



Board of Education Meeting

September 27, 2021

Dr. Monique Felder, Superintendent



Orange County Schools
Hillsborough, NC

Mission Moment: Thank you!

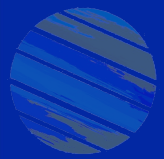
<https://www.youtube.com/watch?v=82rY1T9m1jU>

THANK
YOU

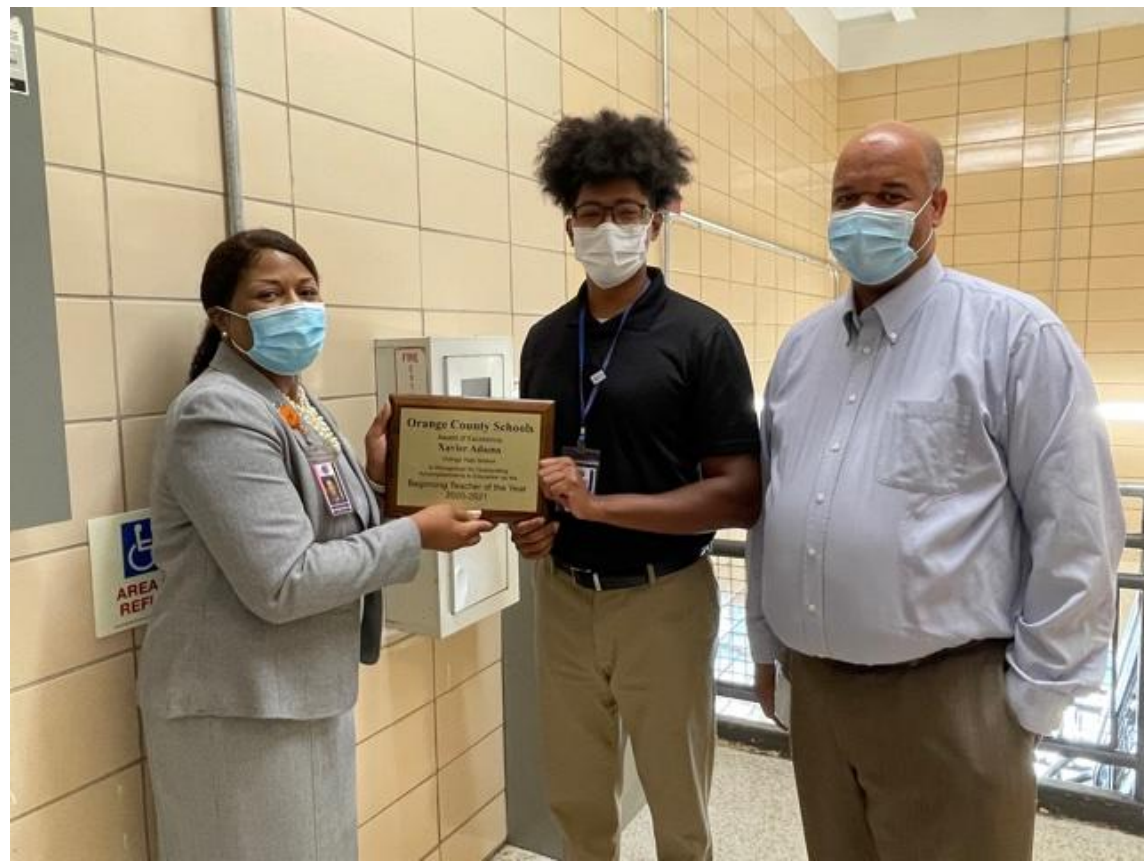


Orange County Schools
Hillsborough, NC



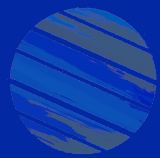


Mr. Xavier Adams: OCS Beginning Teacher of the Year



Thank you - TLC-Triangle Luncheon Civitan





Meeting Outcomes

By the end of the meeting, Board members will have:

- Taken action on:
 - 2021 Leandro Resolution
 - COVID Health & Safety Update Items
 - Athletic, Extracurricular, & Fans
 - Vendor & Contractor Restrictions
 - Additional Requirements for Employee COVID-19 Testing for Contagious Disease Leave
 - School Calendar Amendment
- Received an update on:
 - 2020-2021 State Accountability Results
 - 2021-2026 Strategic Plan
 - Capital & Facility Renovations Update
 - COVID-19 Health & Safety Updates



A close-up, low-angle shot of five children of various ethnicities and ages, all smiling and looking upwards towards the camera. The children are huddled together, creating a sense of unity and joy. The background is bright and out of focus.

**How are our
children?**



HOW ARE OUR CHILDREN?

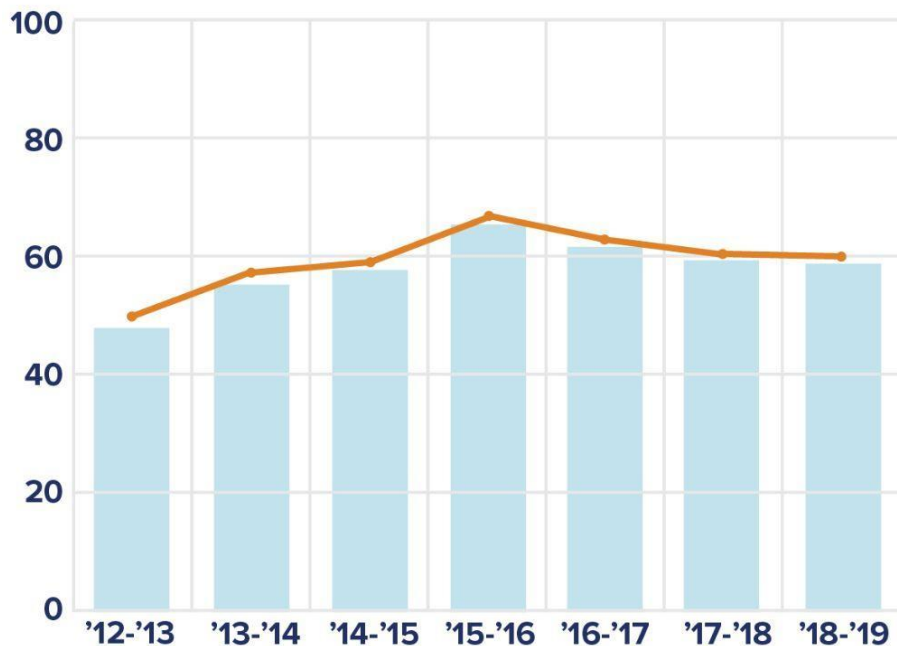
Not everything that is faced can be changed, but nothing can be changed until it is faced.

-James Baldwin

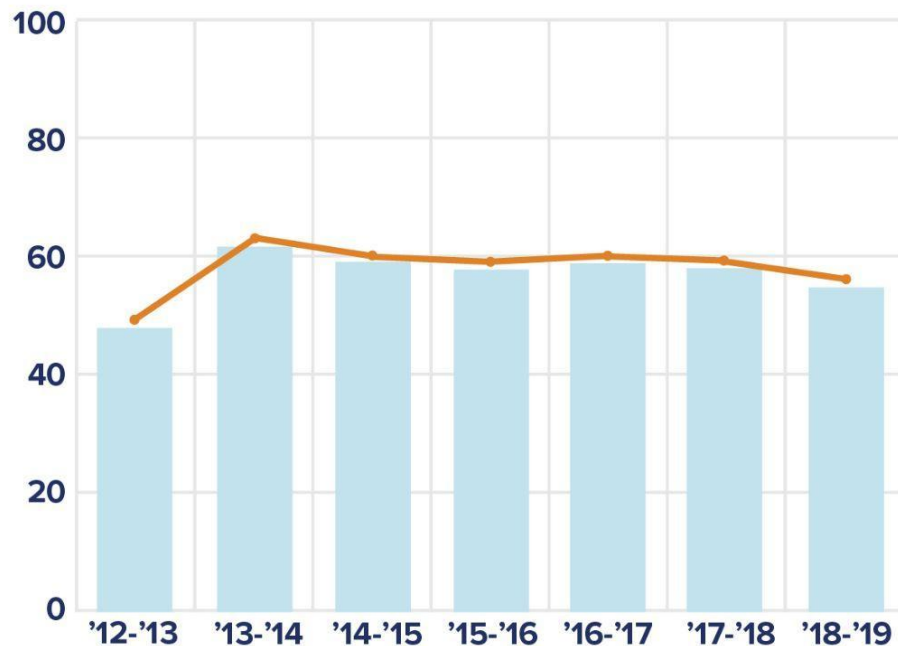


HOW ARE OUR CHILDREN?

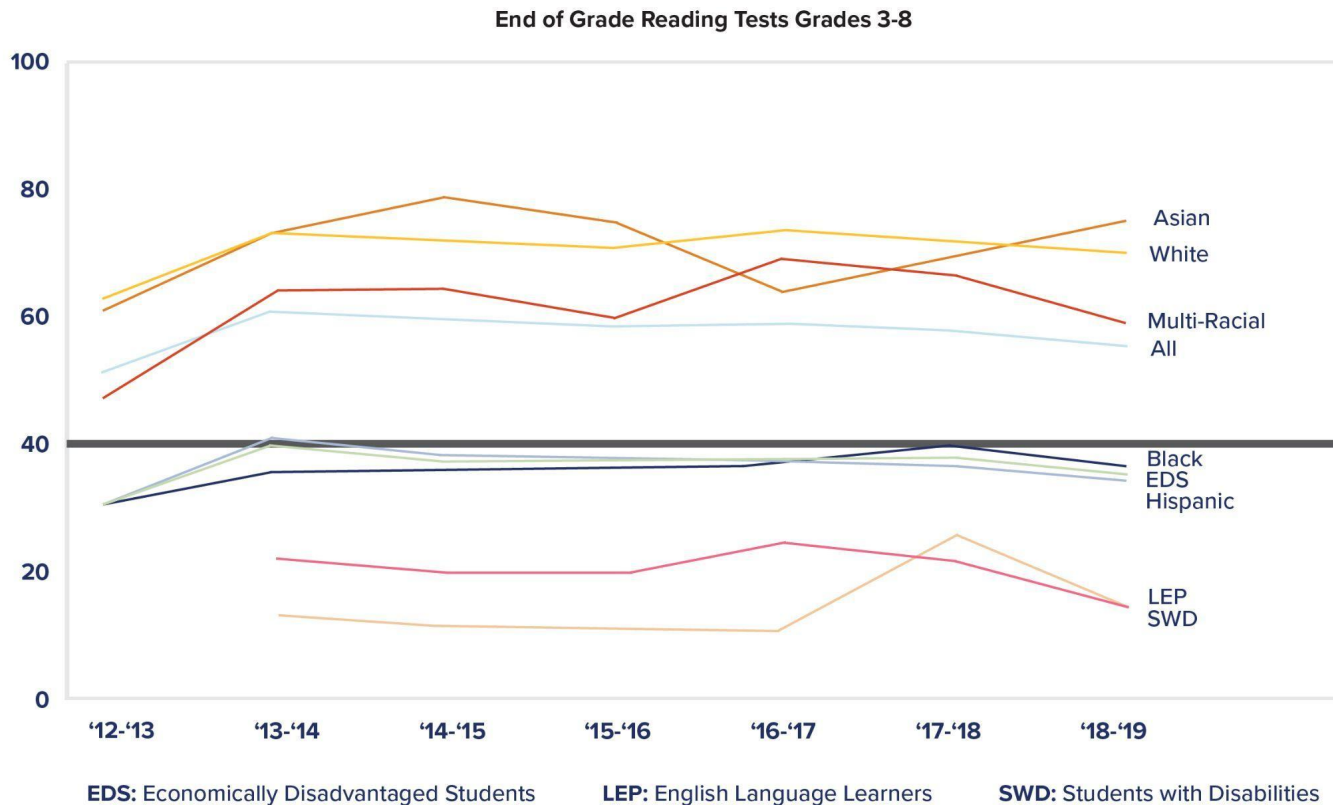
End of Grade Reading Tests Grades 3-8



End of Grade Math Tests Grades 3-8



WHAT IS THE STATE OF LITERACY ACHIEVEMENT OVER TIME?



2020-2021 State Accountability Results



2020-2021 DATA REPORTED

- End-of-Grade Performance
- End-of-Course Performance
- English Language Progress
- Graduation Rate
- ACT

DATA NOT REPORTED

- SCHOOL PERFORMANCE GRADES



2020-2021 STATE ACCOUNTABILITY RESULTS

INFORMING TEACHING AND LEARNING FOR 2021-2022

- NC state tests are designed to be administered at the same time and based on 1025 instructional hours or 185 days of **IN-PERSON INSTRUCTION**
- 2020-2021 results represent **115 different approaches** to instruction in the 2020-2021 school year in terms of the proportion of in-person, hybrid, and remote instruction.
- 2020-2021 results represent **115 different rates of test taking participation** in the 2020-2021 school year in terms of the number (percentage) of students who participated in end-of-grade and end-of-course testing.
- 2020-2021 results **did not include** the calculation of A-F school performance grades (SPG) or growth analyses.
- 2020-2021 results meant to provide information to families, educators, and the public about student performance to inform:
 - Identification of **challenges and opportunities** for improvement, and
 - Design, direction, and **deployment of resources and supports**.



2020-2021 STATE ACCOUNTABILITY RESULTS

COMPARING 2020-2021 TO 2018-2019

- EOG mathematics test ranged from a percentage point difference of 16.0 (Grade 5 CCR) to 19.9 (Grade 8 GLP)
- EOG Reading tests ranged from a percentage point difference of 7.4 (Grade 8 GLP) to 25.5 (Grade 6 CCR)
- EOG Science tests ranged from a percentage point difference of 8.3 (Grade 8 GLP) to 19.8 (Grade 5 CCR)
- EOC tests ranged from a percentage point difference of 1.1 (NC Math 3 CCR) to 27.1 (Grade 8 NC Math 1 CCR)
- Disaggregated results showed declines
 - For all EOG and EOC assessments, all subgroups had a decrease in the percentage meeting GLP and CCR except for the Asian subgroup for tests in Grade 8 reading (GLP), NC Math 3 (CCR) and English II (GLP).
 - For all EOGs and EOCs, the range of the percentage point differences for the two reference years was 30.4 to 0.4 (GLP and CCR)
 - The subgroup differences were smallest for NC Math 3, ranging from GLP (0.4 to 5.6) than CCR (0.7 to 3.9)
 - English II subgroup differences were smaller for GLP (0.6 to 5.3) than CCR (8.3 to 20.4)



North Carolina Accountability Model

Reading and Math EOG and
EOC Assessments

Science End-of-Grade
Assessments

English Learners Progress (ELP)

4-Year Cohort Graduation Rate
(CGR)

School Growth

- Elementary/Middle (Reading, Math, and Science)
- High School Growth (Reading and Math)

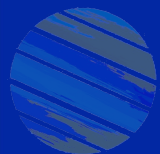
ACT/WorkKeys Assessments
(AWA)



North Carolina Department of
PUBLIC INSTRUCTION

Accountability Business Rules

Passing NC Math 3 (Math
Course Rigor)



North Carolina Accountability Model: ES/MS

Reading and Math EOG and
EOC Assessments

Science End-of-Grade
Assessments

English Learners Progress (ELP)

School Growth

- Elementary/Middle (Reading, Math, and Science)
- High School Growth (Reading and Math)



North Carolina Department of
PUBLIC INSTRUCTION

Accountability Business Rules



North Carolina Accountability Model: HS

Reading and Math EOG and
EOC Assessments

Science End-of-Grade
Assessments

English Learners Progress (ELP)

4-Year Cohort Graduation Rate
(CGR)

School Growth

- Elementary/Middle (Reading, Math, and Science)
- High School Growth (Reading and Math)

ACT/WorkKeys Assessments
(AWA)



North Carolina Department of
PUBLIC INSTRUCTION

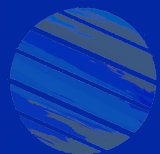
Accountability Business Rules

Passing NC Math 3 (Math
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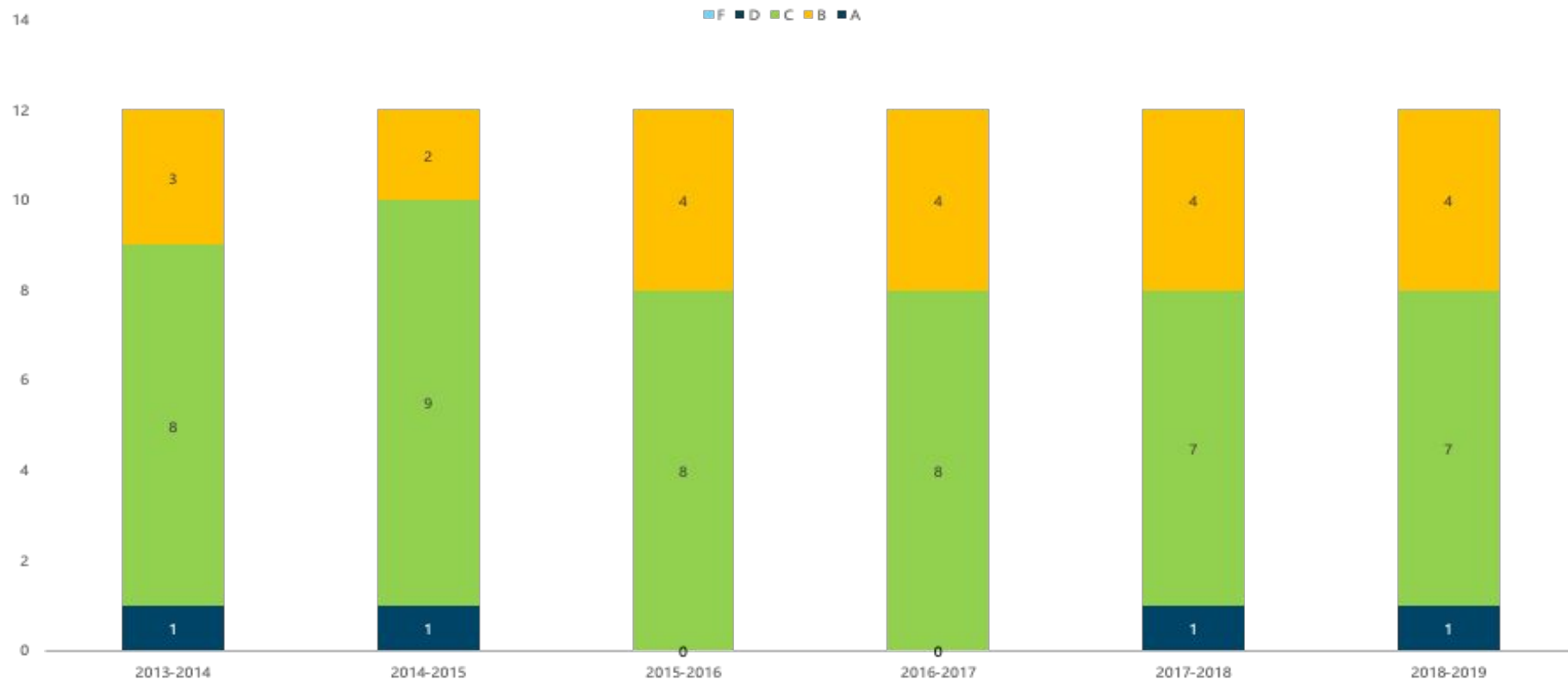


CALCULATING THE SCHOOL PERFORMANCE GRADE

MEASURE	NUMERATOR	DENOMINATOR	ACHIEVEMENT SCORE USED IN FINAL CALCULATIONS
Academic Achievement Assessments (AAA) Combines ELA/Reading and Math			
4-Year Cohort Graduation Rate			
EL Progress			
EOC biology			
THE ACT/WorkKeys Assessments			
Math Course Rigor			
Total			
Composite Index			Growth Score Used in Final Calculation
Accountability Growth Score (Reading and Math Composite)			

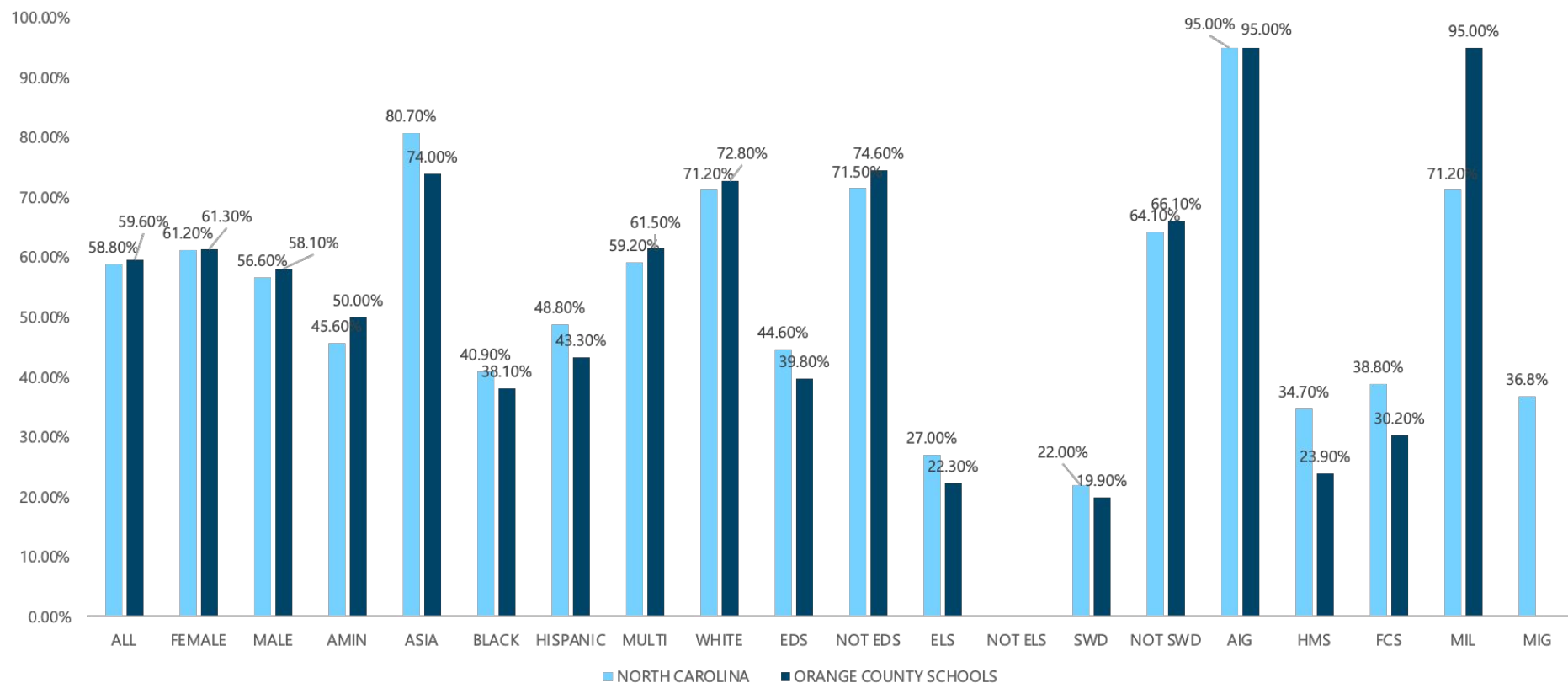


SCHOOL PERFORMANCE GRADES: HISTORICAL





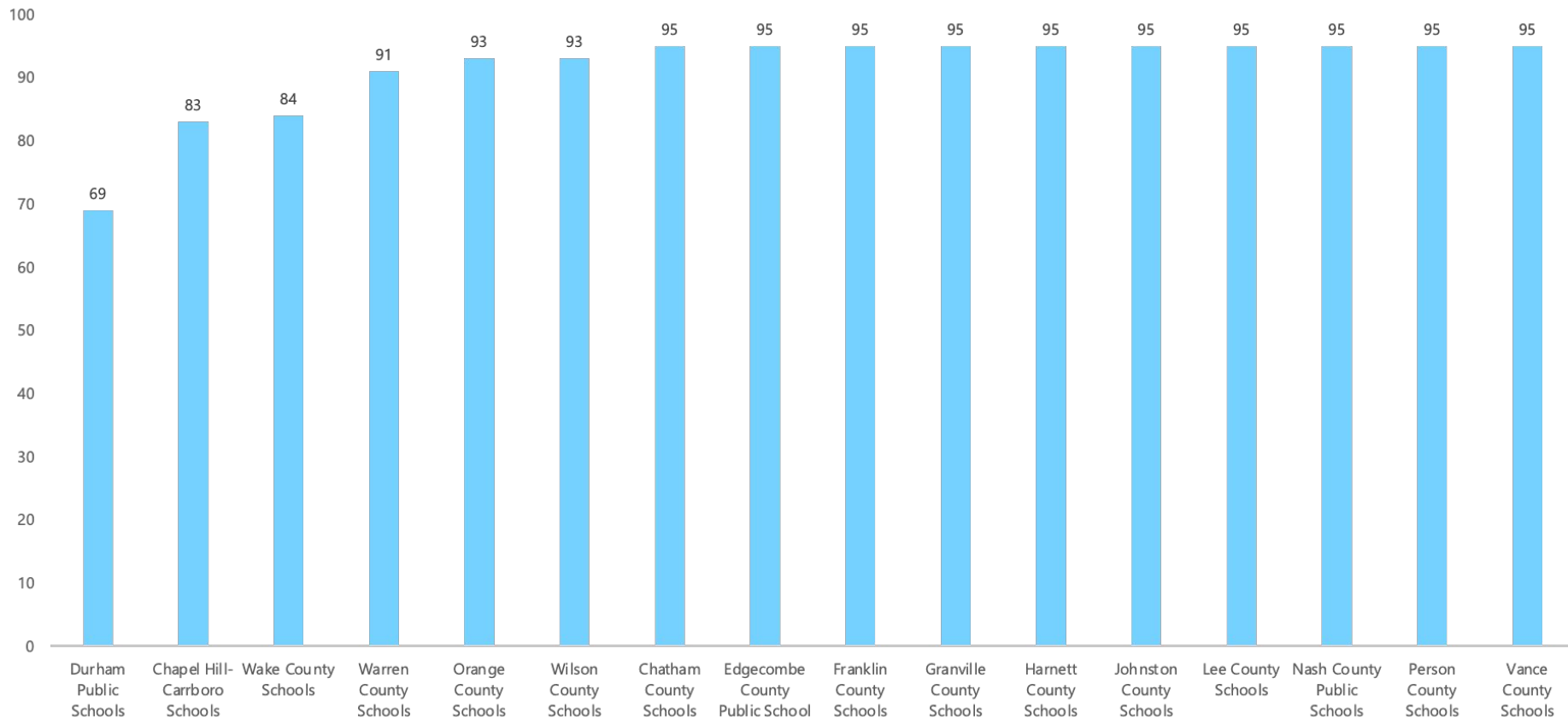
2018-2019 PERFORMANCE COMPOSITE: GLP

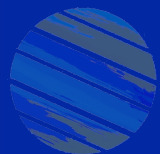


Source: North Carolina Internal Results Review: State of North Carolina and Orange County Schools

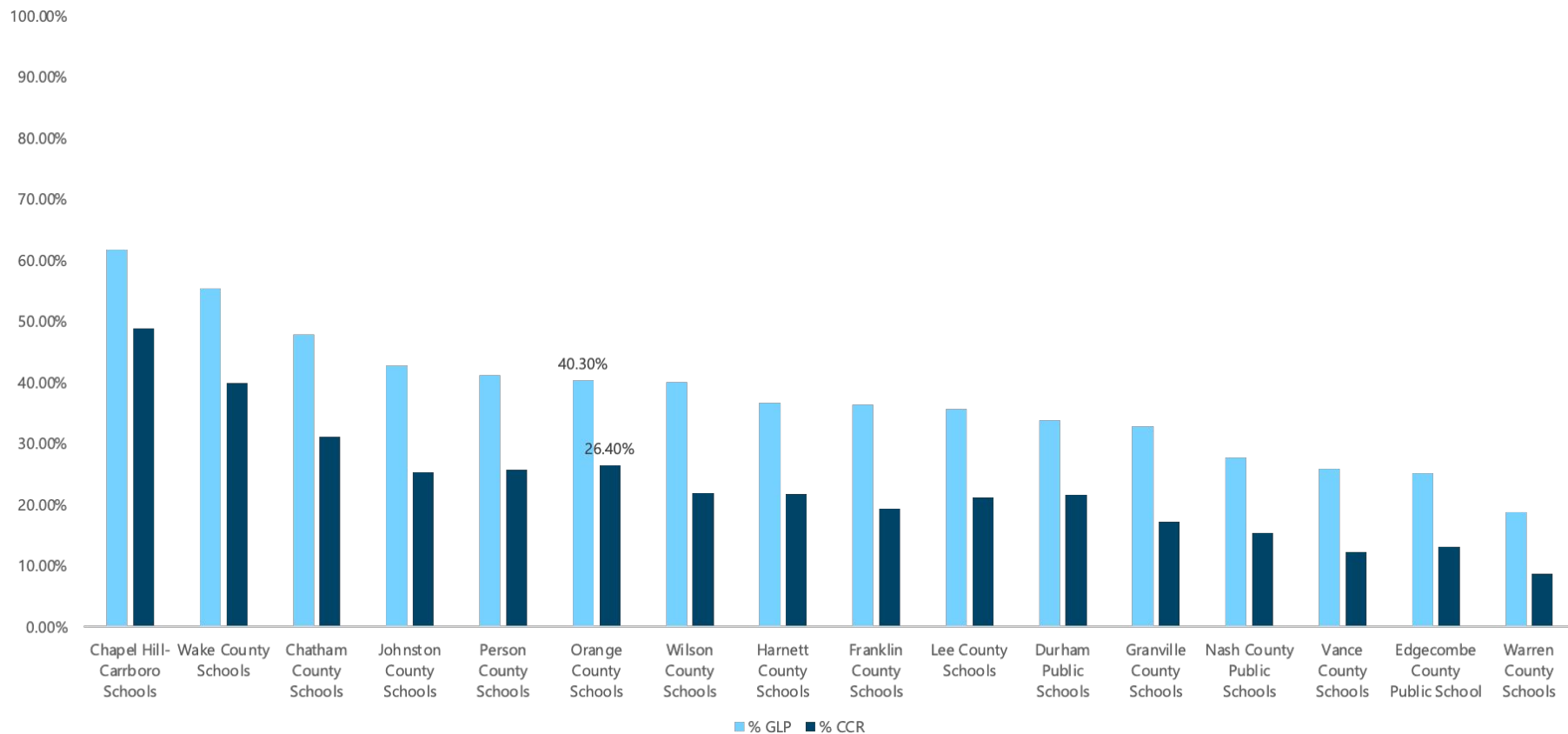


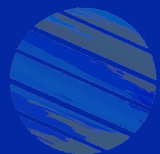
2020-2021 TEST PARTICIPATION RATES: REGION



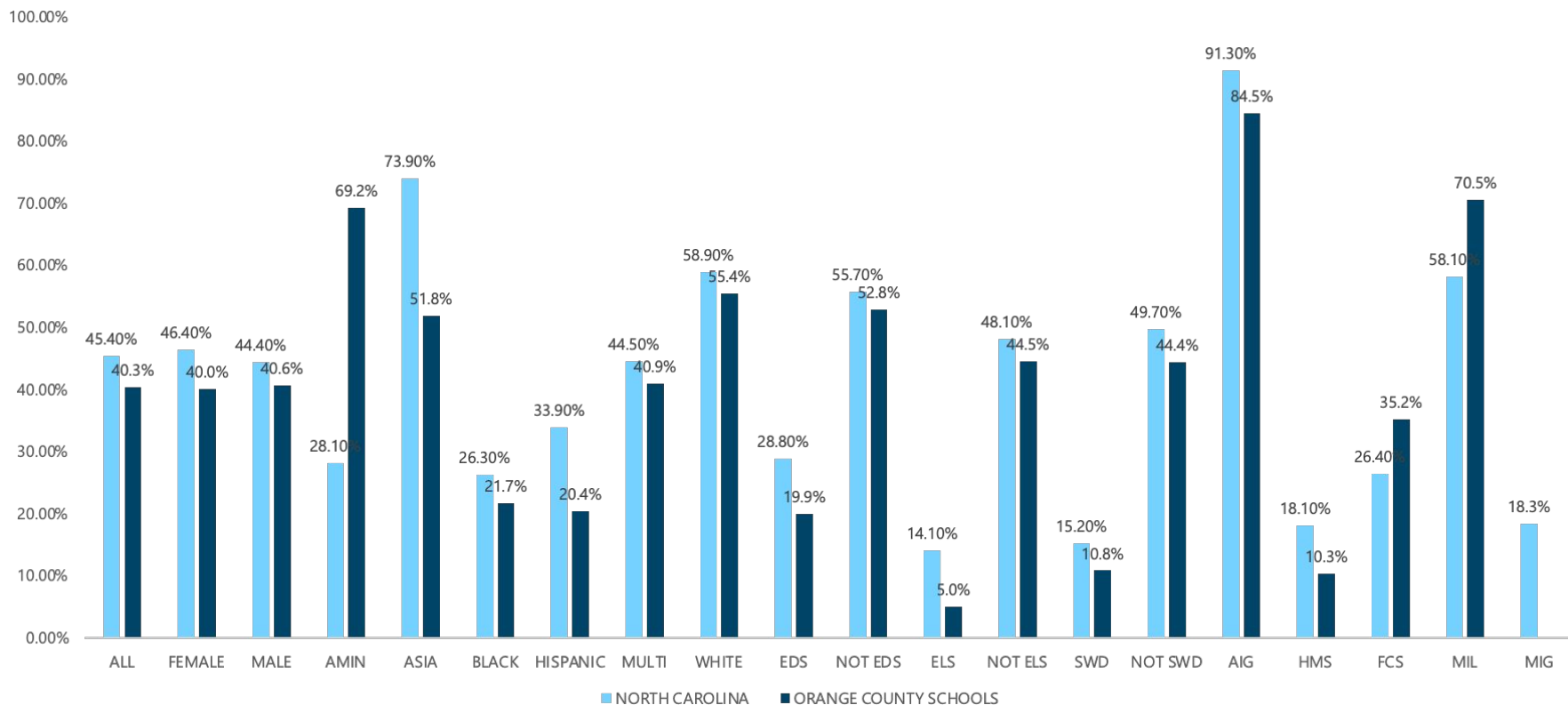


2020-2021 STATE ACCOUNTABILITY: REGIONAL PERFORMANCE

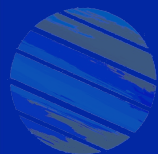




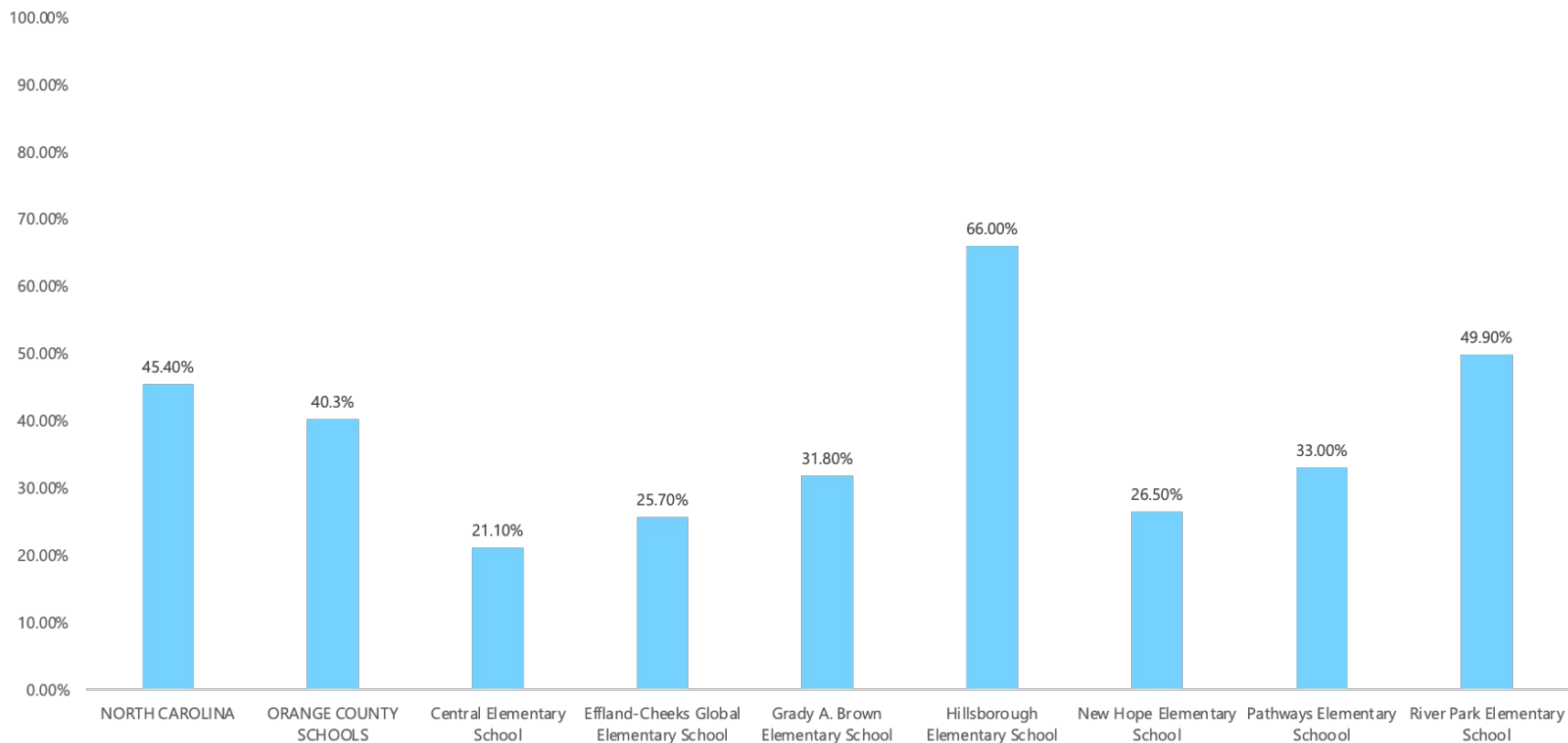
2020-2021 PERFORMANCE COMPOSITE: GLP



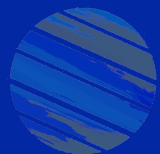
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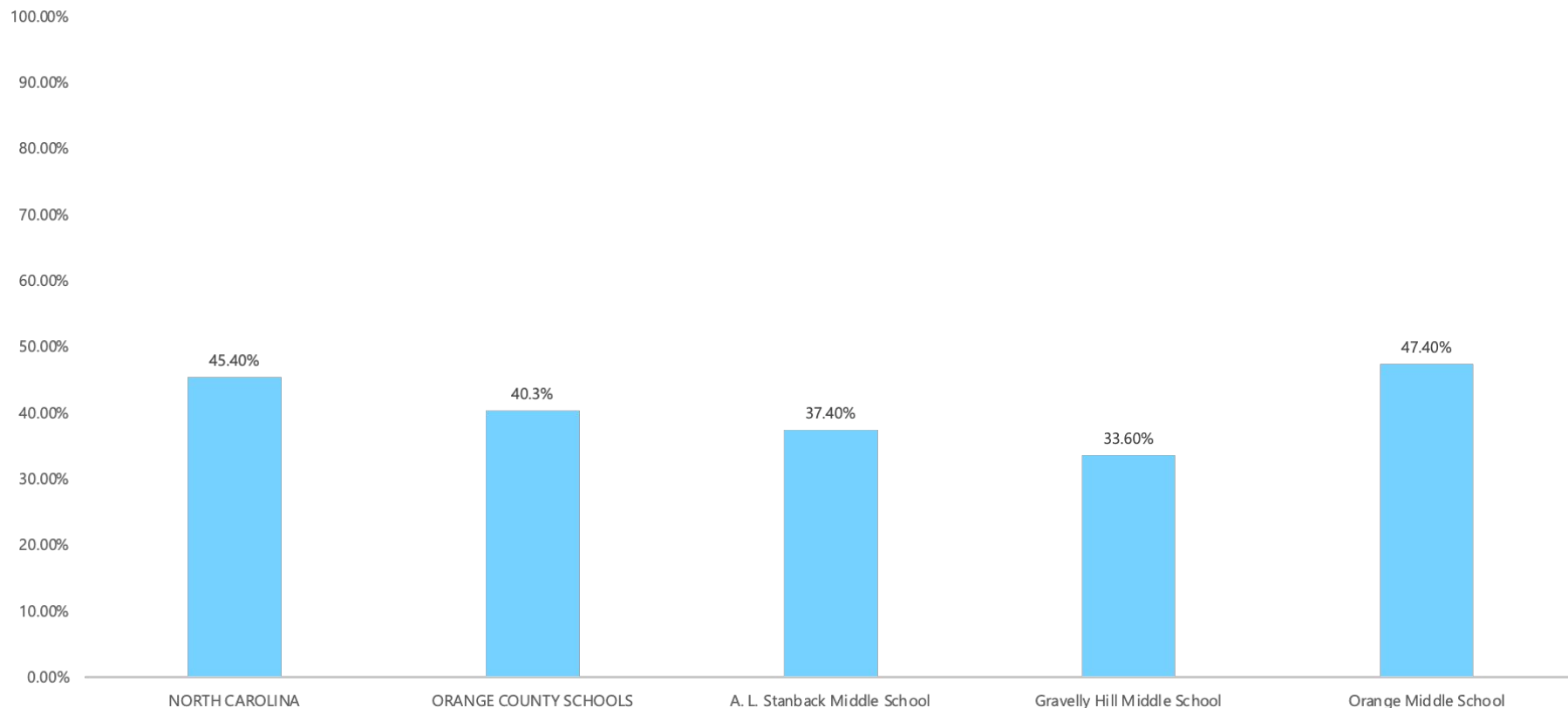
2020-2021 PERFORMANCE COMPOSITE: ELEMENTARY



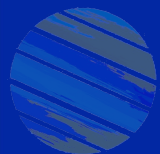
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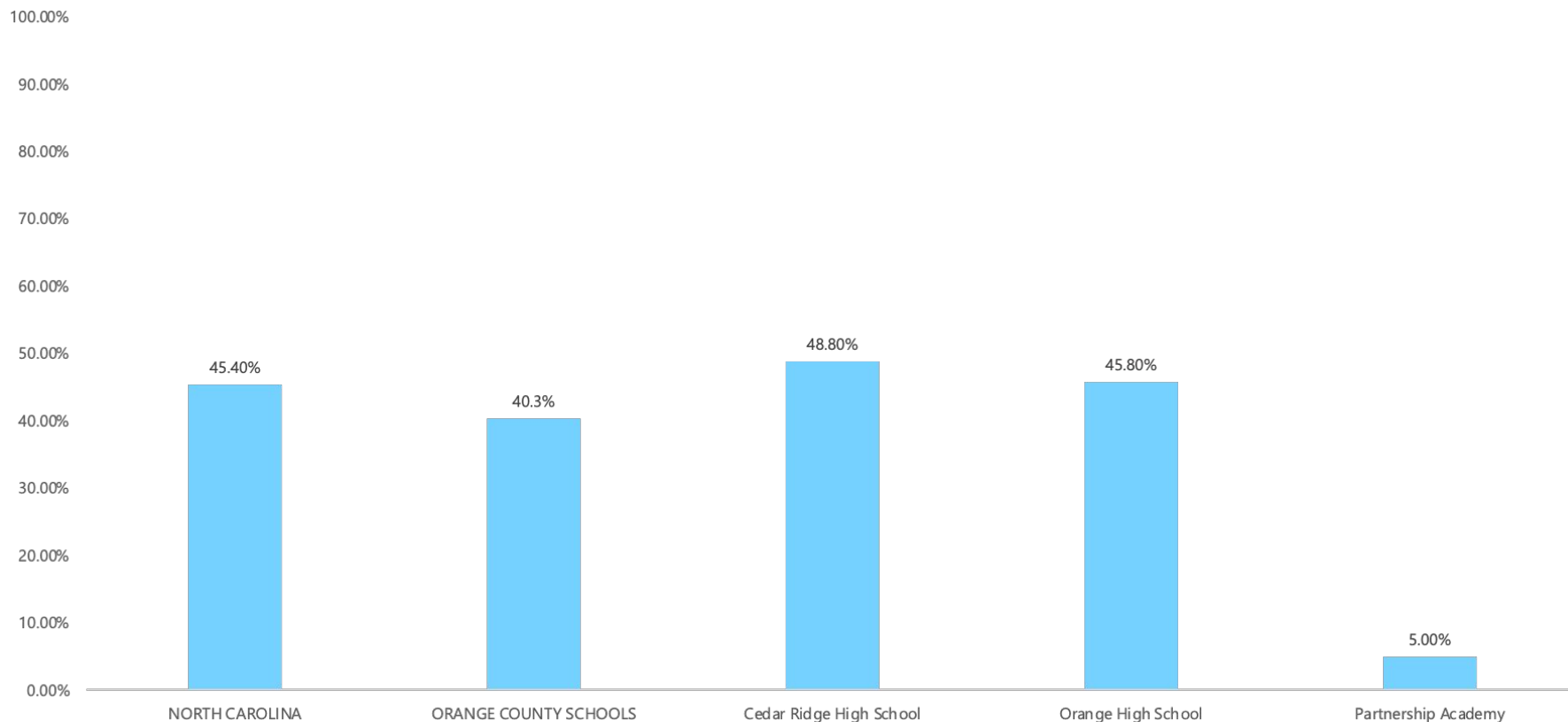
2020-2021 PERFORMANCE COMPOSITE: MIDDLE



Source: North Carolina Internal Results Review: State of North Carolina and Orange County Schools



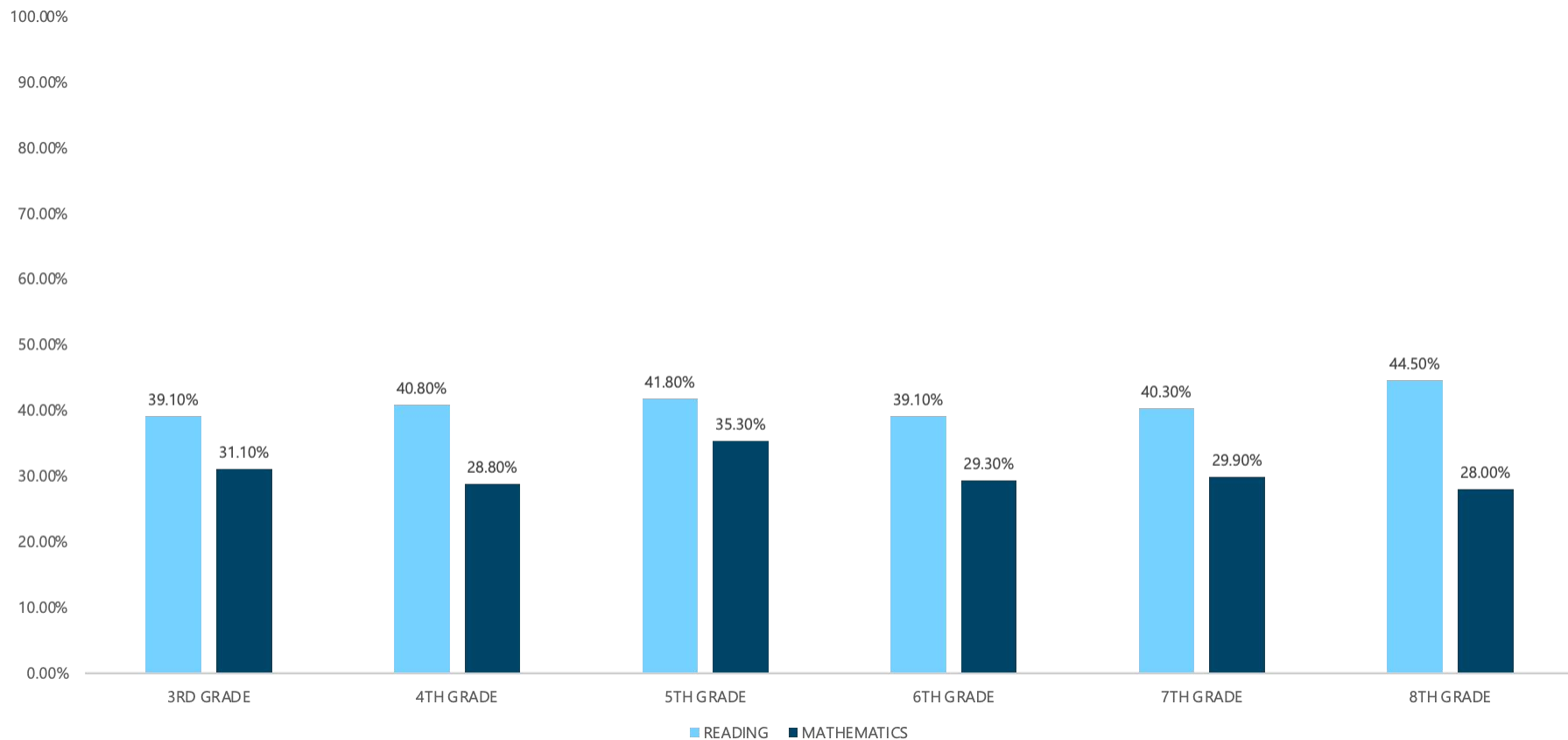
2020-2021 PERFORMANCE COMPOSITE: HIGH



Source: North Carolina Internal Results Review: State of North Carolina and Orange County Schools

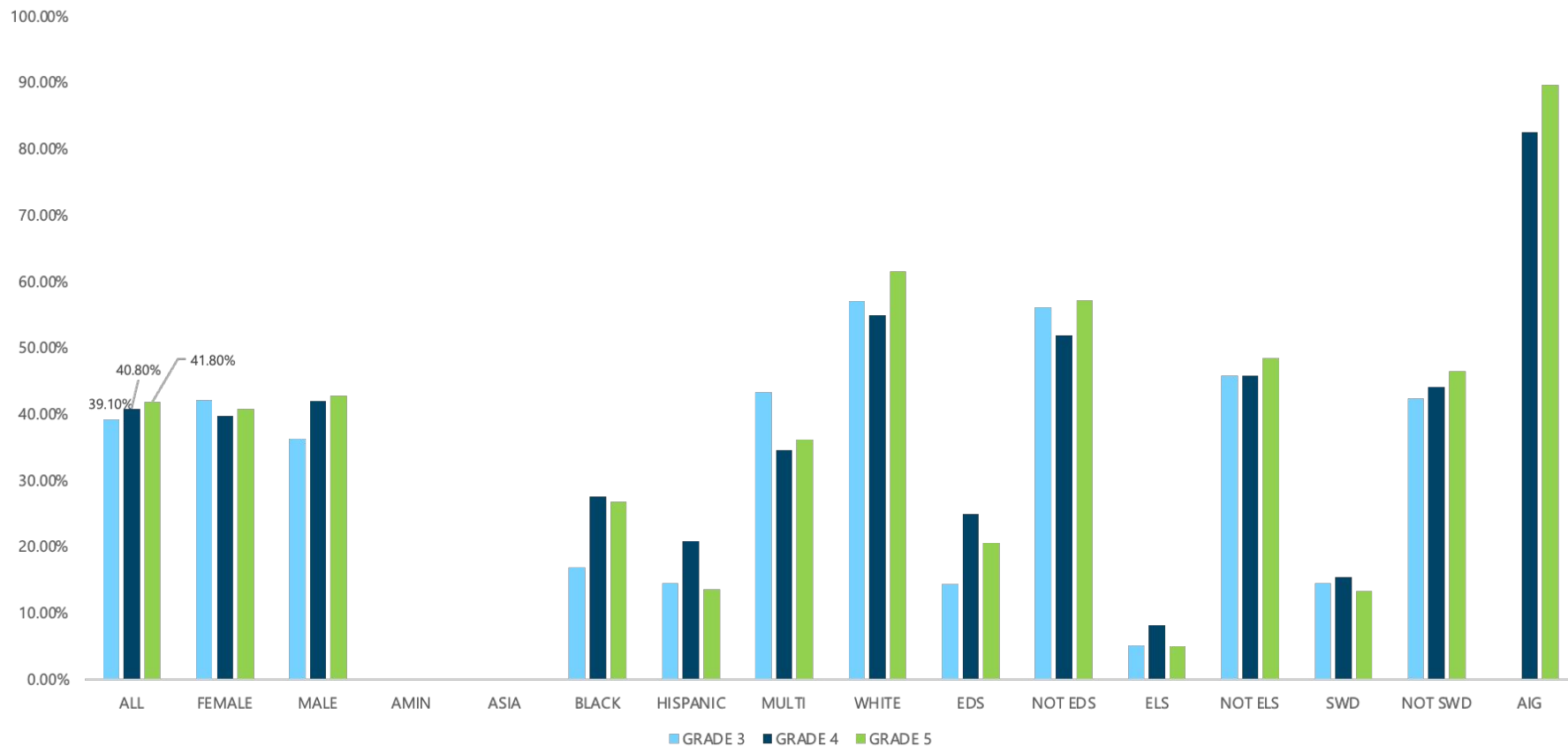


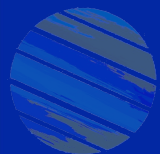
2020-2021 READING AND MATH: GRADES 3-8



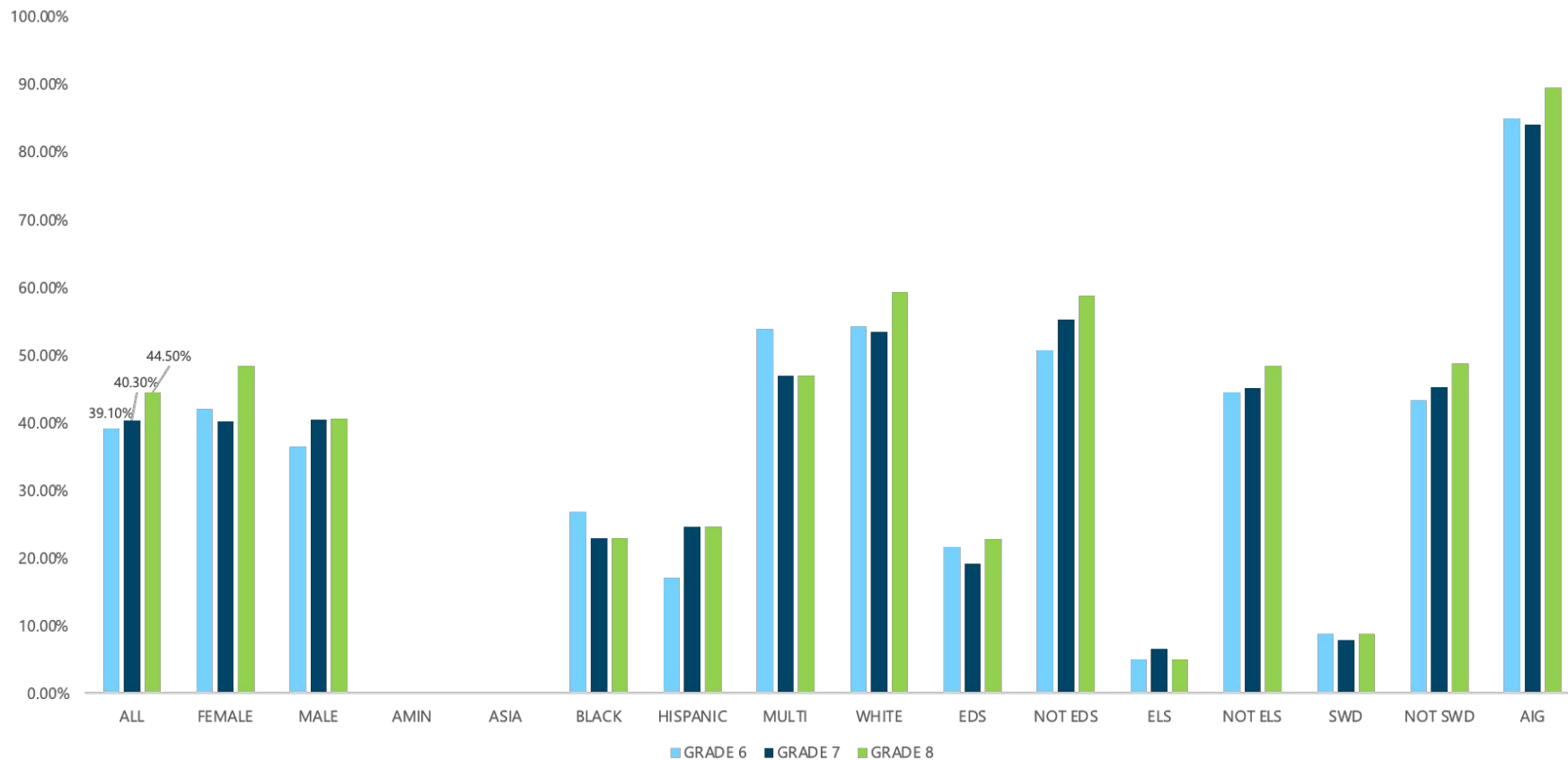


2020-2021 GRADE LEVEL PERFORMANCE : 3-5 READING



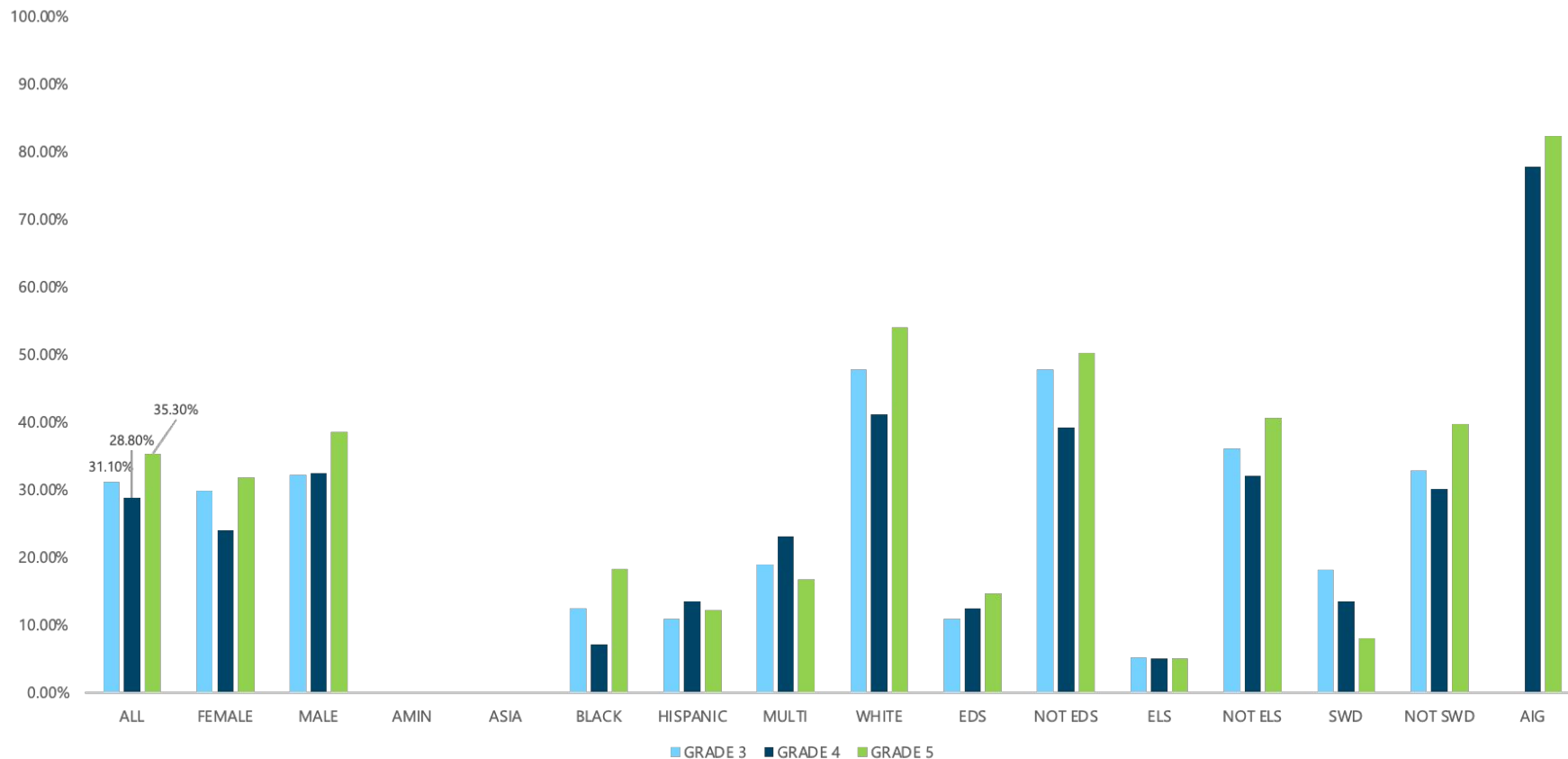


2020-2021 GRADE LEVEL PERFORMANCE : 6-8 READING



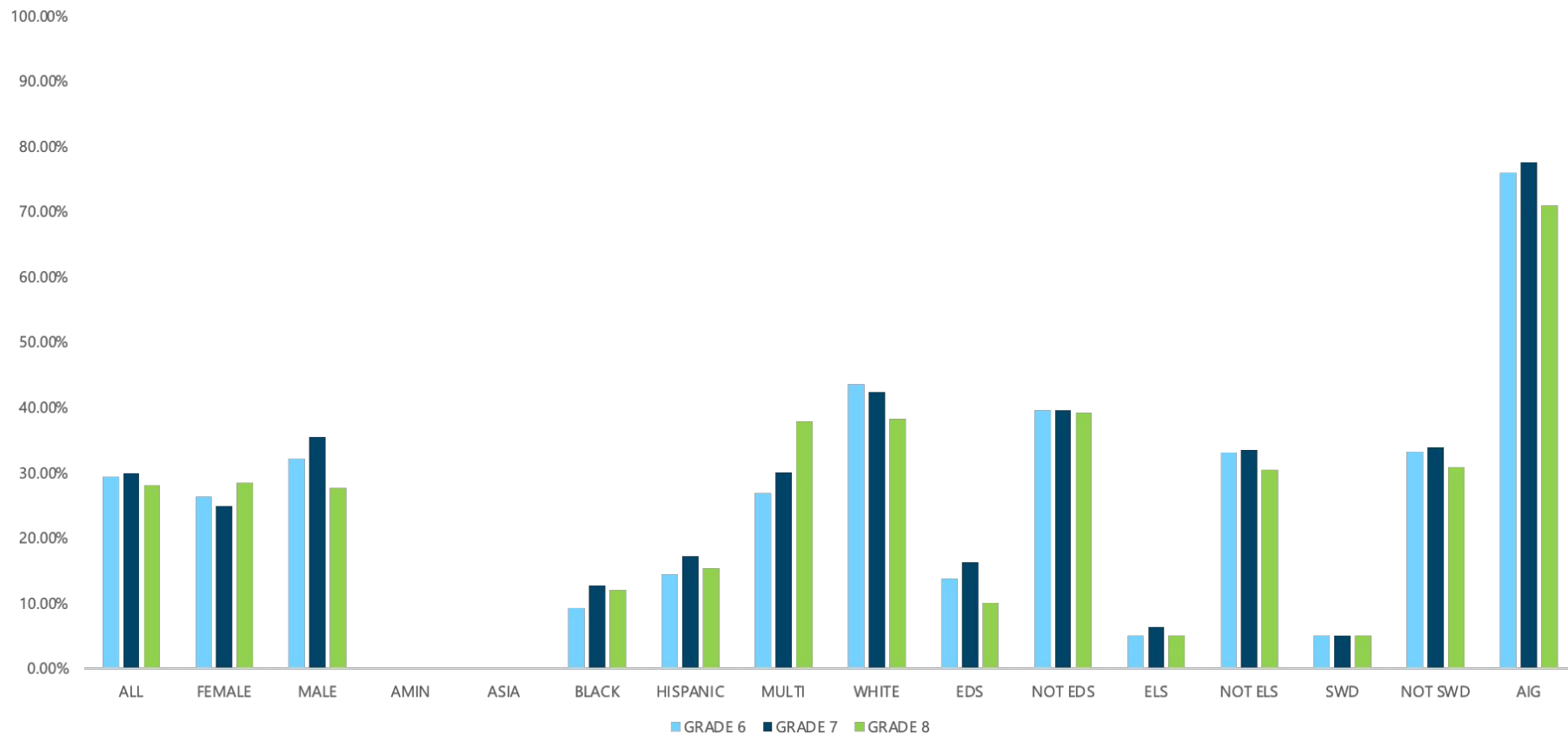


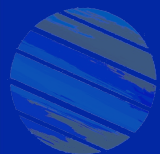
2020-2021 GRADE LEVEL PERFORMANCE : 3-5 MATH



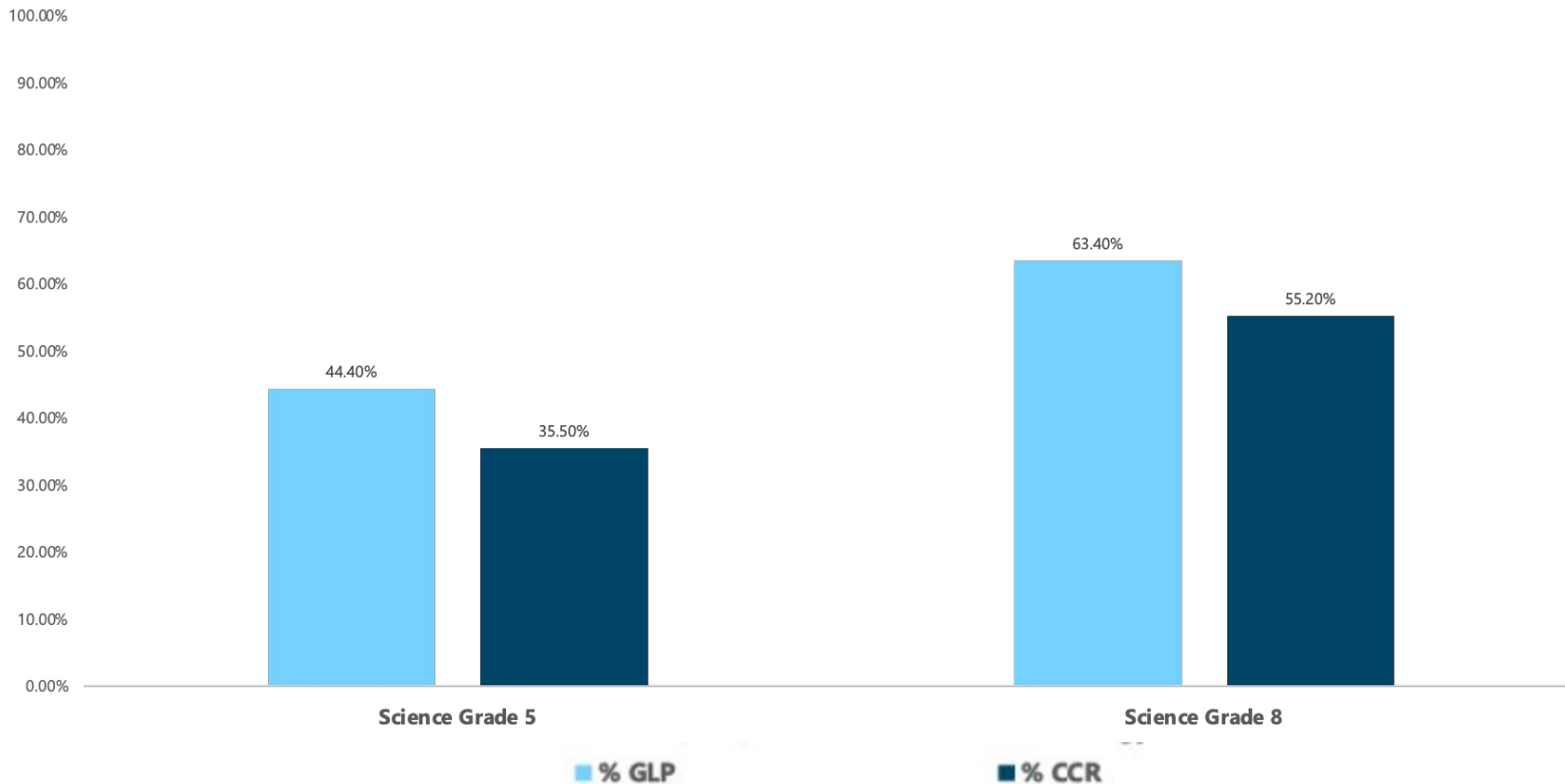


2020-2021 GRADE LEVEL PERFORMANCE : 6-8 MATH



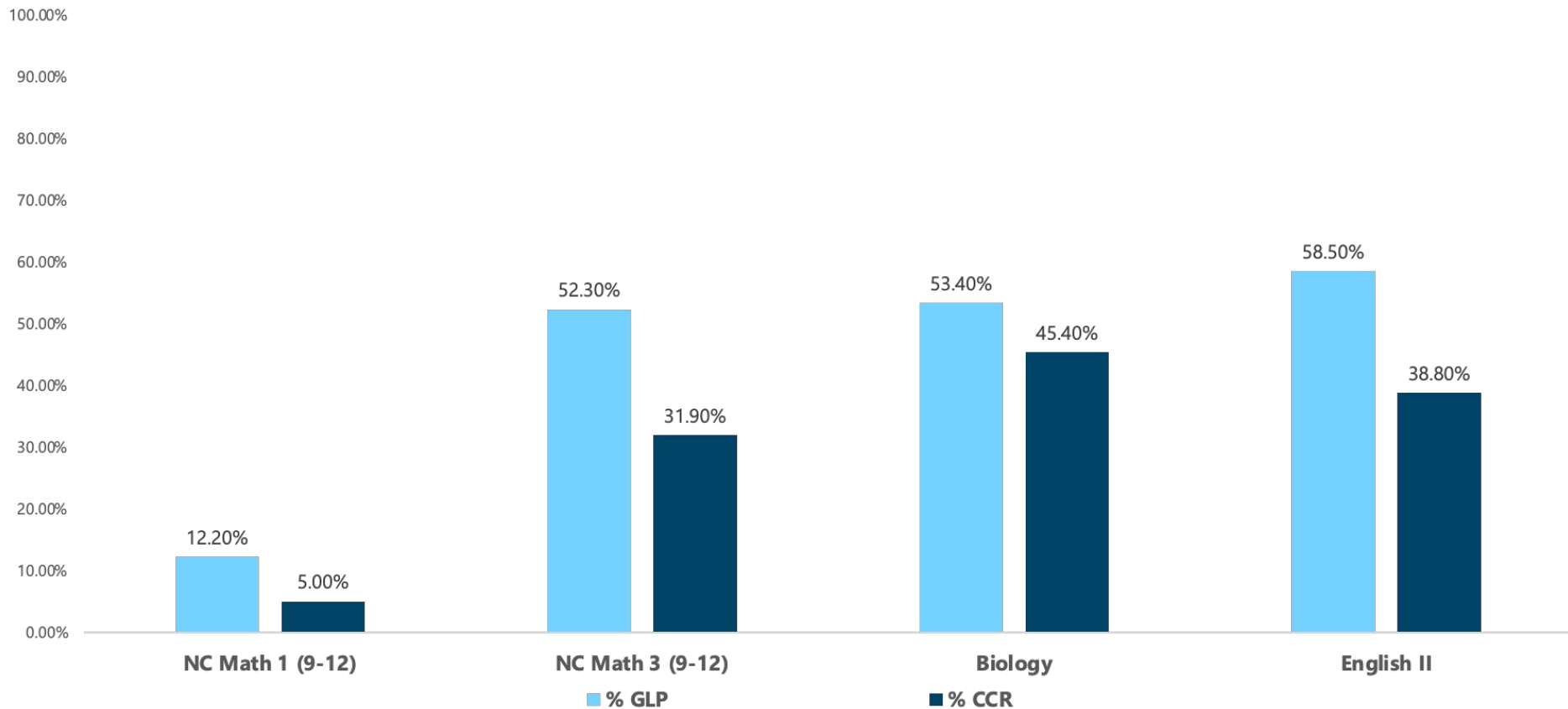


2020-2021 SCIENCE PERFORMANCE (GLP/CCR): 3 AND 5



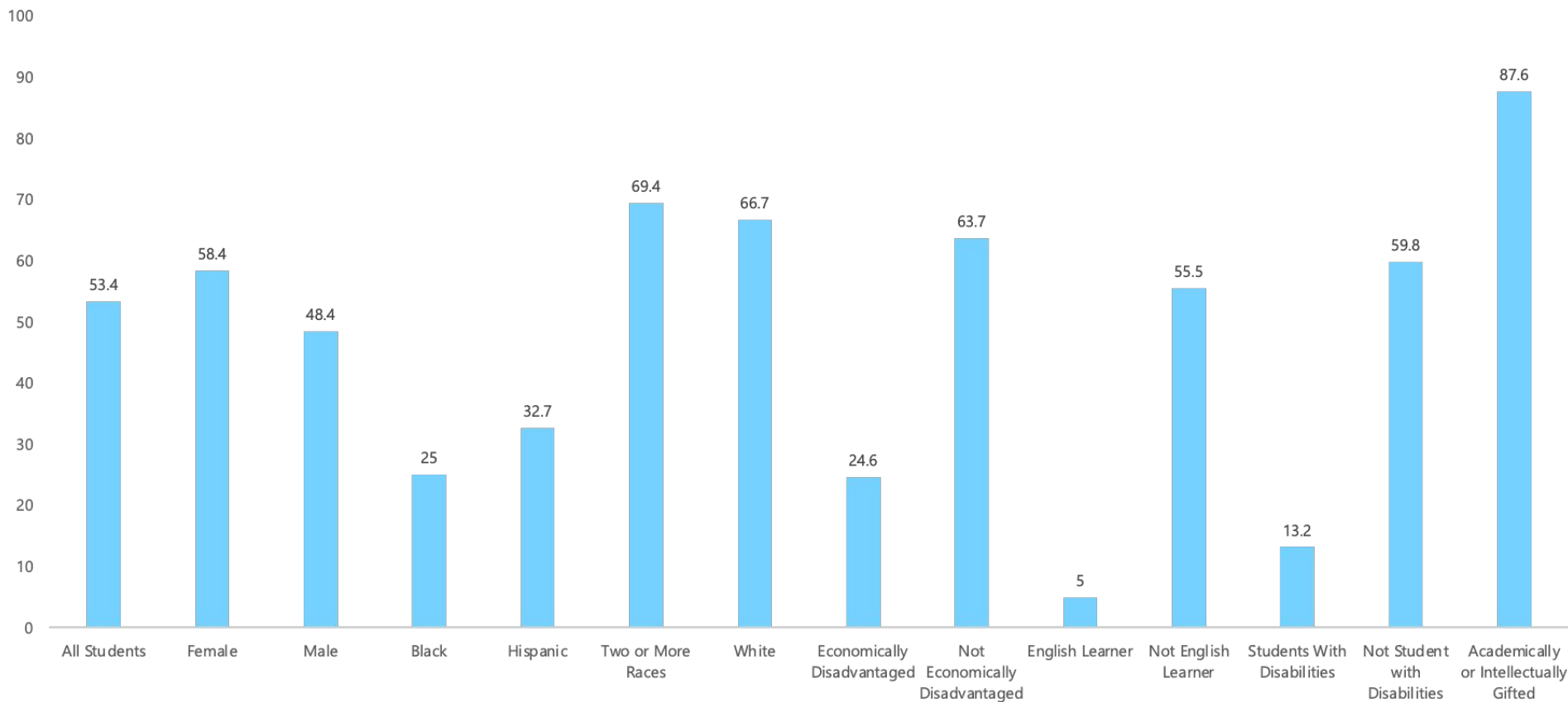


2020-2021 HS COURSE PERFORMANCE (GLP/CCR)



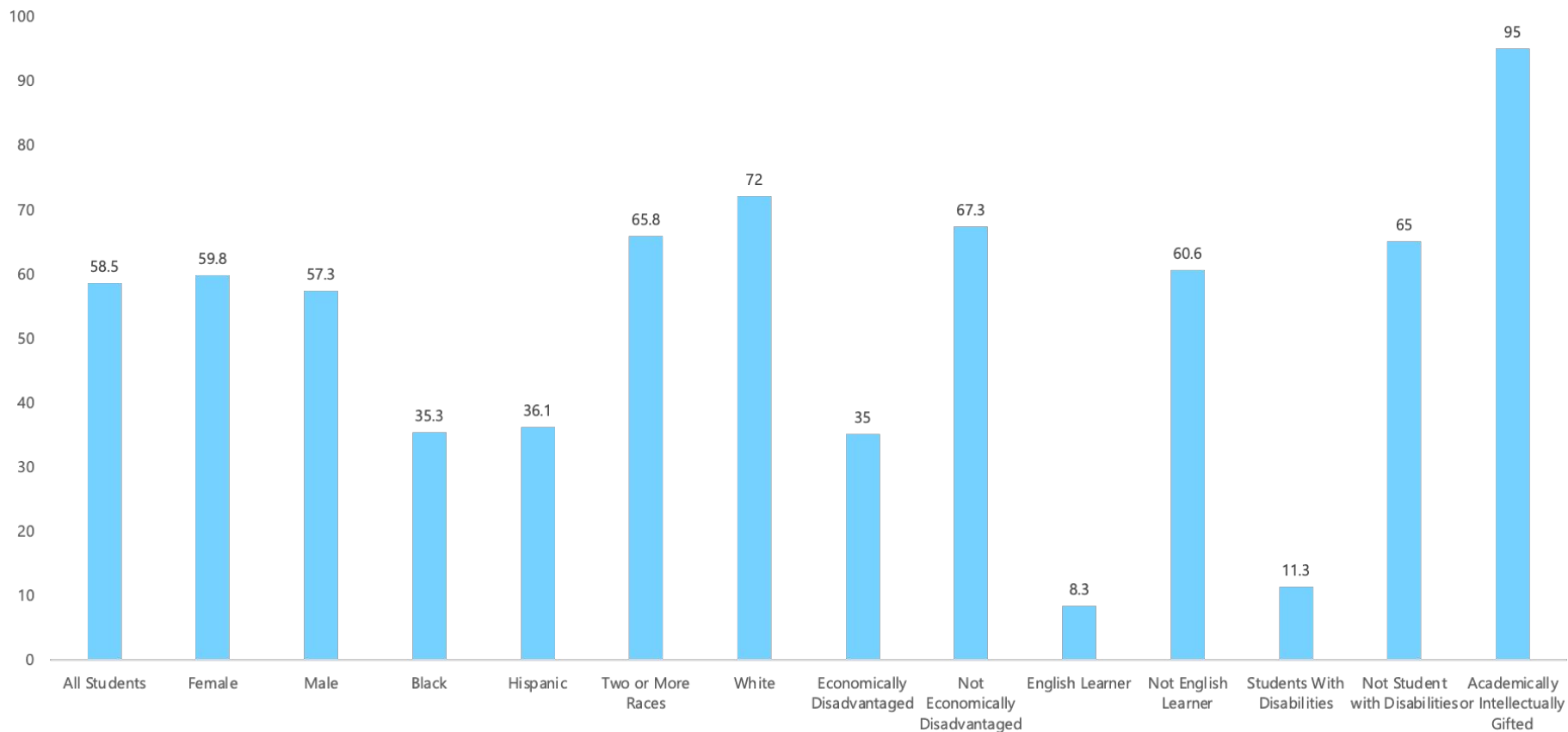


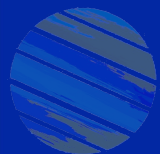
2020-2021 GRADE LEVEL PROFICIENCY: BIOLOGY



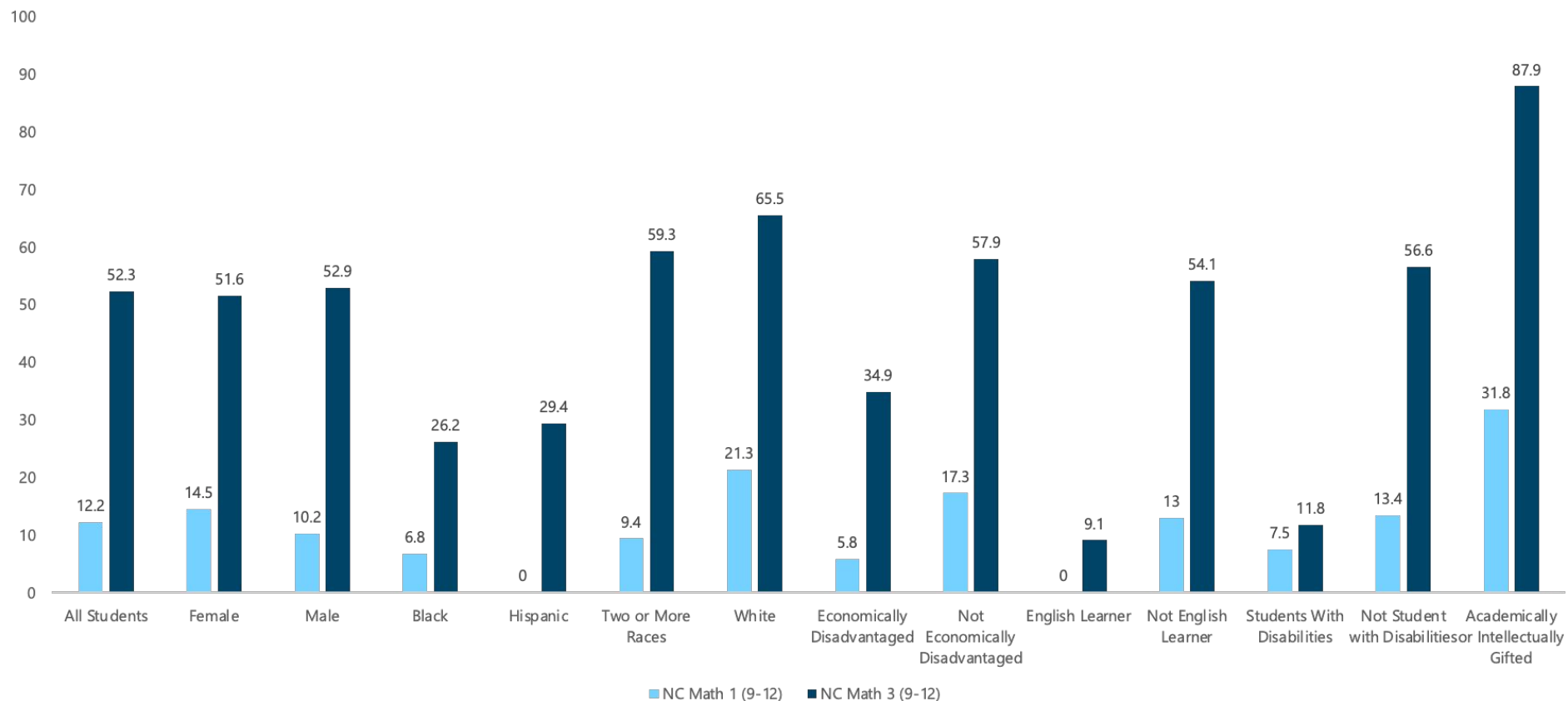


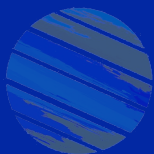
2020-2021 GRADE LEVEL PROFICIENCY: ENGLISH II



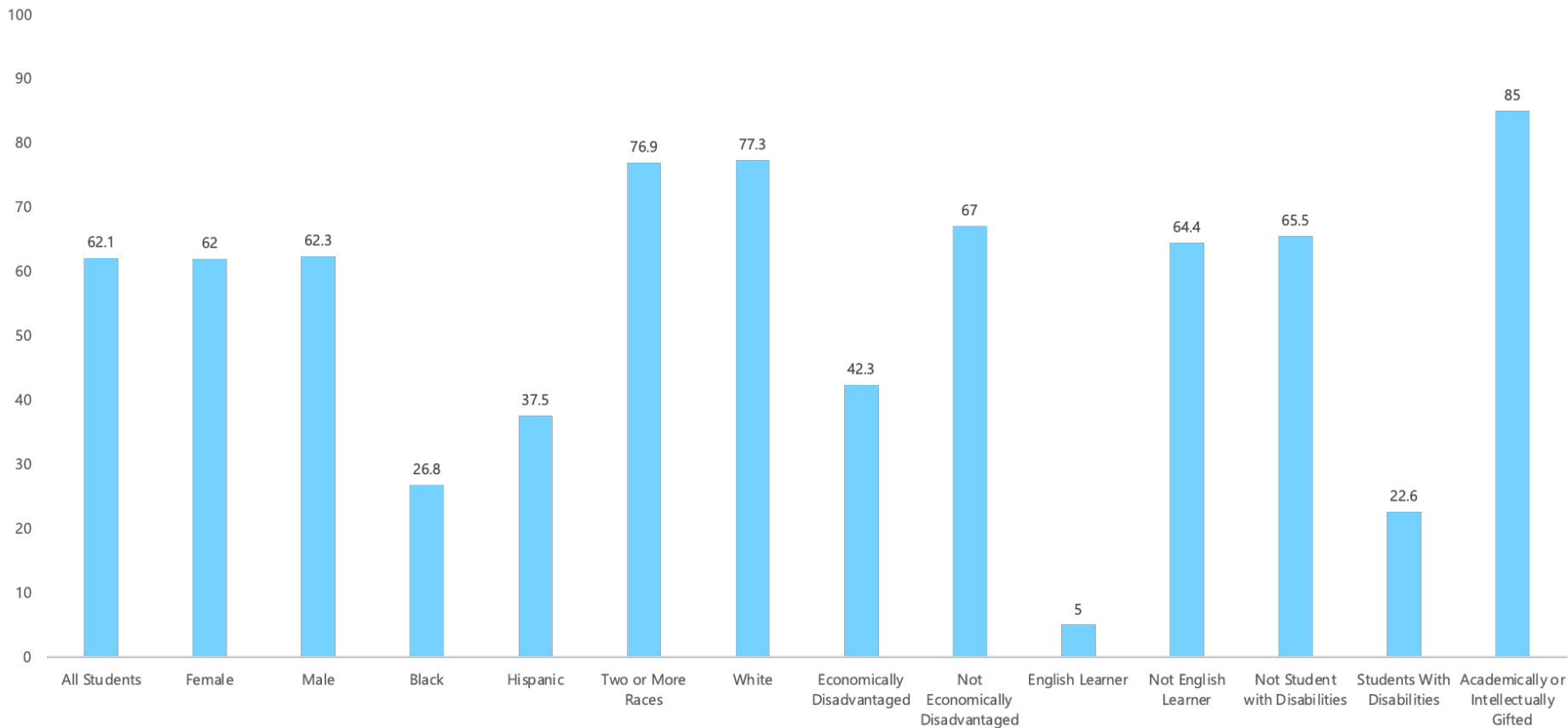


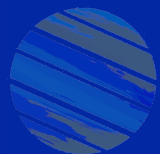
2020-2021 GRADE LEVEL PROFICIENCY: MATH I & III



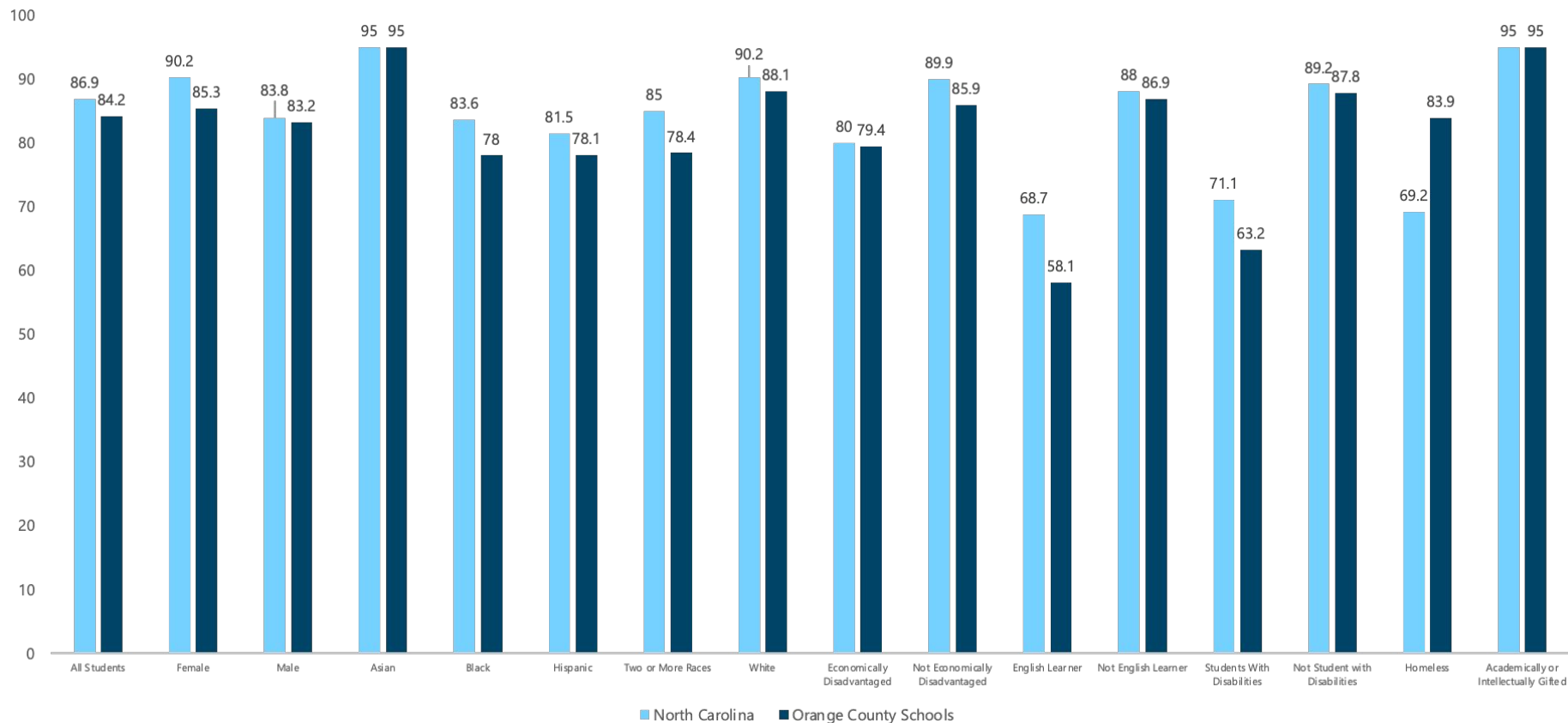


2020-2021 ACT COLLEGE READINESS: (COMPOSITE 17 OR ABOVE)





2020-2021 GRADUATION RATE: NC AND OCS





TAKE ACTION

FOCUS ON:

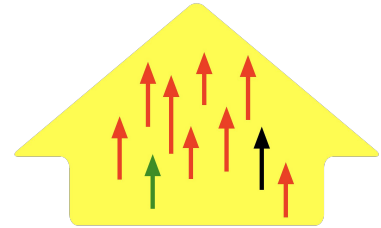
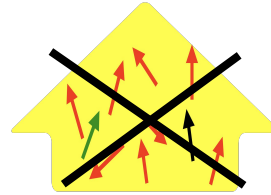
- Instructional Core
 - teach grade-level & rigorous content;
 - ensure teachers teach standards-based objectives for mastery;
 - ensure cultural relevance so students can access and engage in the learning.
- MTSS
 - Tiered interventions based on students' needs determined by data analysis
- Students' Social and Emotional Learning
 - Teach students the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
- Equity
 - Provide resources and strategies based on the needs



IN PROCESS

STREAMLINE:

- Science of Reading
 - Pre-K through Grade 5
 - Research-based shift directed by DPI
 - students need explicit instruction in the essential components of reading: phonological awareness, phonics, fluency, vocabulary, and reading comprehension
- Literacy-Across-All-Content Areas
 - Grades 4-12
 - Research-based CERCA Framework is a scaffolded approach to literacy that helps students develop their critical thinking skills; reading, writing, and collaborating across subjects helps students become college and career ready
- Build Capacity
 - Coaching for Instructional Coaches to support the Instructional Core implementation
 - Professional Learning Communities (PLCs) for school leaders and teachers focused on data analysis, collaboration, sharing of best practices, and professional dialogue in an effort to improve student learning outcomes





We Can; We Must; We Will...

*“**We can**, whenever and wherever we choose, successfully teach **all children** whose schooling is of interest to us. We already know more than we need to do that. And, whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.” Ron Edmonds*

Questions & Feedback: 2020-2021 State Accountability Results



Students First: Orange County Schools Strategic Plan





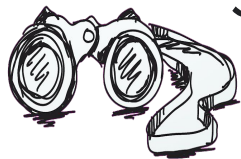
2021-2026 OCS Strategic Plan

{ A Goal without
a Plan
Is Just A Wish }



2021-2026 Strategic Plan: Vision & Mission

Vision: Preparing every learner for lifelong service and Success



Mission: *Engage, Challenge, Inspire*



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



2021-2026 Strategic Plan: Belief Statements

1-Value Diversity-- OCS values all our students, regardless of race, color, ethnicity, national origin, religion, disability, sex, sexual orientation, gender, gender identity, gender expression, age, language, family composition, zip code, or socioeconomic status.

2-Put Students First-- Put Students First: OCS places students first by making student centered decisions. The primary consideration In every decision is what is best for our students.

3-Excellence in All We Do-- Every student deserves rigorous and creative educational opportunities that allow them to excel and grow through excellent teaching and learning. OCS supports staff with resources to continue their professional growth to meet the needs of every student.

4-Prioritize Equity-- Every student must have equitable access to resources and engaging opportunities to support their individual educational journey by ensuring that systems, structures, policies, and practices do not discriminate against students. We make equity front and center in all we do.

5-Provide a Safe Environment-- Every student deserves an emotionally and physically safe environment in which to learn.

6-Serve the Whole Child-- We provide our students with an education that addresses their social, emotional, intellectual, and physical needs.

7-Inclusive Culture & Climate Starts with Us-- OCS cultivates mutually respectful and trusting relationships in an inclusive environment. We value and respect individual differences so students, staff, and families feel trusted, welcomed, safe, respected, and valued.

8-Accountability-- We believe in holding ourselves accountable for everything we do.

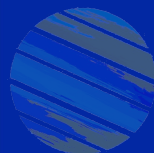
9-Collaborate To Do Great Work-- Students, staff, families, and the community at-large collaborate for the betterment of our district and community.



2021-2026 Strategic Plan: Key Components

- Vision, Mission & Belief Statements
- 4 Goals with an Equity Emphasis for each
- Leading & Lagging Measures
- Key Strategies





2021-2026 Strategic Plan: Goals & Key Measures

**TEACHING
TOMORROW'S
LEADERS**

**EXCELLENCE
AND
EFFICIENCY**

**EXEMPLARY
STAFF**

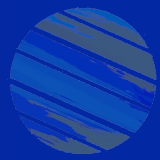
**EMPOWERING
CULTURE**

**SCHOOL
PERFORMANCE
GRADES**

**CUSTOMER
SERVICE AND
WORKING
CONDITIONS**

**TEACHER AND
STAFF
RETENTION**

**LITERACY,
COLLEGE AND
CAREER
READINESS,
FAMILY
ENGAGEMENT**



2021-2026 Strategic Plan

Leading and Lagging Measures

LEADING

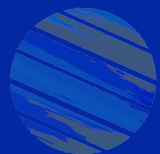
LAGGING

PREDICT GOAL ACHIEVEMENT

- EASY TO INFLUENCE
- HARD TO MEASURE

MEASURE GOAL ACCOMPLISHMENT

- EASY TO MEASURE
- HARD TO INFLUENCE



2021-2026 Strategic Plan

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.

KEY STRATEGIES

1. OCS will 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. OCS will develop, implement, monitor and continuously improve a plan to ensure that all students can read on grade level at every grade.
3. OCS will reduce opportunity and achievement gaps by ensuring equity in curricula, instruction, environment, and culture.
4. OCS will reduce the number of students retained in 9th grade.



2021-2026 Strategic Plan

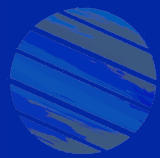
GOAL 1: Leading and Lagging Measures

LEADING

- % of students reading on grade level at the end of 2nd grade
- 3rd grade Beginning of Grade (BOG) performance
- District benchmark assessment data
- Reading and Math diagnostic data
- Monthly/Quarterly Attendance rate
- Monthly/Quarterly Dropout data
- pre-ACT performance
- EL progress
- Grade level retention data
- 9th grade retention data

LAGGING

- **By 2026, OCS School Grades for all schools will improve to an A or B.**
- **By 2026, OCS will increase the graduation rate to at least 90% for all student groups.**



2021-2026 Strategic Plan

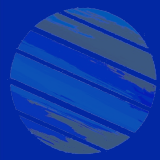
GOAL 2: EXCELLENCE AND EFFICIENCY

EXCELLENCE AND EFFICIENCY: The district will provide exemplary operational support to schools, staff and community to ensure a focus on student learning.

Equity Emphasis: *Ensure equitable distribution of human, fiscal, and capital resources across Orange County Schools.*

KEY STRATEGIES

1. OCS will provide professional training and establish roles and workflow refinement to improve operational efficiency and customer service.
2. OCS will ensure and support quality teaching and learning by sustaining a cutting edge instructional technology system and information technology infrastructure.
3. OCS will develop, implement, monitor, and continuously improve documented processes and services which align 100% of financial, human and material resources to meet the district's strategic goals.
4. OCS will develop, implement, monitor and continuously improve a district safety plan to ensure safe and secure learning/work environments to achieve the district's mission, vision, and goals.
5. OCS will develop, implement, monitor and continuously improve a district facility plan to provide quality teaching and learning environments for students and staff.



2021-2026 Strategic Plan

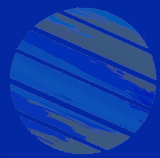
GOAL 2: Leading and Lagging Measures

LEADING

- Staff customer satisfaction by question and department
- Bi-annual North Carolina Teacher Working Conditions Survey results

LAGGING

- **By 2026, OCS internal customer service ratings for central services will be 90% or higher on each indicator.**
- **By 2026, responses on the North Carolina Teacher Working Conditions Survey on the following questions,**
 - **“The school environment is clean and well maintained,” will increase from 67% to 90% and**
 - **“The physical environment of classrooms in this school supports teaching and learning,” will increase from 78% to 90%**



2021-2026 Strategic Plan

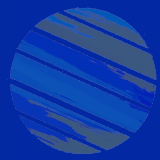
GOAL 3: EXEMPLARY STAFF

EXEMPLARY STAFF: Recruit, hire, support, and retain culturally proficient and high-quality staff committed to providing all students with an excellent education in a welcoming environment.

Equity Emphasis: Hire and retain staff that reflects the diversity of the district, mirrors the demographics of the OCS student population and who are committed to becoming culturally proficient.

KEY STRATEGIES

1. OCS will develop, implement, monitor and continuously improve a district strategic recruitment plan to develop a workforce profile that matches the demographics of the Orange County School System and community.
2. OCS will develop, implement, maintain and continuously improve a human resource development plan that results in a culturally proficient workforce.
3. OCS will develop, implement, maintain, and continuously improve a supportive, welcoming, and inclusive work environment that allows all employees to feel connected to the district's core beliefs and values and contribute to the overall mission and vision of the organization to their fullest potential.
4. OCS will develop, implement, monitor and continuously improve a competitive and transparent classification and compensation plan that ensures equitable compensation to facilitate the recruitment and retention of our most valuable resource; our people.



2021-2026 Strategic Plan

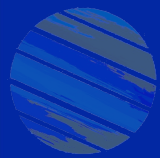
GOAL 3: Leading and Lagging Measures

LEADING

- Monthly turnover by role, department/school, demographic
- Quarterly review of bi-lingual staff by language spoken, role, department/school, demographic
- Promotion data
- % of teachers and instructional staff trained (by site/department) in culturally responsive instructional practices
- NC TWCS Beginning Teacher data

LAGGING

- **By 2026, the Orange County Schools teacher turnover rate (attrition + mobility) will decrease to at or below the state average (CURRENT RATE 19.1%; current state rate 12.47%).**
- **By 2026 the Orange County Schools all staff turnover rate (attrition + mobility) will decrease to ____ from the baseline of ____ [baseline in process].**
- **By 2026, the gap between the demographic makeup of the school system's staff to the demographic makeup of the school system's students (race/ethnicity, gender, bilingual status) will decrease to ____ [baseline in process].**



2021-2026 Strategic Plan

GOAL 4: EMPOWERING CULTURE

EMPOWERING CULTURE: Cultivate supportive partnerships among families, schools, and community stakeholders to support students' well-being and ensure all students have what they need to be successful.

Equity Emphasis: *Identify and remove barriers and engage in culturally responsive practices that strengthen connections and communication with families, students, and the community.*

KEY STRATEGIES

1. OCS and each school will develop, implement, monitor and continuously improve systems that engage parents/guardians and all community stakeholders in a shared responsibility for student and school success reflecting the community's vision of the school [system].
2. OCS will cultivate and strengthen relationships with OCS families to increase engagement with the district to improve instructional outcomes for students/schools.
3. OCS will cultivate and strengthen relationships with community partners to enhance academic opportunities provided to students PK-12.
4. OCS will increase the number of community/business partnerships to increase the district's capacity in wraparound supports (i.e., healthcare, nutrition, academic, and social & emotional learning) to be provided to OCS students and families with an emphasis in culturally responsive practices for all students (PK-5, 6-8, and 9-12).



2021-2026 Strategic Plan

GOAL 4: Leading and Lagging Measures

LEADING

- Family and Teacher focus group data
- Monthly student attendance
- Monthly discipline data (to include incidents based on a victim's race/identity, bullying and harassment)
- Reading diagnostic data
- Reading/ELA benchmark assessment data
- English Language Progress
- Dropout data

LAGGING

- **By 2026, at least 90% of students in each student group will graduate on time.**
- **By 2026 at least 80% of 3rd grade students EOG Reading scores will be a 4 or better (representing a lexile range of 795 to 1025),**
- **By 2026, the district will have created a system to engage parents/guardians (with a focus on historically marginalized families) in a shared responsibility for student and school success reflecting the community's vision of the system and our schools.**



2021-2026 Strategic Plan: Next Steps

- Create the baseline data profile
 - Report current (2020-2021) data for each lagging measure
 - Establishing data collection systems for measures that don't have them yet (i.e., staff retention)
- Establish, communicate, and publish the annual targets for each goal to goal leaders and departments
- Align school and department goals to district strategic plan goals
- Develop, implement, and deploy system for regular reporting and continuous improvement



2021-2026 Strategic Plan: Launch

- Goal Co-Chairs will facilitate the development of specific action steps for each key strategy.
- Action steps will outline the detailed work of the teams at the district and school levels for meeting the annual targets of the key strategies.
- District and school teams will start the data cycle reviews to monitor the leading measures.
- Teams will adjust practices based on the data analysis and implement the continuous improvement cycle.

Questions & Feedback: 2021-2026 Strategic Plan



Capital & Facility Renovations Update

- Capital Investment Plan (CIP) priorities are derived from the Comprehensive Facility, Roof & Safety Assessments along with a review of work order history and emergency repairs necessary to maintain the buildings.
- Outdoor Learning Environments
- Geothermal Project-OHS
- Phase I Classroom Renovations-RPES
- Parking Lot & Campus Asphalt Repairs-CES
- Traffic Pattern & Asphalt Repairs-OHS
- Agricultural Building/Shelter-CRHS
- Adaptive Playground-ALS
- Mechanical System Upgrades Phase I RPES, CES
- Mechanical System Design/Bid Phase I: ALS, ECGES, GAB, NHES
- Roof Projects-GHMS, OHS, RPES, NHES
- Storage Building Repairs/Upgrades: GAB, OMS



Questions & Feedback: Capital & Facility Renovations Update





COVID-19 Health & Safety Updates

- Orange County Health Department Update
 - Community Metrics
 - Quarantine Modification
- Athletic, Extracurricular, & Fans
- Chorus & Wind Instruments
- K-12 School Volunteers
- Vendor & Service Contractor Requirements
- Additional Requirements for Employee COVID-19 Testing for Contagious Disease Leave
- School Calendar Amendment



Questions & Action: COVID-19 Health & Safety Updates

- Athletic, Extracurricular, & Fans
- Vendor & Contractor Restrictions
- Additional Requirements for Employee COVID-19 Testing for Contagious Disease Leave
- School Calendar Amendment

