



**Orange
County
Schools**
NORTH CAROLINA

ENGAGE. CHALLENGE. INSPIRE.

Board Meeting

January 10, 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





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Board Meeting

- Call to Order
- Public Charge
- Pledge of Allegiance
- Moment of Silence
- Recognitions (go to next slide)



RECOGNITIONS



Finalist

Xavier Adams

2022 Prudential NC Beginning Teacher of the Year Award

NC Center for the Advancement of Teaching



SCHOOL BOARD RECOGNITION MONTH



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 visible at the top left. The text "AGENDA ADOPTION" is printed in bold black capital letters on the right side of the paper.

AGENDA ADOPTION



AGENDA



Discussion/Action Items

- COVID-19 Health & Safety Updates

Worksession/Information Items

- Literacy Audit Results
- Science of Reading, LETRS Training Overview, and ThinkCERCA



Discussion/Action Items

- New Position Request: Full-Time Afterschool Coordinator
- Human Capital (HC) Job Title Change: From HC Benefits Specialist to HC Specialist
- Facilities Assessment & Review Contract
- Hillsborough Elementary School Student Assignment Priorities for 2022-2023
- First Reading Policies: 2300 & 2310

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PUBLIC COMMENTS



BOARD COMMENTS



CONSENT AGENDA

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- 11
- 12



CONSENT AGENDA

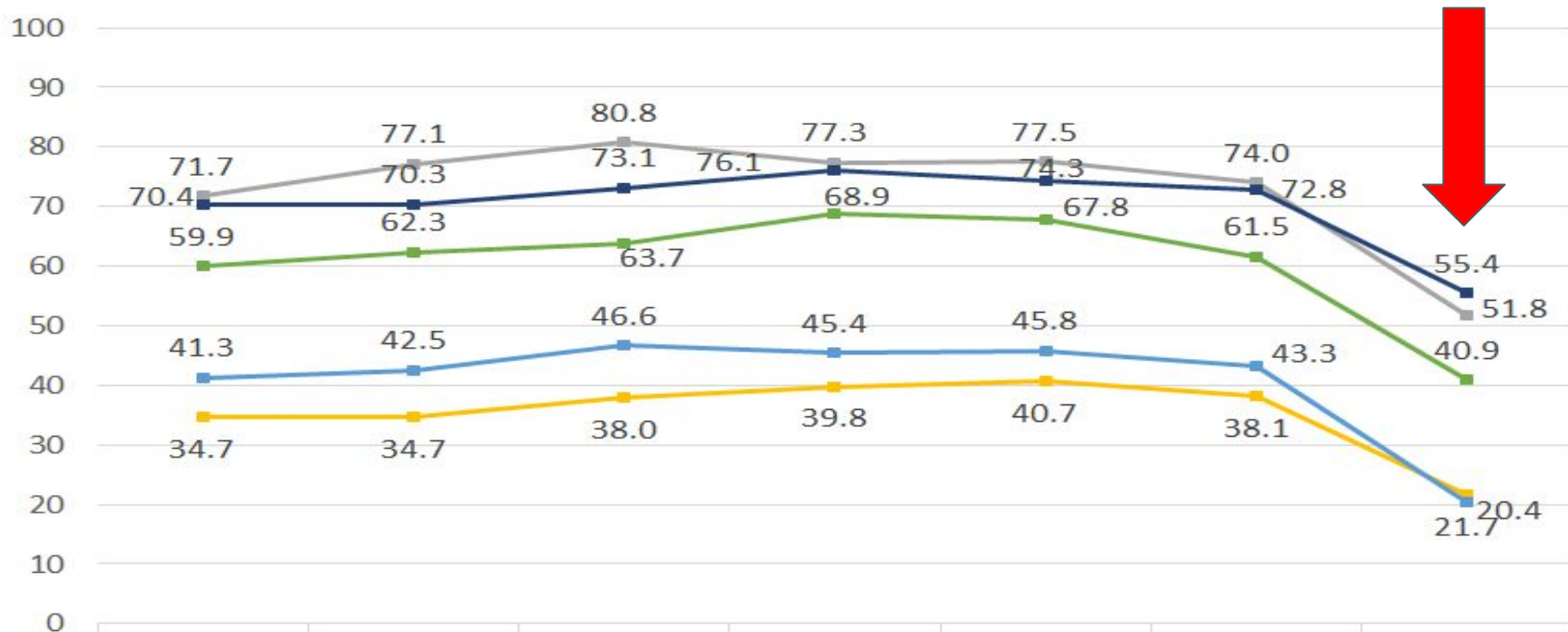


- Minutes
- Personnel Report
- Monthly Mask/Face Coverings Per SB 654 Requirements
- 2021/2022 Budget Amendments
- Board Quarterly Budget Report (FY20-21)
- LETRS Training Compensation for Staff

COVID-19 HEALTH & SAFETY UPDATES



EOG and EOC Performance (by Race/Ethnicity)
2014-2021



	2014	2015	2016	2017	2018	2019	2021
Asian	71.7	77.1	80.8	77.3	77.5	74	51.8
Black	34.7	34.7	38	39.8	40.7	38.1	21.7
Hispanic	41.3	42.5	46.6	45.4	45.8	43.3	20.4
Multi	59.9	62.3	63.7	68.9	67.8	61.5	40.9
White	70.4	70.3	73.1	76.1	74.3	72.8	55.4

COVID-19 HEALTH & SAFETY UPDATES



Quintana Stewart

Director, Orange County Health Department



Dr. Danny Benjamin

Co-chair, ABC Science Collaborative, Distinguished Professor of Pediatrics, Duke University School of Medicine

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ABC Science Collaborative

A public health initiative that unites science and schools to ensure a safe learning environment

*National Partners Meeting
Dec 17, 2021*



THE ABC SCIENCE
COLLABORATIVE

Learning | Informed Decision-Making | Research

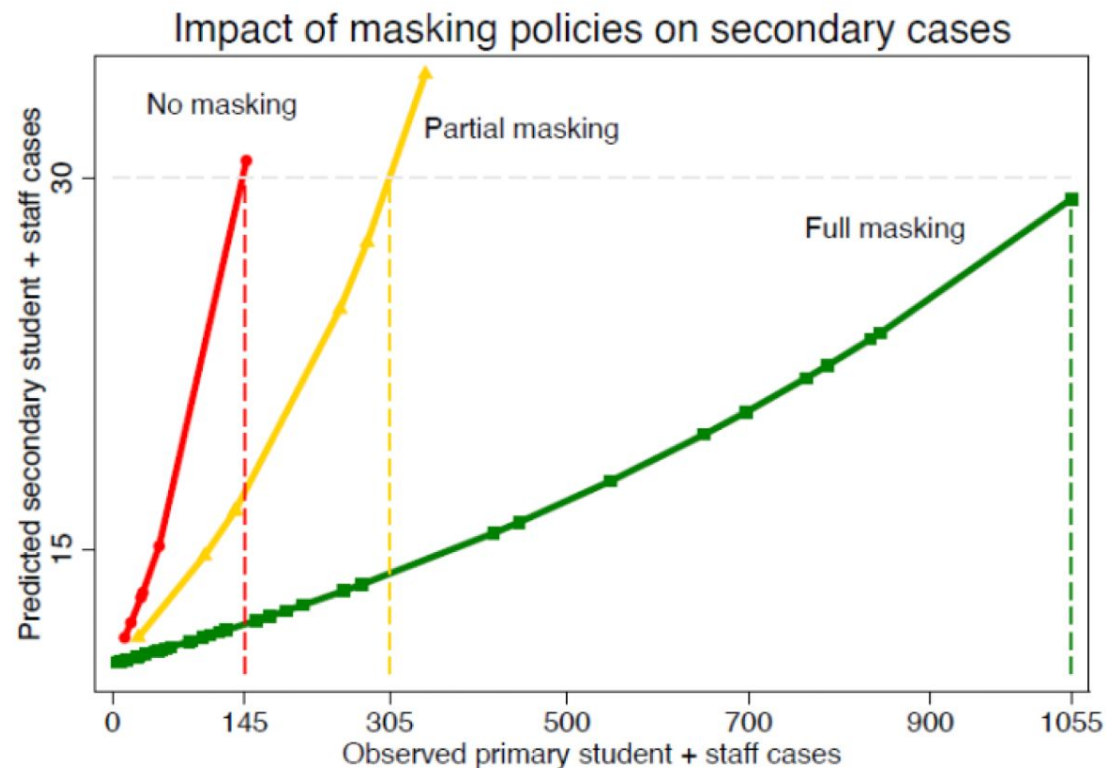
The information presented here is the most up-to-date, data-driven and evidence-based science to help school districts make important decisions regarding face-to-face instruction. Duke University and its partners will not make decisions nor will they advise specific action.

National ABC Cohort Study

- Decision support
 - Met with participating districts regularly
 - Individual phone calls on review and interpretation of data
- Endpoint: within school transmission of the COVID-19 at the level of the individual
 - Not cases in the community
 - Not total cases
 - Not absences
- Endpoint: needs to correct for district size, community transmission, variant, and quarantine policies
 - Ideal to directly calculate the secondary attack rate (this is what we use in the Test to Stay study, but requires consistent quarantine policies)
 - Ratio of primary cases (acquired outside of school) to secondary cases (acquired within school)
- Lunch policies: having a lunch policy, eating outside, both helpful but no “optimal” policy
- Quarantine policies: did not predict transmission
 - NC DHHS, more restrictive CDC policy
- Provided the preliminary data for test to stay

Impact of universal masking in K-12 Schools

- Primary endpoint
 - Within school transmission COVID-19
 - Primary case, secondary case
- Cohort study
 - Contacted 13,800 school districts
 - Working with over 100 districts
 - 60 districts from 8 states
 - >2,000 schools and over 1.3 million students
 - Weekly reporting of cases Fall, 2022 and periodic policy surveys and updates
 - Masking, lunch policy, quarantine policy
- Intervention
 - Full masking: all weeks with universal masking
 - Partial masking: several weeks without masking
 - No masking: all weeks without masking
- Outcomes
 - 80% reduction in COVID-19 with universal masking for “full masking” to “no masking”
 - Partial masking group had significantly fewer cases than “no masking”
 - Experience of 2 or 3 weeks

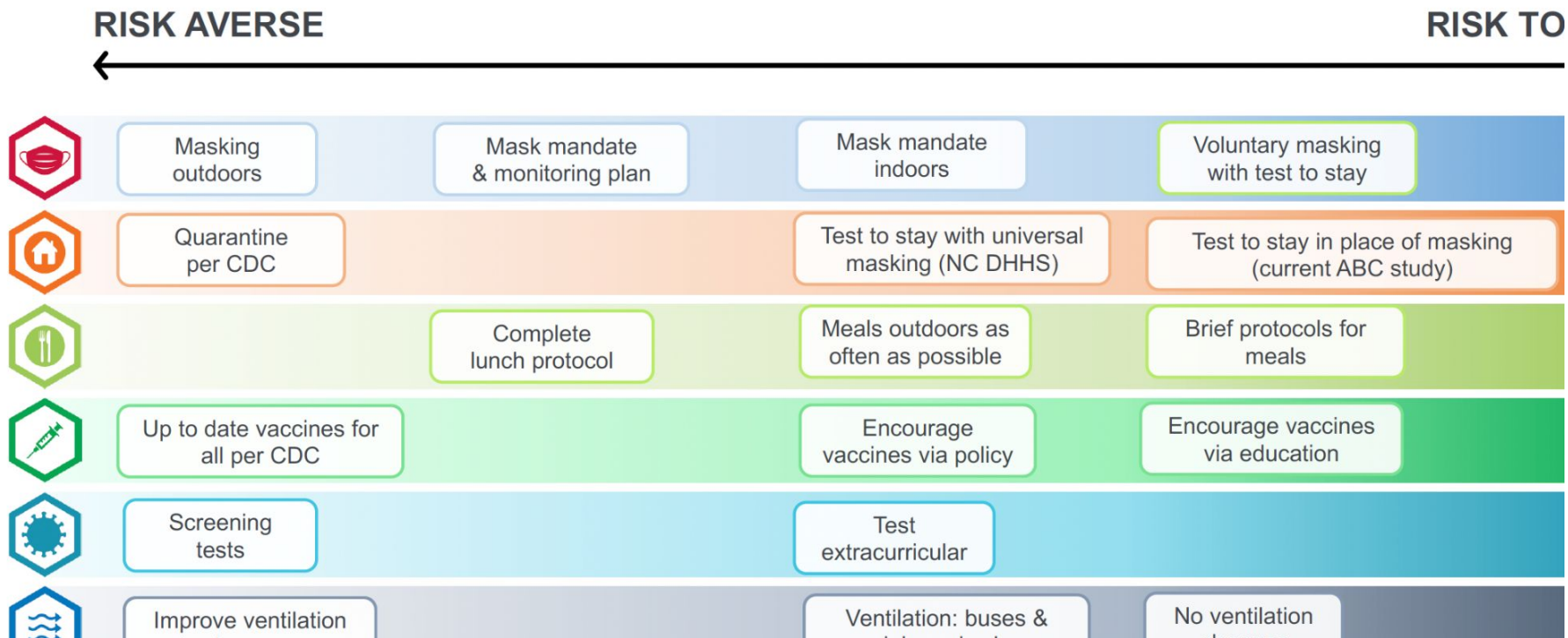


Reported K-12 Clusters (October 10 – December 7, 2021) According to Face Mask Policies in NC

- NC DHHS data: cluster defined as 5 cases with epidemiologic link
- 21 of 46 districts (45%) with optional mask policies reported a cluster during this time frame, compared with 6 of 65 districts (9%) with mandatory mask policies.
- Among counties that reported a K-12 clusters during this period, there was an average of 7.2 clusters/100 schools in counties where masks were optional (n=21) and 2.4 clusters/ 100 schools in counties where masks were mandatory (n=6).
- NC DHHS interpretation: mask optional associated with 3x clusters compared to universal masking
- ABCs: we are cautious when linking policies to population level data; however, these data are consistent with our national study that measures exposure and subsequent infection at the individual level

Conceptual Model:

School/Community Risk Tolerance and COVID Strategy*



Test to stay in universal masking environment

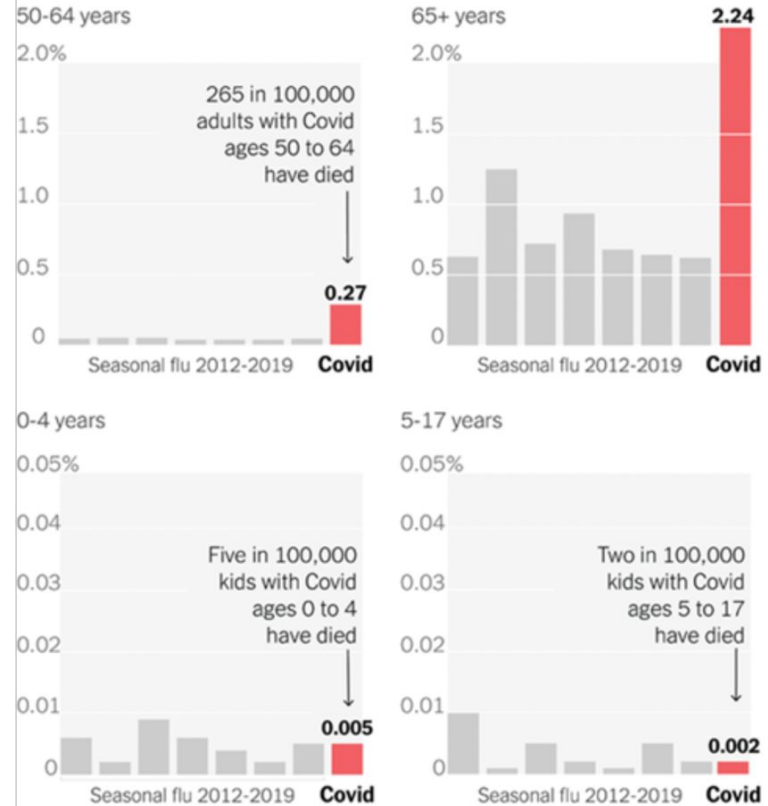
- First 6 weeks, the study enrolled 367 from five NC school districts and one charter school with universal masking
- 6 participants became positive after day 1, within-school transmission rate of 1.7%.
- No cases of tertiary transmission, defined as transmission from a study participant to another student or staff member, were identified.
- Exposure encounters involved an unmasked index case (92%) and an unmasked close contact (92%), with most (96%) occurring indoors.
- Most exposures occurred in the context of lunch (39%), while only 13% of exposures occurred during athletics; however, athletic exposures accounted for 50% of individuals with positive tests
- Test to stay successfully and substantially reduced student absences from school after in-school exposure to COVID-19.
- 92% reduction in quarantine/isolation (136/1,764 days)
- Interim analysis so that we could progress to Test to Stay in the unmasked environment
- Test to stay is potential path forward

COVID mortality

In the *unvaccinated* (pre-omicron)

- For adults >50, mortality is ~5x higher than influenza
- Mortality is <1% for 50-64yo
- Mortality in COVID is less than influenza 5-17yo
- Vaccinated, reduce mortality by 90%-95%
- Morbidity is higher in COVID than influenza, but again, morbidity is less for the COVID-vaccinated child who acquires COVID than the Flu-vaccinated child who acquires flu
- Vaccination status
 - Fully vaccinated (2 doses mRNA)
 - Up to date vaccination per CDC (primary series plus booster in some populations)

Estimated share of patients who died



Total caseloads are based on estimates of the share of influenza and Covid cases that are not captured by C.D.C. data.

Next phase of COVID-pandemic for K-12

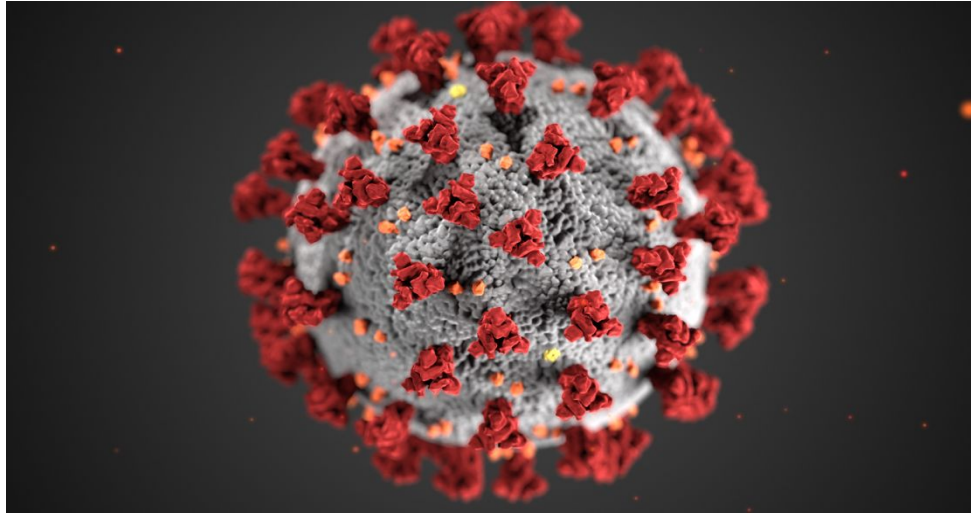
- If vaccinated: morbidity and mortality for COVID are less than flu
 - December MMWR: 915 children from 6 hospitals; 78% hospitalized for COVID (713/915)
 - 1/713 vaccinated
 - During Delta wave so only 272/713 could be vaccinated (age 12-17)
 - Personal experience with omicron variant ~75% hospitalized sick due to COVID; 0 vaccinated
- The vaccine is free, safe, effective, and available for all Americans age 5 years and older
- COVID at the level of the individual
 - Essentially every school attendee can be protected from severe disease regardless of any school policy on COVID-mitigation
- COVID at the level of public health level
 - During periods of very high transmission, mitigation measures hospitalization and reduce hospital burden
 - With vaccination available, the primary gains of mitigation measures in schools are to:
 - Ensure staffing
 - Reduce hospitalization of people who have not taken the vaccine
 - Protect other members of the community

Mitigation Strategies

Intervention	Data that it reduces COVID-19 transmission <i>in schools</i>	Why it is popular at the moment	Potentially increases COVID-19 <i>in schools</i>
Universal Masking	Strong: data from schools	It works	
Test to stay; <i>universally</i> masking schools	Strong: two studies from two different research groups	Keeps kids in school safely, reduces quarantine	Data from Delta; under evaluation in Omicron
Test to stay <i>voluntary</i> masking schools	Under study: ABC and NIH study with DHHS approval	Transition step to no more masks in schools; vaccines	Under evaluation
Lunch outside	Modest (outside of school)	It very likely works	
Shortened isolation	Modest (outside of school)	Staffing	Prolonged shedding
Double masking	Weak	Laboratory data	Compliance around comfort
Masking outdoors	Very weak with prior variants, unknown with Omicron	Omicron: transmission documented outdoors	Compliance: mask breaks at recess tend to facilitate buy in
Routine weekly screening tests for students	Counterproductive unless focused		
Athletics			
no concessions	Modest (outside of school)		
limits on attendees	Modest (outside of school)		
testing	Modest (outside of school)		

Special note regarding masking and within hospital transmission

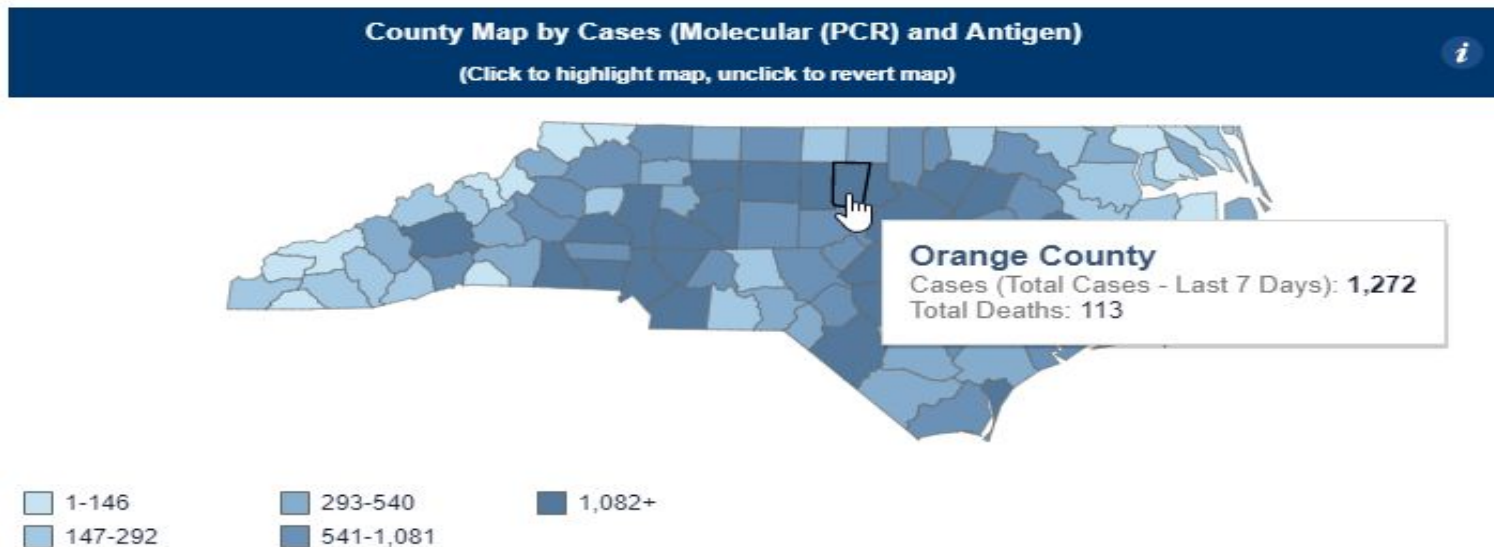
Orange County COVID-19 Update January 10, 2022



Quintana Stewart, MPA
Orange County Health Director

COVID-19 in Orange County

As of January 7, 2022



- Transmission rate - HIGH
- 2,204 new cases over past 14 days
- % positive – 15.6% (14 day % positive); NC rate is 31.2%;
- 113 total deaths
- Outbreaks – 2 nursing homes, 1 shelter & County Detention Center

COVID-19 in Orange County

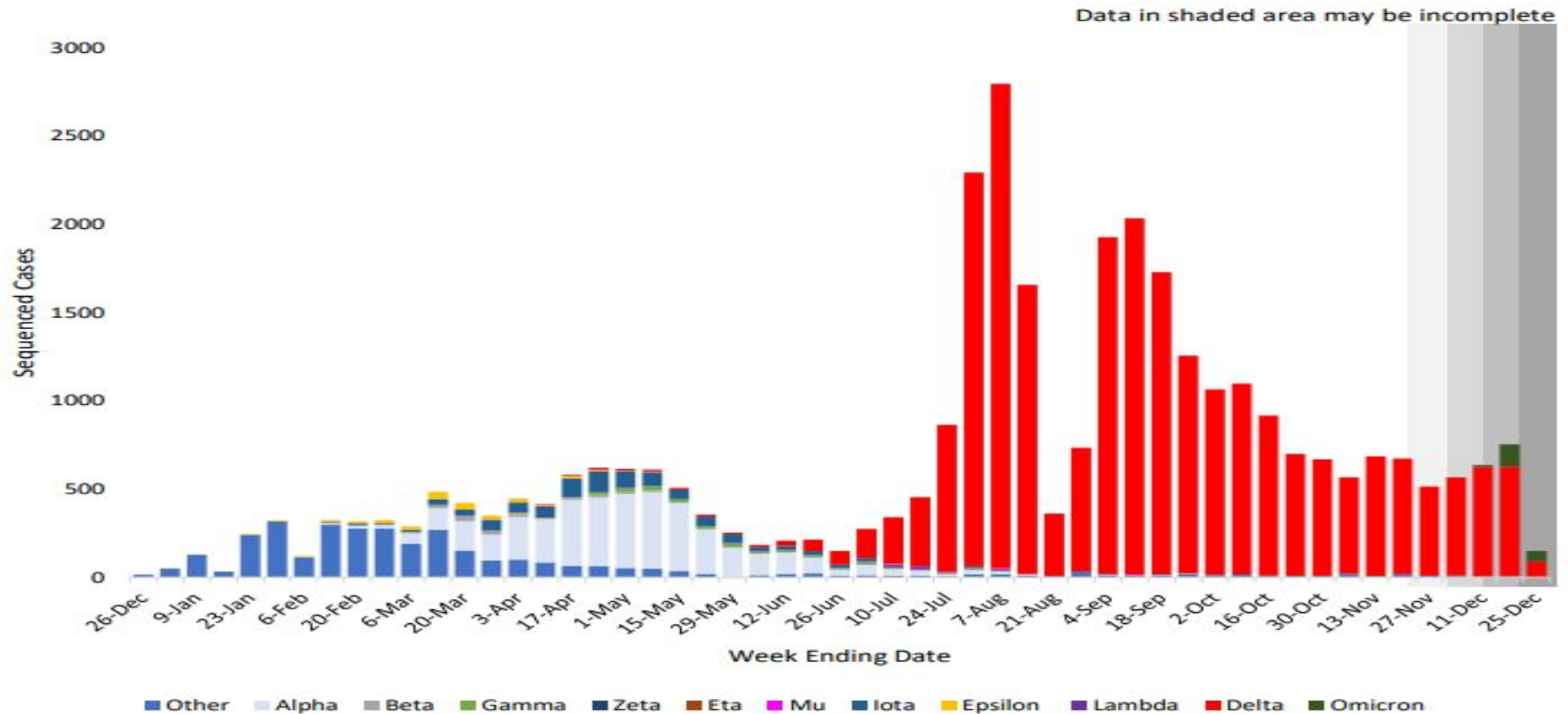
As of January 7, 2022

Hospital

- During the week ending January 1, 2022, the percentage of emergency department visits for COVID-like illness increased from the previous week.
- COVID-19 hospital admissions INCREASED, and COVID-19 ICU admissions INCREASED the week ending January 1, 2022.
- Since July 1st, the majority of COVID+ admissions, ICU COVID+ admissions and COVID related deaths have occurred in unvaccinated individuals.
- Hospitals continue to experience staffing challenges due to vacancies and COVID related absences.



What COVID-19 variants are being detected in North Carolina?



The Omicron Variant was first detected in North Carolina the week ending December 11, 2021. For the week ending December 25, 2021, the most recent data available, Omicron represented 40% of sequenced viruses.

Omicron Variant

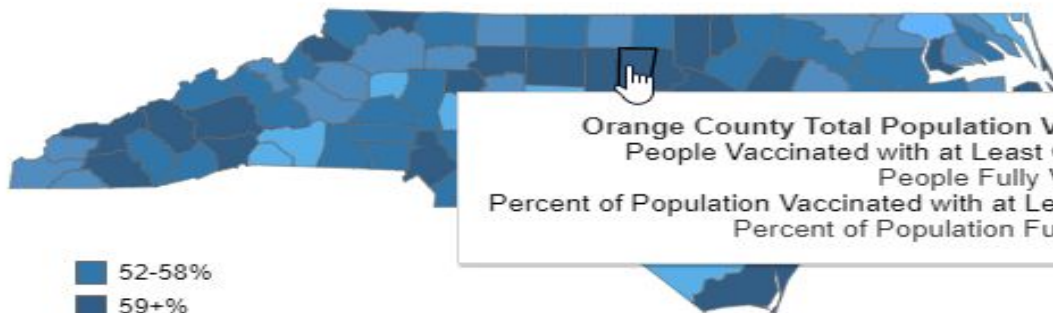
As of January 7, 2022

- **The Omicron variant is highly contagious:** Increases in infections are most likely due to a combination of two factors: increased transmissibility and the ability of the variant to evade immunity conferred by past infection or vaccination
- **Unvaccinated people remain the greatest concern:** Per recent UNC Surveillance Report, since July 1st, 79% of all new COVID+ admissions, 90% of ICU COVID+ admissions and 90% of COVID related deaths have occurred in unvaccinated individuals.
- Post-vaccination cases made up 28% of COVID-19 cases in North Carolina the week ending December 25, 2021. The percent of post-vaccination cases INCREASED the week ending December 25, 2021, compared to the previous week.

Vaccination in Orange County

As of January 7, 2022

75%
Percent of Population Fully Vaccinated for Total Population
Orange County

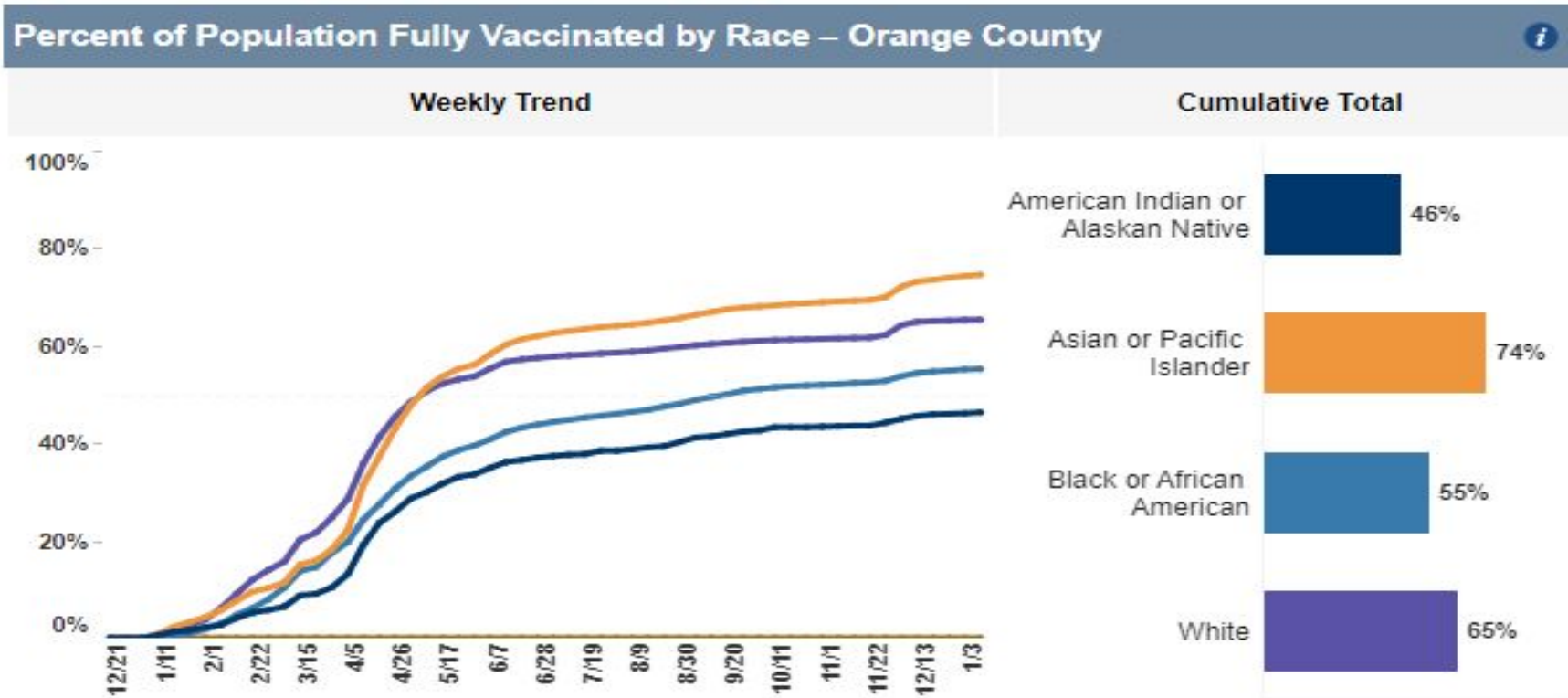


Orange County Total Population Vaccination Status:
People Vaccinated with at Least One Dose: 115,503
People Fully Vaccinated: 110,777
Percent of Population Vaccinated with at Least One Dose: 78%
Percent of Population Fully Vaccinated: 75%



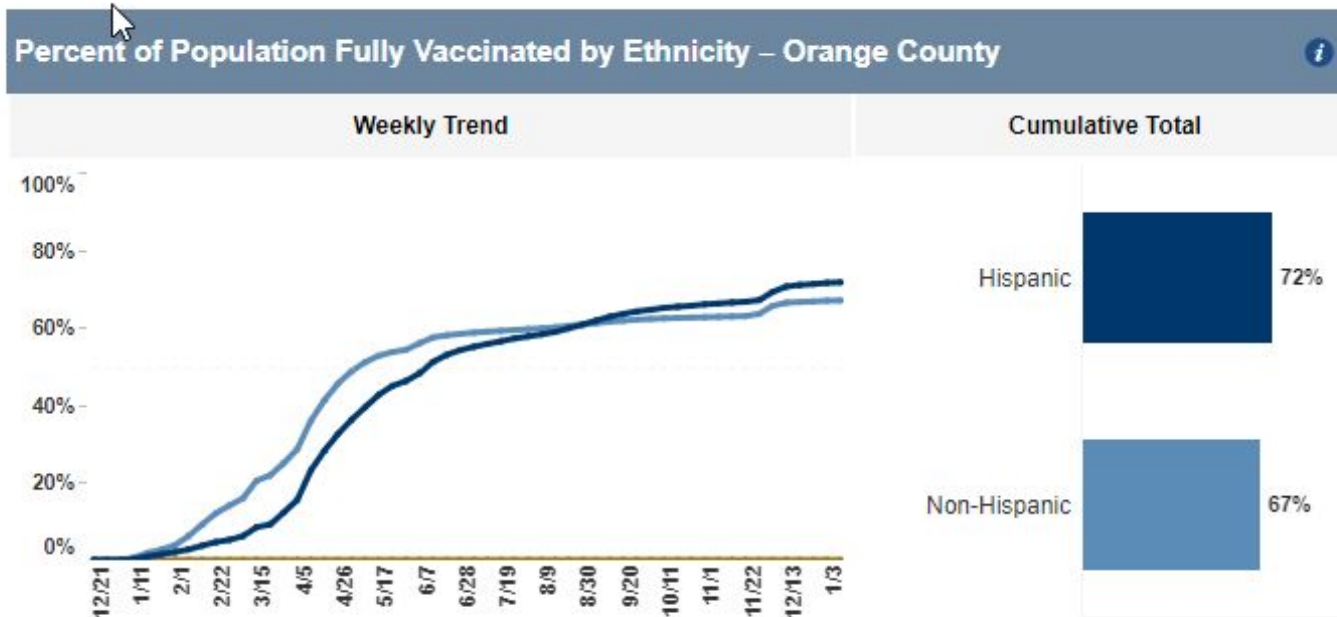
Vaccination in Orange County by Race

As of January 7, 2022



Vaccination in Orange County by Ethnicity

As of January 7, 2022



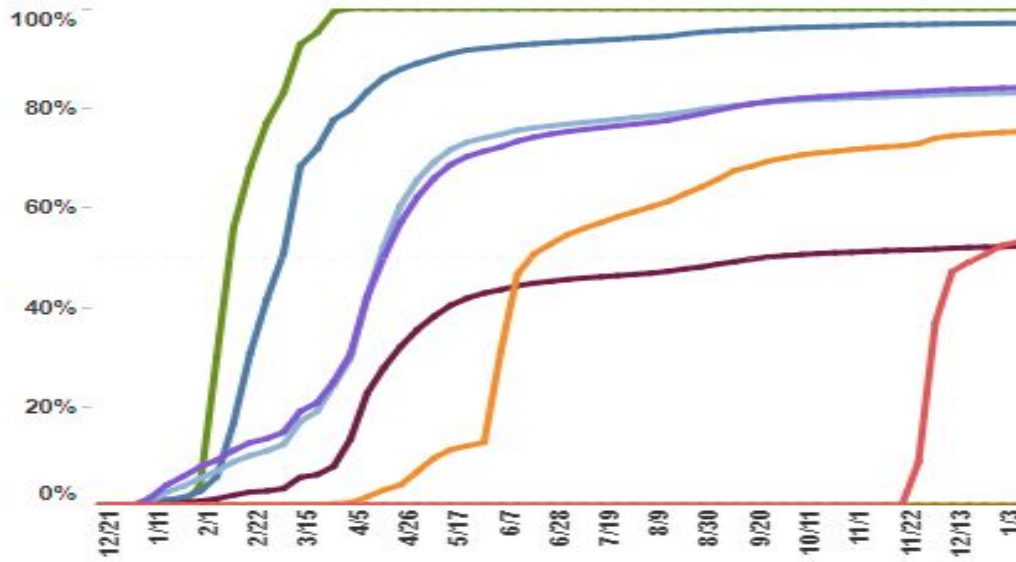
Vaccination in Orange County by Age

As of January 7, 2022

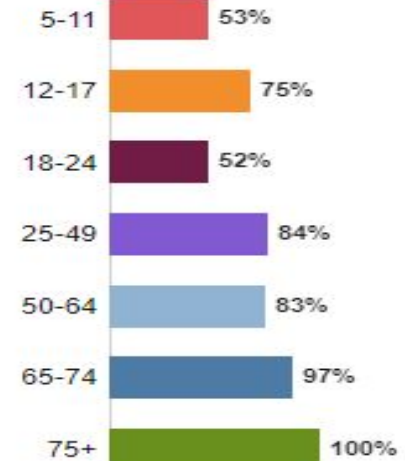
Percent of Population Fully Vaccinated by Age – Orange County



Weekly Trend



Cumulative Total



COVID Prevention

Layered Approach to Prevention

- Vaccination- continues to be one of the best ways to slow the spread of COVID
- 3W's – Wear the mask, Wait 6 ft apart, Wash your Hands
 - both vaccinated and non-vaccinated people are strongly encouraged to wear masks and physically distance whenever possible.



SB 654 Monthly Mask/Face Covering Review

- A mask/face covering is required to be worn by all staff, visitors, volunteers, vendors, contractors, and students, PreK-12, **indoors and outdoors** (to include recess and PE), while on OCS property or transportation regardless of vaccination status (excluding approved exceptions.)
- The universal mask requirement will remain effective from January 10, 2022 through February 8, 2022.



Community Transmission Rates

- The community transmission rate for COVID-19 is HIGH.
- As of January 6, 2022, the case rate per 100K for the previous 7-day metric was 799.46 with a % Positivity of 17.27%.

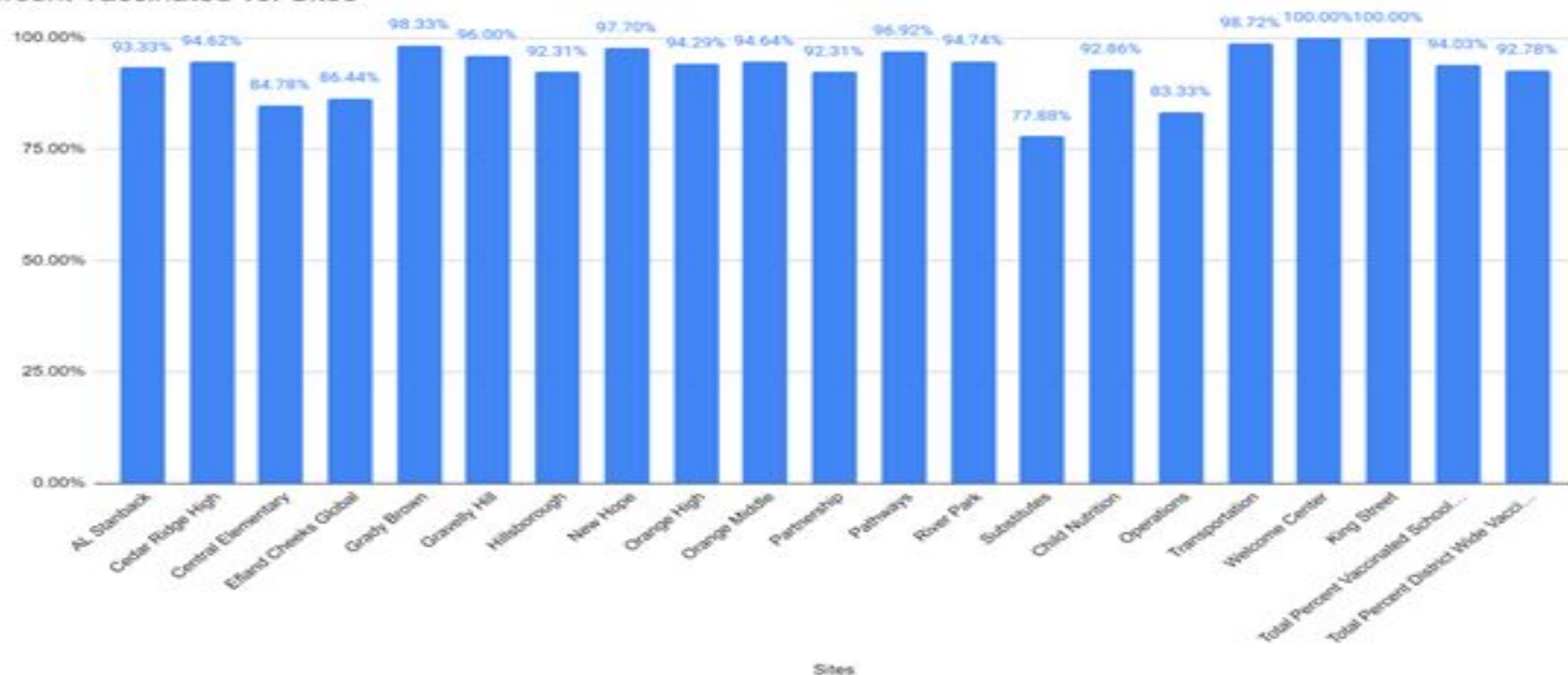
School Case Rates

- As of January 6, 2022
 - # of Staff Out of Work: **32**
 - # of Students Out of School: **118**
 - # of Positive Staff Cases Jan. 1- Jan. 6: **27**
 - # of Positive Student Cases Jan. 1- Jan. 6 : **86**

Staff Vaccination Rates



Percent Vaccinated vs. Sites



Fully Vaccinated Definition



- *The current definition of a fully vaccinated person means they have passed a period of at least two weeks after receiving the last dose of a COVID-19 vaccine. (Second dose of a 2-dose vaccine, or 1st dose of one-dose vaccine.)*
- When implemented for NC State Employees the requirement for a booster vaccine to be completed in order to be considered fully vaccinated, the Orange County Schools will recommend employees to have the booster vaccination in order to be considered fully vaccinated.
- Staff that are not fully vaccinated due to an approved exception must receive a COVID-19 screening test weekly.

Vaccination Rates & Cases for Student Athletes



Vaccination Rates for Winter Sports

- CRHS (128) 78%
- OHS (186) 72%
- ALS (103) 31%
- GHMS (70) 55%
- OMS (128) 69%

Current Positive Cases

- CRHS 4
- OHS 17
- ALS 3
- GHMS 4
- OMS 0

Currently in Quarantine Cases

- CRHS 3
- OHS 11
- ALS 2
- GHMS 3
- OMS 0

COVID-19 In-School Testing Program*



Program Type	Testing Vendor	Method for Collection	Administered by:	Collection Type	Frequency	Transfer to Lab VIA
1. Athletic & Extra Curricular Participation (non-vaccinated participants)	MAKO (state vendor)	Nasal swab collection	Pool Testing by MAKO Staff	PCR	2 x Weekly	Vendor pickup daily
Twice per week testing required for non-vaccinated			<u>and</u>			
			Rapid Tests by CCA (AT/AD) -when available for the 2nd test	Antigen	Weekly	
2. Employees (non-vaccinated)	Community-based vendor	Nasal swab collection	Testing Site	PCR	Weekly	
	<u>or</u>					
	MAKO (state vendor) only when community tests are not available within a 10-day period	Nasal swab collection	Self administered while being monitored by CCA	PCR	Weekly	Vendor pickup daily

COVID-19 In-School Testing Program*



Program Type	Testing Vendor	Method for Collection	Administered by:	Collection Type	Frequency	Transfer to Lab VIA
3. Employees (initial testing only)	Community-based Vendor	Nasal swab collection	Testing Site	PCR	Once	Site Administrator
4. "Test to Stay" for Masked Districts (ABC Science Collaborative Program)	UXP Services	Cheek swab inside mouth for 5 seconds each side	Self administered while being watched by Nurse/CCA (secondary students may self swab) or by parent of student (elementary students)	PCR Testing	Date of initial identification and must participate to test on days 1, 3, 5, 7 and post exposure <u>or</u> quarantine per the public health guidelines	Daily UPS/FED EX

COVID-19 In-School Testing Program*



Program Type	Testing Vendor	Method for Collection	Administered by:	Collection Type	Frequency	Transfer to Lab VIA
5.Diagnostic Testing	UXP Services	Cheek swab inside mouth for 5 seconds each side	Self administered while being watched by Nurse/CCA (secondary students may self swab) or by parent of student (elementary students)	PCR and Antigen Testing	Conducted prior to student being sent home for potential quarantine or isolation.	Daily UPS/FED EX
6.Campus-Wide Screening (employees- required and students by opt-in)	TBD	TBD	TBD	TBD	As designated following shutdown or extended break	TBD

***Anyone designated as part of the school testing teams must be fully vaccinated and remain fully vaccinated with eligible boosters in order to administer the above programs.**

Updated December 30th Quarantine & Isolation Guidelines



NCDHHS Strong Schools Toolkit & Local Health Dept.

- Staff and students who test positive for COVID-19, regardless of vaccination status, and who do not have symptoms should stay home (away from others) for 5 days, but can then return to school where they must wear a mask indoors and outdoors for 5 additional days.
- If staff and students test positive and have symptoms, they should stay home (away from others) until it has been at least 5 days since their symptoms started, AND they have been fever-free for 24 hours (without the use of fever-reducing medicine), AND their symptoms are improving. They can then return to school, and they must wear a mask (at all times) for the next 5 days.



NCDHHS Strong Schools Toolkit & Local Health Dept.

- Staff and students who are exposed to someone with COVID-19 and are not vaccinated OR are vaccinated, but not received a booster, if eligible, should stay home (away from others) for 5 days and then get tested on day 5 after exposure. If they test negative, they can return to school, but must wear a mask (at all times) for 5 additional days.
- Students and staff who are exposed to COVID-19 and are vaccinated and have either received a booster or are not yet eligible for a booster do not need to quarantine, but should wear a mask inside and outside for 10 days.



NCDHHS Strong Schools Toolkit & Local Health Dept.

- Finally, a reminder that if masks are worn consistently and correctly in school settings by both a person who ends up testing positive for COVID-19 and the close contact, the close contact does not need to quarantine, regardless of whether they are up-to-date on their COVID-19 vaccinations



The Superintendent recommends the Board approve:

1. Students will maintain 3 ft of physical distancing to the extent possible when consuming meals.
2. Meal times shall be no more than 15 minutes for all students indoors and outdoors.
3. Students will not talk while masks are off during meal times.
4. Health and Safety requirements for students may be more restrictive or less restrictive by campus indoors based on student vaccination rates and/or cases of secondary in-school transmission of COVID-19.



The Superintendent recommends the Board approve:

5. All COVID-19 Champion Administrators (CCAs/Testing Staff) will receive \$400 monthly stipend through June 30, 2022. This stipend is to cover the additional work and responsibilities for overseeing, coordinating and conducting onsite COVID testing on each campus.

6. When implemented for NC State Employees the requirement for a booster vaccine to be completed in order to be considered fully vaccinated, the Orange County Schools will also require employees to have the booster vaccination in order to be considered fully vaccinated.

Recommendations for January 10th



The Superintendent recommends the Board approve:

7. Visitors for OCS fans or adults attending student performances will be limited to two individuals per OCS student athlete or OCS student performing. Visiting teams from out of the county will not have fans. When OCS teams play another OCS team, both the home team and visitors will be limited to two fans per athlete or participant.
8. No concessions will be sold on campuses at any event.
9. Authorization for the Superintendent to enter into purchase contracts up to \$150,000 for additional air purification machines for some classrooms, offices or other designated spaces that are without one currently.
10. Prohibition on any new facility rental applications through February 28, 2022.
11. Orange County Schools will require universal masking indoors and outdoors for all students, staff and visitors.

QUESTIONS, FEEDBACK, & ACTION



Superintendent recommends approval of COVID-19 Health & Safety Updates & Recommendations



LITERACY AUDIT RESULTS



ENGAGE. CHALLENGE. INSPIRE.

Literacy Audit Findings

Orange County Schools

Jarred Gibson, Partner, TNTP

January 10, 2022

Overview

- Background and Timeline
- Our Methodology and Alignment with Science of Reading
- Key Findings and Recommendations
- Q&A

Background and Timeline

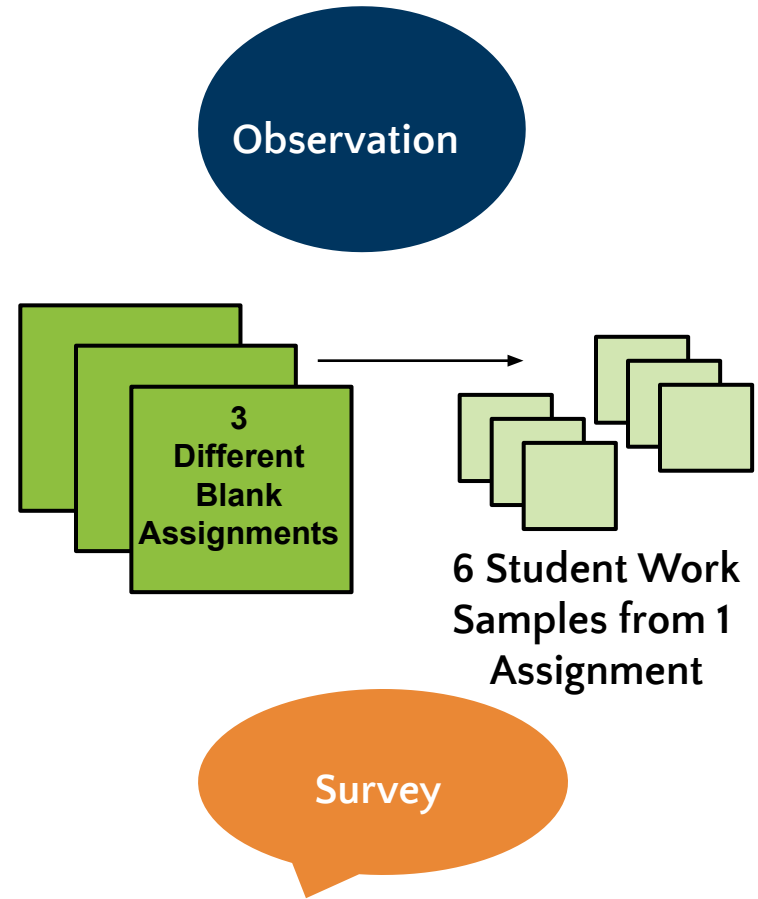
- In early 2020, OCS asked TNTP, a national education non-profit, to put together a proposal for a literacy audit to make recommendations for improving literacy instruction in the district.
- In March 2020, the Board of Education approved the literacy audit to take place toward the end of the 2019–20 school year. Due to COVID-19, the audit was rescheduled for Fall 2021, which the Board approved in May.
- TNTP collected data in October, completed the analysis in November, and presented findings to district leadership in December.

Overview of Our Literacy Audit Process

- We collected data at the 13 schools with in-person instruction. *(Note: We did not collect data for OCS Online Academy because there is a vendor-specific curriculum that is not used throughout the rest of the district.)*
- We collected 155 assignments, 339 pieces of student work, conducted 62 classroom observations, and reviewed survey responses from 60 teachers.
- For schools with 6 or fewer ELA teachers, all teachers were included in the sample (except for substitutes, those who had recently transferred into the building or returned from leave, etc.)
- For schools with 7 or more ELA teachers, we randomly sampled about 5–6 teachers per school.
- We also received classroom-level demographic data from the district in order to determine if there are any differences by student subgroup.

Overview of Our Literacy Audit Process

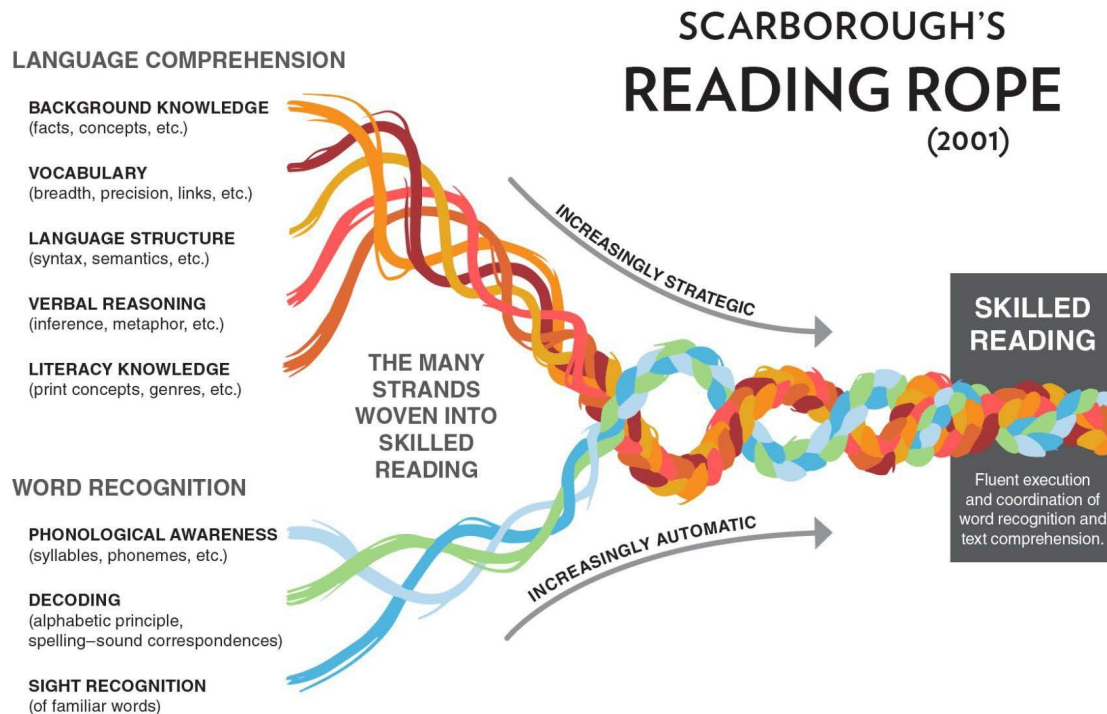
- For each sampled teacher, we...
 - Conducted an observation
 - Asked the teacher to submit 3 different blank assignments, plus 6 samples of student work for 1 of the assignments
 - Sent a survey to learn more about how they use the literacy curriculum and ideas they have about improving literacy student achievement



Overview of Our Literacy Audit Process

- We use nationally-vetted, publicly-available tools to rate classroom instruction and student assignments (see Appendix).
- We ensure our ratings are accurate by:
 - Requiring our raters to undergo an annual certification process where they must correctly rate a number of videos and assignments that have been rated by our most senior instructional experts
 - Using multiple raters on each project to ensure no one rater could skew the data (for the OCS audit, we used 4 observers and 8 assignment raters)
 - Having our most senior instructional experts QC a random sample of each rater's submissions, comparing their notes with the guidance in our tools

Our approach is aligned with the science of reading. We gather data about both reading/listening comprehension and foundational skills.



Key Findings

1. **Students, teachers, and literacy coaches are working incredibly hard.**
2. Foundational Skills instruction is going well, and the implementation of the new Heggerty materials is off to a strong start. Areas for improvement include more opportunities to engage with decodable texts and additional supports for students beyond 2nd grade.
3. Students do not consistently have access to grade-appropriate, complex texts during reading/listening comprehension instruction.

Students, teachers, and literacy coaches are working incredibly hard.

- Students completed what was expected of them and there was a positive and purposeful climate in most classrooms (85%).
- When asked to identify the most helpful professional development they've received, teachers frequently mentioned how much they value the support they receive from their literacy coaches:

"Meeting in PLC (Professional Learning Communities) with team and Literacy coach."

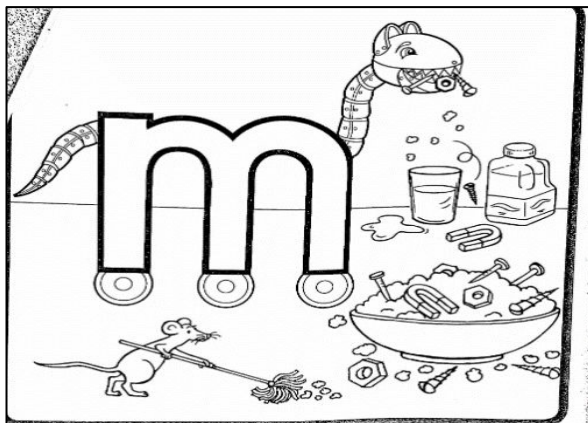
"Planning with my content partners and our literacy coach." "Time with our literacy coach to analyze data and plan targeted intervention groups specific to what our kids needed. Would love to have more time for this."

"Science of Reading PD, weekly meetings with our literacy coaches."

Key Findings

1. Students, teachers, and literacy coaches are working incredibly hard.
2. **Foundational Skills instruction is going well, and the implementation of the new Heggerty materials is off to a strong start. Areas for improvement include more opportunities to engage with decodable texts and additional supports for students beyond 2nd grade.**
3. Students do not consistently have access to grade-appropriate, complex texts during reading/listening comprehension instruction.

Students have access to grade-level appropriate foundational skills instruction. 83% of foundational skills assignments, and 87% of observed lessons, included content aligned to grade-level standards. (80-90% is reasonable, especially near the beginning of this school year, as teachers may need to revisit some skills from prior grade levels.)



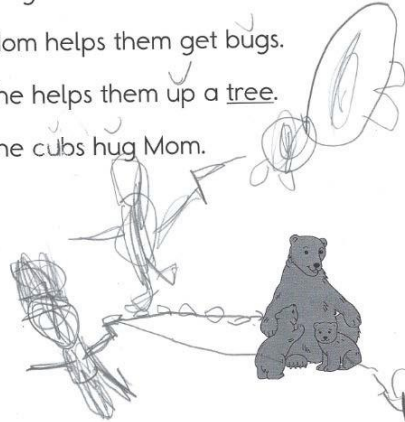
Munching Mike is making a mess!

Circle all Munching Mike's letters in the sentence, then find all the things that begin with his sound.

Unit 6 Unit Stories Grade 1

The Cubs

The bear Mom has two cubs.
They run and run in the sun.
Mom helps them get bugs.
She helps them up a tree.
The cubs hug Mom.



(31 words)

Teachers use and like the district-approved foundational skills resources, and feel positive about the Heggerty implementation this year. 100% of surveyed teachers who teach foundational skills said they use Heggerty and Letterland most or all of the time, and a majority believe they support students’ mastery of the standards (84% said so for Heggerty, 66% for Letterland).

USE MOST OR ALL OF THE TIME	RESOURCE	BELIEVES HELPS STUDENTS WITH MASTERY
100%	Heggerty	84%
100%	Letterland	63%
38%	Teachers Pay Teachers	46%

“This year, Heggerty training has been supportive in providing foundational reading skills.”

“Training in Heggerty has been helpful. Fellow teachers who have been using Heggerty for longer in their classrooms helped teach me and clear up confusion from initial PD.”

“I am enjoying Heggerty!”

One area for improving foundational skills instruction is providing students with more opportunities to practice the skills with a decodable text. While students worked with grade-appropriate content in 87% of the foundational skills lessons we observed, in just 13% of lessons did we see students given the opportunity to use the skills to make meaning from reading.

Reading Foundational Skills	Percent Yes/Mostly
RFS 1a: The foundational skills being taught are aligned to the standards for this grade.	87%
RFS 1b: Foundational skills instruction is explicit, including teacher modeling and student practice.	80%
RFS 1c: Students have sufficient opportunities to practice reading and writing newly acquired foundational skills.	53%
RFS 1d: Students connect acquisition of foundational skills to making meaning from reading.	13%
RFS 1e: Students spend time on skills they are still working to develop, not those they have already mastered.	80%

Teachers want to extend foundational skills support beyond 2nd grade. When asked what resources or support students need to be successful, several teachers asked for additional foundational skills support in upper elementary and beyond:

“Students in upper elementary need continued supports in phonics and decoding skills due to the gaps in learning produced by Covid-19.”

“More fluency supports. Many of our students cannot read at all.”

“Continue with clear phonics instruction. Continue Heggerty and use it for longer.”

“My fifth graders still need basic decoding skills which is not at all part of our units of study”.

“Programs like ‘From Phonics to Reading’ that can be used in small group setting to support students substantially behind.”

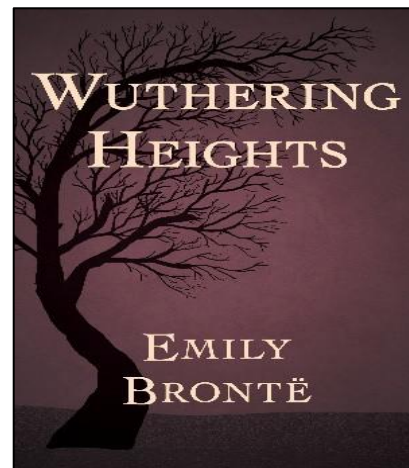
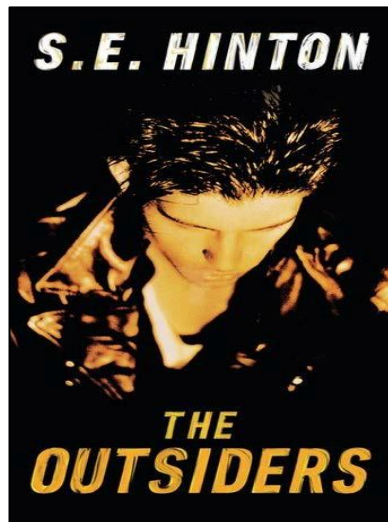
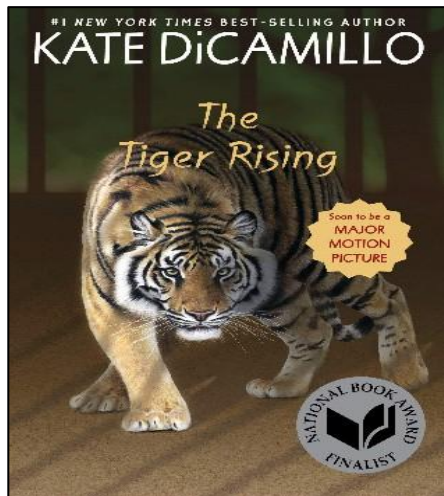
Recommendations for Foundational Skills Instruction

1. For now, stay the course with Letterland and Heggerty while also providing students with more opportunities to practice reading foundational skills with decodable texts.
2. To provide additional support, consider expanding the *From Phonics to Reading* pilot to all 3rd grade classrooms and implement a weekly practice routine in grades 2+ for students struggling with fluency.
3. After adopting new Reading/Listening Comprehension materials (which we will discuss shortly), consider replacing Letterland, e.g., by selecting a program packaged with or aligned to the new reading program, expanding *From Phonics to Reading* to K-3, etc.

Key Findings

1. Students, teachers, and literacy coaches are working incredibly hard.
2. Foundational Skills instruction is going well, and the implementation of the new Heggerty materials is off to a strong start. Areas for improvement include more opportunities to engage with decodable texts and additional supports for students beyond 2nd grade.
3. **Students do not consistently have access to grade-appropriate, complex texts during reading/listening comprehension instruction.**

Students don't yet have consistent access to complex, grade-appropriate texts. We saw an appropriate text in 39% of the classes we observed. Examples of strong texts we saw included *The Tiger Rising* by Kate DiCamillo (4th grade), *The Outsiders* by S.E. Hinton (7th grade), and *Wuthering Heights* by Emily Bronte (12th grade).



Most of the assignments we reviewed did not provide students with an opportunity to engage with a sufficiently complex text and/or with questions and tasks that push students to think deeply about the text.

In fact, only 20% of K-8 assignments, and 48% of 9-12 assignments, had strong questions based on a grade-appropriate text. Furthermore, few assignments gave students the opportunity to build the background knowledge and vocabulary necessary to tackle more challenging texts in the future.

This assignment is from a 3rd grade classroom. While the quantitative complexity of the text, i.e., the Lexile level, is appropriate for 3rd grade, the text isn't particularly challenging. As a result, students are asked very surface-level questions, such as "What is the name of Brittany's soccer team?"

Brittany loved playing with The Ravens, her soccer team. The team helped each other, the way a team is supposed to work. When Brittany was on the field playing, she knew that she had her teammates support. But she was going to have to sit out the next game and she was really upset. She knew her team could win without her, but she really wanted to play. During practice the day before she had kicked the ball wrong and hurt her ankle. Her mom had taken her to the doctors for an x-ray and while it wasn't broken, they told her to stay off of it for three days. That meant no game for her tomorrow. Her coach was going to let her help plan plays though, so Brittany could still participate.

What is the name of Brittany's soccer team?

Why couldn't Brittany play?

Most of the assignments we reviewed did not provide students with an opportunity to engage with a sufficiently complex text and/or with questions and tasks that push students to think deeply about the text.

When wild pets prove too much for owners, Wolf Run provides a home

By Lexington Herald-Leader, adapted by Newsela staff on 01.15.16

Word Count 668

Level 830L



Daron Lockard visits wolves including Jericho (right) in the high-content wolf enclosure at Wolf Run Wildlife Refuge in Nicholasville, Kentucky, Dec. 15, 2015. Pablo Alcala/Lexington Herald-Leader/TNS

NICHOLASVILLE, Ky. — Many animals have found a safe place at Wolf Run Wildlife Refuge. Wild wolves have not lived near the refuge in central Kentucky for more than 100 years. However, wolves crossbred with dogs can be heard howling there.

The Nicholasville, Kentucky refuge is a nonprofit group. It does not try to make money. Instead, it runs on gifts of money and volunteer work. Animal care volunteer Kara Baird says, "It's not pretty like a zoo, where all the animals are new and bred for being looked at. This is a place for these animals to feel safe."

This assignment is from a 6th grade classroom. The Lexile level is 830, which is below the appropriate range for 6th grade (925–1070). Furthermore, the article is a disconnected reading activity, rather than a part of a set of texts in a unit meant to build students' knowledge and vocabulary.

Most teachers don't believe *Units of Study* is meeting students' needs. Only 62% of teachers said they use *Units of Study* most or all of the time, and less than half believe it supports students with mastering grade-level standards.

USE MOST OR ALL OF THE TIME	RESOURCE	BELIEVES HELPS STUDENTS WITH MASTERY
62%	Units of Study	41%
38%	Teacher Created	
23%	Reading A-Z (RazPlus)	66%
19%	Teachers Pay Teachers	46%

When asked what resources or support students need to fully master grade- level standards, teachers asked for a reading comprehension curriculum that provides students with rigorous texts and more opportunities to build their vocabulary.

“Small group instruction; high quality curriculum materials; science of reading”

“A different curriculum than Lucy.”

“Units of Study is not user friendly nor student

friendly.” “Vocabulary support”

“A reading curriculum that actually teaches students to read (not Units of Study).”

Recommendations for Reading/Listening Comprehension

1. As a temporary measure, ensure students work with appropriately complex texts during *Units of Study* mini-lessons and when engaging with texts from supplemental resources, such as Newsela.
2. For a longer-term solution, work with the literacy coaches to choose and implement a new reading comprehension curriculum by:
 - Drafting a selection and implementation plan after reviewing the latest research about implementation science and learning from other districts that have recently implemented new materials
 - Updating the district's vision and framework for literacy instruction
 - Identifying a short list of materials to pilot
 - Building out the implementation plan to include professional development and progress monitoring
 - Engaging stakeholders throughout the process by communicating updates, allowing the public to preview materials, and administering surveys to gather feedback at key points

What would stronger materials look like? Reading comprehension programs that are fully aligned with the science of reading “bundle” complex, grade-appropriate texts into units that allow students to deeply explore a topic, building their vocabulary and background knowledge, while also developing their reading and writing skills.

Grade 5 Module 1 Overview

Title: Stories of Human Rights

Description: What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students read closely the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with firsthand accounts of real people facing human rights challenges. They then study *Esperanza Rising*, applying their new learning about human rights as one lens through which to interpret character and theme. Finally, students revisit the text and themes of the UDHR and *Esperanza Rising* as they prepare and perform a Readers Theater.

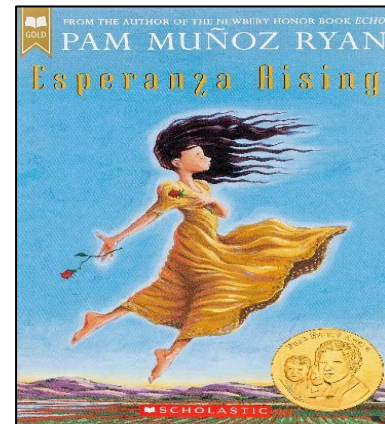
Big Ideas and Guiding Questions:

What are human rights, and how can they be threatened?

- *Human rights belong to everyone, but they can look different to different people in different places.*
- *We can better understand how human rights can be threatened by reading about the experiences of fictional characters in stories.*

How can we use writing to raise awareness of human rights?

- *We can raise awareness of human rights issues by writing about the issues fictional characters face.*



Reread Chapter 1 and do a “first draft” read of Chapter 2: “Las Uvas/Grapes.”

As you read, think about these questions. Use your evidence flags to mark specific passages in the text to discuss with your triad. You do not need to write out answers as part of your homework; just keep track of your thinking with your evidence flags.

1. Describe the geographical setting of *Esperanza Rising*. What is it like where Esperanza lives? Use details from the text to support your answer.
2. What is Esperanza’s relationship with her papa like? How do you know?
3. What is Esperanza’s life like in Mexico?

Subgroup Analysis, Next Steps, Q&A

- Using classroom-level demographic data, we compared classrooms with higher proportions of students of color, with IEPs, ELL, etc., to classrooms with lower proportions of these subgroups, and we did not find any meaningful differences.
- We will share our findings and facilitate a discussion with principals later this week.
- Actions currently underway – *From Phonics to Reading*, recent decodable purchase, LETRS training
- Q&A

Appendix: Our Review Tools

Our Literacy Observation Tool is organized into three sections and is based on the Instructional Practice Guides from Student Achievement Partners.

DOMAIN

DETERMINE IF:

Culture of Learning

Students are engaged in the work of the lesson from start to finish.

Reading Foundational Skills (K-5 Only)

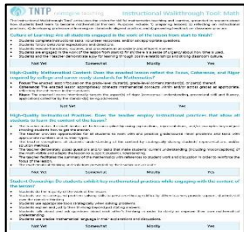
Students have access to high-quality instruction focused the mechanics of reading.

Reading/Listening Comprehension

Students have access to high-quality texts, questions, tasks, and discussions.

You can download a copy of our observation tool here:

<https://tntp.org/student-experience-toolkit/view/classroom-observation-protocols>



Our Assignment Protocol evaluates four components and is based on the EQUIP protocol, designed by a consortium of educators from 28 states, including North Carolina.

CONTENT

Overall, does the assignment provide students the chance to meet the demands of the grade-level standards?

PRACTICE

Overall, does the assignment provide students meaningful practice opportunities for this content area and grade level?

RELEVANCE

Overall, does the assignment engage students in relevant content, allowing them to engage in authentic tasks and/or share their personal voice?

PERFORMANCE

Did students meet the demands of the assignment and the demands of the standards?

This assignment review protocol is intended to help teachers, leaders, and other stakeholders answer the question, "Does this task give students the opportunity to meaningfully engage in worthwhile grade-level content?" If students have not yet completed the task, users only review the quality of the task. If students have completed the task, users then review the quality of the task and then analyze students' performance.

Content: Does this assignment align with the expectations defined by grade-level standards?

Standards	Yes	Partially	No
Does the assignment focus on one or more grade-level mathematics standards?			
Do all questions and/or tasks reach the depth of grade-level standards?			

Overall Content Rating

Overall, do the content demands of this assignment align with the expectations defined by the grade-level standards?

0 - No Opportunity	1 - Minimal Opportunity	2 - Sufficient Opportunity
Less than half of the questions on the assignment reach the depth of the targeted grade-level standards.	More than half but not all of the questions on the assignment reach the depth of the targeted grade-level standards.	All the questions on the assignment reach the depth of the targeted grade-level standards.

Mathematical Practices: Does the assignment provide meaningful opportunities for students to engage in the mathematical practices for this grade level?

Standards	Yes	No
Does the assignment provide opportunities for students to engage with at least one critical mathematical practice?		
Does the assignment provide opportunities for students to engage with at least one critical mathematical practice?		
Does the assignment require students to engage with one or more mathematical practices at the appropriate level of depth as defined by the grade-level content and practice standards?		

Overall Practice Rating

Overall, to what extent does the assignment provide meaningful practice opportunities for this content area and grade level?

0 - No Opportunity	1 - Minimal Opportunity	2 - Sufficient Opportunity
The assignment provides no opportunity to engage with critical mathematical practice while working on grade-level content.	The assignment includes an opportunity to engage with at least one critical math practice but not at the time or depth required by the standards.	The assignment includes an opportunity to engage with at least one mathematical practice at the appropriate level of depth.

You can download a copy of our assignment protocol here:

<https://tntp.org/student-experience-toolkit/view/assignment-review-protocols>





Literacy Audit Results





The Science of Reading Grades Pre-K-5

Orange County Schools

“Once you learn to read, you
will be forever free.”

~Frederick Douglass~

The Science of Reading: Our **Why**

Being a proficient reader has an impact on a student's future. Literacy impacts access to education, economic development, and life outcomes.

Literacy is a human right.

Children who are not reading at a proficient level by fourth grade are four times more likely to dropout of high school before graduating.

Students from low-income neighborhoods who cannot read with proficiency are six times more likely to leave high school without a degree.

70% OF ALL INCARCERATED ADULTS CANNOT READ AT A 4TH GRADE LEVEL.



What is the Science of Reading?

The term “science of reading” refers to **the research that reading experts, especially cognitive scientists, have conducted on how we learn to read.**

It is a vast interdisciplinary body of scientifically-based research about reading, writing, and issues related to reading.

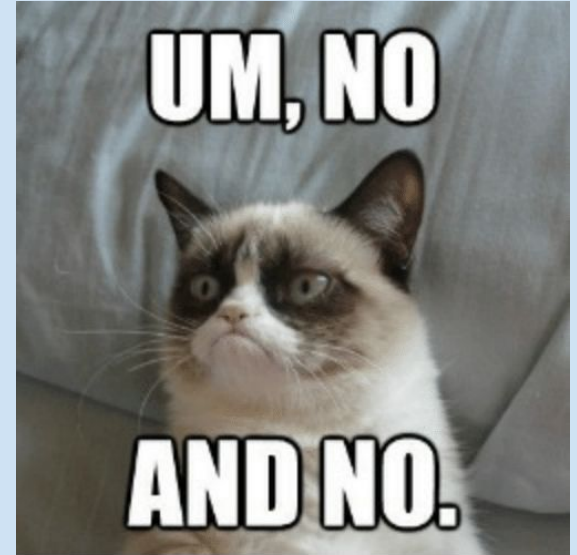
The research has been conducted *over decades across the world*, and is derived from thousands of studies in multiples languages.

The science of reading has culminated in evidence to inform how proficient reading and writing develop, why some people have difficulty, and how we can most effectively improve student outcomes in reading.



What the Science of Reading is NOT?

- an ideology or philosophy,
- a fad, trend, new idea, or pendulum swing,
- a political agenda,
- a one-size-fits-all approach,
- a program of instruction
- a single, specific component of instruction such as phonics



What Does the Science of Reading Tell Us?

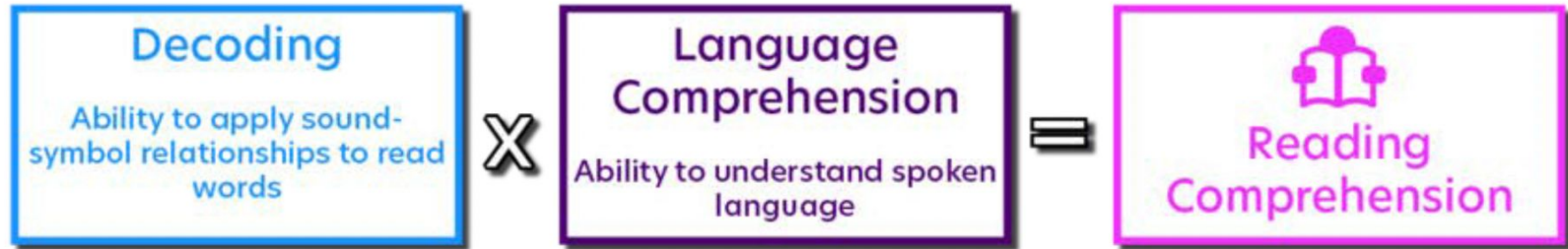
The Science of Reading shows us that all young students' brains learn to read proficiently in a very ***consistent*** way.

When reading instruction is aligned with cognitive science, **nearly 95% of students** can learn to read with **systematic, sequential, explicit, and cumulative** reading instruction that is aligned with the science of reading.



Gough & Tunmer, 1986; Hoover and Gough, 1990

The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

Scarborough's Reading Rope

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

THE MANY
STRANDS
WOVEN INTO
SKILLED
READING

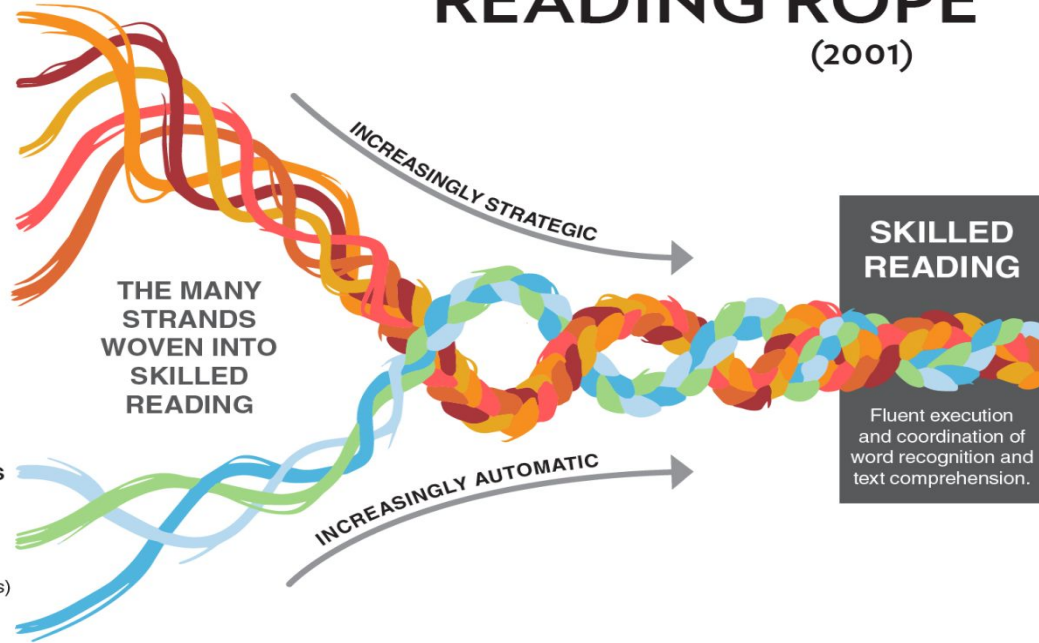
SCARBOROUGH'S READING ROPE (2001)

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

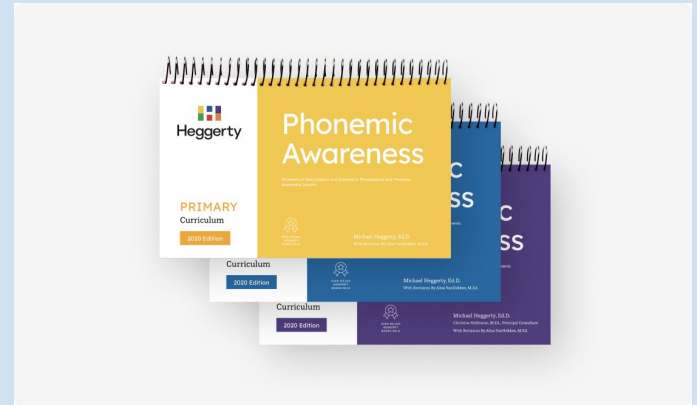
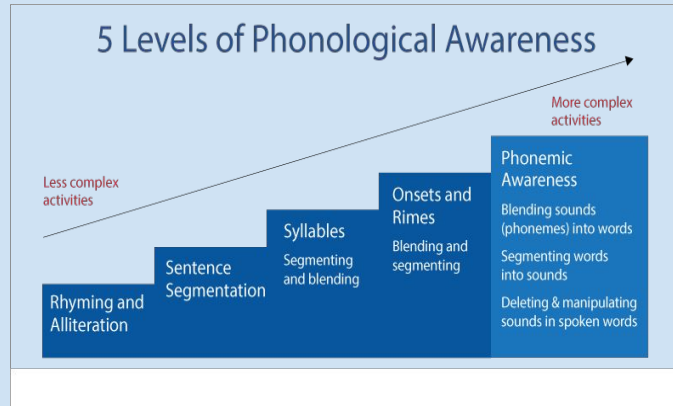
**SKILLED
READING**

Fluent execution
and coordination of
word recognition and
text comprehension.



Phonological Awareness

Phonological awareness is the ability to recognize and manipulate the spoken parts of sentences and words.



Administration Look Fors and Data Points



K-2	3-5	6-12
<p>Teacher-directed whole-group mini lesson (<i>Heggerty</i>)</p> <p>Consistent progression of skills through each lesson</p> <p>Lesson capped at 12 minutes</p> <p>Teacher modeling of hand motions</p> <p>Student engagement of hand motions</p> <p>Student errors do not prompt reteaching or stopping of the lesson</p> <p>Data Points: PSF, NWF, Heggerty Assessments</p>	<p>Tier II and Tier III intervention groups (<i>Bridge the Gap</i>)</p> <p>Intervention groups led by teacher, TA, or interventionist</p> <p>Intervention groups based on specific phonological skill</p> <p>Progress monitoring data by PA skill during MTSS conversations</p> <p>Data Points: PSF, NWF, Heggerty Assessments, aimsweb alternate assessments</p>	<p>Review historical data for specific students:</p> <ul style="list-style-type: none"> • HillRAP reports • Corrective Reading reports • WIDA Speaking & Listening reports • Students who get flagged for ORF

Decoding

Decoding, often called phonics, is the ability to translate letters into sounds. It refers to the reader's ability to understand the systems of relationships between letters and sounds in a language.

/s/ sat	/t/ tap	/p/ pan	/n/ nose	/m/ mat	/a/ ant	/e/ egg	/i/ ink	/o/ otter
/g/ goat	/d/ dog	/k/ cat	/r/ run	/h/ hat	/u/ up	/ai/ rain	/ee/ knee	/igh/ light
/b/ bus	/f/ farm	/l/ lolly	/j/ jam	/v/ van	/oa/ boat	/oo/ cook <small>(short)</small>	/oo/ boot <small>(long)</small>	/ar/ star
/w/ wish	/x/ fox	/y/ yell	/z/ zap	/qu/ quill	/or/ fork	/ur/ burn	/ow/ now	/oi/ boil
/ch/ chin	/sh/ ship	/th/ think <small>(voiceless)</small>	/th/ the <small>(voiced)</small>	/ng/ sing	/ear/ near	/air/ stair	/ure/ sure	/er/ writer



Decoding Administration Look Fors and Data Points



K-2	3-5	6-12
<p>Teacher-directed whole-group mini lesson (<i>Letterland</i>)</p> <p>Consistent progression of skills</p> <p>Consistent opportunities for students to decode and encode new skills</p> <p>Independent practice</p> <p>Use of decodable readers</p> <p>Date Points: All DIBELS 8 assessments, Letterland Assessments, spelling inventories</p>	<p>Teacher-directed whole-group instruction or differentiated small group (<i>From Phonics to Reading</i>)</p> <p>Consistent opportunities for students to decode and encode new skills</p> <p>Independent practice</p> <p>Clear transfer of phonics skills to authentic texts</p> <p>Tier II and Tier III intervention groups by skill</p> <p>Decodable readers for students in Tier II and Tier III phonics groups</p> <p>Progress monitoring data by PA skill during MTSS conversations</p> <p>Date Points: All DIBELS 8 assessments, From Phonics to Reading Assessments, spelling inventories</p>	<p>Review historical data for specific students:</p> <ul style="list-style-type: none">• HillRAP reports• Corrective Reading reports• All WIDA Reports (Reading, Listening, Speaking, & Writing Reports)• Students who get flagged for ORF <p>Intervention groups created in response to AIMSweb ORF</p>

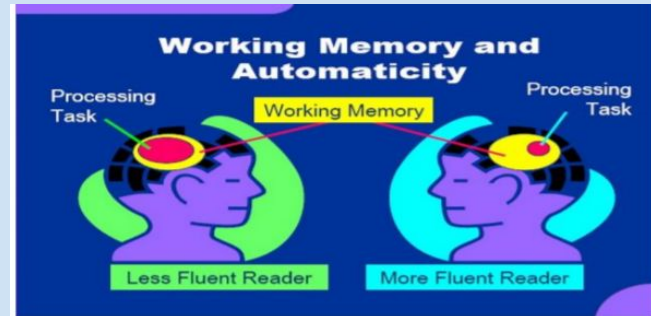
Sight Recognition

Sight recognition refers to all the words we can read **accurately** and **effortlessly**.

Did you know...

Starting in 3rd grade, it is estimated that “skilled orthographic mappers” anchor 10-15 new words a day into their sight word memories.

Literate adults have a sight word memory of 30,000 to 70,000 words.

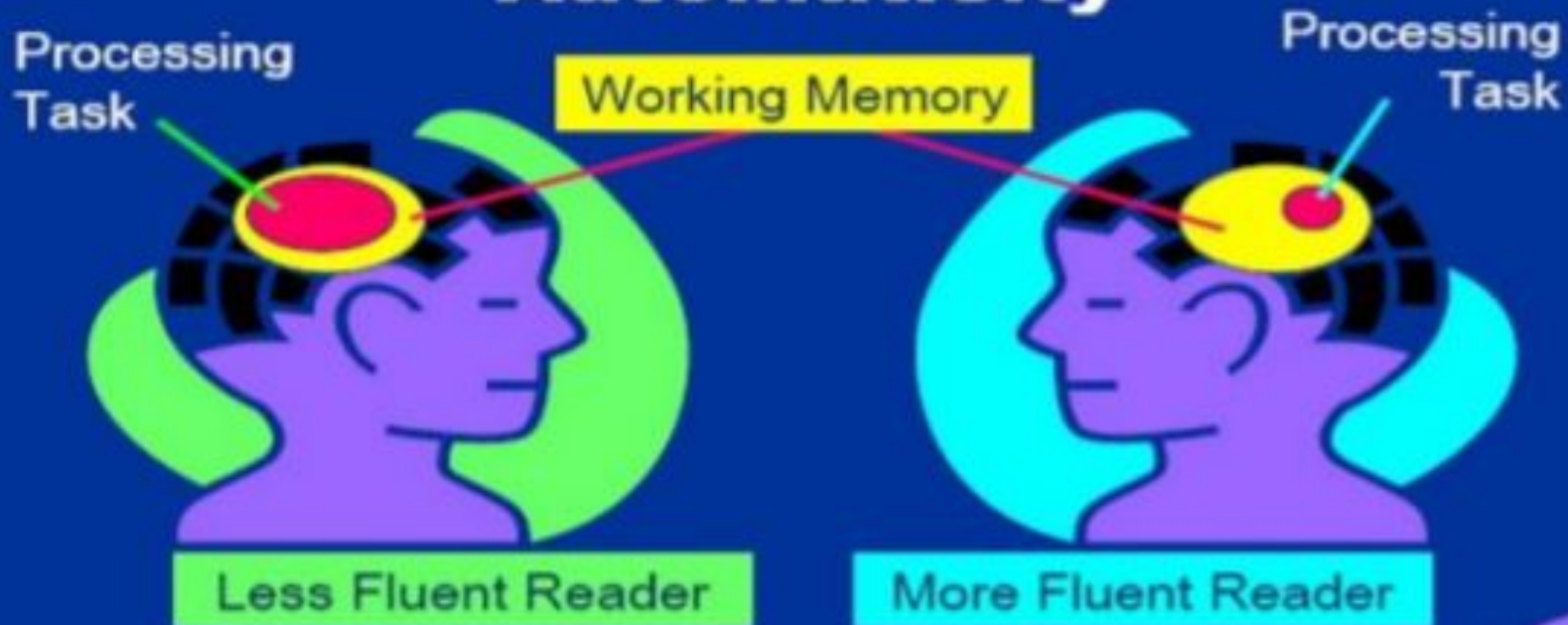


Administration Look Fors and Data Points





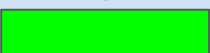


K-5	6-12
<p>High frequency word practice</p> <p>Multisensory word practice</p> <p>Fluency activities that build automaticity and prosody</p> <p>Independent word work that practices decoding and encoding</p> <p>Data Points: All DIBELS 8 assessments, Letterland assessments, From Phonics to Reading assessments, AIMSweb ORF & SRF</p>	<p>Fluency activities that build automaticity and prosody</p> <p>Explicit vocabulary instruction</p> <p>Intervention groups created in response to AIMSweb ORF, Fluency, & Silent Reading Fluency data</p> <p>Word work that practices decoding and encoding</p> <p>Data Points: AIMSweb ORF & SRF</p>

Working Memory and Automaticity



Language Comprehension

Background Knowledge 	Facts, concepts, academic vocabulary, etc.	Ex: Knowledge-building read alouds
Vocabulary 	Breadth, precision, links, etc.	Ex: Vocabulary in context
Language Structure 	Syntax, semantics, etc.	Ex: Sentence types
Verbal Reasoning 	Inference, metaphor, etc.	Ex: Figurative language, poetry
Literacy Knowledge 	Print concepts, genres, etc.	Ex: Nonfiction text features

Administration Look Fors and Data Points



K-5	6-12
<p>Knowledge-Building Read Alouds</p> <p>Units of Study in Reading and Writing</p> <p>Newsela</p> <p>ThinkCERCA</p> <p>Scaffolding Up - All students have access to grade-level texts and standards</p> <p>Strategy Groups</p> <p>Frontloading content and vocabulary, especially for EL and EC students</p>	<p>Knowledge-Building Read Alouds</p> <p>Units of Study in Reading and Writing</p> <p>Newsela</p> <p>ThinkCERCA</p> <p>Scaffolding Up - All students have access to grade-levels text and standards</p> <p>Strategy Groups</p> <p>Frontloading content and vocabulary, especially for EL and EC students</p> <p>Intervention groups created in response to AIMSweb SRF, RC, & VOC data</p>

Scarborough's Reading Rope

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

THE MANY
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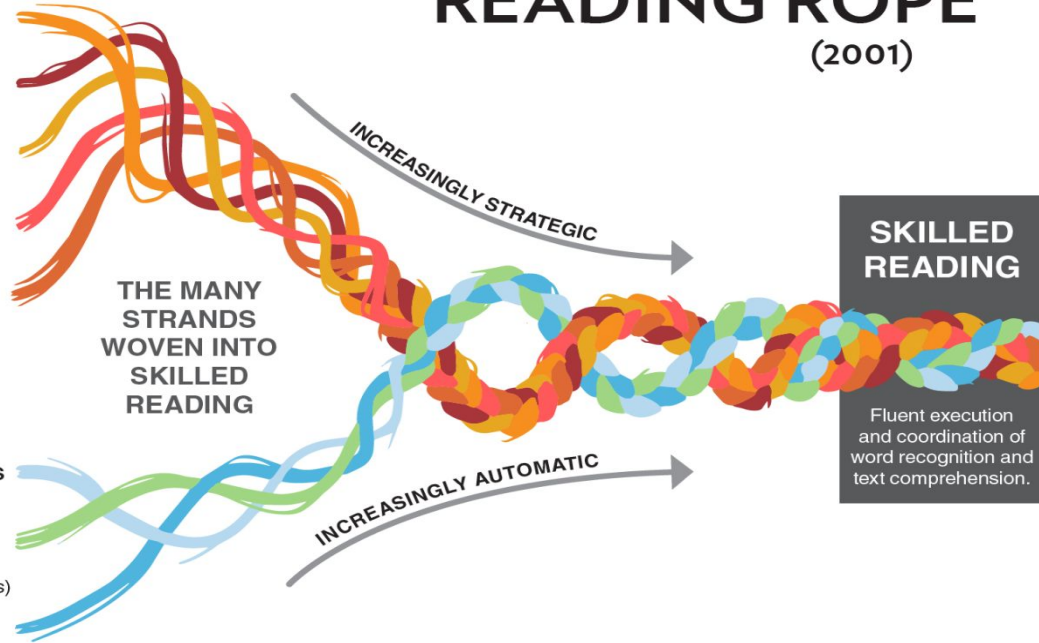
SCARBOROUGH'S READING ROPE (2001)

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

SKILLED READING

Fluent execution
and coordination of
word recognition and
text comprehension.



Orange County Schools Science of Reading Roadmap

Phonics

Continue *Letterland*
Decodable Texts



Phonemic Awareness

Heggerty
Bridge the Gap



Language Comprehension

Units of Study
Knowledge Building Read Alouds
ThinkCERCA



Phonics

From Phonics to Reading
Decodable Texts



LETRS Training

Statewide
Professional
Development



Building Capacity: LETRS Training (NCDPI Required)

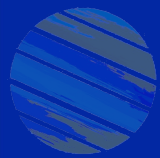
Who	Requirements
All K-5 teachers All EC resource teachers All ESL teachers One instructional coach	8 units over the course of two years 168 hours of coursework (equates to two hours per week) Online coursework, synchronous sessions, required readings, and bridge to practice application in the classroom 90 minute pre-assessment prior to beginning LETRS training. Unit Assessment at the end of each unit with 80% proficiency for certificate. *OCS would like to have PLC time to collaborate on coursework and application.
All pre-kindergarten teachers (countywide)	4 units over the course of one year Online coursework, synchronous sessions, required readings, and bridge to practice application in the classroom Pre-assessment and post-assessment on course content 37 hours

Building Capacity: LETRS Training (NCDPI Required)

Who	Requirements
<p>One administrator per site</p> <p>NC pre-kindergarten site administrators</p>	<p>4 units over the course of one year</p> <p>Self-paced online coursework, two days of synchronous learning, professional learning assignments, and bridge to practice application in the classroom</p> <p>Pre-assessment and post-assessment on course content</p>

Building Capacity: LETRS Training OCS funded

Who	Requirements
All ES Principals	8 units over the course of two years
All ES Assistant Principals	168 hours of coursework (equates to two hours per week)
ES and MS Literacy Coaches	Online coursework, synchronous sessions, required readings, and bridge to practice application in the classroom
ES Reading Interventionists	
MTSS leaders	90 minute pre-assessment prior to beginning LETRS training.
District support staff	Unit Assessment at the end of each unit with 80% proficiency for certificate.



ThinkCERCA In Action Grades 6-12

The CERCA Framework is a **scaffolded approach to literacy that helps students develop their critical thinking skills**. ThinkCERCA's expert-designed lessons walk students through the process of analyzing content-rich texts and multimedia to construct cohesive argumentative, informational, or narrative writings.

How it works: [CERCA--Daily Routine](#)

- Claim, Evidence, Reasoning, Counterargument, Audience

November - May

- ELA: At least 3 prompts
- Social Studies: At least 2 prompts

January - May

- Math: At least 1 prompt
- Science: At least 1 prompt

[CERCA Slides: Indigenous Actors and Agents of Change](#)

[CERCA Slides: Bullying](#)

QUESTIONS & FEEDBACK



Science of Reading, LETRS Training, & ThinkCERCA



NEW POSITION: FULL-TIME AFTERSCHOOL COORDINATOR



Rebuilding Afterschool Programs

- Afterschool Program received a Stabilization Grant to help with recruitment and retention, enabling better wages and offering staff benefits and bonuses.
- Several vacancies are available and the request is to make those positions full time to recruit and retain staff to support instruction and increase support and adherence to health and safety measures
- Reclassification of positions would include new pay grades, more hours and health benefits

NEW POSITION: FULL-TIME AFTERSCHOOL COORDINATOR



- Sustainability for maintaining grant funded positions in the future would be to increase parent fees and also apply for additional grant funding to sustain current fees
- Benefits of reorganization would allow staff to be able have adequate administrative time to help support licensing requirements, attend staff meetings and to set up afterschool program to ensure adherence to COVID-19 protocol.



Superintendent recommends approval of Afterschool Coordinator Position



POSITION TITLE CHANGE: HUMAN CAPITAL (HC) SPECIALIST



Supporting Recruitment and Staffing Demands

- Existing National Teacher Shortage
- COVID-19 impacts on recruitment and staffing for 2021-2022 school year
- Proactive approach and anticipation of staffing demands for the 2022-2023 school year
- Position title and job responsibility change; no salary change/increase

QUESTIONS, FEEDBACK, & ACTION



**Superintendent recommends approval of title change
for HC position**



FACILITIES ASSESSMENT & REVIEW CONTRACT



- A capital needs assessment should be completed every 7-10 years in order to ensure effective capital plans are prepared along with up-to-date replacement schedules. These comprehensive reports assist the administration and stakeholders to ensure major building components are sustained and functioning on each campus.
- Major system components reviewed are:
 - Health, Environmental and Life Safety Systems
 - Security Systems and Intercoms-Communication Systems
 - Building Envelope Systems (roofs, doors, windows, etc)
 - Mechanical/HVAC Systems
 - Water, Drainage and Site Issues
 - Energy, Sustainability and Building Longevity
- The administration recommends the Board authorize an updated comprehensive capital needs assessment for the district's facilities. The anticipated cost is \$50,000 for this review and a time frame of six to nine months to complete.

QUESTIONS, FEEDBACK, & ACTION



Superintendent recommends approval of Facilities
Assessment & Review Contract





**Orange
County
Schools**
NORTH CAROLINA

ENGAGE. CHALLENGE. INSPIRE.

Hillsborough Elementary Transportation and Lottery

January 10, 2022

PATRICK ABELE AND CATHERINE MAU, OPERATIONS

Board Assignment Priorities

Board Policy 4125 requires lottery priority levels be created to further the Board's goals.

1. Alleviation of overcrowding and efficient use of school facilities and resources
2. Balancing of school populations
3. Sibling preferences (including step and foster siblings)
4. Providing an opportunity for all applicants to have at least some chance for a seat in the program.





Admissions to Hillsborough Elementary and other Choice programs are covered by these Board policies

- [Policy 4120](#): Admission to the Orange County Schools
- [Policy 4125](#): Student Assignment and Transfers
- [Regulation 4125-R&P](#): Regulations & Procedures

HES STUDENT ASSIGNMENT PRIORITIES



Background

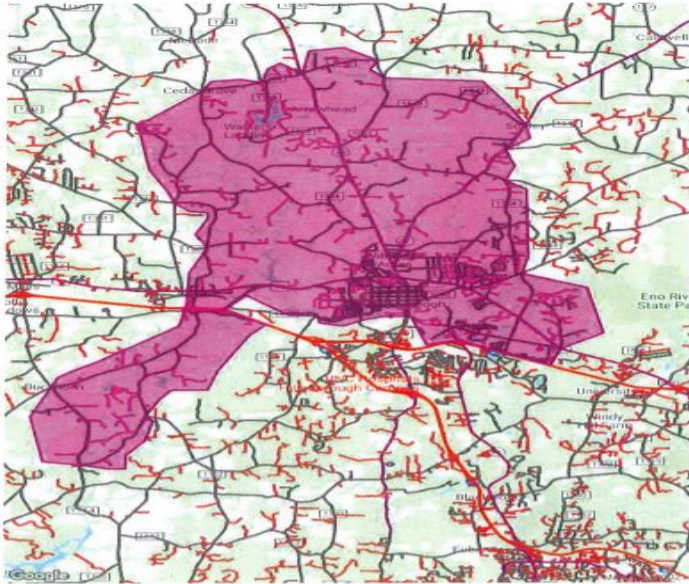
- Admission to the year-round Hillsborough Elementary School is through a lottery only.
- The school has no attendance zone. Families may apply for the lottery during the month of January; the lottery is tentatively planned for February 16.
- As of January 5, there are 60 applicants for the 72 available Kindergarten seats.
- 41 of those applicants are siblings of returning students. A small number of seats will be available after students meeting the first 3 priorities are seated. ***The priorities discussed in the report pertain to the remaining +/- 30 seats.***
- At its December 13, 2021 meeting, the Board of Education requested that Operations investigate options for widening the applicant pool for Hillsborough Elementary with the intended outcome being a Kindergarten class that more closely reflects the demographics of the district as a whole.

HES STUDENT ASSIGNMENT PRIORITIES

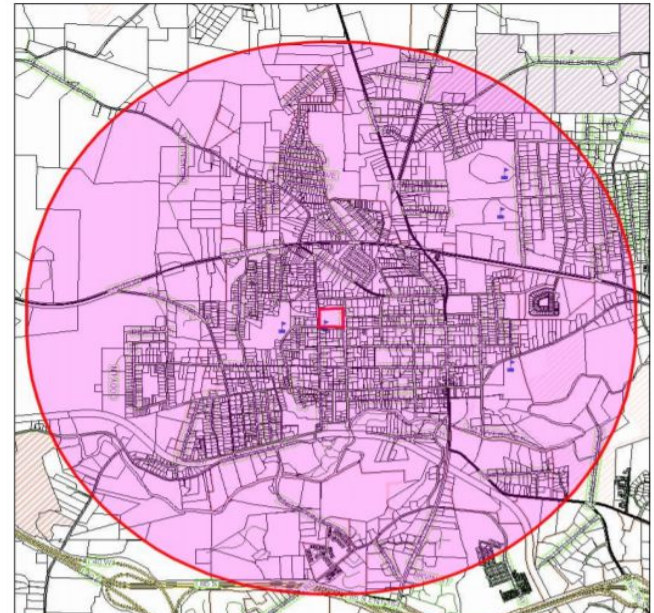


Transportation Route Comparisons

Current



Using 1.5 Mile Radius





Lottery Priorities Explored for 2022-2023

- Priorities for student assignment are governed by local policy and Federal law.
- School districts are prohibited from using race, ethnicity, gender, and free or reduced-price lunch as a factor in student assignment. Instead, the US Department of Education provides guidance to school districts for other permissible criteria for school enrollment.
- Operations reviewed legal constraints for lottery applicants by the following factors: Academic Achievement, Title I School Zones and Overcrowded Schools

HES STUDENT ASSIGNMENT PRIORITIES



Academic Achievement

- This option prioritizes students domiciled in planning segments with low historical academic achievement as measured by performance on the 3rd-grade reading EOG.

Average Achievement (3rd grade reading EOG, 2019)	Number of Resident Students	Number of Planning Segments
Below 3	293	106
At or below 2.5	244	97
Below 2.5	190	80
At or below 2	155	71
Below 2	112	46

HES STUDENT ASSIGNMENT PRIORITIES



Attendance Zone 2018-19	Number of Students	% of District Students
Central ES	58	10.9%
Efland Cheeks Global ES	121	22.7%
Grady Brown ES	73	13.7%
New Hope ES	102	19.2%
Pathways ES	55	10.3%
River Park ES	113	21.2%
Out of District	10	1.9%
Total	532	

Title I School Zone

- This option gives higher priority to students domiciled in the attendance zone of a Title I elementary school. Students assigned to Central, Efland-Cheeks, Grady Brown, and New Hope Elementary would be seated before students assigned to other schools.
- Using the 2018-19 school year as an example, this method of weighting would give priority to 66.5% of students, a number that is likely higher than the Board's intention.

HES STUDENT ASSIGNMENT PRIORITIES



School	21-22 LOS	Projected 22-23 LOS
Central ES	0.668	0.724
Efland-Cheeks ES	0.989	0.989
Grady Brown ES	0.804	0.756
New Hope ES	0.937	0.933
Pathways ES	0.563	0.524
River Park ES	1.084	1.026

Overcrowded Schools

- This category places higher priority on students domiciled in the attendance zone of an elementary school that is over capacity. This type of priority is an excellent means of easing overcrowding, however no elementary schools are projected to be over the SAPFO Level of Service (LOS) in the upcoming school year.
- Using this method is not likely to meet the Board's goal of demographics that reflect the district as a whole.

HES STUDENT ASSIGNMENT PRIORITIES



2022-2023 Enrollments

- The Administration recommends offering bus transportation to new in-district Hillsborough Elementary students who are domiciled outside the existing transportation zone as much as is reasonable with the existing number of vehicles, routes, and drivers.
- The Administration recommends using the following priorities for weighting lottery applicants in levels 4-6. The Board could choose to either offer available seats to all applicants in a priority level before seating students in the next level or to set aside a specific number or percentage of available seats in each category.

PROPOSAL



Recommend using the following priorities for weighting lottery applicants

Weight	Current Priorities	Proposed Priorities
1	Returning student	Returning student
2	Sibling attending	New student with a returning sibling
3	Child of employee	Child of an employee assigned to Hillsborough Elementary
4	Student assigned to over-capacity school	Student domiciled in a planning segment with historical academic achievement at or below 2
5	n/a	Student domiciled in a planning segment assigned to a Title I school. Starting in 2023-2024 use a future Poverty Level Segment Indicator (PLSI)
6	n/a	Student domiciled in a planning segment assigned to an over-capacity school

Poverty Level Segment Indicators (PLSI)



Recommend using PLSI indicators in future lotteries:

- In the 2023-24 school year, Operations would like to use Poverty Level Segment Indicators (PLSI), as a replacement for the Title I priority level.
- These indicators provide highly accurate school-centered neighborhood poverty estimates based on data from the U.S. Census Bureau and estimation techniques from spatial statistics.
- [*Sidestepping the Box: Designing a Supplemental Poverty Indicator for School Neighborhoods*](#)

Recommendations for 2022-2023



The Superintendent recommends the Board approve the following Lottery Enrollment Priorities for HES applications:

1. Returning student
2. New student with a returning sibling
3. Child of an employee assigned to Hillsborough Elementary
4. Student domiciled in a planning segment with historical academic achievement at or below 2
5. Student domiciled in a planning segment assigned to a Title I school for 2022-2023
6. Student domiciled in a planning segment assigned to an over-capacity school



Hillsborough Priorities for 2022-2023



FIRST READING POLICIES



- 2300 - Board Meetings
- 2310 - Public Participation at Board Meetings



Approval of First Reading of Policies

