



**Orange
County
Schools**
NORTH CAROLINA

ENGAGE. CHALLENGE. INSPIRE.

Board Meeting

March 22, 2022

Dr. Monique Felder, Superintendent



ENGAGE. CHALLENGE. **INSPIRE.**

VISION

Preparing every learner for lifelong
service and success





ENGAGE. CHALLENGE. **INSPIRE.**

MISSION

Engage, Challenge, Inspire

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





ENGAGE. CHALLENGE. **INSPIRE.**

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
9. Collaborate To Do Great Work



4

OCS Strategic Plan Goals

1. Teaching Tomorrow's Leaders
2. Excellence & Efficiency
3. Exemplary Staff
4. Empowering Culture





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County
Schools**
NORTH CAROLINA

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Board Meeting

- Call to Order
- Public Charge
- Pledge of Allegiance
- Moment of Silence
- Recognitions

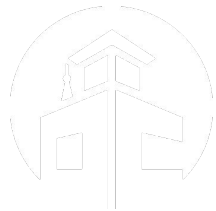
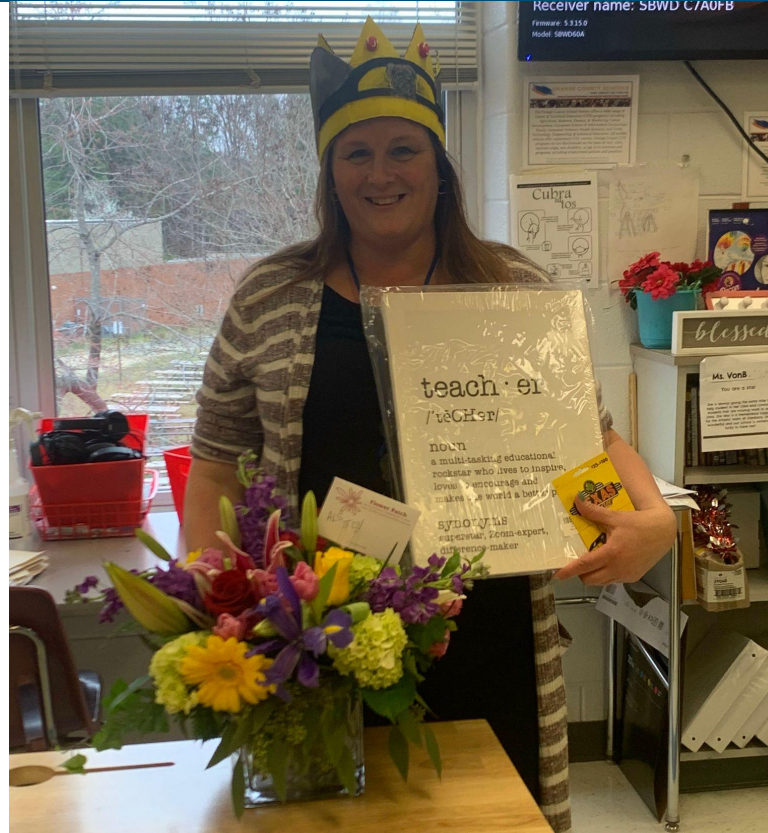


RECOGNITIONS



MELANIE VONBRAUNSBURG

A.L. STANBACK MIDDLE SCHOOL TEACHER OF THE YEAR



MELINDA BARNHARDT

CEDAR RIDGE HIGH SCHOOL TEACHER OF THE YEAR



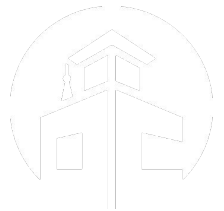
STEPHANIE RICHARDS-LEA

CENTRAL ELEMENTARY SCHOOL TEACHER OF THE YEAR



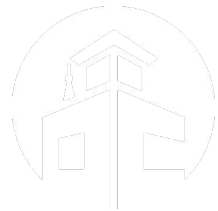
MEGAN PETRIZZI

EFLAND-CHEEKS GLOBAL ELEMENTARY SCHOOL TEACHER OF THE YEAR



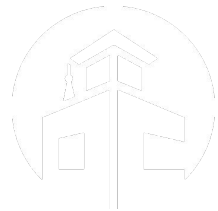
SHANNON FLOYD

GRADY A. BROWN ELEMENTARY SCHOOL TEACHER OF THE YEAR



LOGAN PARKER

GRAVELLY HILL MIDDLE SCHOOL TEACHER OF THE YEAR



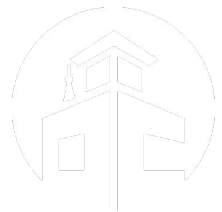
BETH REILLY

HILLSBOROUGH ELEMENTARY SCHOOL TEACHER OF THE YEAR



ABBY ALLRED

NEW HOPE ELEMENTARY SCHOOL TEACHER OF THE YEAR



AMANDA STRONG

ORANGE HIGH SCHOOL TEACHER OF THE YEAR



MARK HARRINGTON

ORANGE MIDDLE SCHOOL TEACHER OF THE YEAR



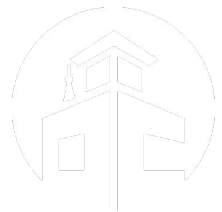
KIMBERLY HARSHAW

PATHWAYS ELEMENTARY SCHOOL TEACHER OF THE YEAR



JEREMY WILSON

PARTNERSHIP ACADEMY TEACHER OF THE YEAR



KATIE ERRICO

RIVER PARK ELEMENTARY SCHOOL TEACHER OF THE YEAR



A silver ballpoint pen and a silver clip are positioned diagonally across a white sheet of paper. The pen is in the foreground, pointing towards the bottom left. The clip is in the background, partially obscured by the pen. The text "AGENDA ADOPTION" is printed in bold, black, sans-serif capital letters on the right side of the paper.

AGENDA ADOPTION



AGENDA



Discussion/Action:

- 2022 NCSBA Legislative Committee Service



Worksession (Information Item):

- Strategic Plan Goal 2: Fiscal Year 2023 Budget Public Hearing
- Strategic Plan Goal 1: Academic Data Review
- Strategic Plan Goal 1: SEL/Panorama and Discipline Data Review
- Strategic Plan Goal 1: Summer Scholars Academy Updates

PUBLIC COMMENTS



CONSENT AGENDA

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12



CONSENT AGENDA



- Minutes
- Personnel Report
- NCDPI Grant Funding for OCS Athletics
- Contract Extension for Outdoor Pest Control Services
- 20221-2022 Budget Amendments



2022 NCSBA Legislative Committee Service





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FY 2023 Budget Public Hearing

March 22, 2022

Dr. Monique Felder, Superintendent

BUDGET TIMELINE



1/24/22

Report

HIL Consultants deliver report and findings to OCS Board of Education

Board to receive report and ask any clarifying questions surrounding study

2/03/22

Work Group

Work group with Board to provide clarity surrounding salary and scales before staff recommendations

Working through the study and OCS salary schedules to the Board has clarity to consider staff recommendations

2/07/22

Recommend

Administration provides salary recommendation to BOE based on cost sustainability

Total cost will be provided and a recommended next steps for Board consideration

2/24/22

Budget Comm.

Staff and Budget Committee will take a deeper dive into the salary study recommendations

Salary impacting items for budget consideration will be discussed in greater detail

BUDGET TIMELINE



3/7/22

2023 Budget

Superintendent's recommended 2022-2023 budget presented to BOE

Addressing salary compression will be a major component of the budget for the 2022-23 school year

3/22/22

2023 Budget

Budget Public Hearing. BOE discusses recommended budget

Public opportunity to comment on recommended budget. BOE will provide direction on final budget

4/11/22

2023 Budget

Board will adopt a local operating budget for submission to Commissioners

BOE will adopt a local budget for submission to Commissioners for funding

FY 2023 Student Membership

	FY 2022	FY 2023*	Change
Projected ADM Average Daily Membership	7,299	7,100	(199)
Charter School	919	959	40
(less) Out of District	108	110	2
Total Student Billing Base	8,110	7,949	(161)

*The Department of Public Instruction has yet to release it's projected ADM for FY 2023. The projected ADM represents actual at month 4.
Charter School reflects actual, verified, students at January 31
Out of District students represents an estimate. Actual numbers are in the process of being finalized



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FY 2023 SUPERINTENDENT'S RECOMMENDED BUDGET SUMMARY



Anticipated County Per Pupil Revenue	\$34,700,000	\$4,367/pp
Total Increase to Salaries and Benefits State Biennium 2.5% Increase + Benefit Increases	\$ 1,100,000	\$ 138/pp
Total Local Current Operations Continuation Budget	\$35,800,000	\$4,505 pp
Implementation of Classified Employment Study	\$3,100,000	\$310/pp
Recurring sales tax revenue committed by BoCC	<u>\$ (631,500)</u>	
Budget need to implement recommended Study	\$2,468,500	
Provide years of service credit for supplement based on state years of service vs. local years of service to Certified staff (i.e., Teachers)	\$ 651,000	\$ 82/pp
GRAND TOTAL LOCAL OPERATING BUDGET	\$38,919,500	\$4,897/pp

\$530 per pupil increase

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BUDGET COMPARISON SUMMARY



Comparison	Amount
2021-22 Adopted Local Current Operating Expense Budget (\$)	\$ 35,500,000
2022-23 Superintendent Recommended Local Budget (\$)	\$ 38,919,500
Increase (%)	8.79%

Does not include any Fund Balance Appropriations

LOCAL FUND BALANCE



Year Ended June 30	2017	2018	2019	2020	2021
Restricted (State Stabilization)	260,399	319,241	19,530	150,952	49,038
Assigned	2,555,042	2,110,195	1,830,320	2,239,027	2,710,995
Unassigned	1,283,855	1,718,133	2,840,534	2,239,027	3,854,071
Total Local Fund	4,099,296	4,147,569	4,690,384	6,123,848	6,614,104
School Renaming					(200,000)
1x \$1,200 Bonus					(1,326,336)
Revised <u>Unassigned</u> Fund Balance					\$2,376,773

Includes \$800,000 for anticipated
Salary & Benefit increases
associated with anticipated budget

\$4.2 million Total Appropriated/Assigned Fund Balance

QUESTIONS & FEEDBACK



2021-2026 Strategic Plan: Goal 1 Update



Strategic Plan Progress Monitoring: Cabinet & Board

BEGINNING OF YEAR

November/December:

The district will finalize action steps and annual targets for each goal with the support of a statistician

December/January:

Cabinet will present to the Student Achievement Committee and then to the full Board

MIDDLE OF YEAR

February/March:

Cabinet will present an update on the status of the action steps and progress monitoring of the annual targets to the Student Achievement Committee and then to the full Board

END OF YEAR

June-August:

Cabinet will present an update on the status of the action steps and progress monitoring of the annual targets to the Student Achievement Committee and then to the full Board



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County
Schools**

NORTH CAROLINA

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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

Goal 1: Teaching tomorrow's leaders
Goal 2: Excellence & efficiency
Goal 3: Empowering culture
Goal 4: Family & community engagement

EQUITY PLAN

Every student receives what they need to succeed

**Learning Recovery &
Acceleration Plan**

GOAL 1: Teaching Tomorrow's Leaders



OCS Strategic Plan	TEACHING TOMORROW'S LEADERS: Through a Multi-Tiered System of Support (MTSS), all learners will excel by having access to and benefiting from rigorous curriculum and instruction that is research/evidence based to prepare them for college, career, and civic engagement.
	EQUITY EMPHASIS: Identify and address inequities in curriculum and instruction, in order to close the achievement, access and opportunity gaps.
OCS Equity Plan	GOAL 1: Identify and eliminate academic disparities and inequities in access to and success in programs and opportunities. GOAL 2: Create safe, inclusive, racially culturally and linguistically affirming, relevant and sustaining spaces and experiences. GOAL 3: Build the equity leadership capacity of district leaders, administrators, teachers, staff, and the OCS School Board by developing equity-oriented leadership skills, mindsets, and knowledge.

Goal 1: 4 Key Strategies - OCS will...

1. **develop, implement, monitor, and continuously improve** a deployment plan for multi-tiered systems of support to provide all students access to rigorous and differentiated core instruction to increase academic growth for all students.
2. **develop, implement, monitor and continuously improve** a plan to ensure that all students can read on grade level at every grade.
3. **reduce** opportunity and achievement gaps by ensuring equity in curricula, instruction, environment, and culture.
4. **reduce** the number of students retained in 9th grade.

Middle-of-Year Assessment Data Analysis



Focus of data analysis update:

DIBELS 8—Dynamic Indicators of Basic Early Literacy Skills (DIBELS) consists of a set of measures for assessing reading skills. DIBELS 8th Edition offers six subtests to assess foundational reading skills that align with the five "Big Ideas" in reading identified by the National Reading Panel.

AimswebPlus—An online assessment, data management, and reporting system that provides national and local performance and growth norms for the screening and progress monitoring of math and reading skills for all students in Kindergarten through Grade 8

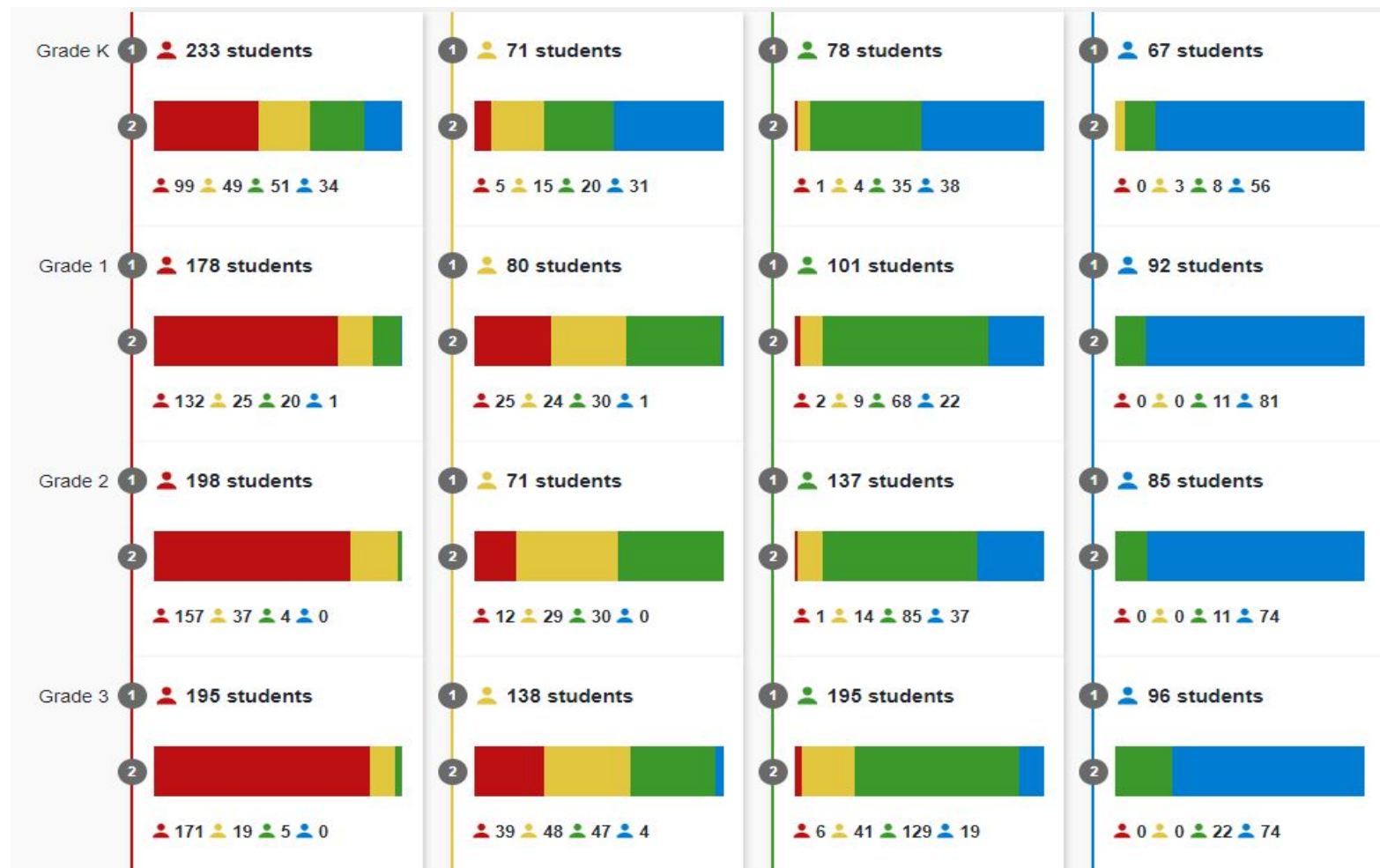
End-of-Course—Tests used to sample a student's knowledge of subject-related concepts as specified in the North Carolina *Standard Course of Study* and to provide a global estimate of the student's mastery of the material in a particular content area. The North Carolina End-of-Course tests were initiated in response to legislation passed by the North Carolina General Assembly — the North Carolina Elementary and Secondary Reform Act of 1984.

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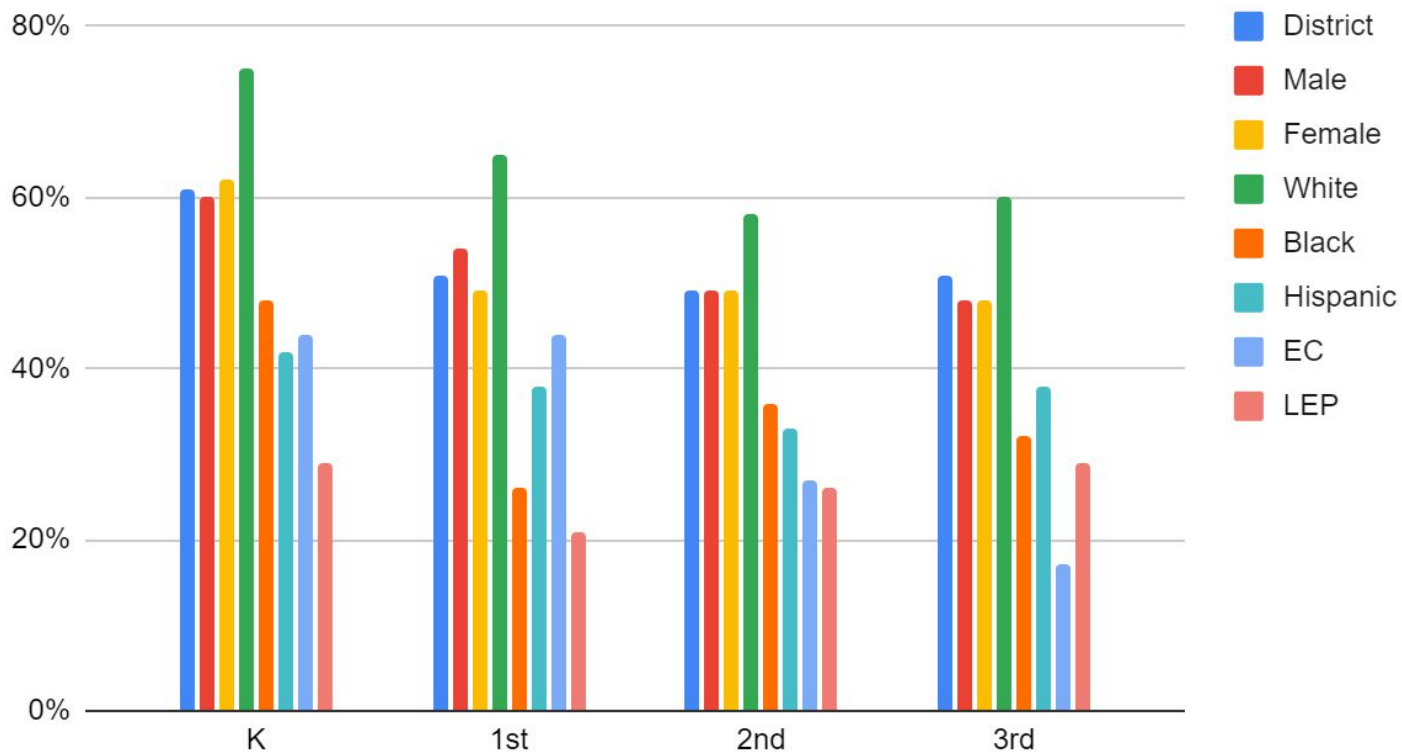
DIBELS BOY to MOY Composite Scores-Headcount

Account	District	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
NC DPI						Current as of 03/18/2022
Grade K	Reference Data (Compare these results against a wider population)					
Orange County Schools (NC)	21-22 BOY	233(52%)	73(16%)	78(17%)	66(15%)	450
	21-22 MOY	107(23%)	71(16%)	118(26%)	160(35%)	456
Grade 1	Reference Data (Compare these results against a wider population)					
Orange County Schools (NC)	21-22 BOY	182(40%)	80(18%)	101(22%)	93(20%)	456
	21-22 MOY	165(36%)	58(13%)	129(28%)	106(23%)	458
Grade 2	Reference Data (Compare these results against a wider population)					
Orange County Schools (NC)	21-22 BOY	202(41%)	72(14%)	139(28%)	87(17%)	500
	21-22 MOY	174(35%)	80(16%)	131(26%)	112(23%)	497
Grade 3	Reference Data (Compare these results against a wider population)					
Orange County Schools (NC)	21-22 BOY	199(31%)	139(22%)	201(32%)	96(15%)	635
	21-22 MOY	221(34%)	112(17%)	210(33%)	100(16%)	643

Correlation Data BOY to MOY Composite Scores-Headcount



2022 MOY mCLASS Subgroup Data



What does the data tell us?	What does the data not tell us?	What celebrations are there?
<ul style="list-style-type: none"> • Heggerty is working in most schools (K-1) • 2nd grade - positive impact with Heggerty. Next steps to work on decoding and ORF • 3rd grade - Vocabulary, ORF are growing 	<ul style="list-style-type: none"> • Where we have staffing shortages • Who are the students who didn't access instruction last year • Fidelity of implementation of programming • Interruptions due to COVID-related absences and inclement weather 	<ul style="list-style-type: none"> • Kinder growth across all subgroups <ul style="list-style-type: none"> ◦ avg. 30 point reduction in students at risk • District EL subgroup growth <ul style="list-style-type: none"> ◦ K - 19% (overall growth = 29%) ◦ 1st - 5% (overall growth = 8%) ◦ 2nd - 3% (overall growth = 4%) ◦ 3rd - 10% (overall growth = 10%) • District EC <ul style="list-style-type: none"> ◦ K - 11% • Hispanic subgroup growth for Kinder = 31% which is comparable to white students



What is the focus of the opportunity for improvement?

- Increase students' ability to decode in text
- Increase Oral Reading Fluency skills
- Increase teacher capacity with differentiation for EL and EC learners
- Increase vocabulary and background knowledge

How will we address this opportunity?

- PD and implementation with fidelity of small group decodable text instruction in ALL K-1 classrooms
- Shifting priorities of staff to provide support of From Phonics to Reading implementation in 3rd and 4th grade (at some schools)
- EL coaching and opportunities for peer observations
- PD with classroom teachers in PLCs of differentiation of CORE through lens EL and EC learners
- Consideration of systematic vocabulary instruction for 3rd - 5th grade
- Select core curriculum that builds students background knowledge through complex text across multiple contents



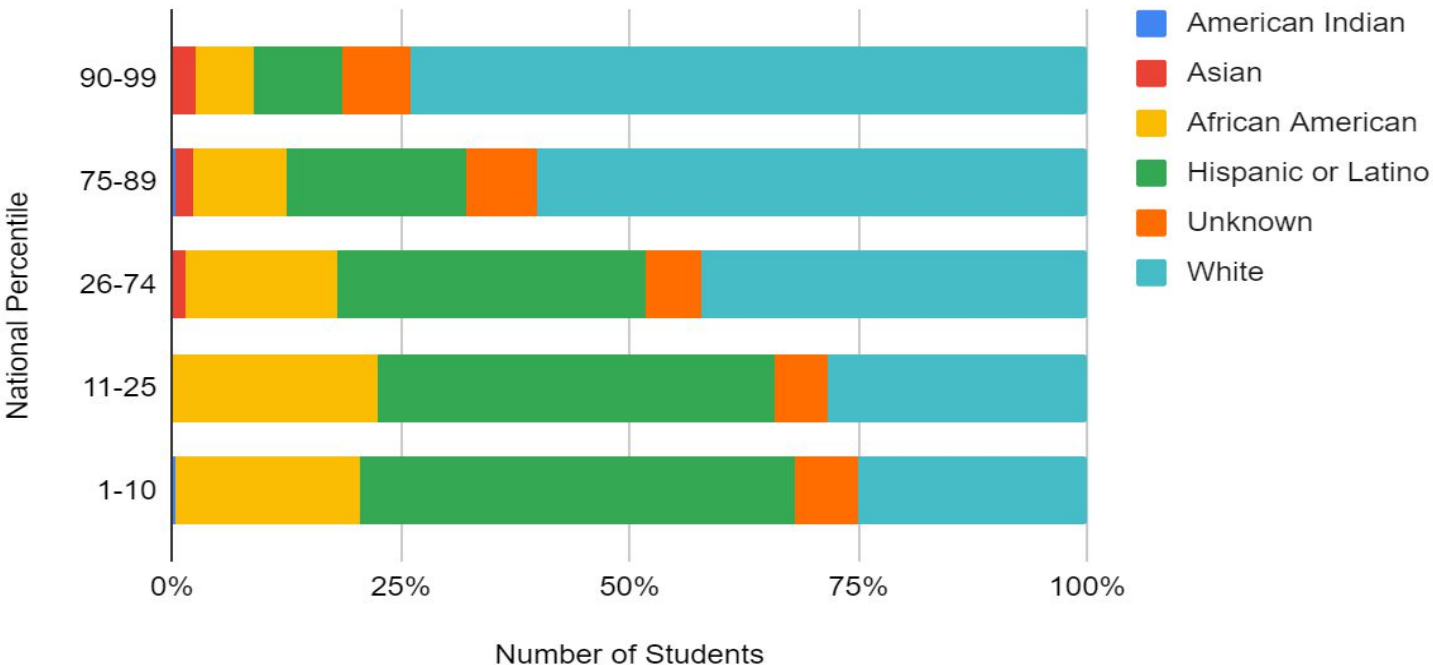
Aimsweb Plus Universal Screener: BOY to MOY Reading Risk Transition

READING 2021-2022									
Grade	BOY Rdg % at High Risk	MOY Rdg % at High Risk	% Change	BOY Rdg % at Moderate Risk	MOY Rdg % at Moderate Risk	% Change	BOY Rdg % at Low Risk	MOY Rdg % at Low Risk	% Change
K-3	mClass/Dibels 8 Data								
4	20%	20%	---	12%	13%	-1%	68%	67%	-1%
5	14%	13%	1%	16%	12%	4%	70%	75%	5%
6	10%	15%	-5%	15%	12%	3%	75%	73%	-2%
7	8%	14%	-6%	9%	11%	-2%	83%	75%	-8%
8	8%	10%	-2%	8%	8%	---	84%	82%	-2%



Aimswweb Plus Universal Screener: MOY Reading Data

aimswwebPLUS MOY Reading Data (Gr 4-8)



What does the data tell us?	What does the data not tell us?	What celebrations are there?
<ul style="list-style-type: none"> • aimswebPLUS is a Universal Screener that measures foundational math skills (it is not aligned to standards) • Students in grade 5 are moving out of high and moderate risk categories and into low risk • Students at high risk in grades 6-8 have increased • Students at low risk in grades 4, 6, 7, 8 have decreased 	<ul style="list-style-type: none"> • The data does not indicate students who were receiving interventions and the results for those students. • The data does not inform us about instructional practices, especially adherence to core instruction expectations and information regarding fidelity of instruction. • Diagnostic information is not provided in this data set. 	<ul style="list-style-type: none"> • 5th grade students are moving in the right direction across all risk areas. • 8th grade students who are at low risk are in the 82-84th percentile. • 7th grade students who are at low risk in the fall were in the 83rd percentile.



What is the focus of the opportunity for improvement?	How will we address this opportunity?
<ul style="list-style-type: none"> • Increase understanding of the purpose of screeners and the use of the resulting data (including differences between foundational skills as measured by screeners and standards measured by Check Ins and EOG) • Targeted instruction in foundational skills in grades 4-8 to purposefully impact this data • Increased data collection - need for ORF screening to occur at all 3 benchmark windows in all grade levels • Continue to work to align consistent intervention training, materials and implementation expectations for T2/T3 across the district (including school-wide protected intervention time) 	<ul style="list-style-type: none"> • Communicate district expectation for full screening of all 3 testing windows and for all grades 4-8 • Provide training for staff on the complete Oral Reading Fluency testing • Provide support as needed in teaching foundational skills in grades 4-8 • Provide targeted professional learning for T2 and T3 interventions



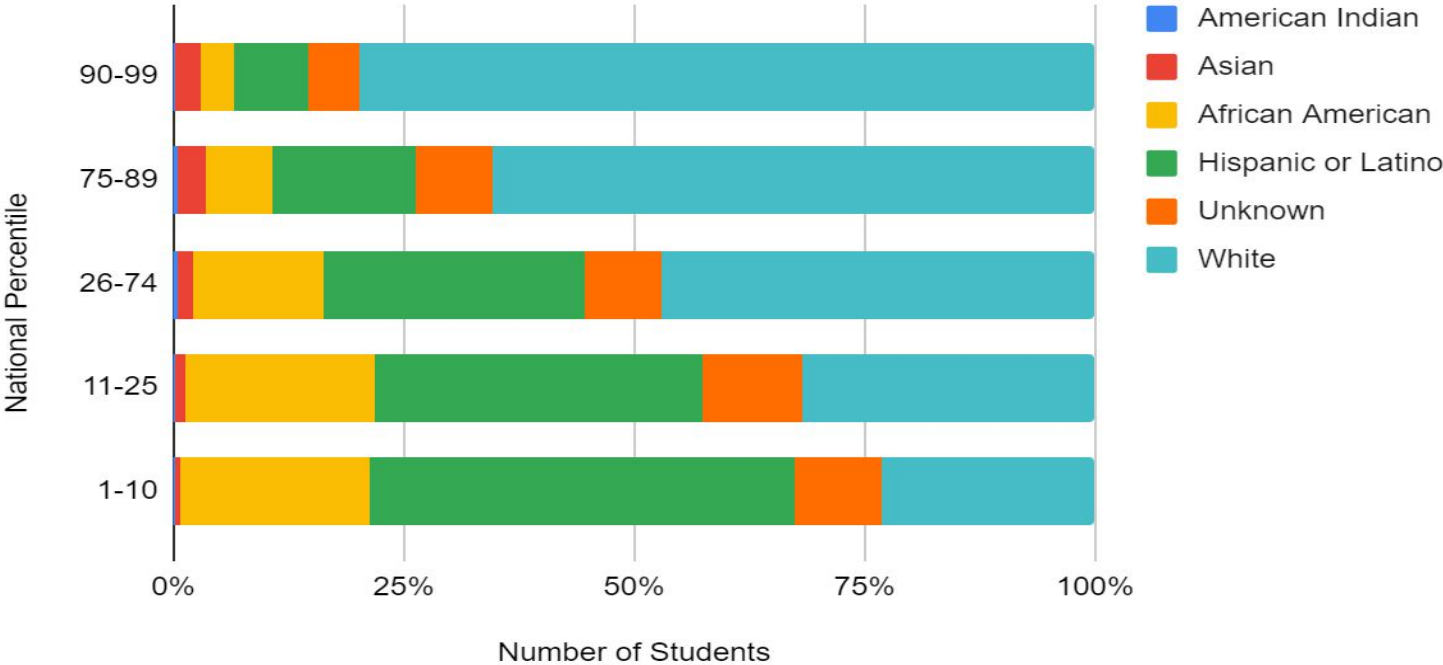
Aimsweb Plus Universal Screener: BOY to MOY Math Risk Transition

MATH 2021-2022									
Grade	BOY Math at High Risk	MOY Math at High Risk	% Change	BOY Math% at Moderate Risk	MOY Math % at Moderate Risk	% Change	BOY Math % at Low Risk	MOY Math % at Low Risk	% Change
k	30%	19%	11%	27%	16%	9%	43%	65%	23%
1	36%	24%	12%	18%	15%	3%	46%	61%	15%
2	28%	27%	1%	22%	15%	7%	50%	58%	8%
3	29%	23%	6%	21%	15%	6%	50%	62%	12%
4	25%	19%	6%	17%	15%	2%	58%	66%	8%
5	23%	16%	7%	16%	10%	6%	61%	74%	13%
6	19%	29%	-10%	18%	17%	1%	63%	54%	-9%
7	22%	18%	4%	19%	14%	5%	59%	68%	9%
8	24%	23%	1%	22%	18%	4%	54%	59%	5%



Aimsweb Plus Universal Screener: MOY Math Data

aimswebPLUS MOY Math Data (Gr K-8)



What does the data tell us?	What does the data not tell us?	What celebrations are there?
<ul style="list-style-type: none"> • aimswebPLUS is a Universal Screener that measures foundational reading skills (it is not aligned to standards) • All grade levels showed a decrease in high risk scores except for grade 6. • Grade K and Grade 1 decreased high risk scores of 23% and 15%, respectively. • All grades decreased their moderate risk scores with grade K leading this by 9%. • All grade levels increased their low risk scores except for grade 6. • Grade K and Grade 1 increased 23% and 15%, respectively. • None of the data indicates that students at low risk are 80% or above. 	<ul style="list-style-type: none"> • The data does not indicate students who were receiving interventions and the results for those students. • The data does not inform us of instructional practices, especially adherence to core instruction expectations and information regarding fidelity of instruction. • Diagnostic information is not provided in this data set. 	<ul style="list-style-type: none"> • Celebrations are at all grade levels K-5, and 7-8.

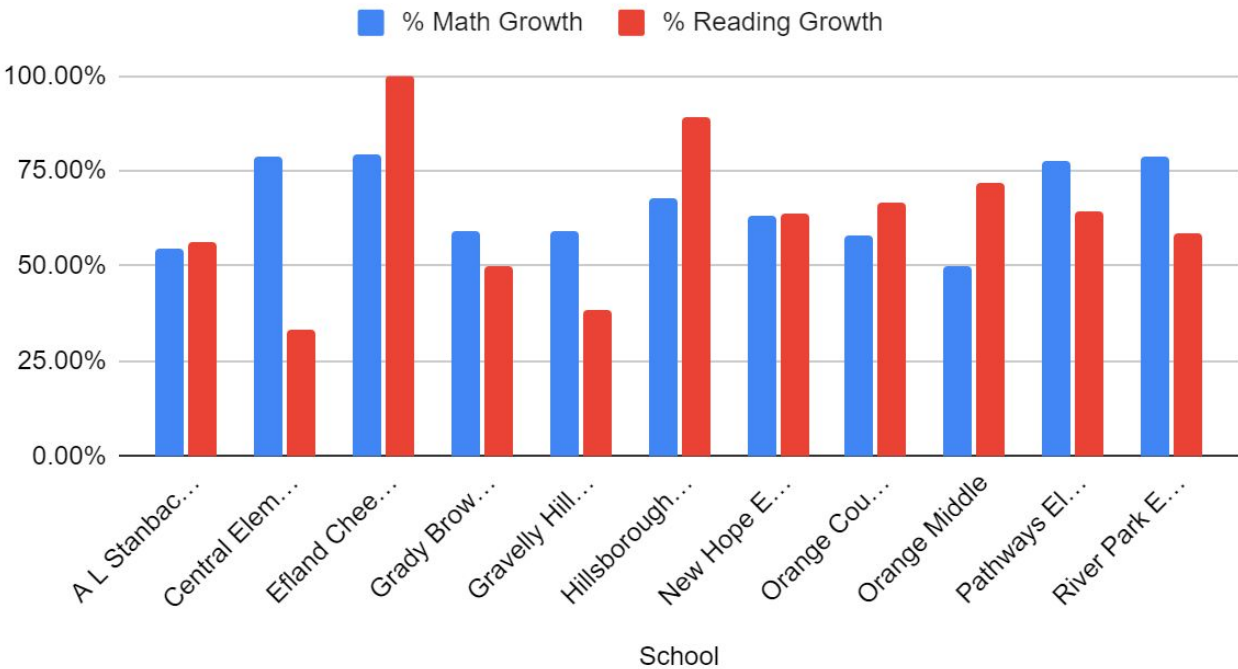


What is the focus of the opportunity for improvement?	How will we address this opportunity?
<ul style="list-style-type: none">● Increase understanding of the purpose of screeners and the use of the resulting data (including differences between foundational skills as measured by screeners and standards measured by Check Ins and EOG)● Continue to work to align consistent intervention training, materials and implementation expectations for T2/T3 across the district (including school-wide protected intervention time)● Further investigation with grade 6 data to determine specific areas of performance that need additional focus	<ul style="list-style-type: none">● Data review with the math facilitator and 6th grade teachers to determine performance areas that will require additional instruction (ex. Fraction computation, etc.), and create instructional plan (core plan) to address student needs



Aimsweb Plus Universal Screener: BOY to MOY Students With Disabilities

% Math Growth and % Reading Growth, SWD



What does the data tell us?	What does the data not tell us?	What celebrations are there?
<ul style="list-style-type: none"> ● In math, 64% of students increased their score (overall) ● In reading, 63% of students increased their score (overall) 	<ul style="list-style-type: none"> ● norm reference of data ● student performance relative to nation or district- raw scores only ● the risk factor ● level of services received by student ● why are students not showing data for both EOY and MOY 	<p>All schools showed that students are growing in both math and reading.</p>



What is the focus of the opportunity for improvement?

- Fidelity of implementation of Direct Instruction programs
- Amount of students accessing Direct Instruction programs
- How are students getting all aspects of the Core Instructional program?
- How is the LRE addressing the SDI?
- What is the best way to track, analyze and utilize the data to refine instruction?

How will we address this opportunity?

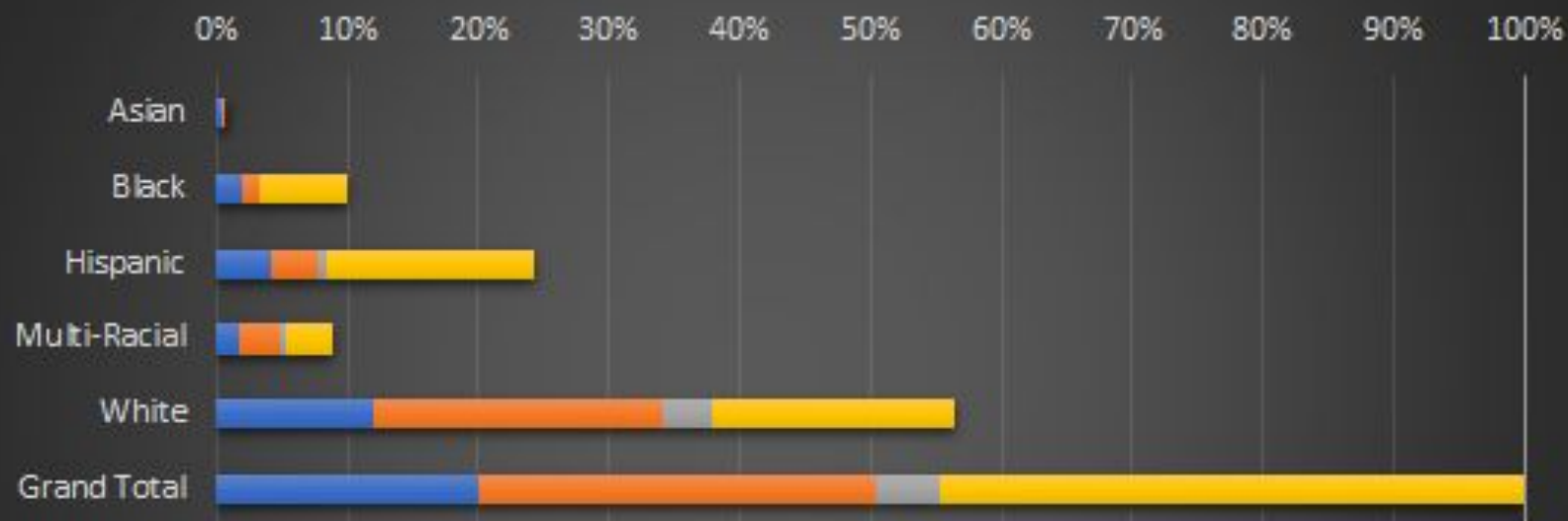
- Creating and/or refining data collection from direct instruction programs



End-of-Course ENGLISH II–Fall 2019, 2020, and 2021

What does the data tell us?	What does the data not tell us?	What celebrations are there?
<p>The overall OCS participation rate of Fall English II End-of-Course exam was 97% in Fall 2021 as compared to 89.9% in Fall 2020 and 99% in Fall 2019.</p> <p>The overall OCS proficiency rate of students who scored a level 3, 4, or 5 (GLP) increased from 46.6% in Fall 2019 to 55.3% in Fall 2021.</p> <p>Percent of OHS students tested who scored a level 3, 4, or 5 increased from 37.4% in Fall 2019 to 58.7% in Fall 2021 across the district.</p> <p>Percent of OHS students tested who scored a Level 4 or 5 (CCR) increased from 16.2% in Fall 2019 to 40.7% in Fall 2021.</p>	<p>This data does not tell us the overall yearly proficiency averages including the spring data. This data could be skewed if there is a higher percentage of honors English II classes in either semester.</p> <p>This data does not tell us the scores and trends disaggregated by standard and honors level courses.</p> <p>This data does not tell us what percentage of students who belong to the Hispanic subgroup are English Learners.</p> <p>This data does not have scores for students belonging to the Students with Disabilities, Economically Disadvantaged, or AIG subgroups.</p>	<p>OCS has shown an improvement in proficiency rates on the Fall administration of English II End-of-Course exams from 2019 to 2021.</p> <p>OHS has shown consistent upward trends in the percentage of students who scored a level of 3, 4, or 5 from Fall 2019 to Fall 2021.</p>

English 2 Fall 2021



	Grand Total	White	Multi-Racial	Hispanic	Black	Asian
Level 3	20.1%	12.0%	1.6%	4.2%	1.9%	0.3%
Level 4	30.4%	22.0%	3.2%	3.6%	1.3%	0.3%
Level 5	4.9%	3.9%	0.3%	0.6%	0.0%	0.0%
Not Proficient	44.7%	18.4%	3.6%	15.9%	6.8%	0.0%

What is the focus of the opportunity for improvement?

Schools and district support will focus on developing strong PLCs at each high school who has the capacity to engage in authentic conversations about standards-aligned instruction that is engaging, equitable, and rigorous.

District leadership and school-based teams will analyze the data that shows a decline in scores or disproportionality to understand what barriers are preventing widespread success and how the district can work to build organizational systems that address these barriers.

Schools and district support will build strong problem-solving teams at each high school as part of the MTSS infrastructure to track student data and develop plans to address students who are not showing growth and/or proficiency.,

How will we address this opportunity?

Work on building strong MTSS processes and teams at each high school in order to build in the problem-solving mindset to identify how to best support students who are not grade-level proficient.

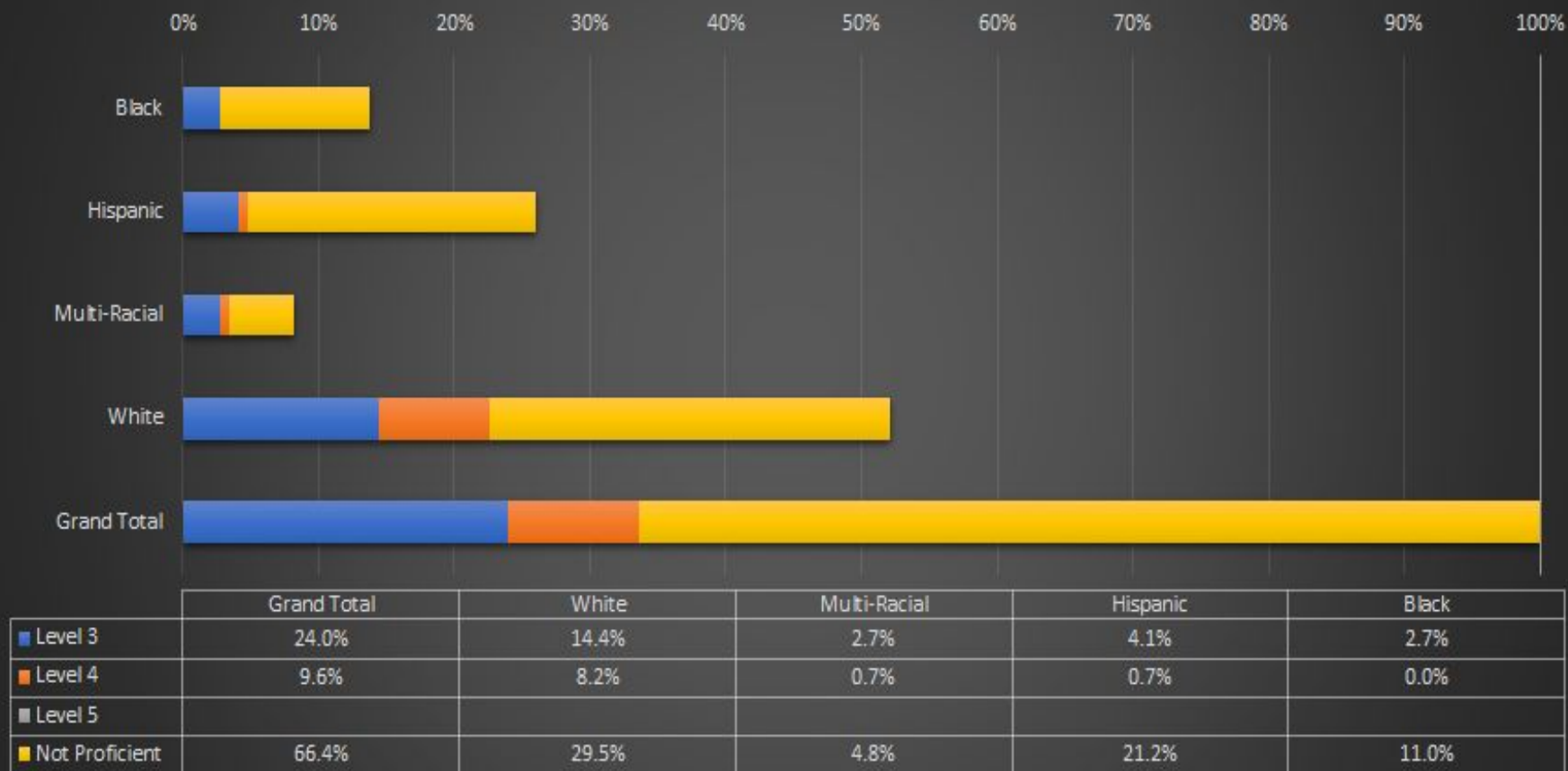
Build stronger PLCs that evaluate and select power standards, design common formative assessments, and monitor student growth.

Analyze the rigor in 9th and 10th grade English courses to ensure students are actively building reading stamina.

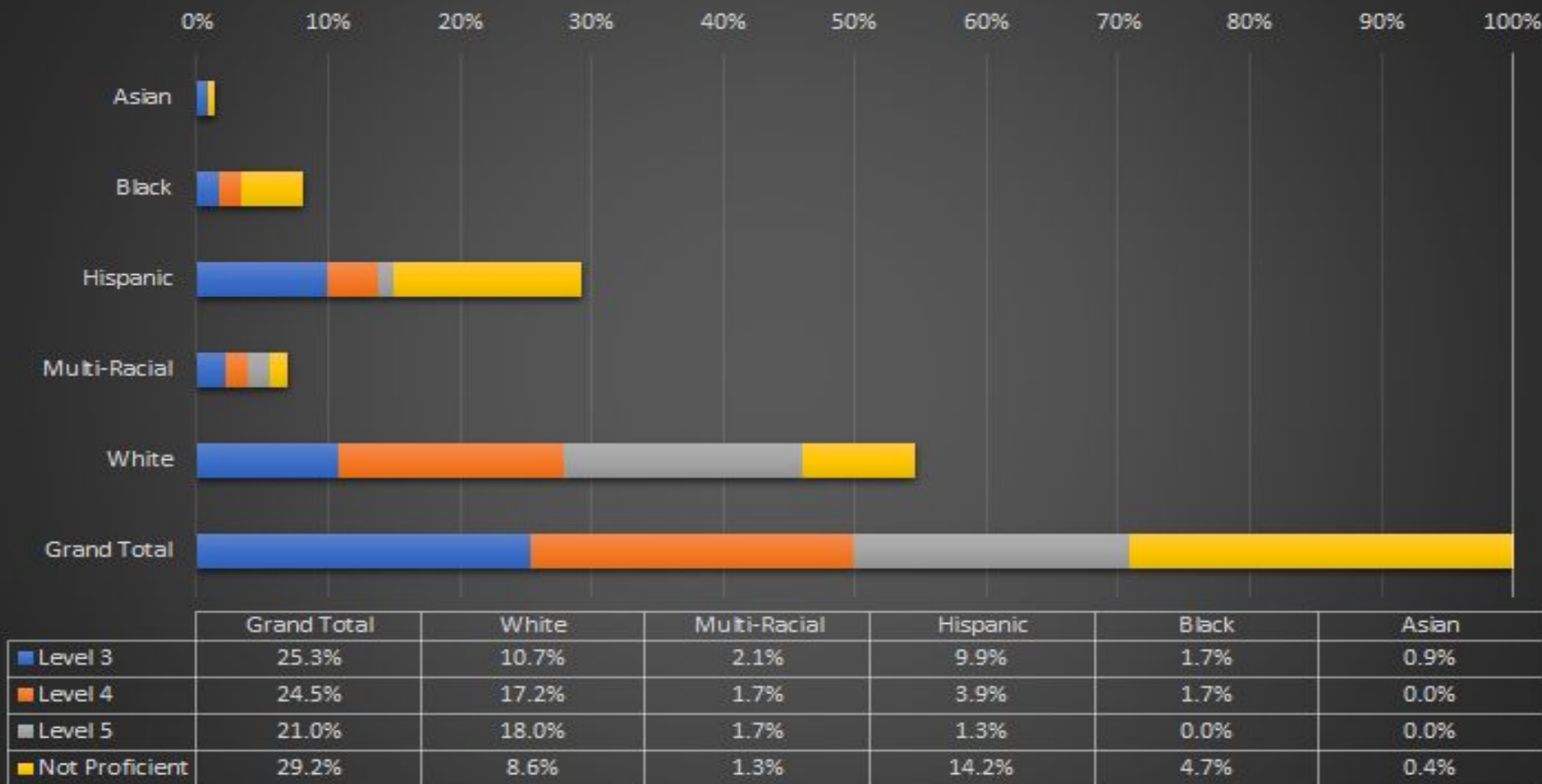
Examine the rigor in standard level courses to ensure all students are exposed to a rigorous, equitable, engaging curriculum.



NC Math 1 Fall 2021



NC Math 3 Fall 2021



End-of-Course MATH I and MATH III–Fall 2019, 2020 and 2021

What does the data tell us?	What does the data not tell us?	What celebrations are there?
<p>Math 1:</p> <ul style="list-style-type: none">-Participation rates dropped 25% during Covid/remote learning.-Percentage of students tested who scored below levels 4 or 5 dropped 15% - 20%. <p>Math 3:</p> <ul style="list-style-type: none">-Overall decrease in achievement was impacted less than Math 1 was impacted throughout Covid.-Less students district-wide performed level 3 or below than pre-Covid.	<p>Math 1:</p> <ul style="list-style-type: none">-Data fails to include students in Math 1 Foundations and students who took Math 1 in grade 8.-Data does not reflect enrollment differences between schools, including the percentage of enrollees taking Math 1 in grade 9. <p>Math 3:</p> <ul style="list-style-type: none">-Data represents inclusion of our highest skilled math students.-Data does not reveal the overall total number of students taking Math 1 and Math 3 at each HS.-Data does not include the distribution of Math classes between Fall and Spring semesters, as well when accelerated levels of classes are being taught.	<p>Math 1:</p> <ul style="list-style-type: none">-While not back to the same level of achievement from 2019, 2021 shows significant gains over 2020. <p>Math 3:</p> <ul style="list-style-type: none">-Math 3 scores district-wide for Fall 2021 are higher than both Fall 2020 and Fall 2019 levels.



What is the focus of the opportunity for improvement?

Math 1:

- Improve the percentage of students who test.
- Focus on overall proficiency improvement.
- Focus on improvement of subgroups (all)
- Summer curriculum alignment

Math 3:

- Focus on improvement of subgroups (all)
- Summer curriculum alignment

How will we address this opportunity?

Devise Curriculum Mapping Summer Plan

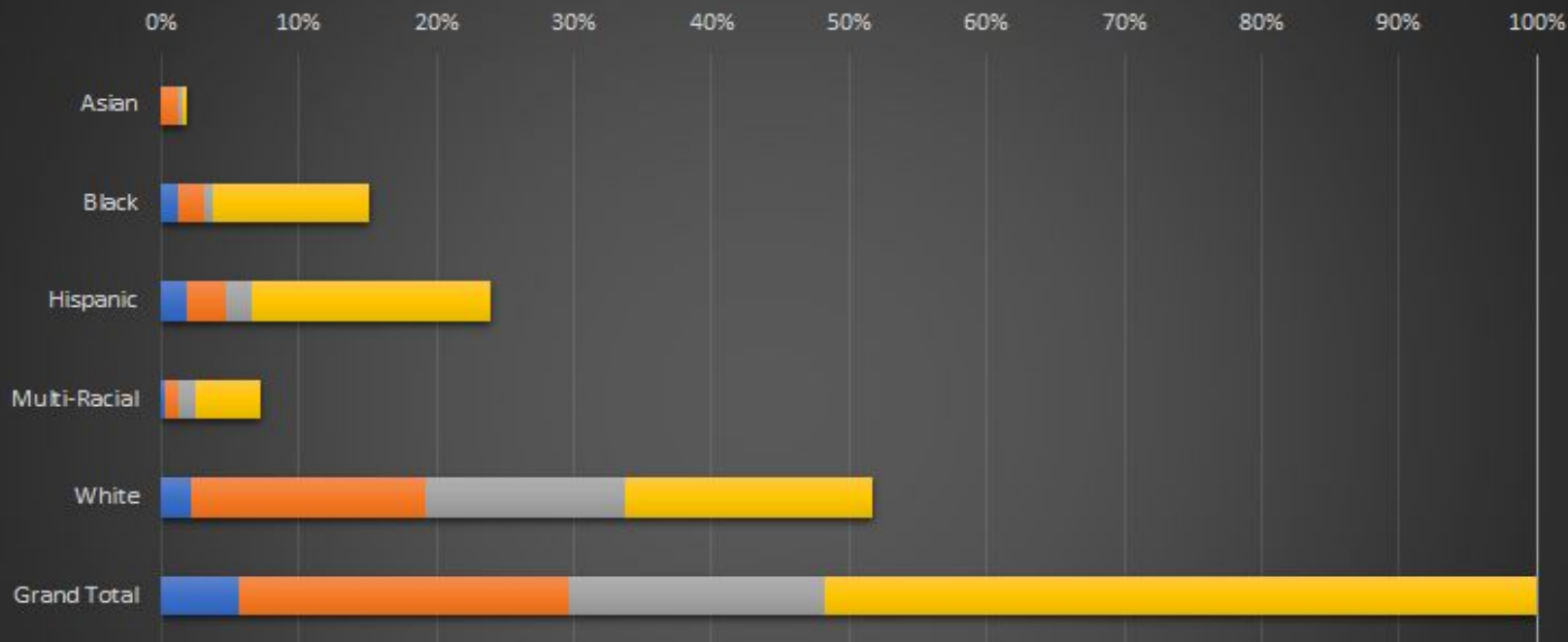
- Recruit teacher leaders (using principal input) to participate in 3 day professional development in June before launching them into Curriculum Mapping

Build stronger PLCs that, design CFAs, engage in data analysis cycles and monitor student growth.

Work on building strong MTSS processes and teams at each high school in order to build in the problem-solving mindset to identify how to best support students who are not grade-level proficient.



Biology Fall 2021



	Grand Total	White	Multi-Racial	Hispanic	Black	Asian
Level 3	5.7%	2.2%	0.3%	1.9%	1.3%	0.0%
Level 4	24.0%	17.0%	0.9%	2.8%	1.9%	1.3%
Level 5	18.6%	14.5%	1.3%	1.9%	0.6%	0.3%
Not Proficient	51.7%	18.0%	4.7%	17.4%	11.4%	0.3%

End-of-Course Biology–2019, 2020 and Fall 2021

What does the data tell us?	What does the data not tell us?	What celebrations are there?
<p>OCS Biology total students 330 (317 tested) 96% participation rate; increased from 75% in 2020 (88% in 2019) OCS 51.7% Not Proficient (164 students) OCS 48.26% are proficient (Level 3, 4, 5) = 153 students OCS 42.59% College and Career Ready (Level 4, 5) = 135 students Total Not Proficient = 51.7% Total Proficient = 48.2% Level 3 = 5.7% Level 4 = 24% Level 5 = 18.6%</p>	<p>Scores based on Individual Teacher Data Disaggregated scores based on SWD, EL, ED, etc. How many actual instructional days/hours existed in Fall Semester Pre-assessment measure to determine if students grew over time How each goal area is paced out and the time spent instructing and reviewing in these areas Grade level of students tested Interruptions due to winter weather, testing and pandemic related issues NC Check Ins are new to Biology and information was not distributed to districts until August</p>	<p>Participation rates are higher from 2019 - 2021</p> <p>Of the 153 students proficient, 135 of them are College and Career Ready</p>



What is the focus of the opportunity for improvement?

Summer Curriculum Mapping - recruit and compensate teacher leaders

- Ensure alignment to standards and provide PD to infuse Culturally Responsive Pedagogy and SEL

Complete Digital Instructional Tool Review to determine usage and effectiveness of current programs

PLC Professional Development

- Ensure Systems are in place for ongoing Data Analysis, shifts in Instructional Design and Collaboration to meet the needs of all learners

Align pacing with NC Check Ins

How will we address this opportunity?

Devise Curriculum Mapping Summer Plan

- Recruit teacher leaders (using principal input) to participate in 3 day professional development in June before launching them into Curriculum Mapping

Build stronger PLCs that, design CFAs, engage in data analysis cycles and monitor student growth.

Work on building strong MTSS processes and teams at each high school in order to build in the problem-solving mindset to identify how to best support students who are not grade-level proficient.



QUESTIONS & FEEDBACK





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GOAL 1

SEL AND DISCIPLINE DATA





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GOAL 1: TEACHING TOMORROW'S LEADERS

TEACHING TOMORROW'S LEADERS - Through a Multi-Tiered System of Support (MTSS), all learners will excel by having access to and benefiting from rigorous curriculum and instruction that is research/evidence based to prepare them for college, career, and civic engagement.

- **Equity Emphasis:** *Identify and address inequities in curriculum and instruction, in order to close the achievement, access and opportunity gaps.*

SCHOOL GOALS:

SCHOOLS will improve

- The attendance rate to 95% or higher for all students by improving the rate for each reportable student group* for the 2021-2022 school year and
- reduce short-term suspensions for all students by decreasing the rate for each reportable student group* for the 2021-2022 school year through the implementation of positive behavior intervention and support.
- the cohort graduation rate by improving the graduation rate of each reportable group* by 10%; and
- improve the ACT/ACT WorkKeys Indicator by improving the ACT/ACT workKeys Indicator of each reportable group* by 10%.





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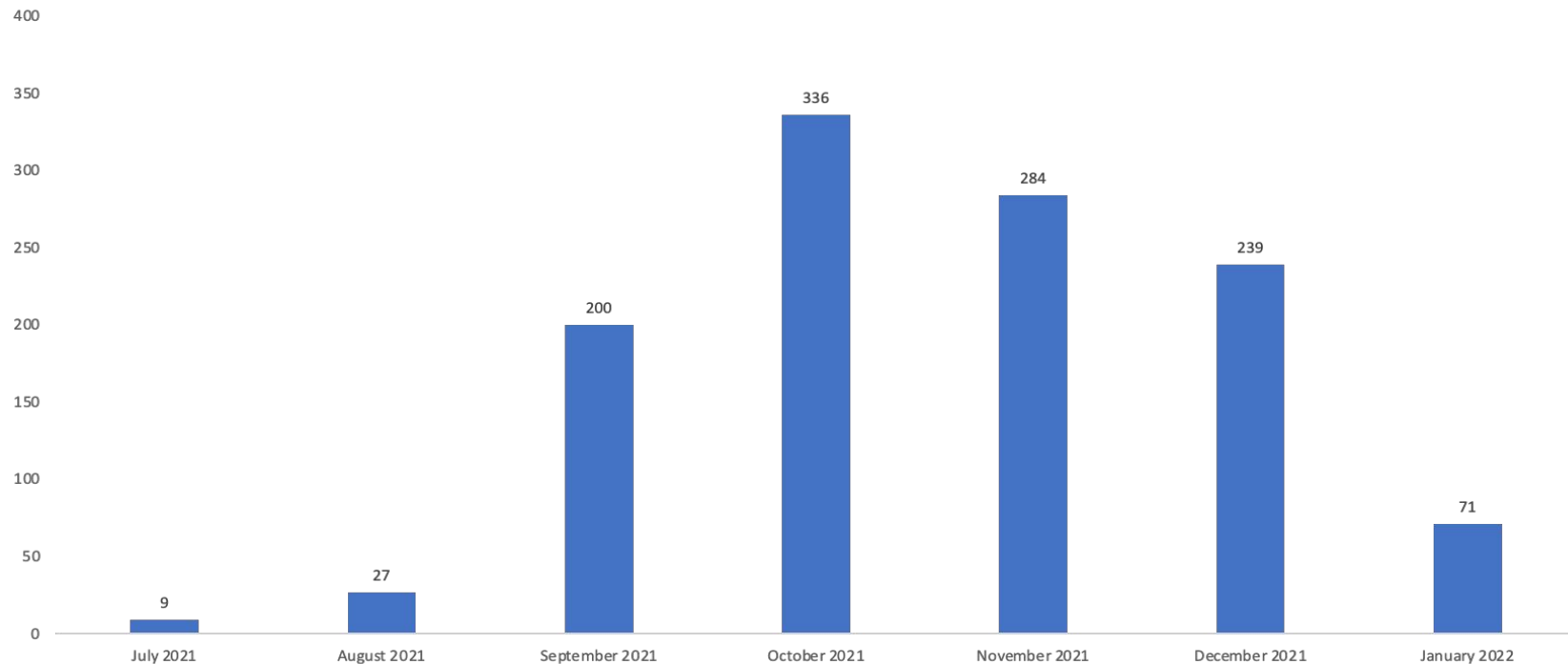
STUDENT DISCIPLINE

DISCIPLINARY INCIDENTS

ANALYSIS OF OFFICE REFERRALS

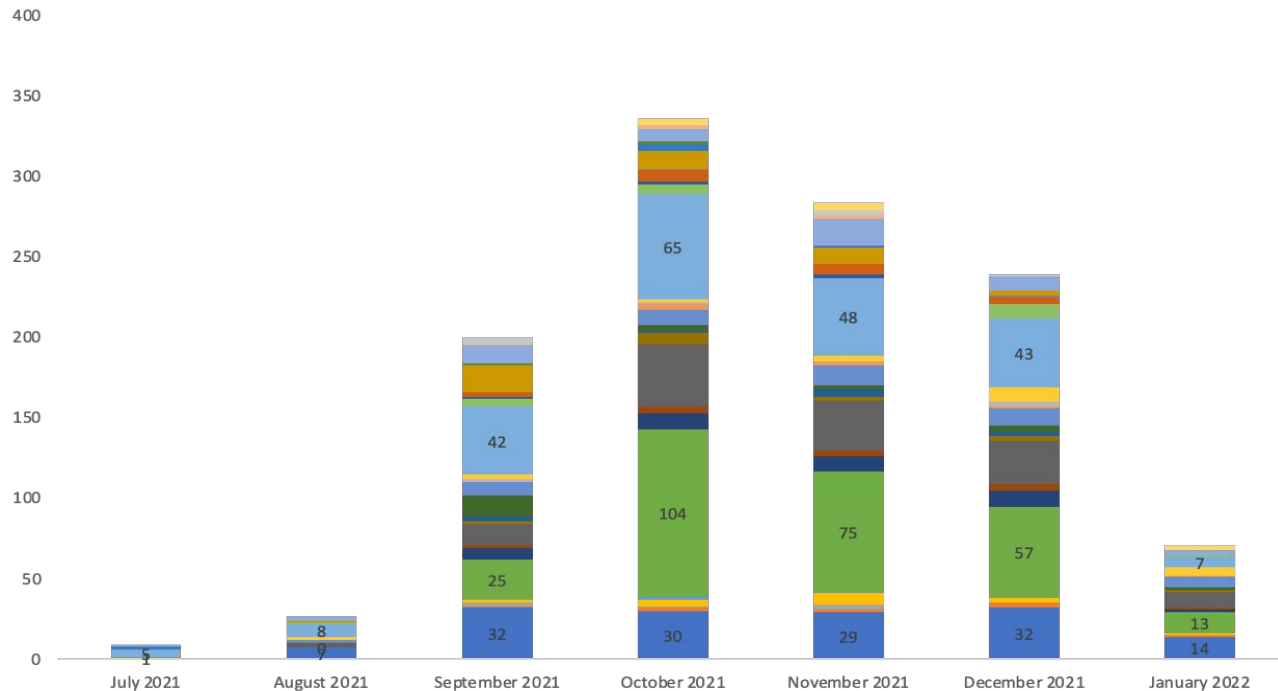


DISTRICT DISCIPLINE REFERRALS



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DISCIPLINE REFERRALS BY MONTH/TYPE

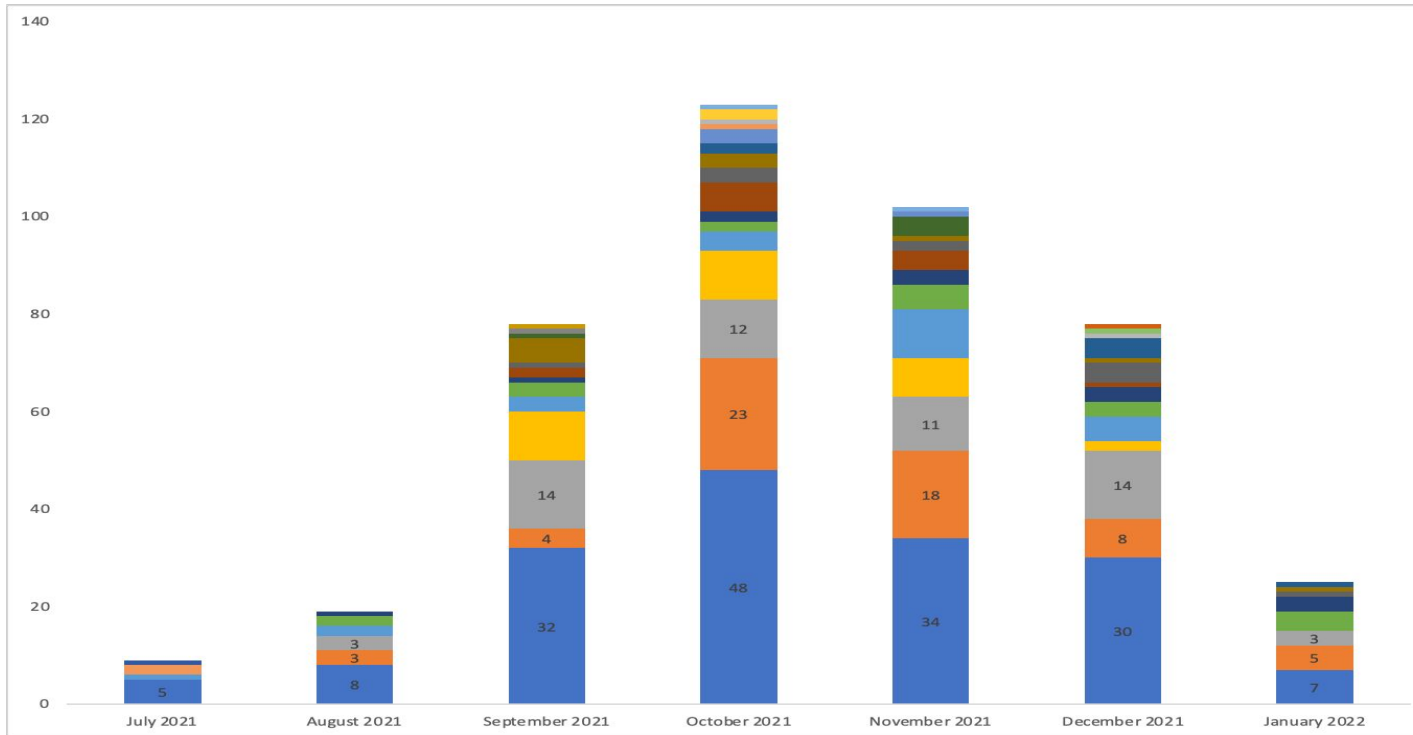


PRIORITY AREAS

1. Attendance
2. Aggression
3. Classroom Infractions

DISCIPLINE REFERRALS BY MONTH/TYPE

ELEMENTARY



PRIORITY AREAS

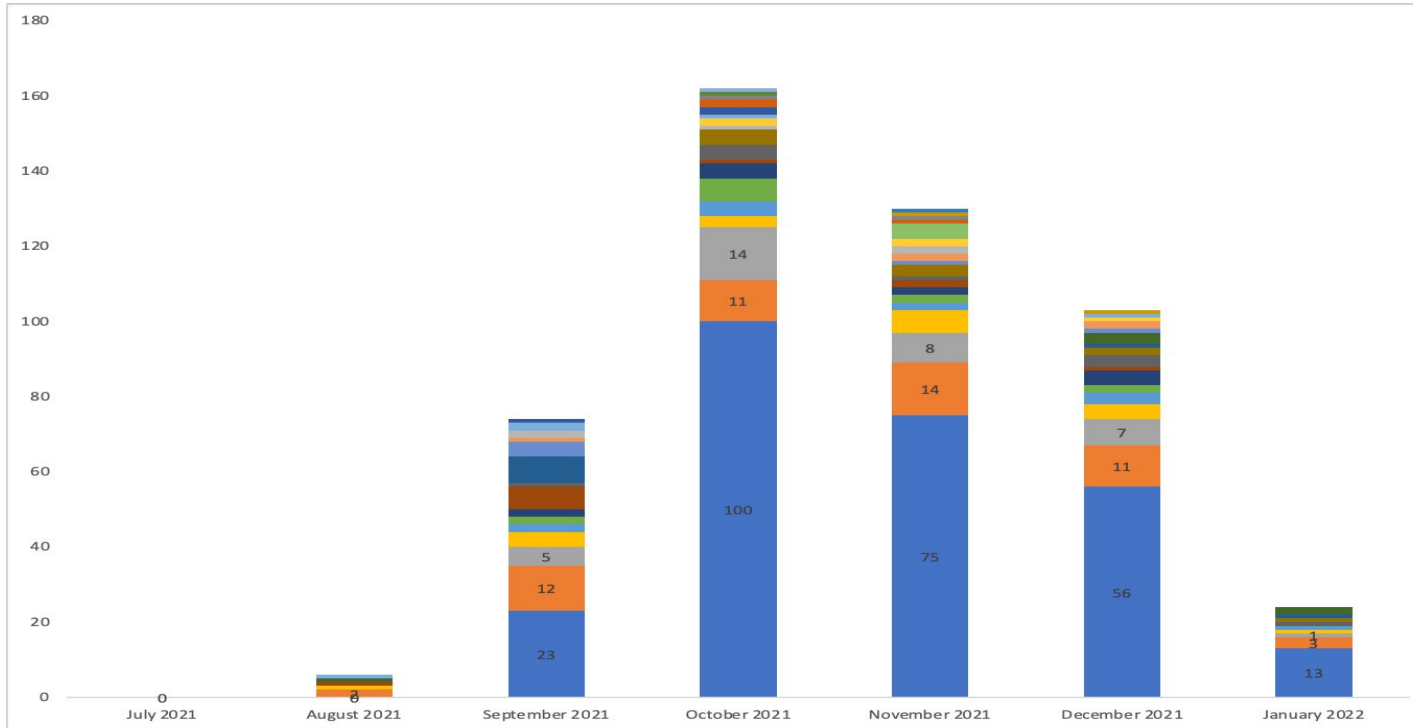
1. Fighting and Physical Aggression
2. Disrespect and Noncompliance
3. Classroom Infractions



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DISCIPLINE REFERRALS BY MONTH/TYPE

HIGH

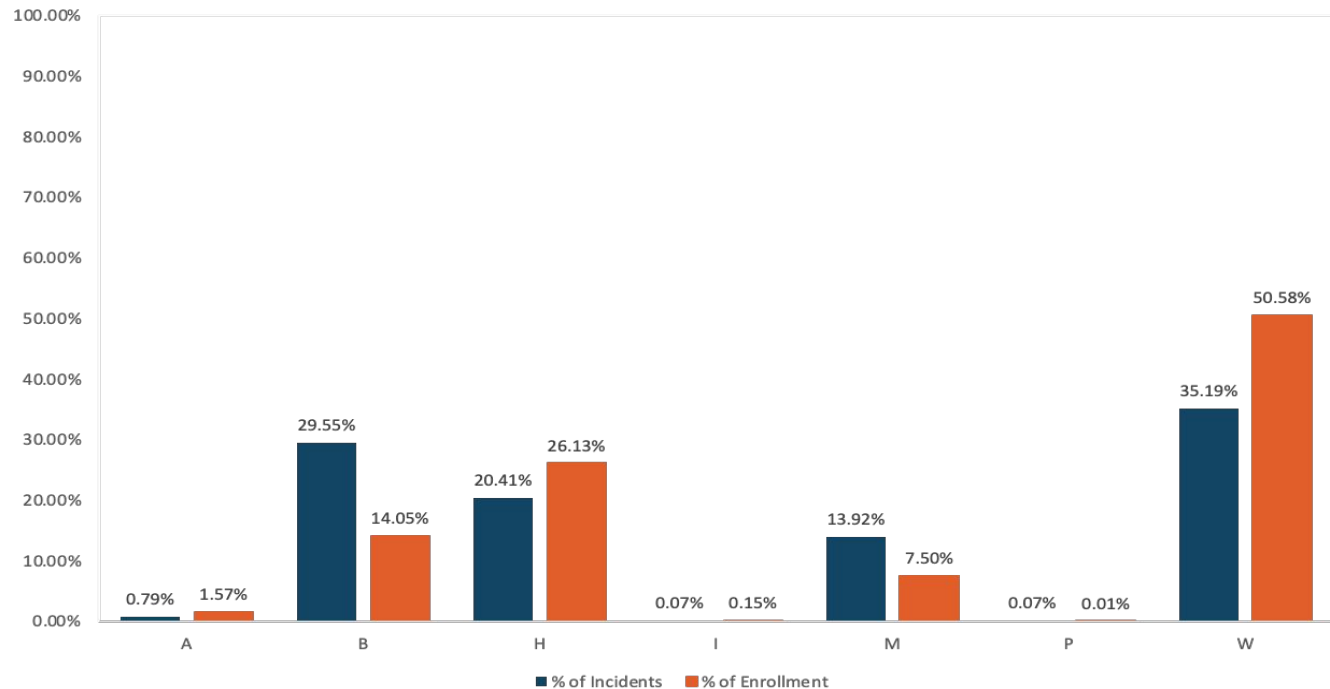


PRIORITY AREAS

1. Attendance
2. Classroom Infractions
3. Disrespect and Non-Compliance

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ENROLLMENT vs. DISCIPLINE INCIDENTS BY RACE



**Over-representation of
Black and multi-racial
students in discipline
referrals**



1. Attendance
2. Aggression
3. Classroom Infractions

Over-representation of Black and multi-racial students is highest in discipline referrals in same three areas

ANALYSIS AND NEXT STEPS



IMPROVEMENT OPPORTUNITY	STRATEGY TO IMPROVE (IMPROVEMENT THEORY)	TARGET
Highest source of discipline referrals are attendance infractions	<ul style="list-style-type: none">• Provide training to CCR goal teams related to attendance infractions data and strategies for improvement	OHS/CRHS
Over-representation of Black and multi-racial students in disciplinary infractions	<ul style="list-style-type: none">• Share disproportionality data with all school leaders in one-on-one meetings to build awareness and prompt action	ALL SCHOOLS
Student engagement is the root cause of incidents with attendance and classroom infractions	<ul style="list-style-type: none">• Provide training on creating consistent behavior management systems for school leaders (tiered interventions before office referrals)	Attendance infractions Aggression infractions Classroom infractions



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PANORAMA SURVEY

SURVEY OF STUDENT PERCEPTIONS OF

- SEL Competencies
- Back-to School
- Well Being
- School Climate
- Equity



2021-22 Panorama Survey Results

Panorama Survey

- 2020-2021 (WINTER)
 - Grades 3rd-5th - 861
 - Grades 6th-12th - 1486
 - 6th-8th - 1000
 - 9th-12th - 486
- 2021-2022 (WINTER)
 - Grades 3rd-5th - 1020
 - Grades 6th-12th - 2218
 - 6th-8th - 883
 - 9th-12th - 1335
- Comparison of BOY & MOY results for the Social Emotional Learning: Student Support + Environment (Equity)
 - What supports and resources were provided as a result of the BOY survey results?
 - SEL Curriculum and activities
 - Restorative Practices
 - Circles/Activities
 - Questioning protocol
 - What impact if any is evident in the MOY results?
 - Minimal impact at this time
 - Need for a consistent SEL curriculum
 - Staff spend a great amount of time with Mental health support - detracting from the ability to provide consistent SEL support for students and staff





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ELEMENTARY RESULTS

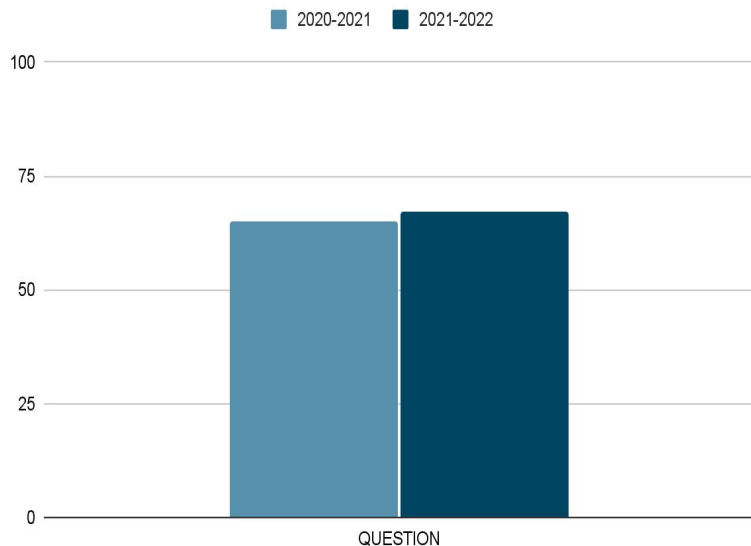
DATA THAT
REPRESENT A
CHANGE FROM THE
2020-2021 SURVEY
ADMINISTRATION



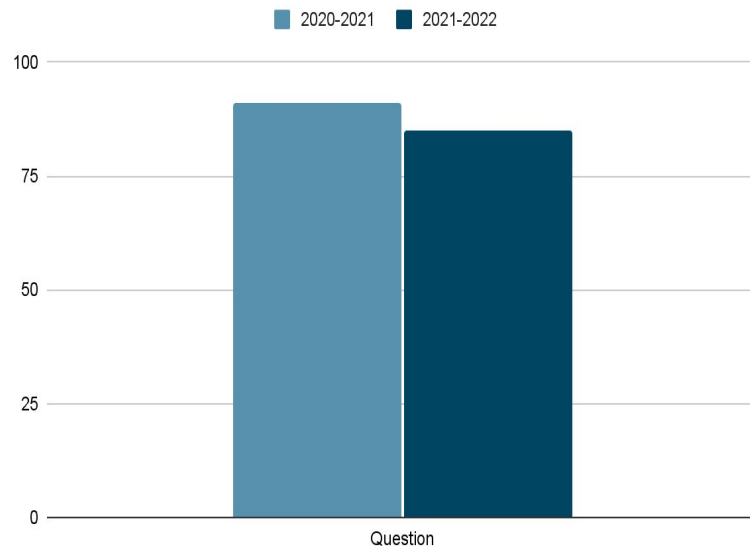
RESULTS: ELEMENTARY (GRADES 3-5)



WHEN YOUR TEACHER ASKS, “HOW ARE YOU?”,
HOW OFTEN DO YOU FEEL THAT YOUR TEACHER
REALLY WANTS TO KNOW YOUR ANSWER?



HOW RESPECTFUL IS YOUR TEACHER
TOWARDS YOU?

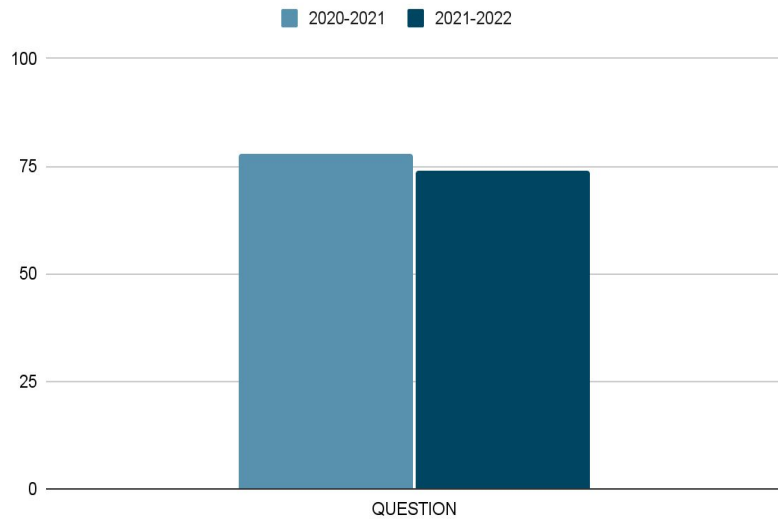


ENGAGE. CHALLENGE. INSPIRE.

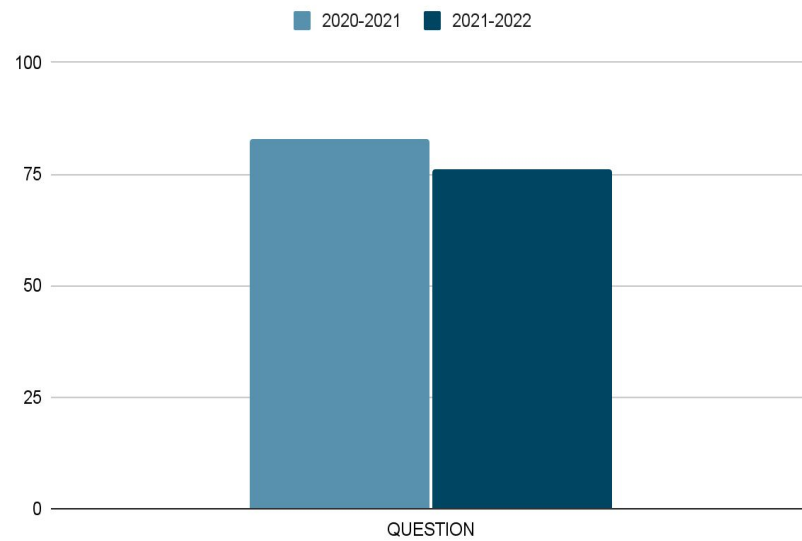
RESULTS: ELEMENTARY (GRADES 3-5)



HOW EXCITED WOULD YOU BE TO HAVE YOUR
TEACHER AGAIN?



HOW MUCH SUPPORT DO THE ADULTS AT
YOUR SCHOOL GIVE YOU?

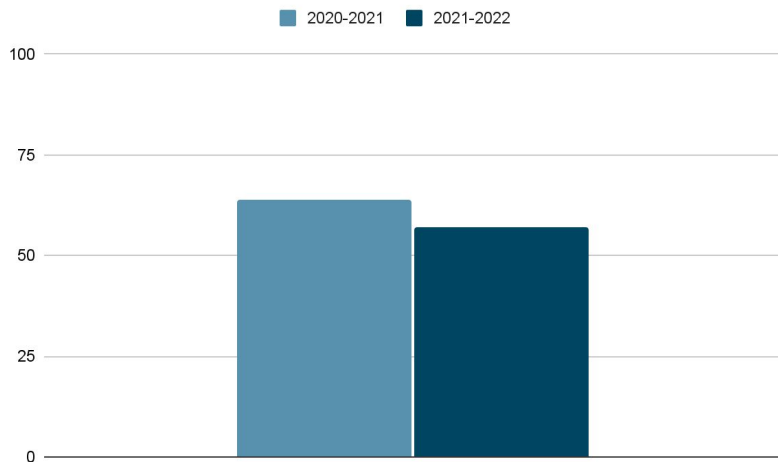


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RESULTS: ELEMENTARY (GRADES 3-5)

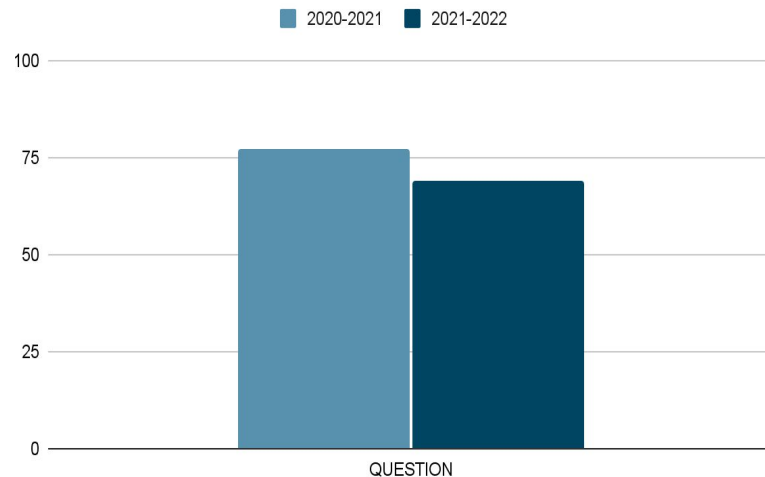


HOW WELL DO PEOPLE AT YOUR SCHOOL UNDERSTAND YOU AS A PERSON?



OVERALL, HOW MUCH DO YOU FEEL LIKE YOU BELONG AT YOUR SCHOOL?

Points scored

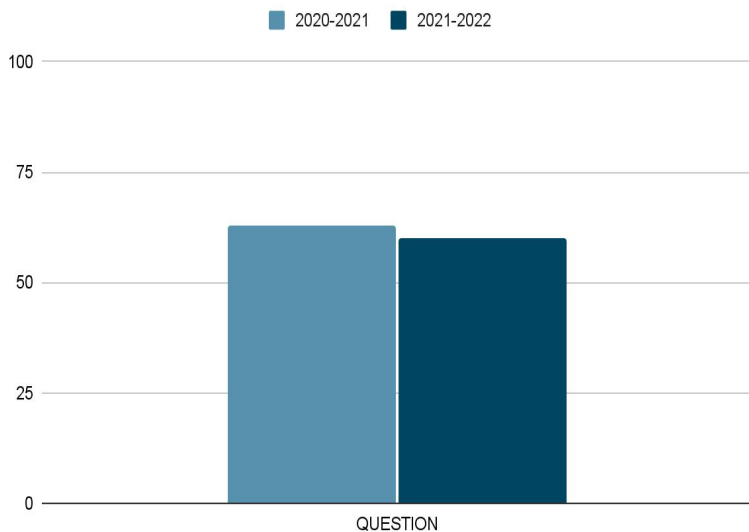


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RESULTS: ELEMENTARY (GRADES 3-5)



HOW MUCH RESPECT DO STUDENTS AT YOUR SCHOOL SHOW YOU?





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SECONDARY RESULTS

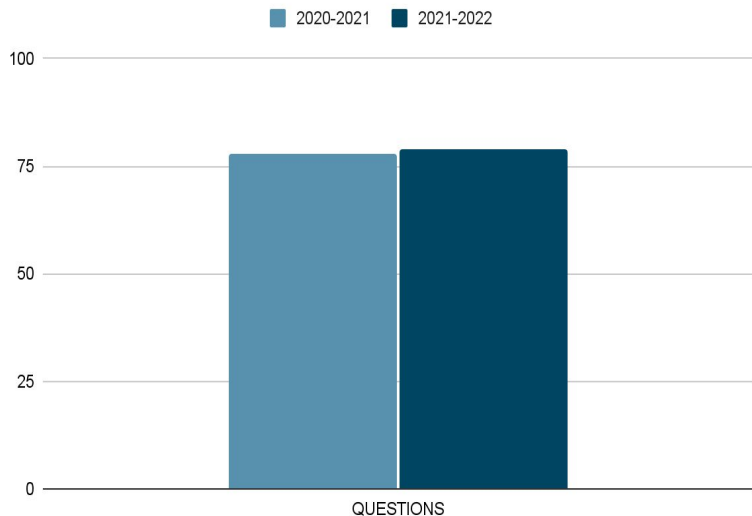
DATA THAT
REPRESENT A
CHANGE FROM THE
2020-2021 SURVEY
ADMINISTRATION



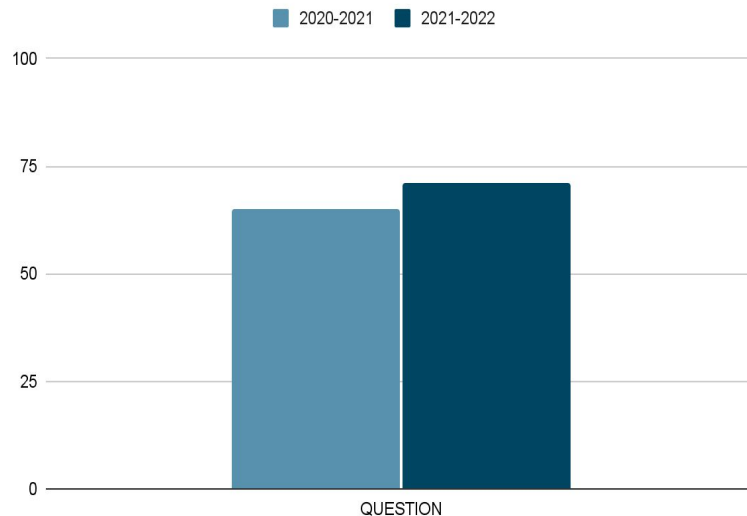
RESULTS: SECONDARY (GRADES 6-12)



HOW OFTEN DO YOU HAVE CLASSES WITH STUDENTS FROM DIFFERENT RACIAL, ETHNIC, OR CULTURAL BACKGROUNDS?



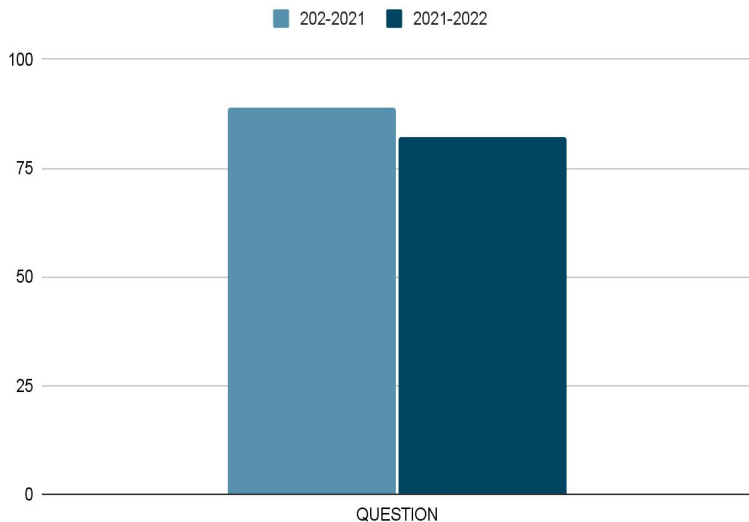
HOW OFTEN DO YOU SPEND TIME AT SCHOOL WITH STUDENTS FROM DIFFERENT RACES, ETHNICITIES, OR CULTURES?



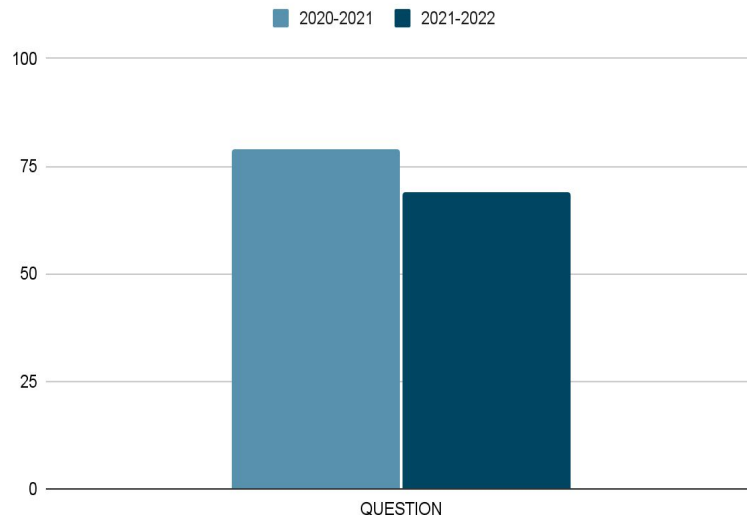
RESULTS: SECONDARY (GRADES 6-12)



HOW FAIRLY DO **ADULTS** AT YOUR SCHOOL TREAT PEOPLE FROM DIFFERENT RACES, ETHNICITIES OR CULTURES?



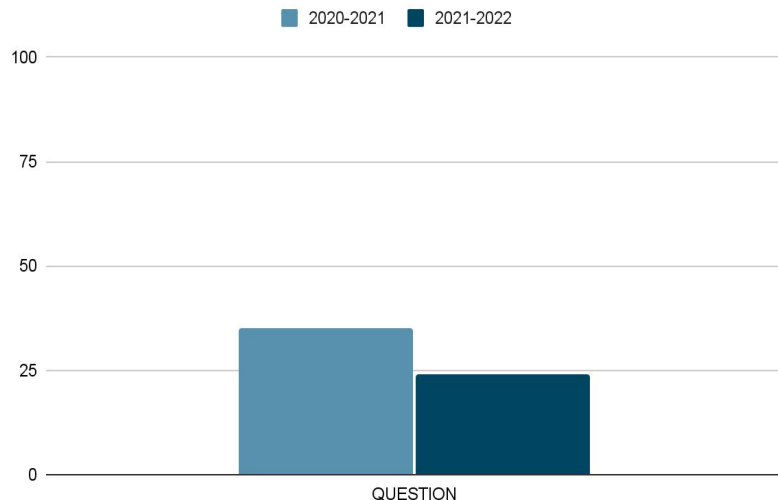
HOW FAIRLY TO **STUDENTS** AT YOUR SCHOOL TREAT PEOPLE FROM DIFFERENT RACES, ETHNICITIES, OR CULTURES?



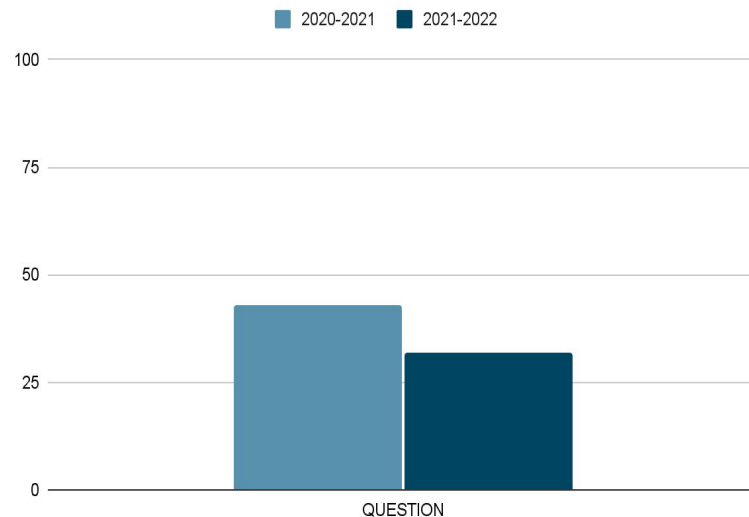
RESULTS: SECONDARY (GRADES 6-12)



HOW CONNECTED TO YOU FEEL TO THE ADULTS AT YOUR SCHOOL?



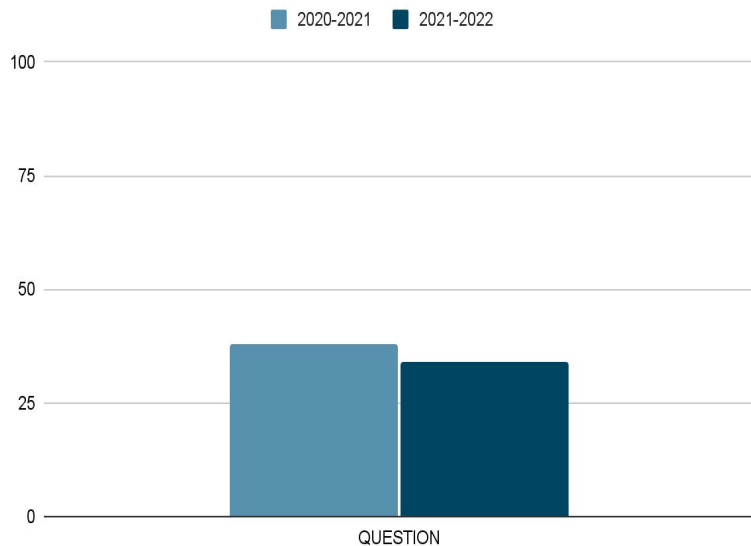
HOW WELL DO PEOPLE AT YOUR SCHOOL UNDERSTAND YOU AS A PERSON?



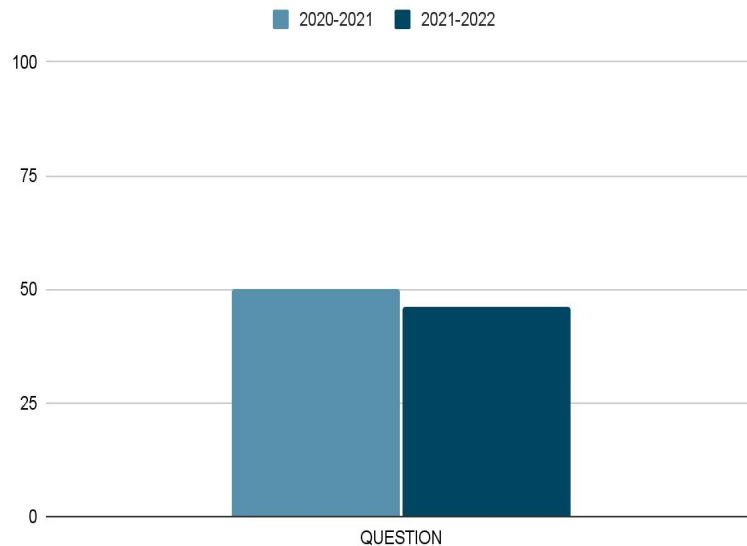
RESULTS: SECONDARY (GRADES 6-12)



HOW MUCH DO YOU MATTER TO OTHERS AT THIS SCHOOL?



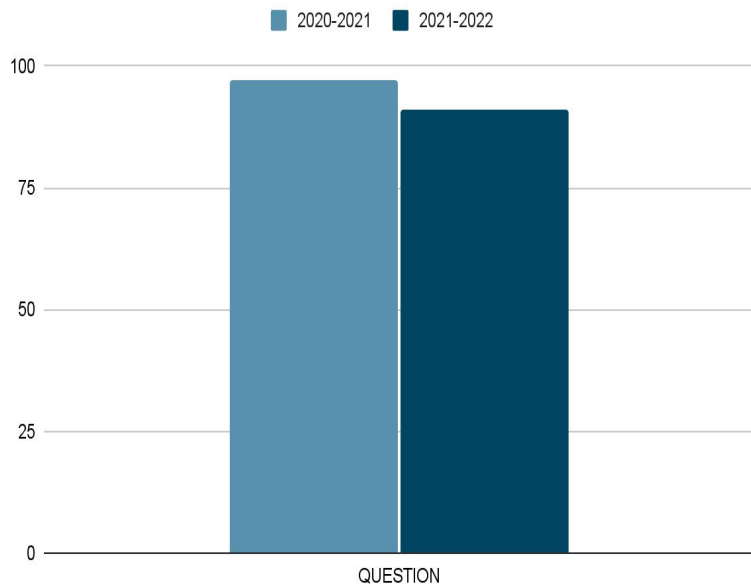
HOW MUCH RESPECT DO STUDENTS IN YOUR SCHOOL SHOW YOU?



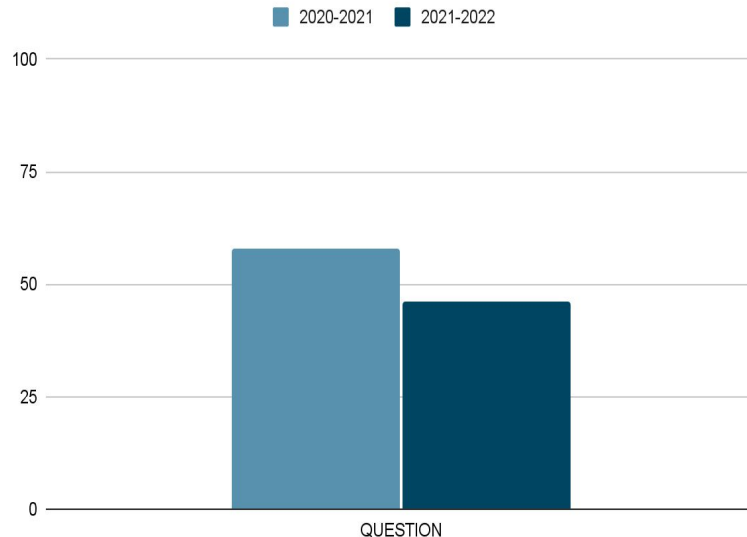
RESULTS: SECONDARY (GRADES 6-12)



HOW MANY OF YOUR TEACHERS ARE RESPECTFUL TOWARDS YOU?



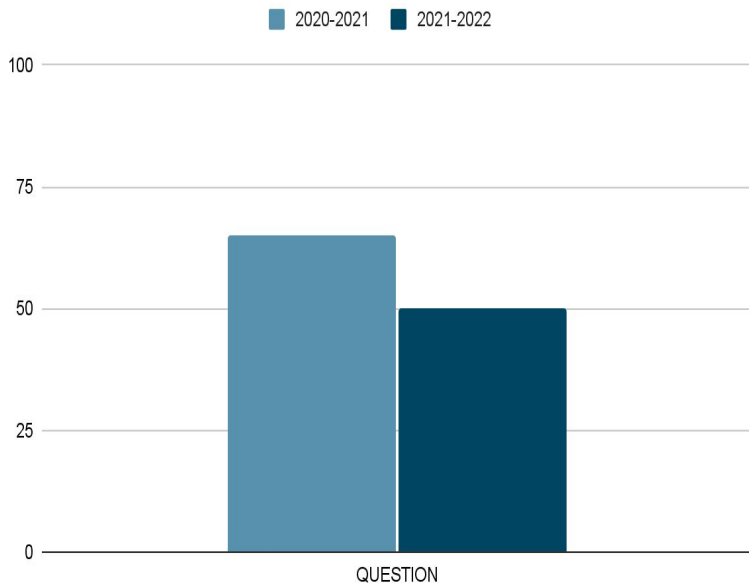
OVERALL, HOW MUCH DO YOU FEEL LIKE YOU BELONG AT YOUR SCHOOL?



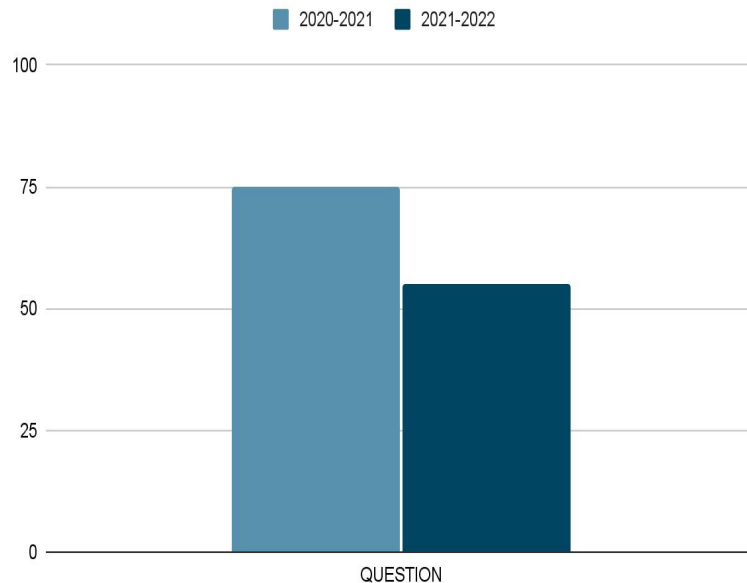
RESULTS: SECONDARY (GRADES 6-12)



HOW MANY OF YOUR TEACHERS WOULD YOU BE EXCITED TO HAVE AGAIN IN THE FUTURE?



WHEN YOUR TEACHERS ASK HOW YOU ARE DOING, HOW MANY OF THEM ARE REALLY INTERESTED IN YOUR ANSWER?

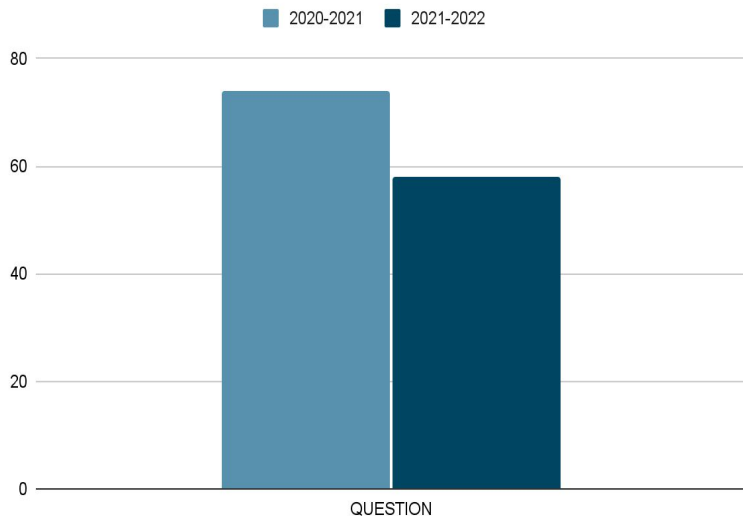


ENGAGE. CHALLENGE. INSPIRE.

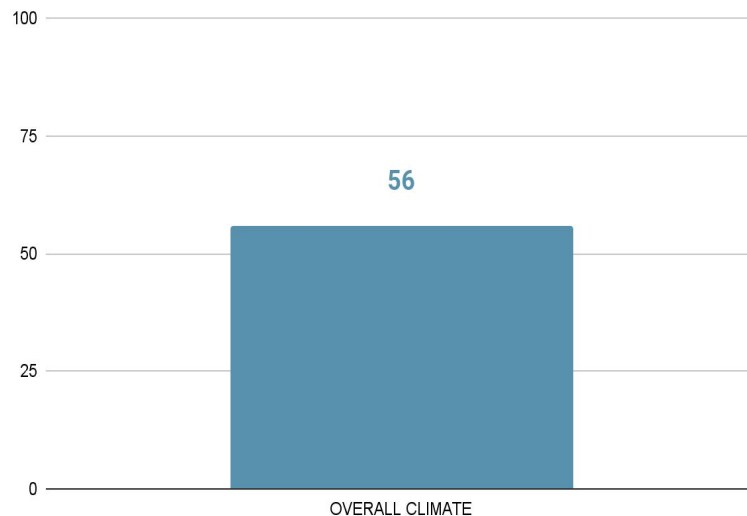
RESULTS: SECONDARY (GRADES 6-12)



HOW OFTEN DO YOUR TEACHERS SEEM EXCITED TO BE TEACHING YOUR CLASSES?



OVERALL SCHOOL CLIMATE?



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ANALYSIS AND NEXT STEPS



IMPROVEMENT OPPORTUNITY	STRATEGY TO IMPROVE (IMPROVEMENT THEORY)	TARGET
Inconsistent CORE SEL Curriculum	<ul style="list-style-type: none">Team is in the process of developing a rubric for the selection of a District wide program	All School District
Clear Understanding of SEL	<ul style="list-style-type: none">SEL integration across content areas	All teachers
Need to engage stakeholders to strengthen SEL/MH promotion	<ul style="list-style-type: none">Focus groups to help decide what is needed in a SEL program for the district	Teachers, Parents and Central Office Staff
Inconsistent use of survey data	<ul style="list-style-type: none">For identification of areas of support and need	Tier 2 and Tier 3 students

QUESTIONS & FEEDBACK





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OCS Summer Scholars Academy Update



Summer Scholars Academy Sites



Elementary School Sites RTA camp (current 1st-3rd graders)	New Hope ES Pathways ES Grady Brown ES
Middle School Sites (current 4th-8th graders)	Gravelly Hill MS Stanback MS Orange MS (if needed)
High School Sites	Cedar Ridge HS Orange HS Partnership Academy

DATES AND TIMES



RTA Reading Camp

- Eligible students currently in grades 1-3
- July 11 - August 4, 2022
- Monday - Thursday
- 8:00 - 2:30 In Person
- After School 2:30 - 5:00 Friday Care 8:00 - 5:00
- Breakfast, Lunch and Transportation Included

RTA Reading Camp - Hillsborough Elementary

- Eligible students currently in grades 1-3
- June 13 - July 1, 2022
- Monday - Friday
- 8:00 - 3:00 In Person
- After School 3:00 - 5:00
- Breakfast, Lunch and Transportation Included

Summer Scholars Academy

- Eligible students currently in grades 4-8
- July 11 - August 4, 2022
- Monday - Thursday
- 8:00 - 2:30 In Person
- After School 2:30 - 5:00 Friday Care 8:00 - 5:00
- Breakfast, Lunch and Transportation Included

High School Credit Recovery @ CRHS & OHS

- Identified students needing to make up courses
- June 13 - 28 (break July 4-8), July 11-Aug 4
- Monday - Thursday
- 9:00 - 1:00 In Person
- Breakfast, Lunch and Transportation provided

Partnership Academy has their own schedule

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Staffing & Payroll Recommendations

Who needs to be hired?	Work requirements
<ul style="list-style-type: none">• Site Administrators• Teachers• TAs• Counselor• Social Worker• Nurse per site• Bus drivers• Clerical support per site• Substitute Teachers• DLC or Media Specialists per site• SROs	<ul style="list-style-type: none">• All staff hired to work the full 4 weeks• All staff hired to work the full number of hours for their position• Everyone paid a daily rate<ul style="list-style-type: none">○ Site administrators - \$360/day○ Certified - \$300/day○ Classified<ul style="list-style-type: none">■ TAs - \$150/day■ Bus drivers - \$100/day



SUMMER SCHOLARS ACADEMY UPDATE



- Instructional resources and lessons to align with the theme for each week are being planned by the C&I team
- Materials and supplies have been ordered for each site
- Letters have been distributed to students who, at this time, meet the eligibility criteria
- The due date for parents to notify us if their child will be attending based on initial eligibility is Friday, March 25th. Schools will continue to reach out as we are able to finalize eligibility.

CTE SUMMER SCHOLARS ACADEMY UPDATE



The Summer Career Accelerator grant program will help fund high-quality, evidence-based learning and workforce aligned summer programs for students deemed “at-risk” or those that OCS identify as having been disproportionately impacted by the COVID-19 pandemic. The program will respond to the academic, social, emotional, and mental health needs of students in grades 6-12.

- Start Up High Week of Career Exploration
 - 2 one-week sessions for 15 middle school students/session
- PLTW Academy Boot Camp
 - 2 weeks for current Academy Juniors in partnership with Durham Tech
 - 1 week for incoming Academy students at OHS
- Summer Careers Academy - Partnership with CHCSS
 - Apprentices in the Construction Industry
- OCS Summer Interns with the following departments:
 - C&I, Operations, and other departments as identified

All work-based programs will include a classroom component and where applicable, certifications such as OSHA etc.

QUESTIONS & FEEDBACK

