

The Board of Education is in closed session.

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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

October 24, 2022

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

1. Value Diversity
2. Put Students First
3. Excellence in All We Do
4. Prioritize Equity
5. Provide a Safe Environment
6. Serve the Whole Child
7. Inclusive Culture & Climate Starts with Us
8. Accountability in All We Do
9. 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



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CTE: “Grow Our Own” Summer Intern Program

October 24, 2022

Shannon Braxton, Director of CTE & Cultural Arts

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Career Development Coordinators



Nick Montgomery
Orange High School



Stephanie Smith
Cedar Ridge High School



Child Nutrition



Abby & Avery Hengsterman
Orange High School



Gracy Coffin
Partnership Academy

Bus Garage



Joshua Crabtree
Orange High School



Freddy Garcia Paez
Cedar Ridge High School

Maintenance



Jaxon Lee
Orange High School



Andrew Cox
Orange High School

IT/Technology



Dytanyon Norman
Orange High School



Sean Adams
Orange High School

Summer Scholars TA's



Angela Mazariegos-Vasquez
Cedar Ridge High School

Angeles Gonzalez
Cedar Ridge High School

Giovanny Poma-Butron
Cedar Ridge High School

Anthony Araiza Castro
Cedar Ridge High School

Summer Scholars TA's



Janiah Thompson
Orange High School



Kehiry Chavez Lopez
Orange High School



Kaya Gamble
Orange High School

THANK YOU!



**Orange
County
Schools**
NORTH CAROLINA



ORANGE COUNTY SCHOOLS

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THANK YOU!





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Red Ribbon Week



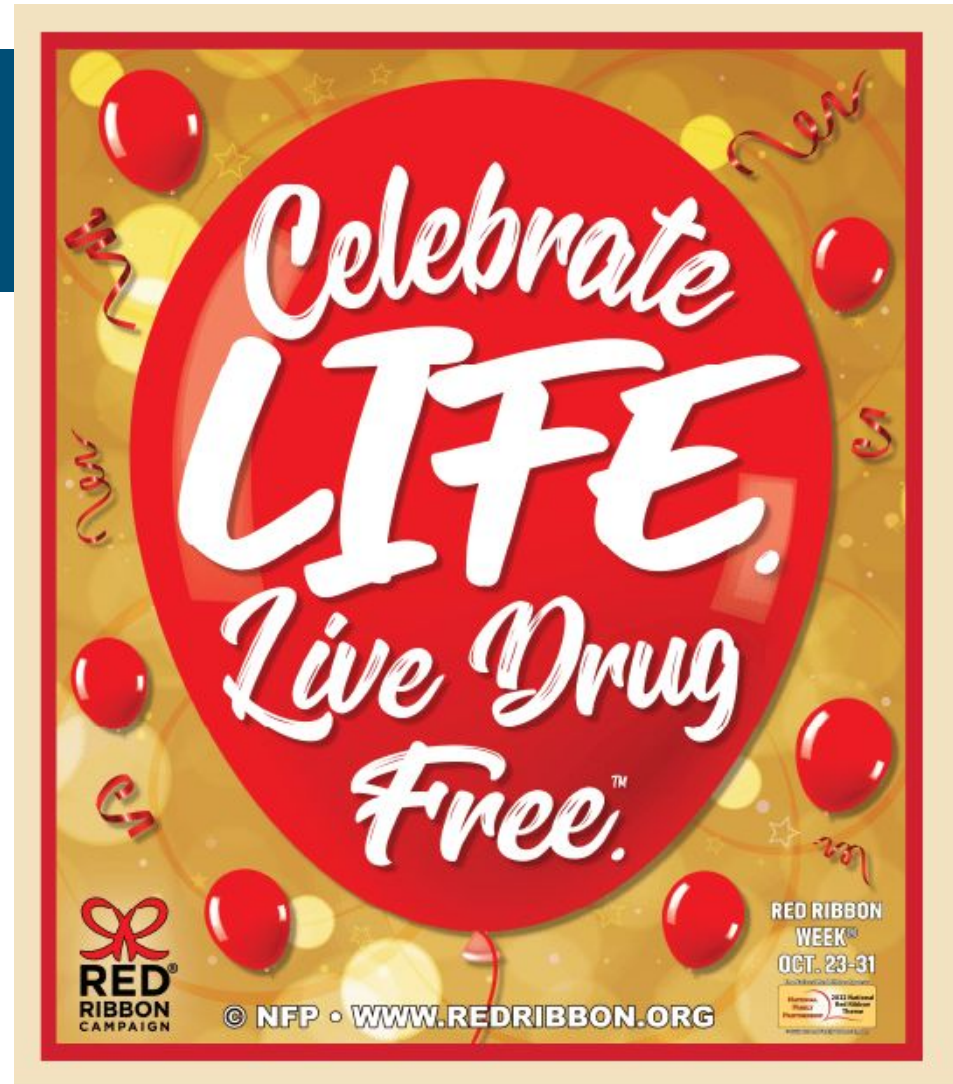
Spirit Days October 24 - 28



Monday	Tuesday	Wednesday	Thursday	Friday
I <u>LOVE</u> me! I am drug free!	<u>SHADE</u> out drugs!	Put a <u>CAP</u> on drugs!	It's my <u>DREAM</u> to be drug free!	<u>TEAM UP</u> against drugs!
	 	 		
Wear anything RED .	Wear sunglasses to school.	Wear your favorite/ most silly hat to school.	wear your pajamas to school.	Wear your favorite sports team apparel.

BONUS DAY: Monday, 10/31/2022

Say BOO to drugs!- Dress up as your favorite book character.



redribbon.org

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Principal of the Year, Stan Farrington, Partnership Academy



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Kumar Sathy, CREED Equity Fellowship



CREED 
Center for Racial Equity in Education

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Avery Pipkin, Finalist – Carolina Panthers/ Bank of America Teacher of the Year



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Josh Cvijanovic ASBDA



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Agenda Adoption



Agenda

III. A. Finance Audit Report Work Session/Information Item

III. B. Updates on Curriculum & Instruction Initiatives Work Session/Information Item

- 1. New English Language Arts (ELA) Curriculum Implementation & Rollout**
- 2. ThinkCERCA Implementation & Rollout**
- 3. MTSS: Branching Minds Implementation & Rollout**
- 4. Professional Learning Communities (PLCs) Professional Development & Implementation**

III. C. Update on Equity Plan & Equity Training for the Board Work Session/Information Item

IV. A. School Capacity Review and Reassignment Planning Processes Discussion/Action Item

V. Closed Session (If Necessary)

VI. Adjournment

Public Comments



Consent Agenda



Consent Agenda

- | | | | |
|----|--|----|---|
| 01 | Minutes | 07 | School Improvement Plan for Gravelly Hill Middle School |
| 02 | Personnel Report and Recommendations | 08 | Request to Provide a Signing Bonus Incentive for Hard to Fill English Language Arts (ELA) Positions at Gravelly Hill Middle School & Efland-Cheeks Global Elementary School |
| 03 | Change Order #4 River Park Elementary School Phase II Renovation | 09 | Two English Language Arts (ELA) Teaching Positions Requested for Efland-Cheeks Elementary School Due to Over-Enrollment |
| 04 | CAPS (Certificates of Adequate Public Schools) for New Residential Development | 10 | Reinstatement of Board Policies 2005, 2006, & 7805 |
| 05 | Courageous Conversations Contract FY23 | | |
| 06 | Title I Information & Grant Details | | |

2022-2023 OCS Title I Plan

Dr. Denise Greene, Chief Academic Officer

Dr. Chris Gammon, Executive Director of Curriculum and Instruction

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School Improvement Plan for Gravelly Hill Middle School

10.24.22

Laurie Carr, Chief of Schools & Achievement

Dr. Gwen Roulhac, Principal, Gravelly Hill Middle School

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Work Session/ Information Items



Finance Audit Report

October 24, 2022

Rhonda Rath, Chief Finance Officer
Dale Smith, Anderson Smith & Wike LLC

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ORANGE COUNTY BOARD OF EDUCATION
BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2022

Exhibit 3

	Major Funds				Non-major Funds	Total Governmental Funds
	General	State Public School	Other Special Revenue	Capital Outlay	Special Revenue	
Assets						
Cash and cash equivalents	\$ 6,810,283	\$ -	\$ 4,193,603	\$ 1,172,646	\$ 983,022	\$ 13,159,554
Due from other governments	12,705	15,443	705,316	1,581,952	-	2,315,416
Accounts receivable	13,183	-	294	-	-	13,477
Total assets	<u>\$ 6,836,171</u>	<u>\$ 15,443</u>	<u>\$ 4,899,213</u>	<u>\$ 2,754,598</u>	<u>\$ 983,022</u>	<u>\$ 15,488,447</u>
Liabilities and fund balances						
Liabilities:						
Bank overdraft	\$ -	\$ 15,443	\$ -	\$ -	\$ -	\$ 15,443
Accounts payable and accrued liabilities	1,903,244	-	26,911	452,630	-	2,382,785
Unearned revenue	-	-	39,303	-	-	39,303
Total liabilities	<u>1,903,244</u>	<u>15,443</u>	<u>66,214</u>	<u>452,630</u>	<u>-</u>	<u>2,437,531</u>

Fund balances:

Restricted:

Stabilization by State statute	25,888	-	705,610	-	-	731,498
School capital outlay	-	-	-	2,301,968	-	2,301,968
Instructional services	-	-	1,314,125	-	-	1,314,125
Individual schools	-	-	-	-	983,022	983,022

Assigned:

Subsequent year's expenditures	984,209	-	586,687	-	-	1,570,896
Special revenues	-	-	2,226,577	-	-	2,226,577

Unassigned	3,922,830	-	-	-	-	3,922,830
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Total fund balances	4,932,927	-	4,832,999	2,301,968	983,022	13,050,916
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Total liabilities and fund balances	\$ 6,836,171	\$ 15,443	\$ 4,899,213	\$ 2,754,598	\$ 983,022	
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Amounts reported for governmental activities in the statement of net position (Exhibit 1) are different because:

Net OPEB asset	45,729
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	81,473,771
Deferred outflows of resources related to pensions	14,991,806
Deferred outflows of resources related to OPEB	12,291,464
Some liabilities, including those for compensated absences and installment purchases, are not due and payable in the current period and therefore are not reported in the funds.	(6,871,482)
Net pension liability	(14,815,234)
Net OPEB liability	(86,426,233)
Deferred inflows of resources related to pensions	(19,865,158)
Deferred inflows of resources related to OPEB	(31,138,549)
Net position (deficit) of governmental activities	\$ (37,262,970)

ORANGE COUNTY BOARD OF EDUCATION
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
For the Fiscal Year Ended June 30, 2022

Exhibit 4

	Major Funds				Non-major Funds	Total Governmental Funds
	General	State Public School	Other Special Revenue	Capital Outlay	Special Revenue	
Revenues:						
State of North Carolina	\$ -	\$ 51,197,356	\$ -	\$ 323,777	\$ -	\$ 51,521,133
Orange County:						
Local current expense	35,416,370	-	-	-	-	35,416,370
Other	631,500	-	1,392,270	4,023,772	-	6,047,542
U.S. Government	-	1,626,076	180,576	-	9,256,145	11,062,797
Other	218,922	-	1,981,562	-	1,167,778	3,368,262
Total revenues	<u>36,266,792</u>	<u>52,823,432</u>	<u>3,554,408</u>	<u>4,347,549</u>	<u>10,423,923</u>	<u>107,416,104</u>
Expenditures:						
Current:						
Instructional services:						
Regular instructional	10,193,350	30,616,560	48,705	67,743	1,747,658	42,674,016
Special populations	1,949,438	7,861,558	747,704	-	2,269,313	12,828,013
Alternative programs	1,200,436	3,486,523	332,007	-	2,618,518	7,637,484
School leadership	2,499,493	2,373,034	-	-	139,934	5,012,461
Co-curricular	1,013,586	1,615	-	69,680	983,531	2,068,412
School-based support	2,652,553	2,244,187	1,432,106	49,628	1,284,953	7,663,427

System-wide support services:						
Support and development	1,765,898	248,813	119,420	-	222,692	2,356,823
Special population support and development	212,984	130,623	-	-	46,831	390,438
Alternative programs and services support and development	15,618	1,755	55,707	-	63,392	136,472
Technology support	966,241	374,129	-	-	1,376	1,341,746
Operational support	7,227,359	4,569,064	3,309	655,094	287,138	12,741,964
Financial and human resource services	1,485,127	575,885	-	69,016	21,411	2,151,439
Accountability	135,277	-	-	-	-	135,277
System-wide pupil support	87,944	1,076	180,576	-	-	269,596
Policy, leadership and public relations	2,265,563	202,091	-	-	3,187	2,470,841
Ancillary services	131,003	91,376	3,471	4,676	104,596	335,122
Non-programmed charges	4,146,099	-	-	-	443,243	4,589,342
Debt service:						
Principal retirement	-	-	-	945,011	-	945,011
Interest and fees	-	-	-	33,600	-	33,600
Capital outlay	-	-	-	2,091,595	-	2,091,595
Total expenditures	<u>37,947,969</u>	<u>52,778,289</u>	<u>2,923,005</u>	<u>3,986,043</u>	<u>10,237,773</u>	<u>107,873,079</u>
Revenues over (under) expenditures	<u>(1,681,177)</u>	<u>45,143</u>	<u>631,403</u>	<u>361,506</u>	<u>186,150</u>	<u>(456,975)</u>
Other financing sources (uses):						
Transfers to other funds	-	(45,143)	-	-	-	(45,143)
Installment purchase obligations issued	-	-	-	192,956	-	192,956
Total other financing sources (uses)	<u>-</u>	<u>(45,143)</u>	<u>-</u>	<u>192,956</u>	<u>-</u>	<u>147,813</u>
Net change in fund balance	(1,681,177)	-	631,403	554,462	186,150	(309,162)
Fund balances:						
Beginning of year	<u>6,614,104</u>	<u>-</u>	<u>4,201,596</u>	<u>1,747,506</u>	<u>796,872</u>	<u>13,360,078</u>
End of year	<u>\$ 4,932,927</u>	<u>\$ -</u>	<u>\$ 4,832,999</u>	<u>\$ 2,301,968</u>	<u>\$ 983,022</u>	<u>\$ 13,050,916</u>

ORANGE COUNTY BOARD OF EDUCATION
SCHEDULE OF REVENUES AND EXPENDITURES - BUDGET AND ACTUAL (NON-GAAP)
SCHOOL FOOD SERVICE FUND
For the Fiscal Year Ended June 30, 2022

	<u>Final Budget</u>	<u>Actual</u>	<u>Variance with Final Budget</u>
Operating revenues - food sales	<u>\$ 82,050</u>	<u>\$ 18,804</u>	<u>\$ (63,246)</u>
Operating expenditures:			
Business support services:			
Purchase of food		909,776	
Donated commodities		249,860	
Salaries and benefits		1,585,113	
Indirect costs		117,576	
Materials and supplies		136,301	
Repairs and maintenance		215	
Non-capitalized equipment		2,995	
Contracted services		4,520	
Other		21,781	
Capital outlay		3,142	
Total operating expenditures	<u>4,128,250</u>	<u>3,031,279</u>	<u>1,096,971</u>
Operating loss	<u>(4,046,200)</u>	<u>(3,012,475)</u>	<u>1,033,725</u>

Nonoperating revenues:			
Federal reimbursements and grants	3,790,000	3,648,344	(141,656)
Federal commodities	210,000	249,860	39,860
Other	1,200	-	(1,200)
Total nonoperating revenues	<u>4,001,200</u>	<u>3,898,204</u>	<u>(102,996)</u>
Excess (deficiency) of revenues over expenditures before other financing sources	(45,000)	885,729	930,729
Other financing sources:			
Transfers from other funds	<u>45,000</u>	<u>45,143</u>	<u>143</u>
Net change in fund balance	<u>\$ -</u>	<u>930,872</u>	<u>\$ 930,872</u>
Reconciliation of modified accrual to full accrual basis:			
Reconciling items:			
Depreciation		(31,121)	
Net OPEB asset		(1,724)	
Net pension liability		446,970	
Net OPEB liability		(100,742)	
Deferred outflows - pension and OPEB		35,259	
Deferred inflows - pension and OPEB		(100,823)	
Decrease in compensated absences payable		6,022	
Increase in inventories		<u>12,117</u>	
Change in net position (full accrual)		<u>\$ 1,199,972</u>	

ORANGE COUNTY BOARD OF EDUCATION
SCHEDULE OF REVENUES AND EXPENDITURES - BUDGET AND ACTUAL (NON-GAAP)
CHILD CARE FUND
For the Fiscal Year Ended June 30, 2022

	<u>Final Budget</u>	<u>Actual</u>	<u>Variance with Final Budget</u>
Operating revenues:			
Child care fees	<u>\$ 635,791</u>	<u>\$ 706,220</u>	<u>\$ 70,429</u>
Operating expenditures:			
Regular community services:			
Purchase of food		10,514	
Salaries and benefits		812,916	
Indirect costs		13,357	
Materials and supplies		53,875	
Non-capitalized equipment		394	
Contracted services		13,899	
Other		25,321	
	<u>1,869,450</u>	<u>930,276</u>	<u>939,174</u>
Total operating expenditures			
	<u>1,869,450</u>	<u>930,276</u>	<u>939,174</u>
Operating income (loss)	(1,233,659)	(224,056)	1,009,603

Operating income (loss)	(1,233,659)	(224,056)	1,009,603
Nonoperating revenues:			
Contracted service revenue	<u>1,233,659</u>	<u>802,591</u>	<u>(431,068)</u>
Net change in fund balance	<u>\$ -</u>	578,535	<u>\$ 578,535</u>
Reconciliation of modified accrual to full accrual basis:			
Reconciling items:			
Net OPEB asset		(712)	
Net pension liability		185,507	
Net OPEB liability		(21,358)	
Deferred outflows - pension and OPEB		8,155	
Deferred inflows - pension and OPEB		(29,462)	
Increase in compensated absences payable		<u>(14,618)</u>	
Change in net position (full accrual)		<u>\$ 706,047</u>	

Questions?

Work Session/ Information Items



Updates on Curriculum & Instruction Initiatives

October 24, 2022

Dr. Denise Greene, Chief Academic Officer

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HMH *Into Reading* and *Into Literature* Implementation Plan

October 24, 2022

Ambra Wilson, Executive Director of Literacy
Mariah Morris, Director of Literacy

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Implementation Planning Team

- Composed of classroom teachers, administrators, literacy coaches, and district C&I leadership
- Gathered teacher input on readiness through PLCs and surveys.
- Communicated preferences for scheduling professional development
- Drafted the first iteration of the final professional development plan and implementation timeline
- Led the process of selecting novels at each MS school through PLCs

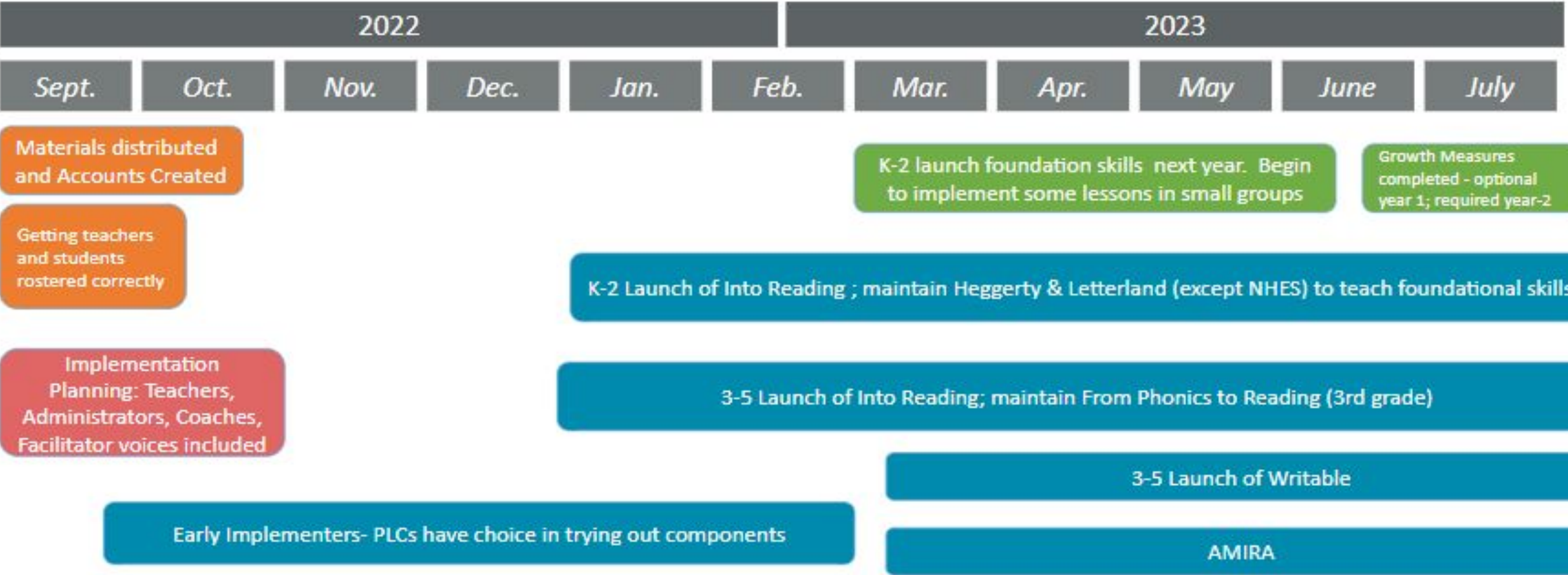


District Implementation Plan

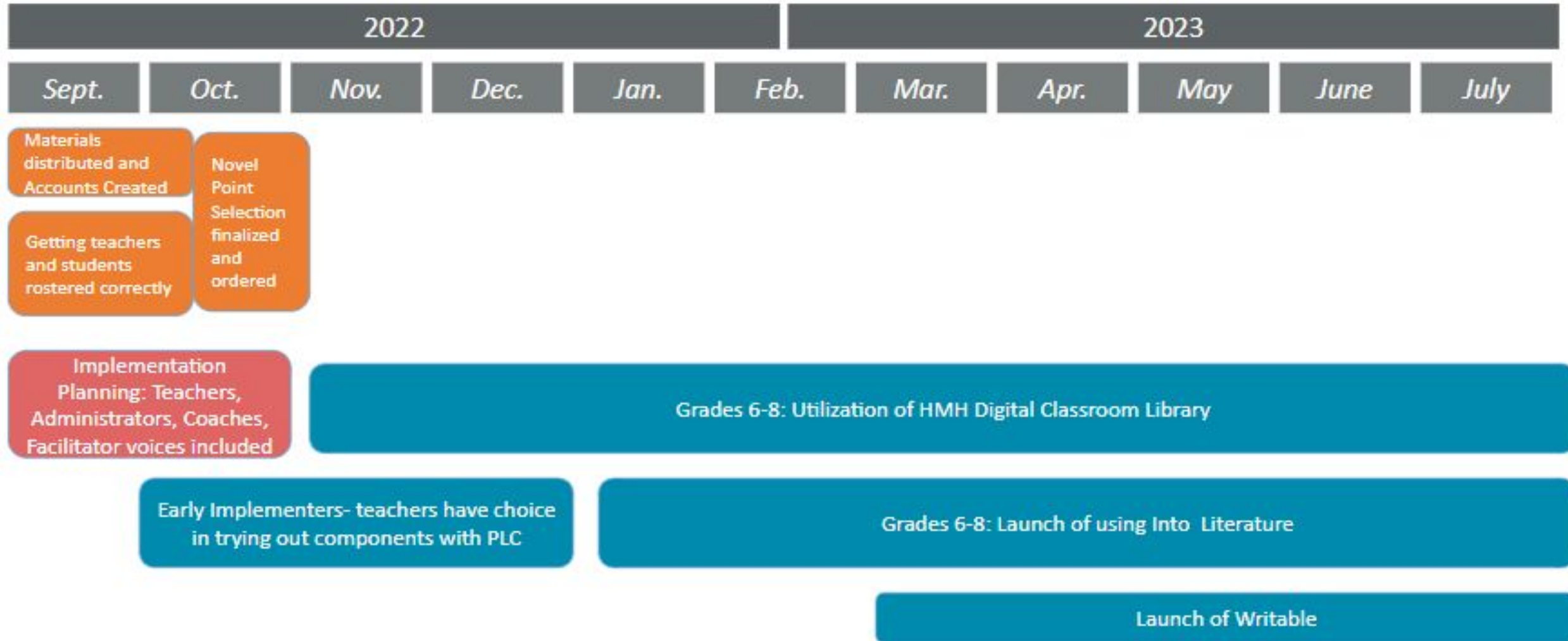
Into Reading and Into Literature Implementation Plan

- Curriculum Overview
- Timelines for Implementation
- Professional Development Plan
- 3 Phases of Implementation
 - Planning and Preparation
 - Implementation
 - Fidelity Checks and Advanced Implementation Support

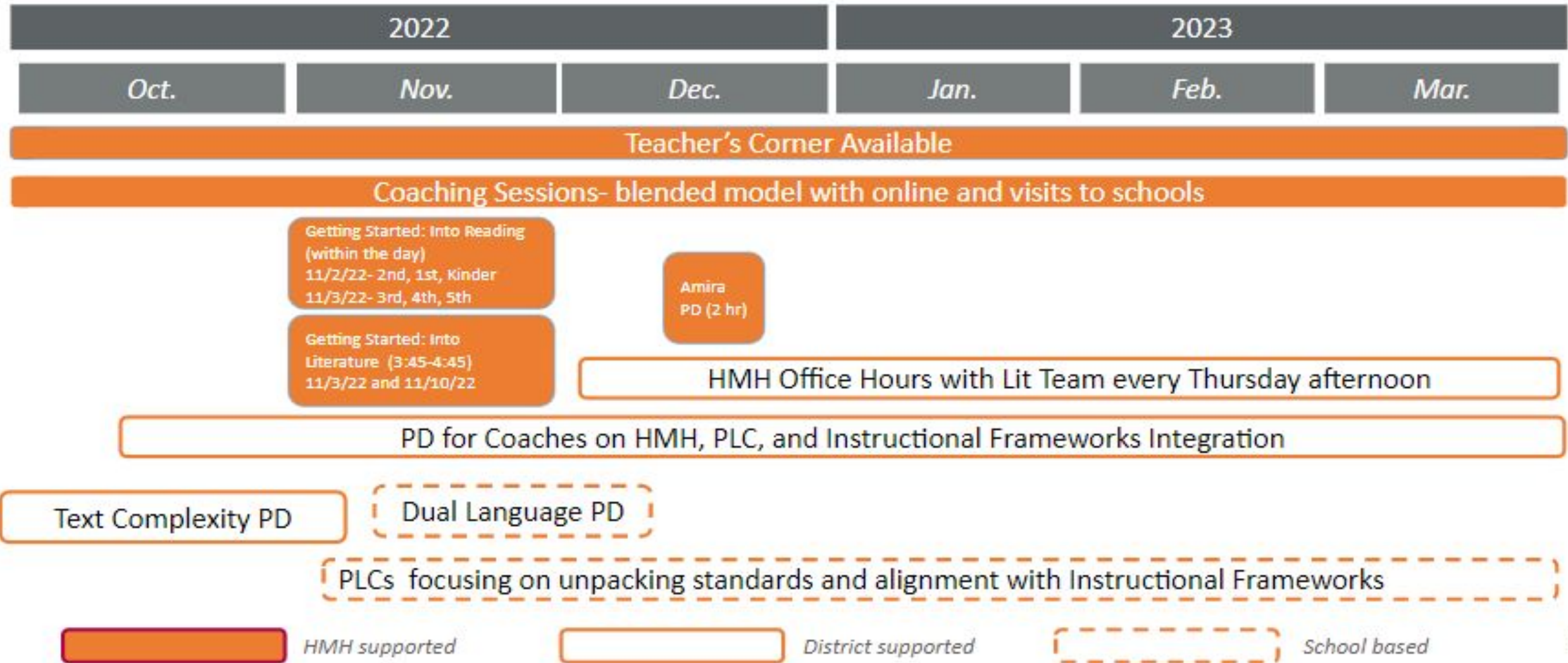
Into Reading Implementation Timeline 2022-2023



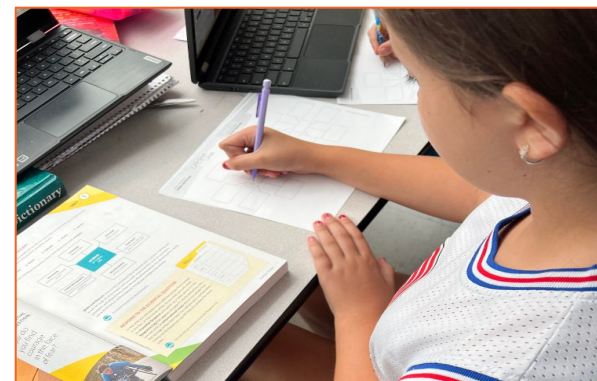
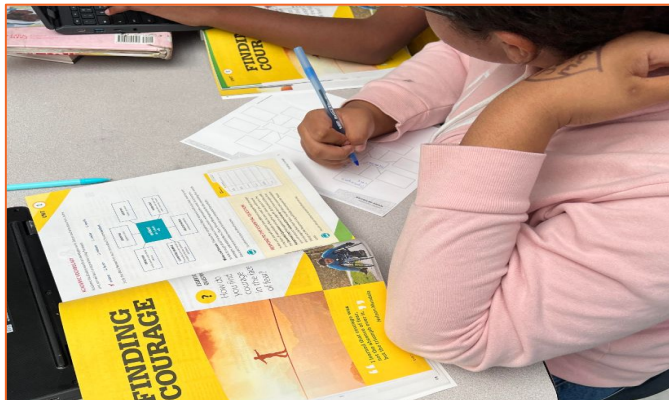
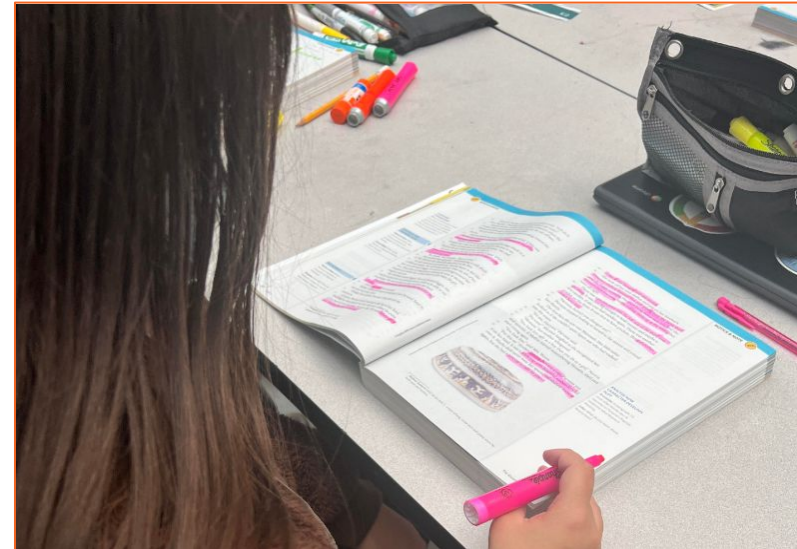
Into Literature Implementation Timeline 2022-2023



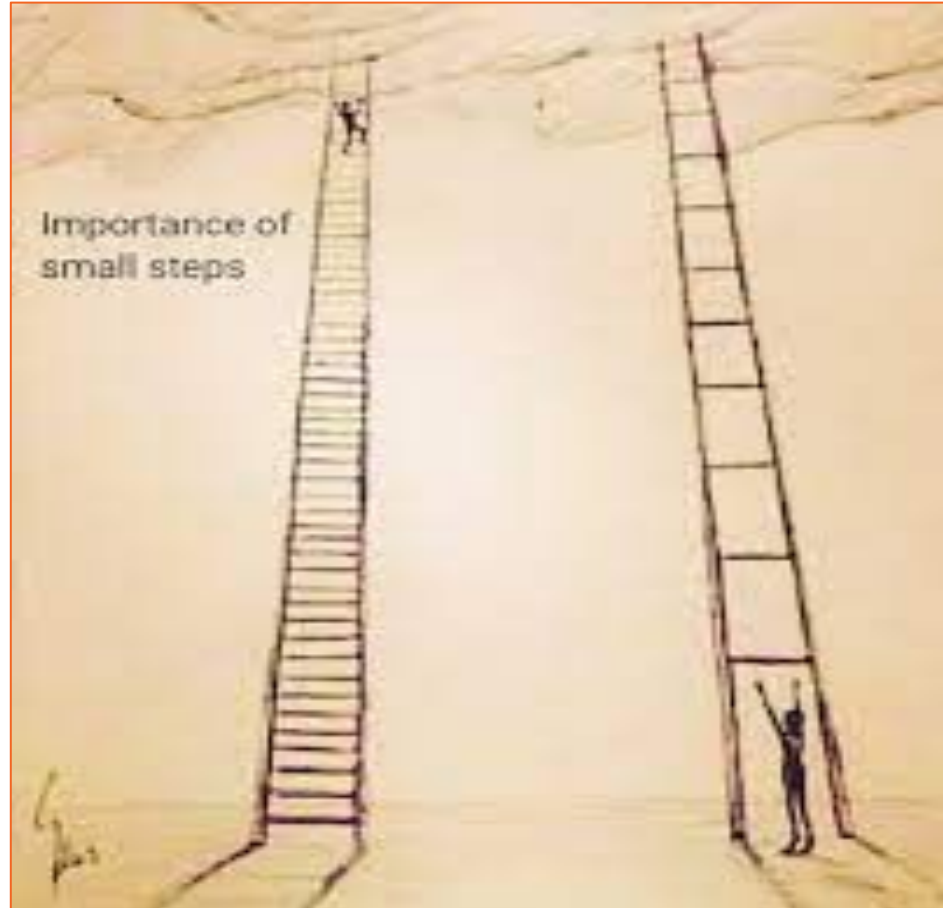
Professional Development and Support Needs



Voices From the Field



Support Needed



ThinkCERCA Relaunch

October 24, 2022

Ambra Wilson, Executive Director of Literacy
Mariah Morris, Director of Literacy

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Rationale for ThinkCERCA

ThinkCERCA helps teachers teach
Close Reading & Academic Writing

to

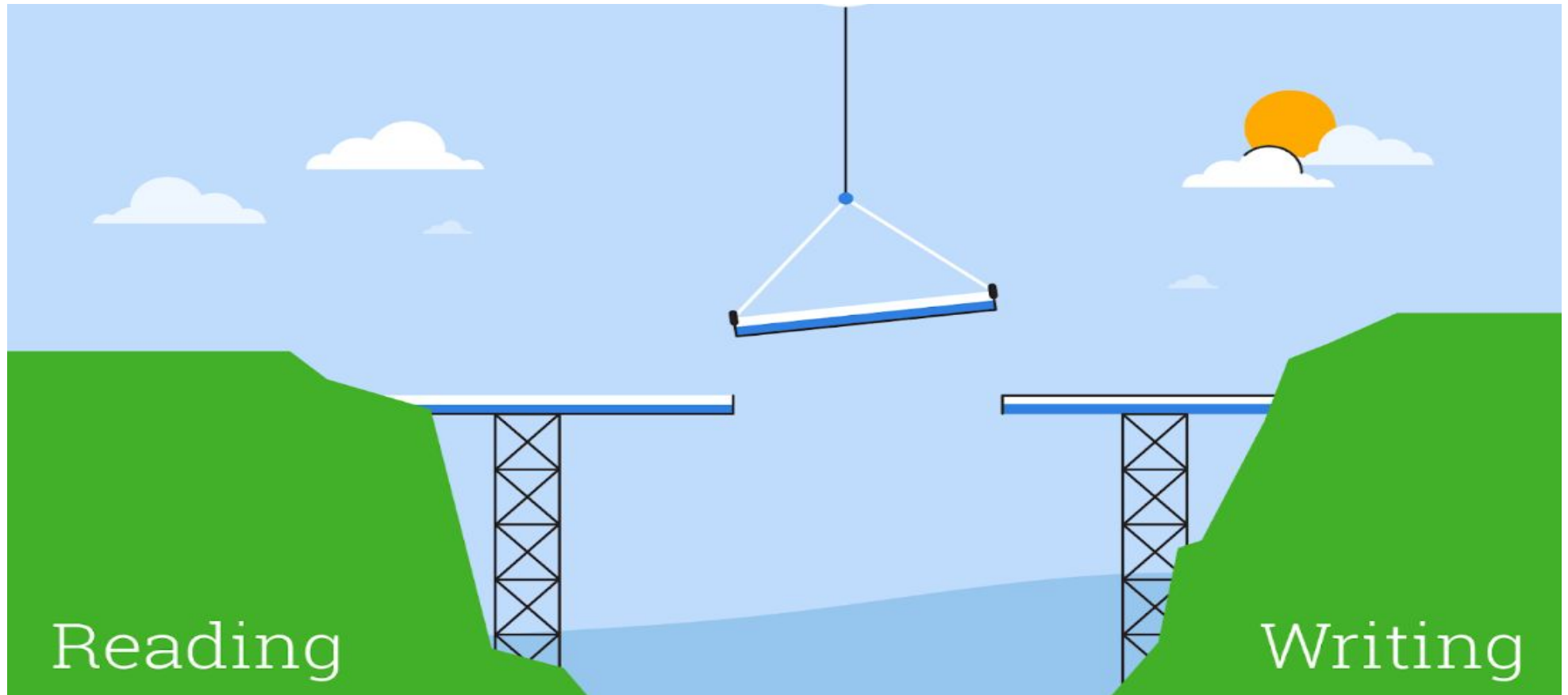
**Develop
21st-Century Skills**

- Consume Information
- Think About it Critically
- Express Point of View

**Improve
Scores**

2 Years of Growth
when implemented
with fidelity

Rationale Continued



Writing Across the Curriculum

The Common Language of
the **CERCA** Framework Enables
Teamwork and Collaboration



Implementation Relaunch

- ThinkCERCA was first implemented in OCS during the 2021-22 school year.
- Usage data showed initial early implementers in pockets across the district but not an overall integration into our content classes.
- As a result, the OCS Literacy Team was excited to adopt the relaunch of ThinkCERCA and increase the power of this curriculum across our secondary schools.

Relaunch Timeline



1

April 2022

ThinkCERCA Listening Tour



2

June/July 2022

Curriculum Mapping Integration



3

August 2022

PD for District Facilitators



4

September 2022

PD for MS & HS
Teachers/Administrators



5

October 2022

Implementation Plan
Development with Principals



6

November 2022

Implementation Plan Launch





District Relaunch Plan Next Steps

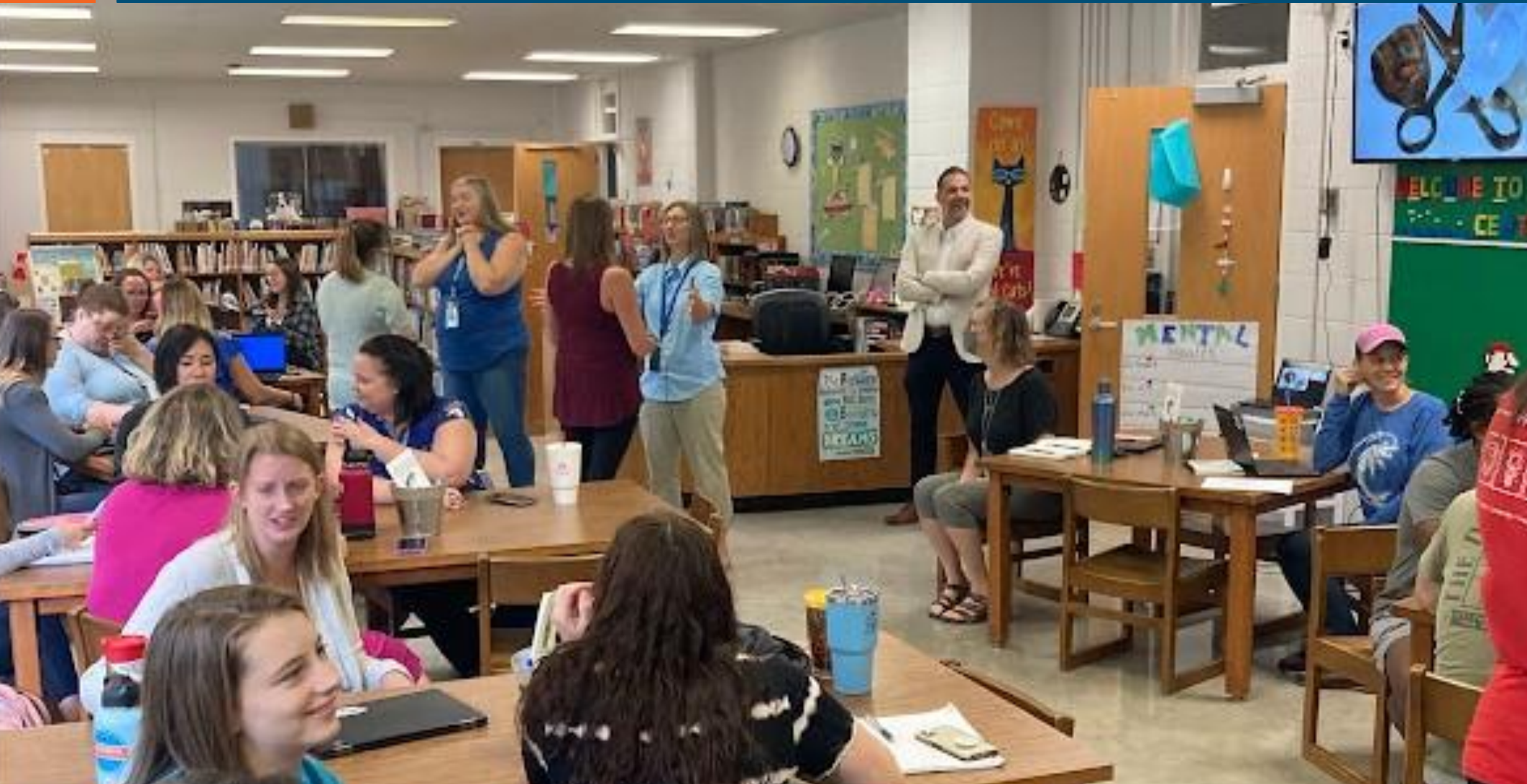
- Develop new implementation plan that captures the feedback from our students, teachers, and administrators.
- Begin implementation relaunch with clear guidance and guidelines for the implementation of ThinkCERCA across our content courses.
- Support the fidelity of implementation through quarterly checkpoints with administrators, walkthrough tools, and learning walks.
- Continue collaboration with ThinkCERCA as we progress through our Plan-Do-Study-Act cycle.

Solution Tree Partnership: Professional Learning Communities at Work

Dr. Chris Gammon, Executive Director of Curriculum and Instruction



Professional Learning Communities at Work



The Case for PLCs

- “The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional learning communities.”

—DuFour & Eaker, *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools* (2008)

Alignment to Instructional Framework

(4 PLC Questions)

Differentiated Core Instruction



Data Informed Making

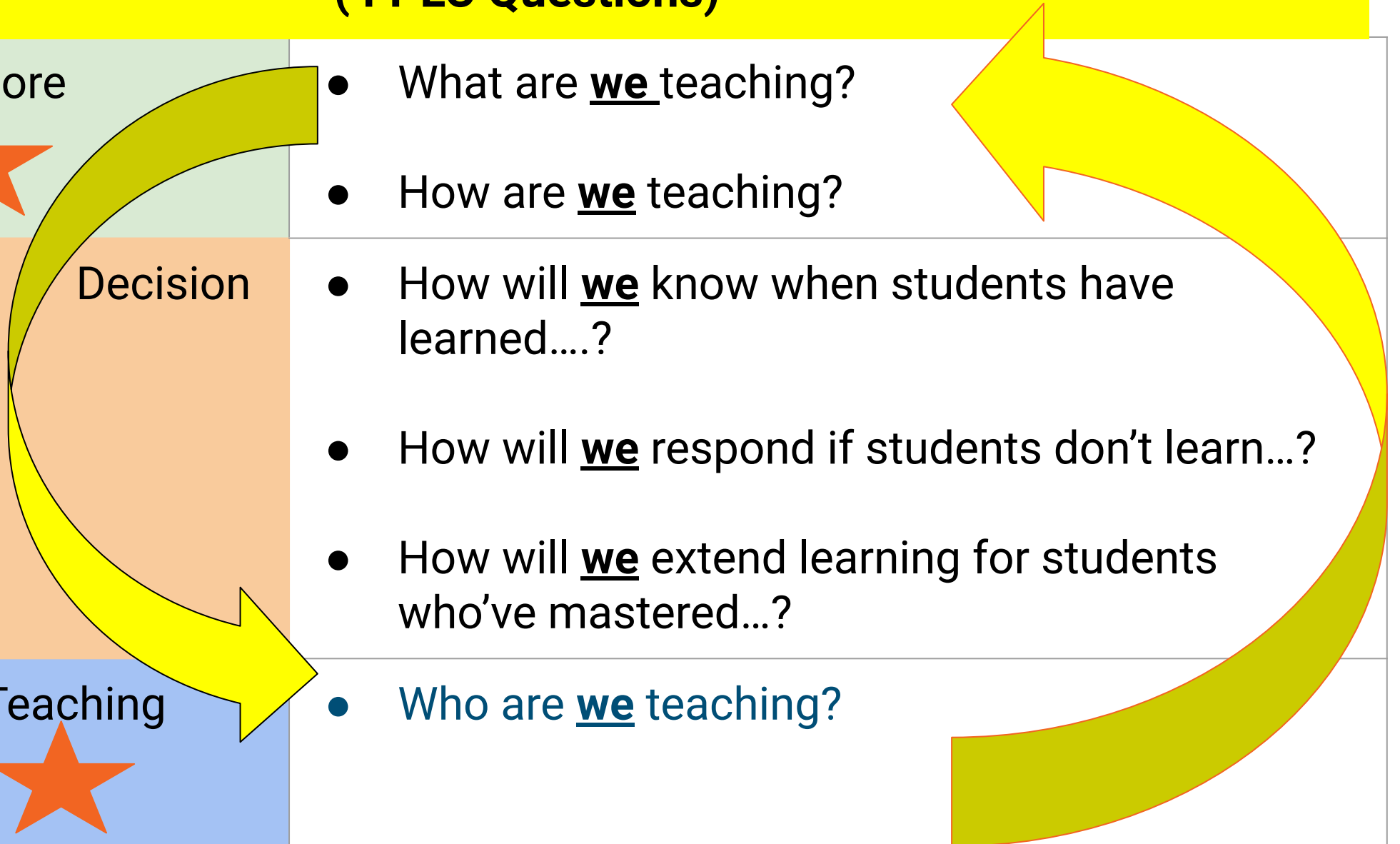


Decision

Conditions for Teaching and Learning

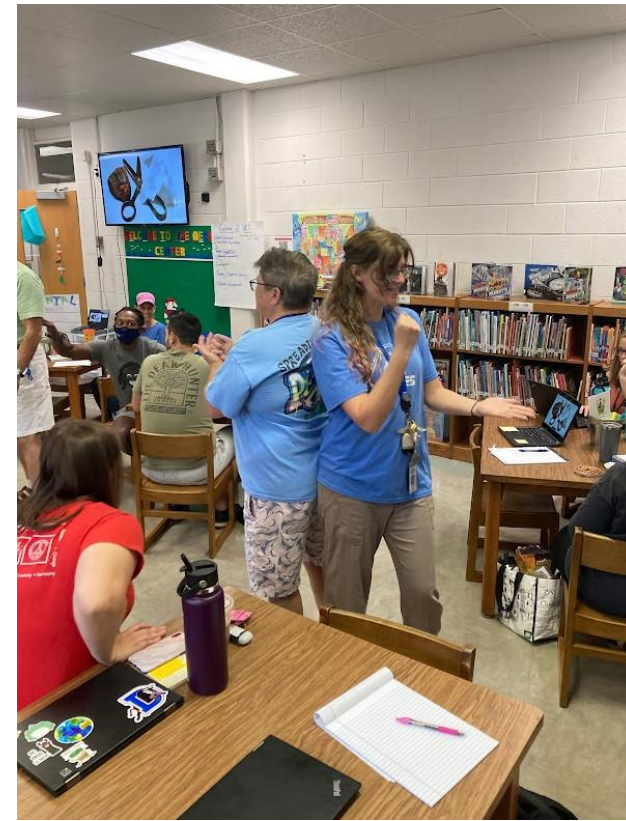


- What are we teaching?
- How are we teaching?
- How will we know when students have learned....?
- How will we respond if students don't learn...?
- How will we extend learning for students who've mastered...?
- Who are we teaching?

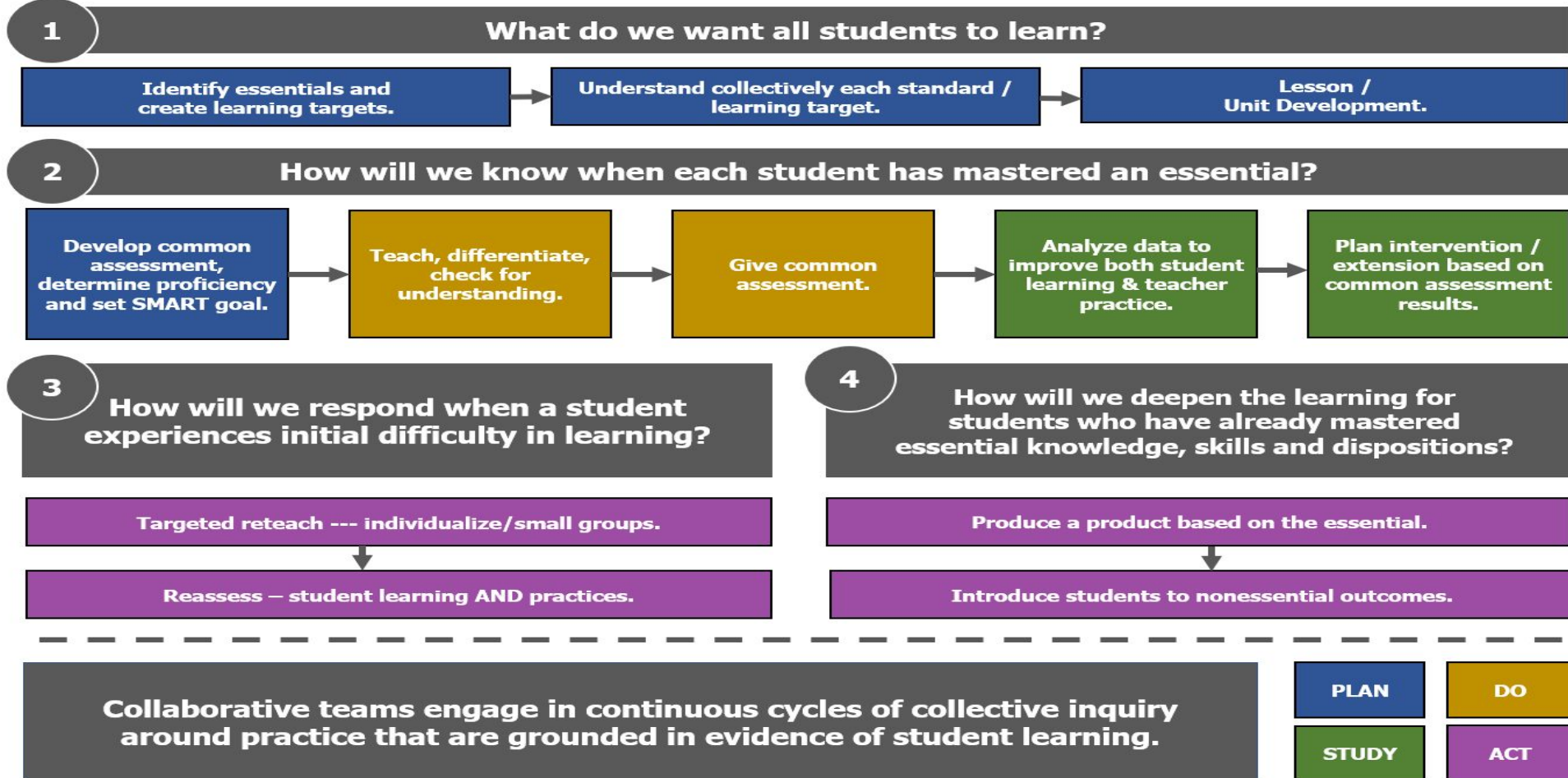


Progress of Solution Tree PD

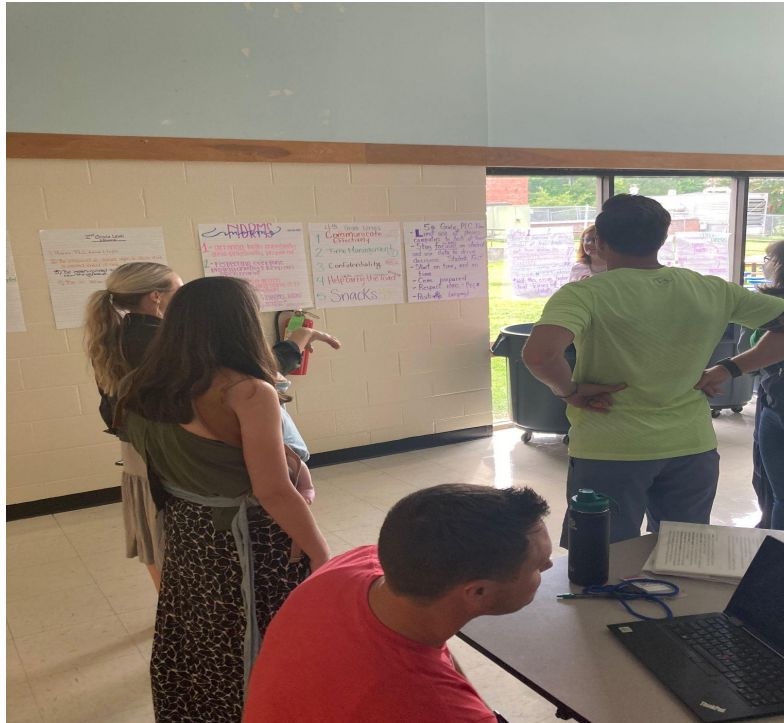
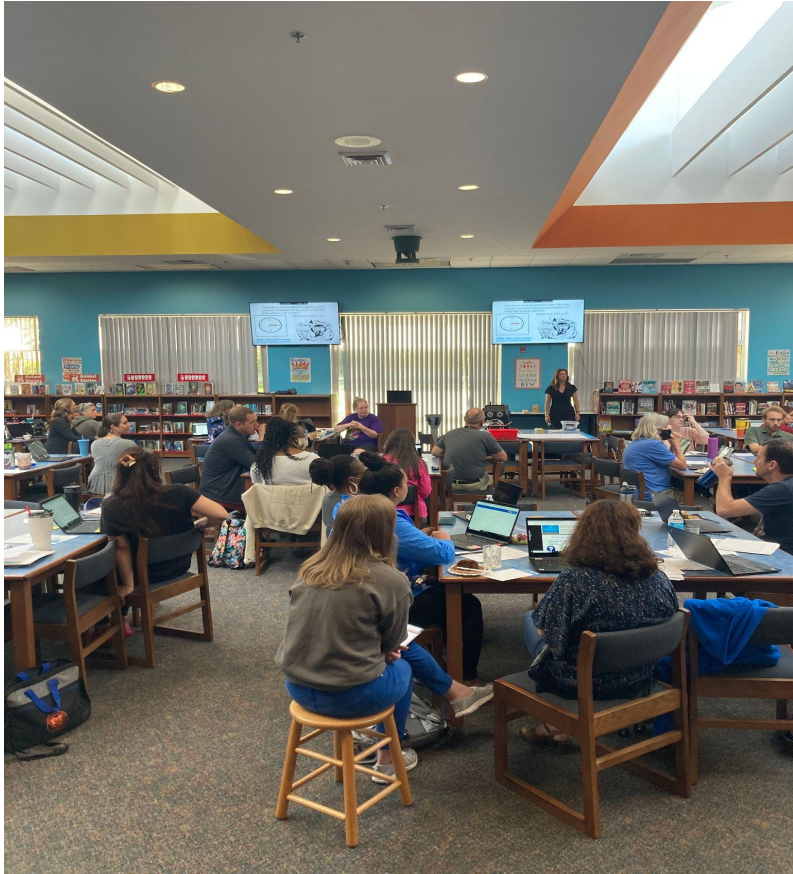
- **June 2022:** District/school based leadership trained
- **July/August 2022:** All schools received initial training
 - Positive feedback and ratings across all trainings
- **Sept./Oct. 2022:** Embedded principal/guiding coalition coaching underway
- Coordination of whole school trainings with limited time is challenging



The Journey continues....



Voices From the Field



Next steps

1

Personalized Coaching for Principals/Collaborative Teams

2

Interactive web conferencing for District Leadership

3

Personalized PD to align with district vision and school needs

Branching Minds Implementation



Rationale for Branching Minds

NC MTSS is a school improvement framework that encompasses academic, behavioral, social, and emotional instruction and support. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

NC DPI MTSS. NC DPI. (n.d.). <https://www.dpi.nc.gov/districts-schools/districts-schools-support/integrated-academic-behavior-systems>

Branching Minds, a platform specifically created for MTSS implementation, provides:

- a consistent location to access relevant student data and conduct data-driven problem-solving
- documentation necessary to ensure the effectiveness of support provided for students (best practice for all, but required for SLD identification within an MTSS per DPI.)

Alignment to OCS Instructional Framework

(4 PLC Questions)

Differentiated Core Instruction



Data Informed Making

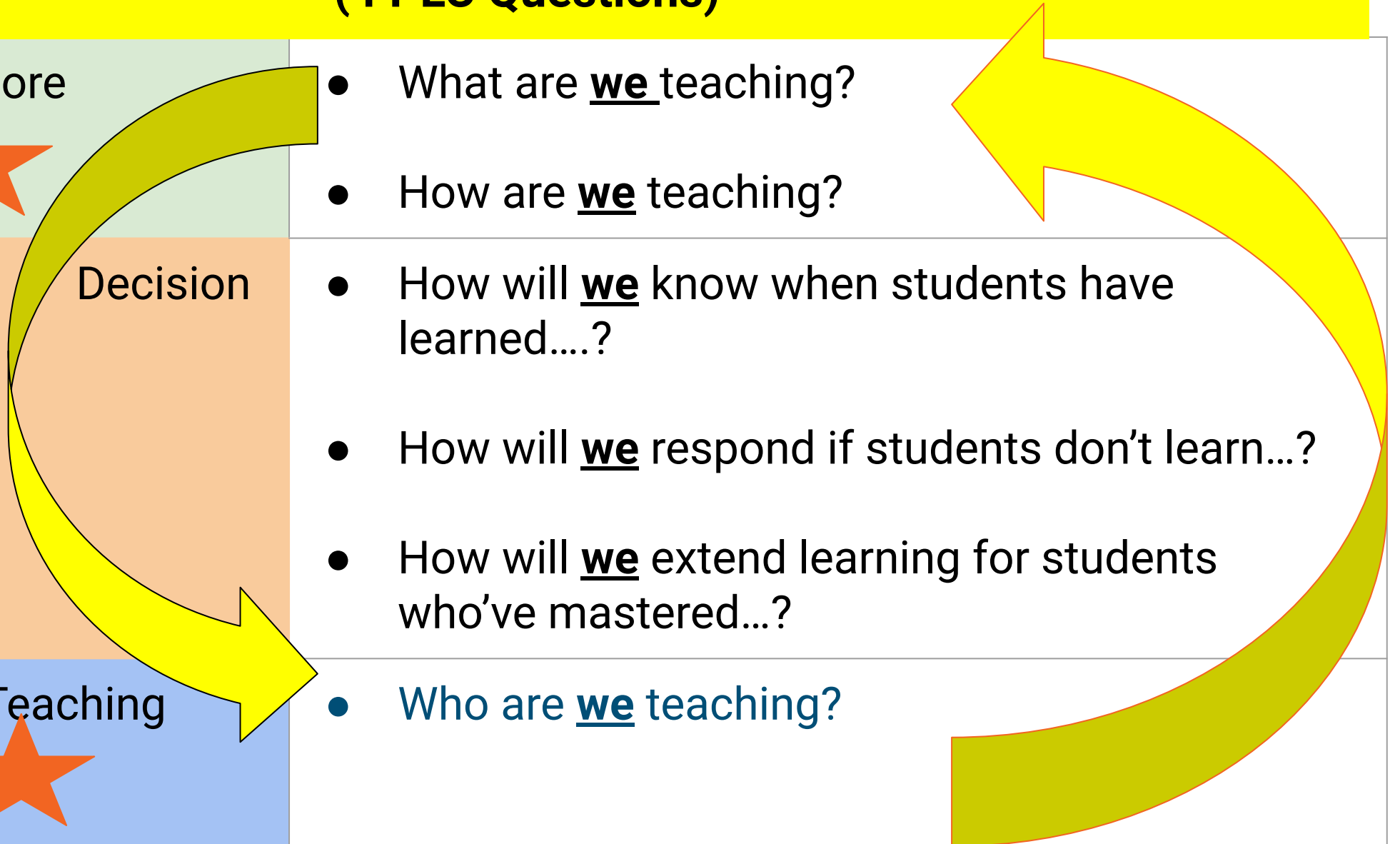


Decision

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?



Implementation Progress





Progress on Branching Minds Implementation

- Differentiated professional learning sessions and support opportunities provided by Director of MTSS (administrators as instructional leaders, mtss teams, literacy coaches, AIG facilitators)
- Additional, FLEXIBLE, building support for administrators and MTSS teams to supplement District PL offerings provided by Director of MTSS
- Implementation focus is **incremental**, with sustainability as leading measure for success



Voices From the Field

- Tony Widder, Principal, River Park Elementary
- Jayme Bell-Williams, Principal, Orange Middle
- Deanna Lewis, Literacy Coach, Efland-Cheeks Global Elementary
- Grant Gibson, AIG Facilitator, A.L. Stanback Middle
- Stefanie Timofeev, 4th Grade Teacher, Central Elementary
- Eva Dover, School Psychologist



GLOWS

- Experiences within the platform are encouraging an increase in use.
- Word of mouth among teachers/facilitators, etc. is creating interest around use for individuals who have not yet been trained.
- Excitement from users when logging in that student data is readily available and all in one place.
- Excellent customer service from our support manager, Whitley Dozier, and Teresa Bunner, who delivers our Branching Minds professional development sessions.
- Ryan Miller & Erin Bradley - hands on technology support!
- Pathways Elementary, Central Elementary, and AL Stanback Middle are ahead of the implementation curve - leading the way with intervention plans as of the creation of this presentation!



GROWS

- Concerns from school-based staff around contract length and duration of partnership with Branching Minds. Lack of sustainability for Performance Matters as source of frustration.
- Encouraging schools to invest in transitioning to platform use to utilize district view of student need, intervention plan usage, etc.
- Time
 - Current implementation focus areas of district: ThinkCERCA, reThink Ed, LETRS, HMH Into Reading & Into Literature
- Identify opportunities to model usage and data-based problem-solving with PLCs alongside school administrators and MTSS teams.

Next steps

1

Continue and **increase** just-in-time building support (data day work with school based teams, for example)

2

Offer **virtual**, short training and support opportunities for staff around specific functions within the platform

3

Record 'how-to' videos and create an implementation support library for staff to access when needed

Questions?

Update on Equity Plan & Equity Training for the Board

October 24, 2022

Lee Williams II, Chief Equity Officer

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Equity Plan Update and Equity Training for BoE

October 24, 2022

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

- **OCS Equity Plan Update**
- **OCS BoE Equity Training**

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Multi-Tiered System of Support

(MTSS)

Intensive
Intervention

Targeted Instruction

Access to Enrichment, Remediation,
And/or High Impact Tutoring

Core Instruction

Student-Teacher-Curriculum Engagement
Culturally Relevant & Responsive Teaching
New Researched-based Curricula & Data-driven
Instruction

STRATEGIC PLAN

Outcome Goal 1: Teaching tomorrow's leaders
Outcome Goal 2: Excellence & efficiency
Outcome Goal 3: Exemplary staff
Outcome Goal 4: Empowering Culture

EQUITY PLAN

Every student receives what they need to succeed

**Learning Recovery &
Acceleration Plan**

Equity Plan Update



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Rationale for Equity Plan

- In February 2019, Orange County Schools Board passed policy 1030, Equity in Education to demonstrate the district's commitment to eliminating educational disparities.
- Due to the persistent inequities in education, Orange County Schools Board adopted an equity plan to guide and monitor the the districts journey to educational equity.



Inequities in Education



“Education should not be a competition resulting in winners and losers. Education should be a competition against ignorance, and all should be encouraged to win.”

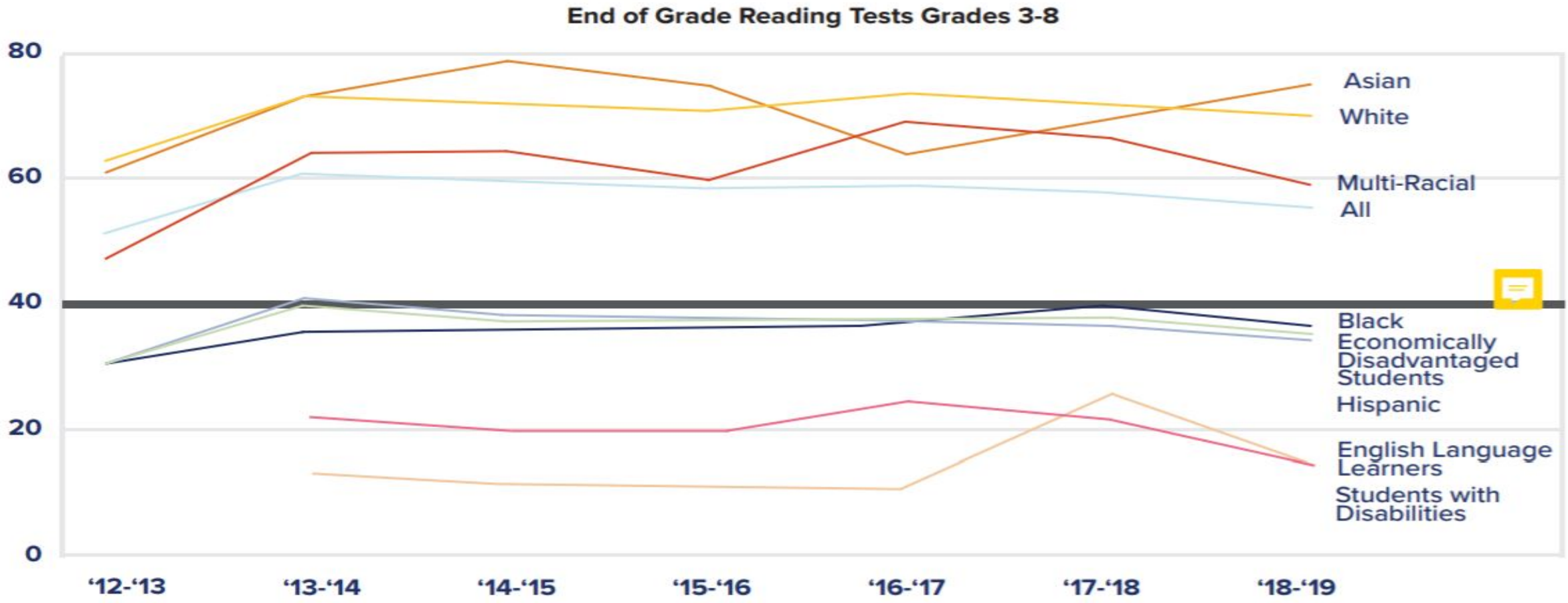
-K.A. Brill



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2012--2019 Reading Data: Grades 3-8 by Race/Ethnicity

Our students who are Black, Latino/Hispanic, economically disadvantaged, have disabilities, students who are experiencing housing instability, students in foster care and English language learners—**have scored in the bottom half on:**



OCS 4 Pillars for Educational Equity



**Educational
Experience**

**Equity
Embedded
Leadership**

**Equity
Guided
Decision
Making**

**Collective
Responsibility**

OCS Equity Goals and Strategic Plan

Equity Goal 1:

Identify and eliminate academic disparities and inequities in access to and success in programs and opportunities.

Strategic Plan
Goal 1:
Teaching
Tomorrow's
Leaders

Equity Goal 2:

Create safe, inclusive, racially, culturally and linguistically affirming and relevant spaces and experiences.

Strategic Plan
Goal 4:
Empowering
Culture

Equity Goal 3:

Build the equity leadership capacity of district leaders, administrators, teachers, staff, and the OCS School Board by developing equity-oriented leadership skills, mindset and knowledge.

Strategic Plan
Goal 3:
Exemplary Staff

Equity Goal 4:

Recruit, hire, support, and retain a staff that reflects the diversity of the district and mirrors the demographics of the OCS student population.

Strategic Plan
Goal 3:
Exemplary Staff

Equity Goal 5:

Make decisions, draft policies and allocate and utilize resources that are aligned to the district Equity Policy. Assess the racial and equity impact of decisions, policies, and resource allocation and identify strategies to address inequities.

Strategic Plan
Goal 2:
Excellence and
Efficiency

Equity Goal 6:

Engage staff, students, families, and the entire community in developing, cultivating and sustaining a culture of equity.

Strategic Plan
Goal 1:
Empowering
Culture

BoE Equity Training



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Rationale for BoE Equity Training

OCS Policy 1030

- Orange County Schools acknowledges persistent racial intolerance, inequities and academic disparities in our district. The Board establishes this policy in an effort to eliminate racial intolerance, other forms of intolerance, inequities of opportunity, and academic disparities in our district. We see our schools as centers for culturally diverse learning where all students are educated to their fullest potential and as centers of our community around which we come together in support of the education of all students.
- d. The Board as a body will attend racial equity training within one year of the establishment of this policy and within one year of the election of any new Board member. Board members will commit to attending subsequent equity trainings of their choosing offered at the local, state, and national level.

Journey for Equity in OCS



We believe systemic racism is the most devastating factor contributing to the diminished capacity of all people—especially people of color and indigenous people—to achieve at the highest levels. It fractures our communities and erodes the support and nourishment we would otherwise receive from them. We cannot hope to eliminate the racially predictable outcomes of our lives unless we first discuss race and racism in a way that is earnest, honest and sustainable.



**Orange County
Schools**
NORTH CAROLINA



**COURAGEOUS
CONVERSATION™**

Equity Journey Timeline



Virtual Setting the Stage

- 1 day session in December

Beyond Diversity

- 2 day consecutive session in Spring

School Board Leadership Development

- 4 ½ day sessions, first starting starting late Spring and continuing into 2023 school year





*“Not everything that is faced
can be changed. But **nothing**
can be changed until it is
faced.”-James Baldwin*

QUESTIONS & FEEDBACK



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Discussion/ Action Items



School Capacity Update & Student Assignment/Reassignment Planning Review

October 24, 2022

Patrick Abele, Deputy Superintendent

Catherine Mau, Student Assignment & Technology Coordinator

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What we need to do today



Review

Local Board Policies for Student Assignment & School Capacity Concerns

Discuss

Discuss short- and long-term capacity issues and planning processes to review moving of 5th graders from ECGES to GHMS

Approve

Approve planning processes and timelines

Student Assignment Policies



The following Board policies cover student assignment:

- [Policy 4120](#): Admission to the Orange County Schools
- [Policy 4150](#): Student Assignment and Transfers
- [Regulation 4150-R&P](#): Regulations & Procedures (Choice, Transfers, Lotteries)



The four pillars of the Board Assignment Policy for balancing schools:

Student Achievement

- Minimizing high concentrations of low-performing students at each school
- Promoting socioeconomic diversity at each school

Stability

- Providing opportunities for 5th, 8th, and 12th graders to remain at their current schools
- Keeping siblings together

Proximity

- Assigning schools within a reasonable distance of a student's home
- Minimizing splitting of neighborhoods

Operational Efficiency

- Minimizing under- and over-crowded schools and the need for mobile classrooms
- Minimizing service duplication
- Maximizing transportation efficiencies

Student Assignment Planning Process Review



The following topics are included in the update presented on September 26, 2022:

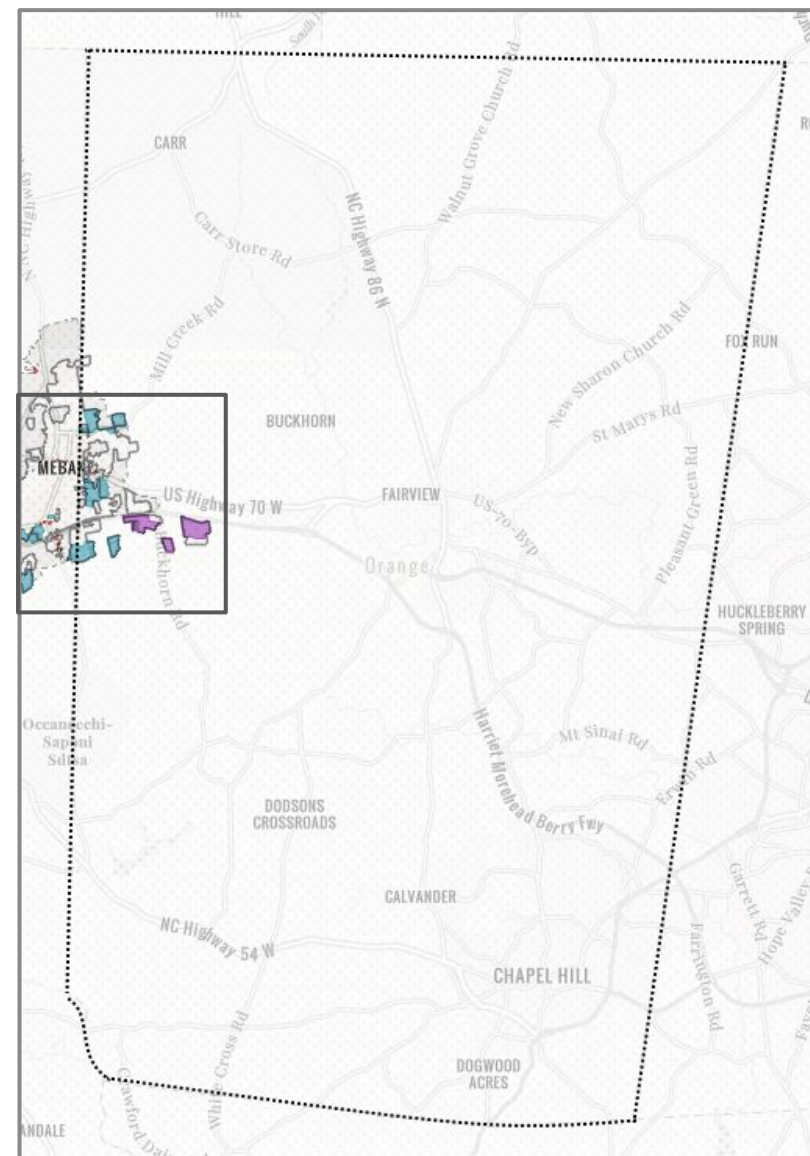
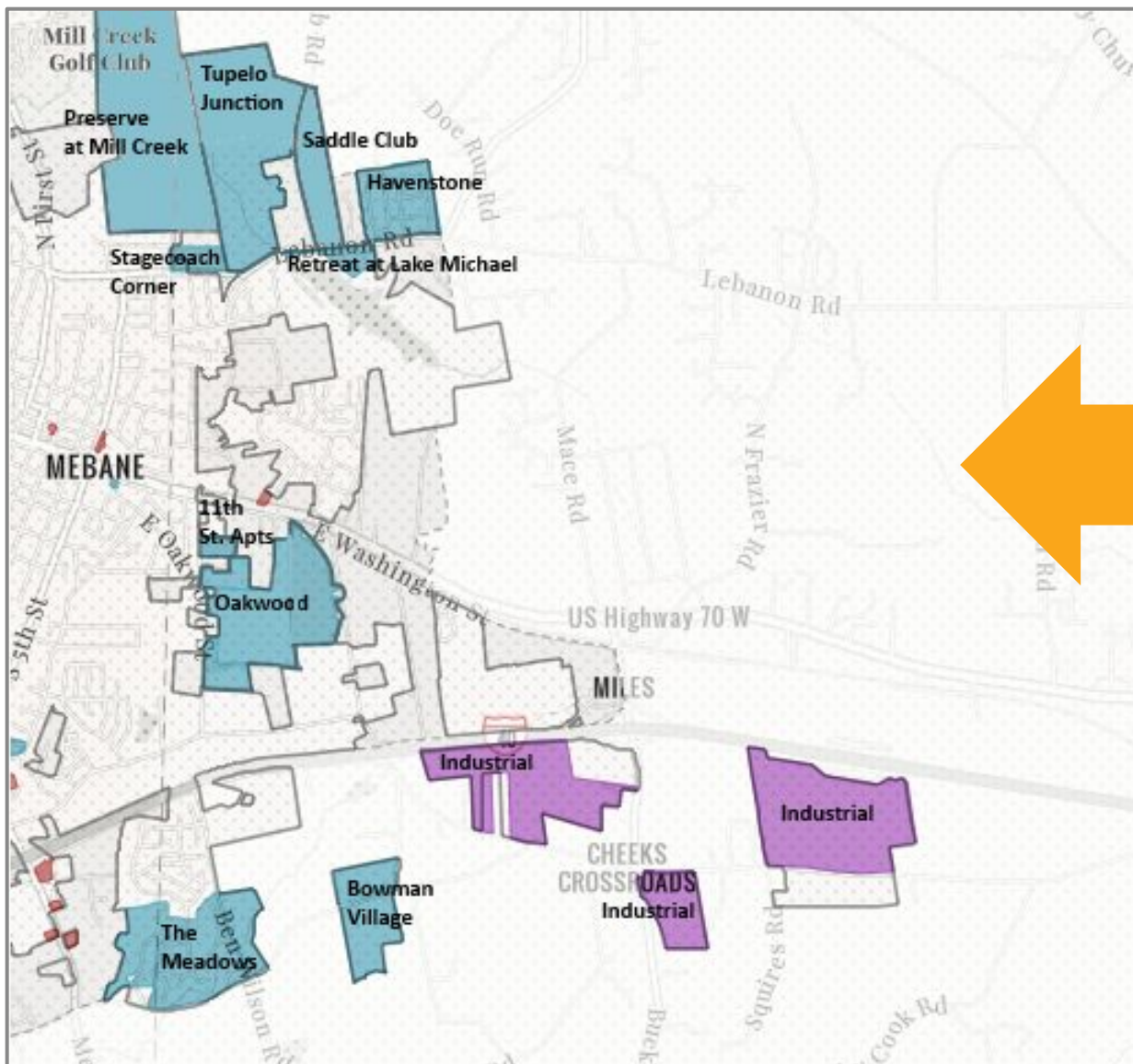
- Guiding Principles & Policies
- Choice & Magnet Programming
- Level of Service & Capacity Concerns
 - Student Projections & New Housing Development
- Implementing a Planning Task Force
- Tentative Timeline

Why are we talking about reassignment in OCS?



- Balancing of student population across schools in accordance with Board priorities and school assignment values
- Utilization of School Facilities
 - Schools are overcrowded (ECGES, NHES, RPES, OHS) and schools are under enrolled (CES, PES, GHMS, CRHS) creating disproportionate use of facilities across the district
- Future growth on the western side of the county for future students projected to enroll
 - Elementary (407) Middle (208) High (245)
- Spot redistricting is a short term solution results in non-contiguous assignment zones impacting operational efficiency and community unity
- Alignment to the OCS Strategic Plan
 - More than an assignment map
 - Opportunity for choice or magnet programs across all schools and available for everyone
- Student transfer options have contributed to unbalanced and underutilized schools.

Where is the new development?



Mebane Development Projections



Planned development in the western part of the district is projected to add an estimated **650-850** students in the next 10 years.

Timelines for the phasing and completion of these identified projects are fluid; the construction industry is recovering from the pandemic. As a result, these projections are to be used for illustrative purposes only.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-34
	96	99	104	94	67	69	54	46	35	25
Elementary	44	46	48	43	31	32	25	21	16	12
Middle	22	23	24	22	15	16	12	11	8	6
High	30	30	32	29	21	21	17	14	11	8

Future Student Projections: OCS vs County



- OCS data includes projected students that are ***anticipated to enroll from new developments*** where the county SAPFO projection data **does not include any future students until they enroll.**
- The county projections use the current year Average Daily Membership for enrolled students as of Nov 15th annually to project future enrollment.
- In order to prepare for future capacity, OCS can't wait to address the capacity issue once the students show up. Planning for future student growth with new schools or building expansion occurs prior to students enrolling in the district.

Pre-K & Elementary School Use



Pre-K students are not counted in SAPFO projections. SAPFO does not reserve classrooms for Pre-K; it adds them to the total available for grades K-5.

SAPFO Trigger is 1.05 LOS

Student Count											Available	
As of September 27, 2022		Grade										
School		PK	0	1	2	3	4	5	Total	Capacity	Seats	LOS
Central Elementary			45	51	48	51	53	49	297	428	131	0.69
Efland-Cheeks Elementary		32	84	82	82	99	89	82	550	455	-95	1.21
Grady Brown Elementary			65	68	67	69	75	66	410	490	80	0.84
Hillsborough Elementary			72	72	73	77	69	66	429	420	-9	1.02
New Hope Elementary		18	91	90	83	91	93	84	550	526	-24	1.05
Pathways Elementary		46	43	43	44	56	57	64	353	540	187	0.65
River Park Elementary			90	90	99	91	102	89	561	502	-59	1.12
Total		96	490	496	496	534	538	500	3150	3361	211	0.94

Disproportionate Elementary School Use

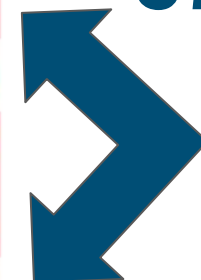


While the overall enrollment in the district can be served within the existing space, there is a vast difference in the level of service (LOS) among district elementary schools.

SAPFO Trigger is 1.05 LOS

As of September 27, 2022	Grade								Available		
School		0	1	2	3	4	5	Total	Capacity	Seats	LOS
Central Elementary		45	51	48	51	53	49	297	428	131	0.69
Efland-Cheeks Elementary		84	82	82	99	89	82	518	455	-63	1.14
Grady Brown Elementary		65	68	67	69	75	66	410	490	80	0.84
Hillsborough Elementary		72	72	73	77	69	66	429	420	-9	1.02
New Hope Elementary		91	90	83	91	93	84	532	526	-6	1.01
Pathways Elementary		43	43	44	56	57	64	307	540	233	0.57
River Park Elementary		90	90	99	91	102	89	561	502	-59	1.12
Total		490	496	496	534	538	500	3054	3361	307	0.91

57%



Disproportionate Secondary School Use



SAPFO Trigger is 1.07 LOS

Average Daily Membership, PMR 1	Grade					Available		
School		6	7	8	Total	Capacity	Seats	LOS
AL Stanback Middle		221	205	221	647	740	93	0.87
Gravelly Hill Middle		129	164	137	430	700	270	0.61
Orange Middle		169	181	176	526	726	200	0.72
Total		519	550	534	1603	2166	563	0.74

26%

SAPFO Trigger is 1.10 LOS

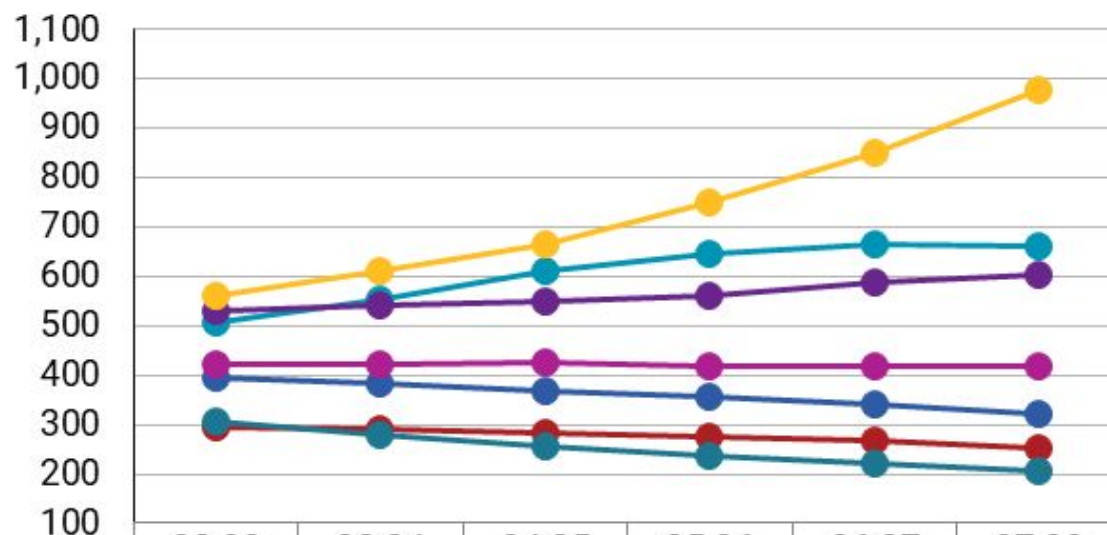
Average Daily Membership, PMR 1	Grade							Available		
School		9	10	11	12	XG	Total	Capacity	Seats	LOS
Cedar Ridge High		313	285	286	231		1115	1500	385	0.74
Orange High		368	371	321	285	4	1349	1399	50	0.96
Partnership Academy		11	14	12			37	40	3	0.93
Total		692	670	619	516	4	2501	2939	438	0.85

22%

Elementary School Projections (OCS Model)



**Projected Elementary Enrollment, Orange County Schools
Based on 3-Year Averages**



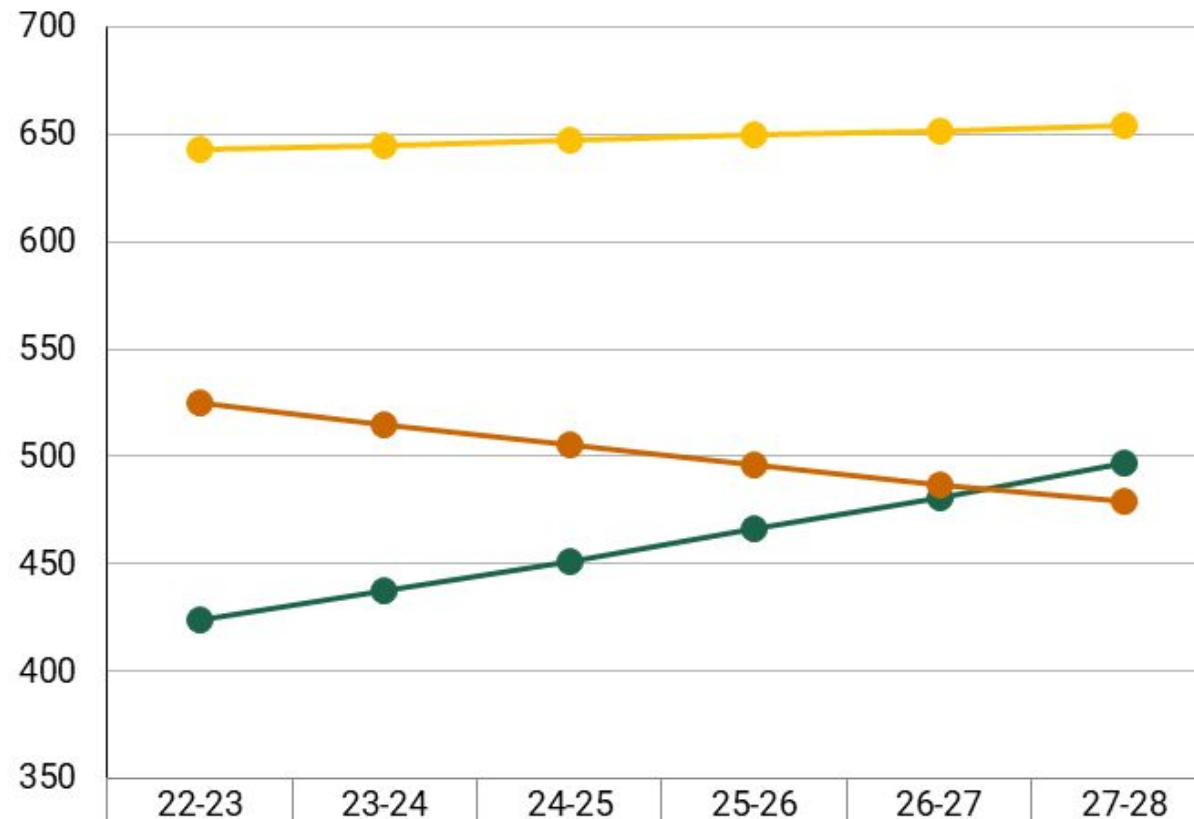
	22-23	23-24	24-25	25-26	26-27	27-28
Central ES	295	292	284	276	267	251
Efland-Cheeks ES	506	554	612	646	665	663
Grady Brown ES	396	385	366	355	340	323
Hillsborough ES	423	423	424	417	417	418
New Hope ES	529	542	549	562	586	602
Pathways ES	306	278	256	236	220	206
River Park ES	559	613	666	750	849	975


Orange County Schools projections are based on student enrollment on the **20th day of school** and are **not adjusted for covid**.

Middle School Projections (OCS Model)



Projected Middle School Enrollment, Orange County Schools
Based on 5-Year Averages



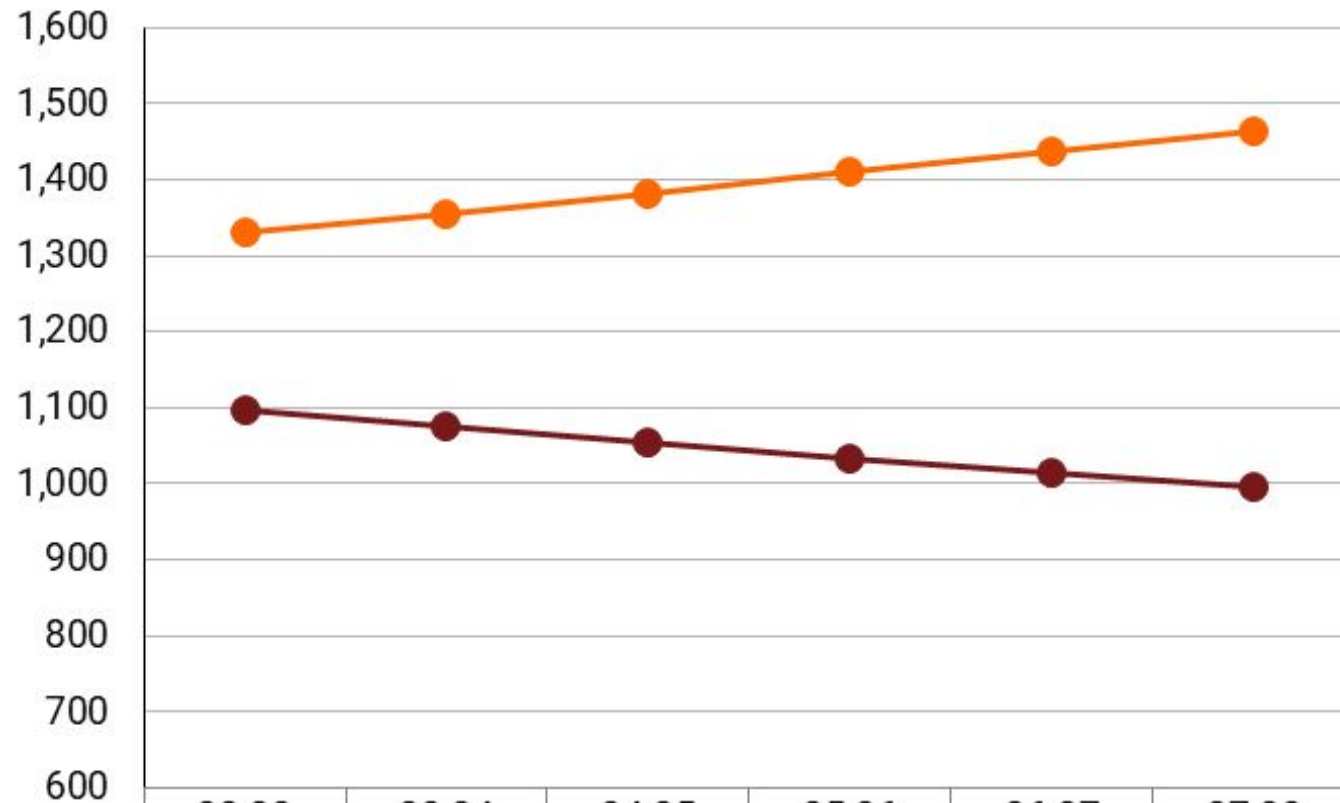
 A.L. Stanback MS	643	645	647	650	652	654
 Gravelly Hill MS	424	437	451	466	481	497
 Orange MS	525	515	505	496	487	479

Orange County Schools projections are based on student enrollment on the **20th day of school** and are **not adjusted for covid**.

High School Projections (OCS Model)



**Projected High School Enrollment, Orange County Schools
Based on 5-Year Averages**



—●— Cedar Ridge HS	22-23	23-24	24-25	25-26	26-27	27-28
—●— Orange HS	1,097	1,075	1,053	1,033	1,014	996
	1,330	1,356	1,382	1,409	1,436	1,464

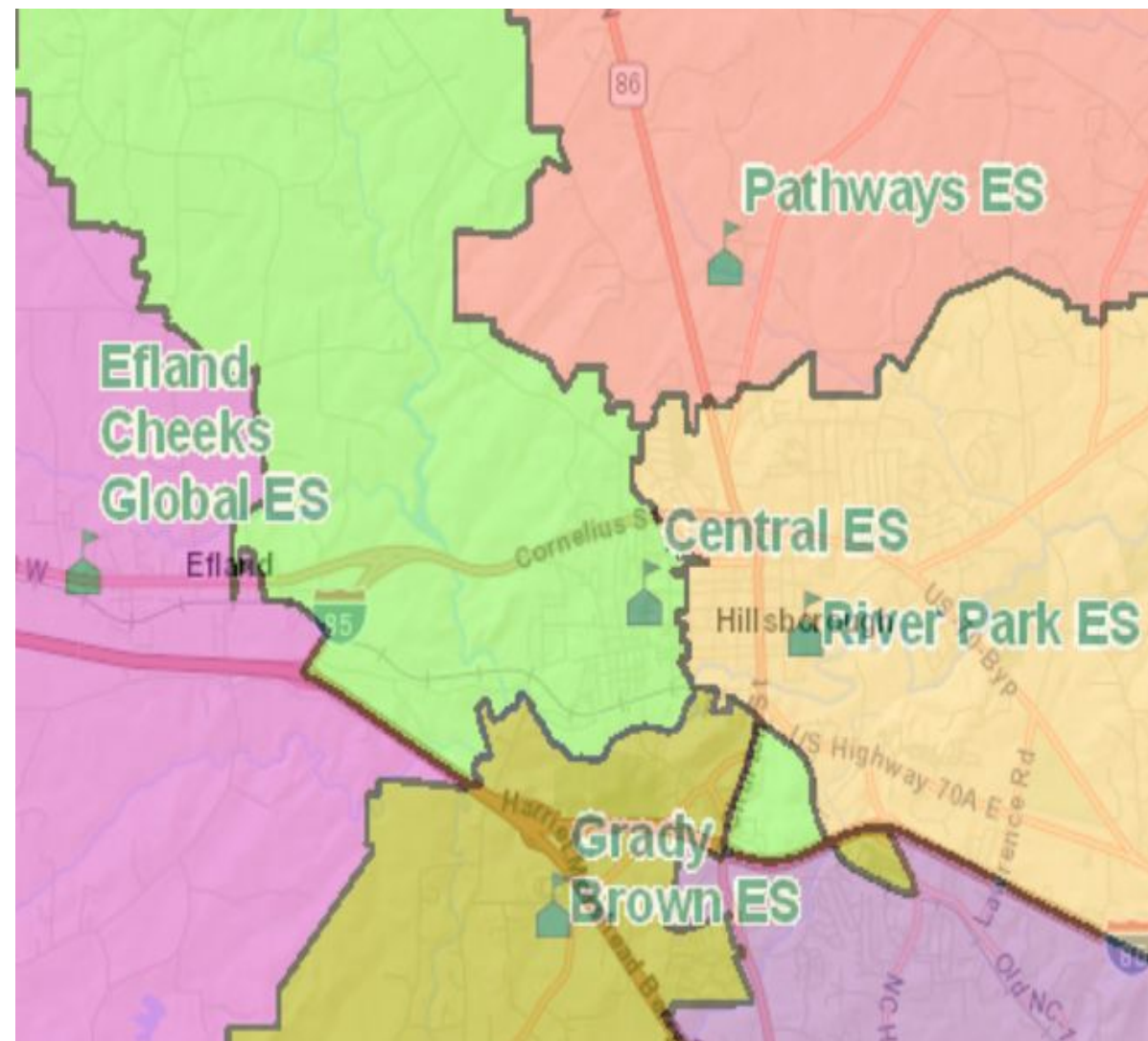
Orange County Schools projections are based on student enrollment on the **20th day of school** and are **not adjusted for covid**.

Partnership Academy is not shown on the chart for visibility reasons.

Challenges to Spot Reassignment



- Small picture
- Short term
- Patchwork assignment maps
- Does not involve entire community
- Difficulty keeping developers, county GIS system and families informed including school feeder patterns



Efland-Cheeks Capacity Actions to Date

On August 30, the Board approved the following measures to relieve overcrowding at Efland-Cheeks Elementary

- Opening a brief transfer window for families interested in transferring their students from Efland-Cheeks to Grady Brown or Pathways Elementary Schools.
 - **One student has been transferred.**
- Temporary spot reassignment for new students from Havenstone to Central Elementary registering on or after August 31.
 - **One elementary student from Havenstone has enrolled since that date; the family is enrolling the student elsewhere.**

Efland-Cheeks Capacity Actions to Date

- Approval of mobile units on the campus for short term capacity needs and to use as temporary relocation of students for planned school renovation projects. The capacity of the school can not be increased without additional core facility upgrades.

Short-term Solutions Reviewed (not recommended)

- Closing (capping) enrollment at Efland-Cheeks Global Elementary and sending all new students to other district locations. This solution was not recommended for transportation and stability reasons.
- Calendar-based tracking of students. This solution was not considered feasible within the timeframe available for planning. If the Board is interested in this option, planning would need to take place soon.
- Returning 16 non-staff transfer students to the schools assigned to their address. This solution was not recommended after the start of the school year. It may be considered for the upcoming 2023–24 school year.

Short-term Solutions (school principal discretion)

- Combination classes: The school principal may choose to create classrooms with multiple grade levels. There is a third and fourth grade combination classroom at the school; it may be necessary to add more as the number of students increases mid-year.
- Coaches and/or specials to cart: The school principal may choose to free up classroom space currently used by coaches and specials teachers. These staff members would provide services from a cart or mobile teaching station in push-in or other locations at the school.
- Class Size Reduction teachers: The school principal has chosen to add two “Class Size Reduction” teachers. These teachers would become the primary ELA teacher for a group of students in existing classrooms, providing instruction and lowering the class-size ratio for compliance with state requirements.

Additional Short-term Solutions Under Consideration for 2023-2024

- Spot reassignment of students from Collington Farms, The Meadows, Bowman Village/Place to another school.
- Assigning 5th graders to attend Gravelly Hill Middle.
 - The projection scenarios below include the 5th-grade students attending Gravelly Hill for 6th-8th grade regardless of middle school attendance zone. Any students moved would be permitted to attend Gravelly Hill Middle for 6th-8th grade. Gravelly Hill Middle has the space to accommodate this scenario.

Future Spot Reassignment Options



In the upcoming 2023-24 school year, another spot reassignment may be necessary to move students on the western edge of the district to other elementary schools out of the Efland-Cheeks assignment zone.

Planning an additional spot reassignment at this time would allow Transportation to have the opportunity to optimize bus routes for maximum efficiency prior to the next school year.

Temporary Spot Reassignment Options



Efland-Cheeks Projections Based on Development + Three-Year Averages									
	K	1	2	3	4	5	Total	Cap.	LOS
22-23	81	79	81	98	87	80	506	455	1.112
23-24	89	87	89	107	95	88	554	455	1.218
24-25	96	99	96	99	114	108	612	455	1.345
25-26	101	104	106	105	104	126	646	455	1.420
26-27	105	105	112	116	111	116	665	455	1.461
27-28	103	106	107	115	115	116	663	455	1.456

As development increases on the western side of the district, there is a need to relieve overcrowding at Efland-Cheeks Elementary for at least the next 2 school years before the comprehensive reassignment of students can take effect.

Fifth Graders in Middle School



In North Carolina, 15 public school districts have total of 28 middle schools with 5th graders.

District	Count	District	Count
Beaufort County Schools	1	Johnston County Public Schools	1
Bladen County Schools	4	KIPP Durham College Preparatory	1
Buncombe County Schools	1	Mitchell County Schools	1
Carteret County Public Schools	1	Pender County Schools	1
Charlotte-Mecklenburg Schools	1	Public Schools of Robeson County	5
Chatham County Schools	1	Randolph County School System	1
Columbus County Schools	1	Wayne County Public Schools	5
Cumberland County Schools	1	Weldon City Schools	1
Guilford County Schools	1	Grand Total	28

Temporary Reassignment Option 1



Fifth graders from Efland-Cheeks Elementary attend Gravelly Hill Middle until district-wide reassignment is completed. This scenario would move at least 80 5th graders from Efland-Cheeks Elementary to Gravelly Hill Middle.

Gravelly Hill Projections Based on Three-Year Averages									Efland-Cheeks Projections Based on Three-Year Averages									
	5	6	7	8	Total	Capacity	LOS			K	1	2	3	4	5	Total	Cap.	LOS
22-23	80	128	160	136	504	700	0.720		22-23	81	79	81	98	87		426	455	0.936
23-24	99	125	133	166	523	700	0.747		23-24	88	90	88	90	104		460	455	1.011
24-25	115	121	130	138	504	700	0.720		24-25	92	95	97	96	95		475	455	1.044
25-26	106	118	126	135	485	700	0.693		25-26	96	96	102	106	101		501	455	1.101
26-27	106	115	123	131	475	700	0.679		26-27	94	97	98	105	105		499	455	1.097
27-28	110	112	120	128	469	700	0.671		27-28	92	95	99	101	104		491	455	1.080
Gravelly Hill Projections Based on Development (1.059)									Efland-Cheeks Projections Based on Development (1.095)									
	5	6	7	8	Total	Capacity	LOS			K	1	2	3	4	5	Total	Cap.	LOS
22-23	80	128	160	136	504	700	0.720		22-23	81	79	81	98	87		426	455	0.936
23-24	88	136	169	144	537	700	0.767		23-24	89	87	89	107	95		466	455	1.025
24-25	108	144	179	153	584	700	0.834		24-25	96	99	96	99	114		504	455	1.107
25-26	126	152	190	162	629	700	0.899		25-26	101	104	106	105	104		520	455	1.143
26-27	116	161	201	171	649	700	0.928		26-27	105	105	112	116	111		549	455	1.206
27-28	116	170	213	181	681	700	0.972		27-28	103	106	107	115	115		547	455	1.201

Temporary Reassignment Option 4



This option moves students from identified developments to Pathways Elementary. It appears as though Pathways may have space to accommodate this scenario although the tables show the effect of the overall declining advancement rate for Pathways. Further study is needed.

Pathways											Efland-Cheeks										
		K	1	2	3	4	5	Total	Cap.	LOS			K	1	2	3	4	5	Total	Cap.	LOS
	22-23	70	80	76	85	97	64	472	540	0.874			22-23	81	79	81	98	87	506	455	1.112
Collington/Meadows		14	13	16	18	13		74	540				Collington/Meadows	-14	-13	-16	-18	-13	-74	455	
Havenstone		4	2	3	4	2		15	540				Havenstone	-4	-2	-3	-4	-2	-15	455	
Bowman Village & Place		2	2	2	2	2		10	540				Bowman Village & Place	-2	-2	-2	-2	-2	-10	455	
	Total	90	97	97	109	114	64	571	540	1.057			Total	61	62	60	74	70	327	455	0.719
Pathways Projections Based on Three-Year Averages											Efland-Cheeks Projections Based on Three-Year Averages										
		K	1	2	3	4	5	Total	Cap.	LOS			K	1	2	3	4	5	Total	Cap.	LOS
	22-23	70	80	76	85	97	64	472	540	0.874			22-23	61	62	60	74	70	327	455	0.719
	23-24	66	66	75	48	54	54	363	540	0.672			23-24	60	62	63	62	73	320	455	0.703
	24-25	63	62	62	44	47	52	329	540	0.610			24-25	58	60	63	65	61	308	455	0.678
	25-26	60	59	58	41	43	45	307	540	0.569			25-26	57	59	62	65	65	308	455	0.676
	26-27	58	57	56	39	41	41	292	540	0.540			26-27	56	58	60	64	64	302	455	0.664
	27-28	56	55	53	36	38	39	277	540	0.513			27-28	55	57	59	62	63	296	455	0.650

Opportunity to Review Choice Programming



Providing new choice options for parents will ease the transition and add excitement to the plan.

Making school-specific programs available to all district students supports the strategic plan.



Converting an under-crowded elementary school into a magnet program will free up space at school for future growth.

Options could include track or school within school programs.

A review of OCS Choice options to include robust programming with transportation will make appealing options available to all students.

Comprehensive Reassignment Plan Options



Potential Plan 1: Achievement Balance

A plan will be developed emphasizing the balance of student performance and socioeconomic diversity at each school.

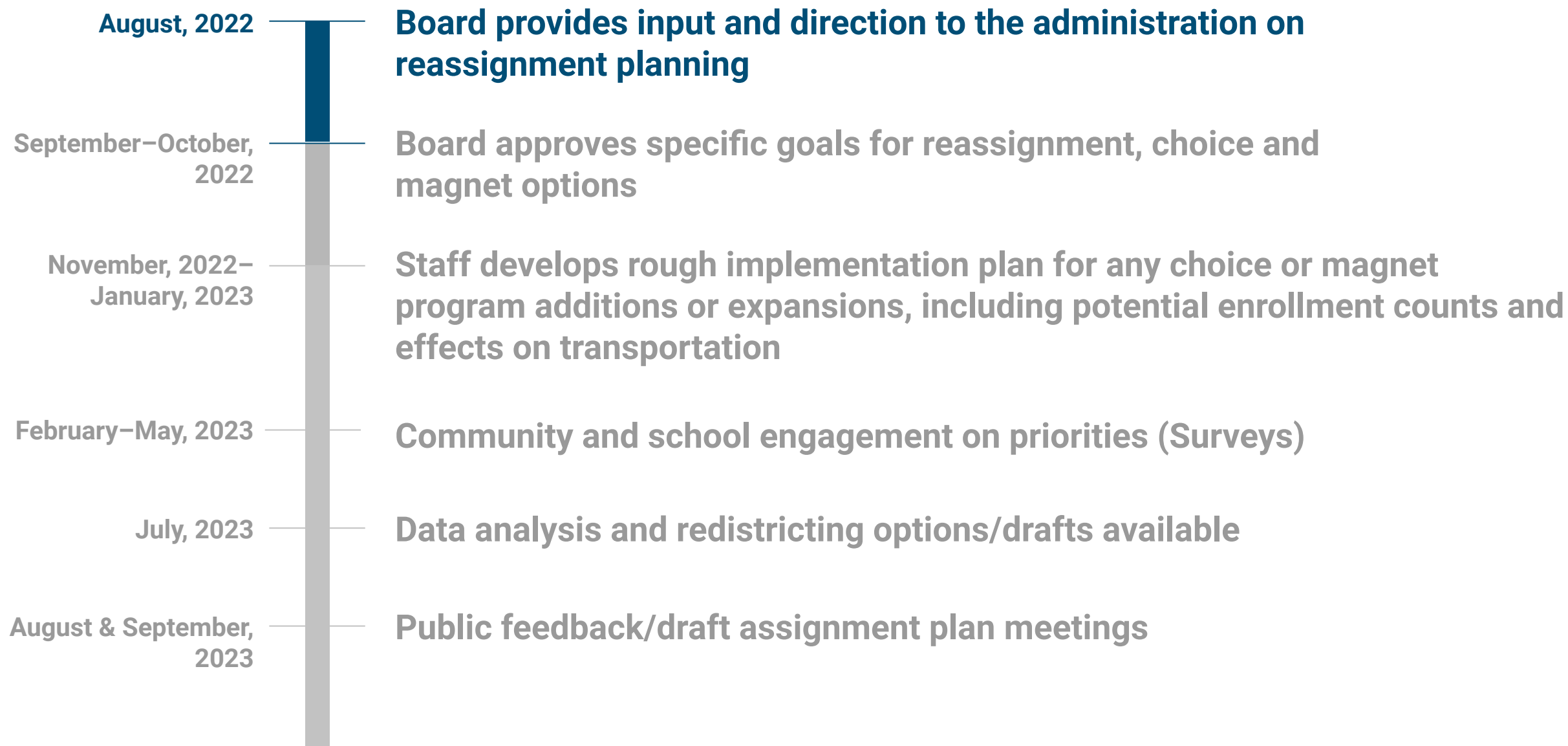
Potential Plan 2: Operational Efficiency and Proximity

A plan will be developed emphasizing a balance of school utilization and operational efficiency.

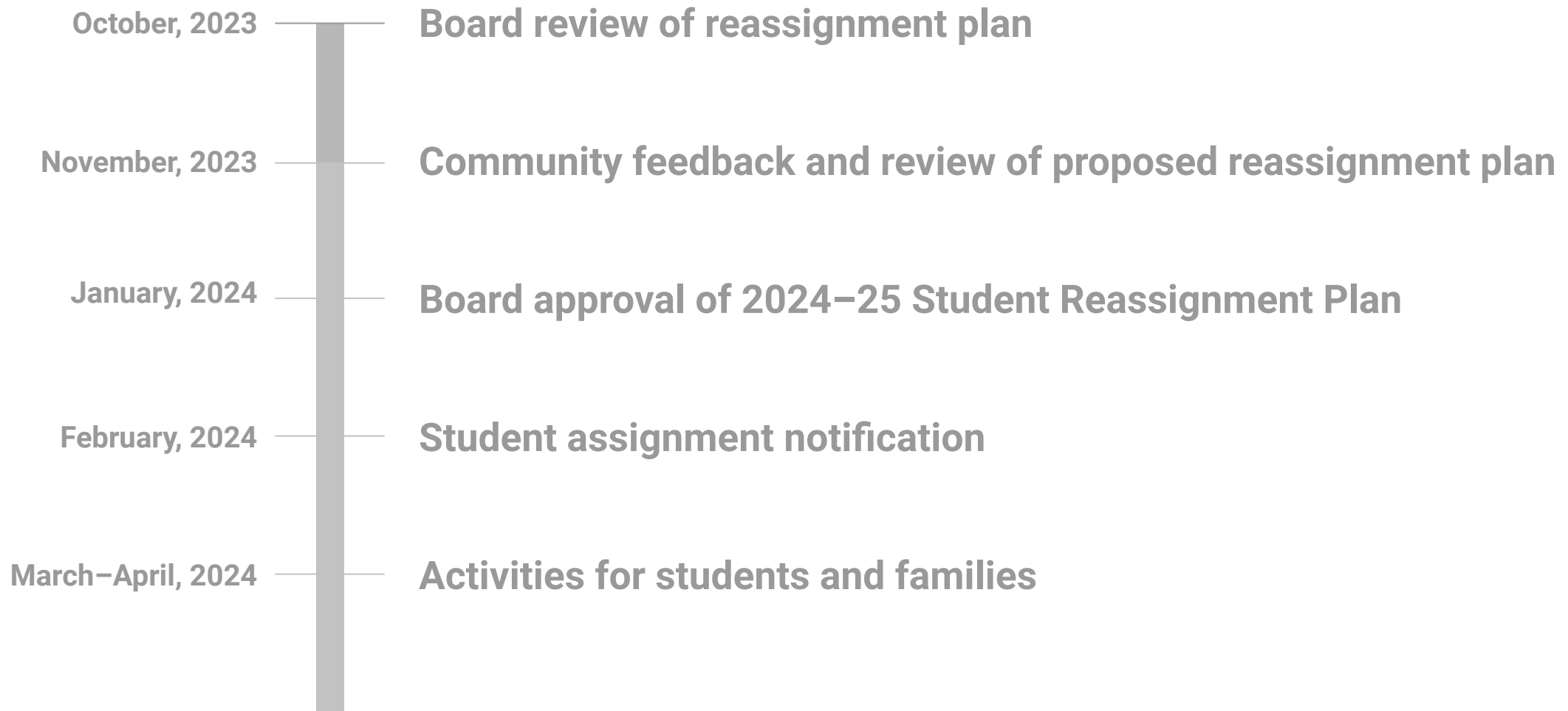
Potential Plan 3: Plan + Choice

A plan will be developed combining each option above with options with an expansion of district choice options.

Proposed Reassignment Planning Timeline



Proposed Reassignment Planning Timeline



Planning Timelines

Timeframe	2022			2023								
	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Short Term (Efland-Cheeks)	Consider options	Develop rough implementation plan for any 5 th grade changes		Feedback & Board approval	Inform parents	School tours & activities					Traditional school year starts	
Long Term (Comprehensive Reassignment Plan)	Approve specific goals for reassignment, choice and magnet options		Develop rough implementation, enrollment, transportation plan for any choice or magnet program additions or expansions			Community and school engagement on priorities (surveys & meetings)		Work group develops scenarios		Draft options / plans avail.	Public feedback meetings on draft plans	
	Approve committee Makeup						Data analysis					
Timeframe	2023			2024								
	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
Long Term (Comprehensive Reassignment Plan)	Board plan review; staff edits	Community feedback and review of proposed reassignment plan		Board approval of comprehensive reassignment plan	Inform parents	Activities for students and families					Traditional school year starts	

Implications without Action

What does it look like without taking action to solve short and long term capacity and assignment challenges?

- Buildings will be over capacity, student to teacher ratios will be higher per classroom, and the district class sizes in K-3 may
 - Student experiences will be different in overcapacity schools such as earlier and later meal times,
 - more students on playgrounds, fewer minutes in recess,
 - specials etc as the teacher loads will need to shift to serve more classrooms, not be in compliance with state law
 - bus ride times will be longer as more students are routed and riding buses; longer carpool lines with additional students coming to school or leaving by personal cars
- Some buildings will remain underutilized
- Schools may not be balanced in accordance with Board policy for Student Achievement, Stability, Proximity and Operational Efficiency.
- Overuse and reliance on mobile units (safety and security concerns)

Questions



Recommendation



The Superintendent recommends the approval of short and long term plans to ensure adequate school facilities for students, staff and the community.

1) Approve the planning scenario of moving 5th grade from Efland-Cheeks Global Elementary School to Gravelly Hill Middle School. (The Board of Education would need to approve a final reassignment plan for this option prior to January 1, 2023.)

2) Approve the planning process timeline for a comprehensive reassignment plan to be developed. The Board would approve any final assignment plan(s) prior to implementation for the 2024-2025 school year. The Board requires all reassignment planning processes to include parent and staff input and feedback processes prior to plans being presented to the Board of Education.

Discussion