

# Communities in Schools Graduation Coaches in WCPSS: 2015-16



# Communities in Schools Graduation Coaches in the Wake County Public School System, 2015-16

## Abstract

This is the third and final of a series of evaluation reports the Data, Research, and Accountability (DRA) Department has conducted on the Communities In Schools (CIS) Graduation Coach program within the Wake County Public School System (WCPSS). In 2015-16, Graduation Coaches served approximately 600 students across eight WCPSS elementary, middle, and high schools. Of these program participants, 62% met the selection criteria for attendance, behavior, and/or academic areas of need which were established by WCPSS and CIS Wake staff for students. Students were most often served for academic reasons. Within all areas, students who met the selection criteria were more likely to meet the corresponding goals compared to students who did not meet the criteria. However, results also show that program students who met the selection criteria had similar outcomes to students who also met the selection criteria yet were not served by Graduation Coaches. Thus, effectiveness of the program’s services was not evident. The program is funded by the district at \$350,000 annually. Should WCPSS continue this program, DRA offers the following recommendations: 1) broaden the behavior selection criteria and serve students who meet the attendance, behavior, and/or academic criteria; 2) provide services that are more intensive and directly related to students’ needs; and 3) improve the tracking of service-delivery data.

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## Summary

The Data, Research, and Accountability (DRA) Department has monitored and reported on the status of Communities In Schools (CIS) Graduation Coaches since the 2012-13 school year. This final report examines the fidelity of the CIS Graduation Coach program implementation and the accomplishment of the year-end outcomes of students who Graduation Coaches served at the following eight WCPSS schools in 2015-16: Fox Road, Hodge Road, Knightdale, and Millbrook Elementary Schools; East Millbrook and East Wake Middle Schools; and Knightdale and Millbrook High Schools. Graduation Coaches provide both school-level and student-level services to those with attendance, behavior, and/or academic needs. All analyses in this report focus on the student-level component of the CIS model in which Graduation Coaches at each school worked with a set of students who comprised their service-caseload. Overall, the coaches served approximately 600 students who were predominately referred for academic needs.

WCPSS and CIS coordinating staff established service selection criteria for each area of need and DRA provided schools with a roster of students who met those criteria. Overall, 62% of all students served by Graduation Coaches were selected from those lists. The remaining students were selected for other reasons, for example, they were referred by a parent, teacher, or other school staff member or they had participated in the program in 2014-15. Black/African American, Hispanic/Latino, and male students comprised the largest percentages of students who met the service criteria and students at the school overall. By comparison, Black/African American males were slightly over-represented on the Graduation Coaches' caseload.

Data captured by Graduation Coaches within a new electronic reporting system developed by WCPSS staff show that periodic check-ins with students were the most common type of service that coaches provided to students. This was the dominant service reported for each area of need. Graduation Coaches also reported that they built relationships with their students and connected them to other resources and services.

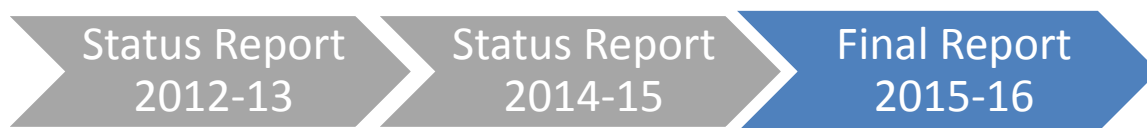
The first analyses in this report examine the importance of serving the target population by comparing the 2015-16 goal attainment of two groups of program participants: 1) students who were selected from the rosters and met the criteria for the specific area of need for which they were referred, and 2) students who did not meet the criteria but were selected to receive services. Within the attendance, behavior, and academic areas of need, students who met the selection criteria were more likely to meet year-end goals compared to students who did not meet the criteria. The only exception was found among high school students with academic needs, in which there was no difference in outcomes between the groups.

In addition, each CIS school had considerably more students who were eligible for service than could be served by coaches. This provided an opportunity to create a matched comparison group to be used in a quasi-experimental analysis between program students who met the service-criteria and their counterparts. According to the findings, the outcomes of the program participants were not significantly different from the matched group. This suggests that the services Graduation Coaches provided to the students who were identified as needing their support did not have a measureable impact on the attainment of the goals established for program students in 2015-16.

## Background

CIS is a national, non-profit organization that serves low performing schools. Communities In Schools of Wake County (CIS Wake) is a local affiliate established in 1990 through a partnership between CIS Wake and the Wake County Public School System (WCPSS). The vision of CIS Wake is to “help schools remove the barriers that put students at risk of wasting their potential,” and its mission is “to surround students with a community of support, empowering them to stay in school and achieve in life” (Communities in Schools of Wake County, 2016). CIS Wake uses a variety of strategies, interventions, and services to help students “create a path toward post-secondary education or entry into a professional career” (Communities in Schools of Wake County, 2016). One strategy is placing Graduation Coaches within WCPSS schools. Graduation Coaches are responsible for implementing the CIS program at their assigned schools by offering school-wide services and providing student-level services to individual students on their caseloads who have been identified as at-risk of dropping out due to attendance, behavior, and/or academic/coursework areas of need.

In the Fall of 2013, DRA received a request from the WCPSS Office of Student Support Services to conduct an evaluation of the CIS Graduation Coaches at East Wake Middle and Knightdale and Millbrook High Schools. The intent was to investigate whether the Graduation Coaches had the intended impact on the students they served during the 2012-13 school year and to present the findings to the Wake County Board of Education. This type of evaluation was not feasible because of unclear and inconsistent fidelity of implementation, the unavailability of important data, and insufficient sample size to conduct a comparison study. Therefore, DRA staff prepared a status report which presented findings from a national evaluation of CIS along with a description of WCPSS students’ status before and after they received Graduation Coaches services in 2012-13 (Rhea, 2014). Within the report, DRA staff recommended that CIS Wake make the following adjustments to program implementation for the 2014-15 school year: refine the criteria for student selection, improve data collection and progress monitoring system, and tightly align services and goals to individual student needs. In 2015, DRA prepared a second status report which presented the accomplishments that CIS Wake made in carrying out each of these recommendations during the 2014-15 school year and suggested areas of improvement for program implementation during the 2015-16 school year (Rhea, 2015).



During 2013-14, 2014-15, and 2015-16, six Graduation Coaches supported Fox Road, Hodge Road, Knightdale, and Millbrook Elementary Schools; East Millbrook and East Wake Middle Schools; and Knightdale and Millbrook High Schools. Two Graduation Coaches split their duties across the four CIS elementary schools such that Fox Road and Millbrook shared a Graduation Coach and Hodge Road and Knightdale were supported by another Graduation Coach. WCPSS used local funds to pay \$350,000 to CIS Wake for Graduation Coach services at the schools during each of the past three years.

## Methodology

This report examines the implementation of Graduation Coaches during the 2015-16 school year, including the characteristics of the students they served, their alignment with the selection criteria, and types of services they received. Goal attainment results are presented for students on the coaches' caseloads who met the selection criteria compared to those who did not. Additionally, this report has a quasi-experimental component (Table 1). It offers an analysis of outcomes between the program participants who met the selection criteria and a matched group of students who also met the selection criteria, yet were not part of the coaches' service-caseload.

**Table 1**  
***Study Design and Supported Conclusions***

Research Design	Conclusions that can be Drawn
<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 <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Quantitative</li> <li><input checked="" type="checkbox"/> Qualitative</li> </ul>	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.

Sources: List, Sadoff, & Wagner (2011) and What Works Clearinghouse (2014).

Within this study, a roster of students meeting the selection criteria for service at each CIS school, from which students were selected for program participation or not, was available and served as an ideal data source to use for the matching process. Because the number of students on the rosters who were eligible for service was considerably greater than the number of students Graduation Coaches could serve, it was possible to match the program students with non-program students who shared the same characteristics (Stuart, 2010). As such, we used an exact matching technique (Iacus, King, & Porro, 2012; Kawabata, Tran, & Hines, 1999) to select a comparison student for each program student based on a set of characteristics including school, grade level, and race/ethnicity, and the areas of need as follows:

- Attendance: number of unexcused absences in 2014-15
- Elementary and Middle School Level Academics: reading and mathematics grade in Quarter 4 (Q4) of 2014-15
- High School Academics: number of Fs in Q4 of 2014-15

There were too few students with behavioral needs to be included in this analysis. In instances in which more than one comparison student matched a single program student, one was randomly selected. This matching technique allowed us to find identical matches for about 85% of the program students and to achieve a balance in the distribution of the covariates in the program and comparison group (Stuart, 2010).

The report uses a mixed methods approach. It relies on service and outcome data obtained from district sources as well as those provided by the Graduation Coaches. DRA staff conducted separate focus group interviews with Graduation Coaches (four out of the six participated) and CIS school

principals (five of eight participated). These data sources support the research questions addressed in this report:

- Did CIS address recommendations for improvement for the 2015-16 school year?
- What WCPSS resources did CIS Graduation Coaches have available to them in 2015-16?
- What types of students did Graduation Coaches serve in 2015-16 and what methods of selection did they use?
- How many students were referred for each area of need and what type of services did Graduation Coaches provide?
- Did students meet their year-end goals?
- Did program participants have better outcomes than their matched comparison groups?

## Findings

### Did CIS address recommendations for improvement in 2015-16?

In 2014-15, DRA offered data-based recommendations to CIS for improvement which were reflected in the WCPSS contract with CIS for 2015-16. As shown in Table 2, CIS addressed most of the suggested changes. Most Graduation Coaches established their caseloads by the target date (see Appendix A). Overall, coaches served approximately 600 students in 2015-16; however, fewer of these students met the established selection criteria (62%) than expected.

**Table 2**  
***Recommendations of Improvement for Graduation Coach Program***

Recommendation	Was it addressed in 2015-16?
Fine-tune student selection criteria	<b>Fully</b> —Criteria refined and eligibility rosters created
Revise objectives and goals	<b>Fully</b> —All revised
Select 80% of students by November 1, 2015. Caseloads: 45 for elementary, 100 for middle, and 120 for high schools	<b>Mostly</b> —6 of 8 schools by November 1, 2015; 8 of 8 by November 13, 2015
Adjust data collection and documentation within the CIS database	<b>Fully</b> —WCPSS created a database for Graduation Coaches
Ensure selected students meet the established criteria. Others selected should be tightly aligned with criteria	<b>Partially</b> —62% met criteria (on rosters); 38% didn't meet criteria, of which half were grandfathered students who had been served by CIS in the prior year.

### What WCPSS resources did Graduation Coaches have available to them in 2015-16?

WCPSS and CIS coordinating staff refined the attendance, behavior, and academic criteria for service by Graduation Coaches in 2015-16 (see Appendix B). DRA provided rosters of students who met the agreed-upon criteria. Coaches used a new dashboard created by WCPSS to record the services provided and had access to WCPSS data applications which allowed them to view relevant student data.



### What types of students did Graduation Coaches serve in 2015-16?

Black/African American, Hispanic/Latino, and male students comprised the largest percentages of students at the CIS schools and students who met the service criteria. Black/African American males were slightly over-represented on the Graduation Coaches' caseload.

**Table 3**  
***Demographic Characteristics of Students Served by Graduation Coaches, 2015-16***

		CIS Program Students (On Graduation Coach Caseload)	Students Who Met Selection Criteria	Students at CIS Schools	All WCPSS Students
Race/Ethnicity	American Indian or Alaska Native	nr	nr	0.3%	0.4%
	Asian American	nr	2%	3%	8%
	Black/African American	59%	42%	40%	24%
	Hispanic/Latino	29%	37%	30%	17%
	Multiracial (two or more races)	nr	4%	4%	4%
	White	8%	15%	22%	47%
Gender	Female	39%	44%	48%	49%
	Male	61%	56%	52%	51%
Special Programs	Limited English Proficient	13%	18%	12%	8%
	Students with Disabilities	19%	19%	13%	12%
	Academically or Intellectually Gifted	nr	5%	10%	24%
<b>Total</b>		<b>606</b>	<b>2,482</b>	<b>8,514</b>	<b>157,180</b>

Data Sources: WCPSS OASIS as of February 1, 2016; WCPSS Student Rosters as of August 20, 2015 and District Facts for 2015-16.

Note: One student had no reported data. Data are not shown/reported (nr) for subgroups which have fewer than 15 students represented. AIG student data are based on the total number of students in grades 4-12 (n=107,859). Percentages may not equate to 100% due to rounding or nr data.

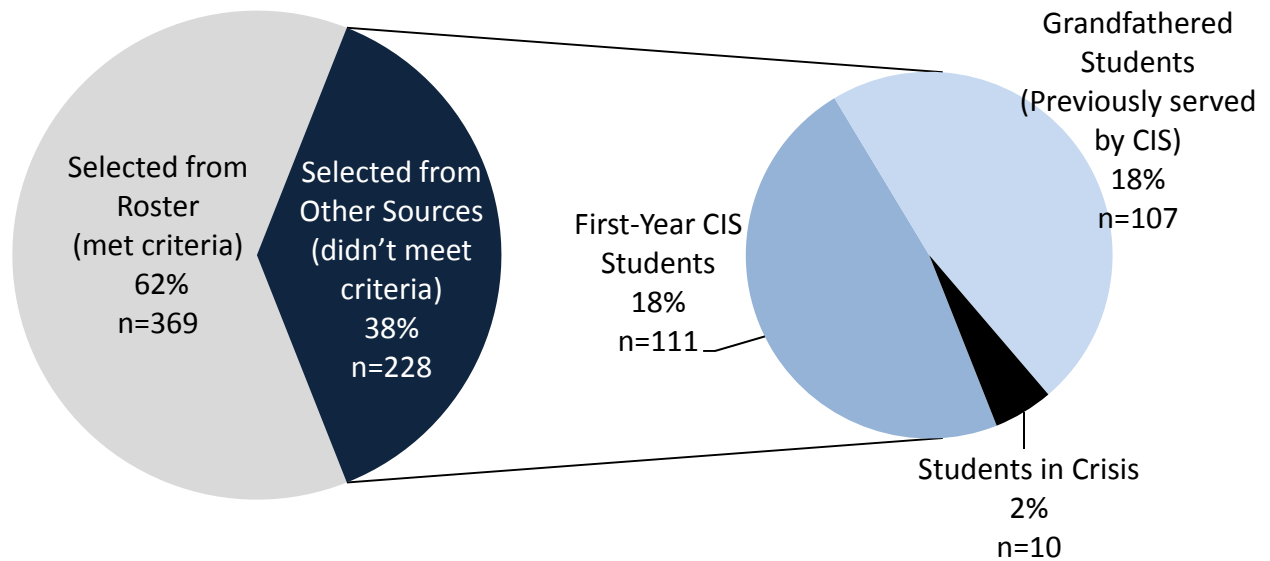
DRA provided CIS schools and Graduation Coaches with a roster of students who met the selection criteria for at least one area of need (attendance, behavior, and/or academics). These were thought to be the students most in need of the services offered by Graduation Coaches. In addition, there were two groups of students who were eligible to be served regardless of whether or not they met the selection criteria. Because service continuity is part of the CIS model, students who were previously served by Graduation Coaches were eligible to be grandfathered into the program in 2015-16, even if they no longer met the criteria. Additionally, each caseload allowed for a few students who needed support during a period of crisis.



Overall, 62% of all students served by Graduation Coaches were selected from the rosters of students meeting service criteria, of which 40% were first-year program participants and 22% had been served by Graduation Coaches in 2014-15. Some schools had very high percentages of their total student caseloads who met the selection criteria (87%) while other schools did not (37%), refer to Appendix A for school-level data.

Figure 1 shows that just over one third of all students were chosen to receive services, despite not being listed on the rosters. Within this group, 18% had been grandfathered into the program in 2015-16 because they had been served in 2014-15, another 18% were first-year program participants (18%) who did not meet the selection guidelines, and 2% were served because they were experiencing a crisis and needed temporary assistance.

**Figure 1**  
**Students Selected for Service by Graduation Coaches, 2015-16**



Data Source: OASIS CIS Dashboard

Note: Unduplicated count of students, N=597, 10 students had no reported type of student data (i.e., grandfathered, first-year, or crisis); percentages equate to 100%.

## What methods of selection did Graduation Coaches use?

To better understand why the service-caseloads at some schools had small proportions of students selected from the rosters, Graduation Coaches and CIS school principals were given the opportunity to describe their methods for selecting students for service during their focus group discussions.

*Graduation Coaches said that they assembled their caseloads by selecting former CIS program participants and then, in some cases, collaborating with school staff to select students who might benefit from their services.*

Each of the four Graduation Coaches who participated in the focus groups shared that they began their selection process by looking at students who were part of the program in 2014-15 and could be grandfathered for services in 2015-16. Following the inclusion of these grandfathered students, three coaches stated that they worked with school-level student support teams to select students from the rosters. Two of the coaches mentioned that the rosters were reviewed by a group of school staff to help identify students who would be good matches for the program and were not already receiving other similar services. The other two coaches expressed a need for more collaboration with school staff when selecting students.

Lastly, two coaches reported that they used parent or teacher referrals to select students.

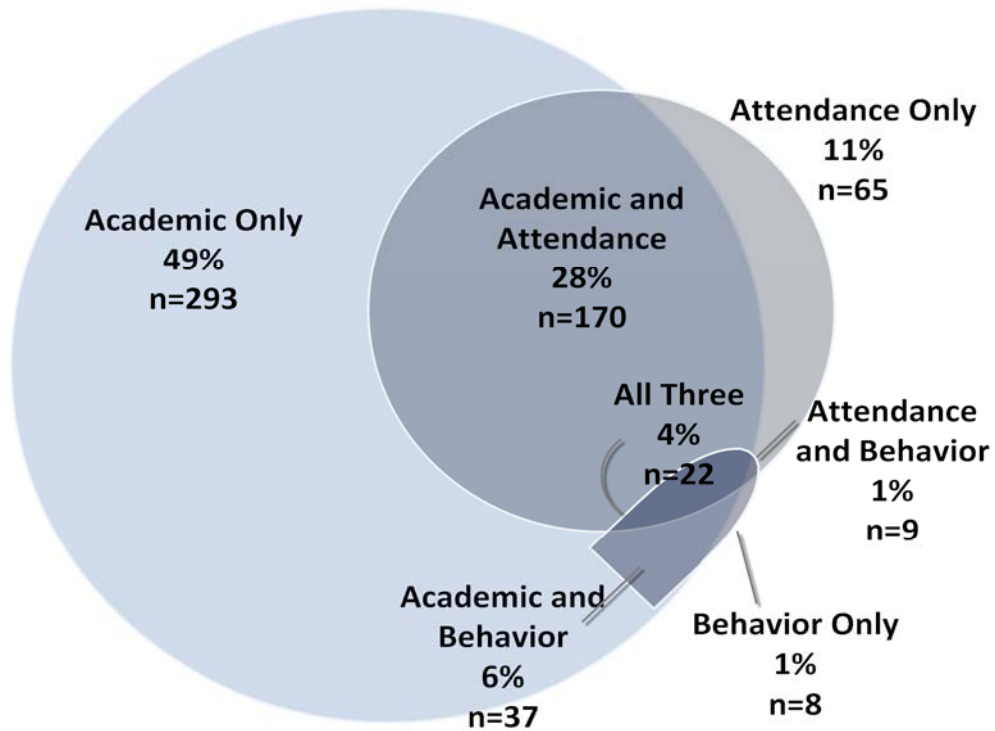
School principals also shared why students who were not on the rosters were selected for service. Of the five focus group participants, three principals mentioned serving grandfathered students, one principal took younger siblings of present or past participants who showed interest in the program, and another principal mentioned selecting students who met the selection criteria at the beginning of the 2015-16 school year rather than at the end of 2014-15.

Graduation Coaches shared a couple reasons that they found the rosters less useful in selecting students. The coaches did not entirely agree with the selection criteria. They discussed their perception that student needs are fluid and often change due to family or environmental circumstances; therefore they believed that the selection and support should reflect that fluidity. Additionally, elementary school coaches stated that the behavior criteria, based on suspensions, were not helpful because so few suspensions occur at the elementary level. These coaches asked their school's Student Support Team to identify students with behavioral needs, since the roster reflected days suspended only. Three coaches stated that the roster included students who were already receiving services from other school staff or external providers, so they were not selected to be part of their caseloads.

**How many students were referred for each area of need?**

As illustrated in Figure 2, among the served students, academics was the most common reason for referral. It was also common for students to have more than one reason for referral, which tended to be a combination of attendance and academic needs. Appendix C provides more detail on the referral reasons for students selected from the rosters compared to those who were not.

**Figure 2**  
**Unduplicated Counts of Reasons for Referral, 2015-16**



Data Source: OASIS CIS Dashboard

Note: Unduplicated count of students, N=604, 3 students had no reported reason for referral data; percentages equate to 100%.

### What type of services did Graduation Coaches provide to students?

Graduation Coaches were expected to deliver services that aligned to the needs<sup>1</sup> of the students on their caseloads. Services included those that may have been directly provided by the coaches or indirectly provided when the coaches served as points of contact for a student referral to another service provider or program, including those within and outside the school. This report gathered evidence on both types of services through data inputted into the CIS Dashboard by coaches and qualitative inquiries with coaches and CIS school principals.

#### CIS Dashboard Summary of Graduation Coach Services

Within the WCPSS CIS dashboard, Graduation Coaches were expected to record the types and frequency of services provided to students during Quarters 2, 3 and 4 based on a pre-established checklist that aligned with the national model (Corrin, Parise, Cerna, Haider, & Somers, 2015) that also included a write-in option for other services (see Appendix D). Data entry was complete in Quarter 2, showing the types of service data for each of the eight schools. By Quarter 4, service data were recorded by coaches at four of the eight schools. As such, service data are shown for Quarter 2 only.

*Graduation Coaches reported that they built relationships with students, connected them to resources and other services, and checked in with them to see how they were doing.*

As shown in Table 4, students tended to receive one or two types of service for attendance, behavior, and academic areas of need. Among each area, the most common type of service directly provided by Graduation Coaches was a short (15 minute) check-in with students about every two weeks. Other service options, including those directly provided by coaches and those provided by other school staff or external partners based on coach referrals, were marked infrequently. The primary exception was 21<sup>st</sup> Century Community Learning Centers which is another CIS program that provides after-school academic support to middle school students (see Appendix E for more information).

**Table 4**  
**Number of the Type of Services Received in Quarter 2 per Student, 2015-16**

	1	2	3	4	5	Total
<b># of Students</b>	301	237	38	11	5	592
	(51%)	(40%)	(6%)	(2%)	(1%)	

Data Source: OASIS CIS Dashboard

Note: Unduplicated count of students; 15 students had no reported data. Percentages equate to 100%.

<sup>1</sup> The functionality of the CIS dashboard in OASIS helped align attendance, behavior, and academic referral needs with corresponding services. Students referred for both attendance and academic needs would have fields for reporting attendance and academic services, but not behavior services.

### Focus Group Summaries of Graduation Coach Services

Data collected from focus group discussions with Graduation Coaches and CIS school principals provide additional information about the types of services coaches provide to students. According to Graduation Coaches, the relationships they establish with students are the foundation of the program. Coaches described themselves as student mentors and advocates, someone who provides “consistency” in students’ lives, and someone who “cares about them and their grades, which can make a huge difference on motivation and attitude towards school.”

Coaches also saw themselves as “brokers” between the school and community, meaning that they are not directly part of the school-system, although they work within it. They believe this puts them in a special position to be an external advocate for the students and someone who parents see as “on their side.” Some principals also mentioned that their Graduation Coach is often seen as a friend to students and staff, and that the position has the potential to be less adversarial because it is outside yet working with the school system. Graduation Coaches recounted that being a coach means the following to them:

- working as an advocate in the community to connect volunteers and engage parents at the school ;
- coordinating student resources and services; and/or
- serving as a liaison between parents and teachers, usually at the teacher’s request.

According to the Graduation Coaches and CIS school principals, the types of services that the Graduation Coaches provide are dependent on the skill set of the individual who holds that position as well as the diverse needs of the school. The coaches shared that they have different expertise and backgrounds, including past work as a teacher, social worker, or counselor, which can influence the types of services they offer their students. Two principals used their Graduation Coach as a parent liaison for their Spanish-speaking students and families, and others thought it would be helpful to have bilingual coaches to fill this role. The other two principals used their coaches to connect families with resources within the community or to help build school/community partnerships. Retention of the staff who hold the Graduation Coach position has been a challenge over the years. In 2015-16, almost every principal had a first-year coach or was getting a different coach due to their current coach leaving the position. Principals shared that this inconsistency made it difficult to for their students and school staff to build and maintain working relationships with the coaches.

## Did students meet their year-end goals?

Together, WCPSS and CIS coordinating staff established goals for each area of need for Quarter 4 (Q4) during the 2015-16 school year. The goals were created to support realistic expectations of improvement considering the types of student-level services that Graduation Coaches were expected to provide.

It was intended for the goals to align with selection criteria guidelines, based on data reflecting end-of-year measures in 2014-15. Benchmarks for Quarter 2 (Q2) were also established to help coaches with progress monitoring (see Appendix E). All Q2 benchmarks reflect absolute measures of improvement. Q4 academic goals also represent absolute measures of progress. The Q4 attendance and behavior goals demonstrate the student progress made between the End-of-Year (EOY) in 2014-15 and 2015-16.

*Students who met the selection criteria for the areas in which they were served were more likely to attain their goals than students selected outside the guidelines.*

To aid Graduation Coaches in choosing program participants and aligning services, the rosters identified whether students met the selection criteria for each area of need and these data were pre-populated into the CIS Dashboard. However, Graduation Coaches also had the capability to select each student's reason(s) for referral. Students who were selected from the rosters met the selection criterion for at least one area of need, yet they may have been referred to and served for another area as deemed appropriate by the coach, parent, and/or school staff. Likewise, coaches would have needed to note the areas of need for the students selected for service based on data from sources other than the roster.

As such, to evaluate the importance of serving the targeted group of students who were expected to meet the attendance, behavior, and academic goals established for Q4 of 2015-16<sup>2</sup>, comparative analyses were conducted for all students on the Graduation Coaches' caseloads based on the following disaggregation<sup>3</sup>:

1. Students who were selected from the rosters and met the criterion for the specific area of need for which they were referred.
2. Students who did not meet the criterion for the specific area of need for which they were referred. This includes students on the rosters who met other selection criteria and students referred for services by other sources.

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<sup>2</sup> Students may have been served within multiple areas of need and therefore, measures of goal progress may include duplicate counts of students.

<sup>3</sup> Analyses excluded students who received services for a temporary crisis period only.

Table 5 presents the percentages of students within each group who met Q4 goals for attendance and behavioral areas of need. Outcomes varied between the groups, as discussed below:

- Among students served for attendance needs, considerably more students met the attendance selection criteria than not. A statistically higher percentage of the students who met the selection criteria met the attendance goal compared to students selected for other reasons.
- Very few students who were served for behavioral needs met the selection criteria which were based on the number of days a student was suspended. This is not surprising considering that suspensions are very uncommon at the elementary level. A statistically higher percentage of the students who met the selection criteria, compared to those who did not, met the behavior goal.

**Table 5**  
***End-of-Year Goal Fulfillment for K-12 CIS Students with Attendance or Behavior Needs, 2015-16***

	Students Met Attendance Criteria* n=181	Students Didn't Meet Attendance Criteria n=52	Percentage Point Differences between Groups
% met goal: at least 2 fewer unexcused absences by Q4 in 2015-16 compared to the End-of-Year (EOY) in 2014-15	51%	29%	+22**
	Students Met Behavior Criteria* n=13	Students Didn't Meet Behavior Criteria n=51	
% met goal: at least 2 fewer days suspended by Q4 in 2015-16 than at EOY 2014-15	69%	10%	+59**

Data Source: OASIS CIS Dashboard, WCPSS Student Rosters

Note: \*Attendance Criteria: 7-12 unexcused absences at End-of-Year (EOY) 2014-15. Behavior Criteria: Grades K-5: 3-5 total number of days suspended at EOY 2014-15; Grades 6-12: 6-9 total number of days suspended at EOY 2014-15. \*\*Differences between groups are statistically significant (<0.01 level).



Tables 6-8 show 2015-16 academic goals by elementary, middle, and high school levels based on whether or not the students met the corresponding selection criteria. For comparative purposes, we also present the percentages of students who had already attained that goal in 2014-15, which would have provided a lower ceiling for growth. These data allow us to assess improvements in outcomes after students received Graduation Coach services in 2015-16 within and between the groups.

No statistically significant differences were found between the groups at the middle school level. Elementary and high school students who met the selection criteria for academic needs experienced greater improvements in meeting year-end goals than students who did not meet the criteria. For example, as shown in Table 6, the percentage of elementary students who met the service criteria and met the 2015-16 goal was 47%, a 23 percentage point increase from the 24% who had met the goal in 2014-15. Among the students who didn't meet the academic criteria, 60% met the goal in 2015-16, however, 60% had started the program year already meeting the goal (because they were more likely to be selected outside the service guidelines), so there was no improvement overall for that group. The 23 percentage point difference in goal attainment between the groups is statistically significant.

**Table 6**  
**End-of-Year Goal Fulfillment for Elementary CIS Students with Academic Needs, 2015-16**

		Students Met Academic Criteria* n=94	Students Didn't Meet Academic Criteria n=50
ELA grade 3 or higher and/or Math grade 3 or higher in Q4	% met goal in 2015-16	47%	60%
	% at goal in 2014-15	24%	60%
Percentage point difference in goal attainment after service in 2015-16		+23	0

Data Source: OASIS CIS Dashboard, WCPSS Student Rosters

Note: \*Academic Criteria: ELA grade of 2 for Q 3 and Q4 in 2014-15 and/or Math grade of 2 for Q3 and Q4 in 2014-15. The percentage of students meeting the academic criteria who had met the goal in 2014-15 was too small to disaggregate by subject. \*\*The percentage point difference between groups (23) is statistically significant (<0.01 level).

**Table 7**  
**End-of-Year Goal Fulfillment for Middle School CIS Students with Academic Needs, 2015-16**

		Students Met Academic Criteria n=84*	Students Didn't Meet Academic Criteria n=68
ELA grade C (70%) or better and/or Math grade C (70%) or better in Q4	% met goal in 2015-16	61% (24% Reading) (10% Math) (27% R&M)	69% (18% R) (10% M) (41% R&M)
	% at goal in 2014-15	40% (28% R) (12% M)	60% (18% R) (10% M) (41% R&M)
Percentage point difference in goal attainment after service in 2015-16		+21	+9

Data Source: OASIS CIS Dashboard, WCPSS Student Rosters

Note1: For each group, the percentage at the goal in 2014-15 includes the current 6<sup>th</sup> grade students who were 5<sup>th</sup> grade students with a grade of 3 or 4 in ELA or Math in 2014-15.

Note2: \*Academic Criteria: Grade 6: ELA grade of 2 for Q3 and Q4 in 2014-15 OR Math grade of 2 for Q3 and Q4 in 2014-15; Grade 7 and 8: ELA grade of F for Q3 and Q4 in 2014-15 and/or Math grade of F for Q3 and Q4 in 2014-15. The percentage point difference between the groups (12) is not statistically significant.

**Table 8**  
**End-of-Year Goal Fulfillment for High School CIS Students with Academic Needs, 2015-16**

		Students Met Academic Criteria* n=63	Students Didn't Meet Academic Criteria n=111
0-1 Fs (all courses) in Q4	% met goal in 2015-16	40%	73%
	% at goal in 2014-15	0	71%
Percentage point difference in goal attainment after service in 2015-16		+40	+2

Data Source: OASIS CIS Dashboard, WCPSS Student Rosters

Note: \*Academic Criteria: 2 or more Fs in Q3 and Q4 2014-15 (all courses). \*\*The percentage point difference between the groups (38) is statistically significant (<0.01 level).

### Did program participants have better outcomes than their matched comparison groups?

This report’s final analyses compare the year-end outcomes of the program participants who met the selection criteria for the various areas of need to those of a matched group of students who also met the selection criteria, yet were not part of the coaches’ service-caseload. The findings assess whether students who received services from Graduation Coaches were more likely to meet the attendance and academic goals established for Q4 of 2015-16 compared to students with similar needs who did not receive services. There were too few students on the service-caseloads who met the behavior selection criteria to conduct this analysis on that area of need.

In general, program students did not have better attendance or academic outcomes than their matched comparison groups. As shown in Table 9, about half (52%) of the program students and comparison students (45%) with attendance needs had at least two fewer unexcused absences in 2015-16 than they had in 2014-15. This seven percentage point difference in goal attainment between the groups is not statistically significant.

*Program students who met the selection criteria for service by Graduation Coaches were not more likely to reach their goals than matched non-participants.*

**Table 9**  
***K-12 Program and Comparison Groups***  
***End-of-Year Goal Fulfillment for Students with Attendance Needs, 2015-16***

Students Met Attendance Criteria*		
% met goal:	CIS Program Students (On Graduation Coach Caseload) n=150	Comparison Students (Not on Caseload) n=150
at least 2 fewer unexcused absences by Q4 in 2015-16 compared to the End-of-Year (EOY) in 2014-15	52%	45%

Data Source: OASIS CIS Dashboard, WCPSS Student Rosters

Note: \*Attendance Criteria: 7-12 unexcused absences at End-of-Year (EOY) 2014-15. The difference between the groups is not statistically significant.

In addition, there is no difference in improvement in each groups’ academic outcomes. The findings presented in Tables 10-12 show that the percentages of served students and those not served by Graduation Coaches who met their end-of-year goals increased at a similar rate between 2014-15 and 2015-16.

**Table 10**  
***Elementary School Level Program and Comparison Groups***  
***End-of-Year Goal Fulfillment for Students with Academic Needs, 2015-16***

		Students Met Academic Criteria*	
		CIS Program Students (On Graduation Coach Caseload) n=87	Comparison Students (Not on Caseload) n=87
ELA grade 3 or higher and/or Math grade 3 or higher in Q4	% met goal in 2015-16	48%	36%
	% at goal in 2014-15	23%	23%
Percentage point difference in goal attainment after service in 2015-16		+25	+13

Data Source: OASIS CIS Dashboard, WCPSS Student Rosters

Note: \*Academic Criteria: ELA grade of 2 for Q 3 and Q4 in 2014-15 and/or Math grade of 2 for Q3 and Q4 in 2014-15. Differences within and between groups are not statistically significant.

**Table 11**  
***Middle School Level Program and Comparison Groups***  
***End-of-Year Goal Fulfillment for Students with Academic Needs, 2015-16***

		Students Met Academic Criteria*	
		CIS Program Students (On Graduation Coach Caseload) n=60	Comparison Students (Not on Caseload) n=60
ELA grade C (70%) or better and/or Math grade C (70%) or better in Q4	% met goal in 2015-16	65%	72%
	% at goal in 2014-15	47%	47%
Percentage point difference in goal attainment after service in 2015-16		+18	+25

Data Source: OASIS CIS Dashboard, WCPSS Student Rosters

Note1: For each group, the percentage at the goal in 2014-15 includes the current 6<sup>th</sup> grade students who were 5<sup>th</sup> grade students with a grade of 3 or 4 in ELA or Math in 2014-15.

Note2: \*Academic Criteria: Grade 6: ELA grade of 2 for Q3 and Q4 in 2014-15 OR Math grade of 2 for Q3 and Q4 in 2014-15; Grade 7 and 8: ELA grade of F for Q3 and Q4 in 2014-15 and/or Math grade of F for Q3 and Q4 in 2014-15. Differences within and between groups are not statistically significant.

**Table 12**  
***High School Level Program and Comparison Groups***  
***End-of-Year Goal Fulfillment for Students with Academic Needs, 2015-16***

		Students Met Academic Criteria*	
		CIS Program Students (On Graduation Coach Caseload) n=56	Comparison Students (Not on Caseload) n=56
0-1 Fs (all courses) in Q4	% met goal in 2015-16	43%	48%
	% at goal in 2014-15	0%	0%
Percentage point difference in goal attainment after service in 2015-16		+43	+48

Data Source: OASIS CIS Dashboard, WCPSS Student Rosters

Note: \*Academic Criteria: 2 or more Fs in Q3 and Q4 2014-15 (all courses). Differences within and between groups are not statistically significant.

## Discussion and Recommendations

DRA's reports of CIS Graduation Coaches have found little evidence to support an overall impact on students' attendance, behavior, and academic outcomes. This study's research design, using a tightly matched comparison group, allowed us to assess what would have happened if a student who was served by a Graduation Coach had not experienced that treatment. Generally, outcomes did not differ between program participants and their matched counterparts. Therefore, the progress program students made cannot be directly attributed to the Graduation Coach program. Our findings are consistent with a larger randomized control study of the CIS Graduation Coach program within three southern states including North Carolina which also found no notable differences in attendance, school discipline, and course performance outcomes between program and comparison students (Corrin et al, 2015).

Using a new data collection tool in 2015-16, we were able to determine that Graduation Coaches provided students with periodic check-in services above all other types of services. Nevertheless, we know very little about the details of any services provided by Graduation Coaches, and we know nothing about the services the comparison students may have received. It is possible that the program and comparisons groups' similar rates of progress could be due to the effects of other services being provided to comparison students, or because the benchmarks and goals were set too low for program students.

Among students served by Graduation Coaches in 2015-16, students who met the selection criteria for attendance, behavior, and academic needs were more likely to meet the corresponding goals compared to students who did not meet the criteria. Therefore, students whose needs aligned to the established selection guidelines for the areas in which they were served experienced more improvements than those whose needs extended below or above them. This finding is not surprising given that the selection criteria were 1) established to help Graduation Coaches and school staff choose students who might most benefit from types of services offered, and 2) aligned with the goals, particularly within academic referrals such that students who met the selection criteria started the program below rather than at or above the goal threshold. It is possible that students who met the selection criteria potentially had more room to grow throughout the school year than students who started the 2015-16 program-year with higher academic skills.

Overall, the findings of this study do not show evidence of measureable program impact, and therefore, do not offer support for the continuation of the Graduation Coach program, at least in its current form. Should WCPSS decide to continue this program, DRA recommends the following modifications:

**Recommendation 1: Ensure alignment of service criteria and student selection.** The findings in this study suggest that serving students with lesser needs is unlikely to optimize program success. According to the data presented within this study, 62% of participating program students met the service selection criteria. WCPSS and CIS coordinating staff should discuss the expectations and guidelines for selecting students to fill the Graduation Coaches' caseloads. To better target students with behavioral needs, the selection criteria should be broadened beyond the number of days suspended, especially at the elementary level, and the goal revised to reflect all outcome measures. Once selection criteria are established, they should be clearly communicated to coaches and school

staff. It is important that WCPSS and CIS leadership check with coaches early in the selection process to ensure that guidelines are followed.

It is also critical to decide whether and how long to serve grandfathered students who do not meet selection criteria. Following the CIS model, students selected for services should continue to be served by Graduation Coaches as they transition from elementary to middle school and middle school to high school in order to positively impact graduation rates. A process should be established on how to handle former program participants who no longer appear to have a need for service based on the selection guidelines. Part of the process may be assessing whether students' needs require persistent or intermittent services or if services can be ceased. Ideally, the grandfathering practice should support an overall program balance of service-continuity for former students and service-opportunity for incoming students.

**Recommendation 2: Consider adjustments to the services provided.** Corrin et al. (2015) also found that the students served by Graduation Coaches received a combination of direct services from the coaches, such as homework assistance, study, social, and/or life skills development, and offering guidance about improving conduct with teachers and friends, as well as indirect services to which coaches referred students. Within WCPSS, Graduation Coaches most often connected with their students through check-in services. The check-ins may have been important for building the relationships that Graduation Coaches said are vital to the program. Although the current WCPSS data capture is a useful tool for gathering service data, we still have little information about what occurs between a student and Graduation Coach during check-ins or other services. In addition, relationship building may be stifled when there is a high-turnover rate for coaches.

Check-in service may be appropriate given coaches' large caseloads; however, WCPSS and CIS coordinating staff did not expect it to be the primary service provided to students with behavior and academic needs. Coordinating staff should discuss whether this type of service is intense enough to make a significant difference in intended outcomes. They may also review the literature on more proven interventions, such as Check and Connect (What Works Clearinghouse, 2015), and discuss possible model changes related to caseload capacity and service intensity with WCPSS contacts. Similar to the national study, it might be that WCPSS Graduation Coaches are providing check-in services as a method of monitoring students' participation in an intervention/service that they recommended and which is provided by someone other than the coaches. Even with the provision of more intensive services over a one-year period—most commonly academic assistance, mentoring, behavior interventions, and after-school programs— Corrin et al. (2015)— found that there were no differences in improved attendance, school discipline, and course performance outcomes for students served by Graduation Coaches compared to their counterparts.

**Recommendation 3: Enhance the data collection application and improve coaches' data input.** Elementary and middle school students may have been selected for their grades in either English Language Arts and/or mathematics. To better assess their academic progress, students' targeted subject area(s) should be distinctly captured within the WCPSS CIS dashboard and made visible to Graduation Coaches. This will facilitate a better alignment of need, service provision, and progress monitoring as well as a more precise measure of goal attainment. Additional modification to the CIS dashboard might include breaking out academic services by subject area, adding "check-in" as a type of service for behavior and academic needs (if it is an appropriate service for those needs), including the program start and end dates for each student, and creating summary reports that would



be useful to program staff. Finding a way to show the criteria used for serving students not on the roster and inputting corresponding benchmark data would also be very helpful in monitoring progress and goals.

WCPSS staff created and supported the CIS dashboard for two purposes: 1) as a method of obtaining data relevant to the types of services received by individual students on the coaches' caseloads, and 2) as a progress monitoring tool for coaches. To achieve both ends, it is imperative that all Graduation Coaches input the requested data. WCPSS staff can support coaches in this effort by ensuring dashboard access, offering training, communicating data entry timelines and expectations, and monitoring data completeness.

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## Appendices

- Appendix A: Graduation Coach Student Caseloads, 2015-16
- Appendix B: WCPSS Resources Available to Graduation Coaches, 2015-16
- Appendix C: Reasons for Referral to the Graduation Coach Program, 2015-16
- Appendix D: Types of Services Provided by Graduation Coaches in Quarter 2, 2015-16
- Appendix E: Graduation Coach Program Goals, 2015-16

**Appendix A**  
**Graduation Coach Student Caseloads, 2015-16**

Table A-1 shows the targeted number of students who should comprise a Graduation Coach's caseload, based on regulations from the CIS national office, compared to the actual number of students on the coach's caseload.

**Table A-1**  
**Student Caseloads by School, 2015-16**

	Target Number of Students	Actual Number of Students	% of Caseload Filled
<b>Elementary Schools</b>			
Fox Road ES	45	46	102%
Millbrook ES	45	44	98%
Hodge Road ES	45	44	98%
Knightdale ES	45	47	104%
<b>Middle Schools</b>			
East Millbrook MS	100	81	81%
East Wake MS	100	108	108%
<b>High Schools</b>			
Knightdale HS	120	118	98%
Millbrook HS	120	119	99%
<b>Total</b>	<b>620</b>	<b>607</b>	<b>98%</b>

Data Source: OASIS CIS Dashboard

Table A-2 shows the percentage of each school's total caseload that includes students selected from the school's rosters of students who met at least one selection criteria, listed from highest to lowest.

**Table A-2**  
**On Rosters: School-level Student Caseloads, 2015-16**

	Total # of Student Caseload	% of Caseload On Roster: Met Selection Criteria
<b>East Wake MS</b>	107	83%
<b>Knightdale ES</b>	47	79%
<b>Hodge Road ES</b>	44	75%
<b>Fox Road ES</b>	45	71%
<b>Millbrook HS</b>	119	65%
<b>Millbrook ES</b>	44	52%
<b>East Millbrook MS</b>	79	47%
<b>Knightdale HS</b>	112	37%
<b>Total</b>	<b>597</b>	<b>62%</b>

Data Source: OASIS CIS Dashboard

Note: Considering the data in Table A-1, data were not reported for the following: Fox Road ES, 1 student; East Millbrook MS, 2 students; East Wake MS, 1 student; and Knightdale HS, 6 students; Total=597.

**Appendix B**  
**WCPSS Resources Available to Graduation Coaches, 2015-16**

At the CIS Principal’s Meeting in August of 2015, DRA presented and explained the selection criteria for service by Graduation Coaches, which were established by Central WCPSS administrators and CIS staff (Table B-1). Collaborating staff refined the selection criteria for attendance, behavior, and academic needs by including lower and upper ceilings with the intention of reducing the pool of eligible students and aligning student needs with the services provided by Graduation Coaches. For instance, students with the greatest attendance or behavior needs would likely be best served by school staff such as counselors or social workers, rather than by Graduation Coaches.

**Table B-1**  
**Student Selection Criteria for 2015-16 Service by CIS Graduation Coaches**

	Elementary Schools Grades 1-5 in 2015-16	Middle and High Schools Grades 6-8 and 9-12 in 2015-16
Attendance	7-12 unexcused absences at End-of-Year (EOY) 2014-15	7-12 unexcused absences at EOY 2014-15
Behavior	3-5 total number of days suspended at EOY 2014-15	6-9 total number of days suspended at EOY 2014-15
Academics (Coursework)	ELA grade of 2 for Quarter 3 (Q3) and Q4 in 2014-15 OR Math grade of 2 for Q3 and Q4 in 2014-15	Grade 6: ELA grade of 2 for Q3 and Q4 in 2014-15 OR Math grade of 2 for Q3 and Q4 in 2014-15  Grade 7 and 8: ELA grade of F for Q3 and Q4 in 2014-15 OR Math grade of F for Q3 and Q4 in 2014-15  Grades 9-12 2 or more Fs in Q3 and Q4 2014-15 (all courses)

Note: It was recommended that schools also refer students with recurrent behavior/discipline infractions.

Based on these criteria, DRA departmental staff created individual school rosters of students who meet the selection criteria<sup>4</sup> and provided them to CIS school principals and Graduation Coaches. Student Support Services administrators instructed Graduation Coaches to use the rosters to make new student selections for their 2015-16 service-caseload. The rosters identified the single or multiple referral needs for each student and provided all baseline data related to the attendance, behavior, and academic criteria.

Table B-2 provides summary data from the rosters DRA created to facilitate student selection into the program. It shows how many students met the various selection criteria at each school, which deemed them eligible to receive Graduation Coach services. Students may have met the criteria for multiple

<sup>4</sup> Elementary school rosters included data for rising grade 1 through 5 students; middle school rosters included data for rising grade 6 through 8 students; high school rosters included data for rising grade 9 through 12 students.

needs. Few students, especially at the elementary level, met the selection criteria for behavior based on the number of days suspended. Therefore, Student Support Services and DRA departmental staff encouraged school administrators and Graduation Coaches to consider students with recurrent behavior/discipline infractions. As shown in Table B-2, although the number of students on each school's DRA roster was lower than the total school membership, there was still a larger pool of students eligible for service than each school's maximum caseload capacity.

**Table B-2**  
***DRA Rosters for Service Selection, 2015-16***

	# Met Attendance Criteria	# Met Behavior Criteria	# Met Academic Criteria	Total On Roster	Total School Membership	Target CIS Graduation Coach Caseload
<b>Fox Road ES</b>	101 (43%)	1 (0.4%)	171 (73%)	<b>234</b>	600	45
<b>Millbrook ES</b>	138 (47%)	1 (0.3%)	193 (65%)	<b>295</b>	739	45
<b>Hodge Road ES</b>	90 (37%)	1 (0.4%)	189 (77%)	<b>244</b>	647	45
<b>Knightdale ES</b>	106 (45%)	3 (1.3%)	157 (67%)	<b>234</b>	715	45
<b>East Millbrook MS</b>	176 (54%)	7 (2.2%)	191 (59%)	<b>325</b>	929	100
<b>East Wake MS</b>	168 (65%)	6 (2.3%)	111 (43%)	<b>257</b>	781	100
<b>Knightdale HS</b>	242 (76%)	23 (7.3%)	67 (21%)	<b>317</b>	1,686	120
<b>Millbrook HS</b>	312 (54%)	16 (2.8%)	324 (56%)	<b>576</b>	2,417	120
<b>Total</b>	<b>1,333 (54%)</b>	<b>58 (2.3%)</b>	<b>1,403 (57%)</b>	<b>2,482</b>	<b>8,514</b>	<b>620</b>

Data source: Data Source: OASIS CIS Dashboard, WCPSS Student Rosters as of August 20, 2015

Note: Duplicate count: students may meet more than one criterion; thus percentages do not equate to 100%.

During the summer of 2015, the WCPSS Student Information System administrators, in collaboration with Student Support Services and DRA administrators, built a CIS data dashboard within the WCPSS Online Access to Student Information System (OASIS) platform. The purpose of this dashboard was for data collection and reporting during the 2015-16 school year. The dashboard consisted of three sections: Benchmark and Demographic Data, Service and Progress Monitoring, and Goal Data. The dashboard was ready to launch in October of 2015; however, the training session was postponed until November to give Graduation Coaches time to reach expected caseload capacities. In addition to the CIS dashboard within OASIS, Graduation Coaches received school-level access to other WCPSS electronic data resources that would help them support their students.

**Appendix C**  
**Reasons for Referral to the Graduation Coach Program, 2015-16**

As illustrated in Table C-1, approximately two-thirds of the served students had a single reason for referral, which tended to be academic. However, students from the rosters also had both attendance and academic needs. In many cases, the students who were not listed on the roster were selected in lieu of students who met the selection criteria for these areas of need.

Aggregate counts of referral reasons indicate that there were 266 referrals for attendance needs, 76 for behavior, and 522 for academics.

**Table C-1**  
**Disaggregated Referral Reason Counts, 2015-16**

On Rosters?	One Reason n=366 (61%)			Two Reasons n=216 (36%)			Three Reasons n=22 (4%)
	Attendance Only	Behavior Only	Academic Only	Attendance and Behavior	Attendance and Academics	Behavior and Academics	All Three Areas
Yes (n=376)	56	5	129	6	146	14	20
No (n=228)	9	3	164	3	24	23	2
<b>Total (N=604)</b>	<b>65 (11%)</b>	<b>8 (1%)</b>	<b>293 (49%)</b>	<b>9 (1%)</b>	<b>170 (28%)</b>	<b>37 (6%)</b>	<b>22 (4%)</b>

Data Source: OASIS CIS Dashboard

Note: Unduplicated count; referral reason data were not reported for 3 students.



**Appendix D**  
***Types of Services Provided by Graduation Coaches in Quarter 2, 2015-16***

Table D-1 shows the frequency of the types of services that each student received during Quarter 2 for each area of need identified for that student.

**Table D-1**  
***Types of Services in Quarter 2 by Reason for Referral, 2015-16***

Area	Total # of Students Referred	Total # of Students Who Received Related Services in Quarter 2	
Attendance	266	None reported=8 (3%) 2 service types=18 (7%)	1 service type=235 (88%) 3 service types=5 (2%)
Behavior	76	None reported=6 (8%) 2 services types=10 (13%)	1 service type=59 (78%) 3 services types=1 (1%)
Academics	522	None reported=13 (2%) 2 services types=74 (14%)	1 service type=433 (83%) 3 services types=2 (1%)

Data Source: OASIS CIS Dashboard

Note: Duplicate count: students may have more than one reason for referral.

As shown in Table D-2, within each area of need, Graduation Coaches primarily provided short check-in services to students about every two weeks. Coaches also evaluated the impact of service by reporting whether the student was progressing or not in Quarter 2, then, they could determine whether they should modify services. A summary of the types of services provided within each area is as follows:

**Attendance Needs:** Graduation Coaches tended to provide face-to-face check-in services with students. The check-ins tended to last 15 minutes and might occur every week to once or twice a month depending on the student’s need. Overall, in Quarter 2 coaches reported that one-third of students were progressing because of this contact.

**Behavior Needs:** Check-in service was not specifically listed as a type of service for behavior referrals; rather it was overwhelmingly written in the “Other” field by coaches and was found to be the primary service. Coaches typically checked-in with students two to three times a month for about 15 minutes. When judging the impact that the check-ins had on students’ behavior needs, coaches indicated in Quarter 2, 44% of the students were making progress.

**Academic Needs:** The primary service for students with academic needs was check-in, either general or goal-setting. Again, Graduation Coaches listed this service in the “Other” field. Typically check-ins lasted about 15 minutes, although general check-ins occurred between two and three times a month, whereas goal-setting check-ins were less frequent, usually once per month or quarter. Coaches judged that for students receiving general check-ins, as of Quarter 2, 23% were showing progress; whereas among students who set goals during check-ins, 50% showed progress.

Among middle school students with academic needs, 44% attended the 21<sup>st</sup> Century Community Learning Centers. Since this is a CIS Wake supported after-school program, the duration of this service was much longer than others, running Monday through Thursday for a total of at least 12 hours per week. Graduation Coaches reported that students typically went to the center one to four days a week, for 3 or more hours each day. This program appeared to impact students more than other

services, in that coaches indicated that 70% of the participating students were making progress. Coaches also coordinated tutoring services for some students. The coaches indicated that students were typically tutored for 15 minutes to one hour each week and about one-third were showing progress.

**Table D-2**  
***Type of Services Received by Reason for Referral in Quarter 2, 2015-16***

Service Area	Service Type	# of Students
<b>Attendance</b>	<b>Face to Face Check-In</b>	<b>251</b>
	Parent Check-In	19
	Coordinate Resources	9
	<b>Other (Check-In)</b>	<b>8</b>
<b>Behavior</b>	<b>Other (Check-In)</b>	<b>36</b>
	Coordinate Resources	12
	Behavior Contract	10
	Other (Conflict Management Curriculum)	9
	Anger Management Support	6
	Conflict Resolution Group	2
<b>Academic</b>	<b>Other (Check-In)</b>	<b>310</b>
	21 <sup>st</sup> Century Community Learning Center (at Middle Schools)	83
	<b>Other (Goal Setting Check-In)</b>	<b>41</b>
	Coordinate Tutoring	40
	Other (SMART Lunch)	35
	Other (Wednesday Academy)	25
	Homework Assistance	21
	Other After School Program	20
	Study Skills Support	19
	Student/Teacher Conference	3
	Credit Recovery	1
	After School Quality Improvement Program (at Elementary Schools)	0

Data Source: OASIS CIS Dashboard

Note: Duplicate counts: students may have received more than 1 type of service within or across reasons for referral.

**Appendix E**  
**Graduation Coach Program Goals, 2015-16**

As shown in Table E-1, all Quarter 2 (Q2) benchmarks include absolute measures of progress within each area of need for that specific quarter. The purpose of the benchmarks was to assist Graduation Coaches in progress monitoring by providing data to help them assess whether students would benefit from a change in type or frequency of services. Quarter 4 goals are also shown and reflect attendance and behavioral progress since 2014-15 and academic progress since Q2.

**Table E-1**  
**Established Benchmarks and Goals by Area of Need, 2015-16**

	Elementary Schools Grades K-5	Middle Schools Grades 6-8	High Schools Grades 9-12
<b>Attendance</b>	Quarter 2 (Q2) 2015-16: 4 or fewer unexcused absences in Q2  Quarter 4 (Q4) 2015-16: At least 2 fewer unexcused absences by Q4 in 2015-16 compared to the End-of-Year (EOY) in 2014-15		
<b>Behavior</b>	Q2 2015-16: 2 or fewer days suspended in Q2  Q4 2015-16: At least 2 fewer days suspended by Q4 in 2015-16 than at EOY 2014-15	Q2 2015-16: 4 or fewer days suspended in Q2  Q4 2015-16: At least 2 fewer days suspended by Q4 in 2015-16 than at EOY 2014-15	
<b>Academic (Coursework)</b>	Q2 2015-16: ELA Grade 2 or higher; Math Grade 2 or higher  Q4 2015-16: ELA Grade 3 or higher; Math Grade 3 or higher	Q2 2015-16: ELA Grade D or better; Math Grade D or better  Q4 2015-16: ELA Grade C (70%) or better; Math Grade C (70%) or better	Q2 2015-16: No Fs (all courses)  Q4 2015-16: 0-1 Fs (all courses)

Note: The Q2 academic benchmark for high school students is set at 0 Fs to help students attain the Q4 goal of 0-1 Fs.