



NC Education Corps

# North Carolina State Board of Education

Progress Report  
June 6, 2024



# Agenda

- **Why this, why now?**
- **Progress**
- **Next steps and where we need your help**

# Why this, why now?

Equipping caring adults to extend the reach of teachers and unlock student potential

# 2 out of 3 students in the U.S. are performing below grade-level in reading or math by the 4<sup>th</sup> grade

This is bad for:

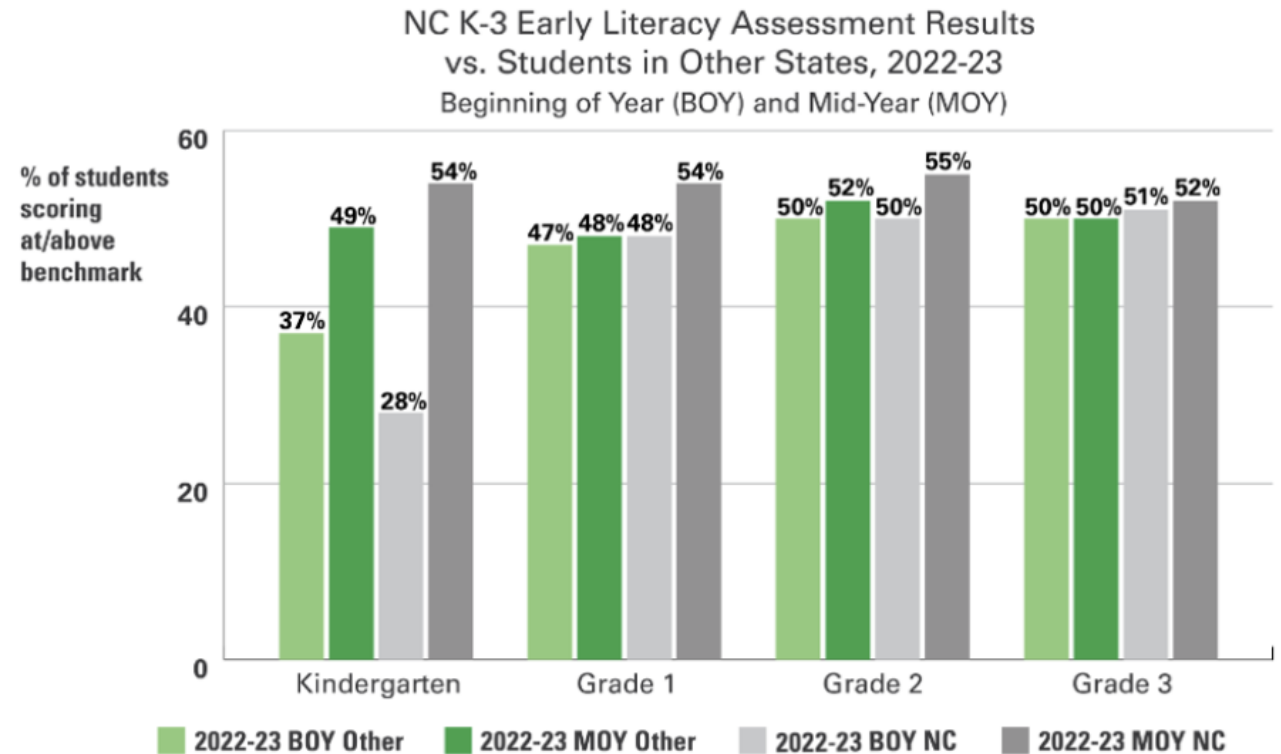
- Individual opportunity
- Local, state, and U.S. economies
- National security and society

Source: [NAEP Report Card: Reading](#)

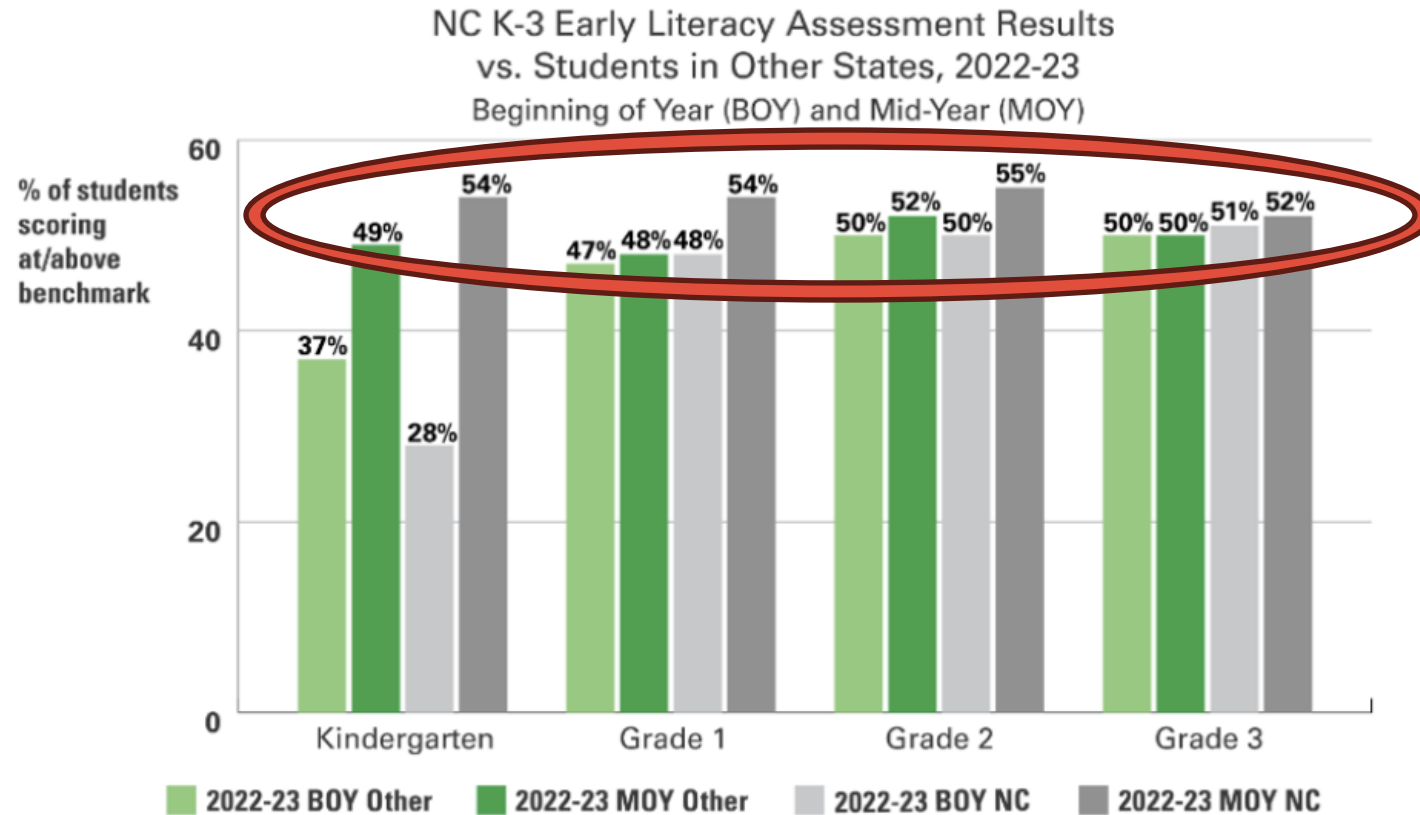


# Gains in literacy skills continue to grow for NC K-3<sup>rd</sup> graders

- We are proud of this
- We are grateful to policymakers and educators for implementing LETRS and science of reading practices
- We are inspired by students



# Yet nearly half of early grade students are still below grade-level benchmarks



Source: [NC Department of Public Instruction](#)

# Part of the solution, high-impact tutoring – a supplement to core instruction, is known, but it is hard for schools to implement well, at scale, alone

Common challenges schools face when implementing high-impact tutoring on their own:



## Finding

Finding high-impact tutors when HR departments are swamped, and teachers have limited time



## Training

Training and coaching paraprofessionals, aligned with state standards, MTSS framework, tutoring best practices



## Tracking

Tracking and showing whom tutors work with, on what, for how long, and to what effect on foundational skill development



## Funding

Identifying funds to pay for high-impact tutoring

# With your support, NC Education Corps is addressing these challenges, in alignment with high-impact tutoring best practices & the MTSS framework



## Frequency

Tutors meet with students for at least three sessions each week, 30 minutes per session



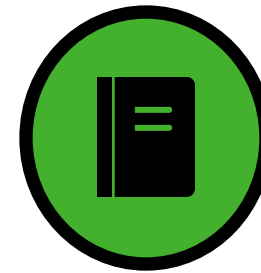
## Measurement

Schools use data to tailor instruction and ensure consistency



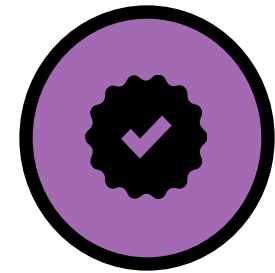
## Small Groups

Tutors work with 1-4 students to provide structured, targeted instruction and relationship-based support, aligned with MTSS framework



## Curriculum

Tutors use curriculum to reinforce foundational skills, embedded in schools as members of instructional teams



## Trained Personnel

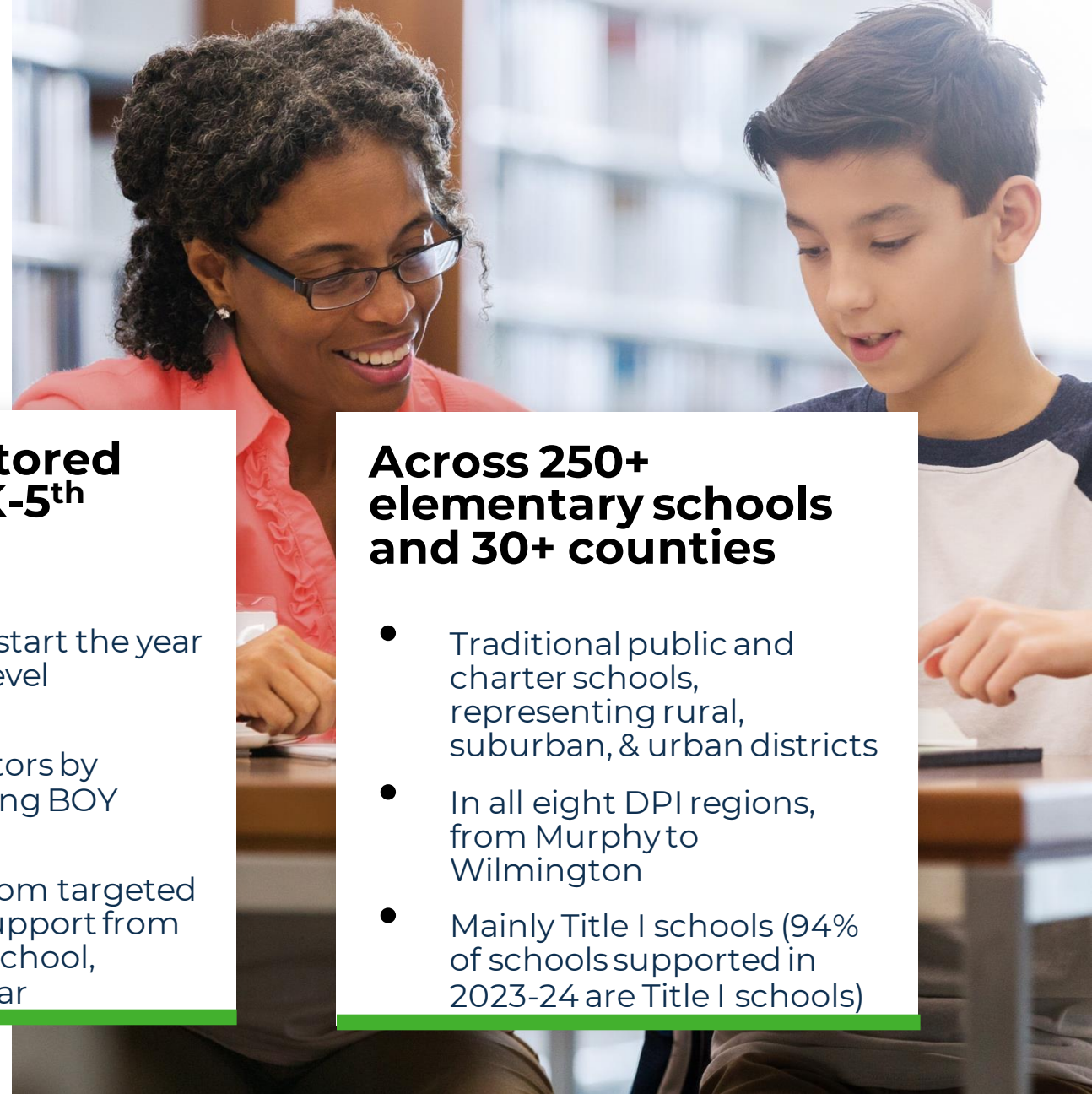
Tutors gain knowledge and skills needed to improve student outcomes, and receive PD and coaching support from NCEC

View the [National Student Support Accelerator](#) and [Accelerate](#) websites for more information on best practices.

# Progress

A big pilot, off to a good start

# Since 2021-2022, we have used a mix of ESSER and private funds to:



## Place and support 1,260+ corps members

- Caring adults, including retired teachers, parents and caregivers, college students, NC residents
- Who work mainly as part-time, paid employees of schools (up to 30 hours/week; \$15-30/hour)
- Who boost student learning and confidence

## Who have tutored over 22,000 K-5<sup>th</sup> graders

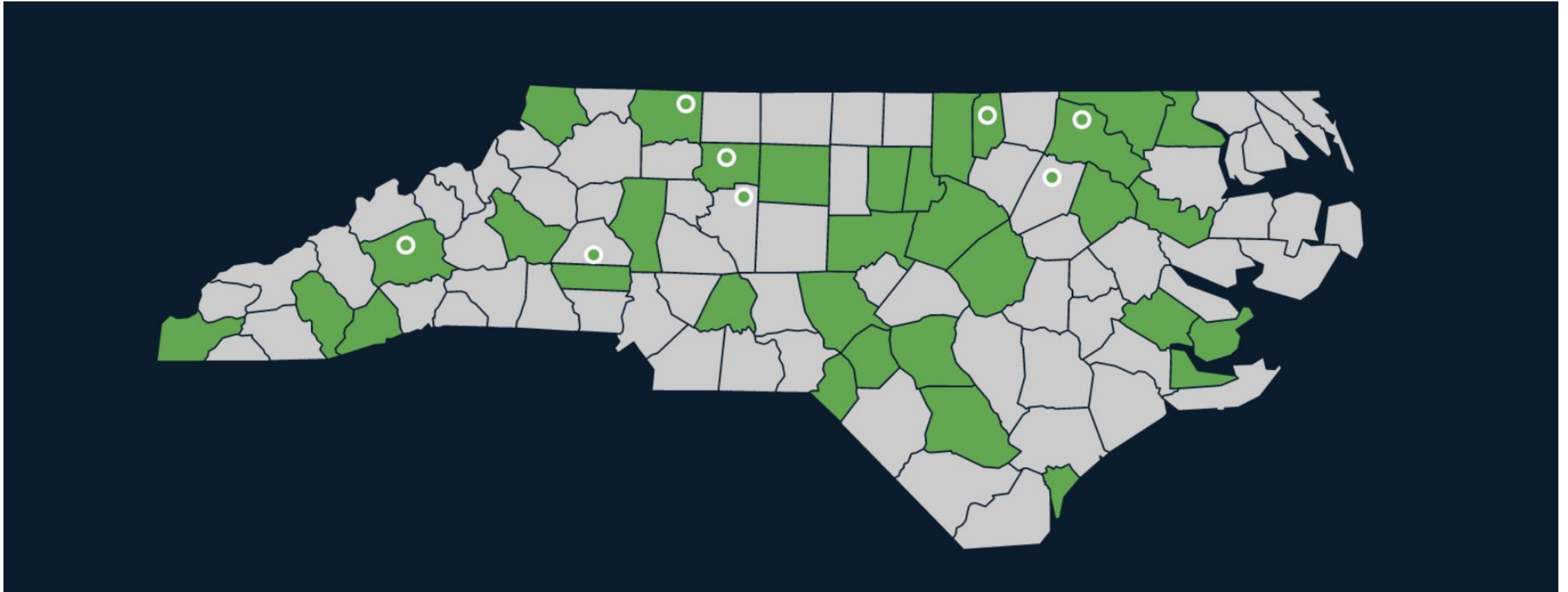
- Students who start the year below grade-level benchmarks
- Matched to tutors by schools following BOY assessments
- Who benefit from targeted intervention support from tutors during school, throughout year

## Across 250+ elementary schools and 30+ counties

- Traditional public and charter schools, representing rural, suburban, & urban districts
- In all eight DPI regions, from Murphy to Wilmington
- Mainly Title I schools (94% of schools supported in 2023-24 are Title I schools)

# Here's a map of school partners served since 2020:

Partners are selected based on fit, funding, and their interest



**Our work is done in partnership with schools, and we are continuously learning and improving, informed by data gathered from three main sources:**

**Local, state, and national leaders**

State leaders within DPI, school leaders, like Dr. Houlihan in Union County, and national networks like NSSA and Accelerate

**Formal program evaluation**

A qualitative and quantitative evaluation being conducted by NC State and Duke to measure what we do with more precision over time

**Experience in practice**

With corps members and school partners

# We track progress across three main categories: effectiveness, accessibility, and appreciation



## Effectiveness

- Implementation with school partners (e.g., onboarding, toolkits)
- Student growth (e.g., through mClass DIBELS 8)



## Accessibility

- # of schools supported (e.g., 230 out of ~1250 Title I elementary schools in NC)
- Cost per student served (\$1,200/student all in)



## Appreciation

- Feedback and satisfaction surveys from tutors, schools, NCEC staff
- Adaptability/ability to add value over time (e.g., add math tutors)

# Teachers, school-level, and district administrators indicate that NCEC tutoring is making a positive impact on student achievement



NC Education Corps tutors are well-trained in the Science of Reading and are helping our K-3 students building foundational reading skills to become successful readers. We are so appreciative of the partnership with our state.”

Tricia McManus - Superintendent, Winston-Salem Forsyth County Schools

# Teachers, school-level, and district administrators indicate that NCEC tutoring is making a positive impact on student achievement



*We appreciate the state's support for our partnership with NC Education Corps and need it to fund in-person high-impact tutoring on a recurring basis to close opportunity gaps and set up all students for success in school and life."*

Dr. Charles Foust – Superintendent, New Hanover County Schools

# Is NC Education Corps having any impact?

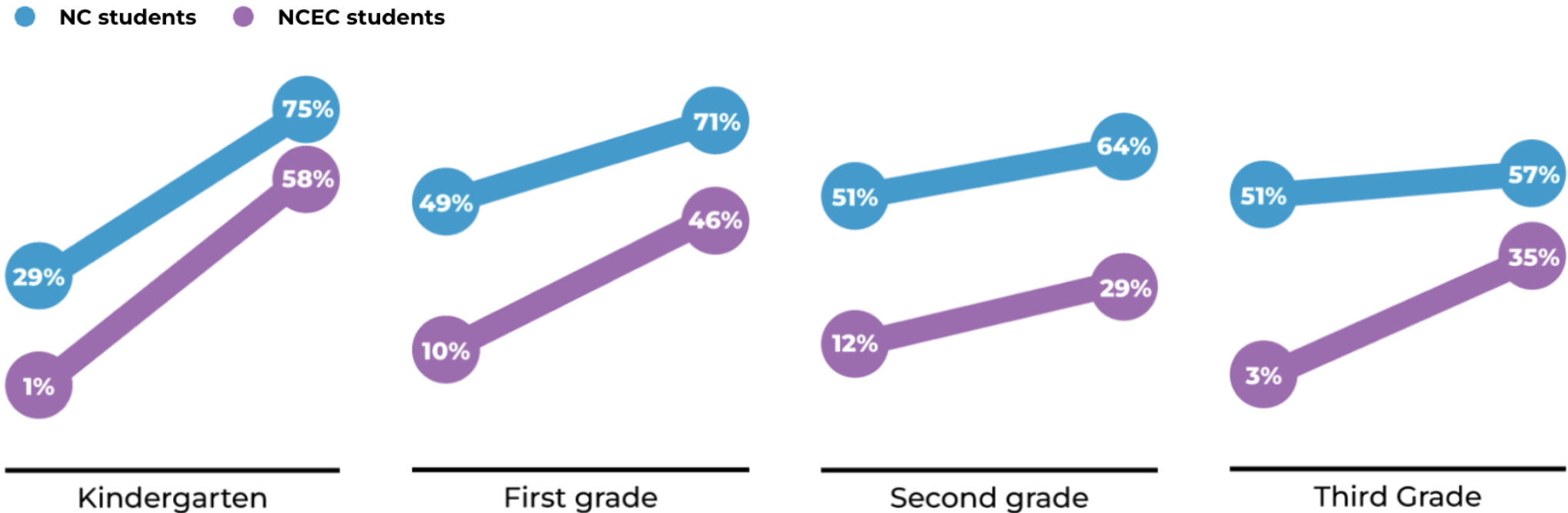
**Yes!**

**We are having a positive impact in three areas:**

- 1. Student outcomes** – while it is too soon to draw broad conclusions, preliminary analyses are promising; moving to separate signal from noise – measuring growth on skills tutored using mClass DIBELS subtest info
- 2. Employment and engagement** – by working with schools to create part-time, paid tutoring positions for an untapped local workforce – and additional instructional support for beginning teachers and TAs
- 3. Community involvement in schools** – everyone wants what’s best for kids, but many don’t know how to help; we’re creating a clear path and support

# Effectiveness: WSFCS Case Study - 2022-23

Across all grades, NCEC students at Winston-Salem Forsyth County Schools showed more need and greater growth than students in NC overall on 2022-23 literacy assessments from beginning to end of the year.



# 2023-2024 Data for NC Ed. Corps

## Student Services and Supports

- **10 schools** (served by 23 tutors)
- **432 students** served by NCEC tutors
- **31.09 average session minutes**
- **1: 2.55 tutor/student ratio**

## Top Skills Supported

- Blending Letters (3,233 sessions)
- Oral Reading Fluency (2,767 sessions)
- Phonemic Awareness (2,116 sessions)



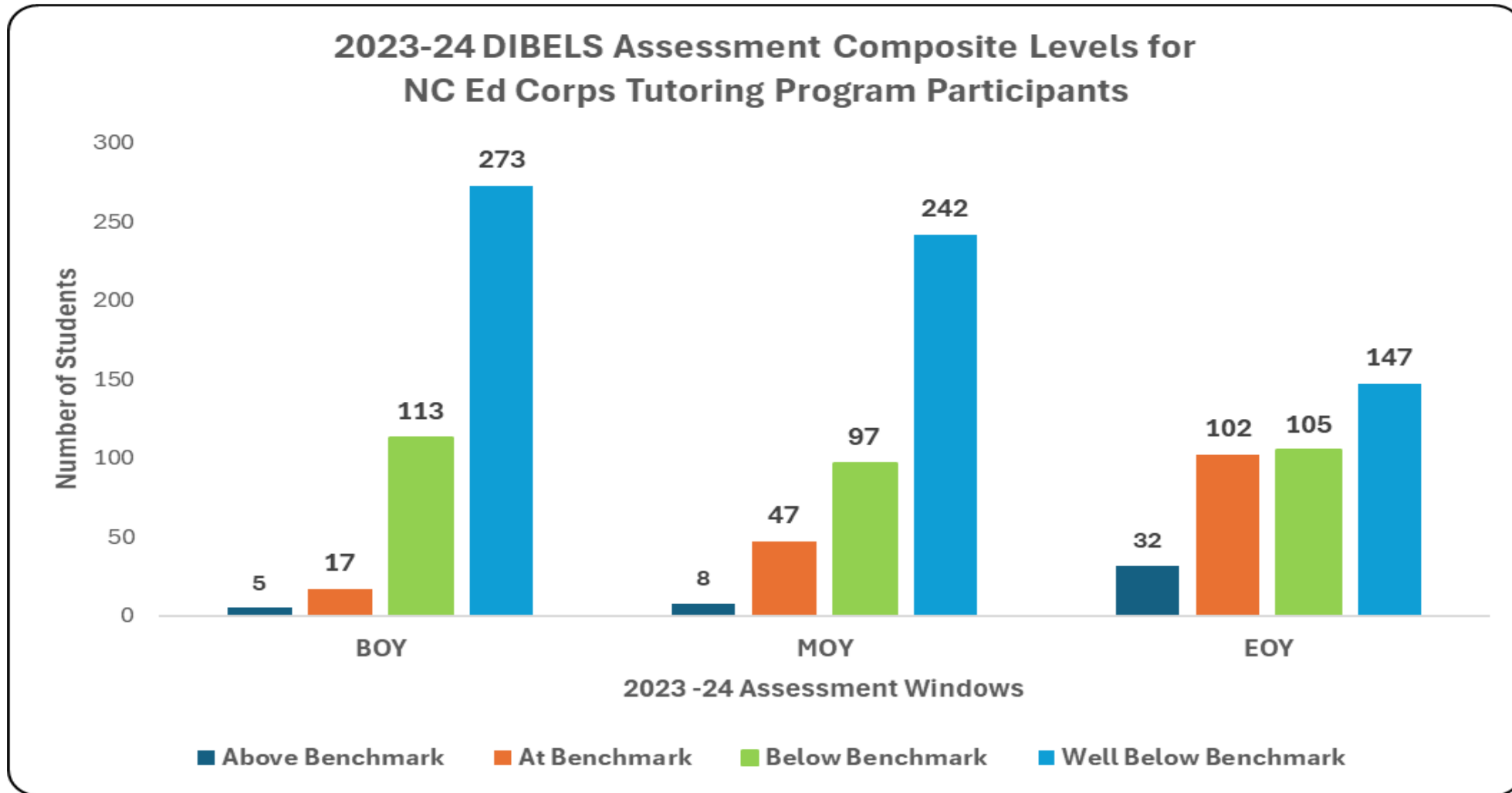
# SuperKids Support Ed. Corps Tutors in WS/FCS



- *The Superkids Foundational Skills Kit* provides systematic, explicit instruction and practice in the foundational skills students need to be successful readers and writers—print concepts, phonological and phonemic awareness, phonics, and fluency. These skills, along with handwriting, spelling, word analysis, and vocabulary, are taught using the Skills Books.
- Students build automaticity and fluency by reading cumulatively decodable, highly engaging Superkids stories in the Skills Books and Decodable Books. Story text closely matches the sequence of phonetic elements taught.

# 2023-2024 NC Ed. Corps Impact Data

## BOY-MOY- EOY DIBELS



# While we are encouraged by these indicators, we want to understand tutor impact on skills tutored, for better accountability

To assess this, our evaluators will look at mClass DIBELS 8 growth levels progress monitoring measures:

Grade 1 Last Name, First Name	Composite Goal 389	LN Goal 57	PSF Goal 43	NWF-CLS Goal 52	NWF-WRC Goal 14	WRF Goal 17	ORF-Accu Goal 87%	ORF Goal 21	OL Goal 18	VOCAB Goal 19
[Redacted]	394 Benchmark	70 Benchmark	61 Above	58 Benchmark	13 Below	17 Benchmark	79% Below	19 Below	21 Benchmark	25 Benchmark

# Next steps

And where we need your help

# Plans for the future



## Strengthen data collection & accountability measures

Evaluators to assess more precisely tutor impact on skills tutored

RCT with WSFCS supported by Accelerate



## Deepen and diversify funding

Seek conversion of NC funding from non-recurring to recurring

Raise additional private funds



## Grow high-impact tutoring in more schools as able

Including expanding math tutoring pilot based on school demand and funding availability

# Challenges to navigate

- **New operating environment:**
  - ESSER sunset
  - Education finance
  - Elections
- **Known unknowns:**
  - PSU ability to pay
  - Ongoing funding from NC



# Where we need your help

- **Communicate that high-impact tutoring is a need-to-have, not a nice-to-have to meet SBE goals**
  - An extension of core instruction that helps eliminate opportunity gaps, especially for students who start behind, improve school performance, and increase educator preparedness to meet the needs of every student
- **Communicate that it will take time to see gains; however, the longer we wait to address skill gaps, the harder it will be to advance student outcomes**
  - Upstream intervention is key to ensuring students master foundational skills critical to college and career readiness



# Questions?

We appreciate your questions and welcome feedback.



# Thank you

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# Appendix

# Hear from our partners

[Advancing student outcomes across North Carolina - YouTube](#)



# What Is High-Impact Tutoring?

<b>What it is</b>	<b>What it is not</b>
With a consistent tutor	With a different tutor assigned each time
Relationship-focused	Question resolution-focused
Data-informed instruction	Homework help
Focused on acceleration	Focused on remediation
Regularly scheduled a minimum of three times per week	As needed
Accessible to all eligible students	Reliant on parents take up and/or pay for

# Our mission

To accelerate student learning and strengthen communities by mobilizing and empowering an untapped local workforce



# Our essence

Educational  
excellence  
through engaged  
community



# Our vision

A nation, starting  
in North Carolina,  
where all  
students have  
the educational  
support they  
need to thrive



# Our new logo

The colors represent the different people who form our community.

The lines, shapes, and colors form an abstracted and stylized pencil.

The logo is vibrant, fun, energetic, and dynamic — just like our audience.

The parts coming together represent togetherness and collaboration.



The pencil is a nod to the original NCEC logo, our history, and our mission.

The shape leads the eye upwards and to the right to represent progress.

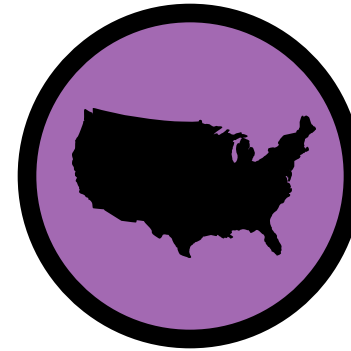
The pattern is a mosaic — individual pieces fusing to form a complete picture.

The logo is unique in the category, standing out and demanding attention.

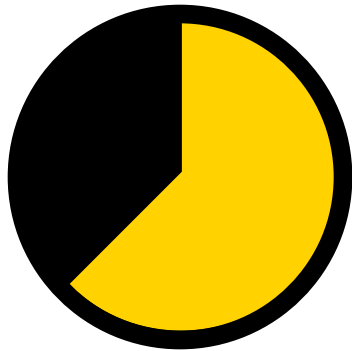
# Scoping the need



**1.4 million K-12 students in N.C., 50-65% below grade-level proficiency in reading or math by 4<sup>th</sup> grade**



**50 million K-12 students in the U.S., 2 out of 3 below grade-level proficiency by 4<sup>th</sup> grade**














**1,250 Title 1 elementary schools exist in N.C.; the majority of elementary schools**



**50,000 Title 1 schools in the U.S.**

# Our unique value

	IN-PERSON	VIRTUAL
FOR-PROFIT		 Varsity Tutors    
NONPROFIT	   	



**NC Education Corps**

## Our advantage

- Focus: Engaging and equipping caring adults from local communities to accelerate student learning
- Experience: Ability to support different types of districts – rural, suburban, urban
- Bipartisan public-private support
- More cost-effective than others

We are uniquely positioned to do the difficult work in advancing student outcomes through our community-centric, evidence-informed approach.



# Our three-fold impact



## Empowering caring adults

We provide rewarding work for mission-driven people of all kinds.



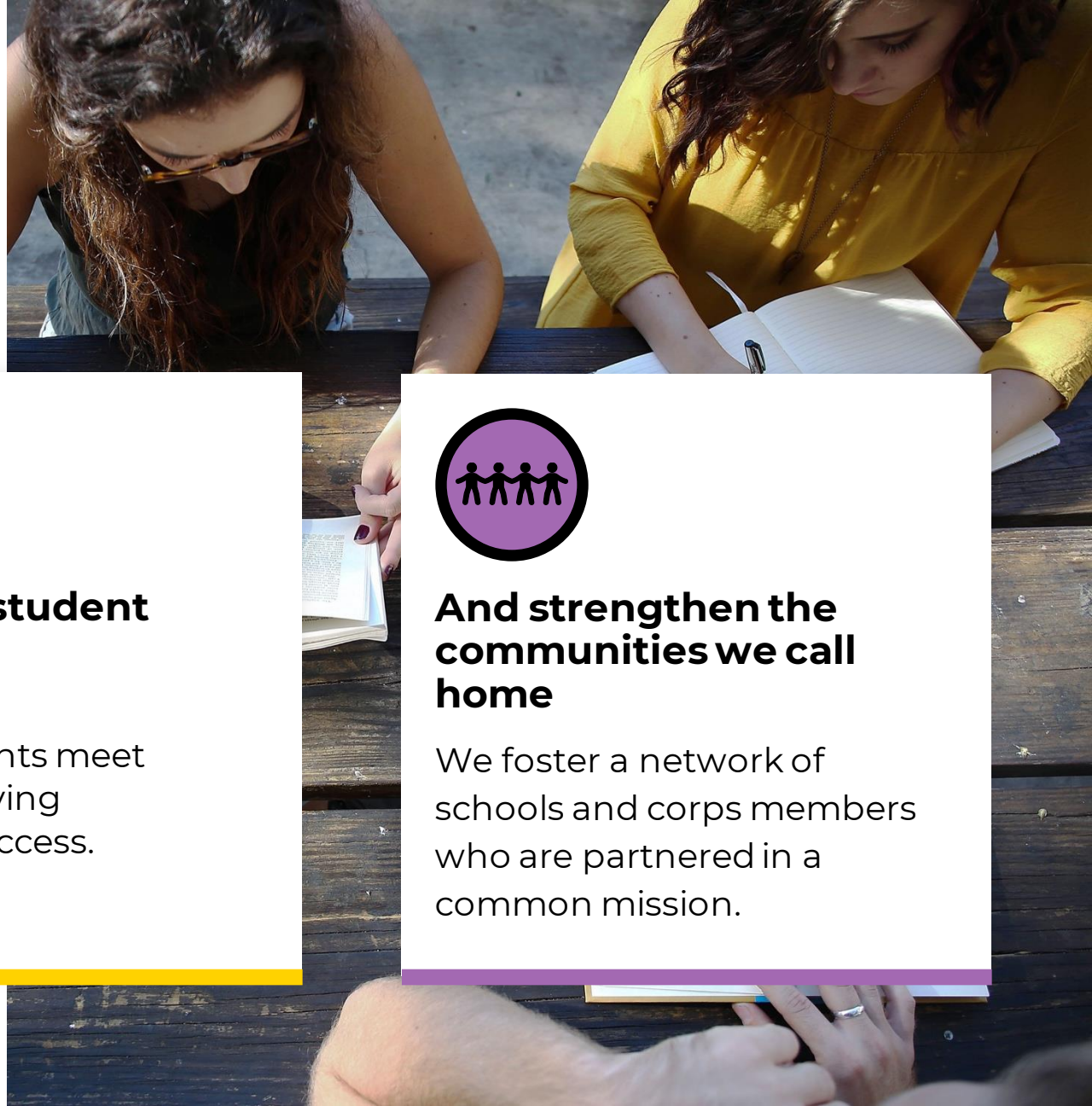
## To advance student outcomes

We help students meet their goals, driving educational success.



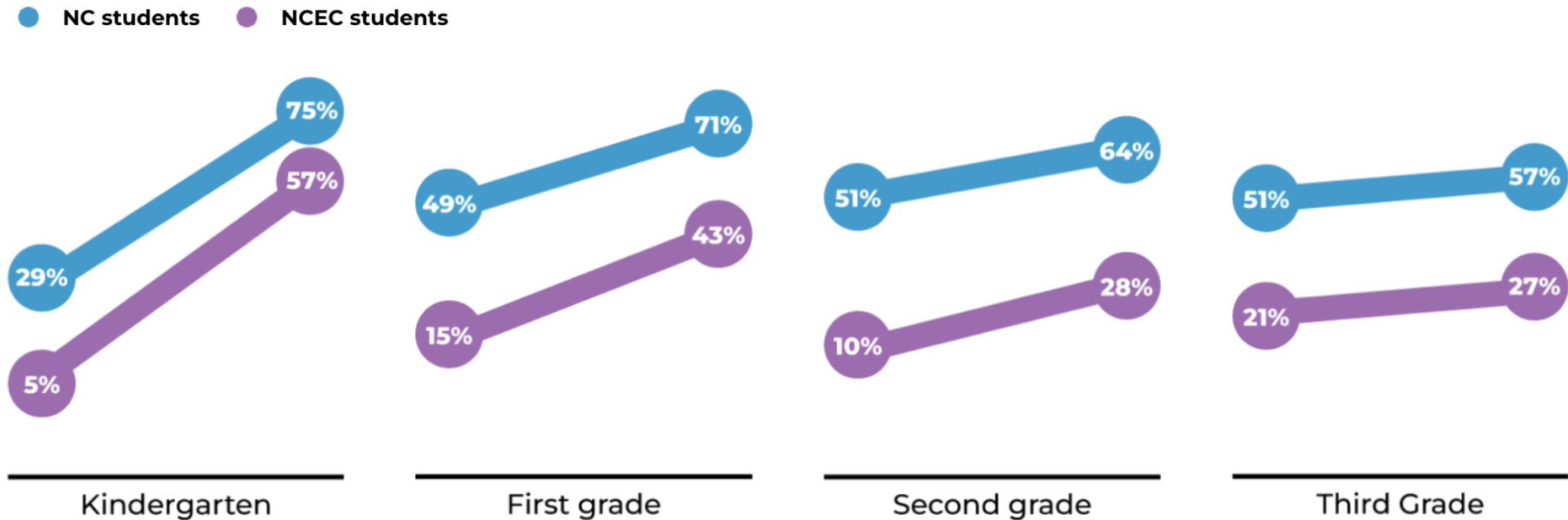
## And strengthen the communities we call home

We foster a network of schools and corps members who are partnered in a common mission.



# Early impact indicators from Guilford County Schools

From kindergarten through grade 2, NCEC students in Guilford County Schools showed more need and greater growth than students in NC overall on 2022-23 literacy assessments from beginning to end of the year



# For future evaluation – mClass Zones of Growth

Zones of Growth						
Grade 1	Skill	Start - BOY	Growth Rate			End - MOY
Last Name, First Name		Score	Average	Above Average	Well Above Average	Goal
Neal, Timmy	Letter Names LNF	64 Benchmark	66 - 73 ●	74 - 80 ○	81+ ○	66 
	Phonemic Awareness PSF	49 Benchmark	49 - 57 ●	58 - 64 ○	65+ ○	49 
	Letter Sounds NWF-CLS	63 Above	69 - 78 ●	79 - 88 ○	89+ ○	69 
	Decoding NWF-WRC	7 Below	9 - 12 ●	13 - 16 ○	17+ ○	10 
	Word Reading WRF	13 Below	17 - 18 ●	19 - 22 ○	23+ ○	17 
	Reading Accuracy ORF-Accu	90% Benchmark	91 ●	92 - 94 ○	95+ ○	91 
	Reading Fluency ORF	18 Below	25 - 28 ○	29 - 37 ●	38+ ○	35 
	Composite	352	407 - 413	414 - 421	422+	404 



## Screening

To identify students who may be at risk for poor outcomes



## Tiered instruction & intervention

Supports within academic, behavioral, social and emotional instruction



## Progress monitoring



## Data-based decision-making

Problem solving through teams to make decisions about instruction, intervention and implementation

# NCEC-supported tutoring is aligned with MTSS

# Four Essential Elements of MTSS

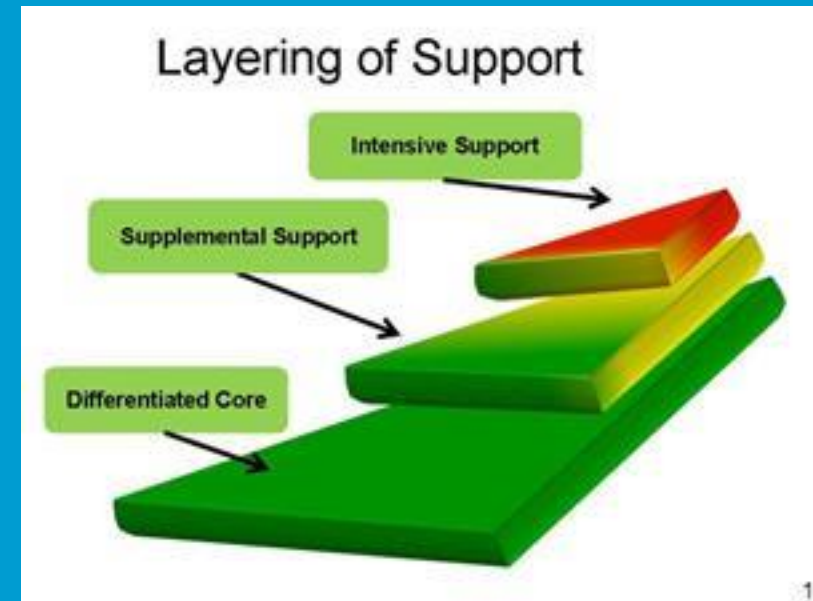
# NC DPI refers to “a layering of support to meet students’ needs.”

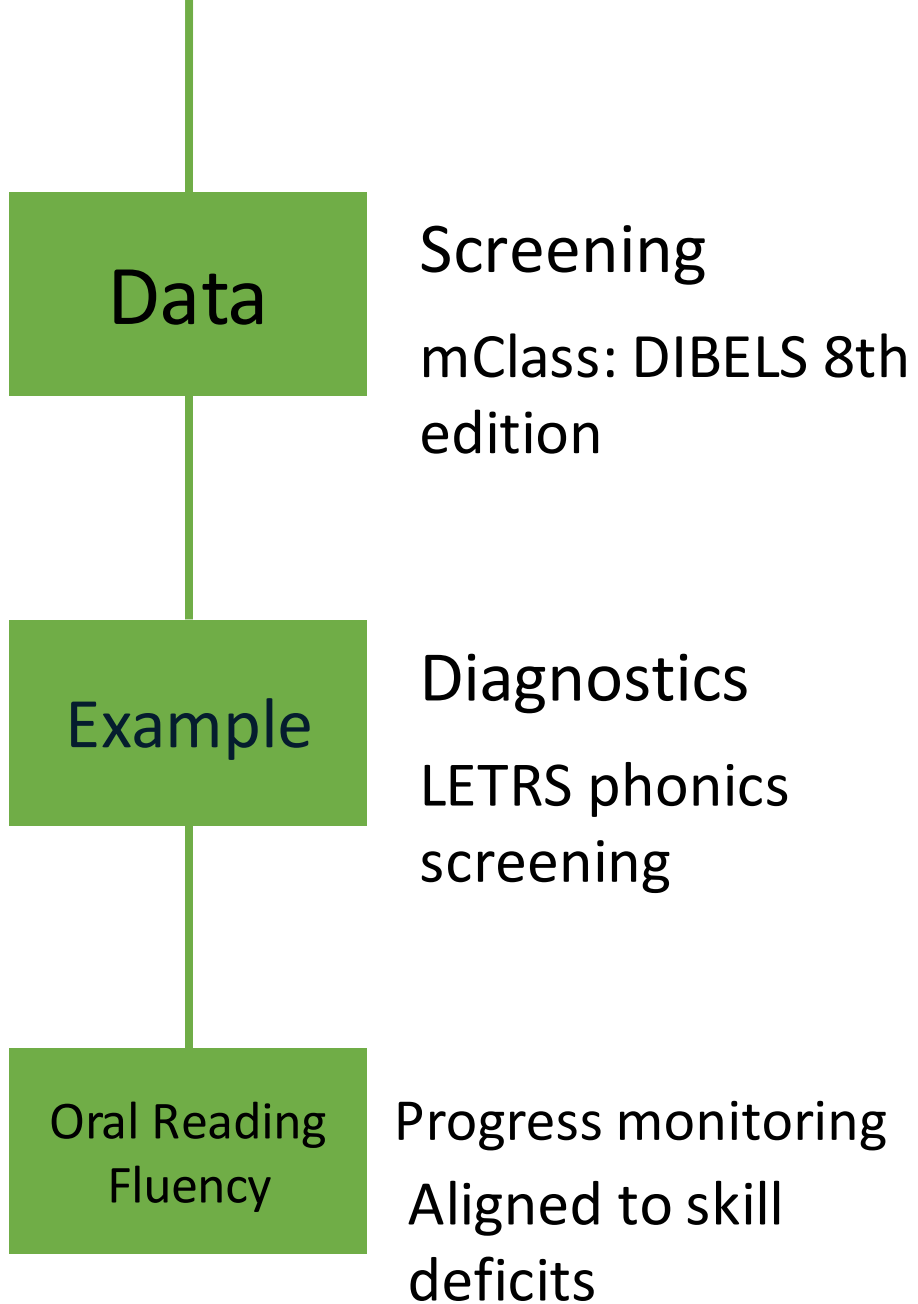
**Layer 1:** high quality differentiated CORE instruction (**remediation** happens WITHIN this tier of support)

**Layer 2:** Supplemental instruction – this is where NCEC tutors support students

**Layer 3:** Intensive instruction

## What is intervention?





DIBELS 8th ed. goals

**Example: early literacy –  
Foundational skills in reading**

# Progress monitoring graphs

1st grade: mClass

Grade 1 Last Name, First Name	Composite Goal 389	LNF Goal 57	PSF Goal 43	NWF-CLS Goal 52	NWF-WRC Goal 14	WRF Goal 17	ORF-Accu Goal 87%	ORF Goal 21	OL Goal 18	VOCAB Goal 19
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