



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

COMMUNITIES IN SCHOOLS (CIS)
SUCCESS COACHES IN WCPSS:
2019-20 & 2020-21

March 2022



ABSTRACT

This report presents findings of the implementation of Communities in Schools (CIS) Success Coaches within five Wake County Public School System (WCPSS) middle schools during the 2019-20 and 2020-21 school years. End-of-year outcomes, including attendance rates and English language arts and mathematics grades, are examined and compared between the students on the Success Coaches' caseloads and similar students. Trends in outcomes across the years are largely inconclusive due to the onset of the COVID-19 pandemic during the 2019-20 school year, which significantly impacted the way students received services and connected with the school environment. Data collected from Success Coaches, students on their caseloads, and school principals suggest variability in implementation and services that could be due to a coach's skill set and the school's needs. Individual student reports indicate ways Success Coaches have made positive impacts, though the quantitative analyses show no discernable differences in outcomes between students on the coaches' caseloads and their counterparts. Recommendations are presented to continue progress monitoring and create a Memorandum of Understanding between CIS and WCPSS.



TABLE OF CONTENTS

INTRODUCTION	4
BACKGROUND	6
METHODS	9
STATUS OF GOALS	12
IMPLEMENTATION RESULTS	14
STUDENT OUTCOME RESULTS	22
DISCUSSION AND RECOMMENDATIONS	28
REFERENCES	32
APPENDIX	33





INTRODUCTION

This report examines the implementation and pertinent outcomes of the Communities in Schools (CIS) Success Coaches within the Wake County Public School System (WCPSS) in 2019-20 and 2020-21. Due to the COVID-19 pandemic, in mid-March of the 2019-20 school year, WCPSS students began receiving instruction and services in a virtual environment. During the 2020-21 school year, WCPSS students either enrolled in the district's Virtual Academy or participated in blended learning and received a combination of in-person and remote instruction.

The Data, Research, and Accountability (DRA) Department conducted all phases of this program evaluation in collaboration with the Director and staff from the WCPSS Alternative Education and Extended Learning Programs, who support the district's implementation efforts of CIS Success Coaches. For this study, DRA researchers used available data to offer insight into how Success Coaches provided targeted group and individualized services to their student caseloads and helped them reach achievable outcomes. We employed a quasi-experimental research design which allows us to reasonably examine whether Success Coaches made a difference for their students in terms of the outcomes under investigation (List, Sadoff, & Wagner, 2011; What Works Clearinghouse, 2014). Given the extenuating circumstances within the study's timeframe, we did not analyze student progress across years of implementation. Instead, this report presents the outcomes of students on the Success Coaches' caseloads compared to those of similar students within each implementation year. The findings of this study can be used to guide planning decisions and facilitate implementation improvements.

Table 1
Conclusions supported by this study's design

Research Design	Conclusions
<input type="checkbox"/> Experimental	We can conclude that the program or policy caused changes in outcomes because the research design used random assignment.
<input checked="" type="checkbox"/> Quasi-Experimental	We can reasonably conclude that the program or policy caused changes in outcomes because an appropriate comparison strategy was used.
<input checked="" type="checkbox"/> Descriptive	These designs provide outcome data for the program or policy, but differences cannot be attributed directly to it due to lack of a comparative control group.
<input checked="" type="checkbox"/> Quantitative	
<input checked="" type="checkbox"/> Qualitative	

Data Source: List, Sadoff, & Wagner (2011) and What Works Clearinghouse (2014)





BACKGROUND

Communities in Schools of Wake County (CIS Wake) is part of the CIS national network of local affiliates that uses a variety of strategies, interventions, and services to “help schools remove the barriers that put students at risk of wasting their potential by surrounding them with a community of support, empowering them to stay in school and achieve in life” (Communities in Schools of Wake County, 2020). One strategy is employing Success Coaches to provide tiers of support within a school environment:

Tier 1: School-wide services

Tier 2: Targeted programs for groups of students

Tier 3: Individualized student support

WCPSS has partnered with CIS Wake since the 1990s in a variety of ways, most notably by contracting with them to place Graduation Coaches within a small number of K-12 schools, including East Millbrook, Ligon, and Neuse River (previously named East Wake) middle schools (Rhea, 2016). In 2017, the Graduation Coach program was rebranded as the Success Coach program (Communities in Schools of Wake County, 2020). Since 2018, the WCPSS Alternative Education and Extended Learning Programs has contracted with CIS Wake to place Success Coaches at five WCPSS middle schools, Durant Road, East Millbrook, Neuse River, Ligon, and Wendell. The Success Coaches are full-time employees who provide school-wide services and targeted group and individualized support to the small number of students on their caseloads. Although Success Coaches offer some descriptive information about their school-wide services, the purpose of this report

is to evaluate the impact the targeted group and individualized services have on students on the coaches' caseloads. WCPSS' contract with CIS Wake specifies that each Success Coach will support a caseload consisting of a minimum of 50 students who have experienced at least one of the following (principals have the discretion to include other students):

1. Academics: grades of either D or F in English language arts (ELA) or mathematics
2. Attendance: attendance rates less than 95% (measured based on total absences greater than 5% of the total school days)
3. Behavior: one out-of-school suspension or one placement in in-school-suspension (ISS) or the Alternative Learning Center (ALC)

As stated in the contract, Success Coaches are expected to use a WCPSS database to document targeted group and individualized services they provide to the students on their caseloads. These services may include lessons, activities, and supports for the students and possibly their families that fall under a list of broad strategies. The contract does not elaborate on the content of these strategies; however, subsequent sections of this report offer descriptions and examples of how Success Coaches implemented them in 2019-20 and 2020-21. The contract includes the following list of strategies:

- Academic support and transition
- Check-ins (general and at ISS and ALC)/Check and Connect
- Community/Agency service referrals
- Home visits/parent engagement
- Motivational conferences/Goal setting
- Mentoring/Social Emotional Learning (SEL) activities

WCPSS contracts one Success Coach to each of the five middle schools to provide the tiered services for an annual cost of \$58,000 per coach (Table 2). This amount includes \$40,000 for salaries and wages, \$10,000 for taxes and benefits, and \$8,000 for

administrative costs such as materials, professional development, and program liability.

CIS Wake attempts to secure grants to help fund the Success Coaches. In 2018-19, the organization secured a grant to fund two coaches that year. The Success Coaches also follow CIS Wake expectations that may extend beyond the contract with WCPSS. For example, CIS Wake adheres to their national organization's guidelines which set each coach's caseload to be a proportion of a school's total population and is typically higher than the contracted number of 50 students. Beyond their contracted duties, Success Coaches may support other CIS Wake initiatives, such as separate afterschool or weekend programs, which students, including those in WCPSS schools, may attend. In addition to data documentation using WCPSS systems, the Success Coaches use another process to complete data entry requirements established by CIS National.



Table 2

The WCPSS contracted amount per Success Coach each year is \$58,000, totaling \$756,000 for five middle schools between 2018-19 and 2020-21

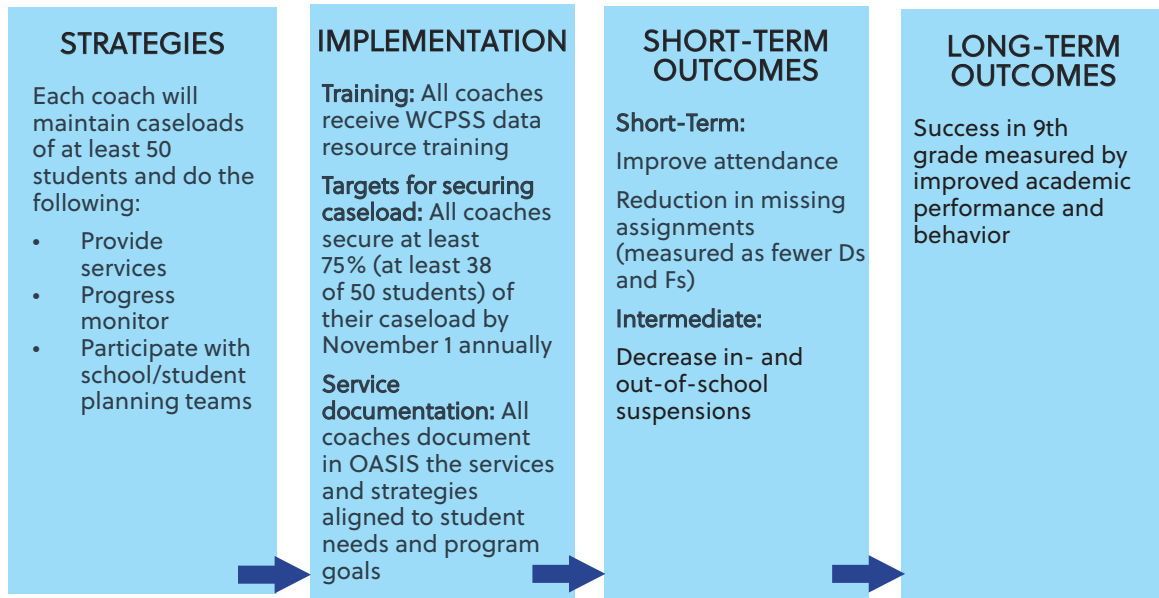
	CIS Wake Expenditures	WCPSS Expenditures	Total
2018-19	Single year grant for 2 coaches (\$58,000 per coach)	3 coaches (\$58,000 per coach) plus \$2,000 travel stipend	\$292,000
2019-20			\$290,000
2020-21	No grant funds	5 coaches (\$58,000 per coach) annually	\$290,000
	\$116,000	\$756,000	\$872,000

Figure 1 illustrates the pathway used to evaluate program effects. The Success Coaches’ provision of services is expected to yield short- and long-term outcomes for students. For instance, the main objectives are to increase academic achievement by improving attendance and decreasing missing assignments, as measured by a reduction in the number of Ds and Fs in ELA and mathematics, and to decrease suspensions.

Coaches begin their service implementation by assessing students’ needs based on data from the end of the prior school year and/or within a given quarter of the current school year. From there, Success Coaches help students create a plan to meet the goals they establish. These goals may align with the short- and long-term outcomes outlined in the Pathway of Change (see Figure 1); however, students may have needs and goals in addition to them.

Figure 1
Pathway of Change

Need: Data from all WCPSS middle schools show that four of the five program middle schools fell within the quartile that had the greatest percentage of short-term suspended students in 2016-17. CIS Success Coaches will offer services to students who may benefit from support within targeted areas of academics, attendance, and behavior.





METHODS

This study reports on data collected from a variety of sources, as shown in Figure 2. Success Coaches use their organization's database to keep track of the number of contacts they make with students. This data capture tool is not accessible to WCPSS staff, nor does it yield in-depth information about the targeted group and individualized service implementation. To facilitate our program evaluation, DRA and Alternative Education staff asked Success Coaches to also use a WCPSS database to record the students on their caseloads and capture more detailed service data throughout 2019-20 and 2020-21. Each year, we also instructed Success Coaches on data-entry best practices. These data serve as measures of each Success Coaches' delivery of services at their schools and, in June 2021, they had the opportunity to share greater details about the services they provided during individual interviews. Four of the five coaches participated. During the same month, the principals at the five middle schools participated in a focus group and gave implementation feedback and recommendations for future collaboration with CIS Wake.

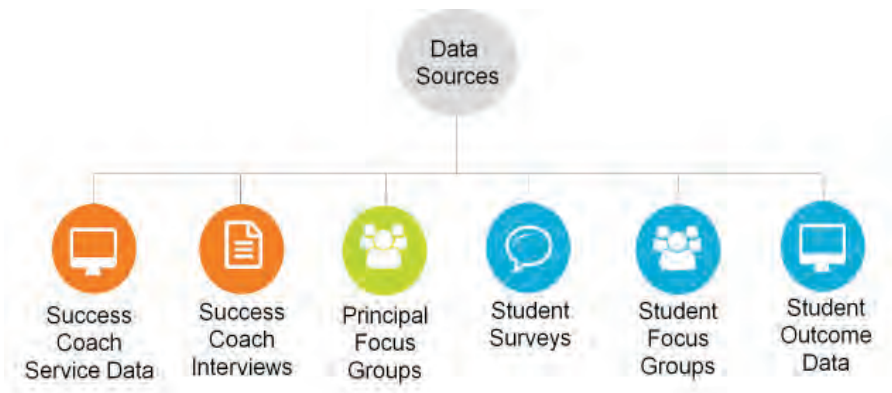
In early May 2021, the students from the Success Coaches' 2020-21 caseloads had opportunities to offer feedback. First, DRA and the Alternative Education Director asked Success Coaches to invite each student on their caseloads to participate in either an English or Spanish online survey. There were 38 responses to the student survey yielding a response rate below 20%. No student completed the Spanish version of the survey. Second, we asked the Success Coaches to invite four students from their current caseloads to participate in

one of three virtual focus groups. We collaborated with WCPSS Translation Services to offer a Spanish language translator at one of these focus groups held specifically for students who needed this accommodation. Sixteen students from four of the five middle schools attended one of the three groups and provided feedback about their experiences with their coach.

We present implementation results and outcomes for two cohorts, those on the Success Coaches' caseloads in 2019-20 and those on their 2020-21 caseloads. Some students may have participated both years, encouraging us to examine correlations between years of participation, number of service contacts, and outcomes. We did not find an association between any of these variables, and therefore, we examined each cohort separately. Following a quasi-experimental design, we used a robust matching technique to establish a unique comparison group of students for each cohort. The technique matched students within each of the five schools on their attendance rate, the number of suspensions and ALC placements, and final ELA and mathematics grades at the end of the school year prior to their corresponding cohort. Using these more granular data measures yields tighter matches than simply relying on binary measures of whether students met the attendance, suspension, and academic criteria.

This design allows us to determine whether a significant difference in attendance rates and the number of Ds and Fs in ELA and mathematics was present between the students on the Success Coaches' caseloads and their matched counterparts in 2019-20 and 2020-21. The comparison students might have received school-wide services from the school's Success Coach. If the program was implemented with fidelity, only caseload students would have received the targeted group or individualized services that are expected to improve outcomes. Through interviews with the Success Coaches, we learned that they sometimes provided group or individual services to a small number of students who were not identified as caseload students. These students could have been selected as comparison students within this study. It is also possible that the students on the coaches' caseloads and the comparison students may have received interventions and services from other initiatives at their schools in addition to those provided by the Success Coaches.

Figure 2
Data collection came from a variety of sources



DATA LIMITATIONS

The COVID-19 pandemic impacted the lives of all stakeholder groups and likely program implementation. In response to changes prompted by the pandemic in 2019-20 and 2020-21, Success Coaches adjusted their service provision to meet the needs of their schools and the challenging situations faced by students and families. These unusual circumstances combined with a remote learning environment impacted the ease with which coaches could build relationships and directly offer support. Success Coaches who were interviewed said they still followed the three-tiered service model by partnering with school administrators and support staff to work with students on their caseloads and beyond. Data collected for reporting purposes may have limitations related to validity and reliability and should be interpreted with caution.

Service-data: The service data in the WCPSS database reflect Success Coaches' entries for students identified as being on their caseloads who received targeted group and/or individualized services. The remote educational environment may have reduced the visibility of service delivery because Success Coaches, school principals, administrators, and staff, and students were not often in the school building. For example, despite one coach's data entry, the principal at his school questioned the extent to which the coach provided services.

Student-data: Survey data collected from students reflect low response rates, thus descriptive findings of the student survey are presented. We did not ask students to identify their school; thus, we do not know which schools the survey data represent. Students from four of the five implementing schools participated in the student focus groups. The number of participants from each of these four schools ranged from one to eight.

Outcome data: The pandemic ignited educational, social, and cultural conditions unlike any of the stakeholder groups ever experienced and severely impacted student outcomes for all WCPSS students, not only those served by Success Coaches. On average, students at the implementing schools had lower levels of attendance and poorer grades than before this unprecedented time, and students were rarely suspended because they were not in the school building. There were also discrepancies in how schools defined absences and captured attendance data during 2020-21. These factors discouraged us from examining 2020-21 attendance and suspension rates and making comparisons to 2019-20. Additionally, it was not feasible to track student progress by following students on the Success Coaches' caseloads in 2019-20 into their first year of high school and investigating their ninth-grade outcomes in 2020-21.





STATUS OF GOALS

Success Coaches met the implementation goals, except for each of them securing at least 75% of their caseloads in the 2020-21 school year. There is some evidence that the 2019-20 attendance goal and the 2020-21 grade goal were partially met.

In a prior examination of the 2019-20 cohort of students on the Success Coaches' caseloads (Rhea, 2020), we analyzed attendance and grade outcomes longitudinally. We found that the students on the coaches' caseloads that year made statistically significant improvements in their attendance between 2018-19 and 2019-20, yet not as much as the comparison students. The students on the caseloads did not raise their grades in ELA and mathematics during that time span, although the comparison students did. Thus, trends in the attendance outcomes seemed encouraging prior to the pandemic.

As mentioned above, the circumstances and challenges brought on by the pandemic impacted our ability to examine the short- and long-term goals as they are stated in Figure 3. Consequently, within this report, we investigated whether a significant difference in 2019-20 attendance rates was present between students on the Success Coaches' caseloads and the comparison students. No such difference was found. Both groups of students had similarly high attendance rates that year. For reasons previously stated, we were not able to examine whether rates improved in 2020-21.



IMPLEMENTATION RESULTS

WHAT IS THE PERCEIVED PURPOSE AND NEED FOR SUCCESS COACHES?

Success Coaches support students and their families in a variety of ways. During their focus group conversation, principals discussed their common belief that the purpose of a Success Coach depends on the strengths of the person in that position and how schools leverage those skills. Their comments showed agreement that coaches serve the school by engaging with students and their families, yet the ways in which they do this vary. Principals offered various reasons for needing a Success Coach, such as to:

- connect students and their families to resources; they look at the whole family and not just the student and match them to community resources,
- engage with students and parents in a way other staff cannot, because of similar language and culture, often serving as a translator,
- support students who need a grown-up to listen, provide mentorship and help develop social emotional skills,
- proactively intervene in terms of attendance or disciplinary actions and make students feel welcomed, valued, and connected to the school.

Within their individual interviews, Success Coaches described the purpose of their position similarly in terms of connecting and building relationships with students and parents. They

were also keenly aware of how the purpose connects to the goals. Each Success Coach articulated that they work with schools to offer support for improving attendance, behavior, and course work, and examples of ways in which they offer support might be to:

- serve as a trusted adult who identifies and relates to students' situations and cares about and values them,
- partner with schools to eliminate barriers and build relationships,
- work with schools to help reduce challenges related to attendance, behavior, and course work,
- lower chronic absences, offer parent engagement, and use strategies that impact the greater school climate,
- surround students with extra support to help them succeed by providing attendance, behavior, course work, and parent engagement support.

“What is the criteria or formula that is used to determine which school gets a CIS Success Coach?”

School Principal

Within their conversation, principals inquired about the criteria WCPSS uses to determine which school gets a Success Coach and offered their ideas about what it is and should be. Similar to the need statement within the Pathway of Change that draws a connection to school suspension rates, a few of the principals assumed that suspension and disciplinary actions are a criterion for needing a Success Coach. Principals were not entirely sure why their school has a Success Coach, whereas other schools that might benefit from one do not, suggesting that they may not have been informed of the specific criteria used to identify program schools. One principal suggested that WCPSS revisit which schools need a Success Coach, particularly as school leadership and needs have changed. Another mentioned creating a formula to determine the level of support that should be offered, perhaps similar to the tiers of support WCPSS uses for other resources. Principals tended to agree that establishing need criteria is important for transparency and creating equity by giving similar interventions and supports to schools with similar needs.

HOW ARE STUDENTS SELECTED AND WHAT IS THE DEMOGRAPHIC PROFILE OF STUDENTS ON THE SUCCESS COACHES CASELOADS IN 2020-21

DRA staff created a roster of students at each of the five middle schools who met one or more of the three eligibility criteria at the end of the school year prior to each implementing year; 2019-20 and 2020-21. The Alternative Education Director asked principals and Success Coaches to utilize these rosters to build their caseloads of at least 50 students. The director also gave them the discretion to include students who were not on the rosters yet who would benefit from the program, for example, serving students who may have additional needs based on factors within their social settings(family, community, environment) that necessitate an intervention. DRA and Alternative Education staff offered a roster-use training to coaches each year. Within their interviews, the four participating Success Coaches reported using these rosters, and other WCPSS data sources, to build caseloads in collaboration with principals and other school staff. Whereas Success Coaches said they want to receive the rosters prior to or at the beginning of each school year to jump-start the selection process, principals said that although the rosters are helpful, they are unnecessary because the data are available within other sources.

The Success Coaches expressed the importance of building student caseloads early in the school year because they need time to connect with students and get parent permission to add them to their caseloads. Neither CIS Wake nor WCPSS' contract sets a standard length of service; rather, students may participate in the program one to three years depending on yearly need, selection, and parent consent. Success Coaches may add students to their caseload any time during the school year, although per the contract, they are expected to secure at least 75% of their students by November 1, which means that not all 50 students may receive services for an entire school year. In 2019-20, all five coaches had 75% or more of their students on their caseloads by that timeframe (Rhea, 2020). The extreme challenges caused by the



pandemic during 2020-21 likely gave Success Coaches fewer opportunities to connect with students and their parents and may have delayed caseload establishment. By the start of the second semester in January 2020-21, two coaches had secured over 75% of their caseloads, two other coaches were close to 75%, and the remaining coach was just below 50%.

In 2019-20, Success Coaches had a total caseload of 317 students with service data and served an additional 104 students (Rhea, 2020). Table 3 shows that 2020-21 caseloads more closely aligned with the contracted number of 50 students per coach because CIS National waived their caseload guidelines due to the pandemic. The student profile of each Success Coach's caseload compared to the overall school profile is presented as well. Over half of the students at four of the schools met the established criteria, indicating a need for support. In 2020-21, three Success Coaches primarily served Black/African American students, whereas the two bilingual coaches mainly served Hispanic/Latino students, many of whom identified as English Learners (EL). The majority, though not all, of students on the caseloads met the academic, attendance, and/or behavioral need criteria.

Table 3

Success Coaches primarily served either Black/African American or Hispanic and EL students although their caseload profiles vary as do their overall student populations

		Student Caseload Data, 2020-21						School Level Data, 2020-21				
		Durant Road	East Millbrook	Ligon	Neuse River	Wendell	Total Caseload	Durant Road	East Millbrook	Ligon	Neuse River	Wendell
Race/Ethnicity	Black/African American	62%	6%	80%	4%	59%	42%	27%	50%	28%	37%	37%
	Hispanic/Latino	26%	88%	16%	92%	25%	49%	31%	34%	11%	47%	37%
	White	4%	6%	4%	4%	14%	7%	31%	10%	47%	11%	20%
	Other	8%	0%	0%	0%	2%	2%	11%	6%	14%	5%	6%
English Learners		16%	76%	14%	61%	6%	35%	16%	17%	5%	18%	13%
Free and Reduced-Price Lunch		Data not available at student level						44%	62%	25%	60%	53%
Met program selection criteria		84%	84%	90%	80%	71%	82%	51%	65%	32%	59%	52%
Total number of students		50	50	50	49	49	248	867	726	963	803	777

Data Source: WCPSS database June 30, 2021



WHAT ARE THE SERVICES SUCCESS COACHES PROVIDE?

Qualitative descriptions given by principals, Success Coaches, and their students combined with service data collected by the coaches show that services vary across the schools in terms of what coaches specifically do and how often they do it. The services provided may also depend on a school’s needs and a coach’s strengths and skills.

“It doesn’t seem like a program. It is up to the person [coach] to determine what he/she wants to do.”

School Principal

Table 4

Principals think the services Success Coaches provide to students are coach-dependent and they want to see a better-defined program model

Theme	Supporting Quotes from Principals
Services are dependent on the individual coach	“The way CIS operates, it’s a wide umbrella. They have a goal they are trying to get to, and basically upon the talents of the coach, that kinda tailors what you get...”
	“It doesn’t seem like a program. It is up to the person [coach] to determine what he/she wants to do.”
Program model needs to include more consistent expectations	“This is my fourth Success Coach in seven years...it absolutely depends on the individual as to how they provide service and generally how successful they are with the school and the kids.”
	“If I were to make a recommendation it would be to have more structure. It is all a bit loose. I do not have a clear understanding of the workday expectations for the Success Coach or a measurement for success.”
	“What should we expect at minimum?”
	“There hasn’t been a level-setting of what expectations are, there’s some ideas of what the program is, but not expectations about what their work is in a school....there needs to be a framework.”

Data Source: Principal Focus Group, June 2021

Service data collected by Success Coaches also show a variation in the number of contacts they made with students, likely because services depend on individual student’s needs. Success Coaches have essentially the same number of students on their caseloads; nevertheless, variability exists between the average number of service contacts given to each student. For example, students at Neuse River received an average of 11 service contacts from their Success Coach across the school year compared to an average of 35 contacts per student at East Millbrook (see Table 5). The data for each school presented in the Appendix show the distribution of services across each caseload, indicating that some students receive considerably more contact with Success Coaches than others, which may be due to different levels of student need.



Table 5

Students on the Success Coaches' caseloads received different amounts of service contacts in 2020-2

	Durant Road	East Millbrook	Ligon	Neuse River	Wendell
Average # of service contacts per student and (Standard Deviation)	18 (5.7)	35 (11.4)	20 (3.8)	11 (8.0)	13 (5.8)
Range in # of service contacts per student	9-30	14-57	15-29	2-36	4-25
Total # of students on caseload	50	50	50	49	49

Data Source: WCPSS database June 30, 2021

When asked to explain the services they provide, interviewed Success Coaches referred to the three tiers of support they provide. According to one coach, Tier 1 services are whole-school programs or interventions designed to "impact the greater school climate." The four Success Coaches we interviewed spoke about facilitating school and community partnerships that might include churches, tutoring services, and other organizations and businesses, who help provide various resources to all students at the school such as instructional materials, academic support, and resources like food, clothing, and utilities. Coaches noted that using community resources and engaging with parents to help find ways to meet the families' and/or students' basic needs was most paramount during the 2020-21 school year. For example, they delivered devices and/or hotspots to students for remote learning. Also when schools tried to locate and connect with students during the pandemic, Success Coaches helped school support staff conduct home visits.

The two bilingual Success Coaches said they served as school-wide translators to help address the language barrier that existed for many Spanish-speaking families. One coach indicated that "There is no one else who can communicate with the Hispanic families because of the language barrier." He worked closely with the school counselor to assist students with the high school transition process by offering translation services or speaking directly to students and families. The other coach, who also said he is a main source of language support at the school, created a spreadsheet for teachers to sign up for his assistance conducting virtual meetings

with Spanish-speaking families. He mentioned that although teachers could request translation services from WCPSS Central Services, they found it more efficient to use him. Principals shared that CIS Wake suggested that each school receive two Success Coaches, one of whom would serve as a bilingual support, which is a need for many students at their schools.

"Our coach is very important here (at school), but he's also very important with our social worker out in the community. That's the impact he makes because he has so many in-roads with families."

School Principal

Although each of the four Success Coaches shared examples about facilitating school and community partnerships at their schools, only one principal raved about his coach in this regard. Principals shared their views about the Success Coaches, which ranged from effectively building bridges between the school and community through either tangible resources or by making cultural and lingual connections to ineffectively supporting students and being seen by teachers as a way for students to get out of class.

Principals discussed their vision of how effective coaches can be critical school partners. Ultimately, principals agreed that connecting students and families to community resources should be a standard service that all coaches provide to schools. It appears important to principals that Success Coaches help bring communities into schools, which they see as a valuable component of implementation.



Table 6

Principals want Success Coaches to connect schools with needed community resources

Theme	Supporting Quotes and Comments from Principals
Connecting students and families to community resources should be a standard service	<p data-bbox="553 390 1328 506">“Our coach is very important here (at school), but he’s very important with our social worker out in the community. That’s the impact he makes because he has so many in-roads with families.” The principal also spoke about how the coach brings in mentors for students, connects students to community resources, and seems to be a model for what a Success Coach should contribute to the school.</p> <p data-bbox="553 537 1328 611">“That should be one of the basic things that we should expect. That they are connecting with outside resources, connecting with families. I think if they don’t...it’s like sort of having another counselor we don’t evaluate.”</p> <p data-bbox="553 642 1328 684">“There’s no outside connection or volunteers that come in. Our kids aren’t getting that piece and it certainly would be helpful.”</p> <p data-bbox="553 716 1328 791">“We don’t have those outside helps either.” The principal went on to explain how the Success Coach partners with the school social worker to do home visits and engage with families but isn’t building community and families resource connections.</p>

Data Source: Principal Focus Group June 2021

Success Coaches indicated providing Tier 2 and 3 services, intended for small groups and individual students respectively, to students on their caseloads and to some students who were not. The focal point of this report is the services coaches rendered to students on their caseloads, which are reflected within the various data sources. According to Success Coaches and the small number of students who participated in the focus groups and surveys, the primary targeted group and individualized services coaches provided in 2020-21 included check-ins with students and SEL services, followed by parent engagement and translation services. Although the broad list of services was the same in 2019-20 (Rhea, 2020), Success Coaches shared that their service delivery differed across the 2019-20 and 2020-21 school years because of the onset of the pandemic and online learning environment (examples are offered below). In addition to these primary services, Success Coaches told us that they served students on their caseloads and beyond by offering different afterschool clubs before the pandemic and by assisting other support staff in delivering laptops, hotspots, meals, supplies, and materials during the pandemic.

Service-delivery findings are summarized in Table 7 and show the number of contacts Success Coaches

made across their caseloads each year. The number of contacts vary considerably by school, indicating inconsistencies in implementation (school-level details are presented in the Appendix). In general, Success Coaches most frequently offered check-ins, SEL services, and parent engagement in 2019-20 and 2020-21. Success Coaches’ and principals’ qualitative descriptions of these three services are summarized below.

Check-ins: Check-ins with students were typically very brief interactions, lasting about 15 minutes. In 2019-20, Success Coaches typically checked-in with students at various times during the school day, such as during an elective, in the hallway, at lunch, or before school. Coaches had to get more creative about connecting with students in 2020-21 because they said many students faced challenges during the pandemic, such as lacking access to technology and declines in academic confidence and participation. As such, Success Coaches used Google Meet, phone calls, or drove to students’ homes to check in with them. One coach said he helped his school facilitate what he calls “curbside dialogues” where he would “drive up to many of our students homes, just to have brief conversations at a distance at the curb, checking in, understanding how they were responding to the pandemic, trying to gauge if there were any



additional social emotional deficits they had encountered.” Whereas the four Success Coaches mentioned these general check-ins with students, two of the coaches mentioned implementing the evidence-based intervention, Check and Connect (Sinclair et al., 2005; What Works Clearinghouse, 2015), primarily prior to the pandemic in 2019-20.

SEL support: Success Coaches supported students’ social-emotional well-being during each year of implementation. The four Success Coaches we interviewed said they met with students in-person in 2019-20 and virtually in 2020-21 to offer SEL sessions which related to competencies such as self and social awareness and responsible decision-making, either at a small group or individual level. Coaches also offered unique SEL sessions such as stress management to help deal with the challenges of the pandemic and other sessions that coordinated well with the school. This support typically lasted between 30 minutes and an hour and varied in style. One coach who loves music incorporated it into his lessons, another connected with students while playing football with them, and another said, “I like to use the arts as an SEL since our school is a visual and performing arts magnet...I show them different artists, we look at artwork, what they see in the artwork, and we take virtual tours to museums.” Another coach mentioned leading Restorative Circles as part of his approach to SEL (WCPSS, 2021).

Parent engagement, including translation: In 2019-20, Success Coaches engaged with parents through program orientation, home visits and conferences, and/or translation services (Rhea, 2020). Several coaches and principals mentioned the importance of supporting and engaging with parents, especially during the remote learning environment of 2020-21. Success Coaches connected with parents virtually, made phone calls, and continued to make home visits and speak with parents from a distance. The bilingual Success Coaches engaged with parents by providing cultural and lingual support to connect Hispanic families to the school.

Table 7

Success Coaches most frequently offered check-ins, SEL services, and parent engagement in 2019-20 and 2020-21 although the service contacts varied by school

Standard List of Services	Durant Road		East Millbrook		Ligon		Neuse River		Wendell		Total	
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21
Academic Support	69	184	16	36	37	0	14	22	1	0	137	242
Check-in/Check and Connect Services	198	324	519	358	290	290	217	143	376	347	1,600	1,462
Check-in at ALC and/or ISS	69	1	22	0	31	0	44	1	20	0	186	2
Community/Agency Service Referrals	1	0	0	49	26	4	1	26	1	0	29	79
Home visits	1	75	1	161	15	118	5	46	0	0	22	400
Motivational Conferencing	1	1	185	296	30	109	9	8	8	4	233	418
Other Services	83	10	1	142	47	101	88	18	43	46	262	317
Parent Engagement	24	189	171	337	185	157	83	190	41	29	504	902
SEL Services	171	100	257	350	144	244	111	93	67	214	750	1,001
Total # of Service Contacts	617	884	1,172	1,729	805	1,023	572	547	557	640	3,723	4,823

Data Source: WCPSS database June 30, 2020 and 2021

Note: The number of service contacts are represented by shades of color with darker cells indicating greater numbers of contacts than lighter cells.



During the student focus groups, we asked students to talk about the activities they did with their Success Coaches during the time they worked with them which for most was two or three years. Students gave descriptive responses which mostly related to coaches checking in with them and offering social-emotional support. Those students working with the bilingual Success Coaches primarily reflected on the usefulness of having a coach who was able to assist with language support. Similarly, students who responded to the survey said that the most helpful activity was when their coach checked-in or talked with them. Students especially liked talking with Success Coaches about their feelings or when they were angry.

Table 8

Students spoke about connections and social emotional support they got from their Success Coaches whereas those working with the bilingual Success Coaches primarily reflected on language translation

Theme	Supporting Quotes from Students
Checking in and connecting with students	"He'll come to my class; ask every day how I'm doing. He'll pop in. He'll also come to my house if I need anything."
	"I played soccer with him and I've had really good conversations with him during lunch, sometimes when I'm switching classes and at the end of the day or in the morning. During remote learning, he came twice to check on me and we were doing activities online"
	"He played soccer as well and checked up on me with my assignments."
Facilitating social emotional learning	"He has done a really good job with reaching out to all his students and trying to like communicate with them to make sure everybody is mentally ok and like making sure they don't need anything and they're stable because he knows this year has been hard for everybody."
	"And it really does help, because we start off with a topic about what's going on in the world, or like our feelings about a certain situation or topic. It allows us to speak up about it and allows our voice to be heard, like for students that means something to us."
	"Anytime we get together, we go over a specific topic at first then we move on to other topics...then we talk about it as a group."
Serving as a Spanish translator for LEP students	"One time I got into ALC and after I got out, we had a long talk, he gave me this lesson about how I shouldn't let things get me so mad, because my anger issues are terrible...but he just gave me these lessons and his lessons are about like stress management and anger management."
	"He put together a group with Hispanic students and he helped us with how to speak English..."
	"He really does help you, he really tries to help with everything he can...he helps with translate, that's my biggest problem."
	"... he also helps us to translate at school, he helps me with other classes..."

Data Source: Student Focus Groups, June 2021





STUDENT OUTCOME RESULTS

WHAT ARE THE MAIN IMPACTS OF SUCCESS COACHES?

The Success Coaches we interviewed clearly expressed the importance of relationship building with all students, not only those who might be on their caseloads. Coaches shared their desire for students to see them as a trusted adult who provides care, a safe space, and concern for them beyond their academic well-being. They said they believe most students see them this way. Success Coaches said that they utilize their own personal, academic, and cultural experiences to connect with students. For example, one Success Coach used his experience as an English language learner to relate to the experiences of his Spanish-Speaking students. Another Success Coach used his love of music to connect with students, leading to a small group that promotes social-emotional learning in a culturally relevant way. Coaches also reflected on relationships that were sustained with students and how some continued to seek support from them after they transitioned to high school.

Students on the Success Coaches' caseload shared anecdotes about their relationships with them. We asked students in the focus group to think about how the help they get from their Success Coach is different from the teachers or counselors in their school. Students from three schools expressed that they do not feel as if their teachers or counselors take the time to really listen to their opinions and feelings. The examples they shared of the ways in which their Success Coach is there for them show the trusting relationship they have developed. The students clearly want

and need someone who will let them express their feelings, within a confidential environment, and it appears that this someone is their Success Coach. What’s more, it seems that the honest feedback they receive from their coach, e.g., gently pointing to their errors and/or trying to get them to see the other person’s side, only deepens this trust.

“He’s the reason why I’m passing my classes right now.”
Student

Table 9

Individual students have been impacted by their Success Coaches in various ways

Theme	Supporting Quotes and Comments from Students
Grades	<p>“He definitely changed me and changed me for the better since 6th grade, my grades were D’s and F’s and now my grades are A’s and B’s.”</p> <p>“He’s helped me by first trying to help me get my grades back up at the beginning of the year, I was failing terribly, and he told me what I needed to work on and I did it.”</p> <p>“He’s the reason why I’m passing my classes right now. The first two quarters, I was like failing. I had all F’s, and now I’m like on the A/B Honor Roll. He came to my house and talked about my grades, like saying if I didn’t start to do my work then I could fail my grade.”</p>
Personal/Family Issues	<p>“If he finds out you’re in a situation, you got nothing going in your life, he’ll drop what he’s doing and go find you to go buy you stuff, not just to buy you stuff but to give you stuff to make sure you have clothes on your back and food in your stomach...he treats us like were his own children, most of the time.”</p> <p>“This year, my cousin got killed. ...like he was my brother’s Success Coach when my brother was in high school too, he made sure he got in contact with my brother and made sure I was okay and everything was alright. Then he gathered some resources to help me to keep me up because he knew I wasn’t right...”</p> <p>“I’m really grateful that I met him...and established a relationship with him. Towards last year, he was helping me with mental problems and stuff like that...”</p>
Goal Setting	<p>One student discussed a goal sheet that her Success Coach gave her to help her accomplish tasks. “Also it’s like he will give me like a sheet of paper and it will tell me to do this, have I accomplish it at the end of the week, and if I did, I’ll give it to him and we’ll sit in his office and talk about stuff, like how did I accomplish it, what made me do it, what gave me the courage to do it and stuff like that.”</p>
Anger/Stress Management	<p>“He really did help a lot of students deal with anger management and stress management and...with me, I got suspended and he gave me this sheet before I left and it was a list of anger management skills to use when I am put in that situation again...and when I got back, he made sure to meet with me and talk with me about it...”</p>

Data Source: Student Focus Groups, June 2021



Students who participated in the focus group spoke strongly about the impact their Success Coaches have made on them, most commonly in terms of getting better grades and receiving help when they had a personal need. Some students commented about getting help setting goals and dealing with emotions. Student survey respondents reported about some of these same impacts. These students also chose participating in class and getting along with teachers as the top areas in which their Success Coach has helped them, followed by feeling connected to the school and giving their best effort when doing homework.

“He actually will have a conversation with you and tries his best to help you.”

Student

Table 10

Relevant examples show the strong relationships between Success Coaches and their students

Theme	Supporting Quotes and Comments from Success Coaches and Students
Success Coaches shared examples of relationships built with students	<p>Success Coaches</p> <p>One student called his Success Coach during a time of crisis and they talked for 45 minutes. "He thanked me for being in his life and for helping him understand what he was doing was wrong. Just that 45 minutes proved that what we do is very valuable...he didn't call his mother, he didn't call his father, he called me."</p> <p>"That student who might be in crisis or who might be having a challenge, who's not listening to the counselor, wants to fight the principal, wants to push his luck with the SRO, there's probably a 95% chance that student doesn't want to do anything of that nature with me because I have no authority over him just companionship. I have built a rapport with the students."</p> <p>"The ESL students are very close to my heart because I was one. I had a student who just arrived to the country and she was lost....I know how she feels."</p>
	<p>Students</p> <p>"...teachers, they only care about their opinion, they don't care about the student's opinion, most of them, not saying all of them but most of them, they don't listen to what the student has to say...he listens to what we have to say...he's agreeing with the teacher in a way to help us understand their point of view."</p> <p>"He understands how like I feel...and if I'm wrong, he's going to tell me ok, 'you're wrong, I get what you're trying to say but the teacher is right!'"</p> <p>"He actually will have a conversation with you and tries his best to help you...it's different because with my teachers, I really don't talk with them and I don't really have a good bond with them, we really don't talk like that."</p> <p>"He will always try to make a personal connection with his students, but it's like the counselors, I don't know how to put it, but you get a judgey vibe from them. Students don't want their parents to know certain things because it will make the situation worse at home and like and I don't think the counselors understand that sometimes, but unless it's something he has to tell our parents about, he's not going to because he knows what's going on in our personal life....I don't know, it's just something about the counselors at my school in particular that I just don't like."</p>
	<p>Students said they have strong relationships with their coaches and see them as their "go-to" person at the school, above teachers and counselors</p>

Data Source: Success Coach Interviews and Student Focus Groups, June 2021



As previously discussed, the pandemic severely impacted student outcomes for all WCPSS students, not only those served by Success Coaches. Suspensions were rare during 2020-21, and attendance and grades were lower than in previous years. These circumstances prevented us from examining suspension and attendance rates that year and from following students into their first year of high school to investigate their ninth-grade outcomes. We did examine 2019-20 attendance rates and ELA and mathematics grades in 2010-20 and 2020-21.

In 2019-20, both groups of students, those on the Success Coaches' caseloads and comparison students, had similarly high average attendance rates, each above 90% (see Figure 4). We calculated these rates as of quarter 3, prior to the pandemic onset. As previously discussed, the reliability and validity of attendance data are questionable in 2020-21, so we did not analyze the attendance outcome that year.

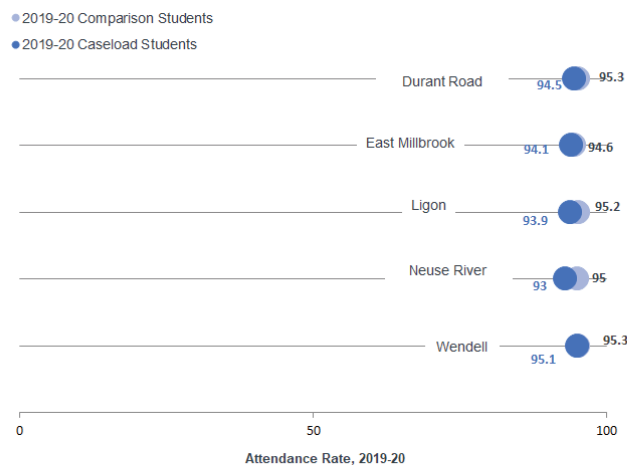
The average ELA and mathematics grades for both groups of students in 2019-20 and 2020-21 are presented in Figures 5-8. The evidence shows little difference either year in average grades for

students on the Success Coaches' caseloads and their comparison students. However, the unusual circumstances of the 2020-21 school year appear to have negatively impacted ELA and mathematics grades for both student groups. Specifically, the 2020-21 caseload students and their counterparts earned lower ELA and mathematics grades than the 2019-20 caseload students and their counterparts.

- Figures 5 and 7 show that the students on the Success Coaches' caseloads in 2019-20 and their comparison students tended to have ELA and mathematics grades representing C (70-79%) averages.
- Figures 6 and 8 suggest that the 2020-21 student groups typically ended the year with D (60-69%) or F (59% and below) averages in ELA and mathematics. Students on the Success Coaches' caseloads earned slightly lower averages than comparison students with the exception of Durant Road where caseload students had the same average ELA grade and a slightly higher average mathematics grade than their counterparts. This trend is not seen at any other school.

Figure 4

Attendance rates were not substantially different between the 2019-20 groups: the students on the Success Coaches' caseloads in 2019-20 had nearly the same average attendance as of quarter 3 that year as comparison students

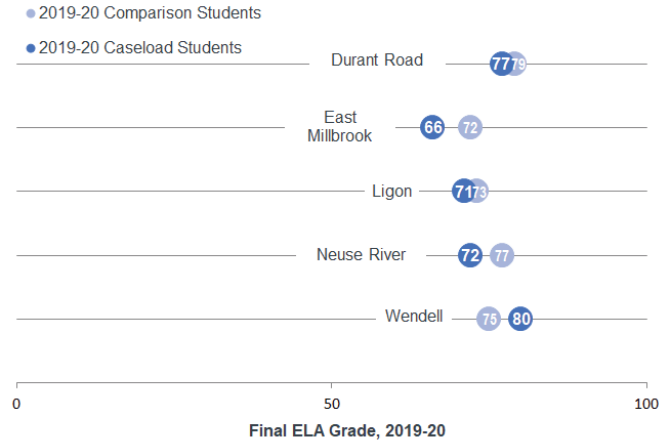


Data Source: WCPSS Student Outcome Data, 2019-20



Figure 5

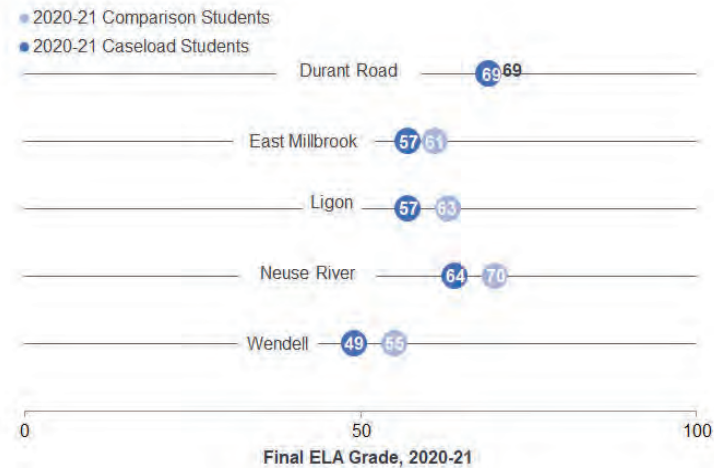
ELA grades were not substantially different between the 2019-20 groups of students: the students on the Success Coaches' caseloads in 2019-20 had slightly lower average ELA grades as of quarter 3 that year than comparison students at four of the five schools



Data Source: WCPSS Student Outcome Data, 2019-20

Figure 6

ELA grades were somewhat different between the 2020-21 groups of students: the students on the Success Coaches' caseloads in 2020-21 had modestly lower average ELA grades as of quarter 4 that year than comparison students at four of the five schools

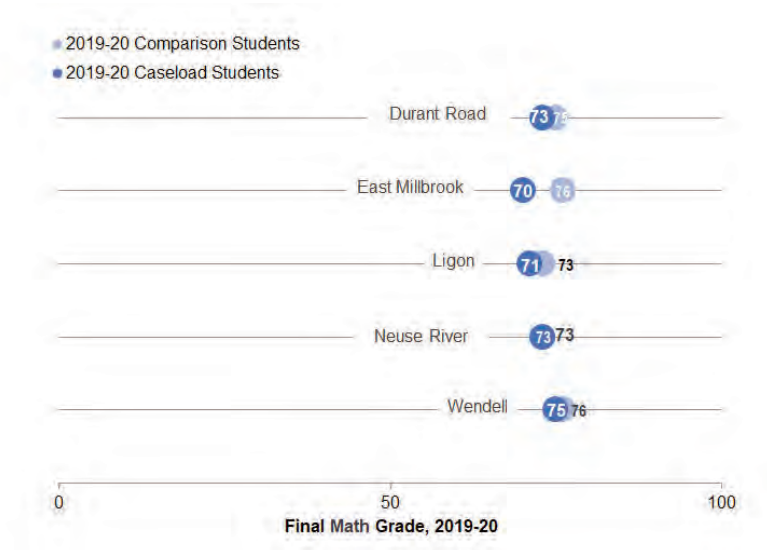


Data Source: WCPSS Student Outcome Data, 2020-21



Figure 7

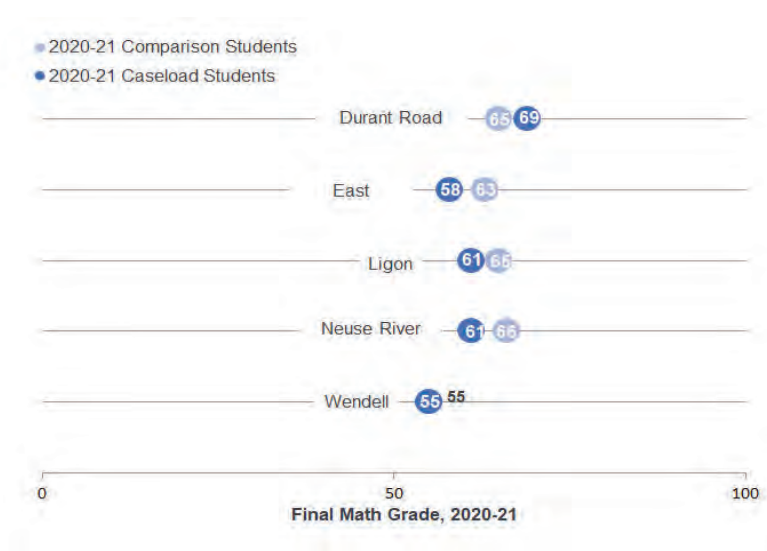
Mathematics grades were not substantially different between the 2019-20 groups: the students on the Success Coaches' caseloads in 2019-20 and the comparison students at four of the five schools had similar average mathematics grades as of quarter 3 that year



Data Source: WCPSS Student Outcome Data, 2019-20

Figure 8

Mathematics grades were somewhat different between the 2020-21 groups: the students on the Success Coaches' caseloads in 2020-21 had modestly lower average mathematics grades as of quarter 4 that year than comparison students at three of the five schools



Data Source: WCPSS Student Outcome Data, 2020-21





DISCUSSION AND RECOMMENDATIONS

The 2020-21 school year operated unlike any other due to the pandemic. The district's middle school students participated in remote learning for the majority or all of the school year, depending on whether they participated in the district's Virtual Academy. These unusual instructional environments separated school staff, including Success Coaches, from each other and their students, shifting the manner in which staff and students could interact. For example, similar to teachers, Success Coaches met virtually with students on their caseloads. Sometimes they conducted curbside home visits when more direct contact was needed. Success Coaches also helped their school support staff locate students and deliver important supplies necessary for remote learning. Principals had fewer opportunities to directly observe the interactions and contacts between coaches and their students, so they were less likely to see Success Coaches in action. The COVID-19 pandemic affected the implementation of services; however, improvements in the district's partnership with CIS Wake have been evident prior to the pandemic's onset (see Rhea, 2016).

Since 2019-20, Success Coaches have supported five middle schools, and prior to that year, Graduation Coaches supported three of the five schools. Since 2012, DRA has

been tasked with conducting program evaluations on both the Graduation Coaches and Success Coaches initiatives, which yielded similar findings, including:

- the types of services that the coaches provide are dependent on the skill set of the individual who holds that position as well as the diverse needs of the school and students,
- the services fall under a similar list of broad categories yet appear to vary by school in type and frequency, and
- whereas coaches can positively impact individual students, the services do not appear to make a quantitatively noticeable impact on the specified outcomes for students in the aggregate when compared to similar groups of students.

Based on service data and stakeholder feedback it appears that Success Coaches have not been implemented as a standardized program, rather they serve as valuable school resources. The primary services Success Coaches provided during the 2019-20 and 2020-21 school years include checking in with students about their well-being and getting a pulse check on their academic, attendance, and behavioral needs; supporting their social and emotional needs through SEL lessons and activities; and engaging with their families to help them navigate language barriers, school resources, and/or remote learning challenges. The way in which Success Coaches provided these services varied, often based on the qualities of the coaches, which might include a strength in music, art, culture, language, or sports. One or two coaches also relied on the use of other evidence-based programs like Check and Connect and Restorative Circles. Other Success Coaches may have the unique capacity to connect schools, students, and their families to community resources (if they have strong inroads with organizations) or to offer language support (if they are bilingual). The number of times Success Coaches met with students differed, likely based on students' individual needs. The coaches do not seem to adhere to minimum dosage and

treatment expectations, rather support appears to be dependent on student need.

We found no significant impact on the short-term outcomes expected from Success Coaches. In 2019-20 both groups of students, those on the coaches' caseloads and comparison students, had similarly high average attendance rates, each above 90%. We did not examine attendance rates in 2020-21. The 2020-21 student groups earned lower ELA and mathematics grades than the 2019-20 groups. The students on the coaches' caseloads in 2019-20 and comparison students tended to have ELA and mathematics grades representing C averages compared to the 2020-21 groups, which were more likely to end the year with D or F averages. This decline is most likely due to the challenging circumstances of the COVID-19 pandemic, particularly an unusual school environment during the 2020-21 school year. In general, students on the Success Coaches' caseloads earned slightly lower averages in ELA and mathematics than comparison students.

This report's findings support recommendations to enhance implementation and support to continue a renewed partnership between WCPSS and CIS Wake.

Recommendation 1: Continue to monitor implementation and Success Coaches' impact on students

Students selected for focus groups told us that Success Coaches are their go-to people, above other school staff, when they have a problem, want someone to talk to, and need support. Success Coaches appear to be able to connect with their students at a deep level and make personal impacts on their lives. Based on individual reports, it is evident how effective Success Coaches can be on a student's grades, well-being, and school connection, perhaps because of the unique skill sets coaches bring. However, these results are not seen when we applied quantitative methods of investigation to the entire cohort of students on the coaches' caseloads. Perhaps because they are



so individualized, the services do not seem to have a measurable impact on students in general. This could be because the students selected for the Success Coaches' caseloads experience multiple factors that place them with the greatest need for support in order to be successful. However, given the hundreds of students at each of the implementing schools, it seems likely that many other students would have high needs as well. A more plausible explanation may be that the Success Coaches do not comprise a program amenable to traditional evaluation methods but rather they are valuable resources for schools, who similar to school counselors and social workers, support and work with individual students in many different ways.

Within a program's pathway of change, it is common to have a specific population that the program targets through the provision of services that differ from business-as-usual. Programs also have specific implementation goals as well as goals for students to strive toward. Success Coaches did select students to serve and documented services, as stated within the pathway of change; however, there are no common expectations for implementation and service-delivery. Although Success Coaches are not in a school counselor or similar role, they do support the needs of individual students. Coaches begin their service implementation by conducting a needs assessment with each student and creating a plan. Each student may have a goal associated with individual needs. Additionally, the needs of a student may relate to where a student is at the end of the prior school year and/or within a given quarter of the current one. This variability can be challenging in terms of measuring impact because the starting points, needs, and goals can be idiosyncratic to each student. A preferred evaluation method might be similar to the Individualized Educational Plan process by which Success Coaches, school principals, and staff could work together to establish a service plan, help students set individual goals, and monitor progress toward them.

Recommendation 2: Consider creating a detailed Memorandum of Understanding (MOU) between WCPSS and CIS Wake to replace or supplement the current contract

CIS Wake has been responsive to recommendations presented by WCPSS staff, particularly making an effort to serve students who have the needs that the program intends to meet and being aware of the outcomes that the district expects to see. It is also important for WCPSS to understand the CIS National protocols and implementation expectations. WCPSS might consider creating a detailed Memorandum of Understanding (MOU) that sets tight expectations and non-negotiables while allowing room for school and personnel flexibility. The MOU may address the following questions:

Who and how many students will be served? CIS National and WCPSS have different thresholds for the number of students that will comprise the Success Coaches' caseload. The MOU could outline the caseload expectations to ensure that stakeholders are clear about which students Success Coaches are serving each year and how to document the services they receive. Success Coaches and school staff should have a plan to progress monitor each student who is served to evaluate the effectiveness of the service.

What are the standard services schools can expect coaches to provide? Ultimately, CIS Wake is responsible for promoting Success Coaches and what they bring to schools, whereas WCPSS has the choice to pay for the service or not. Given the role of each entity, the MOU might include the organizational expectations of CIS Wake and the needs of implementing schools. It is clear that school administrators appreciate and desire the contributions they believe Success Coaches add to their school environment. Principals discussed their vision of how effective coaches can be critical school partners. Ultimately, principals agree that connecting students and families to community resources should



to schools. It appears important to principals that Success Coaches help bring communities into schools, which they see as a valuable component of implementation. It is important to discuss appropriate service differentiation and possible variations that might occur across implementing schools. WCPSS may also discuss how the services Success Coaches provide will align with the Standard Treatment Protocol for Behavioral Health and whether coaches can be used as resources to implement the district-chosen interventions. Principals also want to see more details about the services beyond the number of contacts Success Coaches make, which does not tell them much about how the coach interacted and supported their students. As such, the MOU could detail whether Success Coaches will continue to document services in the CIS National database, the WCPSS database, and/or a new form of data capture.

Who are the points of contact? The MOU should clearly delineate the roles and responsibilities of CIS Wake and WCPSS. It will be useful for principals to know whom to contact for various implementation and practical issues. Likewise, this understanding can help improve communication between the partners and encourage collaboration. Any services or practices that may go beyond what is detailed in the MOU should be communicated and discussed among the two entities.

What is the platform for principals to give feedback about their Success Coaches and vice versa?

Principals want a partnership with CIS Wake that is based more on accountability and evaluation. They

mentioned that the WCPSS staff who facilitate the partnership have changed over the years, impacting continuity. One principal expressed curiosity about the partnership between CIS and the WCPSS staff who oversee the program. "Sometimes the person over the program may not know all the things the CIS person is doing or the inconsistencies among schools. That to me is a continued must for this to operate as it should." Another principal stressed the importance of "a joint evaluation at the end of the year...they're with us 90% of the time so I definitely think having that piece would be helpful." Another principal also mentioned that generally they get an evaluation form for outside entities, so they should be able to evaluate and give input about the Success Coaches. This principal said "I wonder about the accountability of them as a Success Coach and of the program. Going back to that partnership, we have a vested interest in that person performing well if it's a resource that's supposed to support our students. They should be accountable for making a difference." Ultimately, this feedback process can be part of a less traditional method to assess the effectiveness of the Success Coaches. CIS Wake and their coaches also need a process to provide feedback and to ensure that Success Coaches receive the school resources needed to support students and that their time is being spent in accordance with the requirements set in the MOU. Flexibility is important and must be considered, while also maintaining the fundamentals of the service to ensure the treatment is not diluted because Success Coaches are providing support to schools outside of the agreed upon services.



REFERENCES

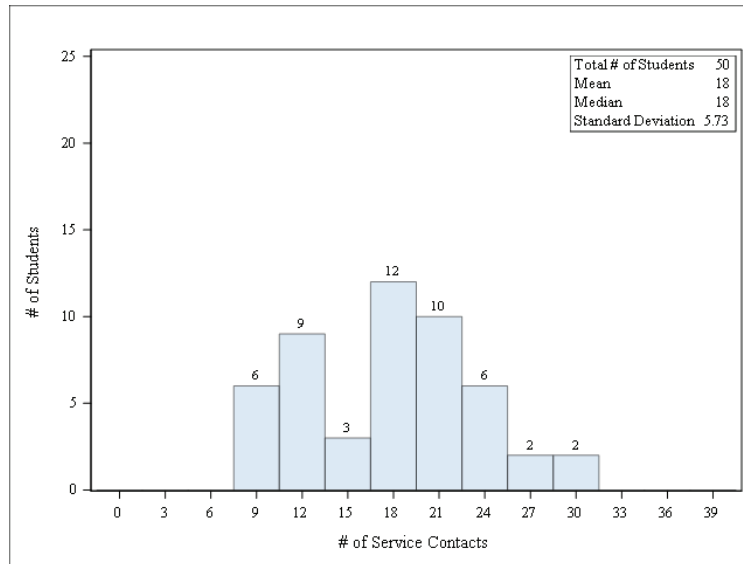
- Communities In Schools of Wake County. (2020). *About Us: Communities In Schools of Wake County*. <http://ciswake.org>
- List, J. A., Sadoff, S. & Wagner, M. (2011). So you want to run an experiment, now what? Some simple rules of thumb for optimal experimental design. *Experimental Economics*, 14(4), 439–457.
- Rhea, A. (2016). *Communities In Schools Graduation Coaches in WCPSS: 2015-16*. Data, Research, and Accountability, Wake County Public School System: Cary, NC.
- Rhea, A. (2020). *Communities In Schools Success Coaches in the Wake County Public School System: Status Report, 2019-20*. Data, Research, and Accountability, Wake County Public School System: Cary, NC.
- Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children*, 71(4), 465–482.
- Wake County Public School System. (2021). *Counseling and Student Services: Restorative Practices*. <https://www.wcpss.net/Page/44695>
- What Works Clearinghouse. (2014). *WWC procedures and standards handbook, version 3.0*. Washington DC: US Department of Education.
- What Works Clearinghouse (2015). *Check and Connect*. U.S. Department of Education: Institute of Education Sciences. <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=78>



APPENDIX

Figure A-1

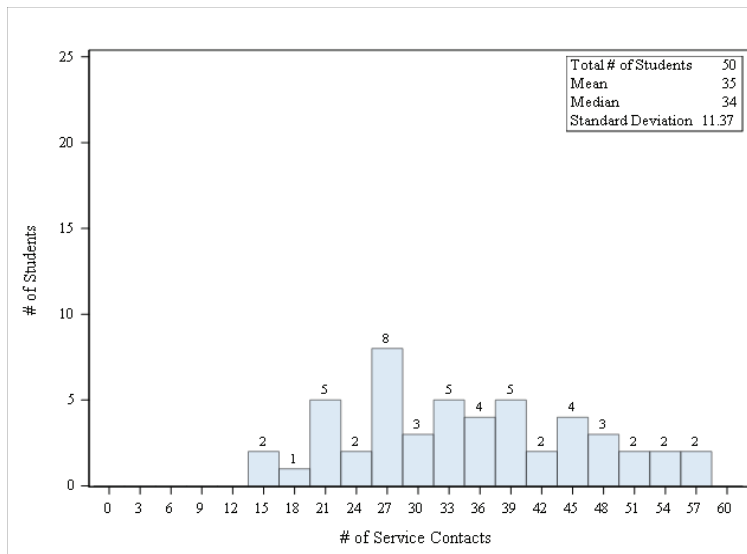
Students on the Success Coach’s caseload at Durant Road Middle received an average of 18 service contacts during the 2020-21 school year



Data Source: WCPSS Student Outcome Data, 2020-21

Figure A-2

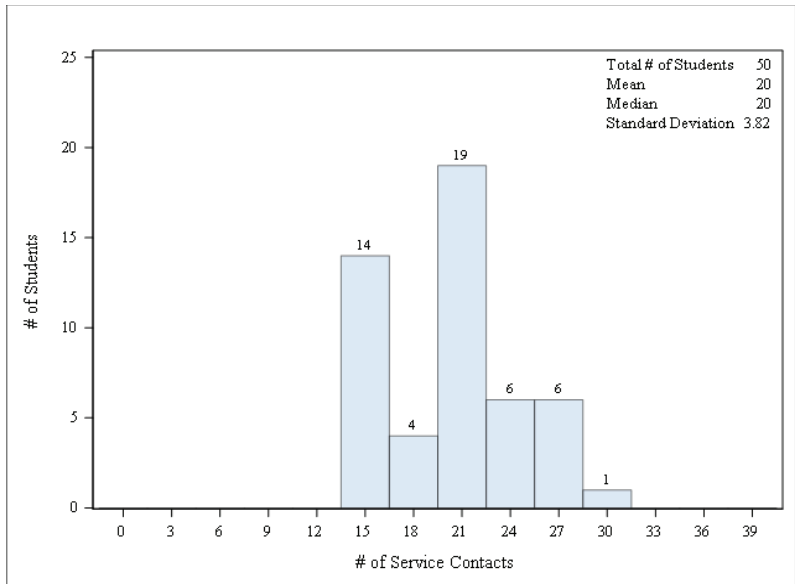
Students on the Success Coach’s caseload at East Millbrook Middle received an average of 35 service contacts during the 2020-21 school year



Data Source: WCPSS Student Outcome Data, 2020-21

Figure A-3

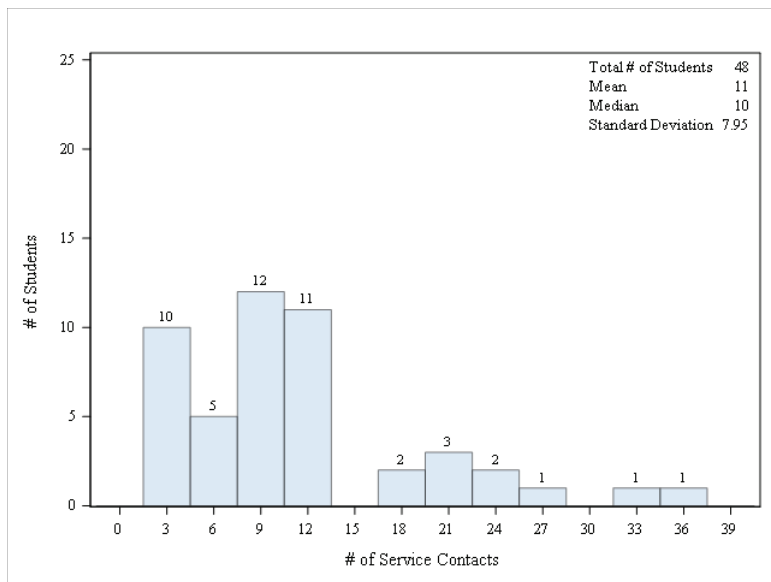
Students on the Success Coach’s caseload at Ligon Middle received an average of 20 service contacts during the 2020-21 school year



Data Source: WCPSS Student Outcome Data, 2020-21

Figure A-4

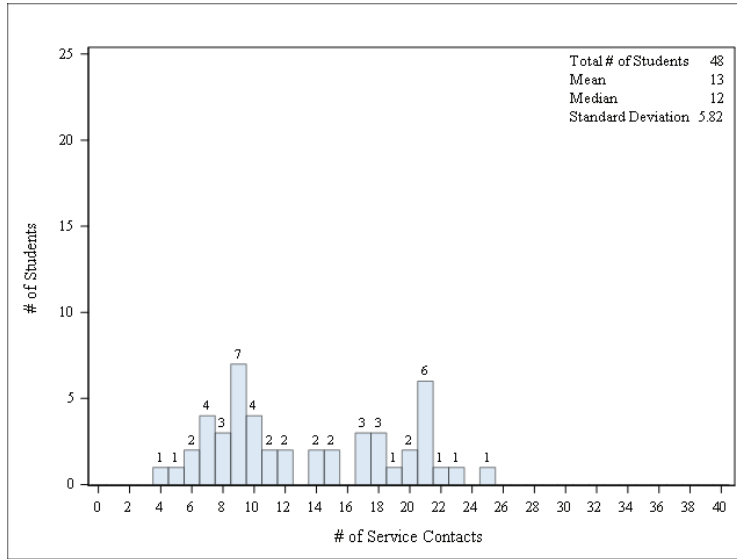
Students on the Success Coach’s caseload at Neuse River Middle received an average of 11 service contacts during the 2020-21 school year



Data Source: WCPSS Student Outcome Data, 2020-21

Figure A-5

Students on the Success Coach’s caseload at Wendell Middle received an average of 13 service contacts during the 2020-21 school year



Data Source: WCPSS Student Outcome Data, 2020-21

Table A-1

The Success Coach at Durant Road Middle described the services provided

Standard List of Services	Number of Services Contacts		Coach Database Input Service Descriptions		Coach Interview Service Descriptions	
	19-20	20-21	19-20	20-21	19-20	20-21
Academic Support	69	184	Monitoring grades	Monitoring grades Working with teacher	No additional details	Connected with teachers to develop tutoring program to replace MathNasium
Check-in/Check and Connect Services	198	324	Wellness checks Checking on grades, behavior, and coursework	Grades Attendance Coursework and Materials	Conducted Check and Connect in the hallways and before school	Connected with students during lunch
Check-in at ALC and/or ISS	69	3	No additional details	No additional details	No additional details	No additional details
Community/Agency Service Referrals	1	0	No additional details	No additional details	Connected students with ELA and Math tutors who came into the school during SMART lunch to provide tutoring	Food and utilities
Home visits	1	75	No additional details	No additional details	No additional details	No additional details
Motivational Conferencing	1	1	No additional details	No additional details	No additional details	No additional details
Other Services	84	10	Covid and wellness checks	Attendance	No additional details	Delivered food to homeless students staying in hotels
Parent Engagement	24	189	Orientation Meetings and home visits	Contacted/connected with parent Information about grades	No additional details	Connected with parents to build relationships Helped connect unemployed parents to resources
SEL Services	171	100	Sessions on decision-making Coping Skills and How to Disagree	Teens and Stress Google meetings	Led SEL class	Led virtual SEL sessions
Total Service Contacts	618	886				

Data Source: WCPSS Database June 30, 2020 & 2021 and Success Coaches Interviews, June 2021

Table A-2

The Success Coach at East Millbrook Middle described the services provided

Standard List of Services	Number of Services Contacts		Coach Database Input Service Descriptions		Coach Interview Service Descriptions	
	19-20	20-21	19-20	20-21	19-20	20-21
Academic Support	16	36	No additional details	Homework support	No additional details	Helped students with homework
Check-in/Check and Connect Services	519	358	No additional details	No additional details	Helped students problem solve situations and connected with them in simple ways such as giving high fives in the hallway	Checked in with students via Google Meets to see when they were missing assignments or having trouble with the technology
Check-in at ALC or ISS	22	0	No additional details	No additional details	No additional details	No additional details
Community/Agency Service Referrals	1	49	No additional details	Food resources Wake Tech English classes	No additional details	Distributed food Connected students to clothing and other resources
Home visits	0	161	No additional details	No additional details	No additional details	No additional details
Motivational Conferencing	185	296	No additional details	No additional details	No additional details	No additional details
Other Services	1	142	No additional details	Technology support	Offered Latinx afterschool club to students (beyond caseload)	Provided snacks to students (beyond caseload)
				High school transition support	Supported students transitioning to high school by offering translation	Served as primary translator for Spanish-speaking families
Parent Engagement	171	337	Food delivery	Food delivery	Helped families navigate the learning portals and offered translation services	Focused heavily on engaging with parents this year because of so many changes with the pandemic Built relationships with parents by offering translation services
SEL Services	257	350	No additional details	Self and Social Awareness Responsible Decisionmaking	Led a self portrait project (SEL project about decision-making) Used the arts as an SEL because the school is a visual and performing arts magnet	Led SEL lessons via Google Meets (individual and group) and some with parents and their students
Total Service Contacts	1172	1729				

Data Source: WCPSS Database June 30, 2020 & 2021 and Success Coaches Interviews, June 2021

Table A-3
The Success Coach at Ligon Middle described the services provided

Standard List of Services	Number of Services Contacts		Coach Database Input Service Descriptions		Coach Interview Service Descriptions	
	19-20	20-21	19-20	20-21	19-20	20-21
Academic Support	37	0	Monitoring grades	No additional details	No additional details	Did very little help with homework recovery because parent and students were disregarding assignments due to pandemic related struggles
Check-in/Check and Connect Services	290	290	Wellness checks Checking on grades, behavior, and coursework	No additional details	Conducted Check and Connect and monitored attendance, tardies, and behavior; pulled students from class and used the 10/2 strategy (student speaks for 10 minutes and coach responds for 2 minutes)	Drove to students' homes (because of technology challenges) to have "curbside dialogues" to check-in and check on social emotional well-being
Check-in at ALC and/or ISS	31	0	No additional details	No additional details	No additional details	No additional details
Community/Agency Service Referrals	26	4	Child nutrition services and Resource ID	Food Resources	Connected students (beyond caseload) with community agencies and businesses	Food, supplies, utilities, and information
Home visits	15	118	No additional details	No additional details	No additional details	Helped administrative team locate students (beyond caseload) for attendance issues and not logging in for remote learning
Motivational Conferencing	30	109	No additional details	No additional details	No additional details	Focused a lot on setting goals and "change talk" to build back confidence because remote learning wasn't conducive to academic success
Other Services	47	101	Affinity Group and Girls' Group	Hispanic Heritage	Led restorative circles and a girls' group about self-identity and ways to handle conflict in school that arise due to differences in hair styles	Shared cultural themes and stories with classes (beyond caseload) during Hispanic Heritage month
Parent Engagement	185	157	Orientation, needs assessment, and meetings	Orientation and Onboarding	No additional details	No additional details
SEL Services	144	244	Self Awareness and Management Sessions on decision-making	Self and Social Awareness Responsible Decision-making	Incorporated SEL into all conversations	Provided online SEL, including group breakout rooms; few conflict management because students had limited peer interactions
Total Service Contacts	805	1023				

Data Source: WCPSS Database June 30, 2020 & 2021 and Success Coaches Interviews, June 2021

Table A-4

The Success Coach at Neuse River Middle described the services provided

Standard List of Services	Number of Services Contacts		Coach Database Input Service Descriptions		Coach Interview Service Descriptions	
	19-20	20-21	19-20	20-21	19-20	20-21
Academic Support	14	22	Monitoring grades	English as Second Language support	Offered individual tutoring	Worked closely with Student Support Department at the school
Check-in/Check and Connect Services	217	143	Virtual classroom Checking on grades, behavior, and coursework	No additional details	Connected with students during electives and build relationships	Tried to build relationships with students and connect with students during lunch after school opened up
Check-in at ALC and/or ISS	44	1	No additional details	No additional details	No additional details	No additional details
Community/Agency Service Referrals	1	26	No additional details	Food resources	No additional details	Partnered with community agencies and churches to provide school supplies and food to students (beyond caseload)
Home visits	5	46	No additional details	No additional details	No additional details	Conducted home visits, staying by the doors, in collaboration with school social workers to connect with parents and students (beyond caseload) who were not logging in
Motivational Conferencing	9	8	No additional details	No additional details	No additional details	No additional details
Other Services	88	18	Afterschool programs and supply delivery	No additional details	Led small groups, a girls' club, and a cultural awareness club	Delivered hotspots, computers, and materials to students (beyond caseload) Served as primary translator for Spanish-speaking families Could not meet in-person with small groups or led clubs this year because of the pandemic
Parent Engagement	83	190	Orientation Meetings and phone calls	Academic updates, information about in-person learning Hispanic nights	Connected with parents	Spent a lot of time connecting with parents; called parents at home to offer support
SEL Services	111	93	Sessions on decision-making Afterschool programs and clubs	Self and Social Awareness Responsible Decision-making Relationship Skills and Self Management	No additional details	Created SEL lessons on Google Classroom for small groups of students and incorporated SEL discussions with individual students when talking about other issues, when school opened again; focused on making responsible decisions and relationship skills because students found it hard to make friends this year
Total Service Contacts	572	547				

Data Source: WCPSS Database June 30, 2020 & 2021 and Success Coaches Interviews, June 2021

Table A-5
The Success Coach at Wendell Middle described the services provided

Standard List of Services	Number of Services Contacts		Coach Database Input Service Descriptions		Coach Interview Service Descriptions	
	19-20	20-21	19-20	20-21	19-20	20-21
Academic Support	1	0	Monitoring grades	No additional details	No Interview Data	
Check-in/Check and Connect Services	376	347	Virtual classroom Checking on grades, behavior, and coursework	Grades		
Check-in at ALC or ISS	20	0	No additional details	No additional details		
Community/Agency Service Referrals	1	0	No additional details	Food resources		
Home visits	0	0	No additional details	No additional details		
Motivational Conferencing	8	4	No additional details	No additional details		
Other Services	43	46	Covid and wellness checks Latinx meetings	No additional details		
Parent Engagement	41	29	Wellness checks Meetings and phone calls	No additional details		
SEL Services	67	214	Sessions on decision-making Gemstones Find your voice	Self and Social Awareness Responsible Decision-making Relationship Skills and Self Management		
Total Service Contacts	557	640				

Data Source: WCPSS Database June 30, 2020 and 2021



Anisa Rhea, Ph.D.

Data, Research, and Accountability Department
Wake County Public School System
Cary, North Carolina

Acknowledgements

DRA staff acknowledge the collaboration and contributions of the WCPSS Alternative Education and Extended Learning Program Director Ken Jorgensen and his colleagues Jaime Bierwagen and Kishia James.