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Instruction for how to access interpretation services for this meeting

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5843048



Orange County Board of Education Meeting

January 9, 2023

Dr. Monique Felder, Superintendent

ENGAGE. CHALLENGE. INSPIRE.



Mission

Our mission is to educate students in a safe, inclusive environment where we engage, challenge, and inspire them to reach their maximum potential.

Vision

Preparing every learner for lifelong service and success

Belief Statements

- Value Diversity
- Put Students First
- Excellence in All We Do
- Prioritize Equity
- Provide a Safe Environment
- Serve the Whole Child
- Inclusive Culture & Climate Starts with Us
- Accountability in All We Do
- Collaborate To Do Great Work





Welcome!

Call to Order:

- Public Charge
- Pledge of Allegiance
- Moment of Silence

Strategic Plan Outcome Goals

1

Teaching Tomorrow's Leaders

2

Excellence & Efficiency

3

Exemplary Staff

4

Empowering Culture



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Recognitions



200 E. King Street · Hillsborough, North Carolina 27278 · 919.732.8126 · WWW.ORANGECOUNTYFIRST.COM



January 16, 2023



Recognizing the Technology Department



ERIN BRADLEY



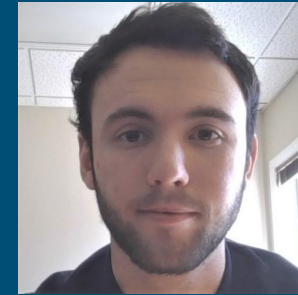
**GARY
DECKER**



**YARED
DEMISSEW**



**MARTIN
HORNE**



**THOMAS
HORNER**



**JOEL
LEONARD**



**CAMERON
MAXWELL**



**RYAN
MILLER**



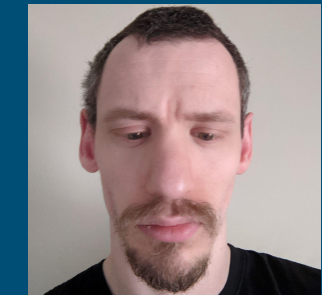
**SUSANA
OATES**



**CODY
PACHLHOFFER**



**NICOLE
RUDISILL**



**JOSEPH
SCHOEFIELD**

School Board Appreciation Month



Agenda Adoption



Agenda

III. A. Strategic Plan Outcome Goal 1: A Spotlight on AVID: A MTSS Strategy
Work Session/Information Item

III. B. 2022-2023 Fall Concussion & Head Injury Report Work Session/Information Item

III. C. Strategic Plan Outcome Goal 4: Panorama Family Perceptions Survey Data & Update on the work of the Family Liaisons (if necessary) Work Session/Information Item

III. D. Panorama Student Survey Perception Data Work Session/Information Item

IV. A. Closed Session (if necessary)

V. A. Adjournment

Public Comments



Board Comments



Consent Agenda



Consent Agenda

01

Minutes

02

Personnel Report and
Recommendations

03

Panorama Contract

04

2022-2023 Calendar Revision Change for
Hillsborough Elementary School Inclement Weather Plan & Teacher Workdays

05

Board of Education Representative for the
Orange County School Safety Task Force Request

06

Contract Approval with Cross
Painting for New Hope Elementary
School

Work Session/ Information Items



2022-2023 OCS AVID Program Update

A Spotlight on AVID: An MTSS Strategy

January 9, 2023

Dr. Chris Gammon, Executive Director of Curriculum and Instruction

Dr. Denise Greene, Chief Academic Officer

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What is AVID?

Advancement Via Individual Determination (AVID)

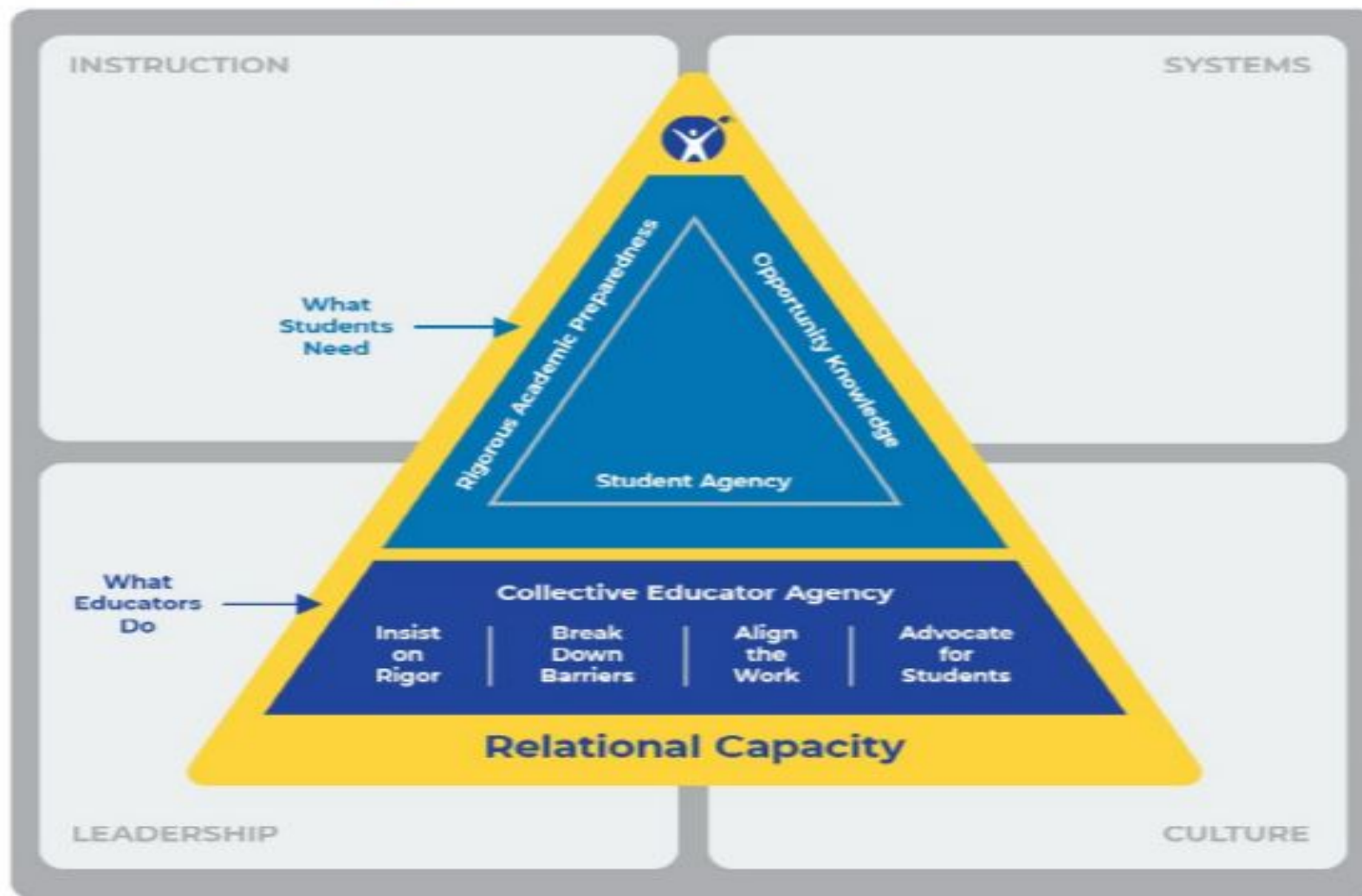
By placing students in a learning setting that engages them in rigor with support, opportunities to explore their future pathways, and deliberate instruction in self-management and leadership, students develop the agency and skills that will serve them for life.

-AVID

Purpose of the AVID program



AVID College & Career Readiness Framework



22-23 AVID Enrollment Snapshot

Middle School(s)	6th Grade	7th Grade	8th Grade
ALS	31	24	33
OMS	15	16	17
GHMS	24	41	10
Total	70	81	60

High School(s)	9th Grade	10th Grade
OHS	18	22
CRHS	20	11
PA	Will implement AVID next school year.	
Total	38	33

District Goals for AVID

Goal 1:
Recruitment

By June 2023, OCS will improve the recruitment process at the middle grades and high school to ensure access to AVID for the appropriate target group of students as evidenced by recruitment practices and sustained student enrollment in the AVID program.

Goal 2:
Build Capacity

By June 2024, select district and school representatives will be trained in AVID best practices as evidenced by completion of professional development and alignment of AVID best practices to school improvement and district strategic plan goals.

Goal 3:
**College and Career
Readiness (W.I.C.O.R.)**

By June 2025, AVID students will demonstrate growth on student achievement measures including (EOGs, universal screeners, and grades, graduation rate)

Goal 1: AVID Recruitment Strategies

- AVID District Coach supports AVID Coordinators in creating a plan and implementing a recruitment process.
- All AVID Site Coordinators have district access to EVAAS to be used as a tool for recruitment
- Review district recruitment criteria and establish middle to high school transition expectations
- Coordinate Student / Family Engagement Sessions to advertise and promote AVID to students and parents

AVID Goal 2: Build Capacity

- School representatives and AVID coordinators attend Summer Professional Development.
- School principals incorporate AVID District and school site team goals into school improvement plans
- 1:1 and Small Group Coaching from AVID district coach and district director to develop, align, and support school site teams, programs, and goals

AVID Goal 3: College and Career Readiness (W.I.C.O.R.)

- AVID site team will provide professional development on W.I.C.O.R.
- AVID support coach will provide training on W.I.C.O.R. strategies to AVID Coordinators as needed with an emphasis all AVID Classes are using focused note taking, goal setting, and a tutorial process
- Principals look for W.I.C.O.R. use in walk throughs, PDP development, and observations

W.I.C.O.R.

READING

- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

ORGANIZATION

- Binders and organizational tools
- Calendars, planners, and agendas
- Graphic organizers
- A focused note-taking system
- Tutorials and study groups
- Project planning and SMART goals

WRITING

- Cornell Notes/Learning Logs
- Quickwrites and Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing



INQUIRY

- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions that Guide Research

COLLABORATION

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities
- Peer Editing Groups
- Service Learning

Areas for Growth

Middle Schools

- Targeted recruitment
- Enhancing tutorial process
- School wide expansion

High Schools

- Targeted recruitment
- Intentional alignment with AP/IB and advanced course offerings

Connection To Strategic Plan Outcome Goal 1: Teaching Tomorrow's Leaders

Goals

By 2026, OCS will:

1. Increase to a minimum of 80% of OCS students demonstrating Grade Level Proficiency (GLP), with a goal of 16% growth every two years, as measured by End of Grade (EOG)/End of Course (EOC) assessments.
 - Target Growth by school year:
 - 2023: from 48% to 56%
 - 2024: from 56% to 64%
 - 2025: from 64% to 72%
 - 2026: from 72% to 80%
2. Increase from 83% of schools (11/13) meeting or exceeding expected growth to 100% (13/13) as measured by the NC School Report Card.
3. Increase the performance of students identified as SWD, EL and EDS by a minimum of 6% each school year as measured by EOG/EOC assessments.
4. Increase the graduation rate from 89.5% to a minimum of 92%.

Key Performance Indicators (KPIs)

Goals 1, Goal 2, & Goal 3 KPIs:

- Monthly/Quarterly Attendance data
- % of students reading on grade level at the end of 2nd grade
- pre-ACT and ACT performance
- EL progress and proficiency data
- EC progress data
- AIG performance and identification process
- District benchmark assessment data
- mClass Dibels 8th Edition, aimswebPLUS Reading and Math screener
- AVID enrollment demographic data
- AP/IB Course enrollment demographic data
- Grade level retention data

Goal 4 KPIs:

- Monthly/Quarterly Dropout data
- Semester Cohort Off-Track to Graduate data (4yr & 5yr)

Alignment to the Instructional Framework

Differentiated Core Instruction

Data Informed Making

Decision

Conditions for Teaching and Learning

- What are we teaching?
- How are we teaching?
- How will we know when students have learned....?
- How will we respond if students don't learn...?
- How will we extend learning for students who've mastered...?
- Who are we teaching?



Questions?



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2022-2023 Fall Concussion and Head Injury Report

January 9, 2023

Dwayne Foster, Director of Athletics, Health and Operations

Sylvia Compton, District Lead Nurse

Patrick Abele, Deputy Superintendent

Emily Gaddy, AT Orange HS

Tim Savage, AT Cedar Ridge HS



2022-2023 Fall Concussion and Head Injury Report



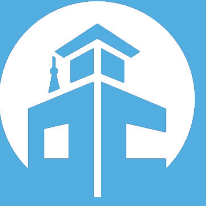
Overview

- Concussion Definition and Description
- Education and Compliance
- Data Summary
- Minimizing Concussions

OCS Interscholastic Athletics:

- The health and safety of student-athletes is a key element in the day to day operation of athletics within OCS. In particular, concussion and head injuries education and protocol compliance remain at the forefront of all athletic stakeholders.

2022-2023 Fall Concussion and Head Injury Report



CONCUSSION:

A concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in a loss of consciousness.

- By its nature, participation in interscholastic athletics involves the risk of possible injury, including concussions and head injuries**
- An estimated 5-10% of athletes will experience a concussion in any given sports season.**

2022-2023 Fall Concussion and Head Injury Report



CONCUSSION EDUCATION AND COMPLIANCE:

- To ensure concussions and head injuries don't go unnoticed, all athletic stakeholders(ADs, Coaches, Student-Athletes, Volunteer Coaches, and Parents of Student-Athletes) are required to review and sign-off on concussion and head injury awareness, as outlined by the The Gfeller-Waller Concussion Awareness Act.

2022-2023 Fall Concussion and Head Injury Report



CONCUSSION EDUCATION AND COMPLIANCE:

- The Gfeller-Waller Concussion Awareness Act was implemented to protect the safety of student-athletes in North Carolina and was signed into law on June 16, 2011. There are three major areas of focus in the law and these include: education, emergency action and post concussion protocol implementation, and clearance/return to play or practice following concussion.

The following links provide program and implementation guidelines:

- Gfeller-Waller Seasonal Compliance Checklist
- Concussion Management Algorithm
- Concussion Management Guiding Principles
- Concussion | NCHSAA Health & Safety Library
- Gradual Return to Play Protocol FAQ

2022-2023 Fall Concussion and Head Injury Report



CONCUSSION EDUCATION AND COMPLIANCE:

- **Eligibility**

Student-Athlete and Parent Requirement – Review, completion and signature of the Gfeller-Waller Concussion Information Sheet

- **Coach Certification**

All coaches – Complete NFHS “Concussion in Sports” Course

2022-2023 Fall Concussion and Head Injury Report



CONCUSSION EDUCATION AND COMPLIANCE:

The following requirements ensure the three major areas of focus of the Gfeller-Waller Concussion Awareness Act are addressed.

1. Education
2. Emergency Action and Post Concussion Protocol Implementation
3. Clearance/Return to play or practice following concussion
 - Gfeller-Waller Concussion Information Sheet
 - NFHS “Concussion in Sports”

2022-2023 Fall Concussion and Head Injury Report



OCS Concussions by Sports – Fall 2022

OCS Concussions by Sports Fall 2022	CRHS	OHS	ALS	GHMS	OMS
Football	3	8	1	-	-
Volleyball	1	1	-	-	-
Cross Country(Men's)	-	-	-	-	-
Cross Country(Women's)	-	-	-	-	-
Women's Golf	-	-	-	-	-
Women's Tennis	-	-	-	-	-
Men's Soccer	-	-	-	1	-
Cheer	-	-	-	-	-
Total	4	9	1	1	0

2022-2023 Fall Concussion and Head Injury Report



Non-Sport Concussion and Head Injuries – Fall 2022

Other/Non-Sport Concussions: Return to School

In addition, the State Board of Education passed Policy HRS-E-001 in 2015 titled Return-to-Learn After Concussion. This education policy includes guidelines for safe and appropriate return to the educational environment for ALL students post-concussion. Although, this policy includes student-athletes protected under the Gfeller-Waller Concussion Awareness Act, it is further reaching.

HRS-E-001 includes requirements for safe return to school for any student in NC public schools who sustains a mild Traumatic Brain Injury, mTBI, more commonly referred to as a concussion.

[Parent Guide: Return to School After a Concussion](#) (link)

2022-2023 Fall Concussion and Head Injury Report



Non-Sport Concussion and Head Injuries – Fall 2022

School	In School or Outside of School	Total School Days Missed
CRHS	Concussion - in school (1) Concussion - outside of school (1) Head Injury - in school(14)	6
OHS	Concussion - in school (1) Concussion - outside of school (2) Head Injury - in school(7)	6
PA	-	
ALS	Head Injury - in school(3)	
GHMS	Head Injury - in school(5)	
OMS	Concussion - outside of school (1) Head Injury - in school(10)	

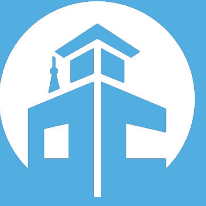
2022-2023 Fall Concussion and Head Injury Report



Non-Sport Concussion and Head Injuries – Fall 2022

School	In School or Outside of School	Total School Days Missed
CES	Concussion - outside of school (1) Head Injury - In school(3)	0
GAB	Concussion - outside of school (1) Head Injury - in school(11)	2
ECGES	Head Injury - in school(12)	
HES	Head Injury - In school(2)	
NHES	-	
PES	Concussion - outside of school (1) Head Injury - in school(1)	0
RPES	Head Injury - in school(25)	

2022-2023 Fall Concussion and Head Injury Report



Minimizing Concussion Risk in Athletics

- Emphasizing concussion education and awareness
- Properly fitting, sport appropriate headgear and athletic equipment
- Teaching and utilizing proper technique and safe play
- Limiting contact periods in practice



Questions?

Panorama Family Perception Survey Data and Update on Family Liaisons

January 9, 2023

Kevin Smith, Chief Public Information Officer

Dr. Jessica V. Dreher, Director of Student Engagement and Support Services

Sandra Blefko, Family Outreach Coordinator

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Panorama Family-School Relationships Survey, Fall 2022



Role of Family Engagement

How OCS understands Family Engagement–

- “Empowering Culture”
- **Student Outcome Goal 4,** 2021-2026 Strategic Plan
- Drives all the other “drivers”
- Unscored, but not invisible

OUR 4 PRIORITIES



LITERACY

To ensure that ALL students are proficient in their ability to read, write, listen, speak and think critically across all content areas.

CLIMATE & CULTURE/SEL

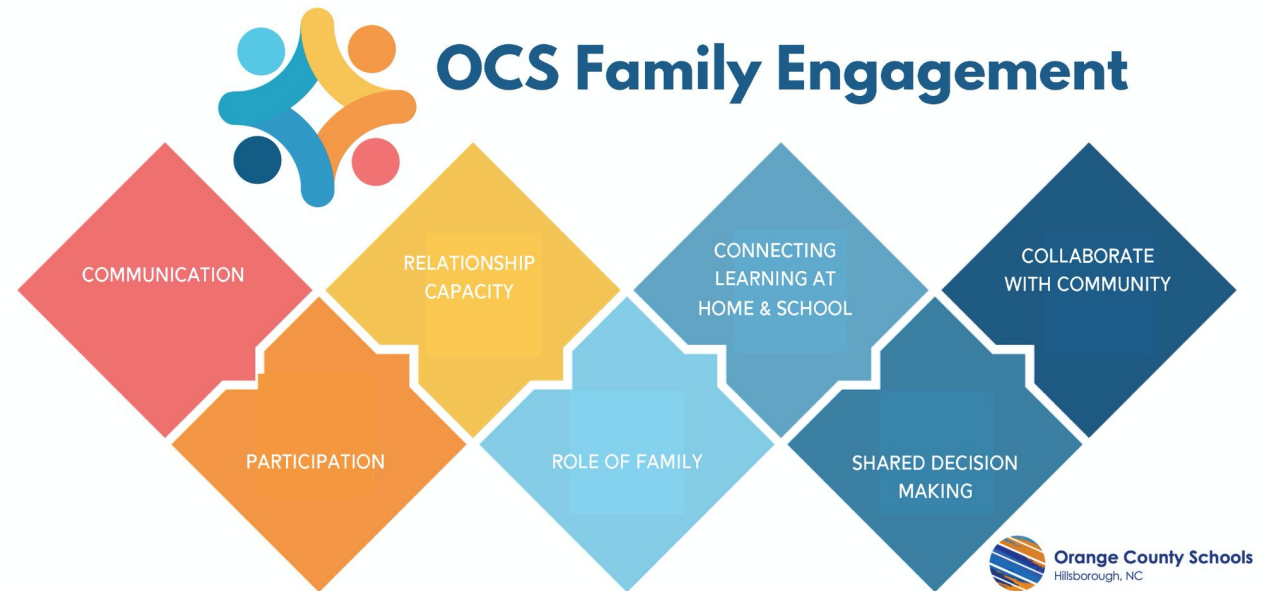
Creating safe, healthy and inclusive learning and work environments that ensure student and staff success and well-being.

FAMILY ENGAGEMENT

Engaging, empowering and giving voice to all families which is vital to the success and continual achievement of our students.

Role of Family Engagement

- Strategic Planning
- Flamboyant Fellowship
- Monthly X-Collab





EMPOWERING EXCELLENCE Orange County Schools' Strategic Plan

2021 - 2026

Outcome Goal 4: Empowering Culture

KPIs for Strategic Goal IV.3

Goal IV.3	Increase family partnership and engagement* among Black and Latino families from XX% to XX% by 2026.		
KPI 4.3a	i. Increase the percentage of Black families logging into Parent Portal. ii. Increase the percentage of Latino families logging into Parent Portal.		
KPI 4.3b	Increase the number of district-led parent engagement opportunities for families.		
KPI 4.3c	i. Increase Parent Academy attendance among Black families. ii. Increase Parent Academy attendance among Hispanic families.		

**As measured by parent survey scale or items.*

Baseline results forthcoming, Panorama Family Perception survey fall 2022



Family Perception Data

- Panorama Family-School Relationships Survey
 - Areas Covered
 - Fall 2022 Administration Methods
- Initial Survey Findings
 - Survey Response Pool
 - Select Item Responses
- Next Steps



Family-School Relationships Survey

9 Areas Covered

- Academic Needs – “Are you aware of resources?” (2)
- Barriers to Engagement – “How big of a problem...?” (13)
- Family Engagement – “How involved have you been?” (6)
- Family Support – “How often do you...?” (7)
- School Climate – “How does the school help children learn?” (7)
- School Fit – “How well is the school preparing your child?” (7)
- *School Safety – “To what extent is this a problem...?” (7)*



Family-School Relationships Survey

9 Areas Covered (continued)

- *Roles and Responsibilities*
 - *“Who do you think is primarily responsible for...?” (11)*
- Background Questions (10)
 - Communication Preferences
 - Demographics
 - School

Family-School Relationships Survey

OCS Email Notifications:

- October 19
 - October 31
 - November 2 – *OCS Connections*
 - November 4
-
- Schools communicated 2 or more opportunities to families as well

¡Familias, sus comentarios son importantes!

Sus respuestas a la **encuesta de la familia Panorama** asegurarán que OCS continúe proporcionando experiencias de aprendizaje rigurosas y de alta calidad que satisfagan las necesidades de cada alumno y los preparen para el éxito universitario y profesional.

¡Necesitamos su opinión!

La encuesta anónima ha sido EXTENDIDA hasta el 4 de noviembre de 2022. Para tomar la encuesta en sus computadoras, tabletas o teléfonos inteligente visiten:

<https://surveys.panoramaed.com/orangecountync/OCSFamily2022/surveys>

Queremos saber de ustedes para ayudar a dar forma al futuro de nuestras escuelas. En caso de que se hayan perdido nuestra carta a las familias anunciando la encuesta, pueden leerla aquí.

Completen su Encuesta Familiar

Gracias por participar en la encuesta antes del 4 de noviembre de 2022.



Survey Response Pool

Background Information:

Schools and Grade Levels	Evenly distributed
Relationship	Mothers 80%, Fathers 16%
Home Language	English 93%, Spanish 4%, Other 3%
Race/ethnicity	White 70%, Two or more races/ethnicities 11%, Black or African American 9%, Hispanic or Latino 7%, Asian 2%
Educational Attainment	College or graduate school 70%, Graduated high school 8%
Communication Preference	Email 78%, Text message 11%, Phone call 7%

Initial Survey Findings

Academic Needs

Your average

75%

888 responses

How did people respond?

Q.1: As a parent do you know what mental health and wellness resources or counseling services are available at my child's school?

Yes	59%	521
No	41%	358

Favorable: **59%**

Q.2: As a parent, I receive communication on safety drills and the schools keep me informed when safety or security incidents occur?

Yes	91%	799
No	9%	83

Favorable: **91%**

Academic Needs

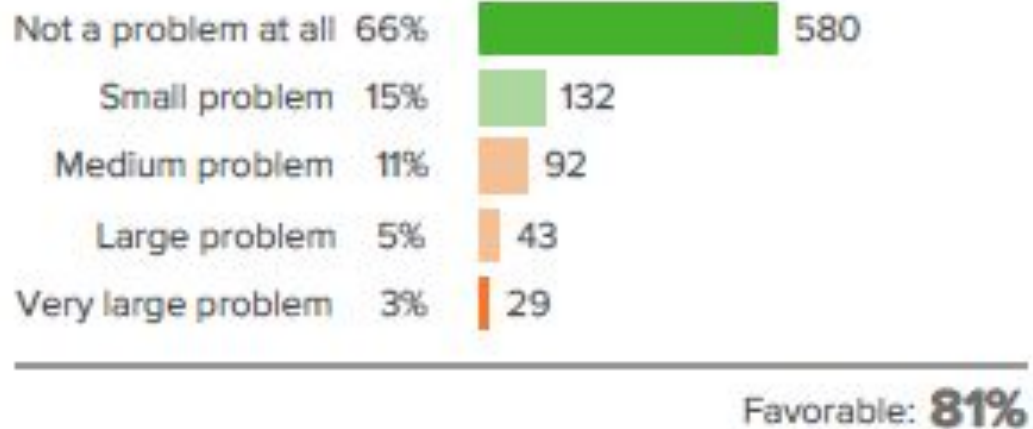
Q.1: As a parent do you know what mental health and wellness resources or counseling services are available at my child's school?



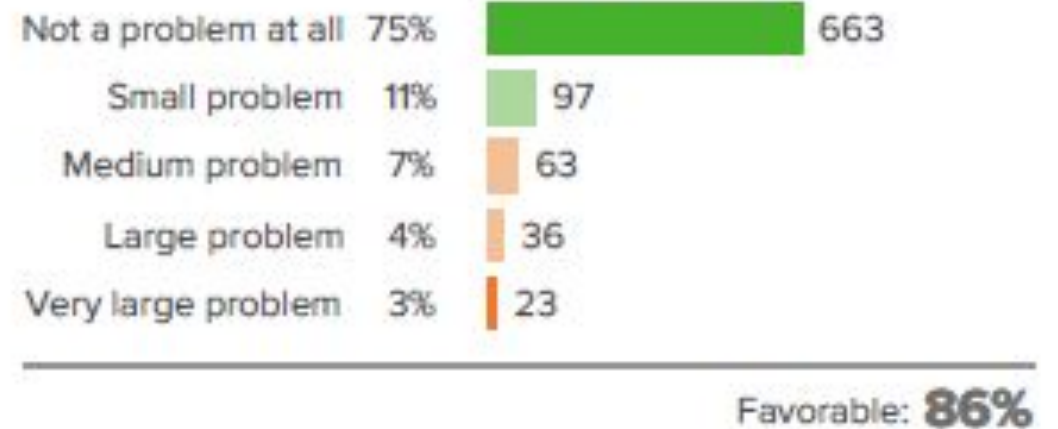
Favorable: **59%**

Barriers to Engagement

Q.1: How big of a problem is the following issue for becoming involved with your child's current school: Childcare needs?

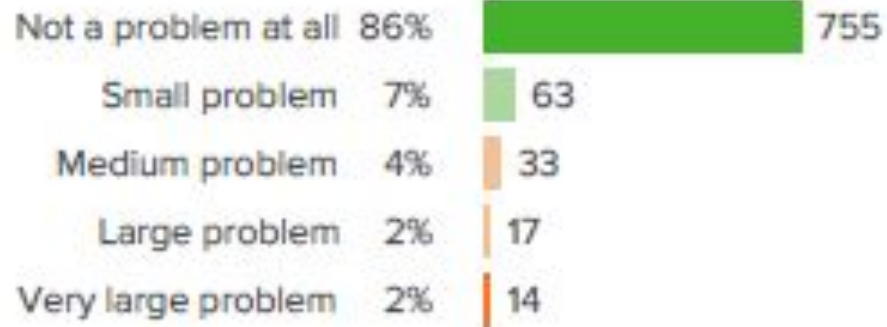


Q.2: How big of a problem is the following issue for becoming involved with your child's current school: Transportation-related challenges?



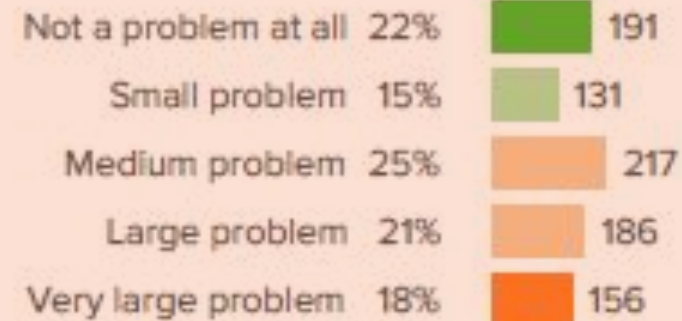
Barriers to Engagement

**Q.3: How big of a problem is the following issue for becoming involved with your child's current school:
Concerns about getting to the school safely?**



Favorable: **93%**

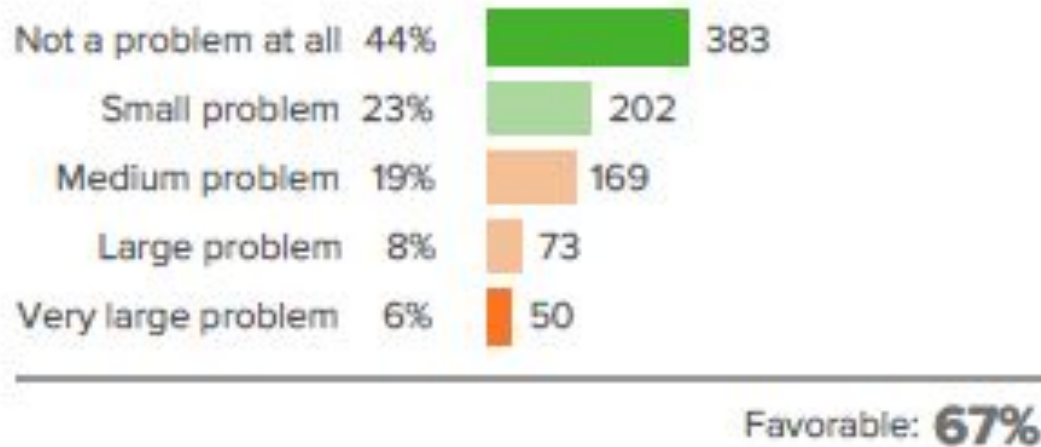
**Q.4: How big of a problem is the following issue for becoming involved with your child's current school:
How busy your schedule is?**



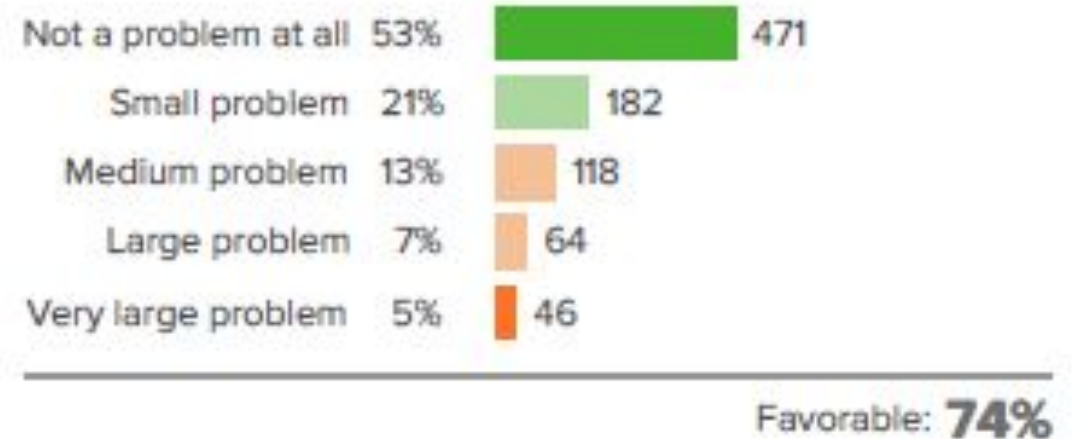
Favorable: **37%**

Barriers to Engagement

**Q.5: How big of a problem is the following issue for becoming involved with your child's current school:
School staff seem too busy?**

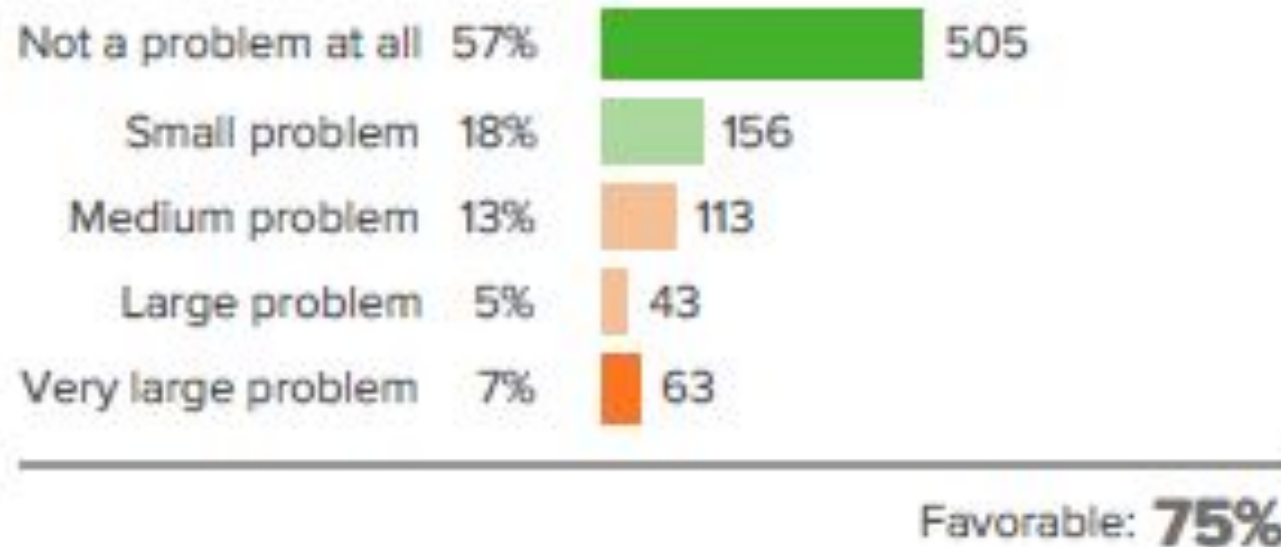


**Q.6: How big of a problem is the following issue for becoming involved with your child's current school:
You feel unsure about how to communicate with the school?**



Barriers to Engagement

Q.13: How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern?



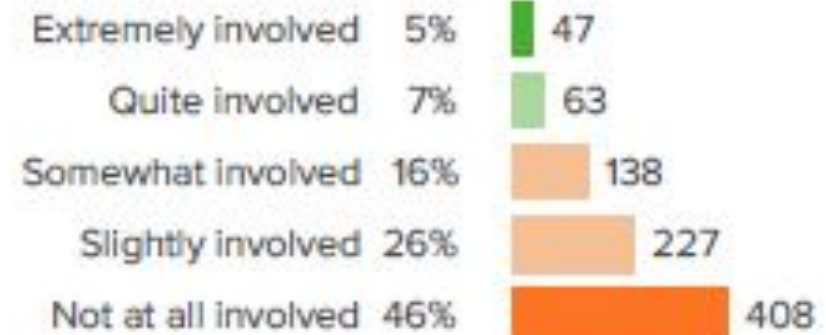
Family Engagement

Q.1: How often do you meet in person with teachers at your child's school?



Favorable: **5%**

Q.2: How involved have you been with a parent group(s) at your child's school?



Favorable: **12%**

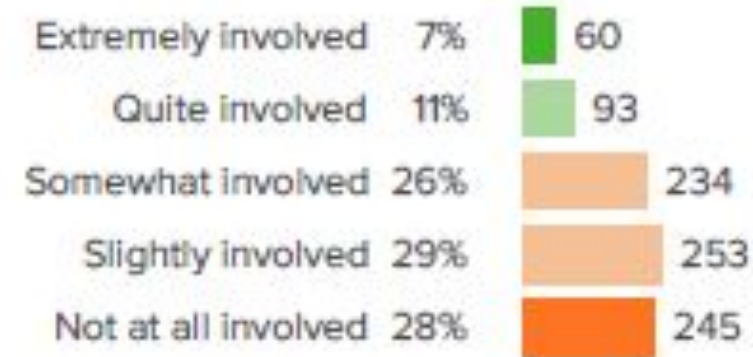
Family Engagement

Q.5: In the past year, how often have you visited your child's school?



Favorable: **36%**

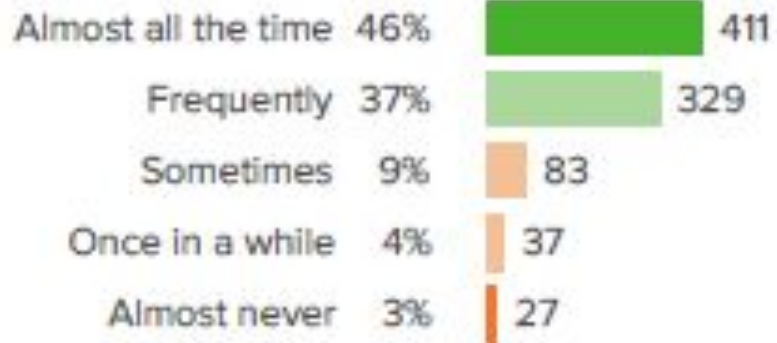
Q.6: How involved have you been in fundraising efforts at your child's school?



Favorable: **17%**

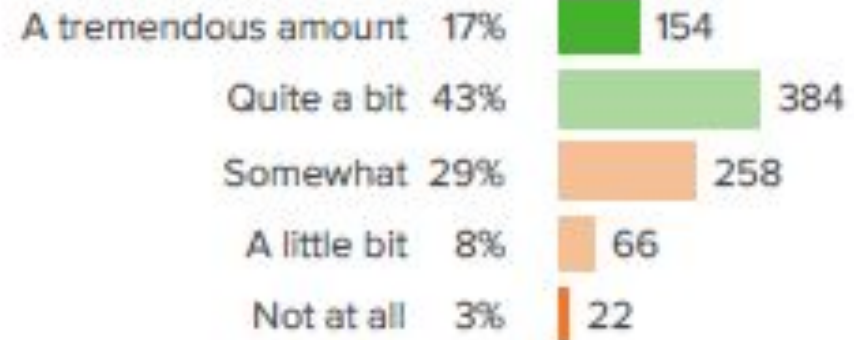
Family Support

Q.1: How often do you have conversations with your child about what his/her class is learning at school?



Favorable: **83%**

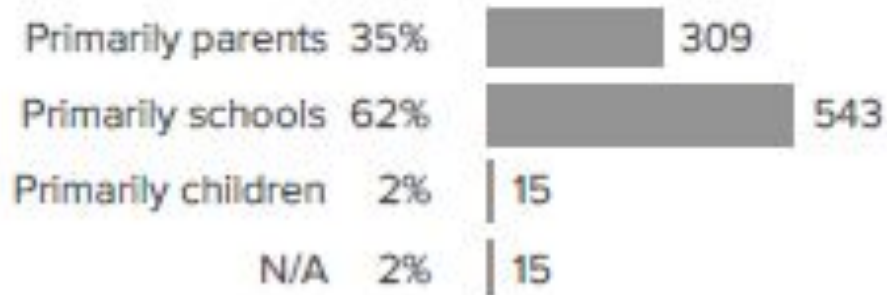
Q.7: To what extent do you know how your child is doing socially at school?



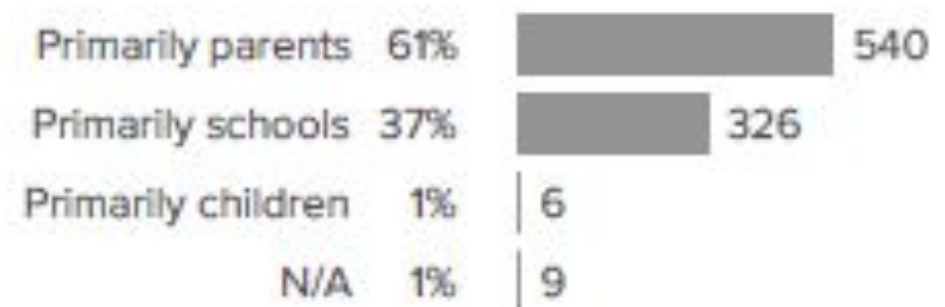
Favorable: **61%**

Roles and Responsibilities

Q.9: Who do you think is principally responsible for...ensuring good communication between home and school?

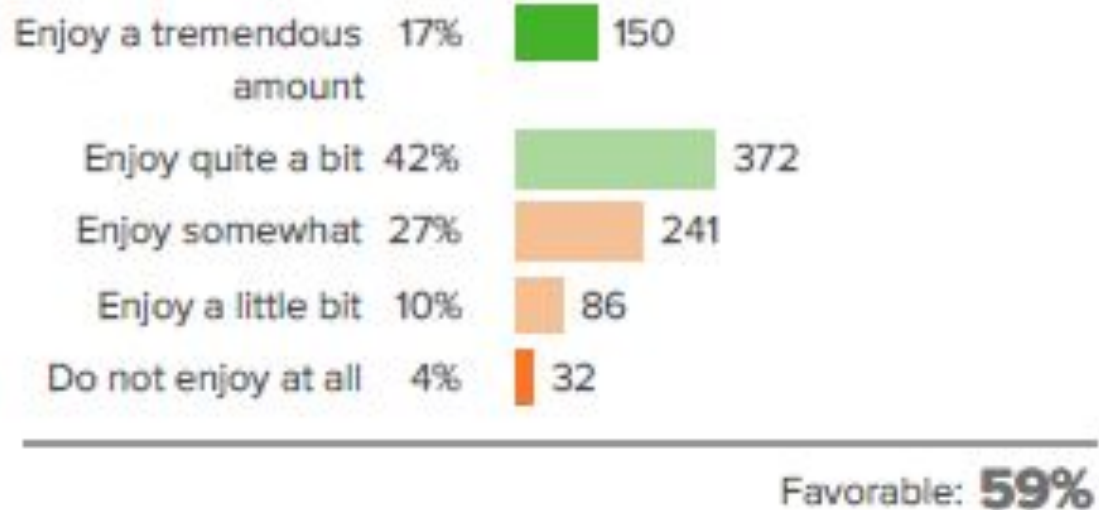


Q.11: Who do you think is principally responsible for...making sure children are supported to do their best in school?

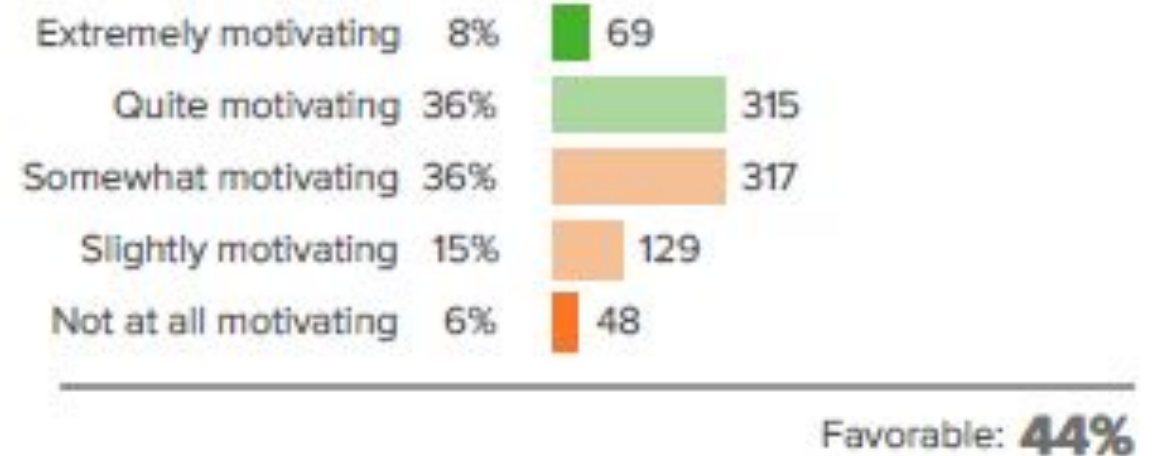


School Climate

Q.1: To what extent do you think that children enjoy going to your child's school?



Q.2: How motivating are the classroom lessons at your child's school?



School Climate

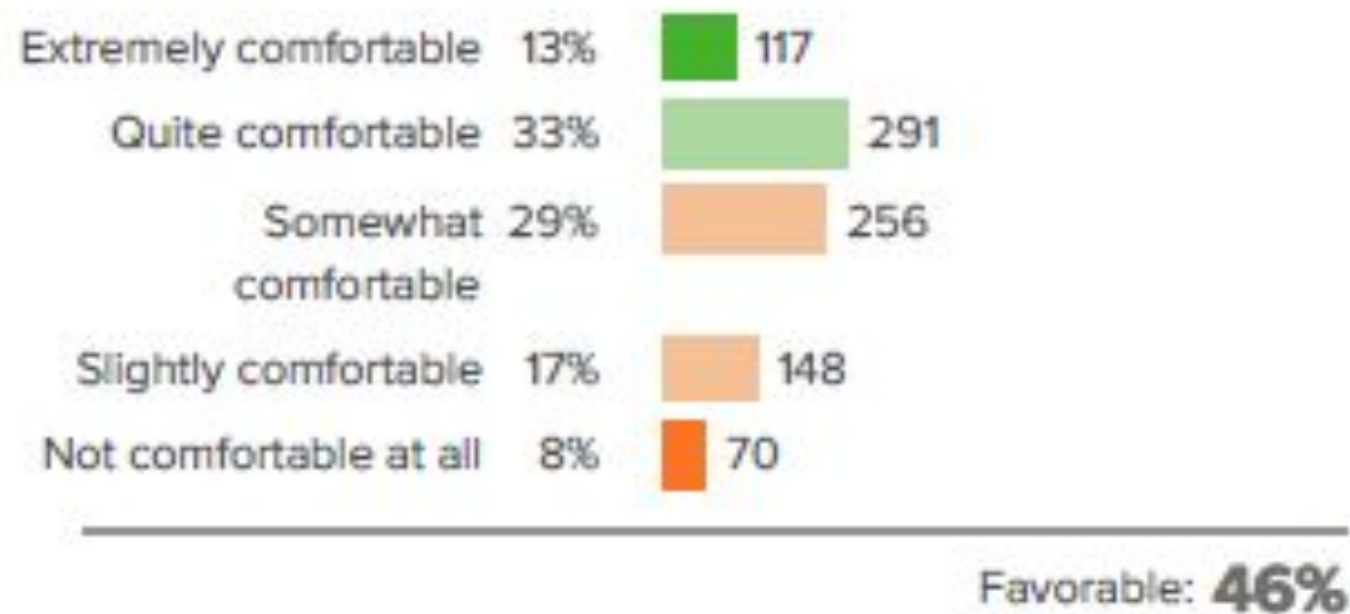
Q.5: How well do administrators at your child's school create a school environment that helps children learn?



Favorable: **60%**

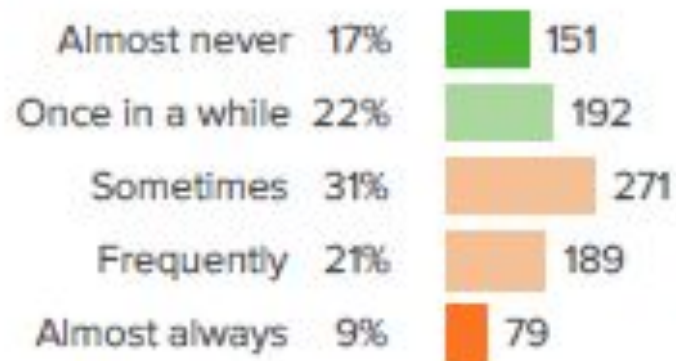
School Fit

Q.5: How comfortable is your child in asking for help from school adults?



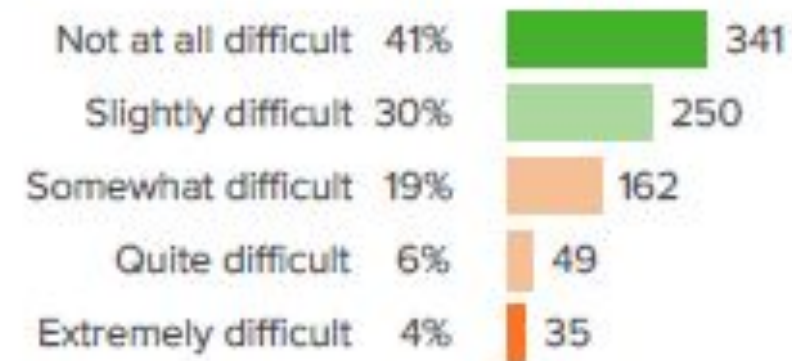
School Safety

Q.1: How often do you worry about violence at your child's school?



Favorable: **39%**

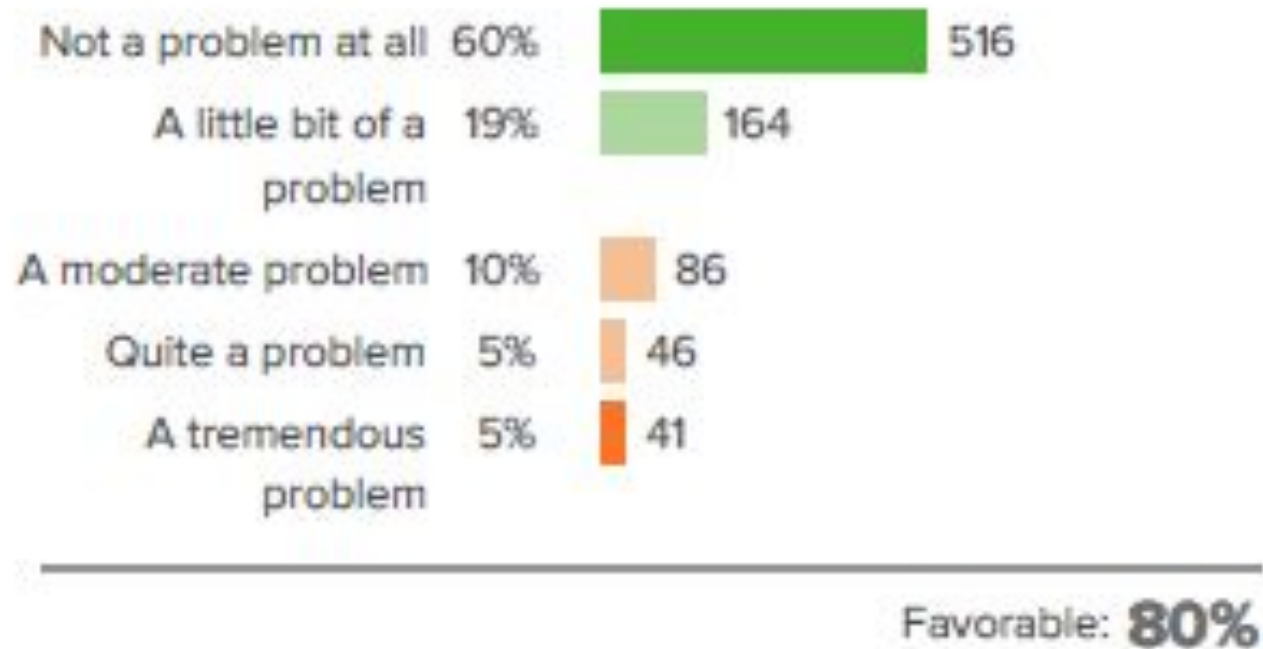
Q.2: If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?



Favorable: **71%**

School Safety

Q.5: To what extent are drugs a problem at your child's school?



School Safety

Q.6: Do you have knowledge or understanding how to report safety concerns to school officials, law enforcement or through the anonymous reporting app



Favorable: **63%**



Next Steps

On first reading:

- Establishing baselines for OCS Strategic Plan **Goal IV.3**
- Schools will unpack data to align with SIP/NC Star
- Expand access, alternate methods/instruments for collecting data
- Lessons for communicating **all** messages to families
- Leverage Family Liaisons, community partnerships
- Key opportunities to enhance Family Engagement, Family Support



Questions?

OCS Family Liaisons Update



Family Liaison Role

Translator

- Render messages in another language in a written form (typically, one-way)

Interpreter

- Facilitate communication between two or more people speaking different languages verbally (typically, two-way)

Family Liaison

- Help families navigate the school system
- Connect families, students, and staff with resources they need
- Collaborate with social workers, counselors, nurses, administrators, and teachers to provide information and support to families
- Translate/interpret when necessary



How It Works

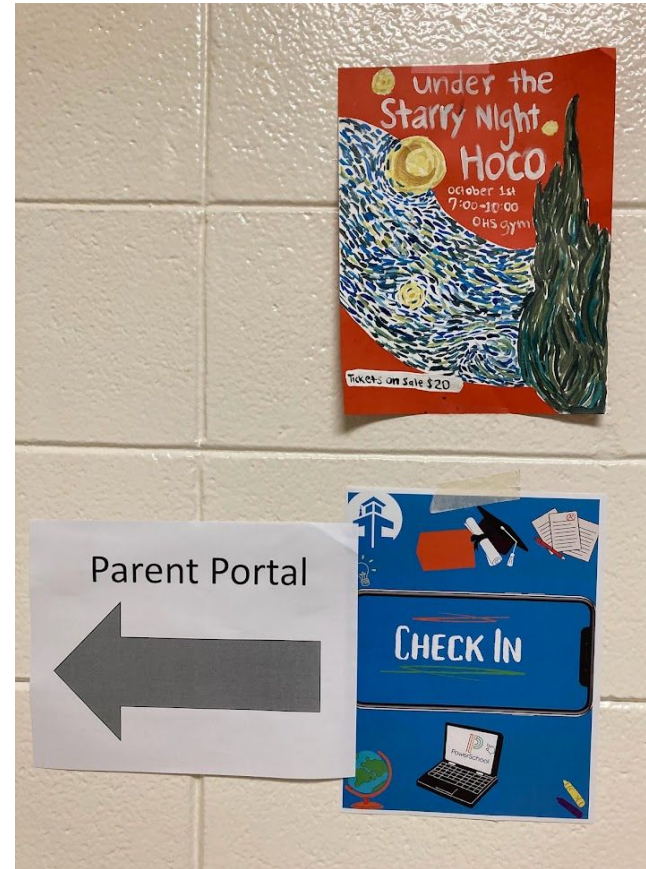
More than interpretation/ translation

We make sure we communicate an accurate message to schools from families who might have low literacy skills or benefit from support with navigating school culture and curriculum that may be unfamiliar.

How do we do this?

We understand the needs of families and students facing an inequitable landscape due to socio-economic disadvantages, language barriers, and racial stigma that may hinder them from succeeding in mainstream school culture without additional resources.

Family Academy Events 2022-23





What Is Working Well

- Promoting communication between families and schools
- Expediting and tracking translation and interpretation needs
- Making partnerships with other organizations that support students and families, such as:
 - Family Success Alliance
 - El Centro Hispano
 - LatinxED
 - OCIM Food Distribution Center
 - Village of Wisdom
 - CFNC
 - Grow Your World
 - Orange Partnership
 - Insight Human Services
 - Youth Behavioral Health Resource (District Courts)

*We continue to reach out to other organizations to expand our network of resources for OCS families and our schools.

Family Academy Events 2022

September Events

Sept 5 holiday

Sept 14 Power School Workshop(P)

Sept 21 Power School Workshop(P)

Sept 26 Teacher Workday

SEPTEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

November Events

Nov 2 AVANCEMOS(P) CRHS

Nov 8 Teacher Workday

Nov 9 AVANCEMOS(P) CRHS

Nov 16 AVANCEMOS(P) CRHS

Nov 11 Holiday

Nov 23-25 Holiday

Nov 30 Newcomers (P)

NOVEMBER 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October Events

October 5 Hispanic El Centro H(V)

October 12 Hispanic El Futuro(V)

October 15 Hispanic Heritage Movie(P)

Oct 26 LatinxEd

Oct 27 Drug and Alcohol Awareness

OCTOBER 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

December Events

Dec 19-30 Holiday

Dec. 7 Pláticas Familiares ES

Dec. 14 Pláticas Familiares MS

DECEMBER 2022						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Family Engagement

Teacher Work Days

Holiday

Family Academy Events 2023

Family Engagement

Teacher Work Days

Holiday

January Events

Jan 4 Pláticas Familiares HS

Jan 10 Choice School Parent Info Night(V)

Jan 11 Communication Tools (V)

JANUARY 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Revised 1/3/23

FEBRUARY 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

February Events

Feb 3 Teacher Work Day

Feb 8 Parent Participation (V)

Feb 24 Teacher Work Day

Feb 22 Drug and Alcohol Awareness(P)

MARCH 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

March Events

March 8 Pláticas Familiares ES

March 15 Pláticas Familiares MS

March 22 Pláticas Familiares HS

March 24 Teacher Work Day

March 27-31 Spring Break

Family Academy Attendance 2022-23

08/16/2022	OHS 9th Grade Orientation 9-12 / 2-4pm	100+ English and Spanish
08/25/2022	CES Orientation 4-6	100+ English and Spanish
08/27/2022	OHS Orientation 6-7	500+ English and Spanish
9/21/22	PowerSchool Parent Portal (In person)	36
9/22/2022	Curriculum Night at Grady Brown Elem	Several families
10/5/22	Hispanic Heritage Month / El Centro Hispano	40
10/5/2022	FAFSA/ RDS Spanish Session in OHS	9
10/6/2022	AIG Interpretation for Pathways Elementary (Zoom)	8
10/12/22	Hispanic Heritage Month El Futuro	30
10/11/2022	PTA meeting Grady Brown (Zoom)	10
10/15/22	Movie Encanto (in person)	89
10/18/22	HES Tour for new families 6-7	0 Spanish, 9 English
10/26/22	LatinxED	20

10/27/22	Drug and Alcohol Prevention	40
11/01/22	AIG Interpretation Meeting	20+ English 0 Spanish
11/2/22	Avancemos (In person)	3
11/9/22	Avancemos (In person)	2
11/10/22	CES Fall Festival	100+ families English and Spanish
11/16/22	Avancemos (In person)	3
11/16/2022	FAFSA Night Out 6-8	5 families, 2 Spanish
11/30/22	Newcomers @ ALS in person	70
11/30/2022	HES Virtual tour	1 only English/ 0 Spanish
12/7/22	Pláticas Familiares Elementary	5
12/14/22	Pláticas Familiares Middle	9
12/5/22	FAFSA Night CRHS	7 Spanish families
1/4/23	Pláticas Familiares	7

Outcome Goal 4: Empowering Culture

KPIs for Strategic Goal IV.3

Goal IV.3	Increase family partnership and engagement* among Black and Latino families from XX% to XX% by 2026.		
KPI 4.3a	<ul style="list-style-type: none">i. Increase the percentage of Black families logging into Parent Portal.ii. Increase the percentage of Latino families logging into Parent Portal.		
KPI 4.3b	Increase the number of district-led parent engagement opportunities for families.		
KPI 4.3c	<ul style="list-style-type: none">i. Increase Parent Academy attendance among Black families.ii. Increase Parent Academy attendance among Hispanic families.		

**As measured by parent survey scale or items.*

Baseline results forthcoming, Panorama Family Perception survey fall 2022



Questions?



**Orange
County
Schools**
NORTH CAROLINA

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Equity and Student Engagement & Support Services Updates

January 9, 2023

Mr. Lee A. Williams, II, Chief Equity Officer

Dr. Jessica Dreher, Director of Student Engagement & Support Services

Panorama Data



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Rationale for Panorama Data

- Examine Student Competency Measures
- Highlight positives and areas of concern
- Create a more inclusive and welcoming educational environment for each student



Response Rates by Demographics

Elementary Students (Grades 3-5)

Student Gender

f	616	48%
m	655	52%

Student Grade Level

3	425	33%
4	437	34%
5	409	32%

Student Race

Black or African American	167	13%
Hispanic	349	27%
Two or More	115	9%
White	612	48%
Confidentiality protected	28	2%

Secondary Students (Grades 6-12)

Student Gender

f	1,516	51%
m	1,431	49%

Student Grade Level

6	334	11%
7	443	15%
8	432	15%
9	511	17%
10	495	17%
11	421	14%
12	311	11%

Student Race

American Indian/Alaskan Native	5	< 1%
Asian	54	2%
Black or African American	379	13%
Hispanic	768	26%
Two or More	179	6%
White	1,562	53%

SEL Student Competency Measures, Grades 3-5

Topic Description	Results	Benchmark
Emotion Regulation	49%	60th-79th percentile
Positive Feelings	67%	40th-59th percentile
Self-Management	69%	20th-39th percentile
Social Awareness	69%	60th-79th percentile
Supportive Relationships	89%	60th-79th percentile

Based on 1,271 responses

Highlights – Positive Results

- During the past week, how often did you feel excited? (84% favorable)
- During the past 30 days, how often were you polite to adults? (85% favorable)
- During the last 30 days, how often did you follow directions in class? (82% favorable)
- During the last 30 days how often were you polite to other students? (81% favorable)
- During the last 30 days how much did you care about other people's feelings? (84% favorable)
- Do you have a teacher or other adult from school who you can count on to help you, no matter what? (88% favorable)
- Do you have a family member or other adult outside of school who you can count on to help you? (91% favorable)
- Do you have a friend from school who you can count on to help you, no matter what? (88% favorable)

Highlights – Areas of Concern

- How often are you able to pull yourself out of a bad mood? (46% favorable)
- When everybody around you gets angry, how relaxed can you stay? (43% favorable)
- Once you get upset, how often can you get yourself to relax? (49% favorable)
- When things go wrong for you, how calm are you able to stay? (49% favorable)
- During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things? (44% favorable)
- During the past 30 days...how clearly were you able to describe your feelings? (49% favorable)

Based on 2,947 responses

SEL Student Competency Measures, Grades 6-12

Topic Description	Results	Benchmark
Cultural Awareness and Action	65%	
Diversity and Inclusion	45%	
Emotion Regulation	45%	40th-59th percentile
Positive Feelings	52%	20th-39th percentile
School Climate	89%	
Self-Management	70%	40th-59th percentile
Sense of Belonging	80%	
Social Awareness	61%	20th-39th percentile
Social Perspective-Taking	44%	20th-39th percentile
Supportive Relationships	84%	60th-79th percentile
Teacher-Student Relationships	75%	

Highlights – Positive Results

- My school is welcoming, understanding and kind towards parents/caregivers. (89% favorable)
- During the past 30 days...How often did you come to class prepared? (81% favorable)
- During the past 30 days...How often did you follow directions in class? (85% favorable)
- During the past 30 days...How often were you polite to adults? (89% favorable)
- During the past 30 days...How often were you polite to other students? (82% favorable)
- My school has a variety of after-school activities that students are able to be a part of regardless of money and transportation? (80% favorable)
- Do you have a family member or other adult outside of school who you can count on to help you no matter what? (92% favorable)
- Do you have a friend from school who you can count on to help you, no matter what? (88% favorable)
- Do you have a family member or other adult outside of school who you can be completely yourself around? (89% favorable)
- Do you have a friend from school who you can be completely yourself around? (91%)

Highlights – Areas of Concern

- I hear hurtful comments about students based on race, gender, sexual orientation, religion, disabilities, etc from adults in my school. (17% favorable)
- How often are you able to pull yourself out of a bad mood? (35% favorable)
- During the past week, how often did you feel safe? (31% favorable)
- During the past 30 days...How clearly were you able to describe your feelings? (33% favorable)
- How much effort have you put into figuring out what your teacher's goals are? (37% favorable)
- When your teachers seem to be in a worse mood than usual, how hard do you try to understand the reasons why? (39% favorable)

Next Steps:

- MOY Survey Window: January 16-February 10, 2023
- Compare BOY & MOY survey to find trends
- Continue work with schools to disaggregate data to assist with school improvement plans (SIPs)
- Cross-reference Panorama survey data with school discipline data



Questions?

Discussion/Action Items



Panorama Contract Approval (removed from Consent Agenda)

January 9, 2023

Orange County Board of Education

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The Board of Education is in closed session.

Orange County Board of Education

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