
2024 State Accountability Results

Strategic Plan Priority 1 Update

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Dr. Julie Pack, Chief Academic Officer

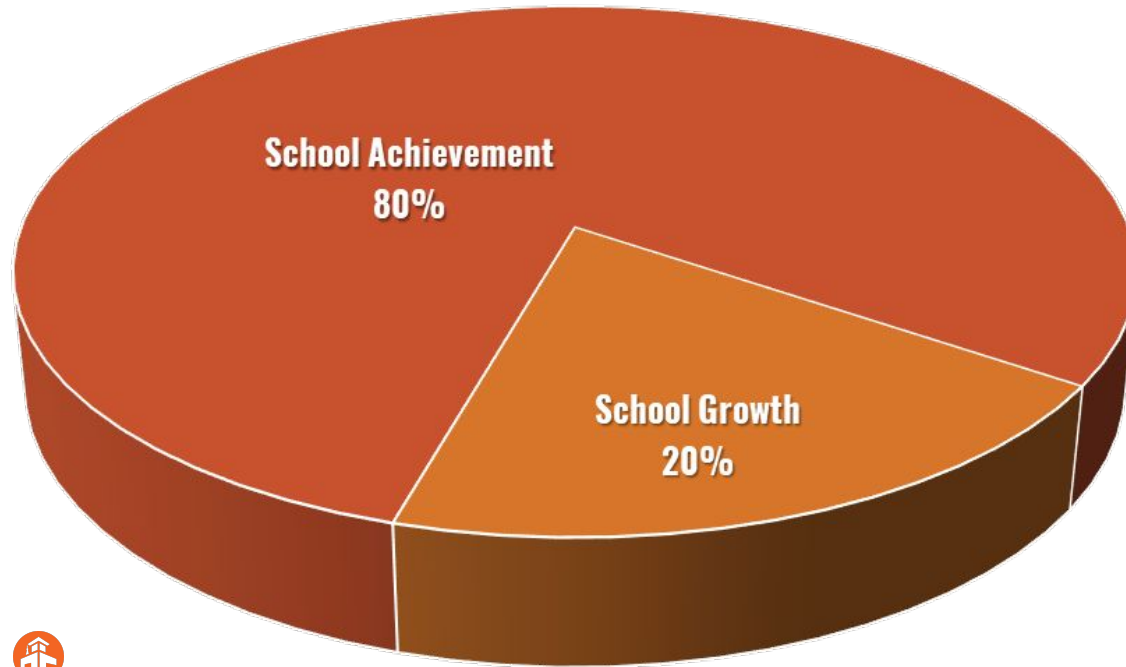
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ENGAGE. CHALLENGE. INSPIRE.



School Performance Grades (SPG)



Achievement

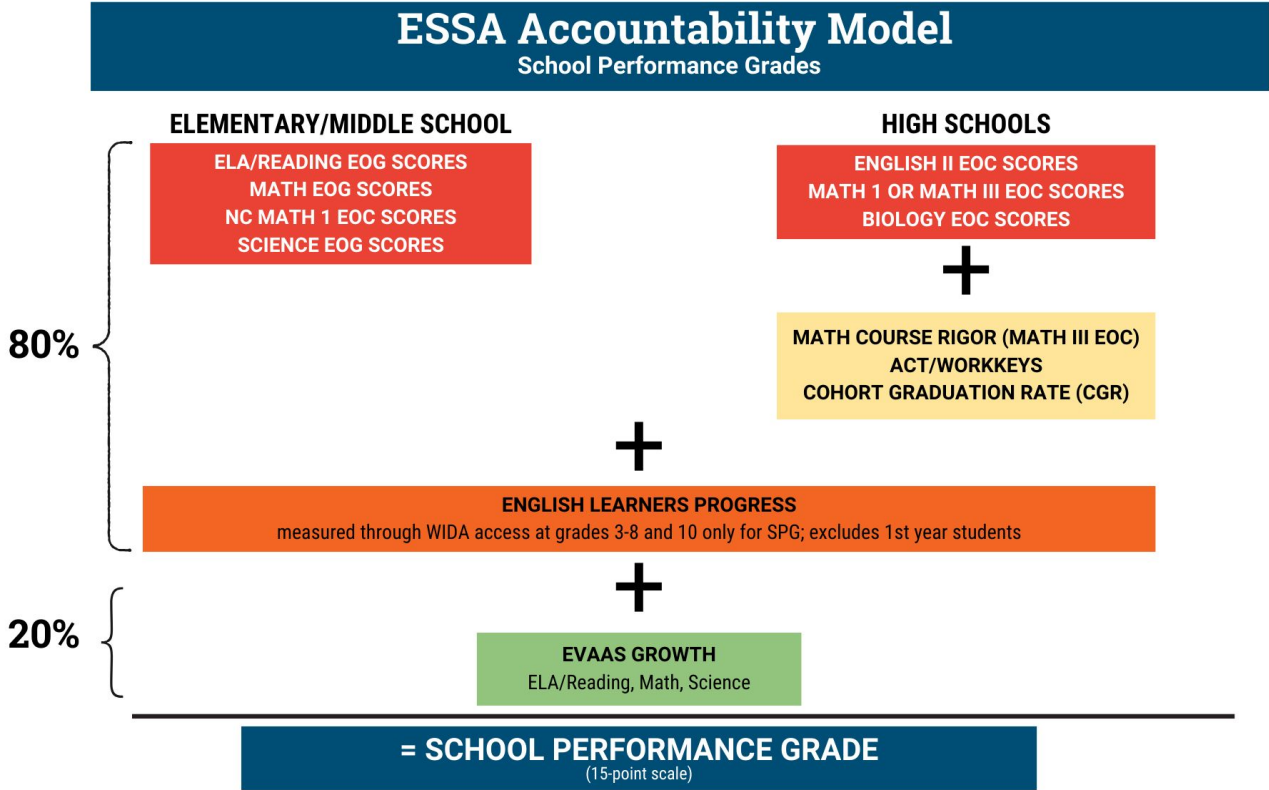
Measures performance at a point in time during the school year. Students are proficient if they score a level 3 or higher.

Growth

Measures the amount of academic progress students make between two points in time, usually the academic school year.



School Performance Grades (SPG)



District Accountability Results

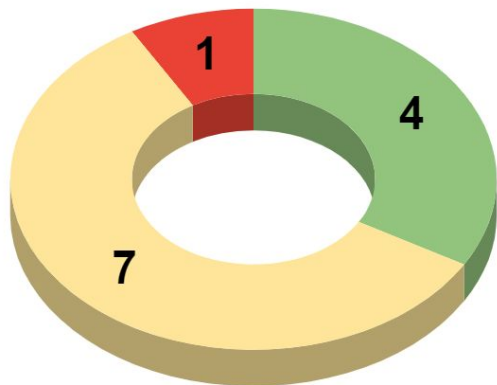




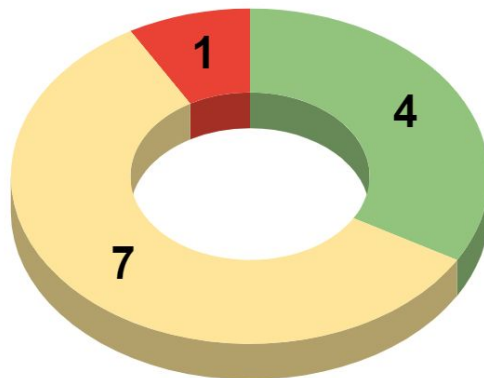
School Performance Grades

Achievement + Growth

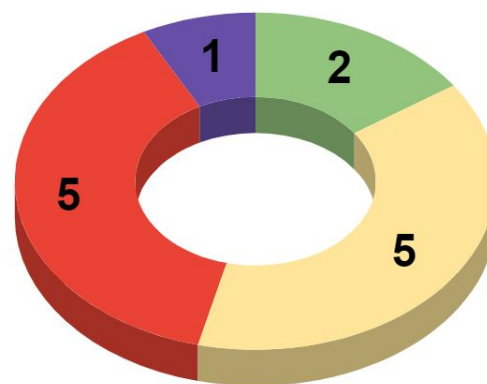
2017-2018



2018-2019



2021-2022



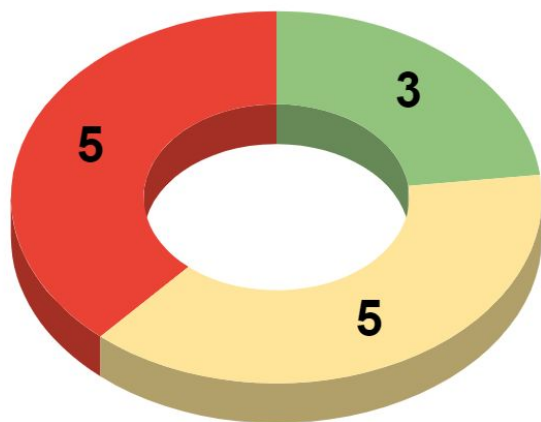
● B ● C ● D ● F



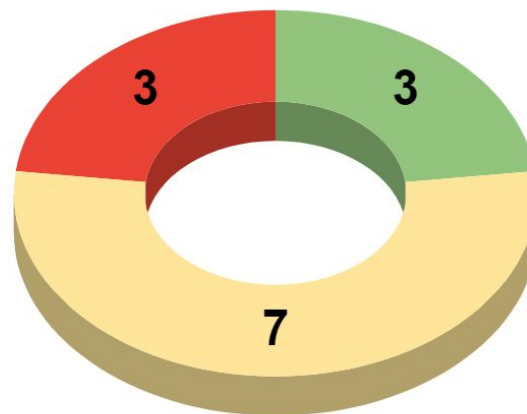


School Performance Grades Achievement + Growth

2022-2023



2023-2024



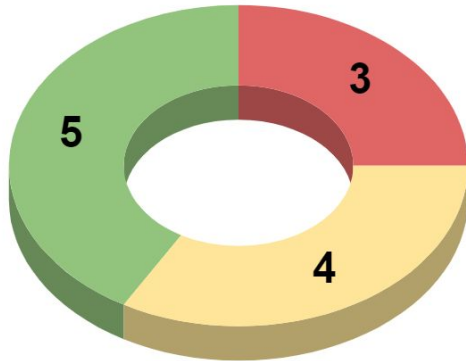
● B ● C ● D ● F



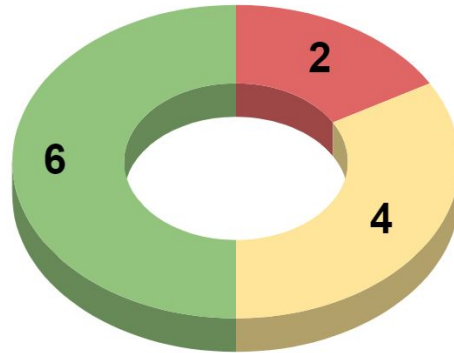


EVAAS Growth Status

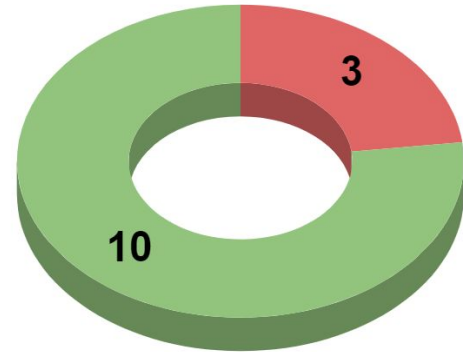
2017-2018



2018-2019



2021-2022



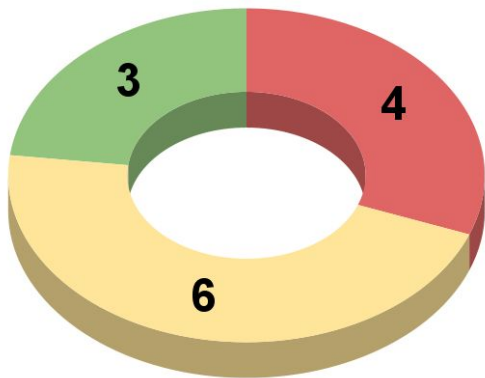
● Not Met ● Met ● Exceeded



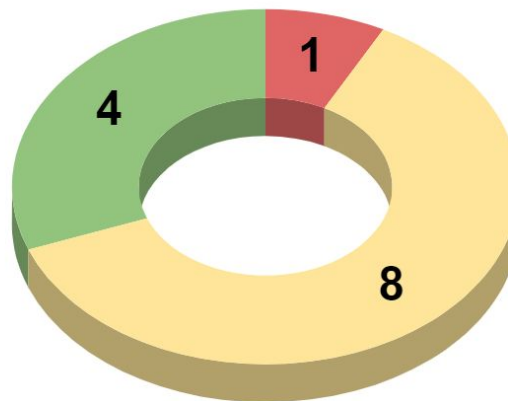


EVAAS Growth Status

2022-2023



2023-2024



● Not Met ● Met ● Exceeded





OCS State Rankings: Peer Districts

2023-24 Percent of Schools Meeting + Exceeding Growth

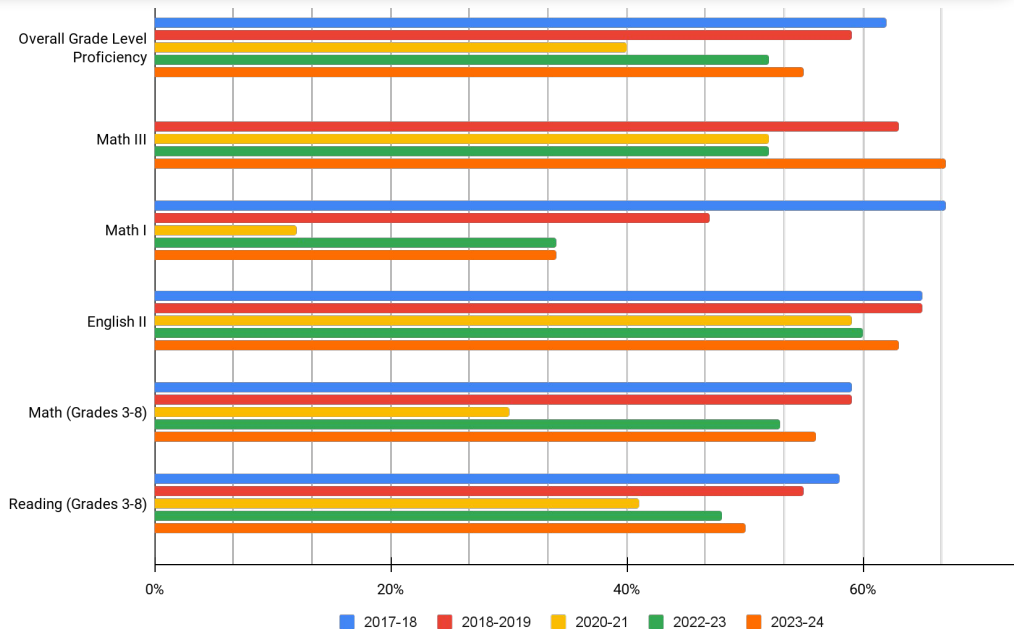
District	% Exceeded + Met	# Exceeded + Met	# Exceeded	# Met	# Not Met
Alamance-Burlington	72.2%	26	8	18	10
Chapel Hill-Carrboro	77.8%	14	8	6	4
Chatham	57.9%	11	5	6	8
Durham	82.4%	42	17	25	9
Johnston	87.2%	41	26	15	6
Orange	92.3%	12	4	8	1
Person	72.7%	8	4	4	3
Surry	80.0%	16	3	13	4
Wake	85.3%	163	76	87	28





Overall Grade Level Proficiency (GLP)

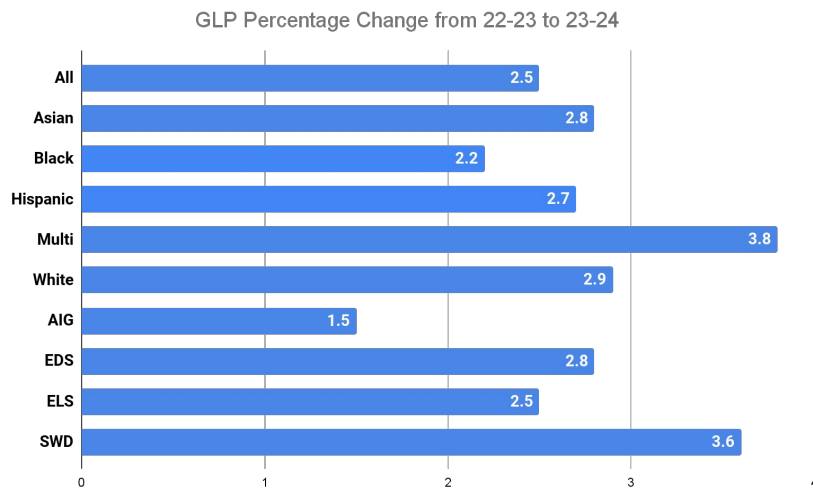
Domain	2023-24 GLP
Overall GLP	55%
Math III	67%
Math I	34%
English II	63%
Math (Grades 3-8)	56%
Reading (Grades 3-8)	50%





Overall Grade Level Proficiency (GLP) Subgroup Comparison

2023-24 Subgroups*	Total Tested	% Proficient
ALL	9,602	54.9
Asian	177	71.8
Black	1,415	36.7
Hispanic	2,829	37.8
Multi-racial	695	54.7
White	4,470	70.8
Academically Gifted	2,309	94.8
Economically Disadvantaged	4,886	37.7
Limited English Proficient	1,423	17.5
Student with Disabilities	1,405	18.8

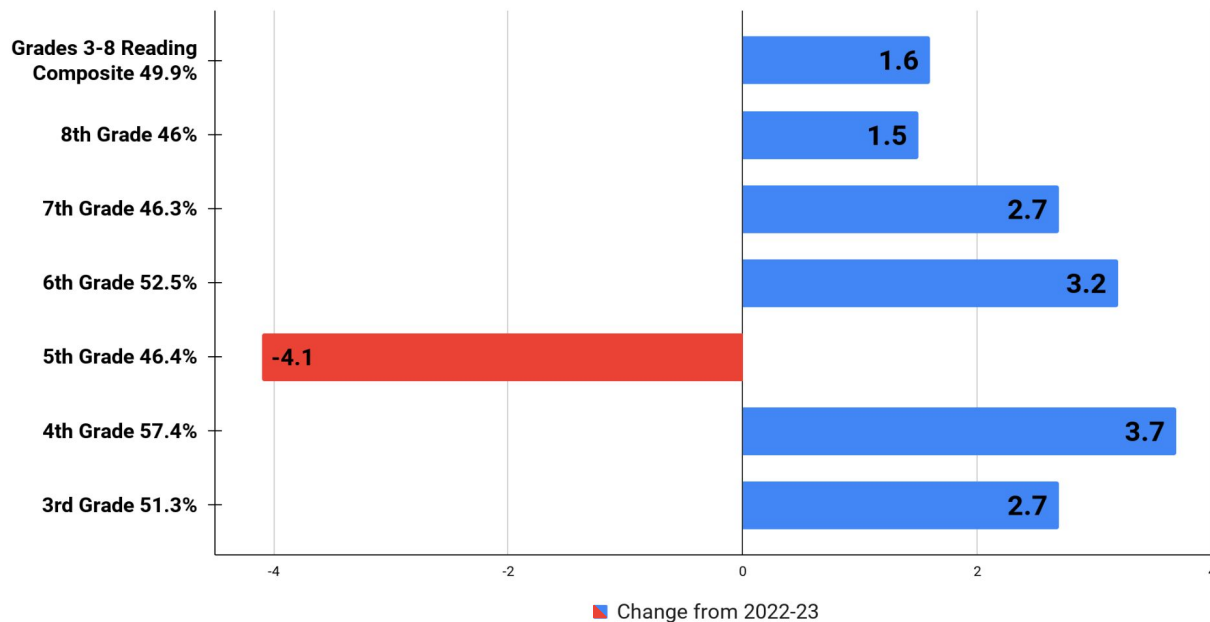


* American Indian GLP: Total YOY change was 1 student from 22/23 (17 total tested) to 23/24 (16 total tested)



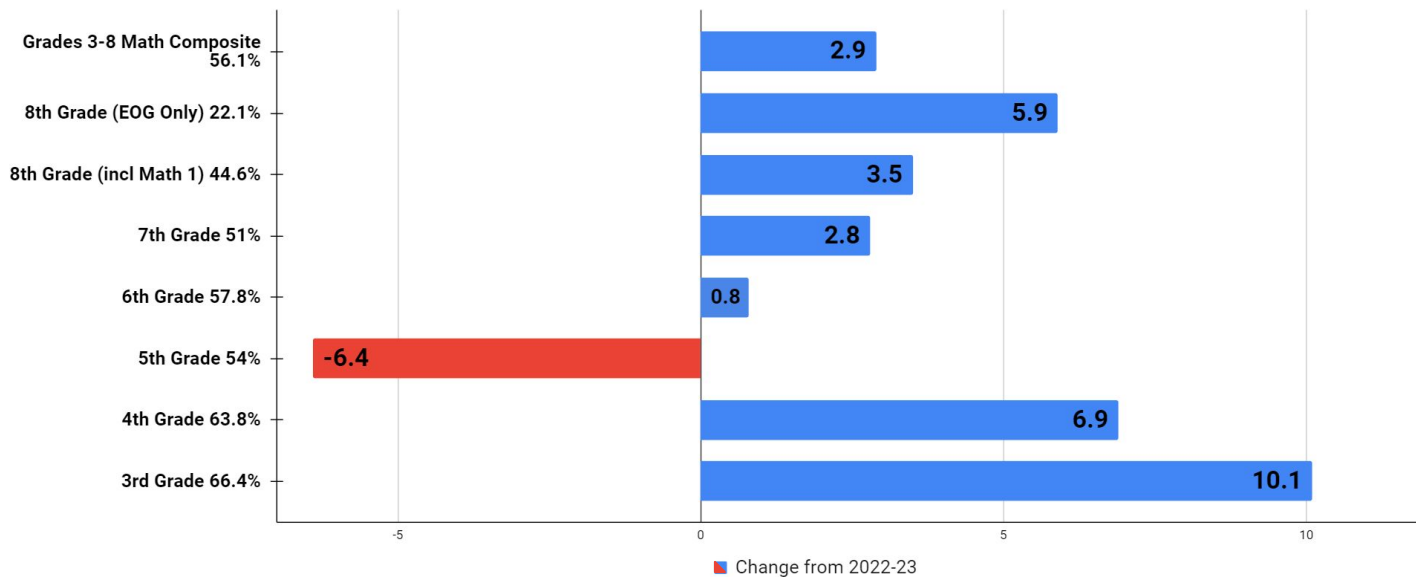


Reading Proficiency Results



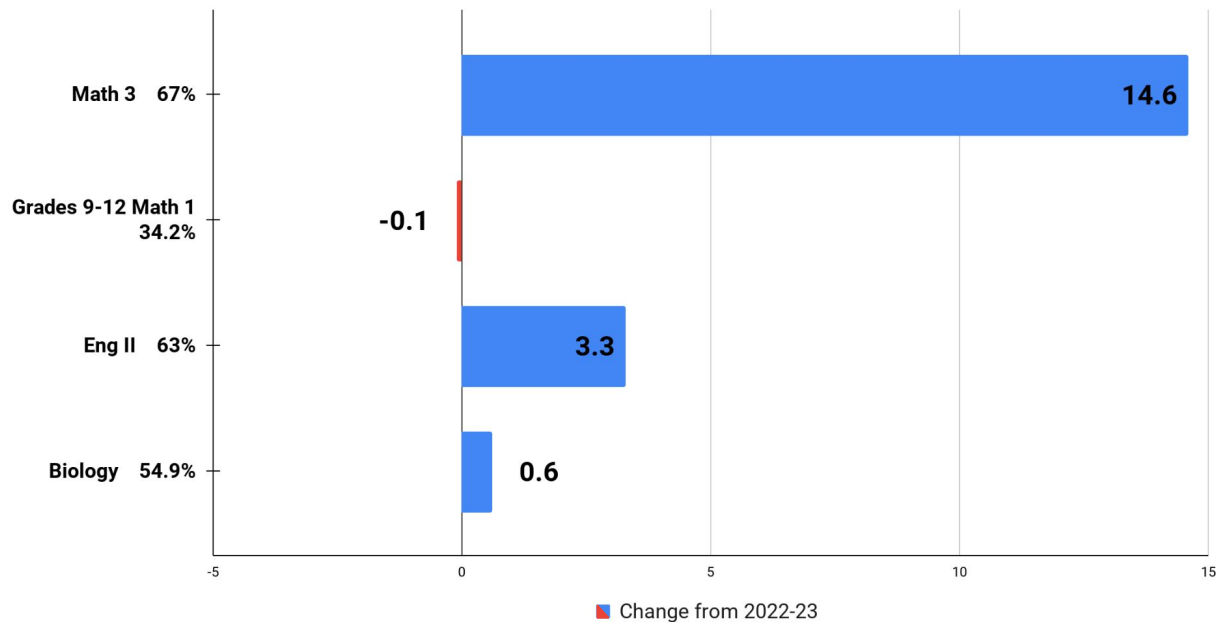


Math Proficiency Results



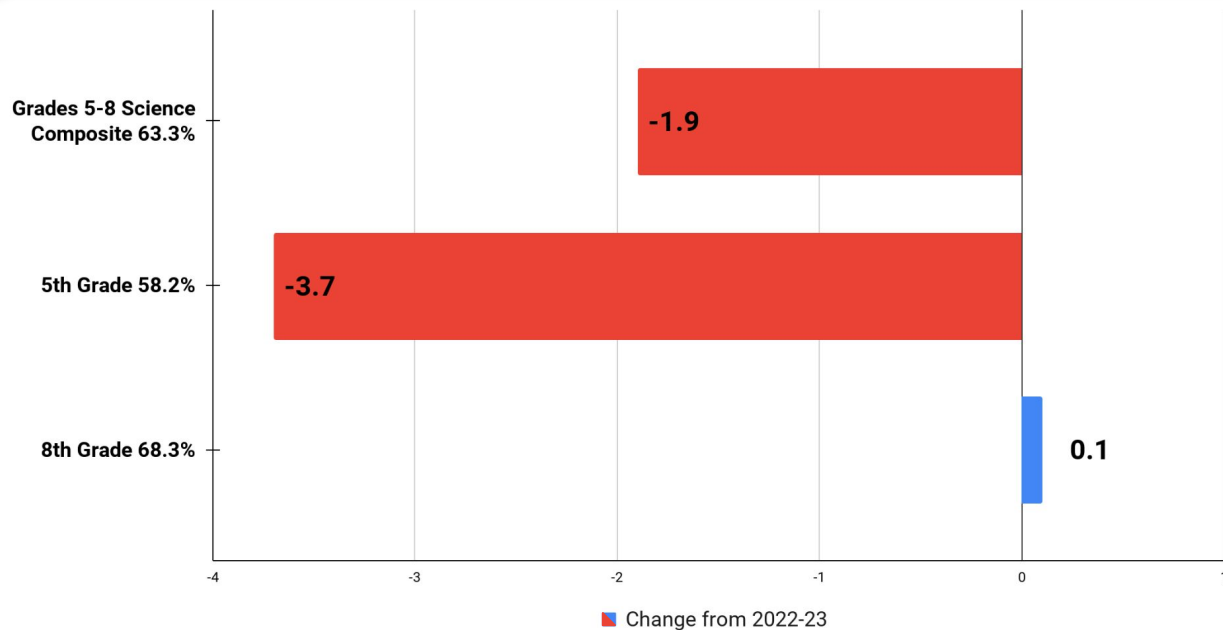


High School End-of-Course Proficiency Results





Science Proficiency Results





English Learner (EL) Progress

- The Every Student Succeeds Act (ESSA) requires each state to provide an annual assessment of English language proficiency to all students identified as English Learners (EL).
- In North Carolina, the annual assessment is the World-class Instructional Design and Assessment (WIDA) ACCESS for ELLs 2.0 (ACCESS).
- Under ESSA, EL progress must be measured and reported for all ELs in grades K-12.

English Learner (EL) Progress	2020-2021	2021-2022	2022-2023	2023-2024
Orange County Schools	N/A	16.1%	22.7%	24%
North Carolina	N/A	21.1%	24.9%	27.3%





High School College and Career Ready (CCR) Indicator Comparison

Indicator	2017 - 2018	2018 - 2019	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
4-year Cohort Graduation Rate	85.8	89	84.2	90.8	87.8	79.7
Math Course Rigor	92.2	92.3	Not Reported	>95	>95	>95
ACT*	60.6	62.2	62.1	52.1	43	44
ACT WorkKeys	70.1	66	73.8	71.9	69.3	66.1
ACT/ACT WorkKeys*	72.2	69.3	Not Reported	60	64.2	59.6

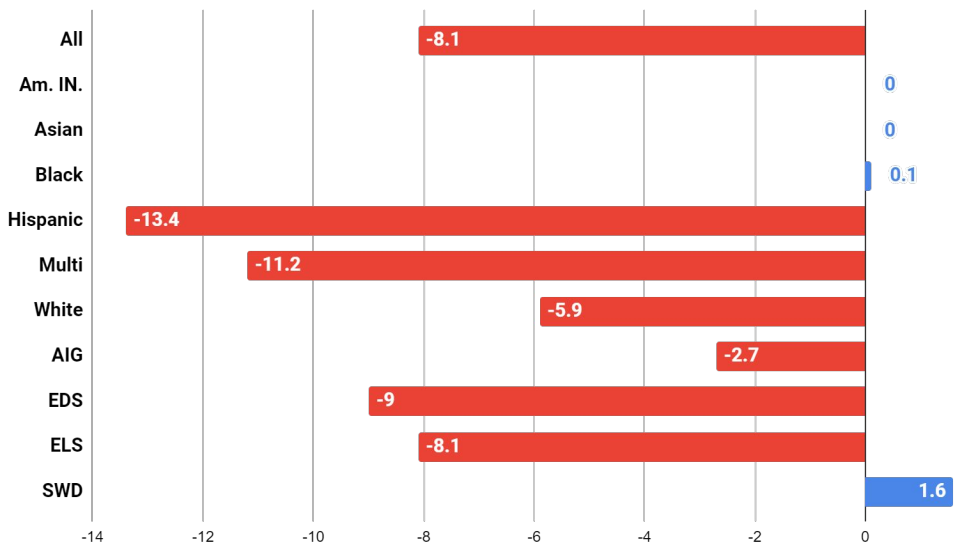




Cohort Graduation Rate Subgroup Comparison

2023-24 Cohort Graduate Subgroup	Grad Rate %
ALL	79.7
American Indian	N/A
Asian	N/A
Black	86.8
Hispanic	71
Multi-racial	69.8
White	84.3
Academically Gifted	92.3
Economically Disadvantaged	74.9
Limited English Proficient	64.9
Student with Disabilities	70.9

Cohort Graduation Rate Change from 22-23 to 23-24



Low-Performing Schools





Low-Performing Schools

2024 - 2025

AL Stanback Middle School
School Grade D

Central Elementary School
School Grade D

Efland - Cheeks Global Elementary School
School Grade D



Celebrations





Schools Moving Out of Low-Performing Status

2024 - 2025

**Grady Brown Elementary School
School Grade C**

**Gravelly Hill Middle School
School Grade C**

**New Hope Elementary School
School Grade C**





Highest EVAAS Growth Index 2024 - 2025

Cedar Ridge High School +9.09

New Hope Elementary School +7.15

Orange High School +2.93





Schools Moving from Not Meeting to Meeting Growth

2024 - 2025

Central Elementary School

Orange High School

Pathways Elementary School





Celebrations - Academic Growth

2024 - 2025

Cedar Ridge High School - Ranked 35th in the state!

New Hope Elementary School - Ranked 78th in the state!

Both schools ranked in the top 3 percent out of 2,593 schools!



Questions?



OCS 2021-2026 Strategic Plan



**Teaching
Tomorrow's
Leaders**

**Exemplary
Staff**



EQUITY



**Excellence
and
Efficiency**

**Empowering
Culture**





Priority 1

Teaching Tomorrow's Leaders





Priority 1: Teaching Tomorrow's Leaders

Goal 1: Increase the percentage of all OCS students demonstrating Grade Level Proficiency

Key Action Details

Develop, implement and monitor a system of coaching and fidelity checks to ensure specially designed instruction, interventions and enrichment are delivered with fidelity and in line with the instructional framework for each and every student.

Plan, implement and monitor professional development and coaching cycles to build teachers' and instructional leaders' capacity to ensure confidence with differentiation and scaffolding of core instruction as well as utilization of data to drive instructional planning and shifts in programming.

Continue to analyze the Panorama data to reflect and respond to student perception of their learning environment.





Priority 1: Teaching Tomorrow's Leaders

Goal 1: Increase the percentage of all OCS students demonstrating Grade Level Proficiency

Goal	2021-2022 (Baseline)	2022-2023 Goal	2022-2023 Actual	2023-2024 Goal	2023-2024 Actual
GLP on Math III EOCs from 60.3% to 80%	60.5%	63.0%	52.4%	68.6%	67.0%
GLP on Math I EOCs from 31.7% to 80%	31.7%	38.6%	34.1%	52.4%	34.2%
GLP on English II EOCs from 60.3% to 80%	60.3%	63.0%	59.7%	68.6%	63.0%
GLP on Math EOGs (Grades 3-8) from 45.9% to 80%	45.9%	50.7%	53.2%	60.4%	56.1%
GLP on reading End of Grade (EOGs) (Grades 3-8) from 42.9% to 80%	42.9%	48.2%	48.3%	58.8%	49.9%





Priority 1: Teaching Tomorrow's Leaders

Goal 1: Increase the percentage of all OCS students demonstrating Grade Level Proficiency

SY24-25 Priorities

- Establish process for continuous progress monitoring
- Implementation of district benchmarks and common formative assessments (CFA)
- Thorough program evaluation
- Increase visibility to support student-centered learning environments
- Aligned professional development plan for SY24-25
- Development of family-friendly resources
- Increase participation in Panorama
- District level walkthroughs
- **Concentrate resources to strengthen 5th/6th Grade performance and HS Math 1**
- **Common planning times in middle and high schools**





Priority 1: Teaching Tomorrow's Leaders

Goal 2: Increase the percentage of schools meeting or exceeding growth.

Key Action Details

Implement, monitor and evaluate new science of reading research-based and standards aligned literacy curriculum K-12 with fidelity.

Build the capacity of school-based administrators to lead school-based PLCs, incorporating data analysis, the unpacking of standards, and planning data-driven instruction, through professional development offered through Solution Tree.

Develop a District Improvement and Support Team which will meet with School Improvement Teams and analyze district-level assessment data in order to remove barriers, provide resources and targeted support to school-based teams.





Priority 1: Teaching Tomorrow's Leaders

Goal 2: Increase the percentage of schools meeting or exceeding growth.

Goal	2021-2022 (Baseline)	2022-2023 Goal	2022-2023 Actual	2023-2024 Goal	2023-2024 Actual
Increase the percentage of schools meeting or exceeding growth from 83%* to 100% by 2026.	76.9%*	81.2%	67.7%	87.4%	92.3%

** The district had 14 schools through the 2021-2022 school year, until OCS Online Academy closed. Partnership Academy is exempt from school performance reporting requirements.*





Priority 1: Teaching Tomorrow's Leaders

Goal 2: Increase the percentage of schools meeting or exceeding growth.

SY24-25 Priorities

- Monitor the implementation of LETRS
- Implementation of district benchmarks and common formative assessments
- Implementation of district Improvement and Support Team
- Establish a process for goal setting at the student level
- Continuous professional development aligned with district priorities
- Monitoring and perfecting the professional learning communities





Priority 1: Teaching Tomorrow's Leaders

Goal 3: Increase the graduation rate from 90.2% to a minimum of 92% by 2026.

Key Action Details

Monitor students' attendance data, 9th-grade retention data, interrupted learning experiences, and suspension data to ensure wrap-around services, i.e., Branching Minds, are utilized.

Collaborate with student support services to develop an accountability structure to ensure attendance communication is provided promptly - 3-6-10-day letters





Priority 1: Teaching Tomorrow's Leaders

Goal 3: Increase the graduation rate from 90.2% to a minimum of 92% by 2026.

Goal	2021-2022 (Baseline)	2022-2023 Goal	2022-2023 Actual	2023-2024 Goal	2023-2024 Actual
Increase the graduation rate from 90.8% to a minimum of 92% by 2026.	90.8%*	90.8%	87.8%	91.0%	79.7%





Priority 1: Teaching Tomorrow's Leaders

Goal 3: Increase the graduation rate from 90.2% to a minimum of 92% by 2026.

SY24-25 Priorities

- Establish meaningful Family Academy sessions
- Train and support schools in restorative practices
- Utilize data to identify barriers to graduation
- On-going training on Student Code of Conduct
- Increase experiences (CTE, dual enrollment, apprenticeships and internships)
- Develop a streamlined process for 4-year graduation plans
- Develop graduation tracking tools at the school level
- Regular discipline data review by subgroups weekly/quarterly (school/district)
- Training on culturally responsive instruction



Recommendation





Priority 1: Teaching Tomorrow's Leaders

Recommended Goal Amendments

Current

Goal 1: Increase the percentage of all OCS students demonstrating Grade Level Proficiency.

Goal 2: Increase the percentage of schools meeting or exceeding growth.

Goal 3: Increase the graduation rate from 90.2% to a minimum of 92% by 2026.

Recommendation

Goal 1: By 2026, at least 65% of OCS students will achieve grade level proficiency.

Goal 2: By 2026, at least 90% of schools will meet or exceed growth as measured by the state model.

Goal 3: By 2026, the OCS 4-year cohort graduation rate will be at least 92%.





Priority 1: Teaching Tomorrow's Leaders

Goal 1: By 2026, at least 65% of OCS students will achieve grade level proficiency.

Strategies

- Establish process for continuous progress monitoring
- Implementation of district benchmarks and common formative assessments (CFA)
- Thorough program evaluation
- Increase visibility to support student-centered learning environments
- Aligned professional development plan for SY24-25
- Development of family-friendly resources
- Increase participation in Panorama
- District level walkthroughs
- Concentrate resources to strengthen 5th/6th Grade performance and HS Math 1
- Common planning times in middle and high schools





Priority 1: Teaching Tomorrow's Leaders

Goal 2: By 2026, at least 90% of schools will meet or exceed growth as measured by the state model.

Strategies

- Monitoring the implementation of LETRS
- Implementation of district benchmarks and common formative assessments
- Implementation of district Improvement and Support Team
- Establish a process for goal setting at the student level
- Continuous professional development aligned with district priorities
- Monitoring and perfecting the PLC planning process





Priority 1: Teaching Tomorrow's Leaders

Goal 3: By 2026, the OCS 4-year cohort graduation rate will be at least 92%.

Strategies

- Establish meaningful Family Academy sessions
- Train and support schools in restorative practices
- Utilize data to identify barriers to graduation
- On-going training on Student Code of Conduct
- Increase experiences (CTE, dual enrollment, apprenticeships and internships)
- Develop a streamlined process for 4-year graduation plans
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- Training on culturally responsive instruction



Questions?

