

Preliminary Evaluation Findings about CARES Transformation Coaching

Voices from the field (2022-23)

Presented to the North Carolina State Board of Education

November 1, 2023

CARES Evaluation – Year 1

EPIC & NCCU awarded 2-yr grant by NC Collaboratory ([link](#)) to conduct independent evaluation of comprehensive multi-level school transformation model as part of NC Recovery Research Network

- **Preliminary Fall 2023 Report** captures implementation activities, educator perceptions, and **early impacts** on student achievement and school growth

Student Proficiency Recap* – CARES Schools

Showed greater increases than the state

Career and College Ready: Level 4

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

Grade Level Proficient: Level 3

- Reading Gr 3, 4, 5, 6, 7, 8
- Math Gr 3,4,5,8
- Science Grades 5 & 8
- NC Math 1, Math 3, & English 2

Did not show greater increases than the state

Career and College Ready: Level 4

- Reading Gr 6,7
- Math Gr 6,7
- NC Math 3 & Biology

Grade Level Proficient: Level 3

- Math Gr 6

*Findings based on publicly available, aggregated school-level analysis. Individual student-level analysis will be included in subsequent reports based on data availability

School Growth & Performance Recap

School Growth:

- 64% of CARES schools Met (47%) or Exceeded (17%) Growth in 2022-2023.

School Performance Grade:

- Over 90% of CARES schools are still D or F schools.
- 35 of the 102 CARES schools (34%) have higher overall school performance grade scores than they did pre-pandemic in 2018-19.
- 75% of CARES schools are improving their school performance scores in reading and math, just not yet enough to change their letter grade change.

Grade Level Proficient Students by Region

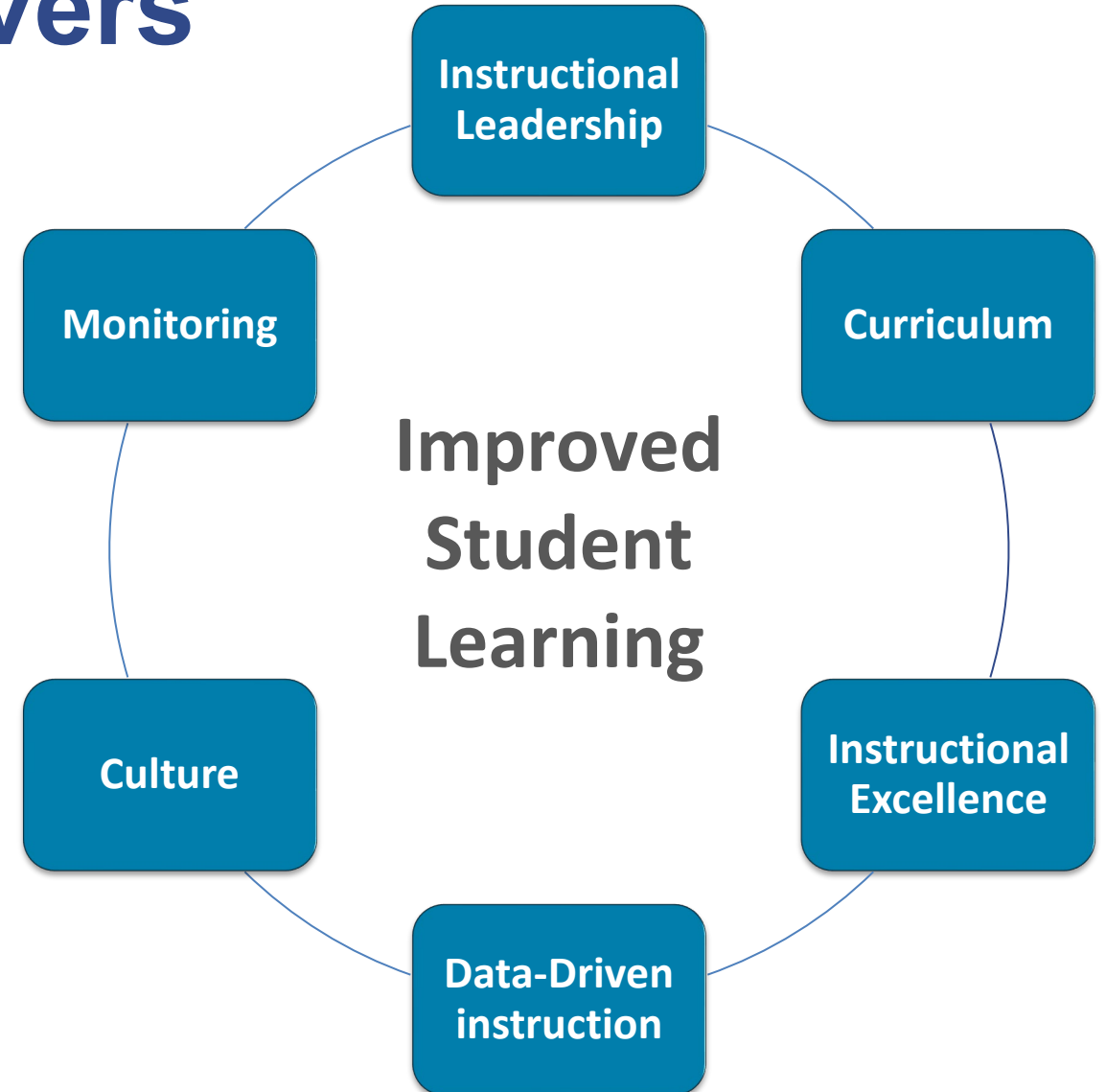
	Percentage point change in students meetings Grade Level Proficient standards		Percentage of students meeting GLP standards			
	2021-22 to 2022-23	2018-19 to 2022-23	2022-23	2021-22	2020-21	2018-19
SOUTHWEST REGION	+6%	-7%	55	54	49	62
Anson County	+9 %	-11%	33	35	24	42
N. CENTRAL REGION	+10%	-3%	57	55	47	60
Nash County	+11%	-4%	39	34	28	43
SANDHILLS REGION	+12%	-5%	48	45	36	53
Robeson County	+15%	-4%	36	31	21	40
NORTHEAST REGION	+10%	-5%	49	46	39	54
Northampton County	+19%	+6%	38	28	19	32
Tyrell County	+19%	+2%	44	33	25	42
Washington County	+13%	-2%	37	29	24	39
STATE	+9%	-5%	54	51	45	59

Voices from the Field: Change Levers

CARES Coaching Levers

Multi-level Coaching Model

- District Leadership Coach
- District Curriculum Coach
- School Leadership Coach
- Instructional Coach



Coaching Levers: Instructional Leadership

Shifting role of principal from building managers to instructional leaders.

- Spending more time in the classroom
- Adhere to a cycle of feedback for teachers
- Building capacity to develop other instructional leaders within their building

“...(SLC) has given me feedback on how to better distribute myself throughout the building, but also grow leaders in the building that can help me with some things that I can't manage. She helped me to develop other leaders, and to see that there are other people that can take on roles and responsibilities because I can't manage it all.” ~Principal

Coaching Levers: Curriculum

Access to structured curriculum and standards-aligned resources

“..we had a pacing guide, but everybody from building to building would be using different resources and even look at instruction differently...Now have in place a consistent curriculum...we had to build that consistency because everybody's interpretation of what good instruction looked like was very different.”

~Superintendent

“This county is truly becoming a transformational county with those pieces in place...this whole experience has been a complete overhaul for everybody now that we have a structured curriculum...where everybody across the board was using the same.” ~Teacher

Coaching Levers: Instructional Excellence

A critical friend who encourages experimentation and practice different instructional models

“going into classrooms, she sees things that the others don't pick up on...and can be the one to say well, she really didn't meet the standard. She's not negative, of course, but speaking on things people don't really see, and I can go on and on. Hands down, she's phenomenal.” ~Principal

“her focus...has been on instructional excellence. On a scale of one to 10, it's definitely a 10 and the teachers have voiced that...Once they accepted this as a partnership, that she was there to support them in their learning, and to partner with them, to help give them that time where they could experiment with it and try it, and not feel like they were under the microscope being evaluated.” ~Principal

Coaching Levers: Data-Driven Instruction

Gaining the knowledge and skills to effectively execute data-driven instruction specifically to identify gaps and disparities

“So, bringing in those basic fundamental things you have to know to be able to drive in strokes and improve instruction, laying the groundwork for that...And in doing this work (with CARES), that's truly helped us identify gaps in data, be more intentional about looking at student work samples and student production, and truly closing those gaps.” ~Principal

“now we have data questions in place and when we've had our data days, they have loved them. My teachers, it's beyond anything I could have envisioned as to how excited they are that transparency has been there now. They see the fruits of their labor.” ~Principal

Coaching Levers: Culture

Focusing and prioritizing culture

“We were very much trying to address the instructional issues, but it was killing our culture, and so (SLC) helped us to understand, you have got to build that culture and you can work on the instructional piece...and the culture now is the best it’s ever been. I have people that have been at the school 10 to 13 years, and they say, this is the happiest I’ve ever been. This is the happiest the staff has been. But again, I don’t know that we would be here had we not had guidance from [SLC] to help us navigate those waters because she’s been there done that” ~Principal

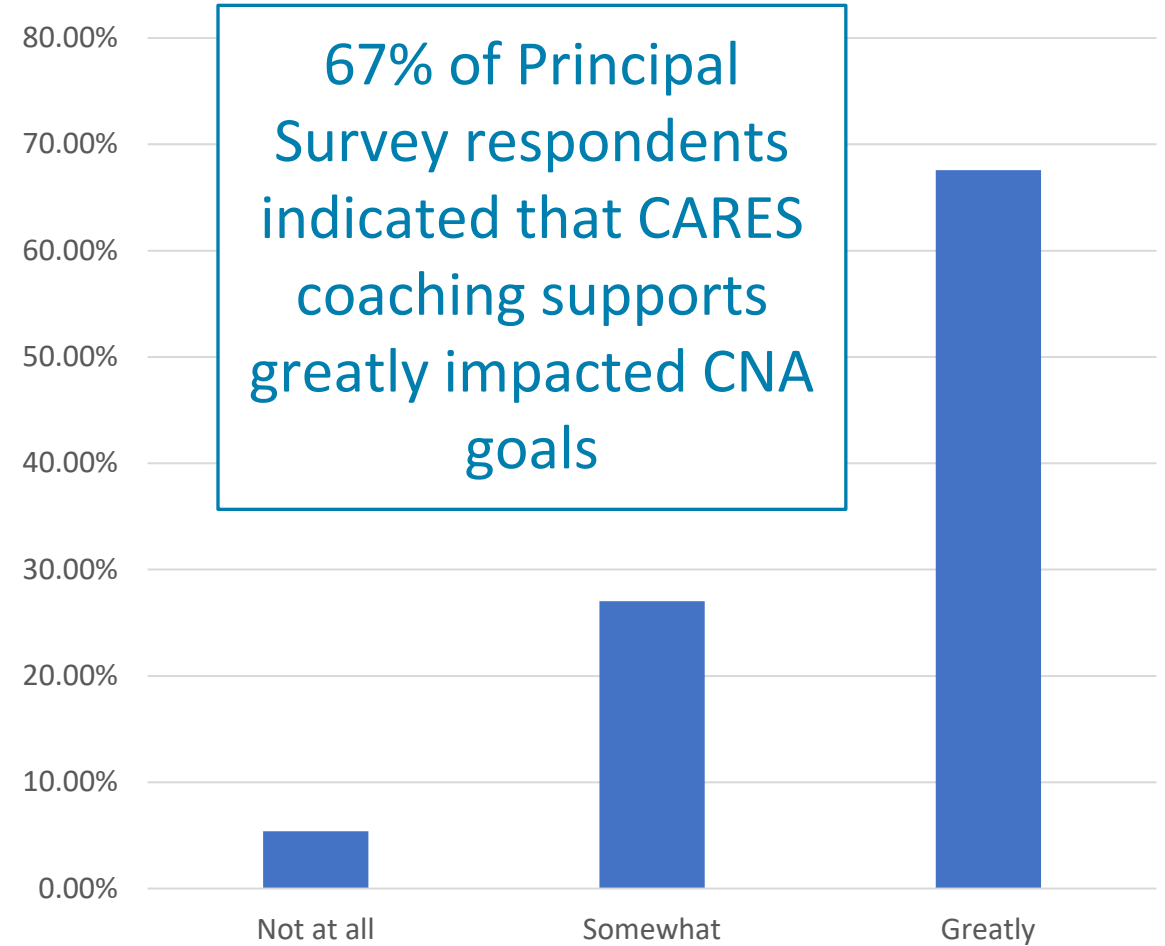
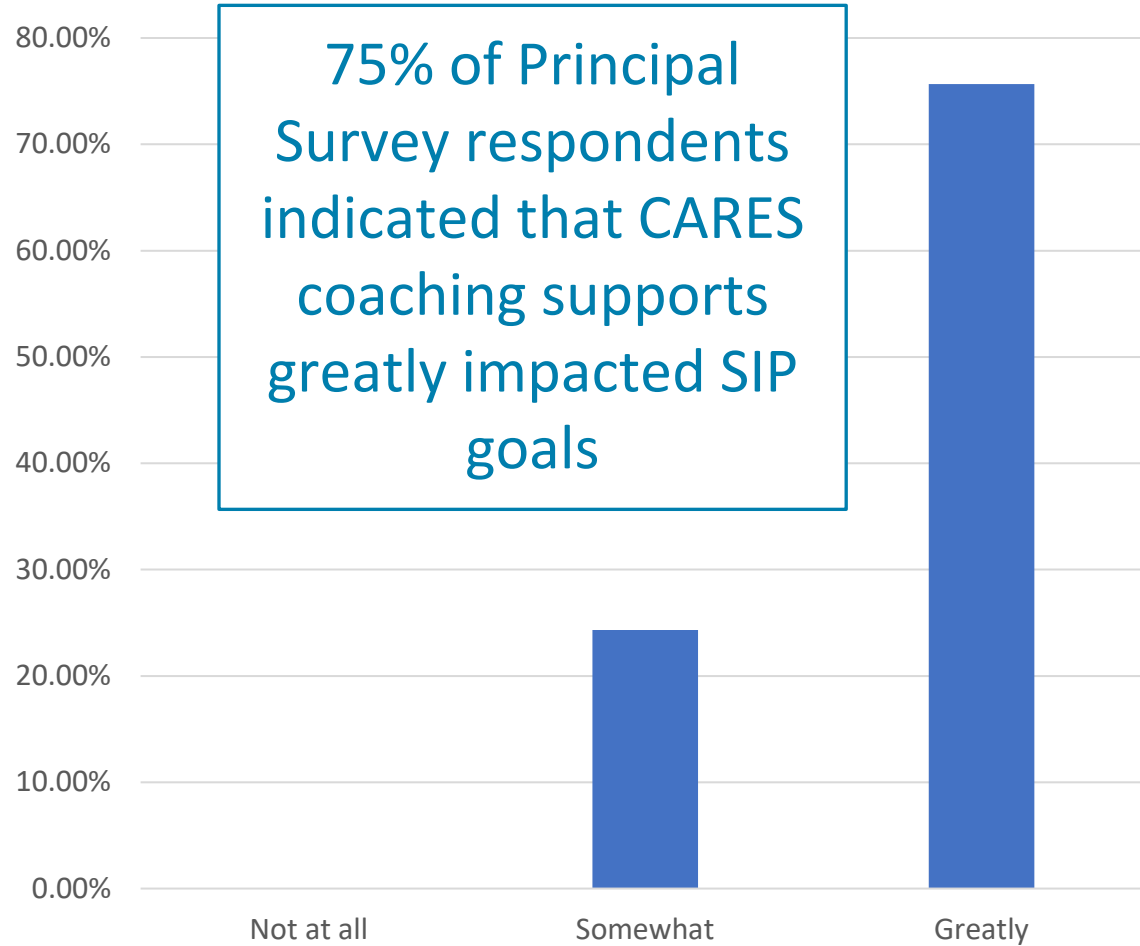
Coaching Levers: Monitoring

Supporting Comprehensive Needs Assessments (CNA) and School Improvement Planning (SIP)

- Build capacity within central office to support and monitor school-level School Improvement Team plans
- Support planning and implementation around CNA goals

“The district didn’t really push the school improvement plan. It was more compliance, and it didn't really have any meat to it. And so (SLC) was able to coach me around what the indicators mean, and how to utilize data to identify the right indicators and how to progress monitor those indicators and how to create your action steps...it helped me coach principals in terms of making sure that they were creating and developing high quality SIT plans.” ~Superintendent

Coaching impacts on CNA & SIP Goals



Conclusion

- Districts and schools expressed desire for another year of coaching to strengthen capacity
- Educators expressed appreciation for comprehensive support model

“ ...You just need to know that all of this is making a difference...MTSS, CARES transformation team, all of it together is truly making a difference in [district]...a year ago, these adults sitting in the meeting crying, literally weeping. A year later, they're sitting in and their voices are being heard, they are offering suggestions, they are leading, capacity is being built...You will know beyond a shadow of a doubt the investment that DPI has made is a good investment ” ~Superintendent

This presentation was prepared by the following members of the EPIC-NCCU CARES Evaluation research team:

***EPIC:** Julie Marks, Rachel Rana, Jenny Sawada, Kai Petri, Camille Mikkelsen, Cintia Bortot, Owen Gast, Rohan Tapiawala, Dillon Cathro*

***NCCU:** Nina Smith & Chris Paul*



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Please direct comments and questions to julie.marks@unc.edu