



THE SCHOOL DISTRICT OF  
PHILADELPHIA

## Evaluation of the Early Literacy Specialist (ELS) Initiative in SDP **Research Report #3: Teacher Retention in 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 four years:

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

Additional reports from the evaluation can be found at [www.philasd.org/research](http://www.philasd.org/research).

### Key Teacher Retention Findings

- As schools participated in the initiative for more years, they retained fewer and fewer teachers, particularly within the same grade.
- About 49% of the 570 teachers who taught K-3 in a Cohort 1 school in 2015-16 were still teaching K-3 in a Cohort 1 school three years later.
- About 34% of the 570 teachers who taught K-3 in a Cohort 1 school in 2015-16 were still teaching the same grade at the same school three years later.

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## Overview of the Early Literacy Special (ELS) Initiative

*(This contextual information is included at the beginning of each research report).*

As part of the School District of Philadelphia's (SDP's) large-scale early literacy initiative,<sup>1</sup> 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).<sup>2</sup> 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.<sup>3</sup>

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.<sup>4</sup> 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).<sup>5</sup> 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 to Literacy Leads.

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

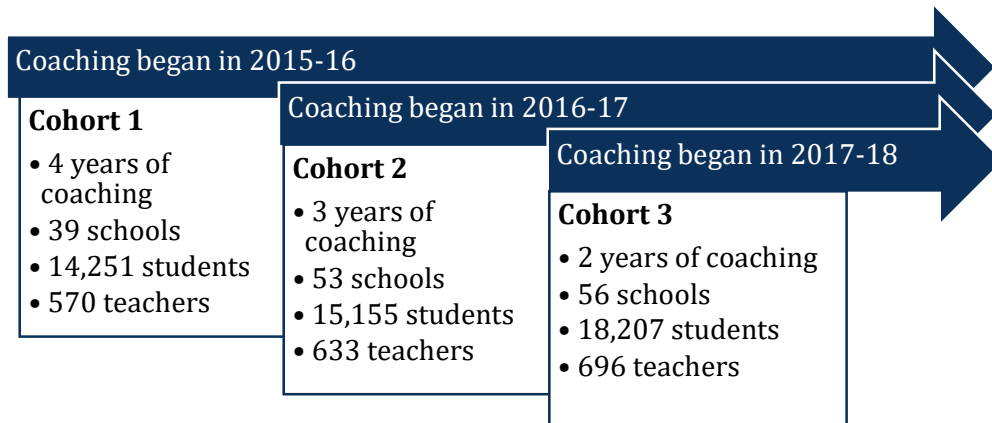
<sup>2</sup> A Literacy Lead (LL) is a fully-released teacher who functions in the same role as an ELS and is supported by an ELS "mentor coach."

<sup>3</sup> 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>

<sup>4</sup> 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.

<sup>5</sup> 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 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 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 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 here)
  - 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?

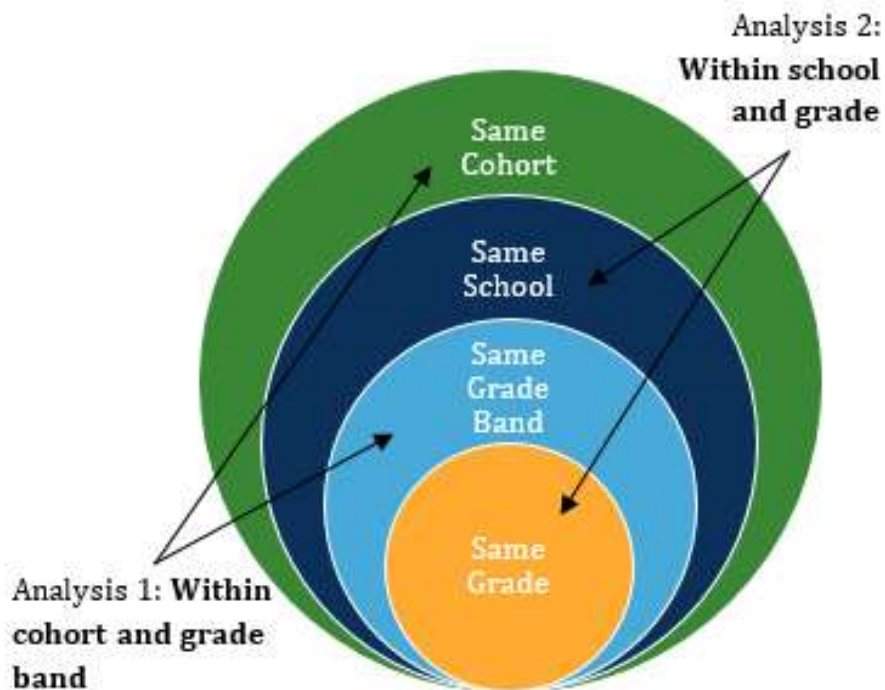
## How We Analyzed Teacher Retention

We were interested in learning more about whether teacher turnover posed a challenge to implementing the ELS initiative successfully. To conduct this analysis, ORE used teacher employment data and retention rates over time to better understand (1) how many teachers received the maximum dosage of coaching, based on their cohort, and (2) the extent to which schools retained teachers as they built their skills in early literacy best practices (see Box 1 for a

### Box 1. Description of Two Teacher Retention Analyses Conducted for this Study

**Teacher retention** is defined as the number of teachers that remained in the position of interest based on the type of analysis that is being conducted. We examined retention in two different ways (Figure 2). For Analysis #1, we looked at **retention within cohort and grade band**: that is, the percentage of K-3 teachers who remained in the K-3 grade band and cohort over time. For Analysis #2, we looked at **retention within school and grade**: that is, the percentage of K-3 teachers who remained in the same grade at the same school over time.

Figure 2. Two ways of analyzing teacher retention



description of both analyses).

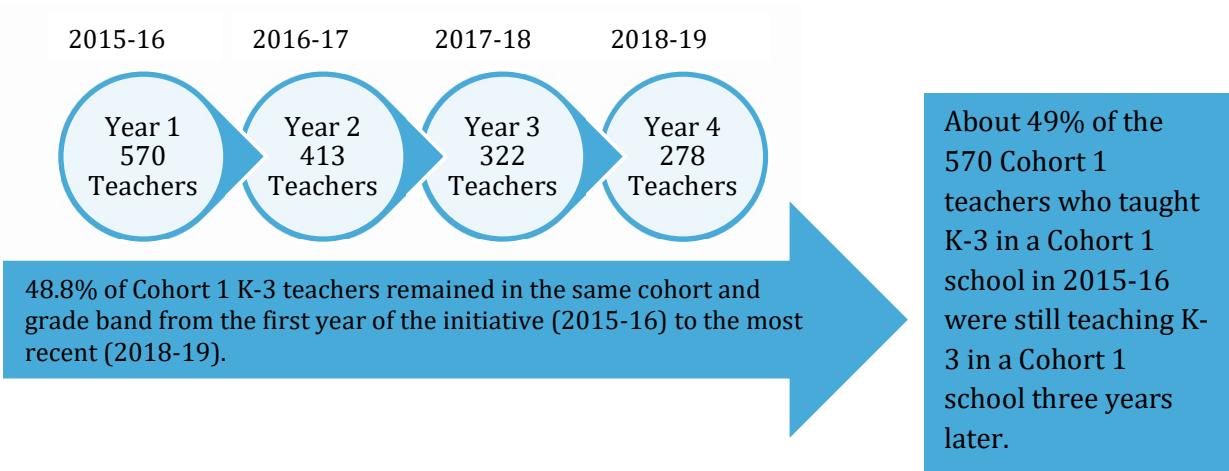
## Findings

**About 49% of the 570 teachers who taught K-3 in a Cohort 1 school in 2015-16 were still teaching K-3 in a Cohort 1 school three years later.**

Our analyses started with the broadest definition of retention within the ELS initiative: cohort and grade band (Figures 3-5). Teachers who moved from one school to another in the same cohort were considered retained for the purposes of this analysis; similarly, teachers who changed grade levels and stayed at their school or moved to a different school were considered retained as long as they continued to teach K-3.

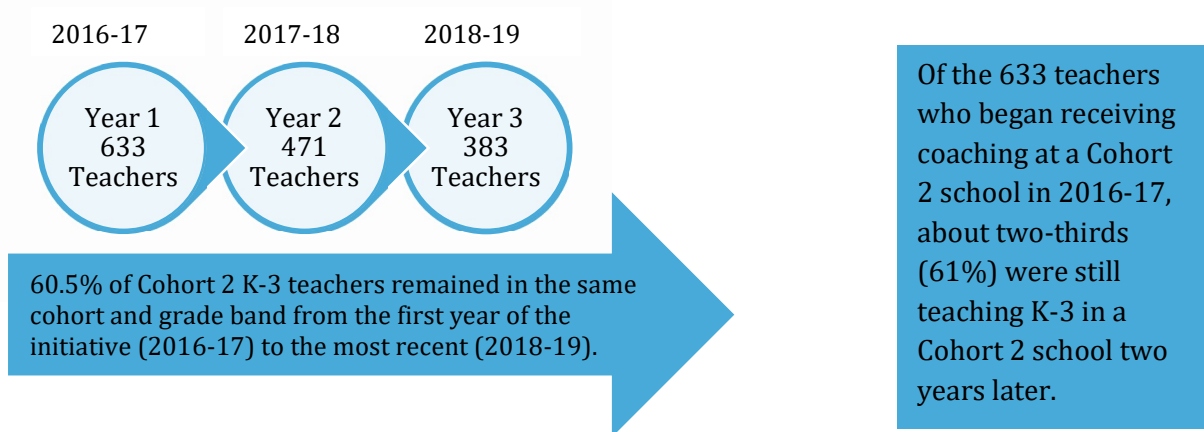
About half (49%) of the 570 K-3 teachers who were initially coached in Cohort 1 **stayed in any Cohort 1 school and in the K-3 grade band** throughout the four years that their school participated in the ELS initiative (Figure 3). Retention decreased each year in Cohort 1 schools. Approximately 72% of teachers were retained in the K-3 grade band in Cohort 1 for two years and 57% were retained for three years.

Figure 3. Cohort 1 retention within Cohort and grade band



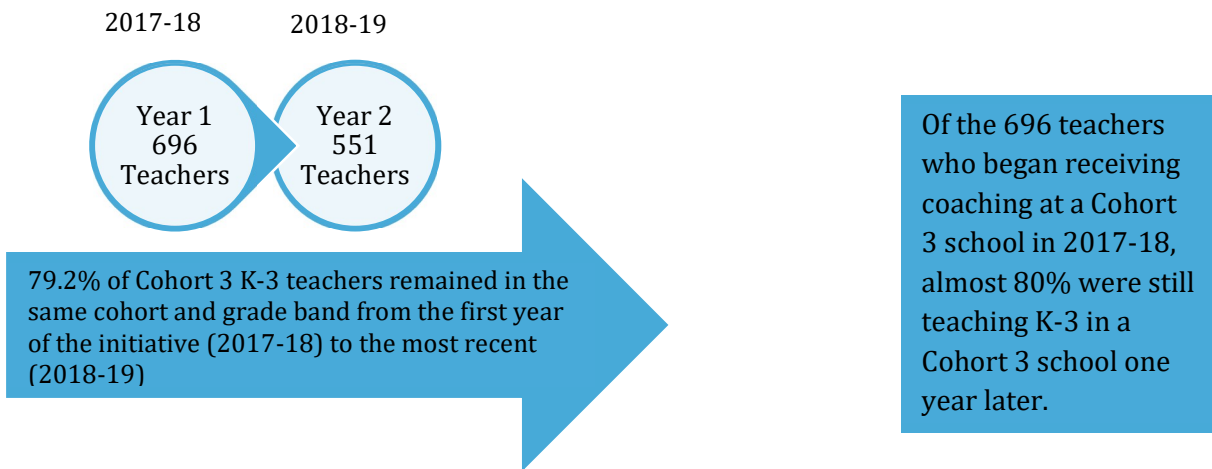
About two-thirds (61%) of the 633 K-3 teachers who were initially coached in Cohort 2 **stayed in any Cohort 2 school and in the K-3 grade band** throughout the three years that their school participated in the ELS initiative (Figure 4). Just under three-quarters (74%) of the teachers were retained in the K-3 grade band in Cohort 2 for two years.

Figure 4. Cohort 2 retention within Cohort and grade band



About 80% of the 696 K-3 teachers who were initially coached in Cohort 3 **stayed in any Cohort 3 school and in the K-3 grade band** throughout the first two years that their school participated in the ELS initiative (Figure 5). Cohort 3 had a higher two-year retention within the cohort and grade band (80%) than Cohort 1 (72%) and Cohort 2 (74%).

Figure 5. Cohort 3 retention within Cohort and grade band



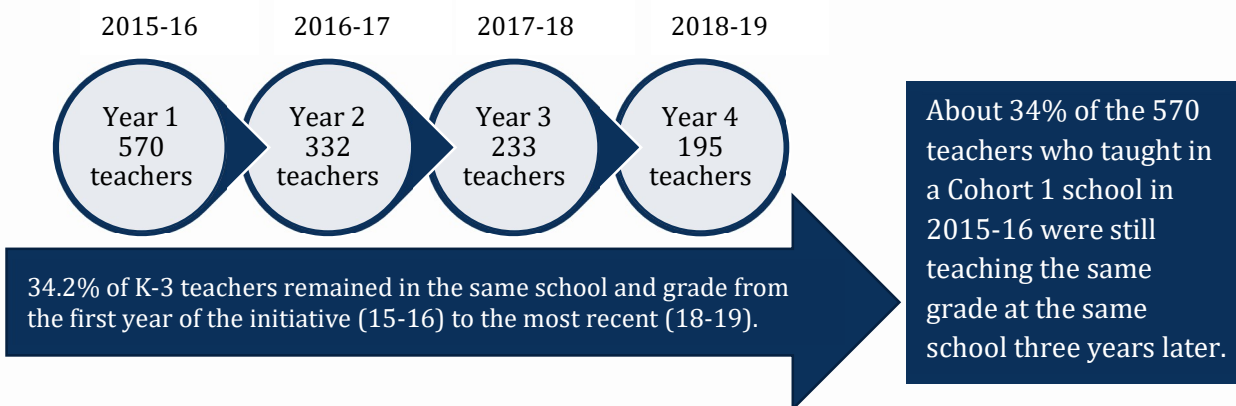
About 34% of the 570 teachers who taught K-3 in a Cohort 1 school in 2015-16 were still teaching the *same grade* at the *same school* three years later.

The next definition of retention we considered was retention within the same grade and school. Figures 6-8 shows the percentage of teachers who were retained in **the same grade at the same school** for the length of their school’s participation in the ELS initiative (one figure for each Cohort).

We considered teachers retained if they taught the exact same grade, at the exact same school, each year their school had an ELS coach.

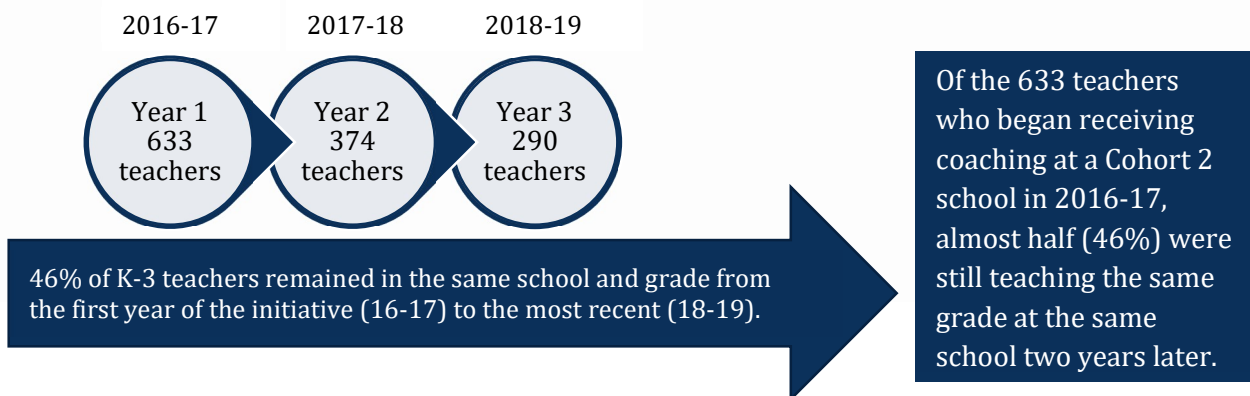
About one-third (34%) of the 570 K-3 teachers who were initially coached in Cohort 1 **stayed in the same school and grade where they initially coached** throughout the four years that their school participated in the ELS initiative (Figure 6). Grade and school-level retention decreased each year in Cohort 1 schools. Approximately 58% of teachers were retained in the same school and grade in Cohort 1 for two years and 41% were retained for three years.

Figure 6. Cohort 1 retention within grade and school



About half (46%) of the 633 K-3 teachers who were initially coached in Cohort 2 **stayed in the same school and grade where they initially coached** throughout the three years that their school participated in the ELS initiative (Figure 7). Approximately 59% of the teachers were retained in the same school and grade in Cohort 2 for two years.

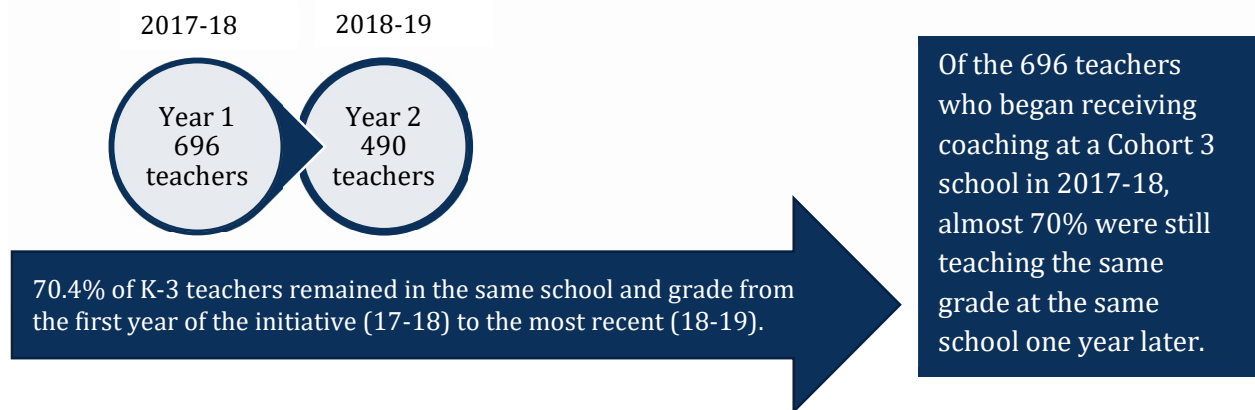
Figure 7. Cohort 2 retention within grade and school





About 70% of the 696 K-3 teachers who were initially coached in Cohort 3 **stayed in the same school and grade where they initially coached** throughout the first two years that their school participated in the ELS initiative (Figure 8). Cohort 3 has a higher two-year retention within school and grade (70%) than Cohort 1 (58%) and Cohort 2 (59%).

Figure 8. Cohort 3 retention within grade and school

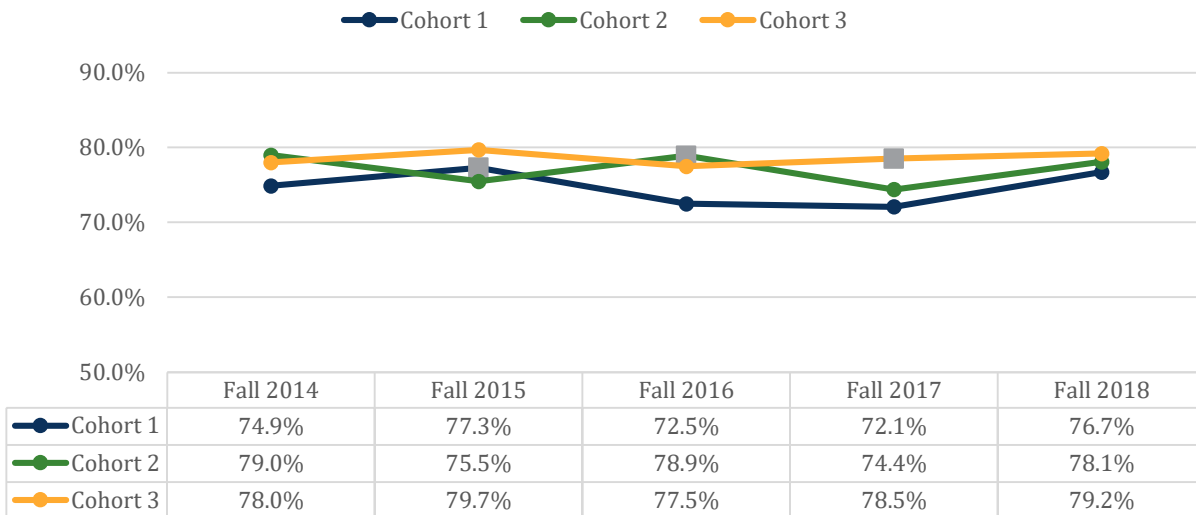


**Although retention rates in all cohorts fluctuated, there are no consistent trends by cohort over time.**

In addition to exploring teacher retention for each cohort over the duration of its participation, ORE also looked at **year-over-year (YOY) trends in annual retention rates by cohort**; that is, we examined the percentage of teachers retained between two school years. As with the analysis above, ORE analyzed YOY retention rates within **cohorts and grade bands** as well as within **schools and grades**.

There are no consistent trends in YOY **cohort and grade-band** retention rates by cohort over time (Figure 9). Schools in Cohorts 1 and 2 saw fluctuations of about five percentage points in their cohort and grade band retention rates each year, though these changes were not in any consistent direction from year to year. There are also no consistent trends in YOY cohort and grade-band retention rates since the cohorts began participating in the ELS initiative (indicated in Figure 9 by a gray square).

Figure 9. Year-over-year retention rates within Cohort and K-3 grade band



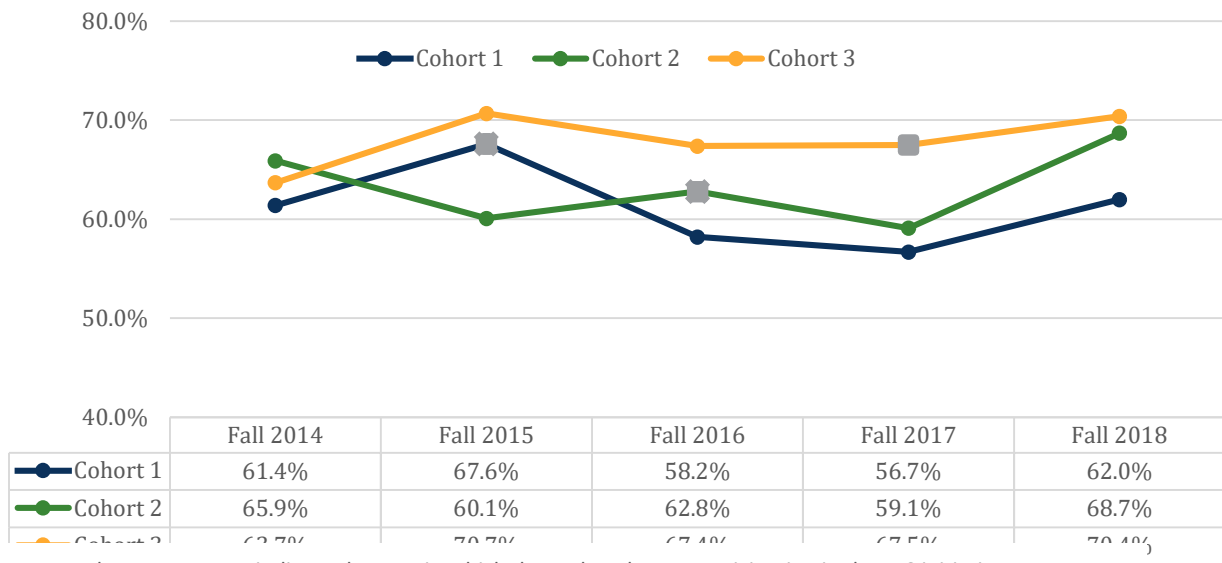
Note: The gray squares indicate the year in which that cohort began participating in the ELS initiative.

Similarly, there are no consistent trends in **YOY school and grade** retention rates by cohort over time (Figure 10). Cohort 1 schools saw a change of less than 1 percentage point in school and grade retention rates from 2014-15 to 2018-19, despite experiencing a decrease between SYs 2015-16 and 2016-17. There was little consistency in Cohort 2 YOY school and grade retention rates, though there has been a small increase (about 3 percentage points) in the school and grade retention rate since 2014-15. Cohort 3 schools saw an overall increase in their school and grade retention rate from 2014-15 to 2018-19, though the upward trend was not consistent over time. There are also no consistent trends in YOY school and grade retention rates since the cohorts began participating in the ELS initiative (indicated in Figure 10 by a gray square; also see Box 2).

**Box 2. Limitations of the Teacher Retention Analyses**

The retention analyses described here were not able to account for the different reasons teachers may leave a grade, grade band, school, or cohort. In many cases, these moves were not due to teacher choice; rather, teacher movement in an out of grades, grade bands, and schools were due to the necessary reallocation of teaching staff and resources that occurred each school year – for example, during leveling or because of forced transfers. Thus, we have a limited understanding of factors contributing to fluctuations in teacher retention rates over time.

Figure 10. Year-over-year retention rates by school and grade



Note: The gray squares indicate the year in which that cohort began participating in the ELS initiative.

## Conclusions

As schools participated in the ELS initiative for multiple years, they retained fewer teachers, particularly within the same school and grade. Employing strategies to retain more teachers in their schools and grades, or at least within the K-3 grade band, may be important to ensure that any effects of coaching on teachers and students are sustained.

## 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	Total Responses
<b>Teacher Survey</b>	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*
<b>ELS Coach Survey</b>	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*
<b>Principal Survey</b>	SY17-18: Cohorts 1, 2, & 3	One administration occurring in the spring of 2018.	Principals	118
<b>Focus Groups</b>	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<sup>6</sup>:** 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

<sup>6</sup> 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 <sup>7</sup>	376	44%
2017-2018	Cohorts 1, 2, & 3	1141 <sup>8</sup>	474	42%
<b>TOTAL</b>	-	2888	1138	39%

**ELS Coach Survey<sup>9</sup>:** In the first three years of implementation, we asked ELS coaches for feedback regarding their experience as a literacy coach. 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 <sup>10</sup>	99	91%
<b>TOTAL</b>	-	260	234	90%

<sup>7</sup> Due to an error in labeling teachers internally, Kindergarten teachers were excluded from this sample.

<sup>8</sup> Teachers at schools (n=39) with Literacy Leads did not receive the teacher survey.

<sup>9</sup> The coach survey can be accessed here: <https://bit.ly/2xKqjSf>

<sup>10</sup> Literacy Leads (n=39) did not receive the coach survey.

**Principal Survey<sup>11</sup>:** 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 Groups<sup>12</sup>:** 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.

<sup>11</sup> The coach survey can be accessed here: <https://bit.ly/2xKqjSf>

<sup>12</sup> See Appendix C for focus group protocols.

Table A5. Programmatic data collected by CLI and analyzed by ORE<sup>13</sup>

Data	Years Collected	Frequency and Timing of Administration
<b>Coaching Protocol for Early Literacy (CPEL)<sup>14</sup></b>	2015-2016 <sup>15</sup> , 2016-2017, 2017-2018, 2018-2019	Administered at multiple time points each year. Fall, winter, spring administrations are included in this analysis.
<b>Coach Logs</b>	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<sup>16</sup> (Table A6).

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

Data	Years Collected	Frequency of Administration or Data Pull
<b>Enrollment and Demographic Data</b>	2015-2016, 2016-2017, 2017-2018, 2018-2019	Pulled from the 2017-2018 October 1st Enrollment File
<b>Teacher Retention</b>	2015-2016, 2016-2017, 2017-2018, 2018-2019	Pulled annually from the October 31 <sup>st</sup> Advantage Employee Snapshot.

<sup>13</sup> Data is only provided at the school level to ensure that this not used for the purposes of teacher evaluation.

<sup>14</sup> The full CPEL is available here: [https://cli.org/wp-content/uploads/2018/08/CPEL\\_Manual\\_08-2018-2.pdf](https://cli.org/wp-content/uploads/2018/08/CPEL_Manual_08-2018-2.pdf)

<sup>15</sup> 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.

<sup>16</sup> Changes in school and student level literacy outcomes will be analyzed in a separate report.

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

## Appendix B. List of Schools by Cohort

<b>Cohort 1 (n=39)</b>	<b>Cohort 2 (n=53)</b>	<b>Cohort 3 (n=57)</b>
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	EMLLEN, 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
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PRINCE HALL SCHOOL	MC CLURE, ALEXANDER K. SCHOOL	LEA, HENRY C.
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SHEPPARD, ISAAC A. SCHOOL*	MCKINLEY, WILLIAM SCHOOL	LONGSTRETH, WILLIAM C. SCHOOL
SHERIDAN, PHILIP H. SCHOOL*	MEADE, GEN. GEORGE G. SCHOOL	MAYFAIR SCHOOL
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	STEEL, EDWARD SCHOOL	SPRUANCE, GILBERT SCHOOL
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	WELSH, JOHN SCHOOL	WIDENER MEMORIAL SCHOOL^
		WILLARD, FRANCES E. SCHOOL
		WRIGHT, RICHARD R. SCHOOL
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\*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.