spring 2019. See Box 2 and Appendix C for additional information.

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[9] See Box 2, "What is the CPEL?"
[10] See Box 3, "CPEL Administration" for more information regarding the time points of data collection.
[11] See page 4, Table 1, for more information in achievement levels by cohort.

Schools made the most progress in Guided Reading and the least in Phonics.

District-wide, schools demonstrated the largest improvement in Guided Reading: the average score increased from 0.8 (approaching "developing") to 2.6 (approaching "meets expectations/ proficient") (Figure 6). This is a nearly 2-point increase between the baseline and summative CPEL administration. This trend was consistent at the cohort level; each cohort also demonstrated the largest gains in Guided Reading (Appendix E).

District-wide, schools increased by only 0.8 points in Phonics. However, this was also the practice area with the highest baseline score: on average, schools had a CPEL score of 2.0 (developing) in this practice area. This trend was consistent for all cohorts: Phonics had the smallest gains between the baseline and summative CPEL administration but remained one of the higher-scoring practice areas on average (Appendix E).

Figure 6. Change in school-level average CPEL scores by practice area from baseline administration to spring 2019 administration
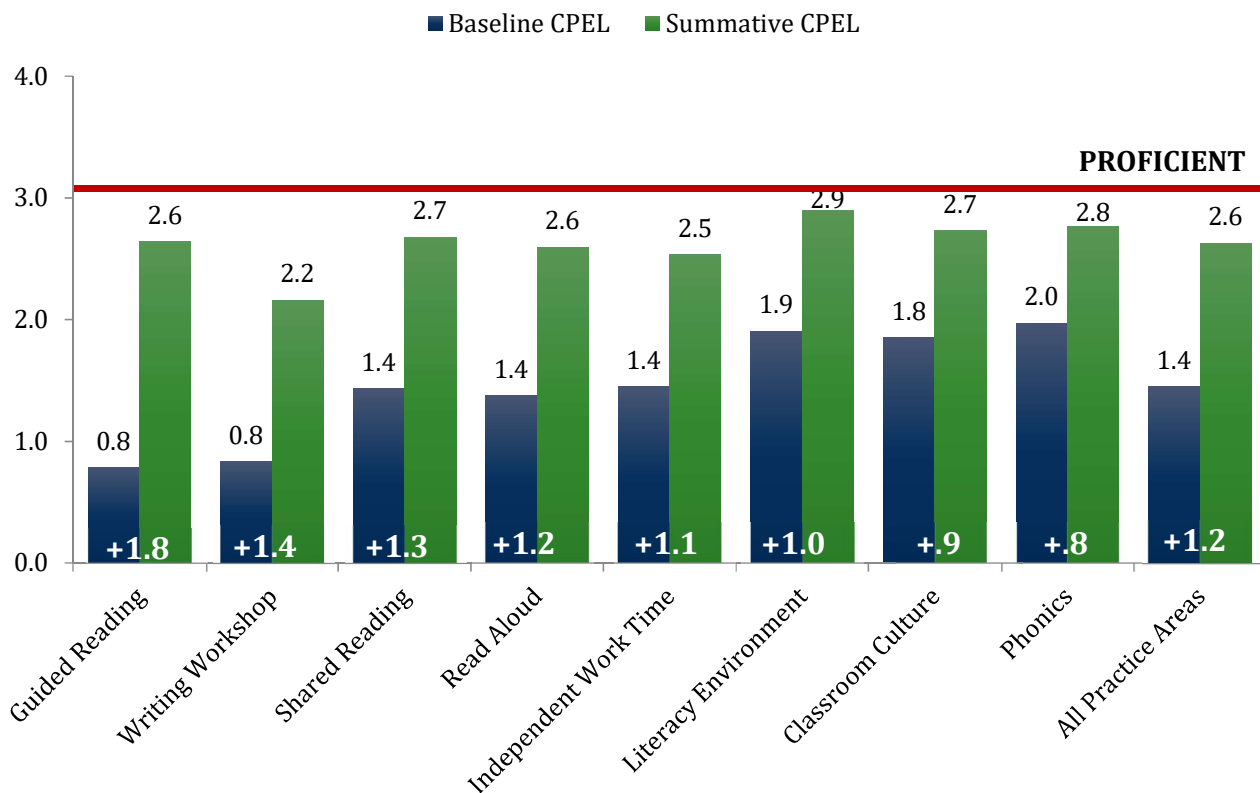
Four schools had an average score of proficient (3.0) or higher across all practice areas at baseline. By the summative CPEL administration, this increased to 47 schools.

Between the baseline and summative CPEL administration, relative to cohort, the number of schools with an average score of 3.0 (proficient) or higher across all practice areas increased from four to 47 schools. (Figure 7). Additionally, at the baseline, 111 schools had an average score of 2.0 or less. This decreased to 14 schools by the summative administration.

Figure 7. Number of schools by average score at baseline and summative administration
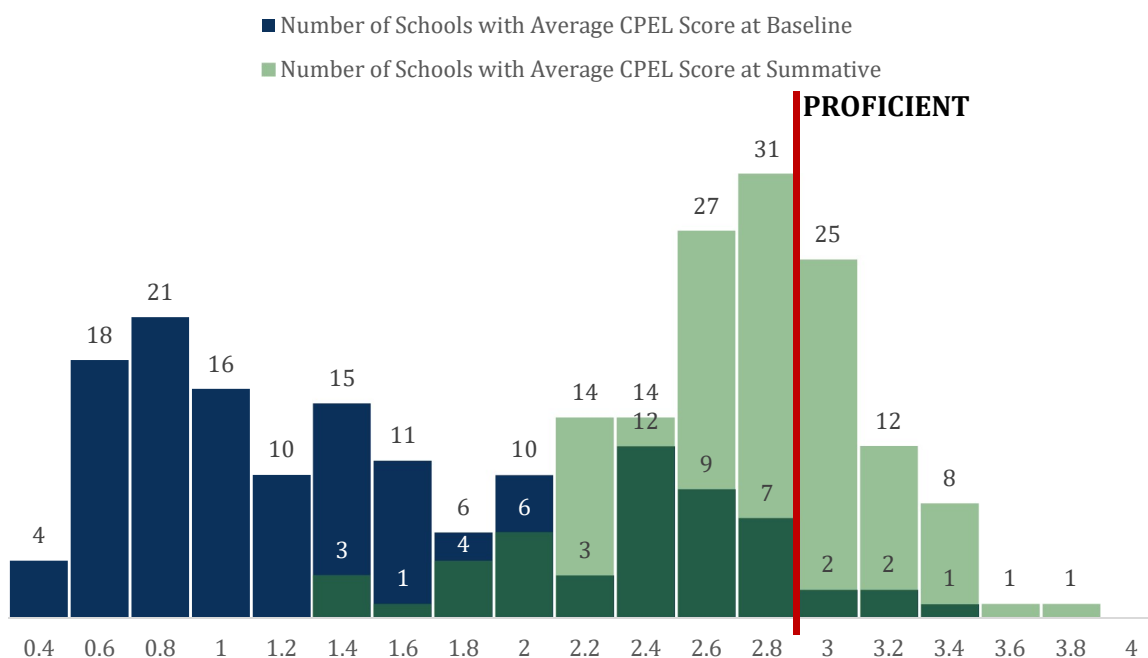
Figure Note: Average scores were rounded to the nearest even decimal for purposes of the histogram analysis.
How to Read this Figure: This histogram shows the number of schools achieving each overall CPEL score at baseline (dark blue) and summative (light green) time periods. The dark green bars represent an overlap of dark blue and light green bars. For example, 15 schools had an average CPEL score of 1.4 at baseline and 25 schools had an average CPEL score of 3 at the summative rating. At the same time, 3 schools had a summative rating of 1.4 and a baseline rating of 2.

Across cohorts, 90 schools (out of 147) improved at least one point on their overall average CPEL score.

At the cohort level, 35 (out of 39) Cohort 1 schools increased more than one point on the CPEL. Cohort 2 had 45 schools (out of 53) that improved at least one point, and Cohort 3 had 10 schools (out of 55) that improved at least one point. This means that, on average, teachers at those schools improved one full performance level between the baseline and summative administration of the CPEL. In total, nine schools across all Cohorts either decreased or experienced no change in their average CPEL scores (Table 8).

Table 1. Number of schools in each cohort and their changes in school-level CPEL score from baseline to summative ratings

	Decreased	No change	Increased <1 point	Increased 1-1.9 points	Increased 2+ points
Cohort 1 (n=39)	0	0	4	25	10
Cohort 2 (n=53)	1	0	7	30	15
Cohort 3 (n=55)	5	3	37	8	2
All Schools (N=147)	**6**	**3**	**48**	**63**	**27**

On average, the District-wide percentage of teachers scoring "proficient" across all practice areas increased 30 percentage points.

The average percentage of teachers scoring "proficient" (scoring a 3.0 or greater) in each practice area increased across the span of the ELS initiative, from a school average of 12% at the baseline CPEL administration, relative to the teachers' cohort, to 44% at the summative administration (Figure 8). However, this increase varied by cohort. At the baseline, on average, 3% of Cohort 1 teachers and 6% of Cohort 2 teachers had an average score of proficient or better across all practice areas. Both cohorts saw an average increase of 36 percentage points: 39% of teachers at Cohort 1 and 42% of teachers at Cohort 2 schools scored as proficient, on average, across all practice areas at the summative administration. The percentage of Cohort 3 teachers who scored as proficient on the CPEL across all practice areas increased 21 percentage points, from 24-45%.

Figure 8. Change in average percentage of teachers achieving proficient rating on CPEL, by cohort
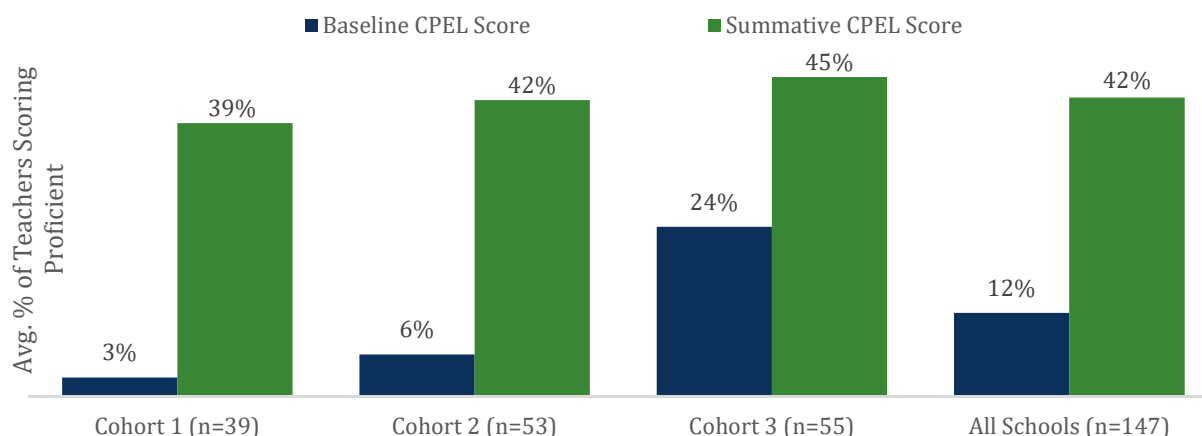
How to Read this Figure: Because CPEL scores are only reported to SDP as school averages (Box 2), the results presented in this figure result from calculating the average of school-level performance on the CPEL. For example, the average percent of teachers achieving a proficient rating at baseline across all 39 cohort 1 schools was 3%. The average percent of teachers achieving a proficient rating for those same cohort 1 schools at the summative time period (Spring 2019) was 39%.

At the baseline CPEL administration, an average of 12% of teachersscored proficient in Literacy Environment. By the summative CPEL administration, an average of 51% of teachers were considered proficient, an increase of 39 percentage points.

Additionally, at the school level, the average percentage of teachers scored as proficient in Guided Reading increased by 36 percentage points, from 6% to 42% (Figure 9). Shared Reading and Classroom Culture also saw large increases of 34 percentage points each). In Cohorts 1 and 2 the

practice area with the greatest increase in the average percent of teachers scored as proficient by the CPEL was Literacy Environment, with increases of 46% and 48%, respectively. In Cohort 3, Guided Reading was the practice area with the greatest increase in average percent of proficient scores (30 percentage points) (Appendix F).

Across practice areas, on average, the smallest percentage of teachers (4%) scored proficient in Writing Workshop at the baseline CPEL administration. This increased to 20% at the summative CPEL administration, the smallest increase among the practice areas (16 percentage points). This trend was consistent at the cohort level (Appendix F).

Figure 9. Change in average percentage of proficient teachers by practice area from baseline to summative CPEL administrations, ordered by percentage increase between administration windows
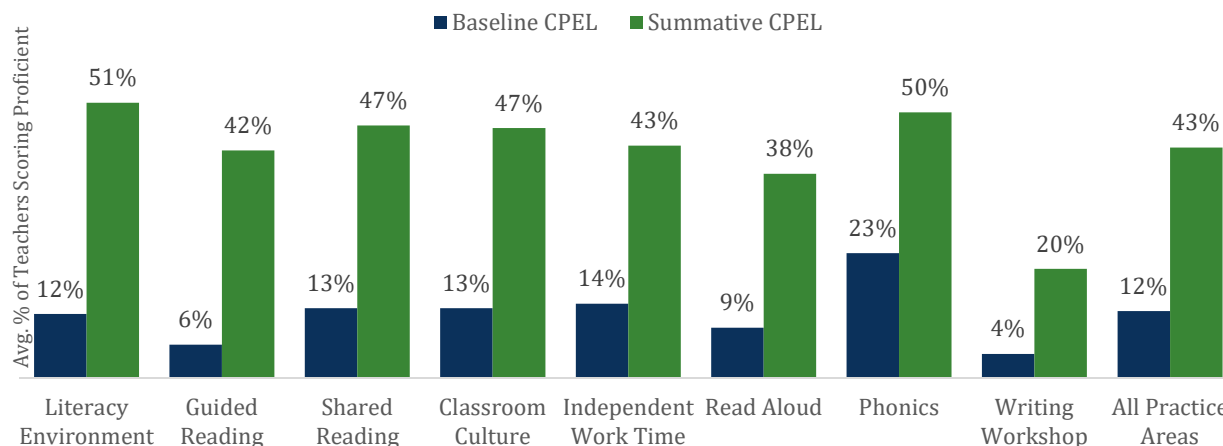
The number of schools where at least half of teachers were scored as proficient on the CPEL increased from ten to 64.

Between the baseline and summative CPEL administration, relative to the school's cohort, the number of schools with no teachers rated proficient decreased from 79 to six (Figure 10). Although no schools had 90-100% of teachers proficient at the baseline, five schools did at the summative (Spring 2019) CPEL rating.

Figure 10. Number of schools by percentage of proficient teachers at baseline and summative CPEL administration (rounded to the nearest 10%)
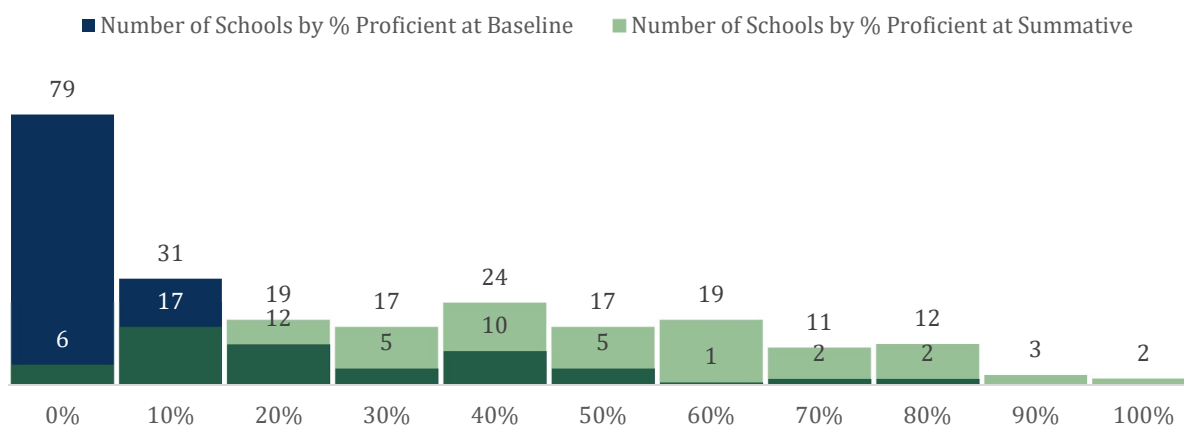
How to Read this Figure: Each bar in this figure represents the number of schools and the percentage of proficient of teachers at baseline (dark blue) and summative (light green) CPEL administrations, rounded to the nearest 10%. For example, 79 schools had 0% of teachers achieve a proficient score at baseline, which went down to 6 schools at the summative (Spring 2019) rating. Similarly, 1 school had 60% of teachers score proficient at baseline, which went up to 19 schools at the summative rating.

Conclusions

Almost all teachers (96%) reported they felt at least "a little successful" in at least one practice area as a result of coaching.

Teachers reported feeling most successful in creating a literacy environment and grouping students for small group reading instruction as a result of ELS coaching, and they reported feeling least successful in meeting the needs of EL students and students with IEPs.

The District-wide average CPEL score (across all practice areas) increased from developing (1.4) to approaching proficiency (2.6).

Schools made the most progress in Guided Reading and the least progress in Phonics. The number of schools with an average score of proficient (3.0) or greater increased from four to 47, and 90 schools (out of 147) improved their average CPEL score at least one point from baseline rating to the summative rating in spring 2019.

On average, the District-wide percentage of teachers scored as "proficient" across all practice areas increased 30 percentage points.

Literacy Environment was the area with the largest increase in the average percentage of teachers who scored as proficient on the CPEL (+39 percentage points) and Writing Workshop was the area with the smallest average increase (+16 percentage points). Additionally, the number of schools where at least half of the teachers were rated as proficient on the CPEL increased from 10 schools at the baseline administration to 64 schools at the summative.

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 D.

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 Survey[12]: 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

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[12] 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[13]	376	44%
2017-2018	Cohorts 1, 2, & 3	1141[14]	474	42%
TOTAL	-	2888	1138	39%

ELS Coach Survey[15]: In the first three years of implementation, we asked ELS coaches for feedback regarding their experience as a literacy coach (Appendix A). 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 proved 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[16]	99	91%
TOTAL	-	260	234	90%

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[13] Due to an error in labeling teachers internally, Kindergarten teachers were excluded from this sample.
[14] Teachers at schools (n=39) with Literacy Leads did not receive the teacher survey.
[15] The coach survey can be accessed here: https://bit.ly/2xKqjSf
[16] Literacy Leads (n=39) did not receive the coach survey.

Principal Survey[17]: In year three 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 Groups[18]: During years one and two 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.

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[17] The principal survey can be accessed here: https://bit.ly/2xKqjSf
[18] See Appendix D for focus group protocols.

Table A5. Programmatic data collected by CLI and analyzed by ORE[19]

Data	Years Collected	Frequency and Timing of Administration
Coaching Protocol for Early Literacy (CPEL)[20]	2015-2016[21], 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 coaching[22] (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.

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[19] Data is only provided at the school level to ensure that this not used for the purposes of teacher evaluation.
[20] The full CPEL is available here: https://cli.org/wp-content/uploads/2018/08/CPEL_Manual_08-2018-2.pdf
[21] 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.
[22] 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, ABRAM 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	RHAWNHURST 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 collected for Crossroads or Widener Memorial due to differing models of implementation.

Appendix C. CPEL Data Collection and School-Level Exceptions

Cohort	Years of Coaching	CPEL Baseline Collection	CPEL Summative Data Collection
1 (n=39)	4	Fall 2016	Spring 2019
2 (n=53)	3	Fall 2016	Spring 2019
3 (n=55)	2	Fall 2017	Spring 2019

CPEL Data Collection Exceptions:

1. 18 Cohort 3 schools that had Literacy Leads in Year 1 of program implementation had baseline data collected in Fall 2018, not Fall 2017. These schools are:

    a. Albert M. Greenfield School
    b. Andrew Hamilton School
    c. Anne Frank School
    d. Chester A. Arthur School
    e. Fitler Academics Plus School
    f. Henry A. Brown School
    g. Henry H. Houston School
    h. J. Hampton Moore School
    i. Juniata Park Academy
    j. Overbrook Educational Center
    k. Overbrook Elementary School
    l. Penn Alexander School
    m. Rhawnhurst School
    n. Robert B. Pollock School
    o. Samuel Powel Elementary School
    p. Solomon Solis-Cohen School
    q. Thomas Holme School
    r. William H. Ziegler School

2. There was no CPEL data collected at the following Cohort 3 Schools:
    a. Crossroads Academy
    b. Weidner Memorial

3. There were some special circumstances within the CPEL windows (e.g., no ELS assigned at the school collecting data during a certain window, district initiatives in the classroom meaning no LE was collected, etc.) making the dates for some schools slightly different:
    a. Finletter
        i. 1st phonics 1/2017 (not 11/2016)
        ii. last all data 1/2019 (not 5/2019)
    b. Adaire – 1st phonics 1/2017 (not 11/2016)
    c. Jackson – 1st all data 9&10/2018 (not 9&10/2017)

d. Forrest – 1st non-classroom culture/literacy environment data 1/2018 (not 10/2017)
e. Feltonville
    i. no phonics data (serves 3rd grade only and phonics no longer collected in 3rd grade)
    ii. last LE 1/2019 (not 5/2019)
f. AS Jenks Academics – 1st literacy environment 1/2019 (not 10/2018)
g. Fitler – no literacy environment data collected
h. Dobson – no literacy environment data collected
i. Webster – 1st literacy environment 1/2019 (not 10/2018)
j. Meade – final literacy environment 1/2019 (not 5/2019)
k. JW Catharine – final literacy environment 1/2019 (not 5/2019)
l. Shawmont – final literacy environment 1/2019 (not 5/2019)

Appendix D. 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 <u>clearly communicated the role and responsibilities of ELS working in your classroom</u>?
  - 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?

- 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 <u>particularly effective for improving your instruction</u>?
    - **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 <u>anything else you want to add?</u> Any additional feedback or questions?

Spring 2017 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?

Appendix E. Changes in CPEL Scores, by Cohort

Domain	Cohort 1 (n=39)			Cohort 2 (n=53)			Cohort 3 (n=56)		
	Baseline CPEL Fall 2016	Summative CPEL Spring 2019	Growth	Baseline CPEL Fall 2016	Summative CPEL Spring 2019	Growth	Baseline CPEL Fall 2017	Summative CPEL Spring 2019	Growth
Guided Reading	0.2	2.6	2.4	0.2	2.6	2.4	1.7	2.7	1.0
Writing Workshop	0.3	2.1	1.8	0.4	2.2	1.8	1.7	2.2	0.5
Shared Reading	1.0	2.6	1.7	1.0	2.7	1.7	2.2	2.7	0.5
Read Aloud	1.0	2.5	1.6	0.9	2.6	1.7	2.1	2.7	0.5
Independent Work Time	1.0	2.5	1.5	1.0	2.5	1.5	2.2	2.6	0.4
Literacy Environment	1.5	2.8	1.3	1.6	2.9	1.3	2.5	2.9	0.4
Classroom Culture	1.5	2.6	1.1	1.5	2.7	1.2	2.4	2.8	0.4
Phonics	1.7	2.7	1.0	1.8	2.8	1.0	2.4	2.8	0.4
All Domains	1.0	2.6	1.6	1.0	2.6	1.6	2.1	2.7	0.5

Appendix F. Changes in Percent of Proficient Teachers on the CPEL, by Cohort

DOMAIN	Cohort 1 (n=39)			Cohort 2 (n=53)			Cohort 3 (n=55)		
	Baseline CPEL Fall 2016	Summative CPEL Spring 2019	Growth	Baseline CPEL Fall 2016	Summative CPEL Spring 2019	Growth	Baseline CPEL Fall 2017	Summative CPEL Spring 2019	Growth
Literacy Environment	1%	47%	46%	5%	53%	48%	26%	53%	27%
Guided Reading	0%	42%	41%	2%	40%	38%	15%	46%	31%
Shared Reading	1%	45%	43%	6%	49%	43%	28%	47%	19%
Classroom Culture	2%	41%	38%	7%	45%	38%	26%	52%	27%
Independent Work Time	1%	42%	40%	5%	43%	37%	31%	45%	14%
Read Aloud	0%	32%	32%	3%	37%	34%	22%	44%	22%
Phonics	14%	47%	35%	17%	49%	31%	35%	52%	17%
Writing Workshop	0%	15%	15%	1%	21%	19%	10%	24%	13%
All Domains	**3%**	**39%**	**36%**	**6%**	**42%**	**36%**	**24%**	**45%**	**21%**