Katherine Mosher,
Associate, Strategic Analytics

Kristyn Stewart,
Senior Research Associate

Office of Research and Evaluation

May 2020

THE SCHOOL DISTRICT OF PHILADELPHIA

The Early Literacy Specialist (ELS) Initiative in SDP

Research Report #4: Student Achievement During the ELS Initiative

Summary

ORE conducted an evaluation of the Early Literacy Specialist (ELS) 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; and
4. Student Achievement during the ELS Initiative (this report).

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

Key Findings about Student Achievement

From the time coaching began for each cohort (2015-16 for Cohort 1 and 2016-17 for Cohort 2) until 2019:

- The percentage of K-3 students who scored in AIMSweb Tier 1 increased in Cohorts 1 and 2.
- The percentage of third-grade students who scored Proficient or Advanced on the PSSA-ELA increased slightly in Cohort 2 schools.
- The percentage of Cohort 1 English Learner students in AIMSweb Tier 1 increased by 9 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]

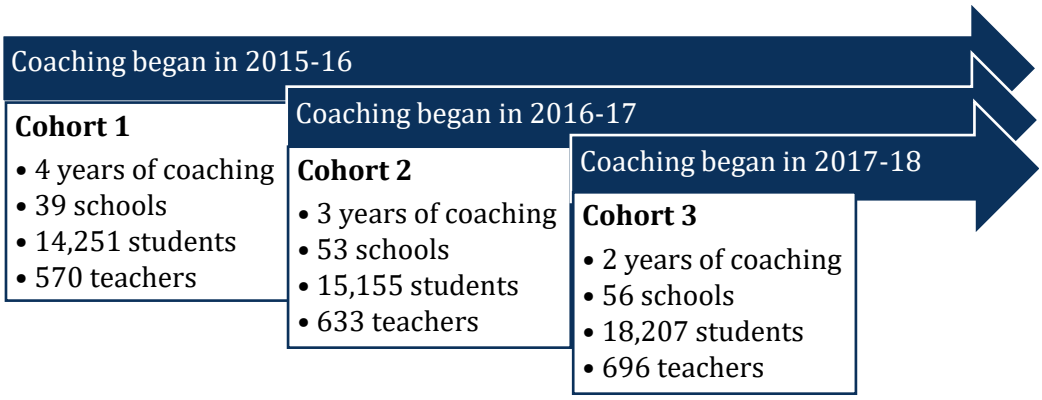
As of 2018-19, 149 schools serving nearly 48,000 K-3 students have received coaching from an ELS coach and/or Literacy Lead. In partnership with SDP, the Children's Literacy Initiative (CLI) hired, trained, and supported the ELS coaches.[4] Coaching was implemented using a cohort model: in 2015-16, 40 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 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[6]



Research Questions Guiding the Evaluation

Between the 2015-16 and 2018-19 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 provided 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 provided in Research Report #3)**
   a. To what extent was teacher turnover or retention a challenge to implementation?

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

5. **Student Achievement During the ELS Initiative (results presented here 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?

Evaluating Student Achievement during the ELS Initiative

Data and Assessments

From 2015-16 to 2018-19, SDP's Office of Research and Evaluation (ORE) used a mixed-methods approach to evaluate the Early Literacy Specialist (ELS) initiative.[7] Each year, we collected data from multiple sources to assess the fidelity of program implementation, analyze short-term outcomes, and provide formative feedback to program staff. To answer questions related to student achievement, ORE analyzed data from three District-wide K-3 literacy measures: AIMSweb, Independent Reading Level Minimum Growth, and the PSSA-ELA assessment (Table 1).

Table 1. District-wide K-3 literacy measures used in this study

Measure	Outcome Metric
AIMSweb: SDP uses AIMSweb, a universal early literacy screening, benchmarking, and progress-monitoring tool from Pearson. Results are used to assess literacy proficiency for all K-8 students. See the Box 1 for more information.	The percentage of K-3 students scoring in Tier 1 on their "core" assessment.
Independent Reading Level Minimum Growth: Minimum growth is calculated using students' Q1 and Q4 Independent Reading Levels.	The percentage of K-3 students making one school years' worth of growth (i.e., minimum growth).
PSSA-ELA assessment (Grade 3): The PSSA (Pennsylvania System of School Assessments) is a standards-based, criterion-referenced test administered to all students in Grades 3-8 in the state. ELA is the English/Language Arts assessment.	The percentage of third-grade students scoring Proficient/ Advanced or Below Basic.

[7] In addition to this report, three additional research reports summarize findings on the implementation of the ELS initiative, teacher benefits and changes to teacher practice as a result of the initiative, and teacher turnover and retention. These reports can be found at philasd.org/research. For more information on the data and methodology used in this report and the other three reports, see Appendix A.

Box 1. More about AIMSweb

SDP uses AIMSweb, a universal early literacy screening, benchmarking, and progress-monitoring tool from Pearson, to assess literacy proficiency for all K-8 students. Students are scored on each AIMSweb assessment according to the number of cues (in this case letters, sounds, or words) students identify correctly or incorrectly in a 60-second period. Each grade level is administered one core assessment (in addition to other standardized measures) three times across the year (in fall, winter, and spring):

- The Kindergarten **Letter Naming Fluency (LNF)** assessment measures letter identification;
- The first-grade **Nonsense Word Fluency (NWF)** assessment measures phonemic awareness; and
- The second- and third-grade **Oral Reading Fluency (ORF)** assessments measure oral reading fluency.

For each core assessment, ORE analyzed students' **Tier levels**: Based on their raw scores, students are placed into three groups: Tier 1 (At Target), Tier 2 (Strategic Intervention), or Tier 3 (Intensive Intervention).

In the 2018-19 school year, the AIMSweb publisher (Pearson) renormed the AIMSweb assessment system. As a part of this renorming, SDP had to choose new cut scores for its early literacy assessments. For this analysis, however, ORE used the old cut scores, from the version of AIMSweb prior to renorming, in order to provide the most accurate longitudinal comparison. Thus, any AIMSweb data from 2018-19 were sourced from a raw data file. All other years of AIMSweb data were pulled from the QlikBAM Reading Levels App.

Student Demographics

As described in the overview, SDP rolled out the ELS initiative in a cohort model over three years: 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).[8]

SDP used three criteria to target the lowest-performing schools for inclusion in the first cohort:

- 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); and
- Geographic location (to ensure all District learning networks were included).

[8] School counts by cohort represent the number of current SDP schools that received the program in full.

Because of these criteria, **Cohort 1 schools differed from Cohort 2 and Cohort 3 schools in terms of academic performance and student demographics.** Cohort 1 schools, on average, had a smaller percentage of students scoring Proficient/Advanced and a larger percentage of students scoring Below Basic on the PSSA than schools in Cohorts 2 and 3 (Table 2).

Table 2. Grade 3 ELA PSSA performance by ELS Cohort, 2014-15

Third-Grade PSSA Performance (ELA)	Cohort 1 Percentage of students	Cohort 2 Percentage of students	Cohort 3 Percentage 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%), and the largest proportion of economically disadvantaged students (79%) compared to Cohorts 2 and 3 (Table 3).

Table 3. 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
Race/Ethnicity			
Asian	4%	7%	10%
Black/African American	52%	54%	42%
Hispanic/Latino	31%	18%	21%
Multi-racial	6%	6%	7%
White	7%	15%	20%
Gender			
Female	48%	48%	48%
Male	52%	52%	52%
Receives Special Education Services[9]			
Yes	13%	13%	13%
No	87%	87%	87%
Classified as an English Learner (EL)			
Yes	12%	11%	13%
No	88%	89%	87%
Economically Disadvantaged (Free from Tape)[10]			
Yes	79%	72%	70%
No	21%	28%	30%

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*

[9] Does not include students whose IEP includes a primary classification of Gifted
[10] "Free from Tape" includes students who participate in SNAP, TANF, Medicaid, or other social service programs.

2017-18. For example, 52% of Cohort 1 students were Black/African American and 12% of Cohort 1 students were English Learners in 2017-18.

Comparing Cohort Growth and Understanding Baseline Scores

Because schools were not randomly assigned to cohorts, and because their academic scores and student populations are not similar, a cohort's performance should be compared to its own baseline scores, not to other cohorts' performance**. Additional information about how baseline scores were calculated for each cohort is provided in Box 2.**

Box 2. Understanding Baseline Scores

To understand how student performance changed after coaching began, it is important to know how schools were performing academically *before* receiving coaching. These "pre-coaching" scores are called "baseline" scores. The baseline years for each cohort and assessment are outlined below:

SDP did not administer **AIMSweb** assessments to all K-3 students until 2015-16.

- Cohort 1 schools use Fall 2015 data as their baseline for AIMSweb.
- Cohort 2 schools use Spring 2016 data as their baseline.
- Cohort 3 schools use Spring 2017 data as their baseline.

Minimum Growth on Independent Reading Levels was not calculated until 2015-16.

- Both Cohort 1 and Cohort 2 schools use Spring 2016 as their minimum growth baseline.
- Cohort 3 schools use Spring 2017 data as their baseline.

PSSA-ELA:

- Cohort 1 schools use Spring 2015 as their baseline for PSSA-ELA scores.
- Cohort 2 schools use Spring 2016 scores as their baseline.
- Cohort 3 schools use Spring 2017 scores as their baseline.

Findings

What are the changes in reading proficiency by cohort from the baseline school year to the most recent school year?

AIMSweb: Changes in the percentage of K-3 students scoring in Tier 1 on their core assessment by Cohort.

From their respective baseline years to the 2018-19 school year (see Box 1), **Cohort 1 schools saw a 5-point increase in the percentage of students who scored in AIMSweb Tier 1,**[11] Cohort 2 schools saw a 4.2-point increase in the percentage of students who scored in Tier 1, and Cohort 3 schools saw a 0.7-point decrease in the percentage of students who scored in Tier 1 (Table 4).

Table 4. The percentage of K-3 students who scored in AIMSweb Tier 1, by ELS cohort

Cohort	Fall 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Change (percentage points)
Cohort 1	36.6%	37.3%	37.3%	41.3%	41.7%	+5.1
Cohort 2		43.6%	45.6%	48.6%	47.8%	+4.2
Cohort 3			49.9%	51.0%	49.2%	-0.7

Source: QlikBAM Reading Levels App, retrieved September 2019; Spring 2019 data from Qlik dev WT L1_AIMSWEB [v0.0.01], data retrieved on July 7, 2019.
How to read this table: Yellow-shaded cells represent each cohort's baseline year; see Box 1 for more information about how baseline information is different for each cohort. Green shading indicates a positive change over time; orange shading represents a negative change over time.

Minimum Growth: Changes in the percentage of K-3 students making one school years' worth of growth (i.e., minimum growth) by Cohort.

Since the baseline year**, Cohort 1 schools saw a 2-point increase in the percentage of students making minimum growth** (Table 5)**.** Cohort 2 and 3 schools each experienced a small decrease in the percentage of students making minimum growth.

Table 5. The percentage of K-3 students making minimum growth, by ELS cohort

Cohort	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Change (percentage points)
Cohort 1	63.5%	63.7%	61.5%	65.4%	+1.9
Cohort 2	66.0%	69.0%	64.0%	64.9%	-1.1
Cohort 3		68.0%	65.8%	66.4%	-1.6

Source: QlikBAM Reading Levels App, retrieved September 2019.
How to read this table: Yellow-shaded cells represent each cohort's baseline year; see Box 1 for more information about how baseline information is different for each cohort. Green shading indicates a positive change over time; orange shading represents a negative change over time.

[11] In school year 2018-19, Pearson renormed the AIMSweb assessment system. As a part of this renorming, SDP had to choose new cut scores for all its early literacy assessments. For this analysis, however, ORE used the old cut scores, from the version of AIMSweb prior to renorming, in order to provide the most accurate longitudinal comparison.

PSSA: Changes in the percentage of third-grade students scoring Proficient/ Advanced by Cohort.

All cohorts experienced small changes in the percentage of third-grade students who scored Proficient/Advanced on the third-grade PSSA-ELA. Cohort 1 schools had a 1-point decrease, Cohort 2 schools had a 2.7-point increase, and Cohort 3 schools had a 2.4-point decrease in the percentage of students who scored Proficient/Advanced (Table 6).

Table 6. The percentage of third-graders who scored Proficient/Advanced on the PSSA-ELA, by ELS cohort

Cohort	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Change (percentage points)
Cohort 1^	26.1%	22.4%	26.0%	25.2%	25.1%	-1.0
Cohort 2		29.3%	37.3%	36.8%	32.0%	+2.7
Cohort 3			42.3%	44.4%	39.9%	-2.4

Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this table: Yellow-shaded cells represent each cohort's baseline year; see Box 1 for more information about how baseline information is different for each cohort. Green shading indicates a positive change over time; orange shading represents a negative change over time.
^N=38; Clara Barton is K-2 only.

PSSA: Changes in the percentage of third-grade students scoring in the Below Basic by Cohort.

All cohorts saw decreases in the percentage of third-grade students who scored Below Basic on the third-grade PSSA-ELA. Cohort 1 schools had a 3.5 percentage point decrease, Cohort 2 schools had a 4.5 percentage point decrease, and Cohort 3 schools had a 1.8 percentage point decrease (Table 7).

Table 7. The percentage of third-graders who scored Basic/Below Basic on the PSSA-ELA, by ELS cohort

Cohort	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Change (percentage points)
Cohort 1^	39.1%	42.8%	41.0%	33.9%	35.6%	-3.5
Cohort 2		34.3%	29.0%	26.5%	29.8%	-4.5
Cohort 3			26.2%	21.6%	24.4%	-1.8

Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this table: Yellow-shaded cells represent each cohort's baseline year; see Box 1 for more information about how baseline information is different for each cohort. Green shading indicates a positive change over time; orange shading represents a negative change over time. In this table, a decrease in the percentage of students scoring Basic/Below Basic is considered a positive change, even though the percentage decreased, because fewer students scored in the lowest performance category.
^N=38; Clara Barton is K-2 only.

How does reading proficiency differ by student subgroup?

The following analyses are organized by **outcome measure** (that is, the percentage of students at AIMSweb Tier 1, PSSA Advanced/Proficient, and PSSA Below Basic),[12] **cohort**, and **key student subgroups**. These subgroups include:

- Racial/ethnic subgroups (e.g., Black/African American, White, Asian, etc.);
- Racial/ethnic subgroup and gender (e.g., comparing Black/African American female students to Hispanic/Latino female students); and
- English Learner, Special Education, and Economically Disadvantaged status.[13]

The section begins with AIMSweb Tier 1 results for all subgroups in Cohort 1, then for all subgroups in Cohort 2. Cohort 3 schools have had fewer years of coaching; thus, they are excluded from the cohort-level subgroup analyses. Next, we discuss PSSA Percent Proficient/Advanced for all subgroups in Cohort 1, then for all subgroups in Cohort 2. We discuss PSSA Percent Below Basic in the same fashion, and finally, we provide these same data points for all K-3 students in the District.

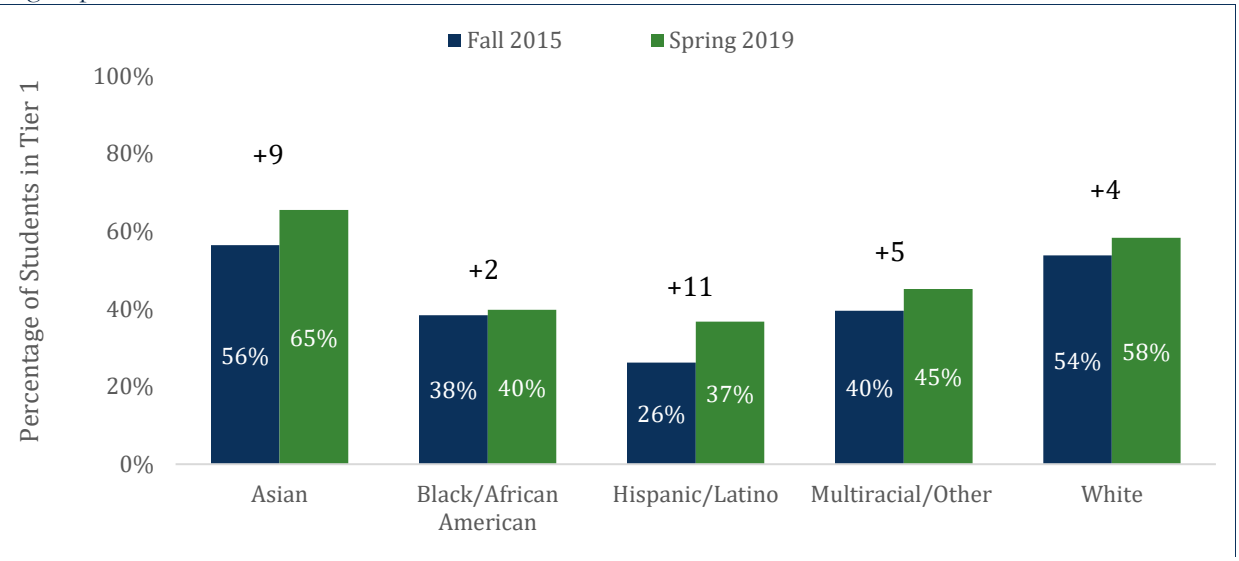
[12] This analysis was only performed for schools in Cohorts 1 and 2, because Cohort 3 schools have had fewer years of coaching. All data refer to K-3 students only, except for PSSA data, which include third-grade students only.
[13] "Free from Tape" includes students who participate in SNAP, TANF, Medicaid, or other social service programs.

AIMSweb: Changes in the percentage of K-3 students scoring in Tier 1 on their "core" assessment by Cohort and subgroups.

AIMSweb, Cohort 1: Racial and Ethnic Subgroups

In Cohort 1 schools, the percentage of students in all racial/ethnic subgroups who scored in AIMSweb Tier 1 increased between Fall 2015 and Spring 2019 (Figure 1)**.** Hispanic/Latino and Asian students had the largest increases (11 and 9 percentage points, respectively), while Black/African American students had the smallest increase (2 percentage points).

Figure 1. The percentage of Cohort 1 K-3 students who scored in AIMSweb Tier 1, by racial/ethnic subgroup



Source: QlikBAM Reading Levels App, retrieved September 2019; Spring 2019 data from Qlik dev WT L1_AIMSWEB [v0.0.01], data pulled on July 7, 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring in Tier 1 on AIMSweb in Fall 2015 and Spring 2019, respectively. The numbers above the bars (e.g., +9) represent the change over time (between Fall 2015 and Spring 2019) in the percentage of students scoring in Tier 1.

AIMSweb, Cohort 1: Racial and Ethnic Subgroups by Gender

The percentage of Cohort 1 students who scored in Tier 1 increased between Fall 2015 and Spring 2019 for most racial/ethnic and gender subgroups (Table 8). The percentage of Asian female students, Hispanic female students, and White male students in Tier 1 increased the most (by 12, 12, and 10 points, respectively). The percentage of Black/African American female and male students and White female students increased the least (the latter saw a small decrease in the percentage who scored in Tier 1).

Table 8. The percentage of Cohort 1 K-3 students in AIMSweb Tier 1, by racial/ethnic subgroup and gender

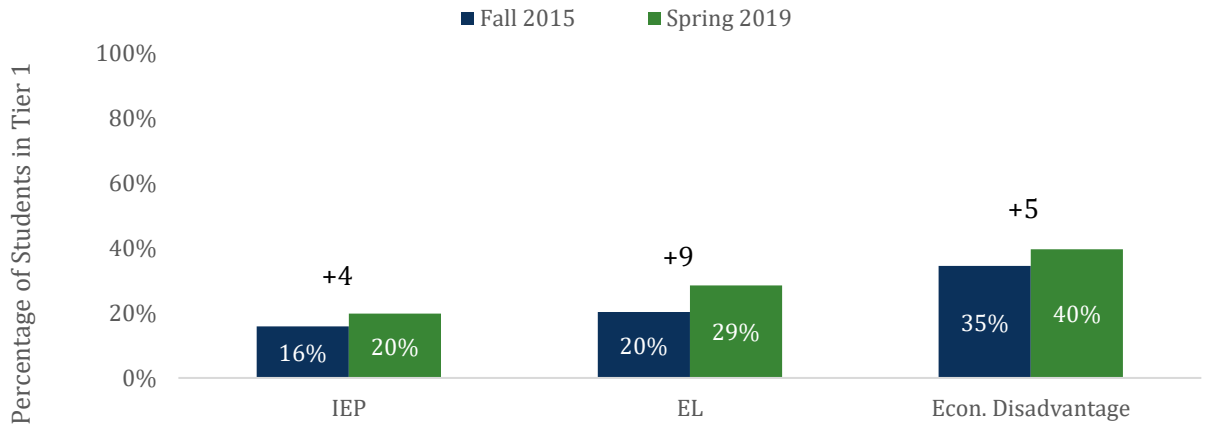
Student Subgroup	Percentage of Students Scoring in Tier 1 on AIMSweb		
	Fall 2015	Spring 2019	Change (percentage points)
Asian			
Female	57%	69%	+12
Male	56%	62%	+7
Black/African American			
Female	41%	41%	0
Male	36%	39%	+3
Hispanic/Latino			
Female	27%	39%	+12
Male	26%	34%	+9
Multi-racial/Other			
Female	40%	46%	+6
Male	40%	45%	+5
White			
Female	59%	57%	-2
Male	50%	59%	+10

Source: QlikBAM Reading Levels App, retrieved September 2019; Spring 2019 data from Qlik dev WT L1_AIMSWEB [v0.0.01], data pulled on July 7, 2019.

AIMSweb, Cohort 1: Students with IEPs, EL students, and Economically Disadvantaged Students

The percentage of Cohort 1 students with an IEP, EL status, and who were categorized as economically disadvantaged and scored in Tier 1 increased between Fall 2015 and Spring 2019 (Figure 2). The percentage of EL students who scored in Tier 1 increased by almost 10 points.

Figure 2. The percentage of Cohort 1 K-3 students who scored in AIMSweb Tier 1, by IEP, EL, and economically disadvantaged status

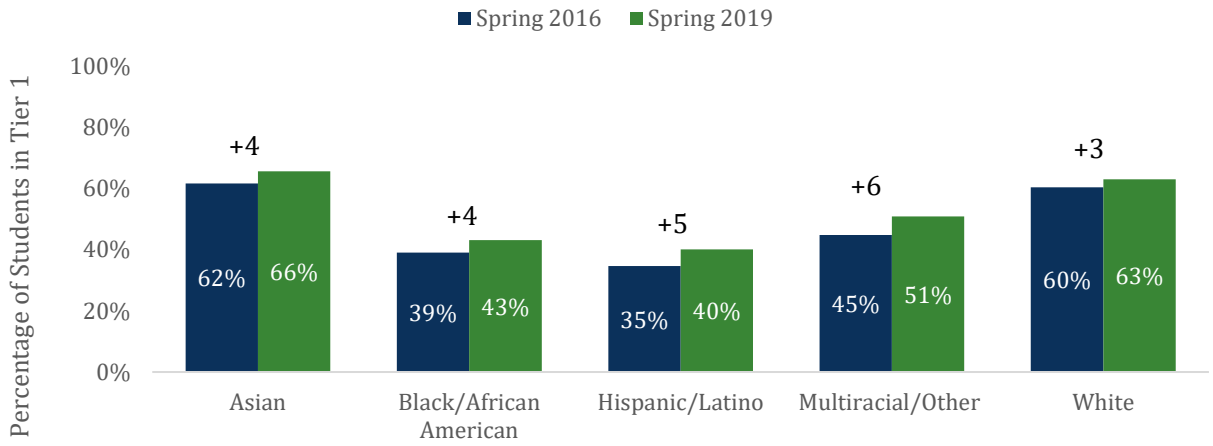


Source: QlikBAM Reading Levels App, retrieved September 2019; Spring 2019 data from Qlik dev WT L1_AIMSWEB [v0.0.01], data pulled on July 07, 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring in Tier 1 on AIMSweb in Fall 2015 and Spring 2019, respectively. The numbers above the bars (e.g., +9) represent the change over time (between Fall 2015 and Spring 2019) in the percentage of students scoring in Tier 1.

AIMSweb, Cohort 2: Racial and Ethnic Subgroups

The percentage of Cohort 2 students in Tier 1 increased between Spring 2016 and Spring 2019 for all racial/ethnic subgroups (Figure 3). Hispanic/Latino and Multi-racial students experienced the largest increases (5 and 6 percentage points, respectively), while White students had the smallest increase (3 percentage points).

Figure 3. The percentage of Cohort 2 K-3 students who scored in AIMSweb Tier 1, by racial/ethnic subgroup



Source: QlikBAM Reading Levels App, retrieved September 2019; Spring 2019 data from Qlik dev WT L1_AIMSWEB [v0.0.01], data pulled on July 7, 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring in Tier 1 on AIMSweb in Spring 2016 and Spring 2019, respectively. The numbers above the bars (e.g., +4) represent the change over time (between Spring 2016 and Spring 2019) in the percentage of students scoring in Tier 1.

AIMSweb, Cohort 2: Racial and Ethnic Subgroups by Gender

The percentage of Cohort 2 students who scored in Tier 1 increased between Spring 2016 and Spring 2019 for most racial/ethnic and gender subgroups (Table 9)**.** The percentage of Asian female students, White male students, and Multi-racial male and female students in Tier 1 increased the most. The percentage of Hispanic/Latino male students, White female students, and Black/African American male students increased the least (the latter saw a small decrease in the percentage who scored in Tier 1).

Table 9. The percentage of K-3 students in Cohort 2 schools who scored in AIMSweb Tier 1, by racial/ethnic subgroup and gender

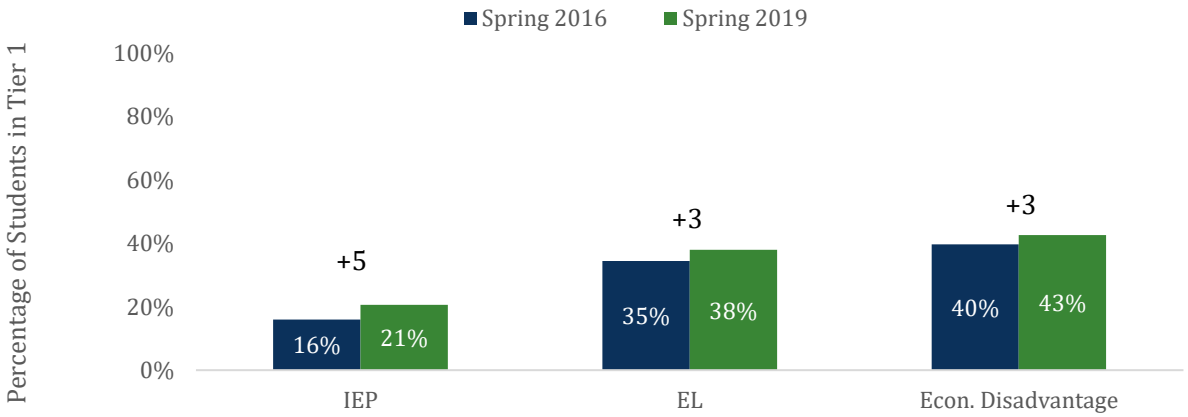
Student Subgroup	Percentage of Students Scoring in Tier 1 on AIMSweb		
	Spring 2016	Spring 2019	Change (percentage points)
Asian			
Female	64%	71%	+7
Male	60%	61%	+1
Black/African American			
Female	42%	46%	+4
Male	42%	40%	-1
Hispanic/Latino			
Female	38%	41%	+4
Male	38%	39%	+1
Multi-racial/Other			
Female	47%	54%	+7
Male	43%	48%	+5
White			
Female	64%	64%	+0
Male	57%	62%	+5

Source: QlikBAM Reading Levels App, retrieved September 2019; Spring 2019 data from Qlik dev WT L1_AIMSWEB [v0.0.01], data pulled on July 07, 2019

AIMSweb, Cohort 2: Students with IEPs, EL Students, and Economically Disadvantaged Students

The percentage of Cohort 2 students with an IEP, EL status, or who were categorized as economically disadvantaged and scored in Tier 1 all increased slightly between Spring 2016 and Spring 2019 (Figure 4)**.** Cohort 2 students with IEPs saw the largest increase (5 percentage points) in the percent of students scoring in Tier 1.

Figure 4. The percentage of Cohort 2 K-3 students who scored in AIMSweb Tier 1, by IEP, EL, and economically disadvantaged status



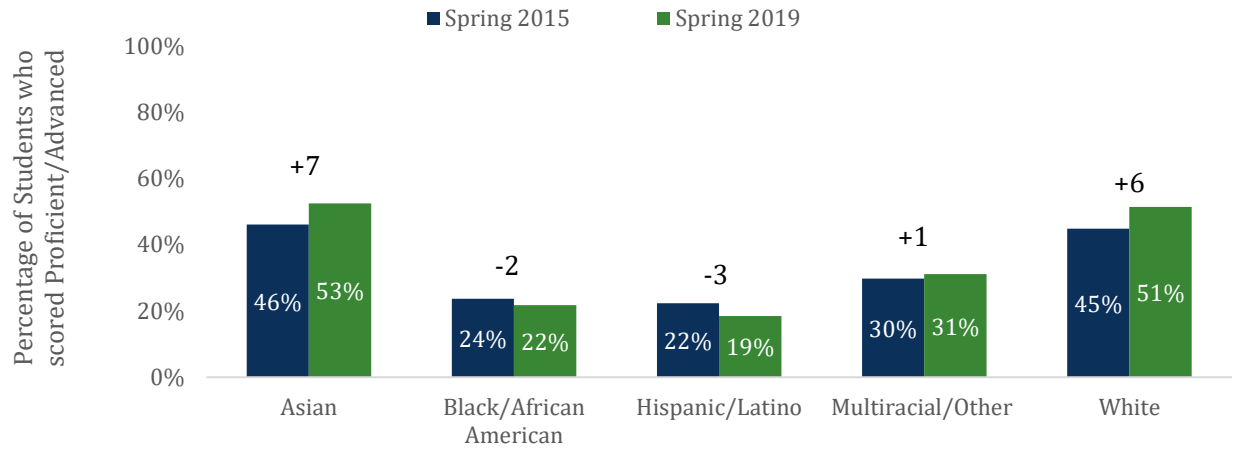
Source: QlikBAM Reading Levels App, retrieved September 2019; Spring 2019 data from Qlik dev WT L1_AIMSWEB [v0.0.01], data pulled on July 7, 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring in Tier 1 on AIMSweb in Spring 2016 and Spring 2019, respectively. The numbers above the bars (e.g., +5) represent the change over time (between Spring 2016 and Spring 2019) in the percentage of students scoring in Tier 1.

PSSA: Changes in the percentage of third-grade students scoring Proficient/ Advanced by Cohort and Subgroup

PSSA Proficient/Advanced, Cohort 1: Racial and Ethnic Subgroups

The percentage of Cohort 1 White and Asian students who scored Proficient/Advanced on the PSSA-ELA increased (6 and 7 percentage points, respectively), while the percentage of Black/African American and Hispanic/Latino students who scored Proficient/Advanced decreased (2 and 3 percentage points, respectively; see Figure 5).

Figure 5. The percentage of Cohort 1 third-grade students who scored Proficient/Advanced on the PSSA-ELA, by racial/ethnic subgroup



Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring Proficient/Advanced on the PSSA in Spring 2015 and Spring 2019, respectively. The numbers above the bars (e.g., +7) represent the change over time (between Spring 2015 and Spring 2019) in the percentage of students scoring Proficient/Advanced.

PSSA Proficient/Advanced, Cohort 1: Racial and Ethnic Subgroups by Gender

The percentage of Asian male students, White female students, and Multi-racial female students in Cohort 1 schools who scored Proficient/Advanced on the PSSA-ELA all increased between Spring 2015 and Spring 2019 (Table 10). The percentage of Asian female students, Black/African American female students, and Hispanic/Latino female students who scored Proficient/Advanced decreased.

Table 10. The percentage of Cohort 1 third-grade students who scored Proficient/Advanced on the PSSA-ELA, by racial/ethnic subgroup and gender

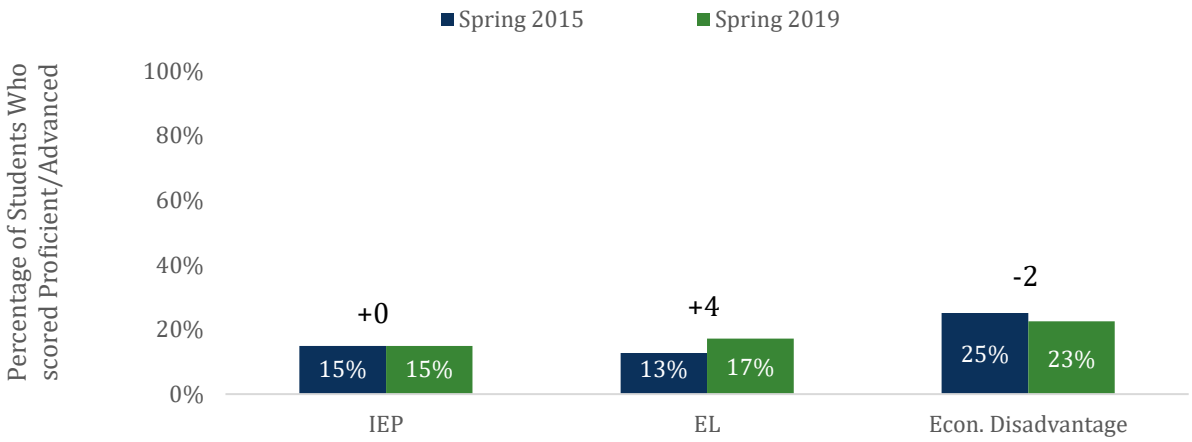
Student Subgroup	Percentage of Students Scoring Advanced/Proficient (PSSA-ELA)		
	Spring 2015	Spring 2019	Change (percentage points)
Asian			
Female	55.1%	52.8%	-2.3
Male	39.4%	52.2%	+12.8
Black/African American			
Female	28.7%	24.8%	-3.9
Male	18.5%	19.1%	+0.6
Hispanic/Latino			
Female	25.2%	19.1%	-6.1
Male	19.5%	18.0%	-1.5
Multi-racial/Other			
Female	30.4%	37.2%	+6.8
Male	29.5%	26.7%	-2.8
White			
Female	44.3%	60.8%	+16.5
Male	45.4%	44.2%	-1.2

Source: QlikBAM PSSA & Keystone App, retrieved September 2019.

PSSA Proficient/Advanced, Cohort 1: Students with IEPs, EL students, and Economically Disadvantaged Students

The percentage of Cohort 1 EL students who scored Proficient/Advanced on the PSSA-ELA increased by four points between Spring 2015 and Spring 2019 (Figure 6)**.** The percentage of economically disadvantaged students who scored Proficient/Advanced decreased slightly, and the percentage of students with an IEP who scored Proficient/Advanced did not change.

Figure 6. The percentage of Cohort 1 third-grade students who scored Proficient/Advanced on the PSSA-ELA, by IEP, EL, and economically disadvantaged status

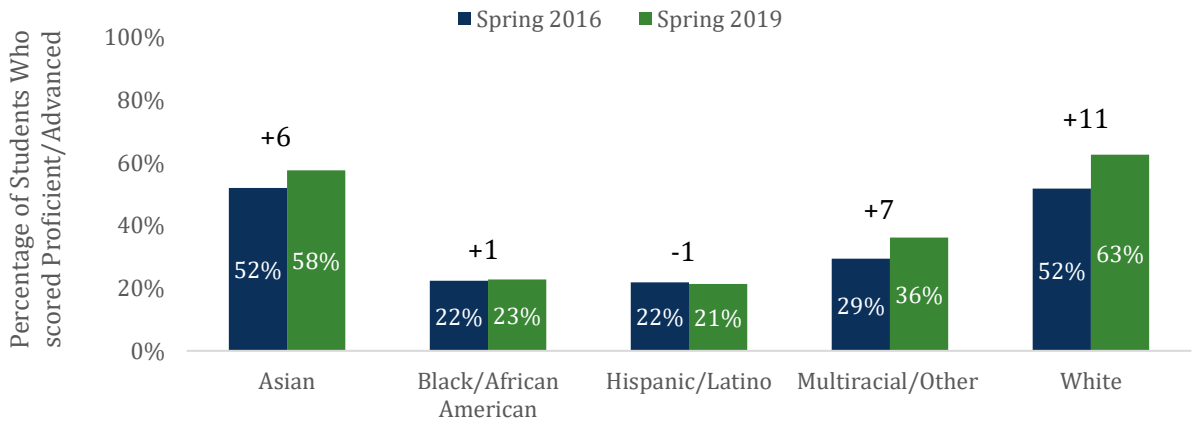


Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring Proficient/Advanced on the PSSA in Spring 2015 and Spring 2019, respectively. The numbers above the bars (e.g., +4) represent the change over time (between Spring 2015 and Spring 2019) in the percentage of students scoring Proficient/Advanced.

PSSA Proficient/Advanced, Cohort 2: Racial and Ethnic Subgroups

The percentage of Cohort 2 students in most racial/ethnic subgroups who scored Proficient/Advanced on the PSSA-ELA increased between Spring 2016 and Spring 2019 (Figure 7). The percentage of Asian, Multi-racial, and White students who scored Proficient/Advanced on the PSSA-ELA increased between Spring 2016 and Spring 2019 (6, 7, and 11 percentage points, respectively). However, the percentage of Black/African American students and Hispanic/Latino students who scored Proficient/Advanced changed by one point.

Figure 7. The percentage of Cohort 2 third-grade students who scored Proficient/Advanced on the PSSA-ELA, by racial/ethnic subgroup



Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring Proficient/Advanced on the PSSA in Spring 2016 and Spring 2019, respectively. The numbers above the bars (e.g., +7) represent the change over time (between Spring 2016 and Spring 2019) in the percentage of students scoring Proficient/Advanced.

PSSA Proficient/Advanced, Cohort 2: Racial and Ethnic Subgroups by Gender

The percentage of Cohort 2 students who scored Proficient/Advanced on the PSSA-ELA increased between Spring 2016 and Spring 2019 for most racial/ethnic and gender subgroups (Table 11). The percentage of Asian male students and White female students who scored Proficient/Advanced increased the most, and the percentage of Hispanic/Latino and White female students decreased slightly.

Table 11. The percentage of Cohort 2 third-grade students who scored Proficient/Advanced on the PSSA-ELA, by racial/ethnic subgroup and gender

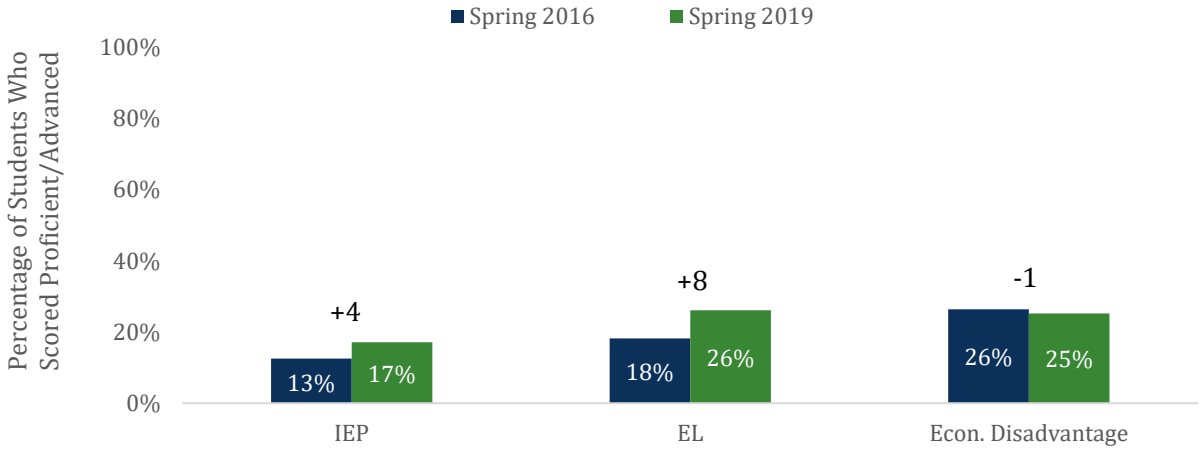
Student Subgroup	Percentage of Students Scoring Advanced/Proficient (PSSA-ELA)		
	Spring 2016	Spring 2019	Change (percentage points)
Asian			
Female	57.8%	61.7%	+3.9
Male	45.5%	54.0%	+6.7
Black/African American			
Female	26.7%	26.3%	-0.4
Male	18.1%	19.7%	+1.0
Hispanic/Latino			
Female	27.5%	25.7%	-1.8
Male	16.6%	17.5%	+1.4
Multi-racial/Other			
Female	35.3%	38.1%	+2.8
Male	25.4%	34.8%	+1.3
White			
Female	58.5%	65.6%	+7.1
Male	45.8%	59.8%	-1.6

Source: QlikBAM PSSA & Keystone App, retrieved September 2019.

PSSA Proficient/Advanced, Cohort 2: Students with IEPs, EL students, and Economically Disadvantaged Students

The percentage of Cohort 2 EL students who scored Proficient/Advanced on the PSSA-ELA increased by 8 points between Spring 2016 and Spring 2019 (Figure 8)**.** The percentage of Cohort 2 students with IEPs who scored Proficient/Advanced increased as well. However, the percentage of economically disadvantaged students who scored Proficient/Advanced decreased by one point.

Figure 8. The percentage of Cohort 2 third-grade students who scored Proficient/Advanced on the PSSA-ELA, by IEP, EL, and economically disadvantaged status



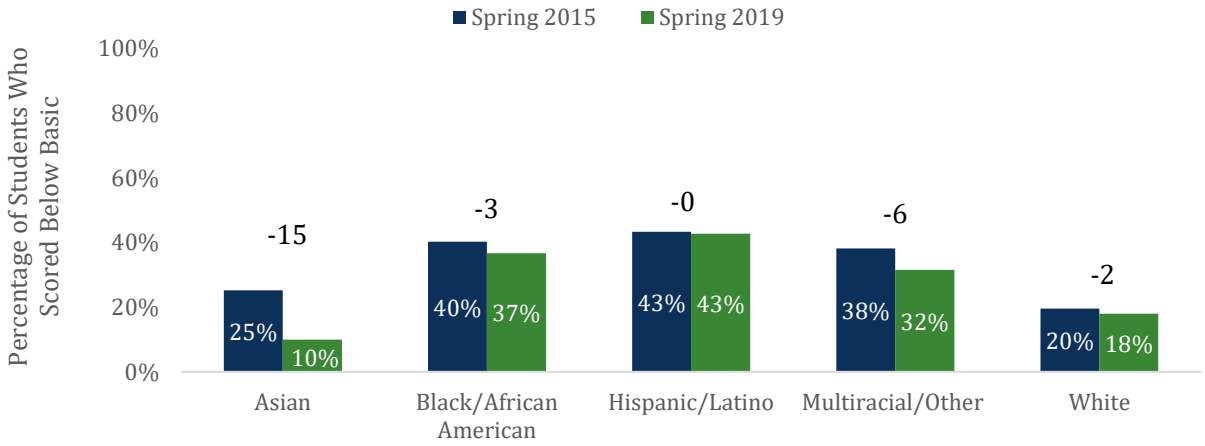
Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring Proficient/Advanced on the PSSA in Spring 2016 and Spring 2019, respectively. The numbers above the bars (e.g., +4) represent the change over time (between Spring 2016 and Spring 2019) in the percentage of students scoring Proficient/Advanced.

PSSA: Changes in Third-Grade PSSA Percent Below Basic by Cohort and Subgroup

PSSA Below Basic, Cohort 1: Racial and Ethnic Subgroups

The percentage of Cohort 1 students who scored Below Basic on the PSSA-ELA decreased between Spring 2015 and Spring 2019 for most racial/ethnic subgroups (Figure 9)**.** The percentage of Cohort 1 Asian students who scored Below Basic on the PSSA-ELA decreased the most (15 percentage points), while the percentage of Black/African American, White, and Multi-racial students who scored Below Basic decreased to a lesser extent (3, 2, and 6 percentage points, respectively). The percentage of Hispanic/Latino students who scored Below Basic did not change.

Figure 9. The percentage of Cohort 1 third-grade students who scored Below Basic on the PSSA-ELA, by racial/ethnic subgroup



Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring Below Basic on the PSSA in Spring 2015 and Spring 2019, respectively. The numbers above the bars (e.g., -3) represent the change over time (between Spring 2015 and Spring 2019) in the percentage of students scoring Below Basic.

PSSA Below Basic, Cohort 1: Racial and Ethnic Subgroups by Gender

Most racial/ethnic and gender subgroups in Cohort 1 schools experienced a small to moderate decrease in the percentage of students who scored Below Basic on the PSSA-ELA (Table 12)**.** The percentage of Asian male and female students, Multi-racial female students, and White female students who scored Below Basic decreased the most. Hispanic/Latino female students and White male students experienced small increases.

Table 12. The percentage of Cohort 1 third-grade students who scored Below Basic on the PSSA-ELA, by racial/ethnic subgroup and gender

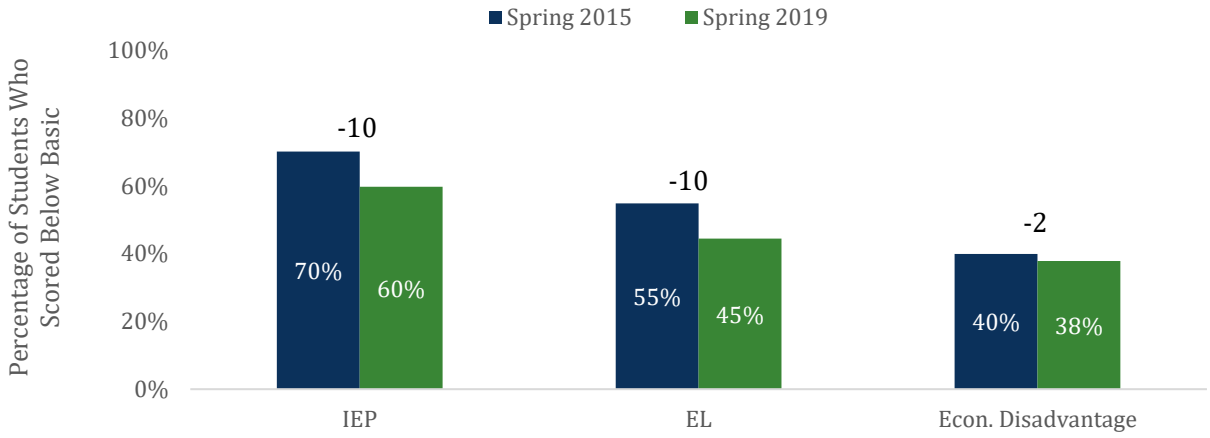
Student Subgroup	Percentage of Students Scoring Below Basic (PSSA-ELA)		
	Spring 2015	Spring 2019	Change (percentage points)
Asian			
Female	18.4%	7.5%	-11
Male	30.3%	11.9%	-18
Black/African American			
Female	34.4%	31.3%	-3
Male	46.5%	41.5%	-5
Hispanic/Latino			
Female	39.1%	40.7%	+2
Male	47.5%	44.8%	-3
Multi-racial/Other			
Female	36.7%	26.6%	-10
Male	39.3%	35.1%	-4
White			
Female	19.6%	11.4%	-8
Male	19.6%	23.1%	+4

Source: QlikBAM PSSA & Keystone App, retrieved September 2019.

PSSA Below Basic, Cohort 1: Students with IEPs, EL students, and Economically Disadvantaged Students

The percentage of Cohort 1 EL students and students with IEPs who scored Below Basic on the PSSA-ELA decreased by 10 points each, while the percentage of economically disadvantaged students who scored Below Basic decreased by 2 points (Figure 10)**.**

Figure 10. The percentage of Cohort 1 third-grade students who scored Below Basic on the PSSA-ELA, by IEP, EL, and economically disadvantaged status

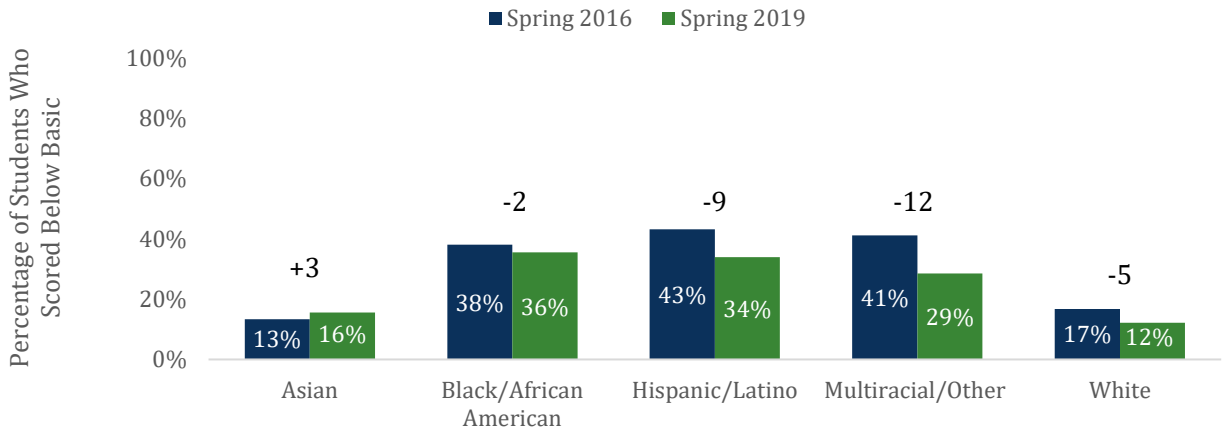


Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring Below Basic on the PSSA in Spring 2015 and Spring 2019, respectively. The numbers above the bars (e.g., -10) represent the change over time (between Spring 2015 and Spring 2019) in the percentage of students scoring Below Basic.

PSSA Below Basic, Cohort 2: Racial and Ethnic Subgroups

The percentage of Cohort 2 Hispanic/Latino and Multi-racial students who scored Below Basic on the PSSA decreased by 9 and 12 points, respectively (Figure 11)**.** The percentage of Black/African American and White students in Cohort 2 schools who scored Below Basic also decreased, though to a lesser extent (2 and 5 percentage points, respectively). The percentage of Asian students who scored Below Basic increased by 3 points.

Figure 11. The percentage of Cohort 2 third-grade students who scored Below Basic on the PSSA-ELA, by racial/ethnic subgroup



Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring Below Basic on the PSSA in Spring 2016 and Spring 2019, respectively. The numbers above the bars (e.g., -5) represent the change over time (between Spring 2016 and Spring 2019) in the percentage of students scoring Below Basic.

PSSA Below Basic, Cohort 2: Racial and Ethnic Subgroups by Gender

The percentage of Cohort 2 Asian male students and Black/African American female students who scored Below Basic on the PSSA-ELA decreased between Spring 2016 and Spring 2019 (-7 and -6 percentage points, respectively; Table 13)**.** The percentage of Hispanic/Latino female students, Multi-racial male students, and White male and female students who scored Below Basic all decreased slightly. However, the percentage of Asian female students and Multi-racial female students who scored Below Basic increased slightly (1 and 4 percentage points, respectively).

Table 13. The percentage of Cohort 2 third-grade students who scored Below Basic on the PSSA-ELA, by racial/ethnic subgroup and gender

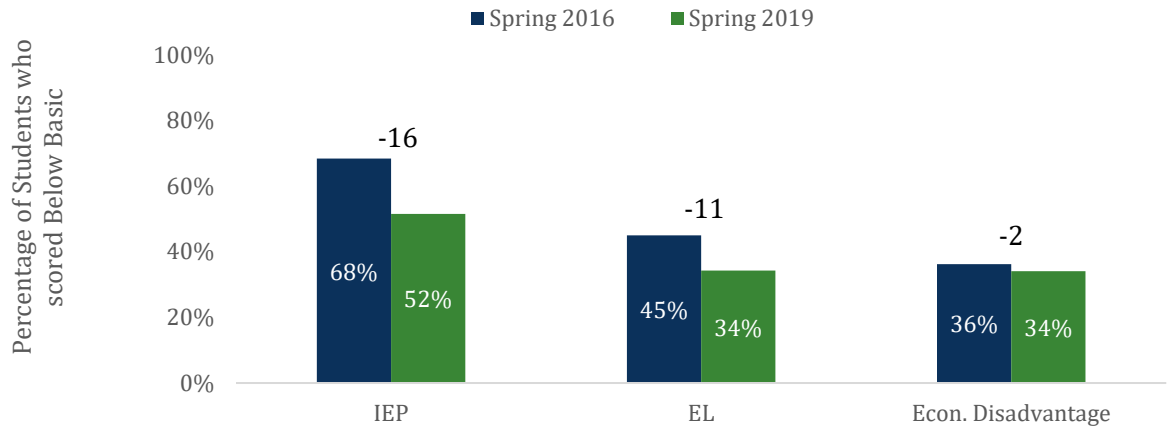
Student Subgroups	Percentage of Students Scoring Below Basic (PSSA-ELA)		
	Spring 2016	Spring 2019	Change (percentage points)
Asian			
Female	13.6%	15.0%	+1
Male	23.4%	16.1%	-7
Black/African American			
Female	33.6%	27.9%	-6
Male	42.4%	42.4%	+0
Hispanic/Latino			
Female	30.3%	29.2%	-1
Male	38.2%	38.5%	+0
Multi-racial/Other			
Female	21.1%	24.7%	+4
Male	32.1%	31.2%	-1
White			
Female	9.7%	7.4%	-2
Male	20.6%	16.6%	-4

Source: QlikBAM PSSA & Keystone App, retrieved September 2019.

PSSA Below Basic, Cohort 2: Students with IEPs, EL Students, and Economically Disadvantaged Students

The percentage of Cohort 2 EL students who scored Below Basic on the PSSA-ELA decreased by 16 points, and the percentage of students with IEPs who scored Below Basic decreased by 11 points (Figure 12)**.** The percentage of students classified as economically disadvantaged who scored Below Basic decreased by 2 percentage points.

Figure 12. The percentage of Cohort 2 third-grade students who scored Below Basic on the PSSA-ELA, by IEP, EL, and economically disadvantaged status



Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring Below Basic on the PSSA in Spring 2016 and Spring 2019, respectively. The numbers above the bars (e.g., -11) represent the change over time (between Spring 2016 and Spring 2019) in the percentage of students scoring Below Basic.

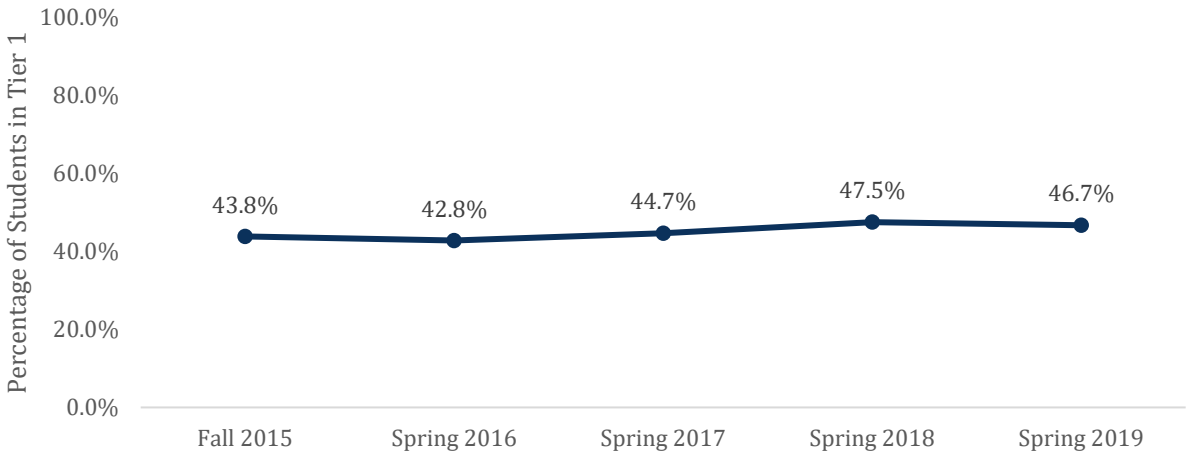
K-3 SDP Longitudinal Analysis

What are the changes in reading proficiency from the baseline school year to the most recent school year for all K-3 students in the District?

While comparing cohort performance to overall SDP performance can be a useful way to contextualize cohort progress, the gradual rollout of the ELS initiative means cohort-District comparisons should be made with caution for two primary reasons. First, by 2017-18, all elementary schools in the District had an ELS coach, so "District" performance is really just the average performance of all schools in all cohorts. Second, prior to 2017-18, comparing a cohort's performance to the District average essentially meant comparing cohorts to one another; this is problematic because cohorts do not have comparable academic outcomes or student populations.

The District-wide percentage of K-3 students who scored in AIMSweb Tier 1 increased by about 3 points between Fall 2015 and Spring 2019 (Figure 13).[14]

Figure 13. The District-wide percentage of K-3 students in AIMSweb Tier 1

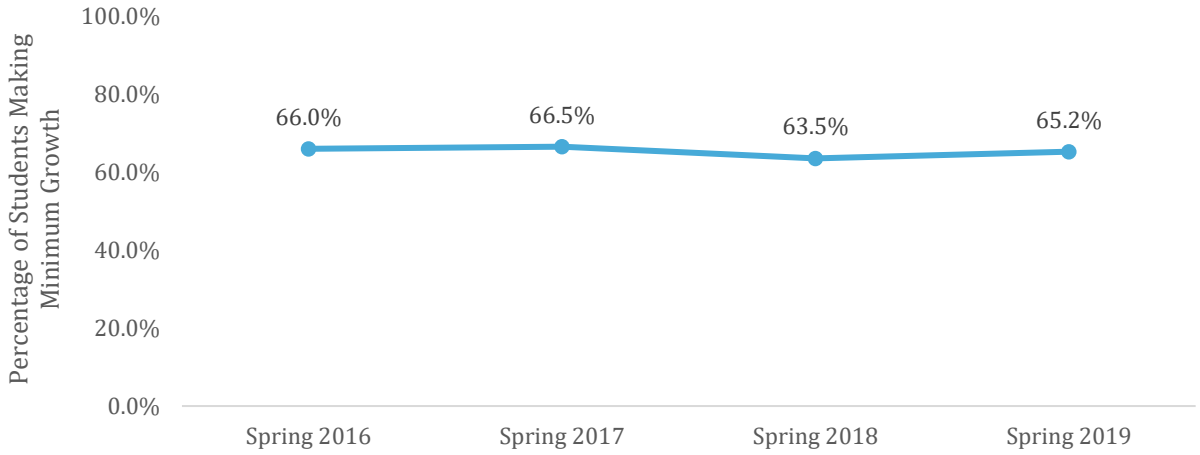


Source: QlikBAM Reading Levels App, retrieved September 2019; Spring 2019 data from Qlik dev WT L1_AIMSWEB [v0.0.01], data pulled on July 7, 2019.

[14] Pearson renormed the AIMSweb assessment system in school year 2018-19. As a part of this renorming, SDP had to choose new cut scores for all its early literacy assessments. For this analysis, however, ORE used the old cut scores, from the version of AIMSweb prior to renorming, in order to provide the most accurate longitudinal comparison. Thus, any AIMSweb data from 2018-19 were sourced from a raw data file. All other years of AIMSweb data, as well as minimum growth and PSSA data, were pulled from Qlik.

The District-wide percentage of K-3 students who made minimum growth decreased by less than one point from Spring 2016 to Spring 2019 (Figure 14).

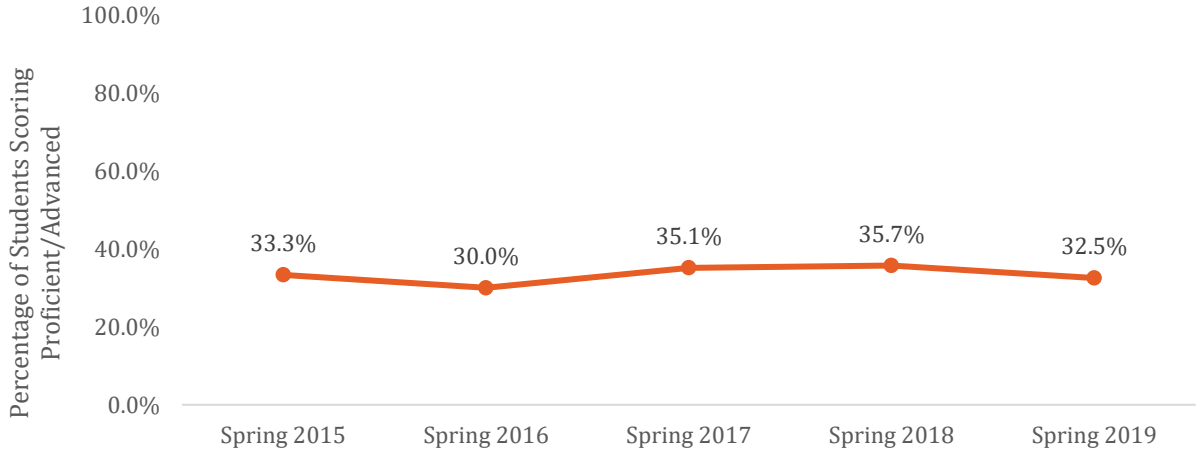
Figure 14. The District-wide percentage of K-3 students who made minimum growth



Source: QlikBAM Reading Levels App, retrieved September 2019.

The District-wide percentage of third-grade students who scored Proficient/Advanced on the PSSA-ELA decreased by less than one point from Spring 2015 to Spring 2019 (Figure 15).

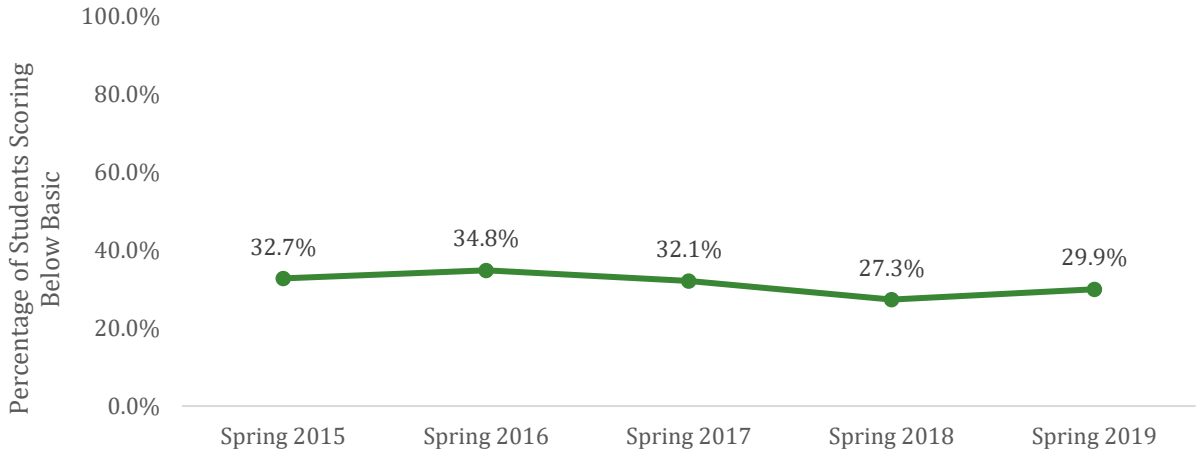
Figure 15. The District-wide percentage of third-grade students who scored Proficient/Advanced on the PSSA-ELA



Source: QlikBAM PSSA & Keystone App, retrieved September 2019.

The District-wide percentage of third-grade students who scored Below Basic on the PSSA-ELA decreased by about three points from Spring 2015 (Figure 16).

Figure 16. The District-wide percentage of third-grade students who scored Below Basic on the PSSA-ELA



Source: QlikBAM PSSA & Keystone App, retrieved September 2019.

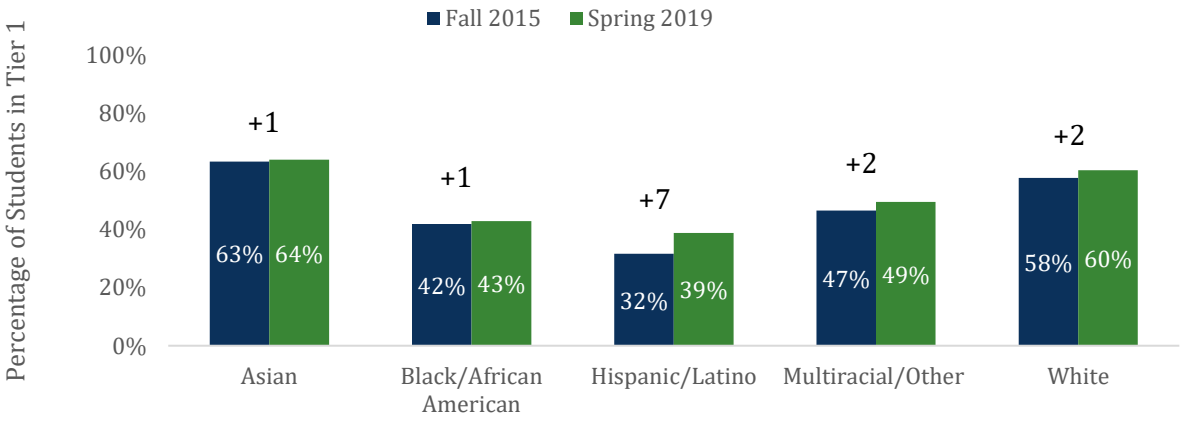
How does reading proficiency differ by student subgroup for all K-3 students in the District?

The following analyses are organized by **outcome measures** (percentage of students at AIMSweb Tier 1, PSSA Advanced/Proficient, and PSSA Below Basic)[15] and **key student subgroups**, including:

- Racial/ethnic subgroups (e.g., Black/African American, White, Asian)
- English Learner status
- Special Education status (i.e., student has an Individualized Education Plan, or IEP)
- Economically Disadvantaged status (Free from Tape[16])
- Racial/ethnic subgroup and gender (e.g., comparing Black/African American female students to Hispanic/Latino female students)

District-wide, the percentage of K-3 students in Tier 1 increased between Fall 2015 and Spring 2019 for all racial/ethnic subgroups (Figure 17). Hispanic/Latino students had the largest increase (7 percentage points).

Figure 17. The District-wide percentage of K-3 students in AIMSweb Tier 1, by racial/ethnic subgroup

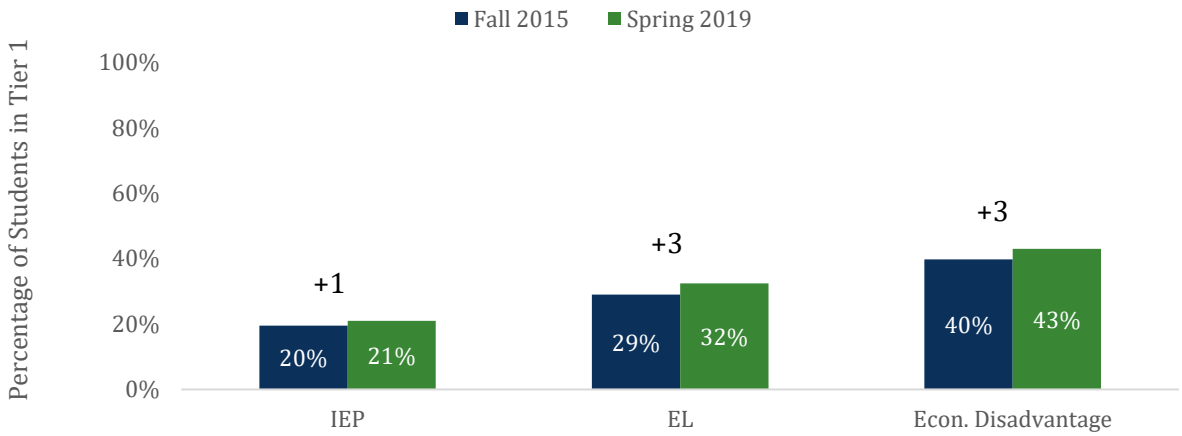


Source: QlikBAM Reading Levels App, retrieved September 2019; Spring 2019 data from Qlik dev WT L1_AIMSWEB [v0.0.01], data pulled on July 7, 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring in Tier 1 on AIMSweb in Fall 2015 and Spring 2019, respectively. The numbers above the bars (e.g., +1) represent the change over time (between Fall 2015 and Spring 2019) in the percentage of students scoring in Tier 1.

[15] This analysis was only performed for schools in Cohorts 1 and 2, because Cohort 3 schools have had fewer years of coaching. All data refer to K-3 students only, except for PSSA data, which include third-grade students only.
[16] Students who participate in SNAP, TANF, Medicaid, or other social service programs.

District-wide, K-3 students with an IEP, EL students, and economically disadvantaged students all saw small increases in the percentage of students who scored in AIMSweb Tier 1 between Fall 2015 and Spring 2019 (Figure 18).

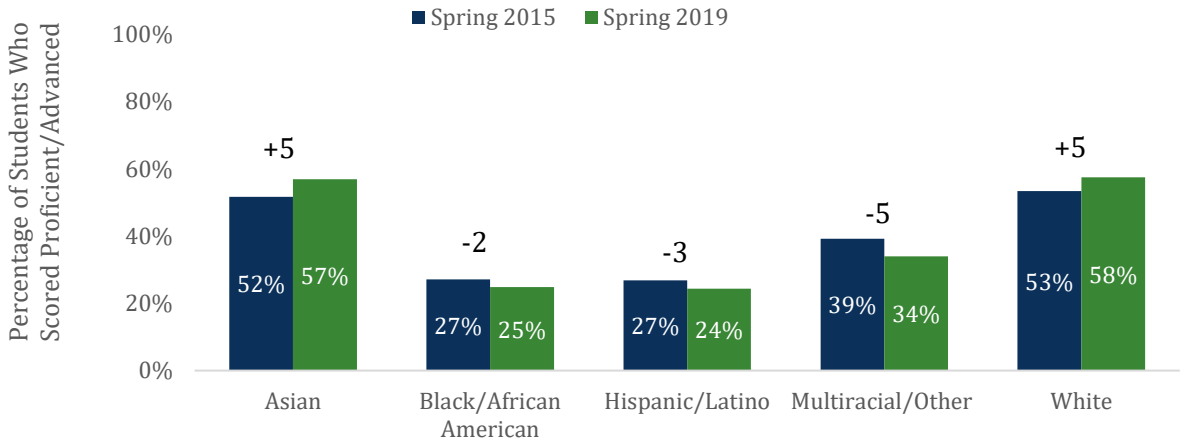
Figure 18. The District-wide percentage of K-3 students in AIMSweb Tier 1, by IEP, EL, and economically disadvantaged status



Source: QlikBAM Reading Levels App, retrieved September 2019; Spring 2019 data from Qlik dev WT L1_AIMSWEB [v0.0.01], data pulled on July 7, 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring in Tier 1 on AIMSweb in Fall 2015 and Spring 2019, respectively. The numbers above the bars (e.g., +1) represent the change over time (between Fall 2015 and Spring 2019) in the percentage of students scoring in Tier 1.

District-wide, the percentage of third-grade White and Asian students who scored Proficient/Advanced on the PSSA increased by five points each between Spring 2015 and Spring 2019 (Figure 19). However, the percentage of Black/African American, Hispanic/Latino, and Multi-racial students who scored Proficient/Advanced decreased (by 2, 3, and 5 percentage points, respectively).

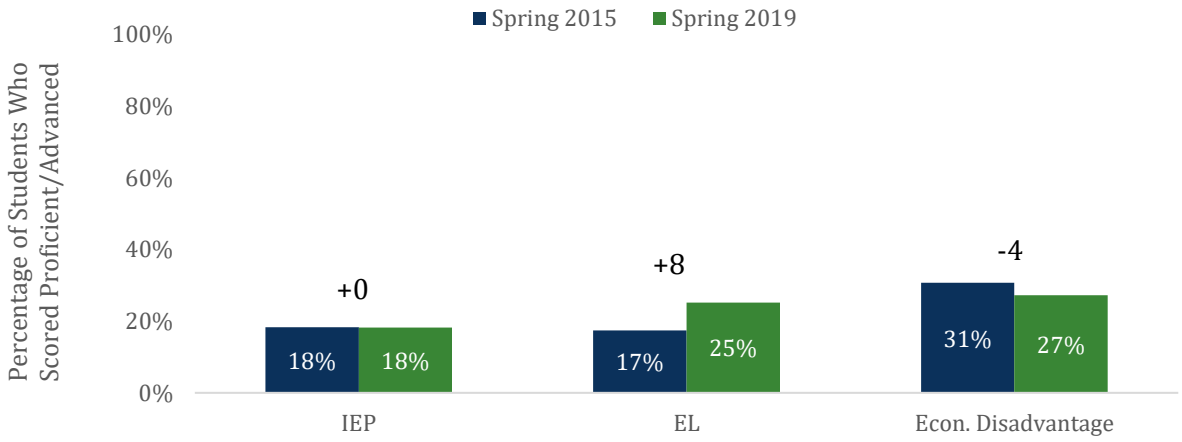
Figure 19. The District-wide percentage of third-grade students who scored Proficient/Advanced on the PSSA-ELA, by racial/ethnic subgroup



Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring Proficient/Advanced on the PSSA in Spring 2015 and Spring 2019, respectively. The numbers above the bars (e.g., +5) represent the change over time (between Spring 2015 and Spring 2019) in the percentage of students scoring Proficient/Advanced.

District-wide, the percentage of third-grade EL students who scored Proficient/Advanced on the PSSA-ELA increased by 8 points between Spring 2015 and Spring 2019 (Figure 20). The percentage of economically disadvantaged students who scored Proficient/Advanced decreased slightly, and the percentage of students with an IEP who scored Proficient/Advanced did not change.

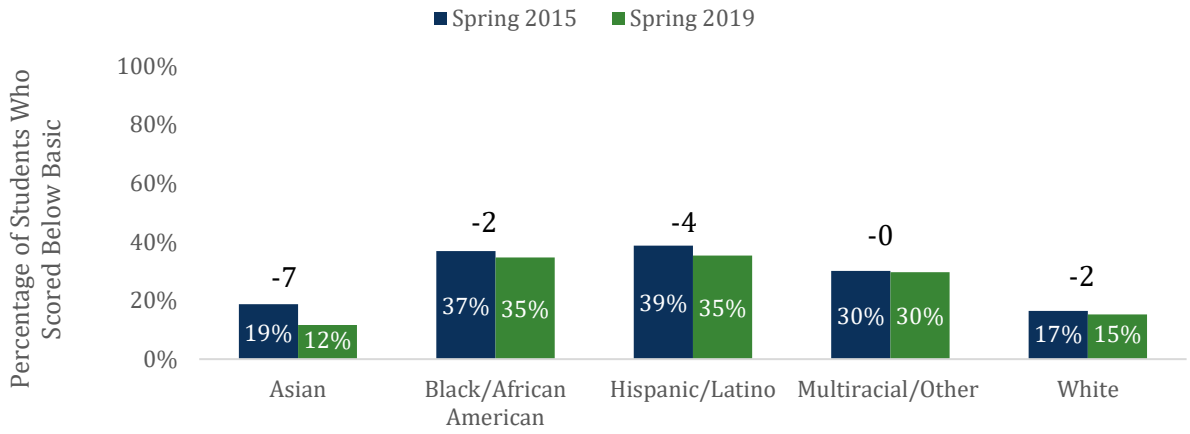
Figure 20. The District-wide percentage of third-grade students who scored Proficient/Advanced on the PSSA-ELA, by IEP, EL, and economically disadvantaged status



Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring Proficient/Advanced on the PSSA in Spring 2015 and Spring 2019, respectively. The numbers above the bars (e.g., -4) represent the change over time (between Spring 2015 and Spring 2019) in the percentage of students scoring Proficient/Advanced.

District-wide, the percentage of third-grade students who scored Below Basic on the PSSA-ELA decreased between Spring 2015 and Spring 2019 for most racial/ethnic subgroups (Figure 21). The percentage of third-grade Asian students who scored Below Basic on the PSSA-ELA decreased by 7 points. All other racial/ethnic groups experienced small increases in the percentage of students who scored Below Basic, except for Multi-racial students, who experienced no change.

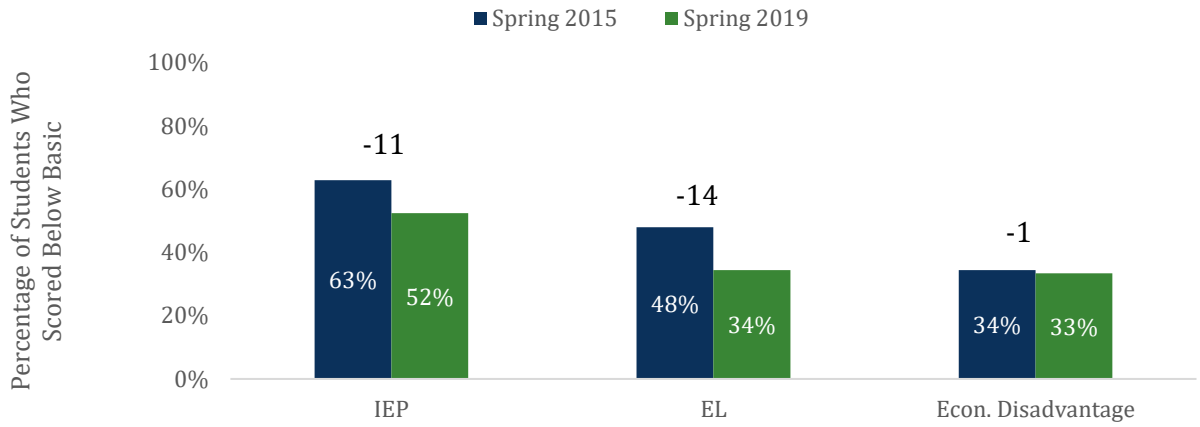
Figure 21. The District-wide percentage of third-grade students who scored Below Basic on the PSSA-ELA, by racial/ethnic subgroup



Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring Below Basic on the PSSA in Spring 2015 and Spring 2019, respectively. The numbers above the bars (e.g., -2) represent the change over time (between Spring 2015 and Spring 2019) in the percentage of students scoring Below Basic.

District-wide, the percentage of third-grade EL students who scored Below Basic on the PSSA-ELA decreased by 14 points between Spring 2015 and Spring 2019 (Figure 22). The percentage of students with an IEP who scored Below Basic decreased by 11 points. However, the percentage of economically disadvantaged students who scored Below Basic only decreased by one point.

Figure 22. The District-wide percentage of third-grade students who scored Below Basic on the PSSA-ELA, by IEP, EL, and economically disadvantaged status



Source: QlikBAM PSSA & Keystone App, retrieved September 2019.
How to read this figure: The blue and green bars represent the percentage of students scoring Below Basic on the PSSA in Spring 2015 and Spring 2019, respectively. The numbers above the bars (e.g., -11) represent the change over time (between Spring 2015 and Spring 2019) in the percentage of students scoring Below Basic.

Conclusions

The percentage of K-3 students who scored in AIMSweb Tier 1 increased in both Cohorts 1 and 2 from the time coaching began to 2019. Similarly, the District-wide percentage of K-3 students who scored in AIMSweb Tier 1 increased by about 3 points between Fall 2015 and Spring 2019. However, comparisons between Cohorts or between a cohort and the District overall are not recommended due to differences in student demographics and baseline academic performance.

The percentage of Cohort 1 and 2 Hispanic/Latino students who scored in AIMSweb Tier 1 increased more than any other racial/ethnic subgroup. In addition to the increase of Hispanic/Latino student scoring in AIMSweb Tier 1, the percentage of Cohort 1 EL students in AIMSweb Tier 1 increased by 9 points. In Cohort 2 schools, students with IEPs saw the largest increase (5 percentage points) in the percent of students scoring in Tier 1.

Since coaching began, the percentage of White and Asian third-grade students who scored Proficient or Advanced on the PSSA-ELA in both Cohorts 1 and 2 increased more than other racial/ethnic subgroups. This was true for the District overall as well. There was a decrease in the percentage of third grade-students in most racial/ethnic subgroups who scored Below Basic on the PSSA-ELA in both Cohorts 1 and 2. District-wide, the percentage of third-grade students who scored Below Basic on the PSSA-ELA also decreased.

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.

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. ORE reported on these data in separate briefs.

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.

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.

Table A5. Programmatic data collected by CLI and analyzed by ORE[17]

Data	Years Collected	Frequency and Timing of Administration
Coaching Protocol for Early Literacy (CPEL)[18]	2015-2016[19], 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.

Finally, ORE used administrative data to analyze the demographics of schools that received coaching[20] (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

[17] Data are only provided at the school level to ensure that this not used for the purposes of teacher evaluation.
[18] The full CPEL is available here: https://cli.org/wp-content/uploads/2018/08/CPEL_Manual_08-2018-2.pdf
[19] 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.
[20] 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 was collected or reported for Crossroads Academy or Widener Memorial.