

CARES Transformation Model

External Evaluation (Year One 2022-2023)

*Presented to the North Carolina State Board of Education
October 4, 2023*

Presentation Overview

1. Evaluation Methodology
2. CARES Coaching Model Implementation
3. Educator Perceptions
4. Accountability Data
5. Questions & Discussion

1. METHODOLOGY

Study Overview

Education Policy Initiative at Carolina (EPIC) and North Carolina Central University (NCCU) were awarded a two-year contract by the North Carolina Collaboratory to conduct an external independent evaluation of the ESSER-funded NCDPI CARES Transformation Coaching model

Primary study aims:

1. Conduct evidence-based assessment of implementation activities and core model components of CARES Transformation Model
2. Capture perceptions of program implementation and effectiveness through the lived experiences of superintendents, principals, teachers, and coaches
3. Analyze progress towards early-stage impact on student proficiency and school performance growth.

Evaluation Methodology

Year One Evaluation focused on transformation supports provided from Summer 2022 to Spring 2023

Study design: Sequential mixed methods study with triangulation between quantitative, qualitative, primary, and secondary data sources.

Evaluation data sources

- Interviews with superintendents, principals, teachers, and coaches
- Weekly Coaching Logs
- NC ILA Session surveys*
- EPIC CARES Principal Survey
- Comprehensive Needs Assessments (CNAs)
- School Improvement Plans (SIPs)
- Student performance data
- School Accountability growth data

CARES School Sample

	Number of CARES Schools
Elementary Schools	52
Middle Schools	36
High Schools	12
Primary Schools (k-3)	2
Total	102

In 2022-23, a total of 102 schools within 24 districts received CARES Transformation coaching supports.

**This includes two non-traditional grade band schools, where grades 6-12 was categorized as a high school.; grades PK-8 categorized as an elementary school*

CARES Student Sample

In 2022-23, close to 44,000 students attended schools receiving CARES Transformation Coaching

	Number of Students
Non-CARES Schools	1,515,724
CARES Schools	43,987

There are notable sociodemographic differences between CARES schools and the state overall, most noteworthy being approximately double the amount of economically disadvantaged & Black students in CARES Schools

CARES Status	Asian	Black	Hispanic	Native American	Multiracial	White	Male	English Language Learner	Students with Disabilities	Economically Disadvantaged
Non-CARES	4.12%	24.26%	20.11%	0.85%	5.31%	45.34%	51.24%	8.73%	15.30%	37.74%
CARES	1.02%	50.26%	21.39%	7.90%	4.93%	14.51%	51.79%	11.57%	17.44%	61.93%
Total	4.03%	25.00%	20.15%	1.05%	5.30%	44.47%	51.25%	8.81%	15.36%	38.42%

Primary Data Collection

EPIC Interviews & Survey

Conducted a total of 69 semi-structured interviews of teachers, instructional coaches, principals, district administrators, and CARES coaches between April & June 2023

- Interviews were broadly structured in three sections: barriers to school improvement; CARES implementation activities; and perceived impacts of the CARES coaching model

Administered a web-based survey to CARES principals (n=37)

- Developed from interview findings to quantify and triangulate the most common themes that emerged in the qualitative data

Secondary Data Sources

CARES School Leadership Coach weekly engagement logs

- 1403 weekly entries across between January 5 2023 and May 5 2023

CNA Summary Reports (n = 39)

NC ILA Session Surveys

- 6 sessions; four regions each

School Improvement Plan Accomplishments (accessed via NCSTAR)

NCDPI 2022-23 Accountability data

- student proficiency; school performance grades & growth

2. IMPLEMENTATION

CARES Transformation Model

Key tenet of the CARES Transformation Model is the provision of supports that are tailored, coordinated, and comprehensive

District Coaching Model encompasses multi-level coaching provided by highly skilled coaches:

- District Leadership Coaches
- District Curriculum Coaches
- School Leadership Coaches
- Instructional Coaches

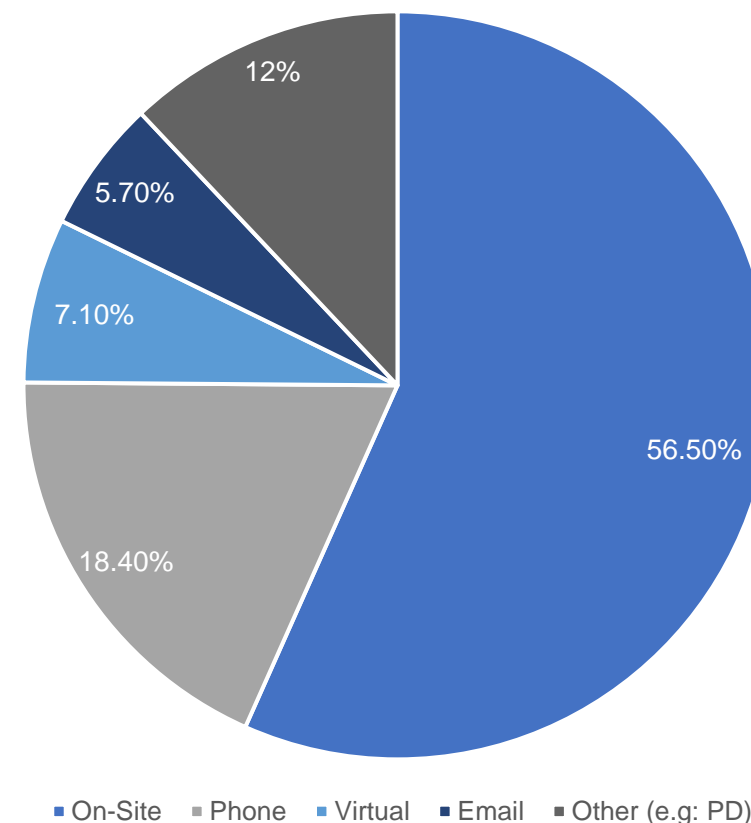
North Carolina Instructional Leadership Academy (NC ILA) provides supplemental school leadership professional development with direct translation to practice

CARES Weekly Coaching Logs: Engagement type

-CARES Weekly coaching logs reflected a total of 1403 weekly engagements

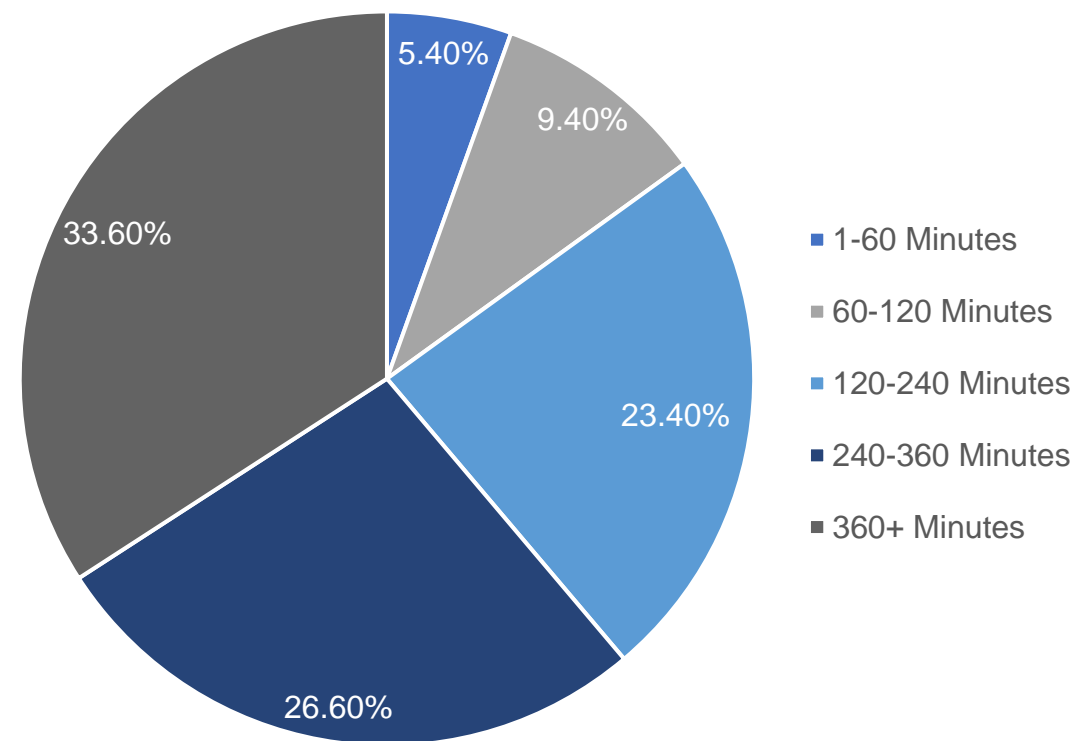
-Of these engagements, close to 60% were face to face within school or district buildings.

Type of Engagement	# of Engagements	% of total engagements
On-Site	793	56.50%
Phone	259	18.40%
Virtual	101	7.10%
Email	81	5.70%
Other (e.g.: PD)	169	12%
Totals	1403	100%



CARES Weekly Coaching Logs: Time Engaged

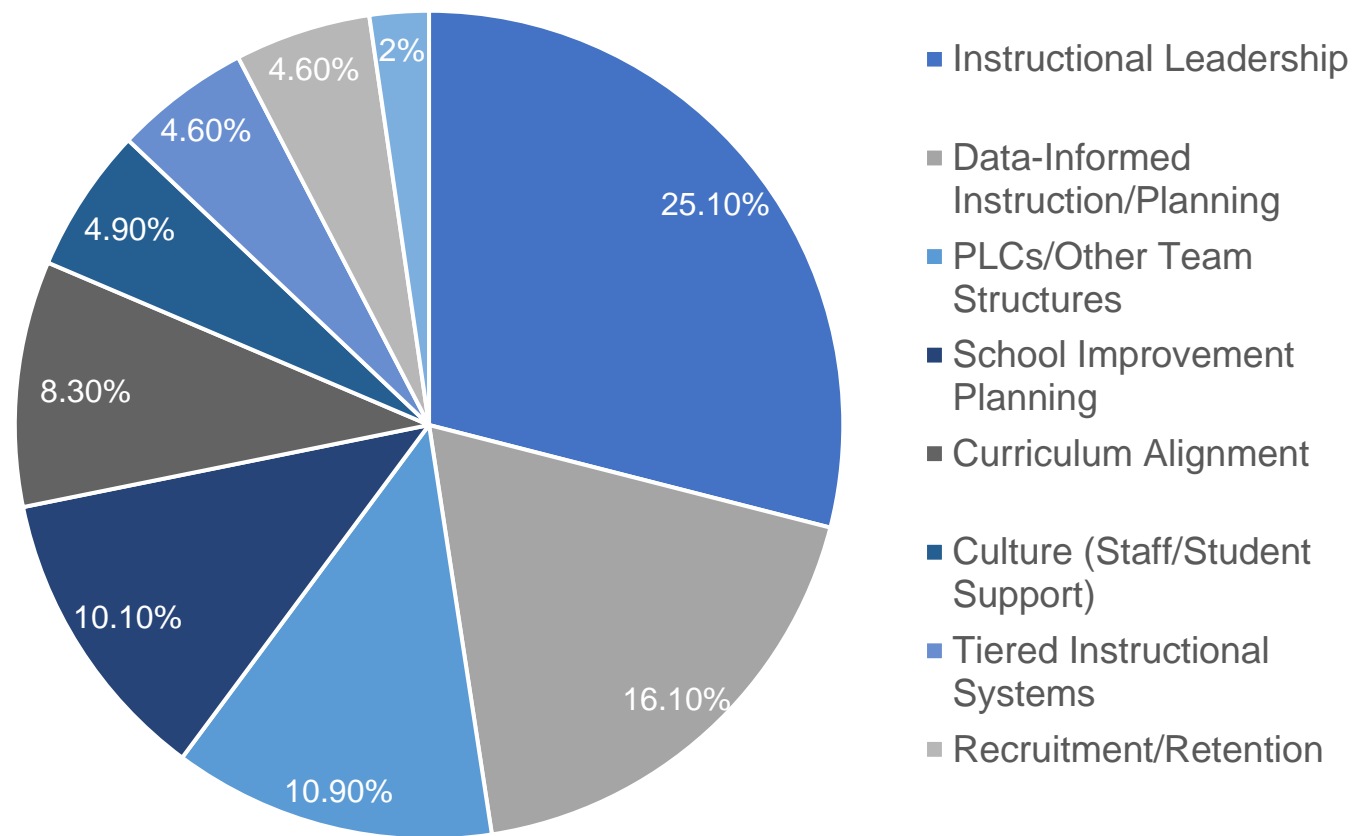
A total of 983 weekly visits were reported across all 13 CARES SLC coaches between July 2022 and May 2023. Of those, 5.4% were between 1-60 minutes, 9.4% were within 60-120 minutes, 23.4% were within 120-240 minutes, 26.6% were within 240-360 minutes, and 34% were 360 minutes or greater. More than 1/2 of the total time spent was between four and six hours.



Time engaged (in minutes)	Occurrence	Percentage
1-60	54	5.4 %
60-120	93	9.4 %
120-240	231	23.4 %
240-360	262	26.6 %
360+	331	33.6 %

CARES Weekly Coaching Logs: Engagement by Focal Area

Focal Area	# of engagements	% of engagements
Instructional Leadership	799	25.10%
Data-Informed Instruction/Planning	515	16.10%
PLCs/Other Team Structures	349	10.90%
School Improvement Planning	324	10.10%
Curriculum Alignment	265	8.30%
Culture (Staff/Student Support)	156	4.90%
Tiered Instructional Systems	148	4.60%
Recruitment/Retention	147	4.60%
Family/Community Engagement	64	2%
Totals	3182	100%



3. EDUCATOR PERCEPTIONS

Barriers to School Improvement

- 1. Instructional Leadership:** Principals have historically been overtaxed as building / operational leaders, leaving little to no capacity for instructional leadership
- 2. Instructional Excellence:** Lack of high quality instruction often due to large numbers of novice teachers without formal educator preparation training
- 3. Curriculum:** Including the absence of a curriculum; lack of aligned curriculum; and curriculum that does not support the Standards
- 4. Use of data:** Schools lack the processes and infrastructure to utilize data to inform instruction

Perceptions of Coaching

Perceptions of CARES coaching supports was unanimously positive, with some citing it to be among the highest quality and most impactful coaching of educators' careers

Common coaching activities mapped to educators' greatest needs:

- **Reconfiguring the role of the principal from manager to instructional leader**, often through distributed leadership and or the creation of processes and structures that free up time to spend with teachers in the classroom.
- **Developing instructional excellence in teachers**; participation in PLCs and substantial time investment in the classroom observing, providing feedback, modeling, and working directly with students,
- **Ensuring districts had high quality curriculum** aligned to the standard course of study
- **Creating systems and processes to facilitate data-driven instructions**

Perceptions of CARES Coaching - Tailoring

- Tailored approach to coaching commonly cited as a unique and impactful element of CARES coaching model

“This (CARES) has been much more tailored to what this school needs... Most of the time, teachers don't feel good about PD, especially when it's district-wide or even statewide because it doesn't really help them with what they're doing at that moment.

This PD, I've heard from several teachers... they told me it's been the best they've ever had, and they've been at it a long time because of the way it was done. It was tailored towards them, and they're teaching and not judgmental towards what they were trying to accomplish... And so now this PD is transformational because it changed how business was done without tearing down anything”.

Perceptions of CARES Coaching

- Ancillary impact of CARES has been a shift towards more positive perceptions around supports from NCDPI

“This time felt different because all of them (CARES coaches) said, we’re here if you want us here. We are here to support you. We’re here to help you make sound decisions. We’re here to help you think about impact and what’s right for your district. And so we still get the ownership of the decisions that are made with the support and guidance of DPI, of them, saying, hey, if that’s where you want to go, let’s see if we can pull in those standards people, hey, you guys need pacing guides, let’s see how we can pull multiple districts together to make sure it’s as strong as possible and it was never well, you have to be a part of this, or you have to do this so the fact that it was our choice to participate, that their purpose was solely support and not compliance, changed the whole dynamic of how we looked at (NCDPI) support and how it felt to receive it.”

Overall Perceptions of CARES Coaching

*“I think **this model is the best thing that could happen to low performing schools.** The fact that you have experienced, knowledgeable people coming in to support, and they were definitely trained initially coming in that we're here to help you.... To me, that's the beauty of the framework and for a low performing school where probably you've had a lot of turnover and personnel, whether it be teacher, administrators, there's got to be a constant, and people have to learn within that district how to always keep that in your focus, **So I say to (NCDPI) if you wanna change low performing schools, that's the model to use.**”*

*“So this is the **first time that I've had a coach show up reliably.** She's here, she's present, she knows our building, she knows our children and she's able to coach me and hold me accountable for what we said we were gonna do. [SLC] shows up every week, sometimes multiple times in a week. She holds us accountable. She does exactly what she's supposed to do, and she helps us move that needle by just being present with her knowledge that impacts us. **This has been by far the best coaching that I've had in my 21 years of education”***

4. ACCOUNTABILITY DATA STUDENT PROFICIENCY

Student Proficiency - Summary

CARES school demonstrated greater increases than the state in the percent of career and college ready and grade level proficient students in the following areas:

→ Level 4 (CCR)

- Reading Gr 3, 4, 5, 8
- Math Gr 3,4,5,8
- Science Grades 5 & 8
- NC Math 1 & English 2

Overall, CARES Schools had greater increases in the percent of students performing at the Career & College Ready standard on 12 out of 18 accountability measures, and greater increase in students performing at Grade-Level Proficiency on 15 out 18 accountability measures

→ Level 3 (GLP)

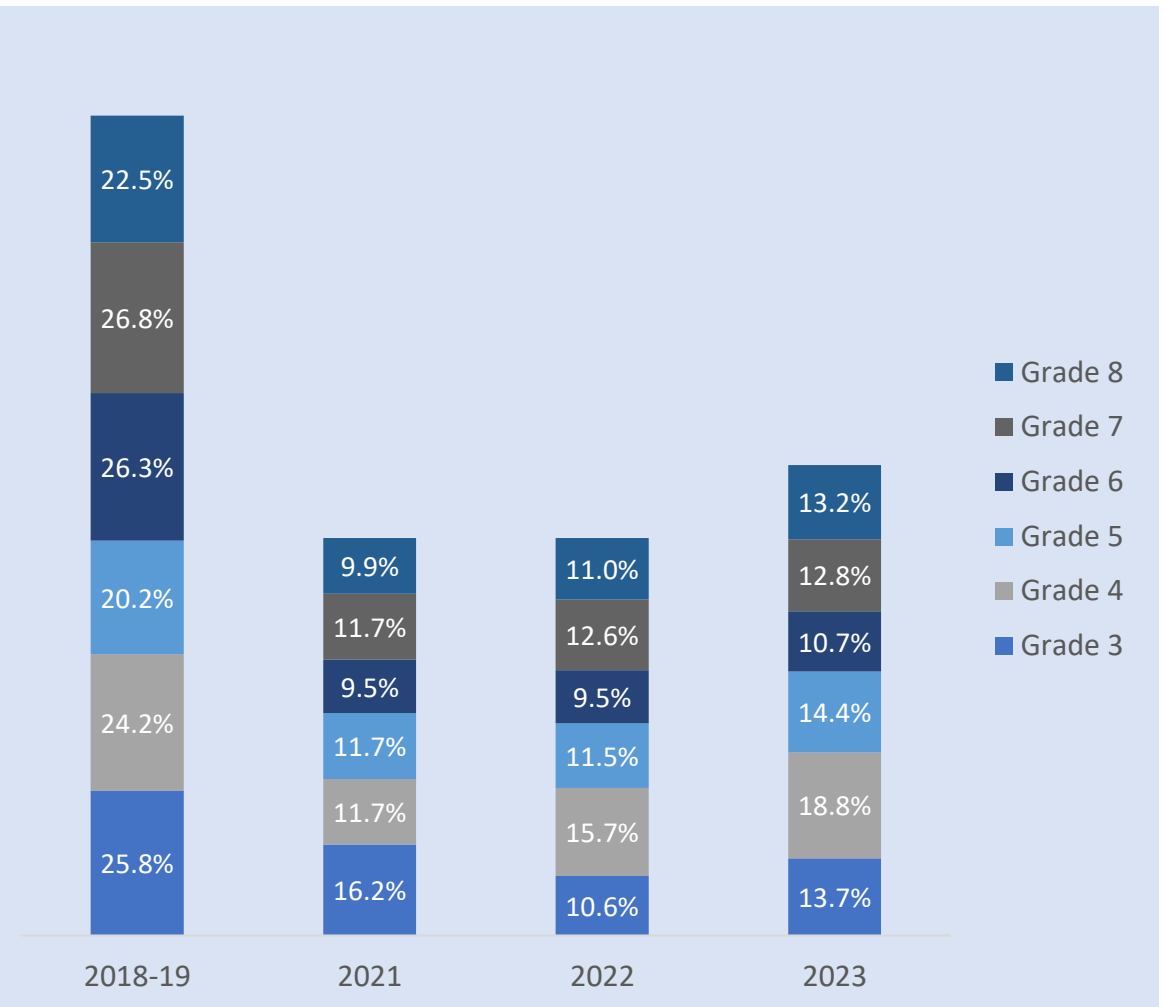
- Reading Gr 3, 4, 5, 6, 7, 8 (*Note CARES schools more than doubled the state increases in grades 3, 5, & 8)
- Math Gr 3,4,5,8 (same increase as state for grade 7)
- Science Grades 5 & 8
- NC Math 1, Math 3, & English 2, with same increase as the state in biology.

CARES End-of-Grade Reading Performance: Level 4 (CCR Standard)

Percentage of students performing at Level 4 or higher

KEY TAKE-AWAYS

- Percentage of students meeting the CCR standard increased from the previous school year for all grades
- CARES largest increase: Grades 3 and 4 with 3.1 percentage points
- CARES smallest increase: Grade 7 with 0.2 percentage points



End-of-Grade Reading Performance Level 4 (CCR Standard)

One-year change in % of students performing at Level 4 or above

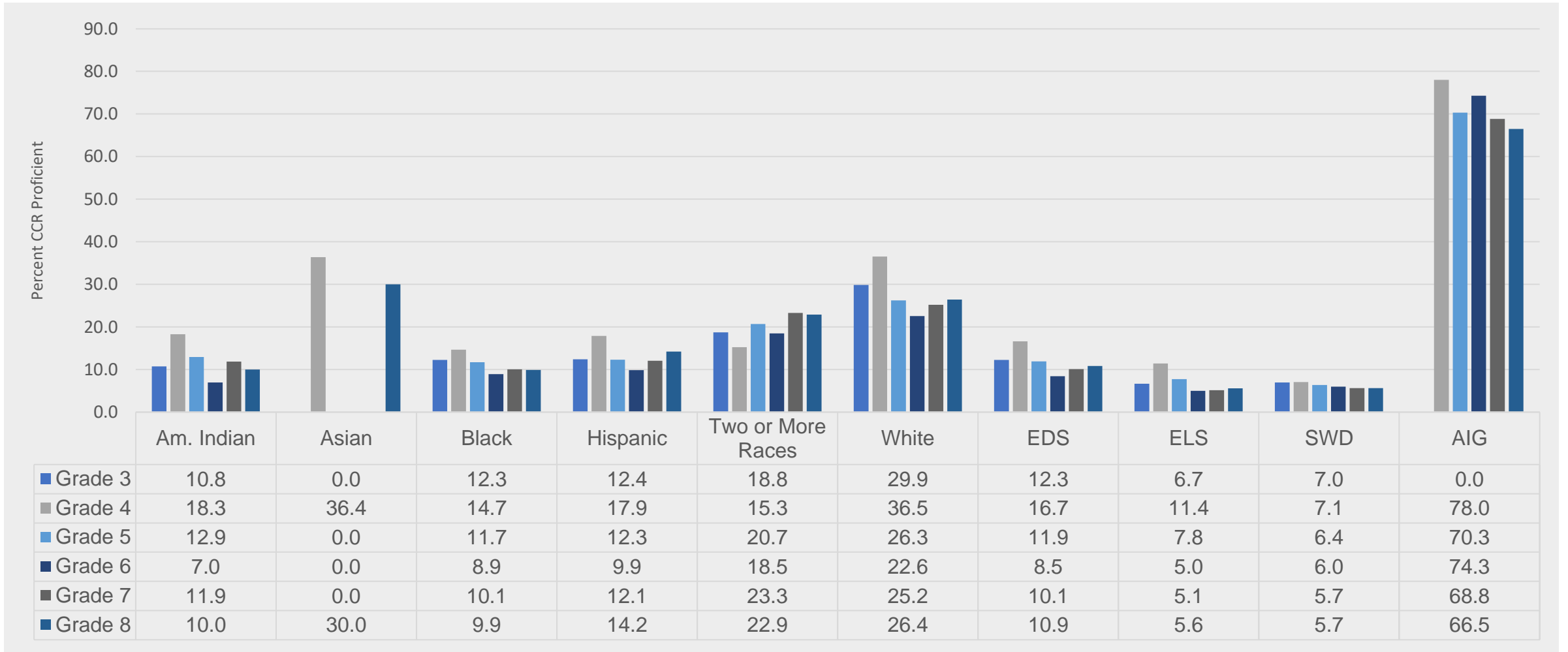
	Percentage point increase 2021-22 to 2022-23		
Grade Level	CARES Schools		Statewide
3	3.1	>	1.9
4	3.1	>	2.9
5	2.9	>	1.9
6	1.2	<	1.6
7	0.2	<	0.6
8	2.2	>	0.3

-Compared with statewide data, CARES schools demonstrated a greater increase in the percent of students performing at Level 4 or higher in reading grades 3,4,5, with the largest difference seen in grade 8

-CARES schools had 0.4 percentage point lower increases than statewide data for reading grades 6 & 7

CARES End-of-Grade Reading Performance: Level 4 (CCR Standard)

Percent Level 4 and above; Grades 3-8 (2022-2023)

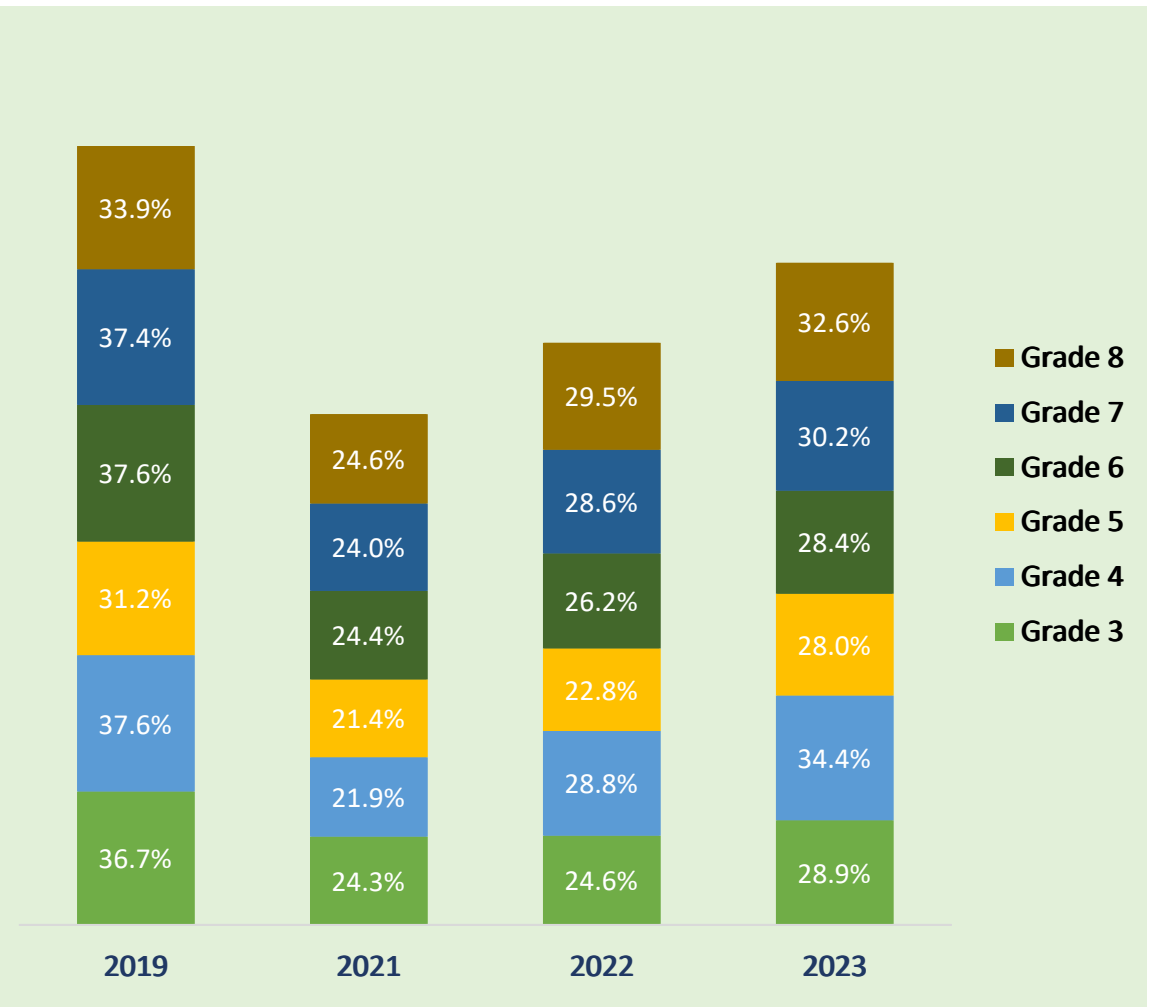


CARES End-of-Grade Reading Performance Level 3 (GLP Standard)

Percentage of students performing at Level 3 or above

KEY TAKE-AWAYS

- Percentage of students meeting the GLP standard increased from the previous school year for all grades
- Largest increase: Grade 5 with 5.2 percentage points
- Smallest increase: Grade 6 with 2.2 percentage points



End-of-Grade Reading Performance Level 3 (GLP Standard)

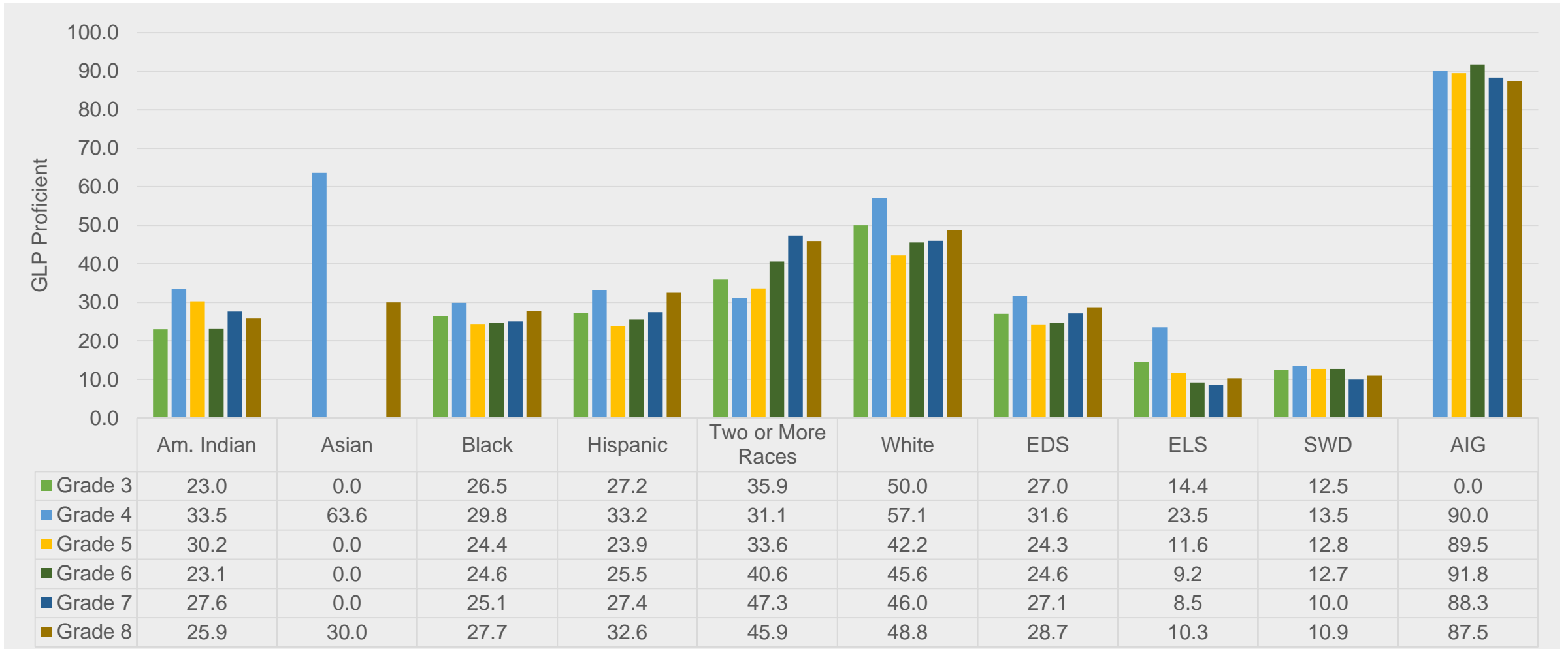
One-year change in % of students performing at Level 3 or above

Grade Level	Percentage point increase 2021-22 to 2022-23	
	CARES Schools	Statewide
3	4.2	1.4
4	5.6	3.8
5	5.3	2.3
6	2.2	1.7
7	1.7	1.3
8	3.1	0.3

Compared with statewide data, CARES schools demonstrated a greater increase in the percent of students performing at Level 3 in End of Grade reading in all grades, with increases over double statewide in grades 3, 5, and 8.

CARES End-of-Grade Reading Performance: Level 3 (GLP Standard)

Percent Level 3 and above; Grades 3-8 (2022-2023)

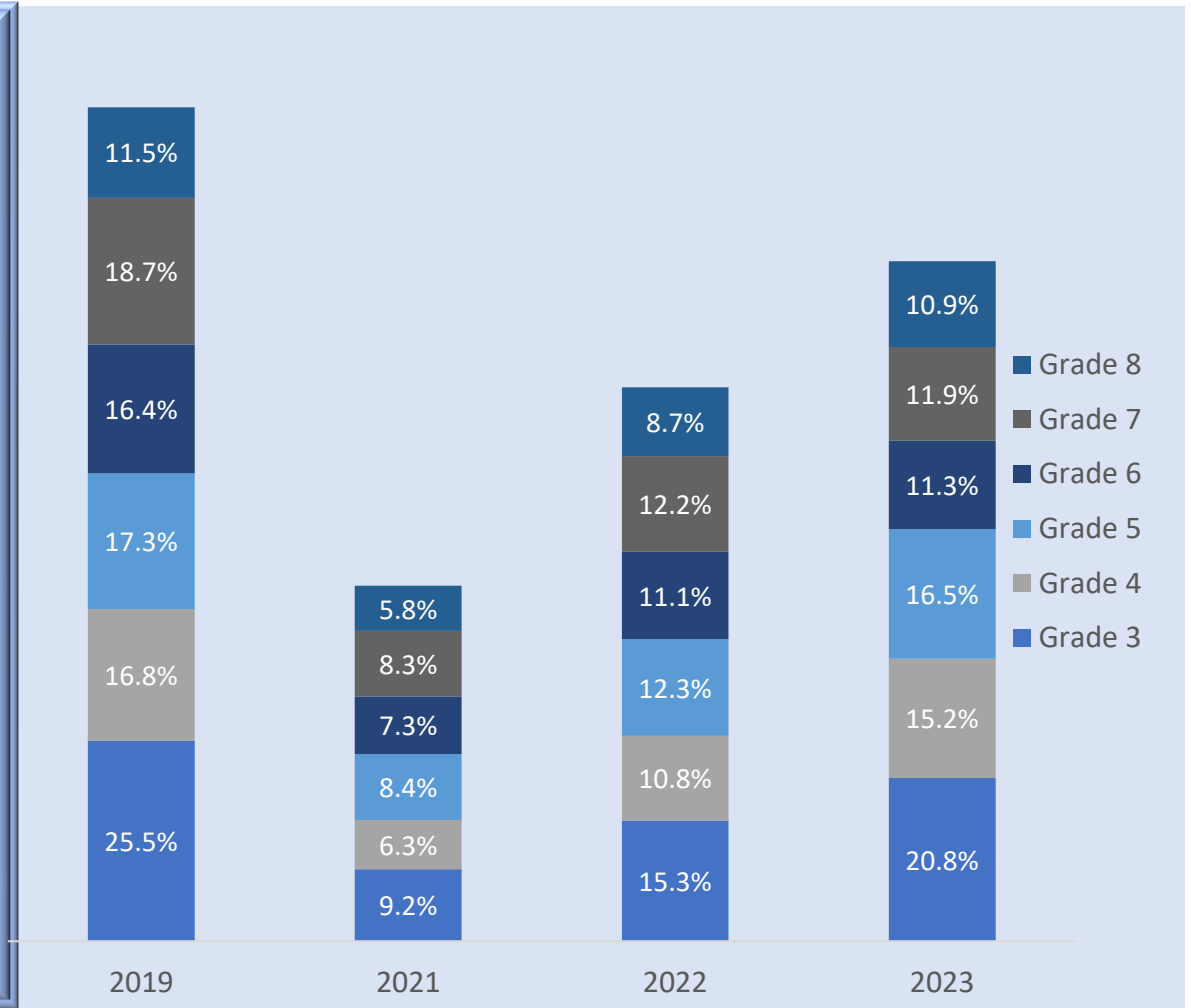


CARES End-of-Grade Math Performance: Level 4 (CCR Standard)

Percentage of students performing at Level 4 or above

KEY TAKE-AWAYS

- Percentage of students meeting the CCR standard increased from the previous school year for all grades except grade 7
- Largest increase: Grade 3 with 5.5 percentage points
- Smallest increase: Grade 6 with 0.2 percentage points



End-of-Grade Math Performance Level 4 (CCR Standard)

One-year change in % of students performing at Level 4 or above

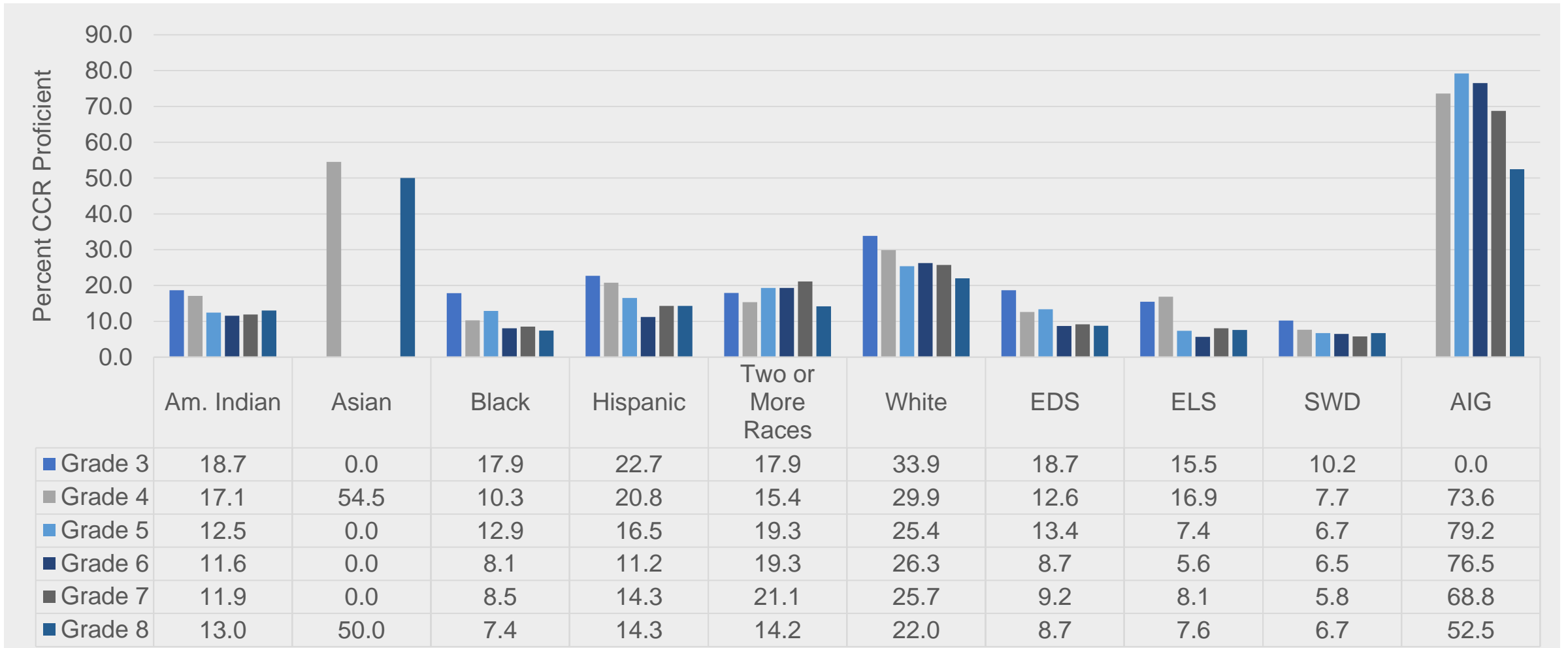
	Percentage point change 2021-22 to 2022-23		
Grade Level	CARES Schools		Statewide
3	5.5	>	3.4
4	4.3	>	4.1
5	4.2	>	2.6
6	0.2	<	1.9
7	-0.3	<	1.5
8	2.2	>	1.6

-Compared with statewide data, CARES schools demonstrated a greater increase in the percent of students performing at Level 4 or higher in math grades 3,4,5,and 8

-CARES schools had a substantially lower increase in math grade 6, and a decrease in percent of students CCR proficient in math grade 7

CARES End-of-Grade Math Performance: Level 4 (CCR Standard)

Percent Level 4 and above; Grades 3-8 (2022-2023)

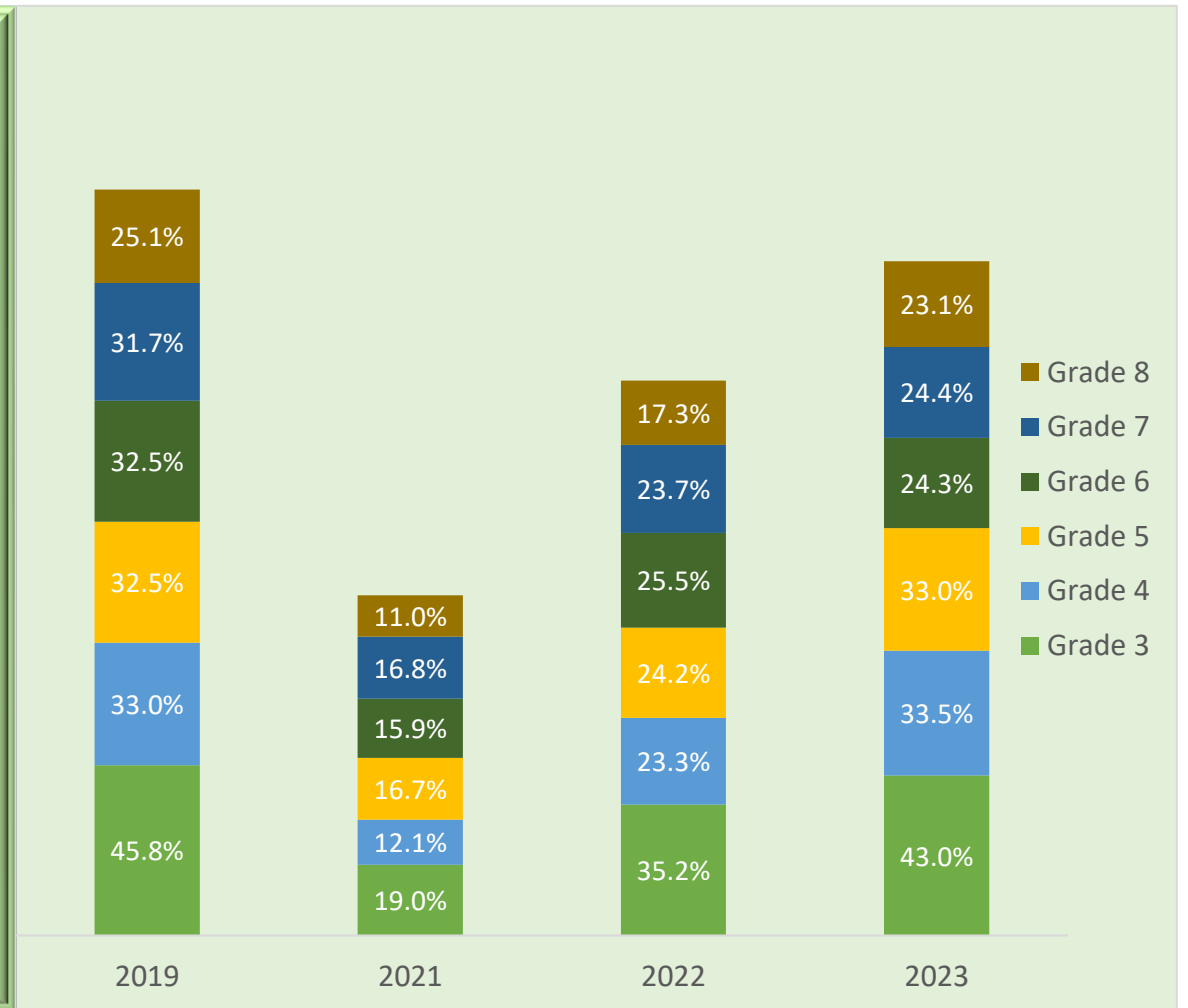


CARES End-of-Grade Math Performance Level 3 (GLP Standard)

Percentage of students performing at Level 3 or above

KEY TAKE-AWAYS

- Percentage of students meeting the GLP standard increased from the previous school year for all grades except grade 6
- Largest increase: Grade 4 with 10.2 percentage points
- Smallest increase: Grade 7 with 0.5 percentage points



End-of-Grade Math Performance Level 3 (GLP Standard)

One-year change in % of students performing at Level 3 or above

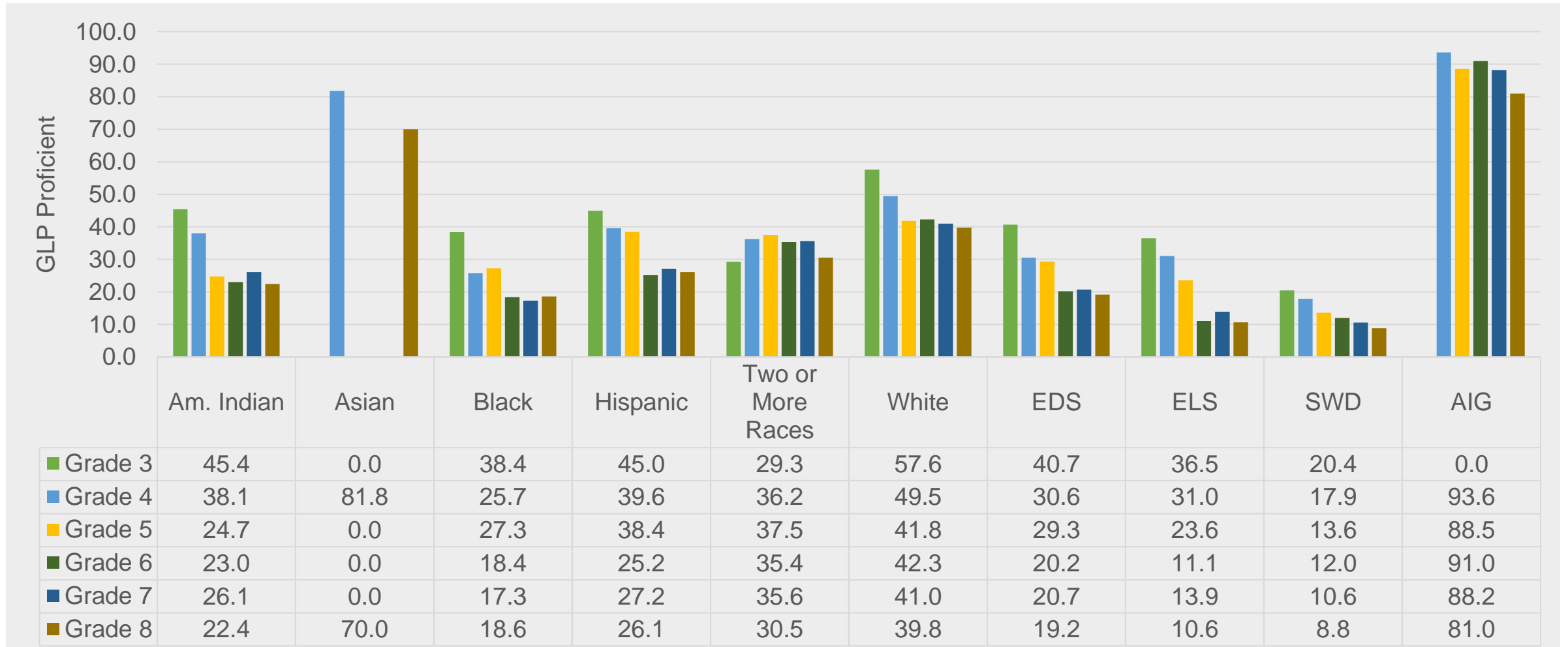
	Percentage point change 2021-22 to 2022-23		
Grade Level	CARES Schools		Statewide
3	1.22	>	1.07
4	1.44	>	1.11
5	1.36	>	1.09
6	0.95	<	1.04
7	1.03	=	1.03
8	1.34	>	1.06

-Compared with statewide data, CARES schools demonstrated a greater increase in the percent of students performing at Level 3 or above in math grades 3,4,5,and 8

-CARES schools had a substantially lower increase in math grade 6, and the same percentage increase as the state for grade 7

CARES End-of-Grade Math Performance: Level 3 (GLP Standard)

Percent Level 3 and above; Grades 3-8 (2022-2023)

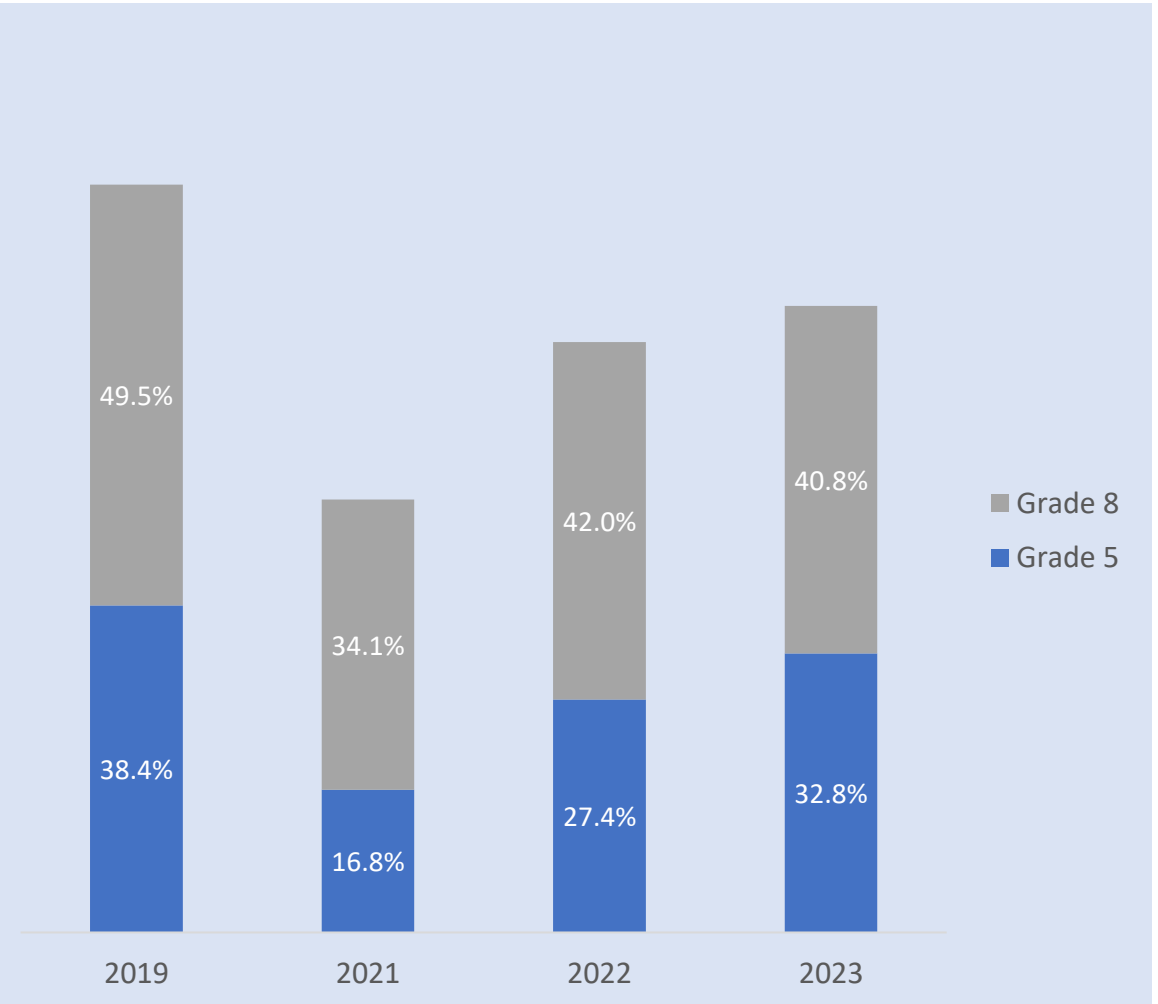


CARES End-of-Grade Science Performance

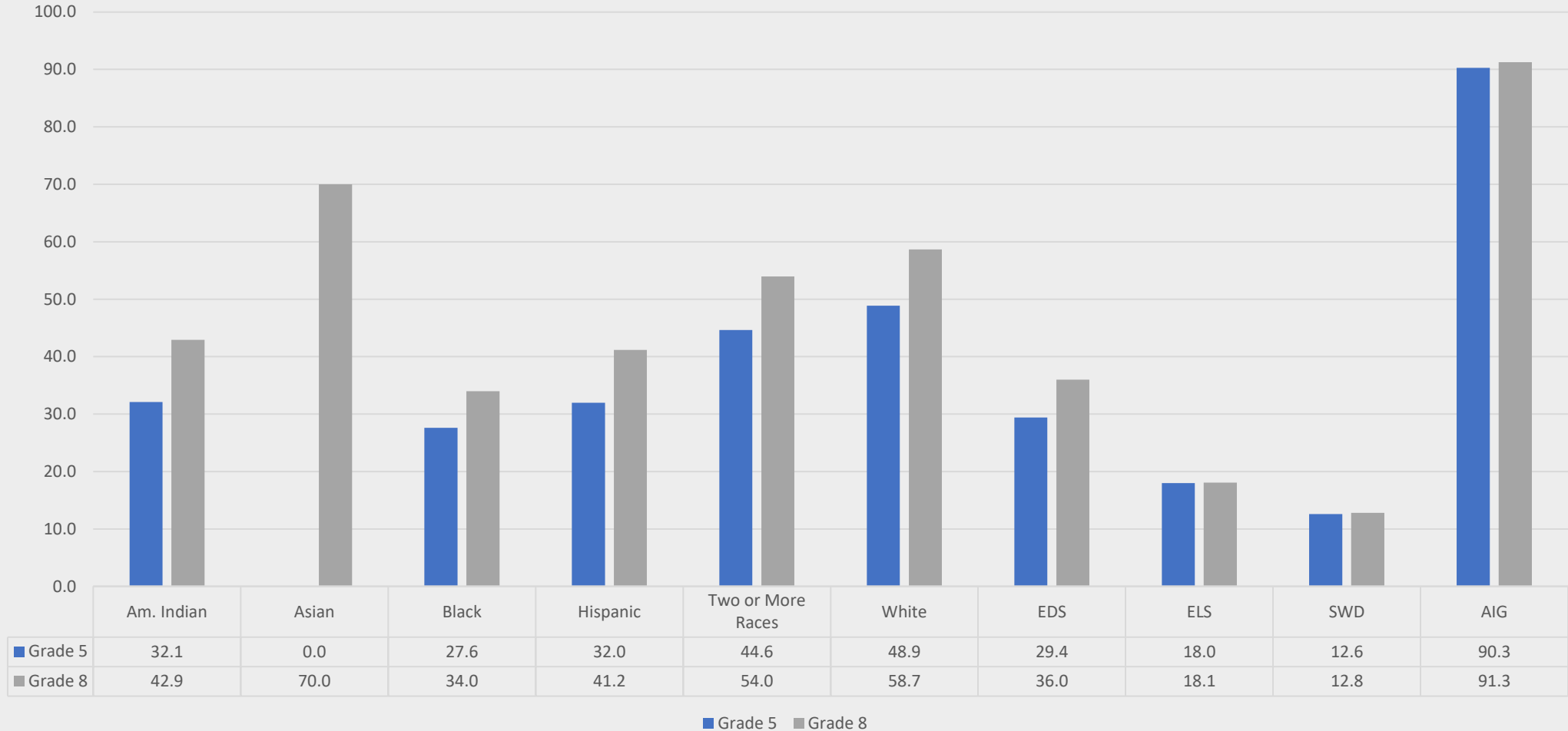
(Grades 5 and 8; Percent Level 4 and Above—CCR Standard)

KEY TAKE-AWAYS

- For grade 5, the percentage of students meeting the CCR standard increased by 5.4 percentage points
 → Over 2x greater increase of statewide 2.3 percentage points
- For grade 8, the percentage of students meeting the CCR standard decreased by 1.2 percentage points
 → Over 3x less of a decrease compared with statewide – 4.1 percentage points



CARES End-of-Grade Science Performance (Grades 5 and 8; Percent Level 4 and Above—CCR Standard)

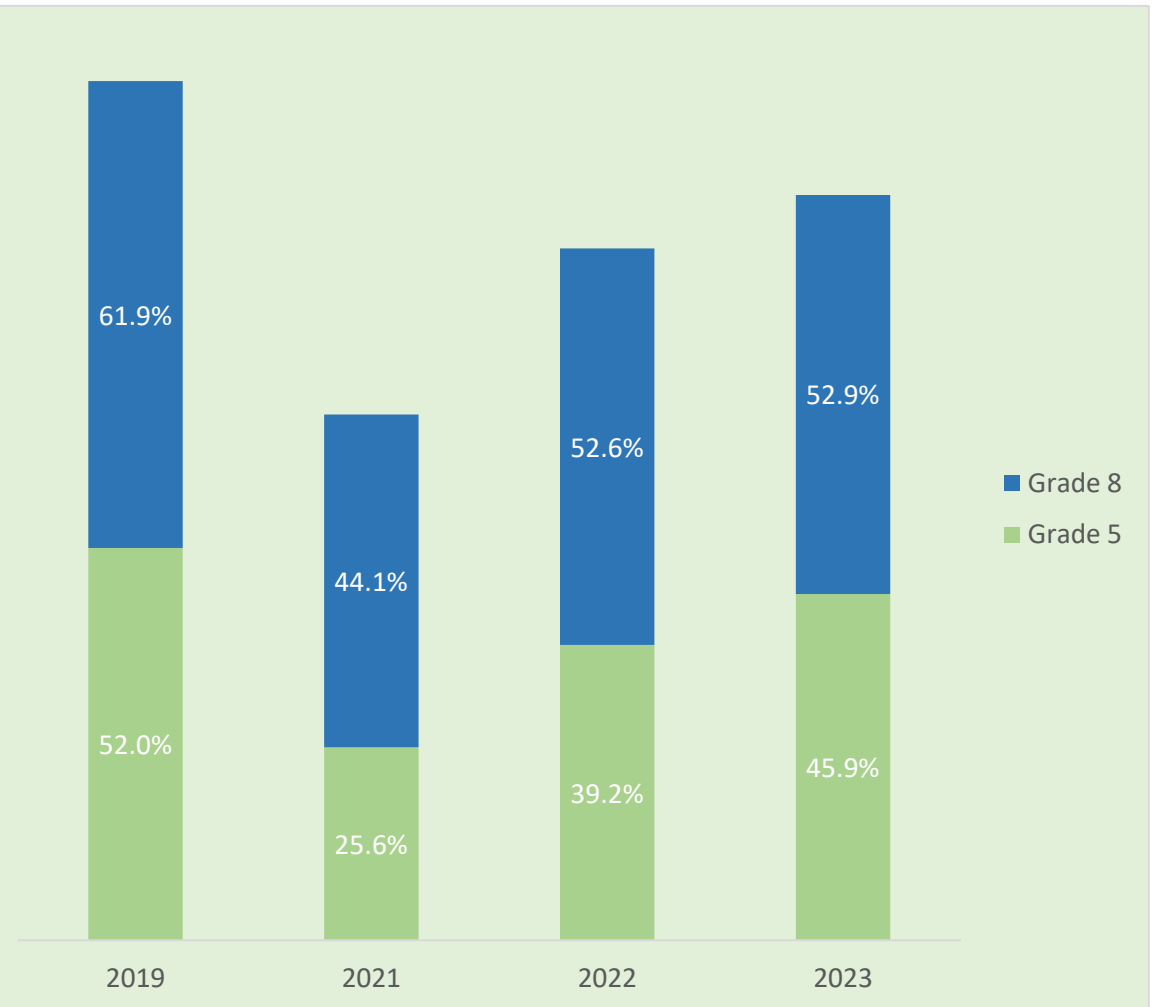


CARES End-of-Grade Science Performance

(Grades 5 and 8; Percent Level 3 and Above—GLP Standard)

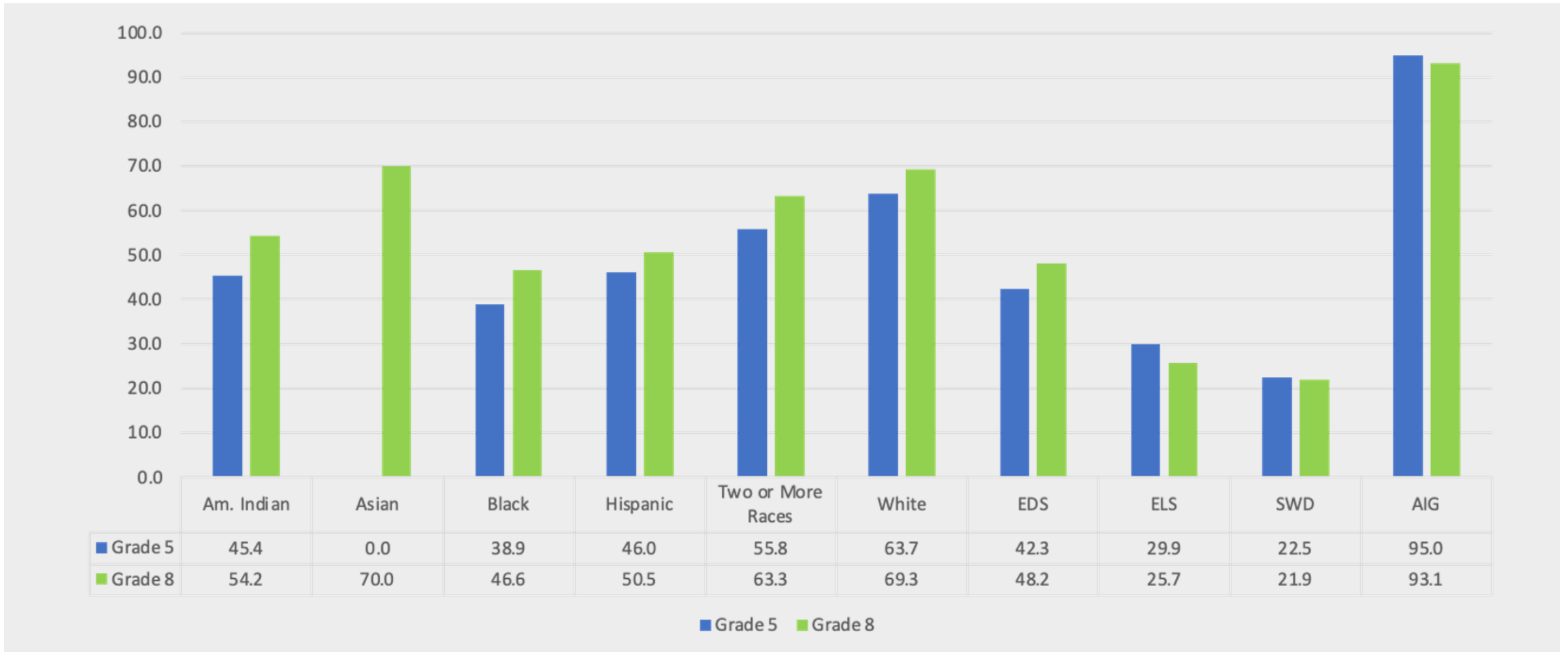
KEY TAKE-AWAYS

- For grade 5, the percentage of students meeting the GLP standard increased by 6.7 percentage points
 → Over 3x the 2.1 percentage point increase statewide
- For grade 8, the percentage of students meeting the GLP standard increased by 0.3 percentage points
 → Compared with 3.1 percentage points decrease statewide



CARES End-of-Grade Science Performance

(Grades 5 and 8; Percent Level 3 and Above—GLP Standard)

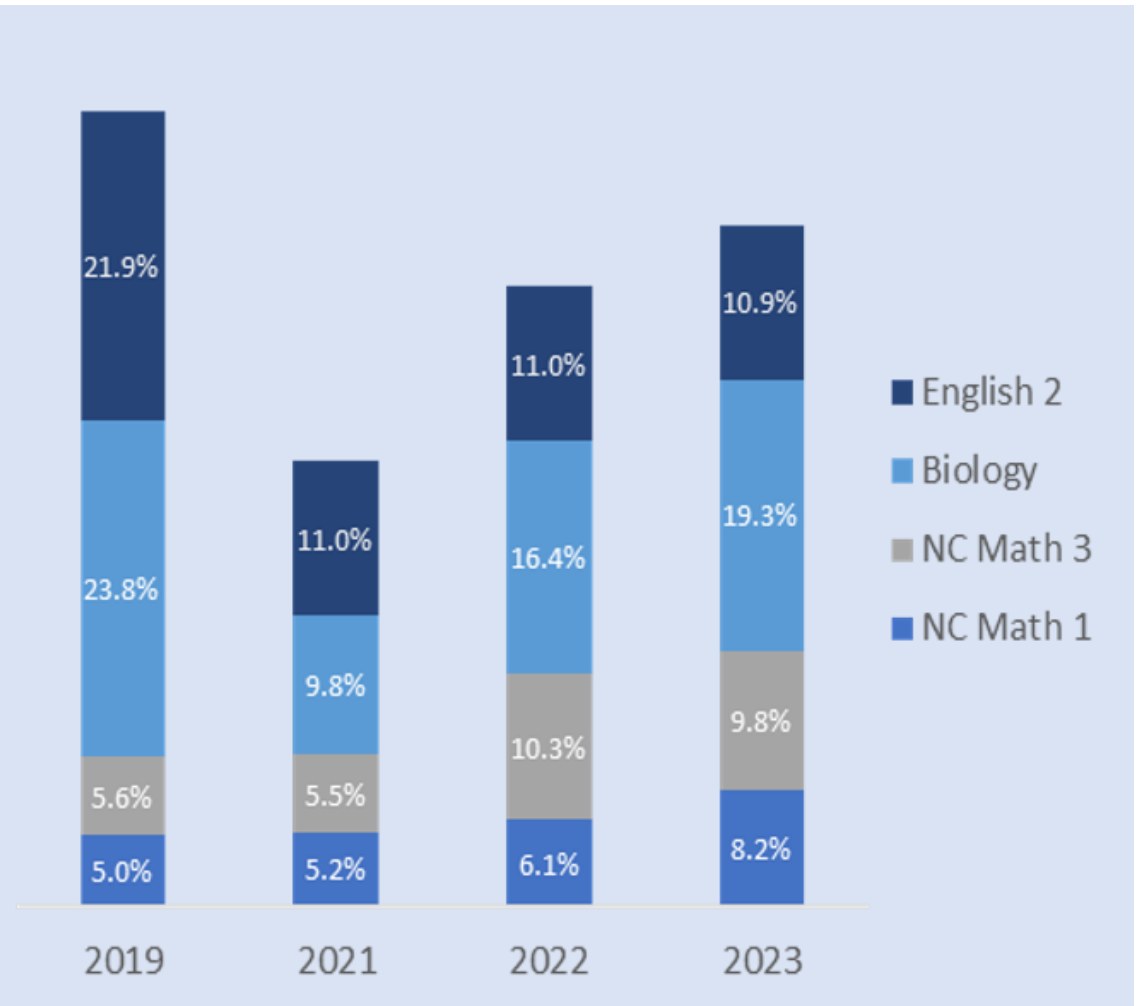


CARES End-of-Course Performance

(Percent Level 4 and Above—CCR Standard)

KEY TAKE-AWAYS

- NC Math 1 and NC Math 3 continue to exceed pre-COVID performance (5.0% to 8.2% and 5.6% to 9.8%, respectively)
- Biology had performance increase, but is not at pre-COVID performance levels
- English 2 had a 0.1% decrease from last year to this year and remains below pre-COVID performance levels



EOCs – NC Math 1 / Math 3 / Biology / English II

One-year change in % of students performing at Level 4 or above

Course	Percentage point change 2021-22 to 2022-23	
	CARES Schools	Statewide
NC Math 1	2.05	>
NC Math 3	-0.53	<
Biology	2.88	<
English 2	-0.10	>

-CARES schools had a slightly greater percentage of students performing at Level 4 or above for NC Math 1, and slightly less of a decrease in English 2 when compared to the state

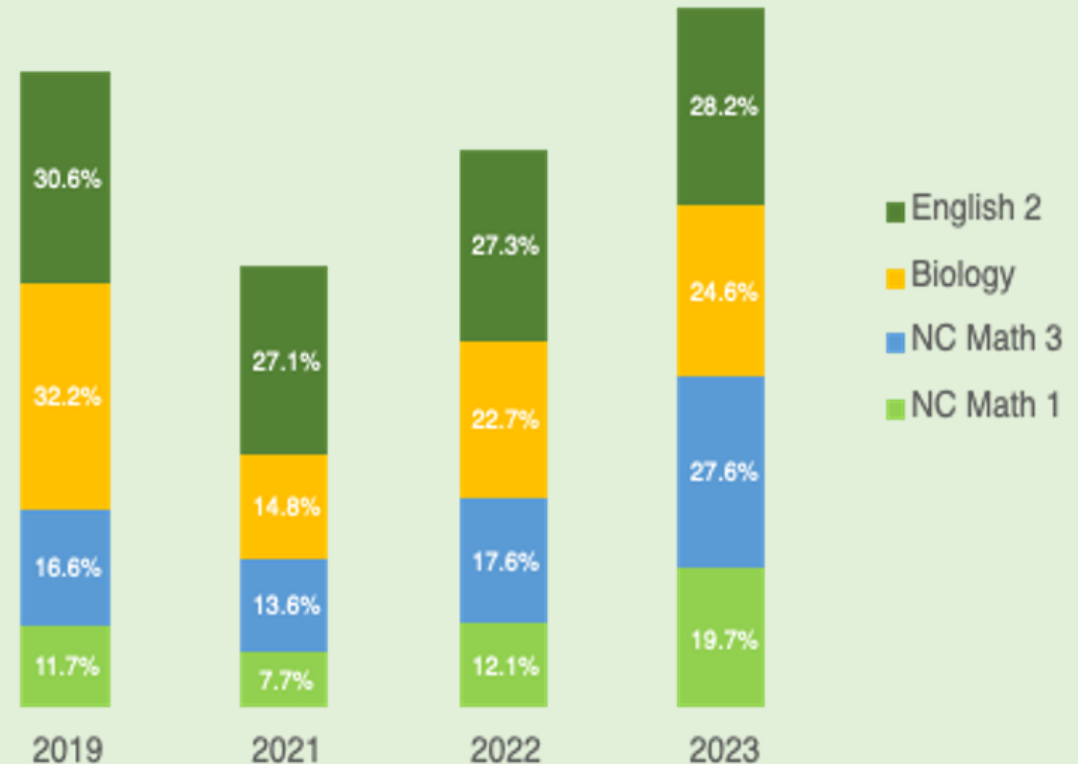
-The percentage of students Level 4 EOC students in CARES schools declined while it they increased almost four times great statewide. CARES students also had smaller increase in Level 4 biology students than the state

CARES End-of-Course Performance

(Percent Level 3 and Above—GLP Standard)

KEY TAKE-AWAYS

- NC Math 3 continues to exceed pre-COVID levels of performance (16.6% to 27.6%)
- Biology and English 2 have had increases, but are not at the pre-COVID performance levels
- NC Math 1 increased 2.9 percentage points



EOCs – NC Math 1 / Math 3 / Biology / English II

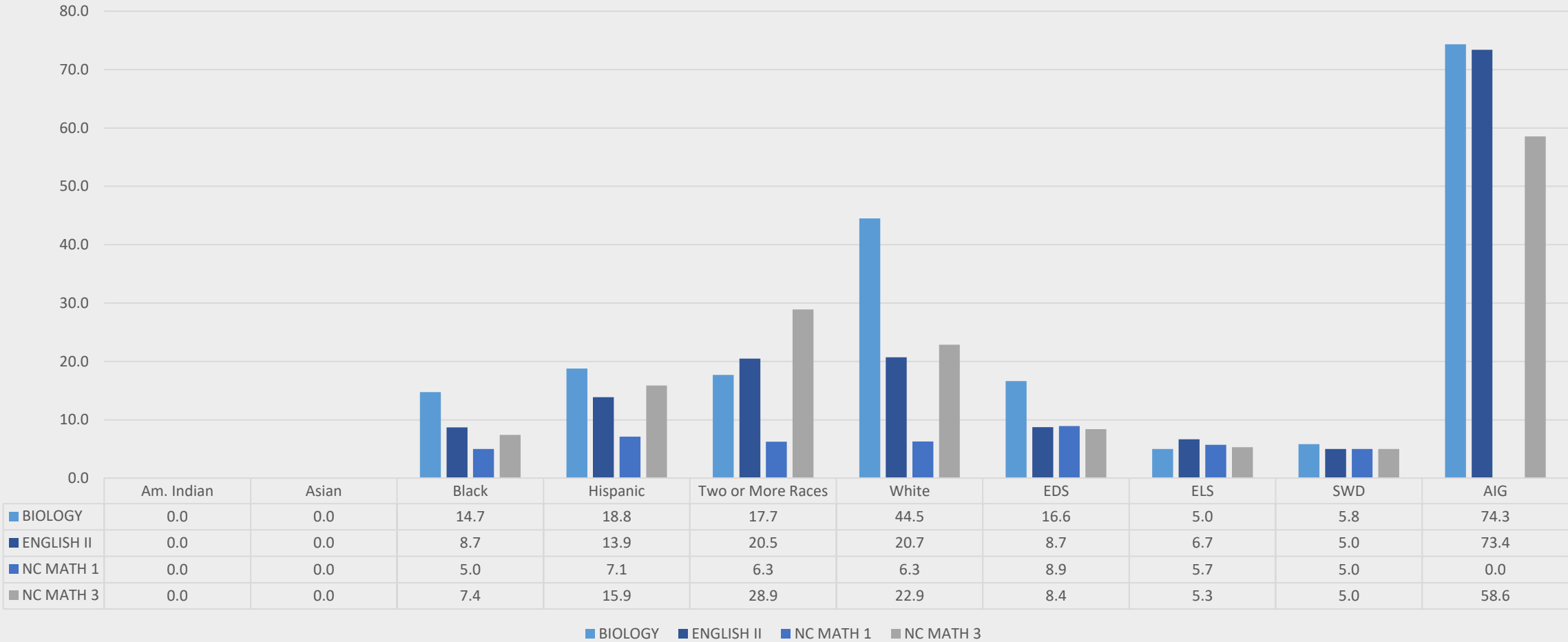
One-year change in % of students performing at Level 3 or above

	Percentage point change 2021-22 to 2022-23		
Course	CARES Schools		Statewide
NC Math 1	7.6	>	2.9
NC Math 3	10.0	>	4.9
Biology	2.0	=	2.0
English 2	0.9	>	0.4

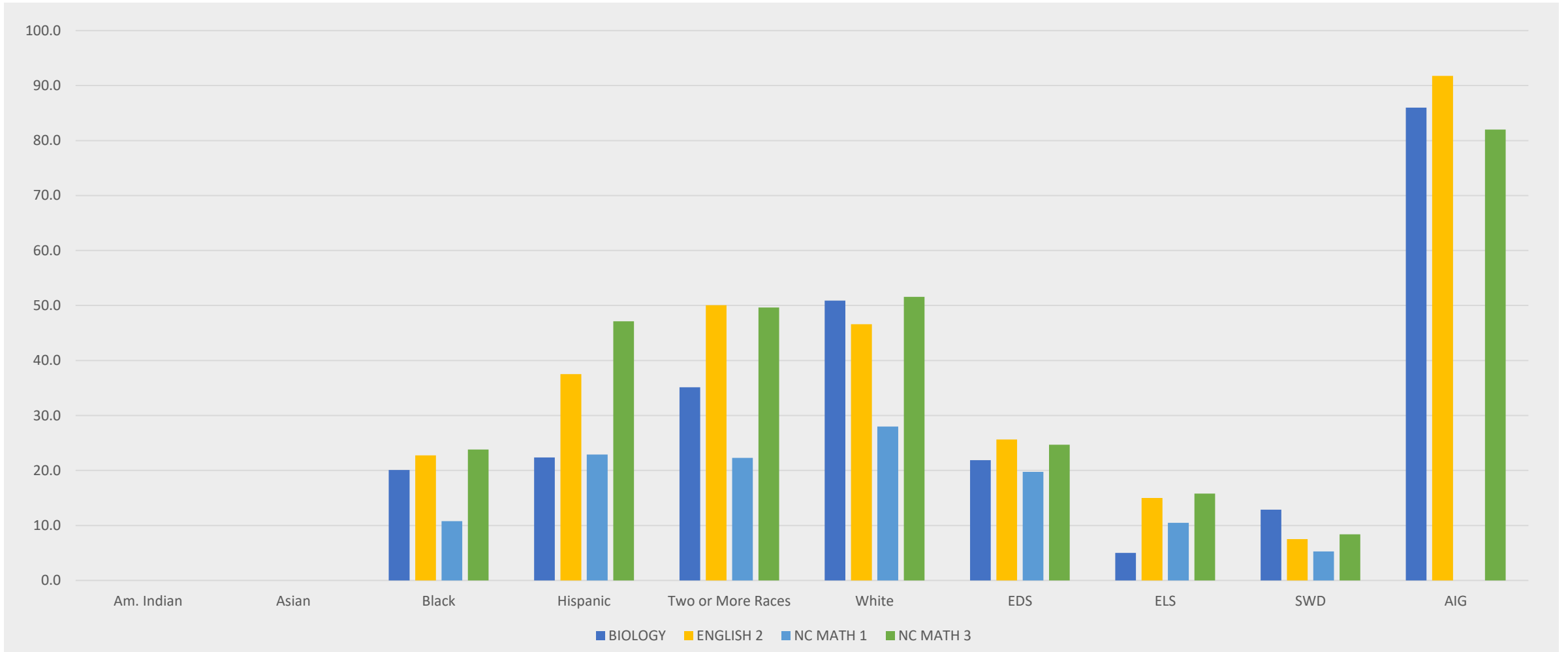
-CARES schools had over twice the percentage point increase statewide in students performing at Level 3 or above in NC Math 1 & Math 3

- CARES schools had a slightly greater increase of Level 3 English II, and the same increase in biology.

CARES TRANSFORMATION EVALUATION



CARES 2022–23 End-of-Course Performance (Percent Level 3 and Above—GLP Standard)



4. ACCOUNTABILITY DATA

SCHOOL PERFORMANCE GRADES & GROWTH

School Performance Grades - Summary

Growth

- 64% of CARES schools Met (47%) or Exceeded (17%) Growth in 2022-2023
- Elementary Schools have the greatest proportion of schools that meet or exceed growth, followed by middle school, and then high school. This tracks with student proficiency data where CARES EOC performance was the least likely to exceed the state in improvement.

School performance Grades

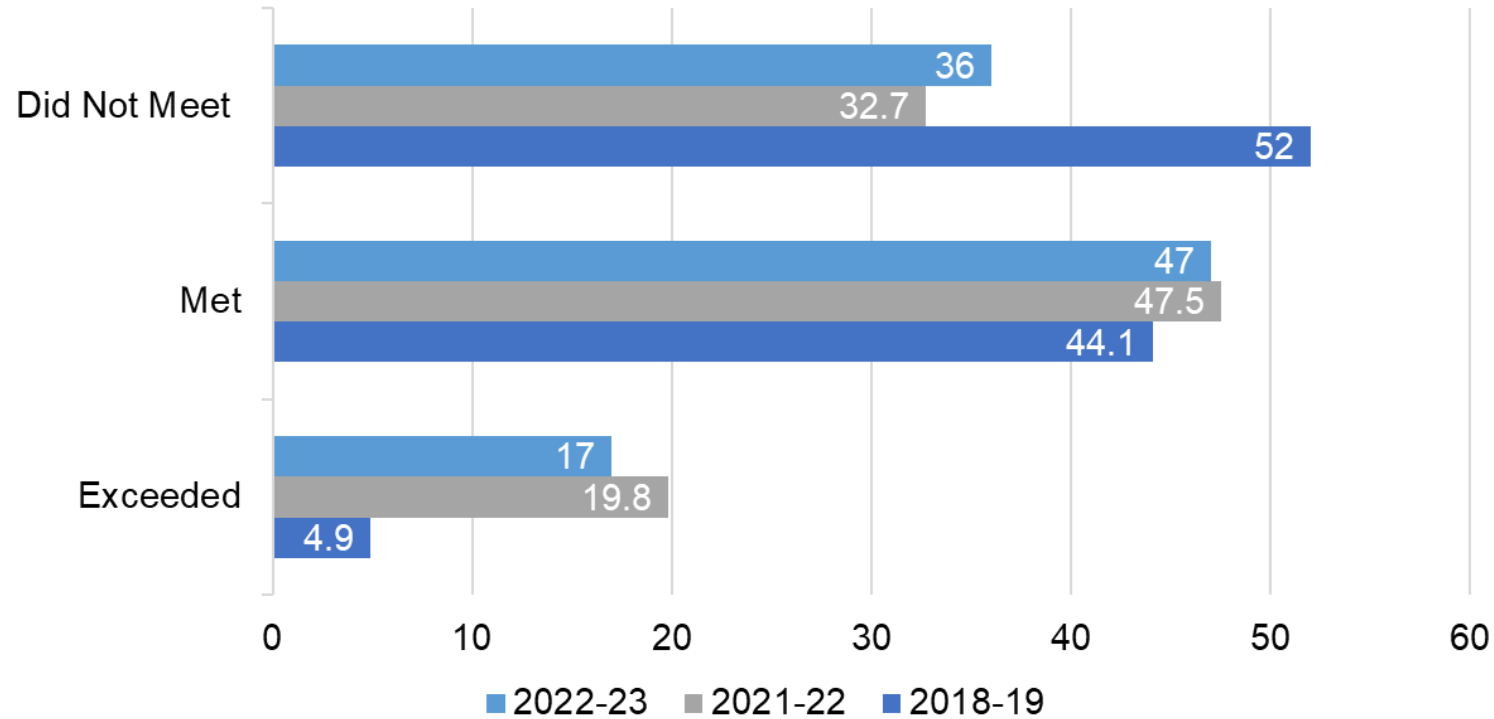
- Over 90% of CARES schools are still D or F schools, though the proportion of F schools decreased from 51% to 36% between 2021 – 2022 and 2022-23.
- Additional analysis of *school performance grade numerical scores* provides important data that about 75% of CARES schools are in fact improving their school performance scores in reading and math, but it is just not enough to make the letter grade change.

CARES School Performance Grades

Grade	2018-2019 Number of Schools	2018-2019 Percentage of Schools	2021-2022 Number of Schools	2021-2022 Percentage of Schools	2022-2023 Number of Schools	2022-2023 Percentage of Schools
A	0	0.0	0	0.0	0	0.0
B	0	0.0	0	0.0	1	1.0
C	7	6.9	4	4.0	6	6.1
D	70	68.6	45	45.0	56	56.6
F	25	24.5	51	51.0	36	36.4
Total	102		100		99	

*Note: One school closed in the 2021-22 school year, another closed in the 2022-23 school year, and one school had sufficient data for a School Performance Grade in 2018-19 but has not had sufficient data to calculate a School Performance Grade since the COVID-19 pandemic.

CARES School Accountability Growth



	2018-19	2021-22	2022-23
% Exceeded	4.9	19.8	17
% Met	44.1	47.5	47
% Did Not Meet	52	32.7	36

Change in CARES school performance grade numerical scores between 2021-2022

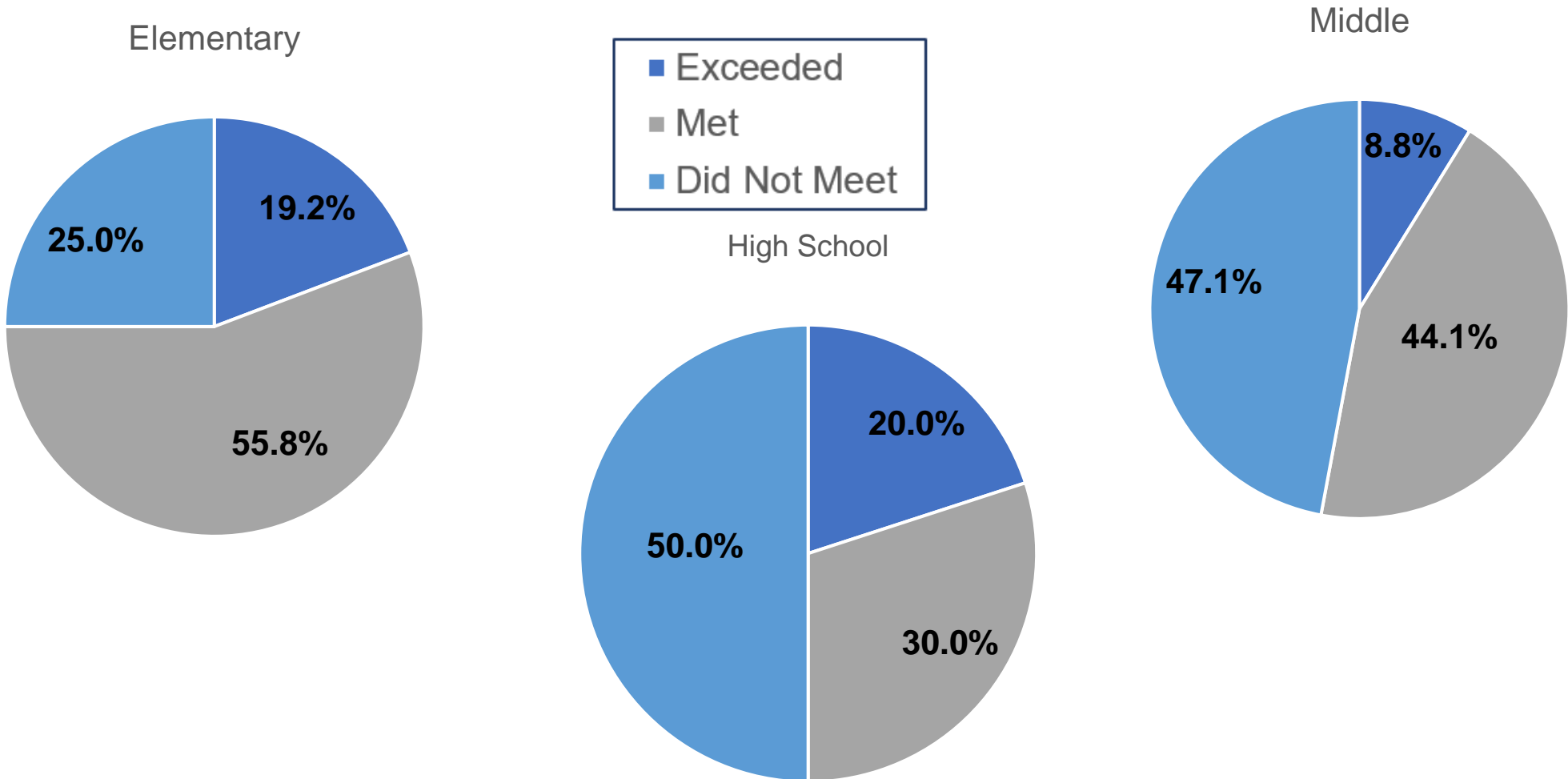
	Change in School SPG Scores	Change in Reading SPG Scores	Change in Math SPG Scores
Increased	61.6%	72.7%	76.6%
Decreased	27.3%	19.5%	16.9%
Static	9.1%	7.8%	6.5%

-About $\frac{3}{4}$ of CARES schools increased their school performance grade scores, with a slightly higher proportion of math scores increasing compared with reading scores

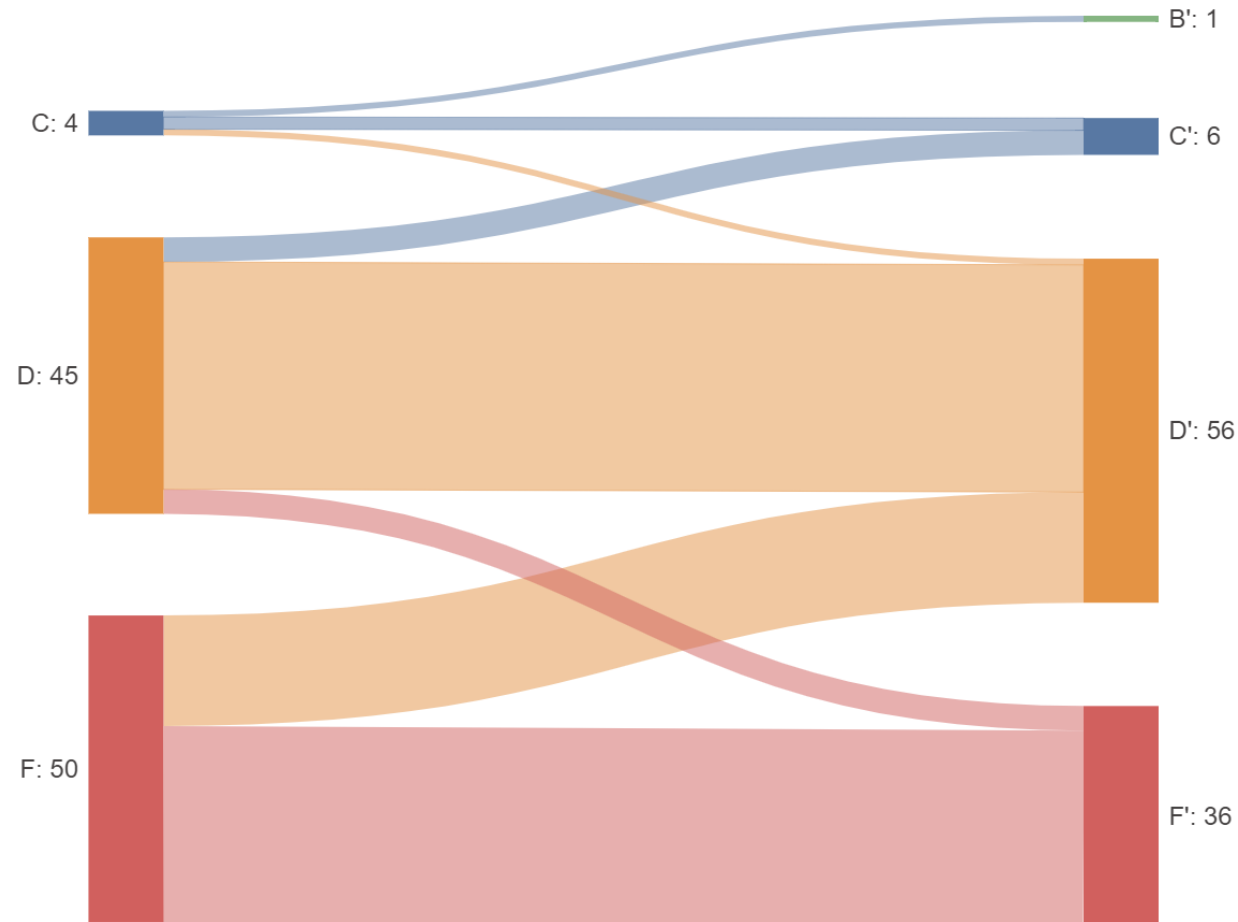
- Among CARES Schools who did not meet growth, 35% still showed increased school performance grade scores, ranging from a one-point increase to a thirteen-point increase

-Educators voiced frustration around these improvements not being recognized simply because it didn't meet a letter-grade threshold.

GROWTH STATUS OF CARES SCHOOLS BY GRADE LEVEL



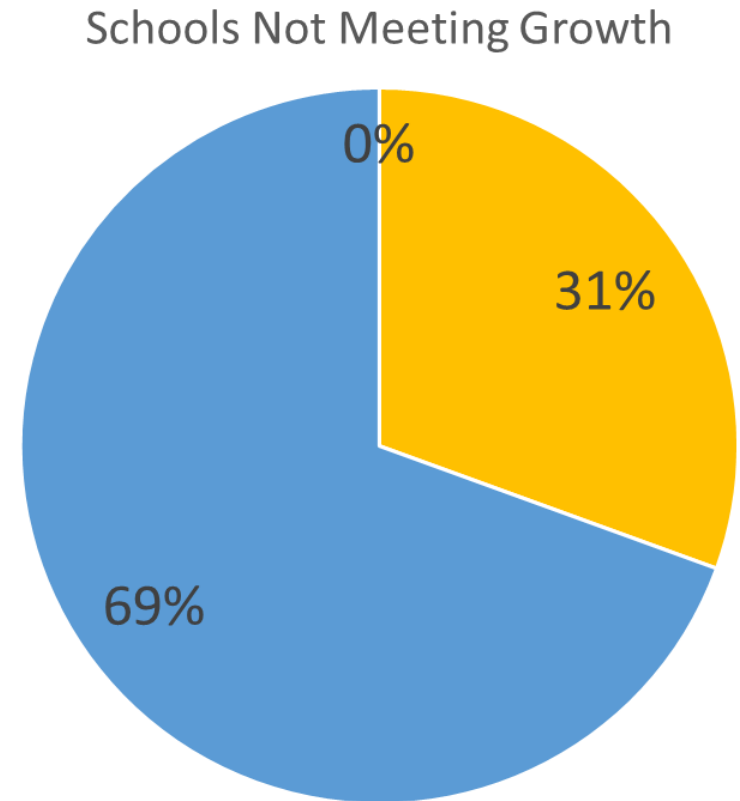
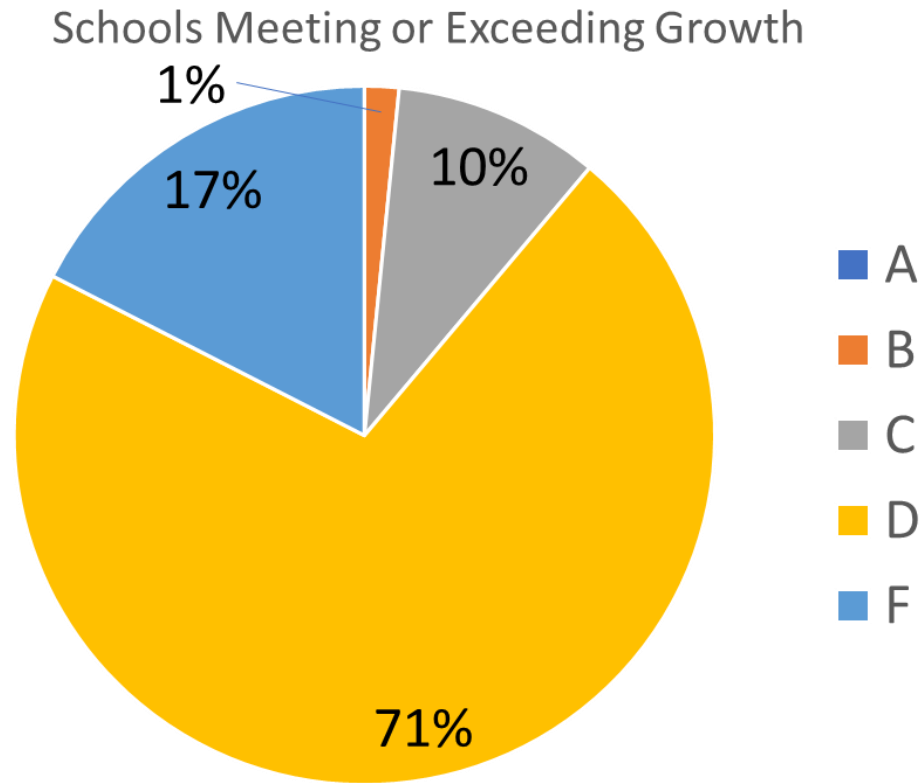
School Performance Grade Changes 2021-22 to 2022-23



Made with SankeyMATIC

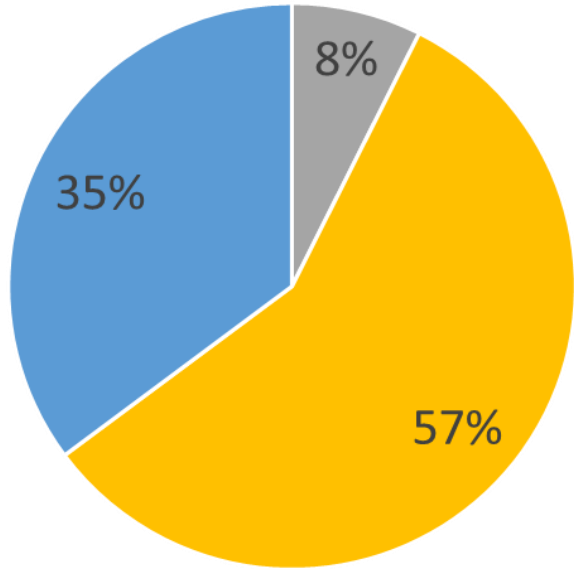
Grade Changes	Number of Schools
Grade Improved (n= 23)	
C-B'	1
D-B'	0
D-C'	4
F-B'	0
F-C'	0
F-D'	18
Grade Static (n=71)	
C-C'	2
D-D'	37
F-F'	32
Grade Declined (5)	
C-D'	1
C-F'	0
D-F'	4

School Performance Grades by Growth Designation (2022-23)



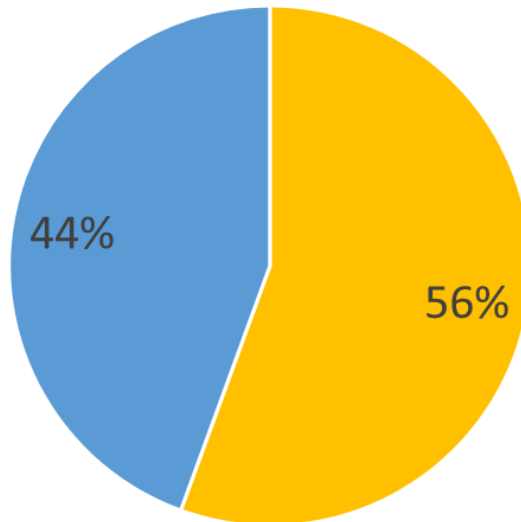
School Performance Grades by School Type (2022-23)

Elementary Schools

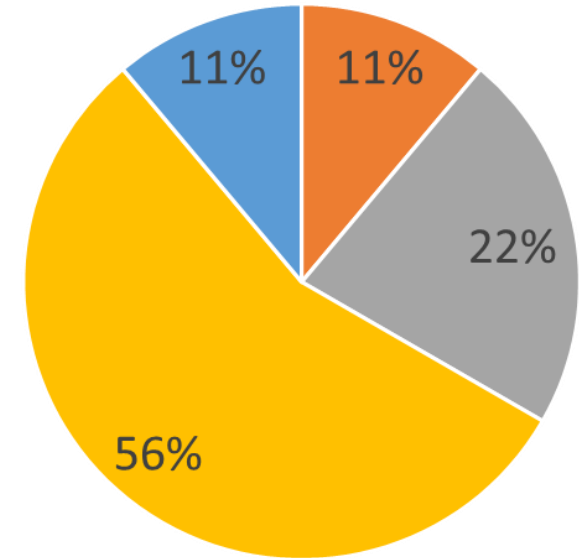


■ A ■ B ■ C ■ D ■ E

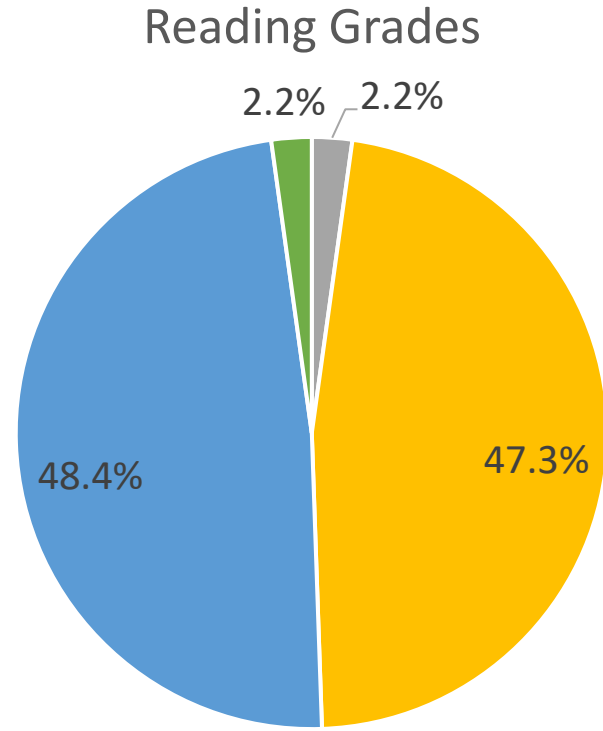
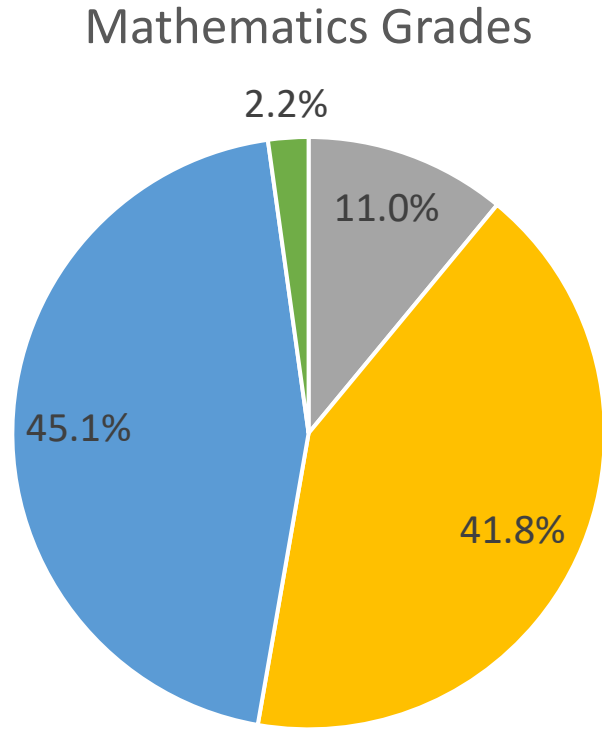
Middle Schools



High Schools

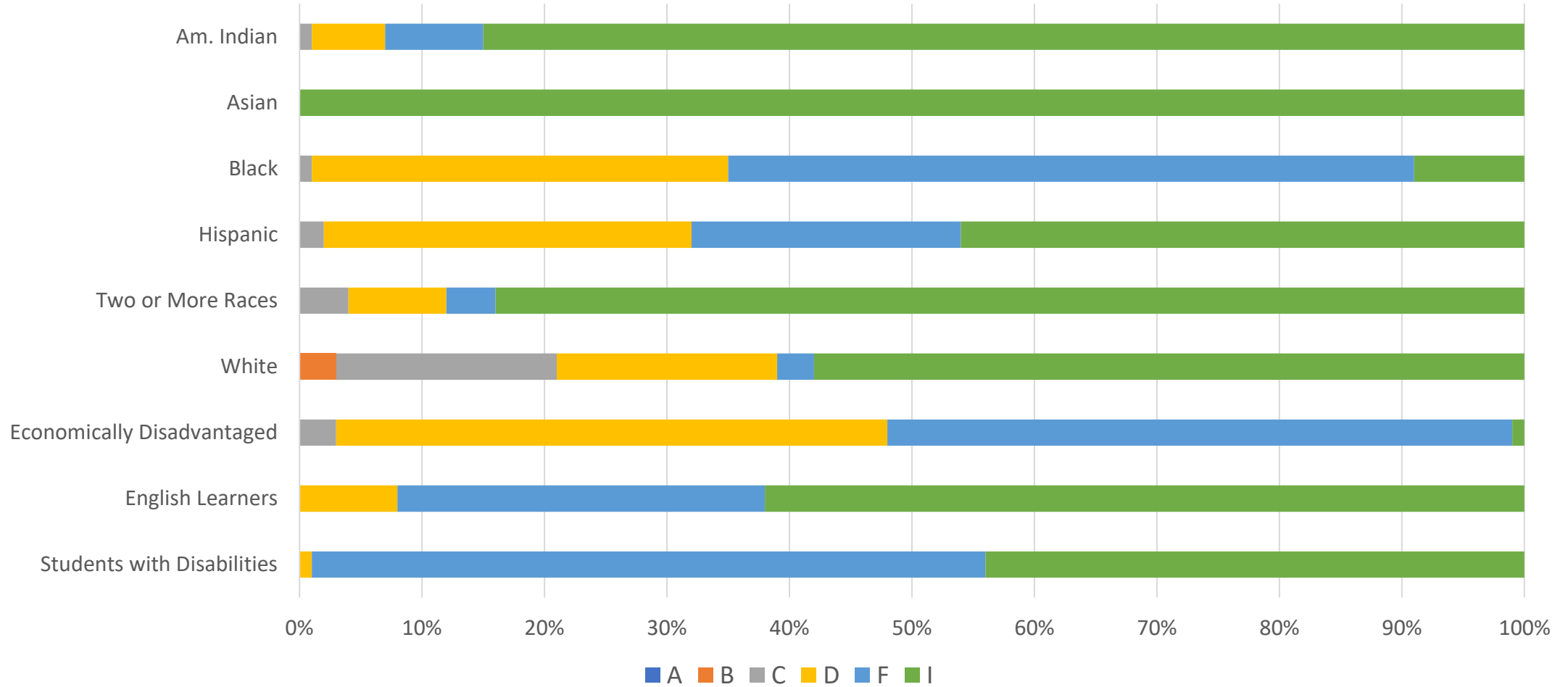


School Performance Grades by Mathematics and Reading (2022-23)

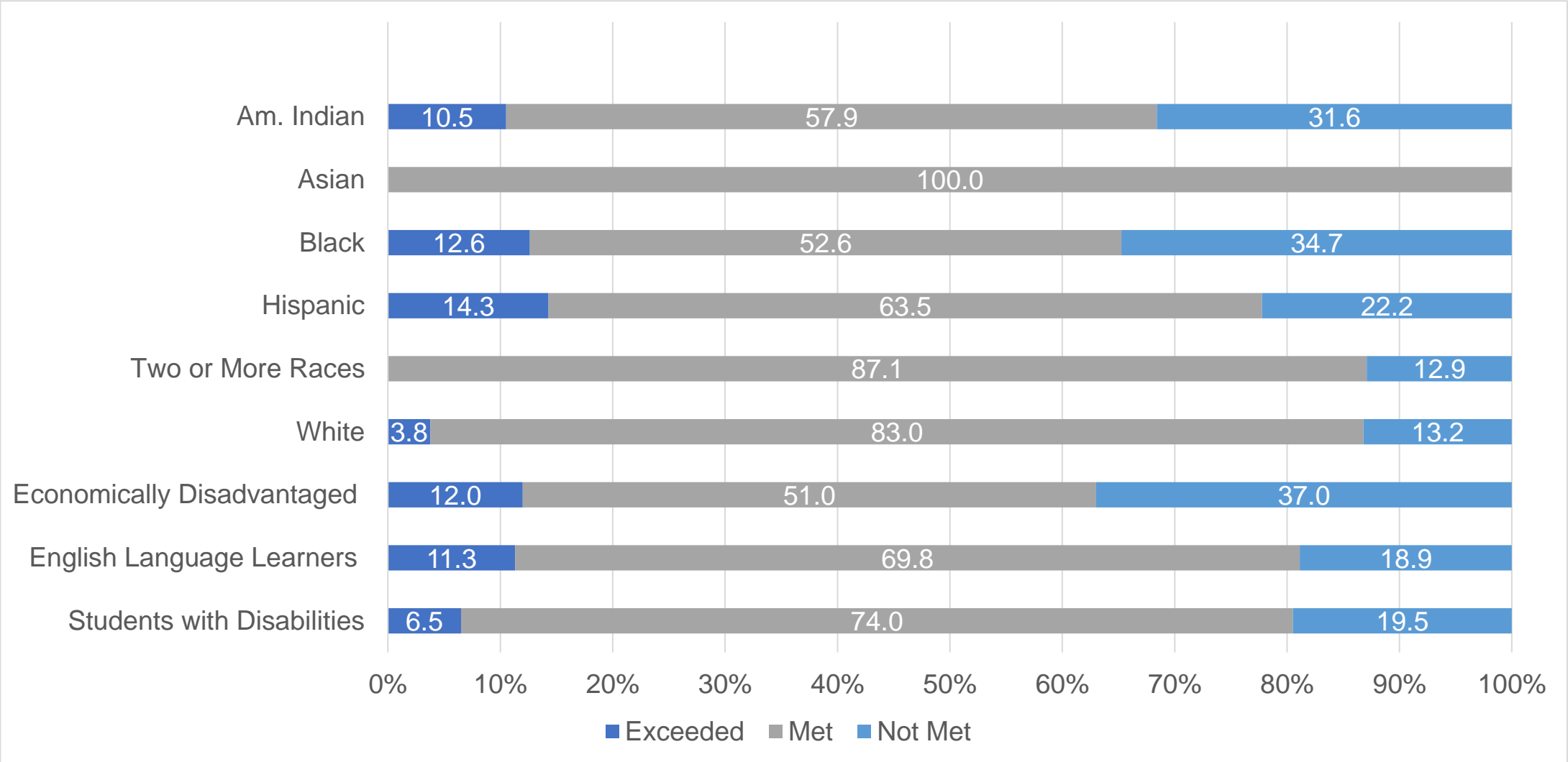


■ A ■ B ■ C ■ D ■ F ■ I

School Performance Grades by Subgroup (2022-23)



Growth Status by Subgroup



5. DISCUSSION & QUESTIONS

Conclusions

- CARES coaching model has compelling evidence of efficacy for improving teaching and learning
- Educator perceptions of CARES implementation reflected strongest support for coaching across ten years of evaluating NC supports to low-performing schools
- Important considerations:
 - Previous coaching models have shown “implementation dip” where teachers are learning new curriculum and new processes, sometimes short-term outcomes may dip before rebounded to exceed baseline
 - Literature has established school transformation should be given at least three years before any final decisions are made based on student achievement

This presentation was prepared by the EPIC & NCCU team that works on the CARES Transformation Evaluation, funded by the North Carolina Collaboratory



EPIC: Julie Marks, Rachel Rana, Jenny Sawada, Kai Petri, Camille Mikkeleson, Cintia Bortot, Owen Gast, Rohan Tawapia

NCCU: Nina Smith & Chris Johnson