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# Mid-Year Discipline and Attendance Data

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# OCS Strategic Plan

# Strategic Plan 2021-26 Priorities

**EQUITY**

**PRIORITY 1: Teaching Tomorrow's Leaders**

**PRIORITY 2: Excellence and Efficiency**

**PRIORITY 3: Exemplary Staff**

**PRIORITY 4: Empowering Culture**



# Strategic Plan 2021-26 Priorities

## EQUITY

### PRIORITY 1:

### Teaching Tomorrow's Leaders

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

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

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



# Strategic Plan 2021-26 Priorities

EQUITY

## PRIORITY 4:

### Empowering Culture

**Goal I:** By June 2026, OCS will decrease the overall number of out-of-school suspensions in all subgroups by 10% annually.

**Goal II:** By June 2026, OCS will address attendance by reducing the district chronic absenteeism rate from 21.83% to 19% as a way to improve student readiness, engagement, and academic outcomes by resolving a significant barrier to student learning.

**Goal III:** By June 2026, OCS will implement and maintain ongoing, effective, and meaningful engagement methods to strengthen communication and relationships between schools, families, and the community.





# OCS Core Beliefs Student Expectations

# Core Beliefs Regarding Student Expectations

- Students deserve consistency in use, interpretation, and application of OCS policies outlined in the Code of Student Conduct.
- Students are more likely to uphold expectations when there is consistency in the application of policy among school staff.
- Parents and caregivers are essential in our continued efforts to support desirable school behavior.
- School administration should use equitable supportive measures, opportunities, strategies, and interventions for students to solve problems and correct behaviors.
- Reasonable and fair consequences should be issued at all times.



# Professional Learning

# Delivered Professional Learning

## Principals & Assistant Principals

- Code of Student Conduct/Educator's Handbook Training (5 sessions)
- Bullying/Harassment

## Specialized Instructional Support Personnel

- Youth Mental Health First Aid (YMHFA)
- Social Emotional Learning (RethinkEd & SEL Competencies)
- Supportive Measures to Address Student Behavior
- Navigating Self-Harm, Suicide, and Threat Assessments
- Question, Persuade, Refer (QPR)
- Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS)
- Bounce Back

## Educators

- Restorative Practices Training (ISS Coordinators)
- Highly Structured Lesson Components Training (Classroom Teachers)
- Social Emotional Learning (RethinkEd & SEL Competencies)



# Panorama Data: Fall 2025 (Grades 4 - 5)

# Panorama Survey: Sample Questions

Grades 4 - 5

## Supportive Relationships

- Do you have a teacher or other adult from school who you can count on to help you, no matter what?
- Do you have a friend from school who you can count on to help you, no matter what?

## Self-Management

- During the past two weeks, how often did you get your work done right away, instead of waiting until the last minute?
- During the past two weeks, how often did you pay attention in class?



# Panorama Survey: Sample Questions

Grades 4 - 5

## Positive Feelings

- During the past week, how often did you feel safe?
- During the past week, how often did you feel happy?

## Social Awareness

- During the past two weeks, how much were you able to disagree with others without starting an argument?
- During the past two weeks, when others did not agree with you, how respectful were you of their opinions?



# Panorama Survey (Favorable Responses)

Grades 4 - 5

Race	Supportive Relationships (89%)	Self-Management (71%)	Positive Feelings (65%)	Social Awareness (61%)
White	89%	80%	68%	66%
Black	91%	67%	68%	62%
Multiracial	88%	62%	61%	54%
Hispanic	89%	62%	60%	56%
Asian	>30	>30	>30	>30



# Panorama Data: Fall 2025 (Grades 6 - 12)

# Panorama Survey: Sample Questions

Grades 6 - 12

## School Climate

- My school is welcoming, understanding and kind towards parents/caregivers.

## Supportive Relationships

- Do you have a teacher or other adult from your school who you can be completely yourself around?
- Do you have a friend from school who you can count on to help you, no matter what?

## Sense of Belonging

- My school has a variety of after-school activities that students are able to be part of regardless of money and transportation?
- How much do you matter to others at this school?



# Panorama Survey: Sample Questions

Grades 6 - 12

## Teacher-Student Relationships

- Adults in my school model the behavior they expect from students.
- Adults maintain calm when dealing with misbehavior and conflict in my school.

## Self-Management

- During the past two weeks, how often did you come to class prepared?
- During the past two weeks, how often did you follow directions in class?

## Cultural Awareness and Action

- I feel that my school is preparing me to deal with real-life challenges and the future ahead.



# Panorama Survey: Sample Questions

Grades 6 - 12

## Diversity and Inclusion

- My teacher includes lessons, classwork, and homework that I can relate to.
- I hear hurtful comments about students based on race, gender, sexual orientation, religion, disabilities, etc. from other students in my school.

## Social Awareness

- During the past two weeks, how well did you get along with students who are different from you?
- During the past two weeks, how much were you able to disagree with others without starting an argument?



# Panorama Survey: Sample Questions

Grades 6 - 12

## Positive Feelings

- During the past week, how often did you feel loved?
- During the past week, how often did you feel hopeful?

## Social Perspective-Taking

- How much do you try to understand your teachers' motivation for doing different classroom activities?
- Overall, how much effort do you put into figuring out what your teachers are thinking?



# Panorama Survey (Favorable Responses)

Grades 6 - 12

Race	School Climate (89%)	Supportive Relationships (84%)	Sense of Belonging (81%)	Teacher Student Relationships (74%)	Self-Management (68%)
White	91%	87%	83%	75%	73%
Black	86%	82%	77%	69%	63%
Multiracial	88%	83%	76%	73%	66%
Hispanic	89%	83%	81%	76%	62%
Asian	100%	93%	87%	82%	79%



# Panorama Survey (Favorable Responses)

Grades 6 - 12

Race	Cultural Awareness and Action (69%)	Diversity and Inclusion (64%)	Social Awareness (58%)	Positive Feelings (57%)	Social Perspective-Taking (42%)
White	66%	64%	61%	60%	46%
Black	64%	56%	53%	54%	36%
Multiracial	61%	57%	57%	53%	40%
Hispanic	73%	66%	55%	56%	39%
Asian	88%	71%	64%	68%	52%



# Panorama Survey

## Next Steps

Support school level SEL teams to utilize survey data to:

- Determine small group, individual, and whole group guidance sessions for students.
- Determine individual needs for students who may need referrals to co-located services or other community resources.
- Assist with school-wide behavioral planning/expectations/restorative practices.
- Assist in determining next steps for MTSS support and placement.

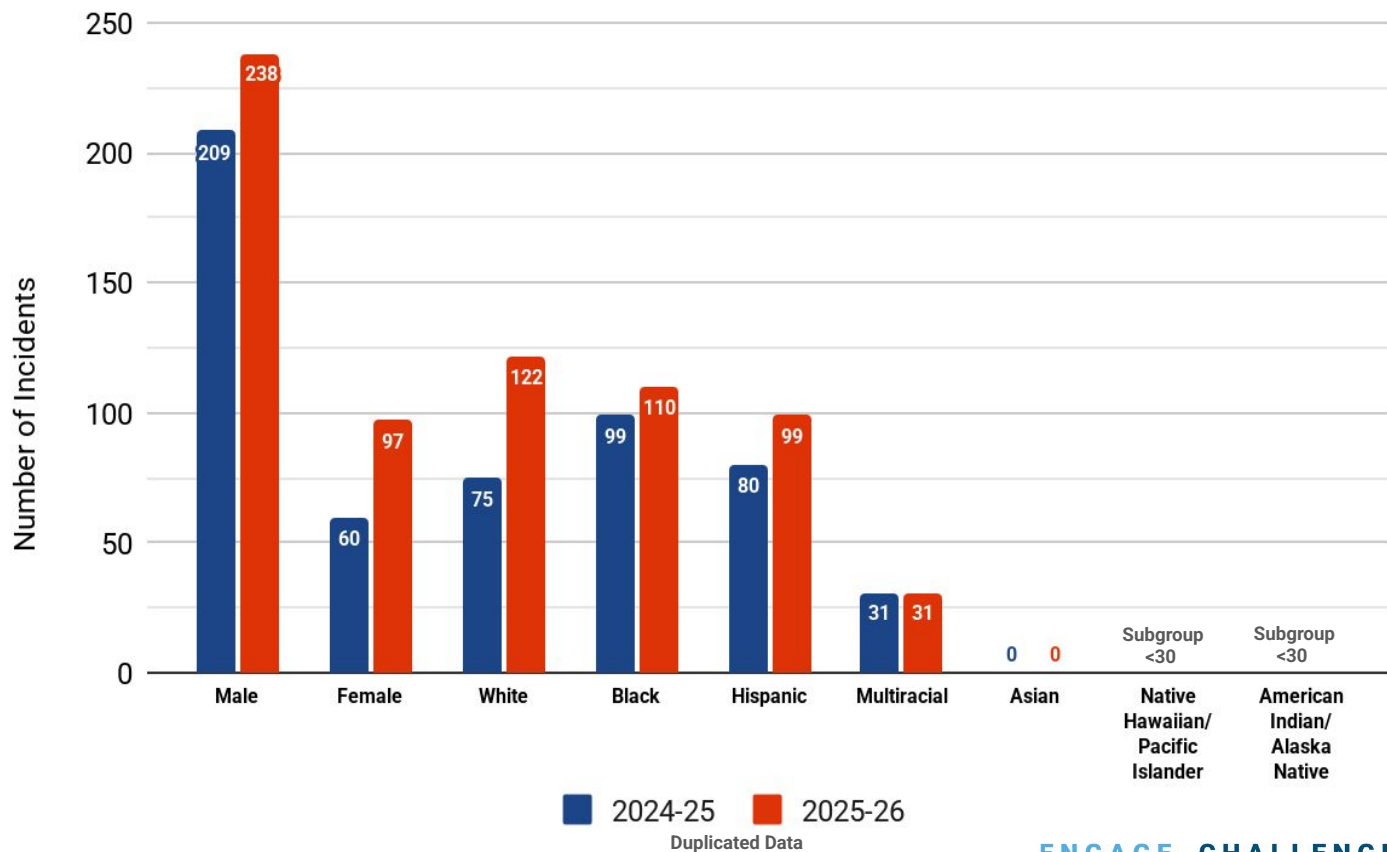


# First Semester Discipline Data

# In-School Suspension

# In-School Suspensions

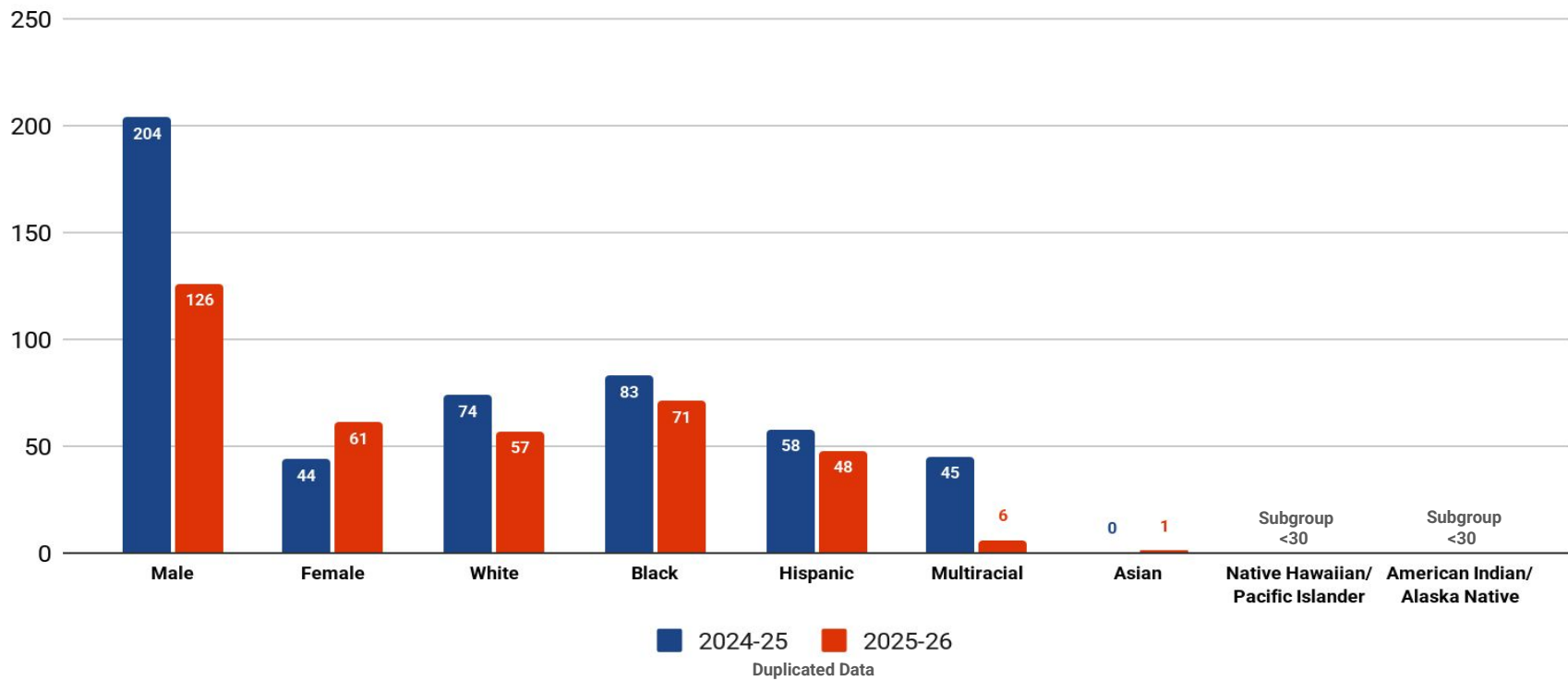
Incidents: July-December Year-Over-Year



# Out-of-School Suspension

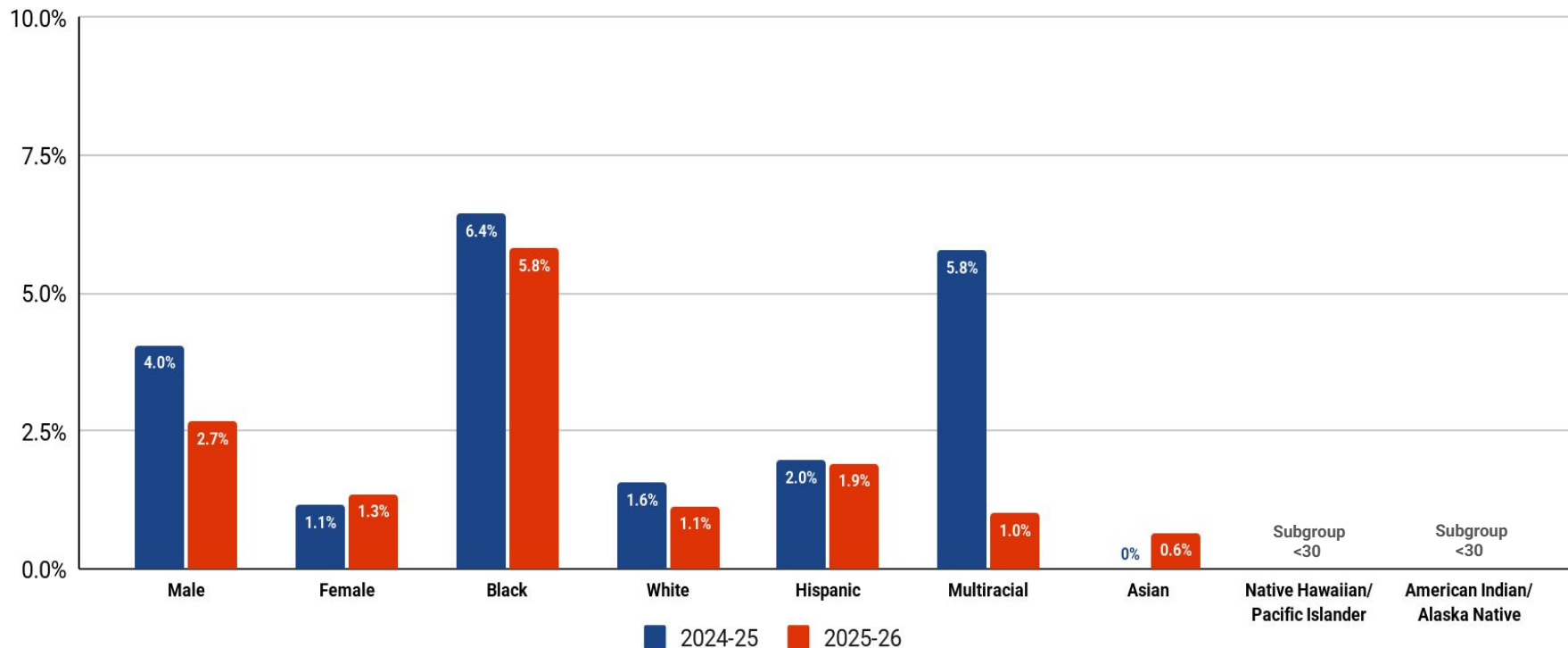
# Out-of-School Suspensions

Incidents: July-December Year-Over-Year



# Out-of-School Suspension Rate by Demographic

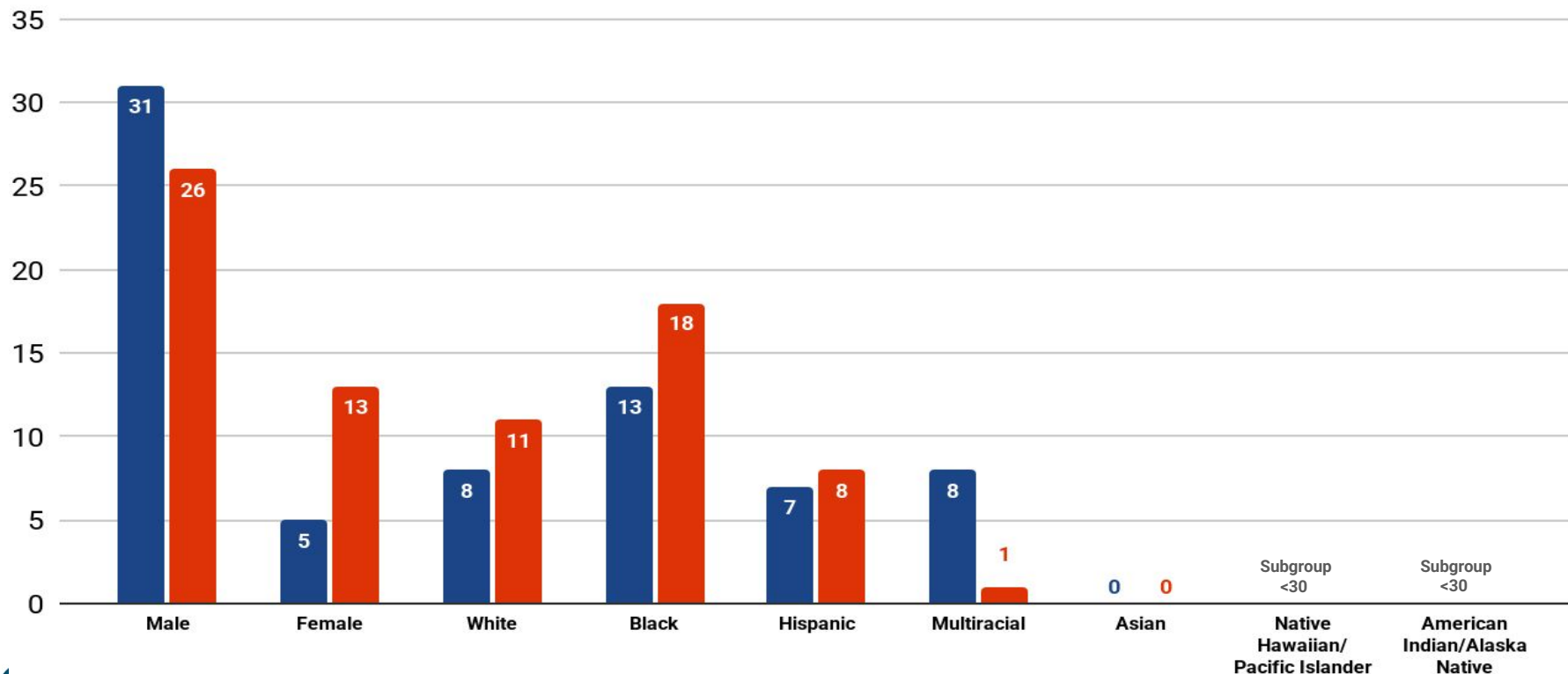
July - December 2025 (students/enrolled)



# Students Repeatedly Experiencing Out-of-School Suspension

July - December 2025

■ 2024-25 (36 Total Students) ■ 2025-26 (39 Total Students)



# Summary of the Data

- Incidents of OSS for Female students increased from 44 to 61.
- Incidents of OSS for Asian students increased from 0 to 1.
- Incidents of OSS for Male students decreased from 204 to 126.
- Incidents of OSS for Black students decreased from 83 to 71.
- Incidents of OSS for White students decreased from 74 to 57.
- Incidents of OSS for Hispanic students decreased from 58 to 48.
- Incidents of OSS for Multiracial students decreased from 45 to 6.



# Summary of the Data

- 39 students (K - 12) have had 2 or more incidents of out-of-school suspension compared to 36 during the 2024-25 school year.
  - 0.6% of OCS students
  - 0.3% of White students
  - 1.9% of Black students
  - 0.4% of Hispanic students
  - 0.2% of Multiracial students
  - 0% of Asian students



# Tiered Preventative/Supportive Measures

# Tier 1 Supportive Measures

## Preventative and Targeted

- Teacher-involved supportive measures:
  - student restorative conferences
  - parent/caregiver phone conferences
  - Rethink Ed SEL lessons
- Professional school counselor supportive measures:
  - School-based SEL small groups led by professional school counselors based on Panorama data
  - Rethink Ed SEL lessons
  - Restorative conferences with professional school counselors/administrators



# Tier 2 Supportive Measures

Multiple in-school suspensions and/or one incident of out-of-school suspension

- Restorative practices/restorative classroom circles
- Parent/teacher/team conferences
- Rethink Ed SEL lessons
- School-based SEL small groups led by professional school counselors
- SPARCS (SEL/Behavior strategies)
- Bounce Back (Elementary)
- Home visits
- Small group social skills
- Student behavior contract
- School-based mental health



# Tier 3 Supportive Measures

## Two or more incidents of out-of-school suspension

- Collaborative meetings with district and school level personnel to discuss current interventions and the need for additional supports.
- Conduct a thorough review of discipline data.
- Support school level SEL and MTSS teams to develop individual intervention plans to guide students in positive decision-making and restoring connections/relationships with staff and peers.
- Provide additional professional development for targeted schools to provide opportunities for school staff to create structured, supportive environments that promote social/emotional regulation and reflection.
- Provide intensive school based mental health and support.



# School Based Mental Health

# Co-Located (School-Based Mental Health)

Agency/School Based on Feeder Pattern (Elementary/Middle/High)

Andrews Counseling	Daybreak Health (Virtual)	Gaggle Therapy (Virtual)	Piedmont Health	Renaissance Wellness	Youth Extensions
Efland-Cheeks Hillsborough New Hope River Park Gravelly Hill Partnership	Central Efland-Cheeks Grady Brown Hillsborough New Hope Pathways River Park A.L. Stanback Gravelly Hill Orange Middle Cedar Ridge Orange High Partnership	Central Efland-Cheeks Grady Brown Hillsborough New Hope Pathways River Park A.L. Stanback Gravelly Hill Orange Middle Cedar Ridge Orange High Partnership	Central Efland-Cheeks Gravelly Hill	Grady Brown A.L. Stanback Cedar Ridge	Central Pathways Orange Middle Orange High



# Co-Located (School Based Mental Health)

Data as of January 5, 2026

Agency	Number of Referrals	Students Seen	Students on Waitlist
Andrews Counseling	70	46	0
Daybreak Health	2	0	0
Gaggle Therapy*	18	13	0
Piedmont Health	35	35	0
Renaissance Wellness	29	25	0
Youth Extensions	23	18	0
<b>Total</b>	<b>177</b>	<b>137</b>	<b>0</b>



# First Semester Attendance Data

# Average Daily Attendance

## Definition

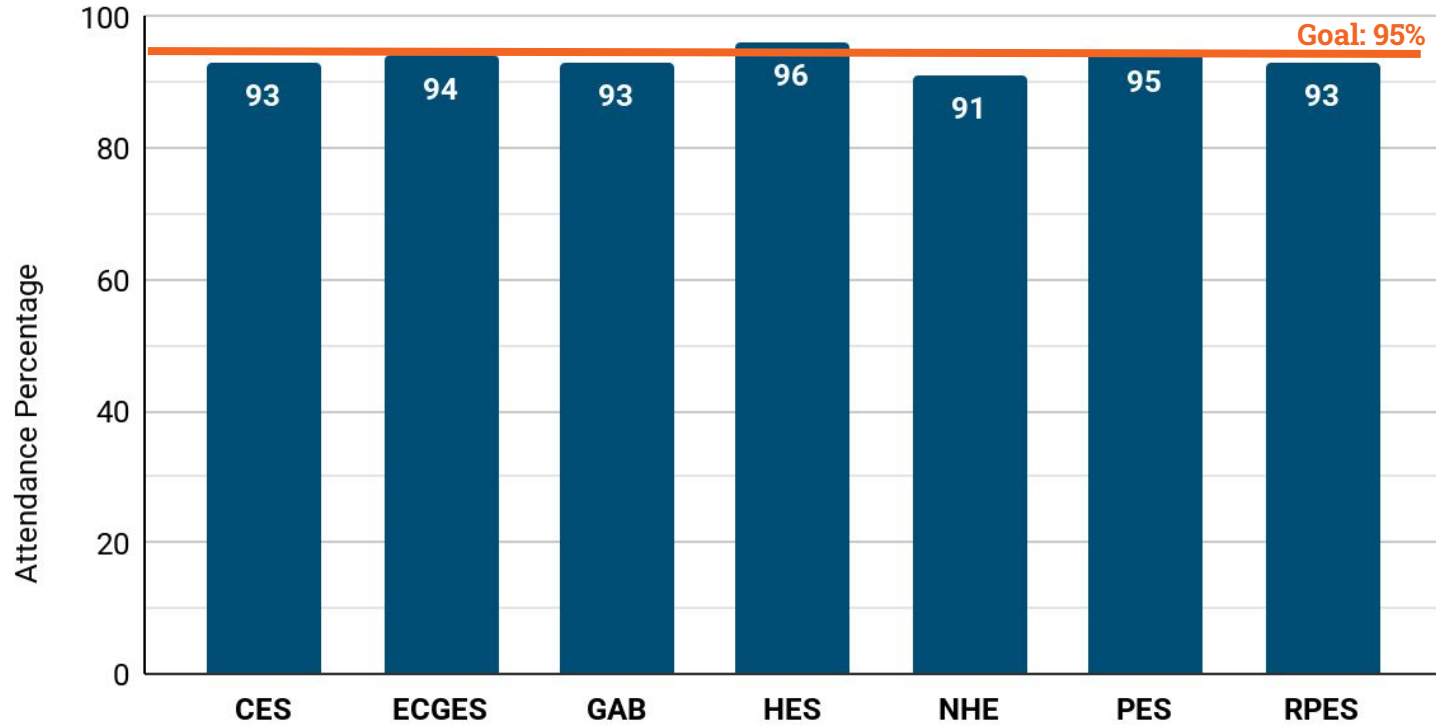
**Average Daily Attendance (ADA)** is the **average percentage of students who are present each day** during a defined school year or reporting period. In **North Carolina**, ADA is calculated by dividing the **total number of days students attend school** by the **total number of days students are enrolled**, averaged across the school year.

ADA reflects how consistently students are in school and is a critical indicator of **instructional access, student engagement**, etc.



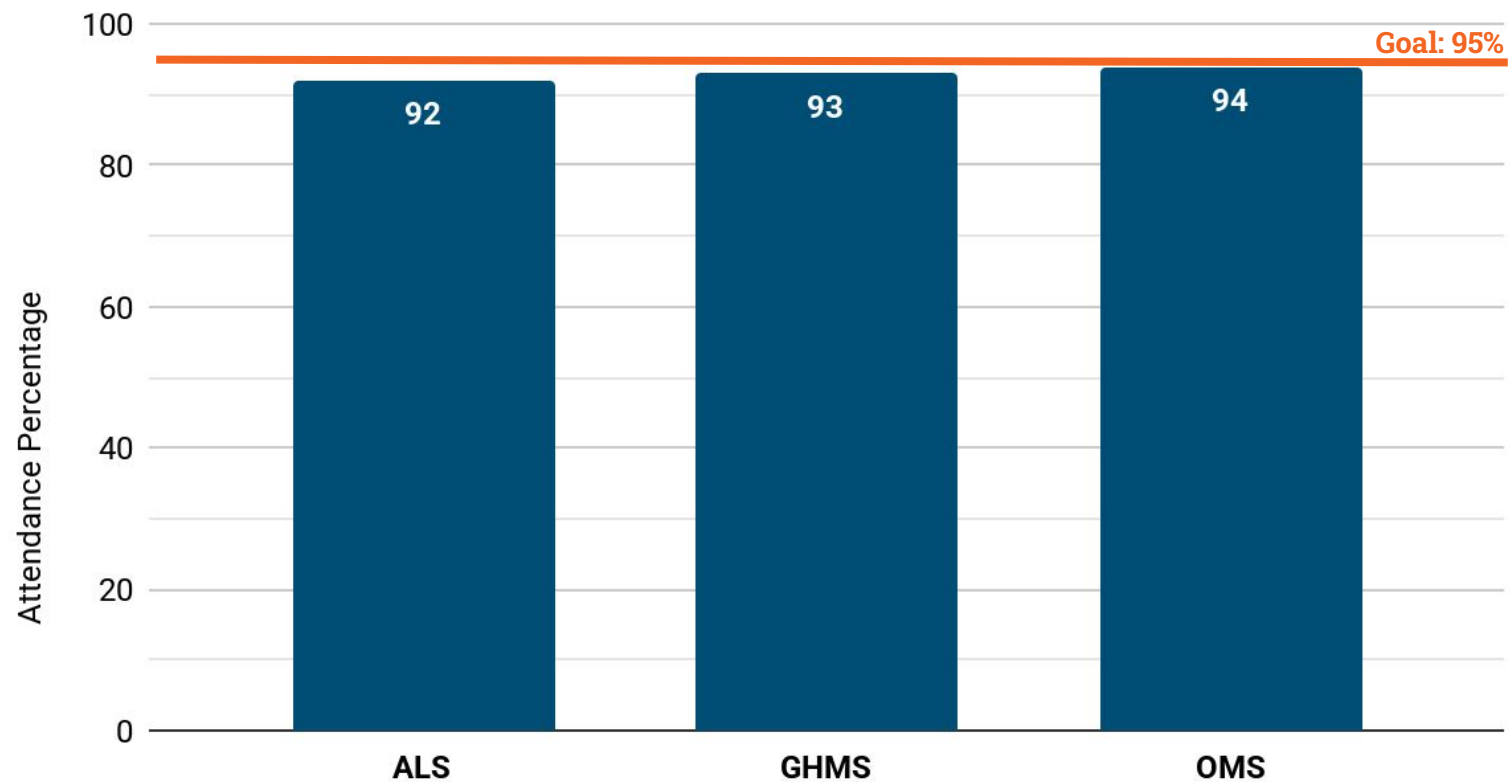
# Average Daily Attendance Rate - Elementary Schools

July - December 2025



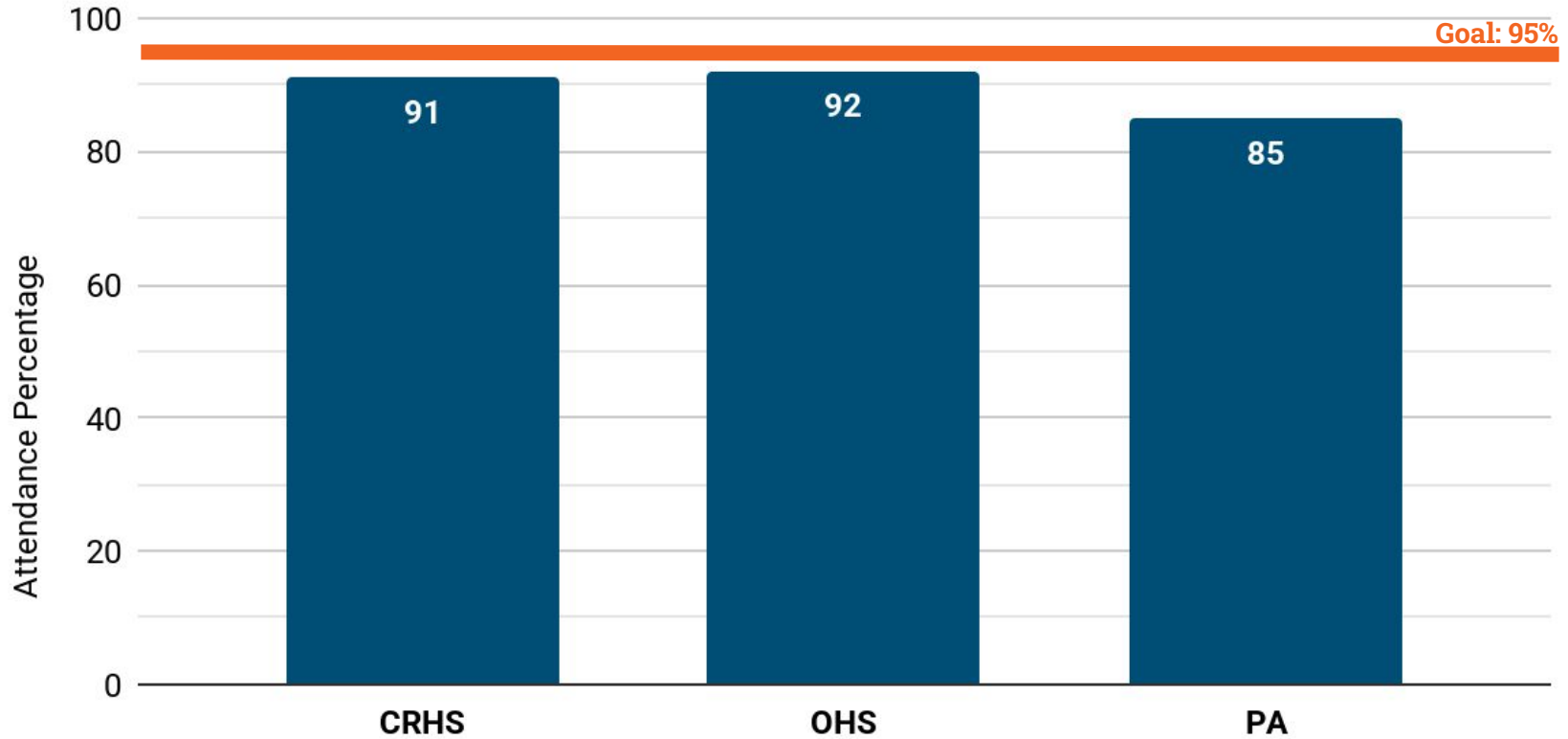
# Average Daily Attendance Rate - Middle Schools

July - December 2025



# Average Daily Attendance Rate - High Schools

July - December 2025



# Chronic Absenteeism

# Chronic Absenteeism

## Definition

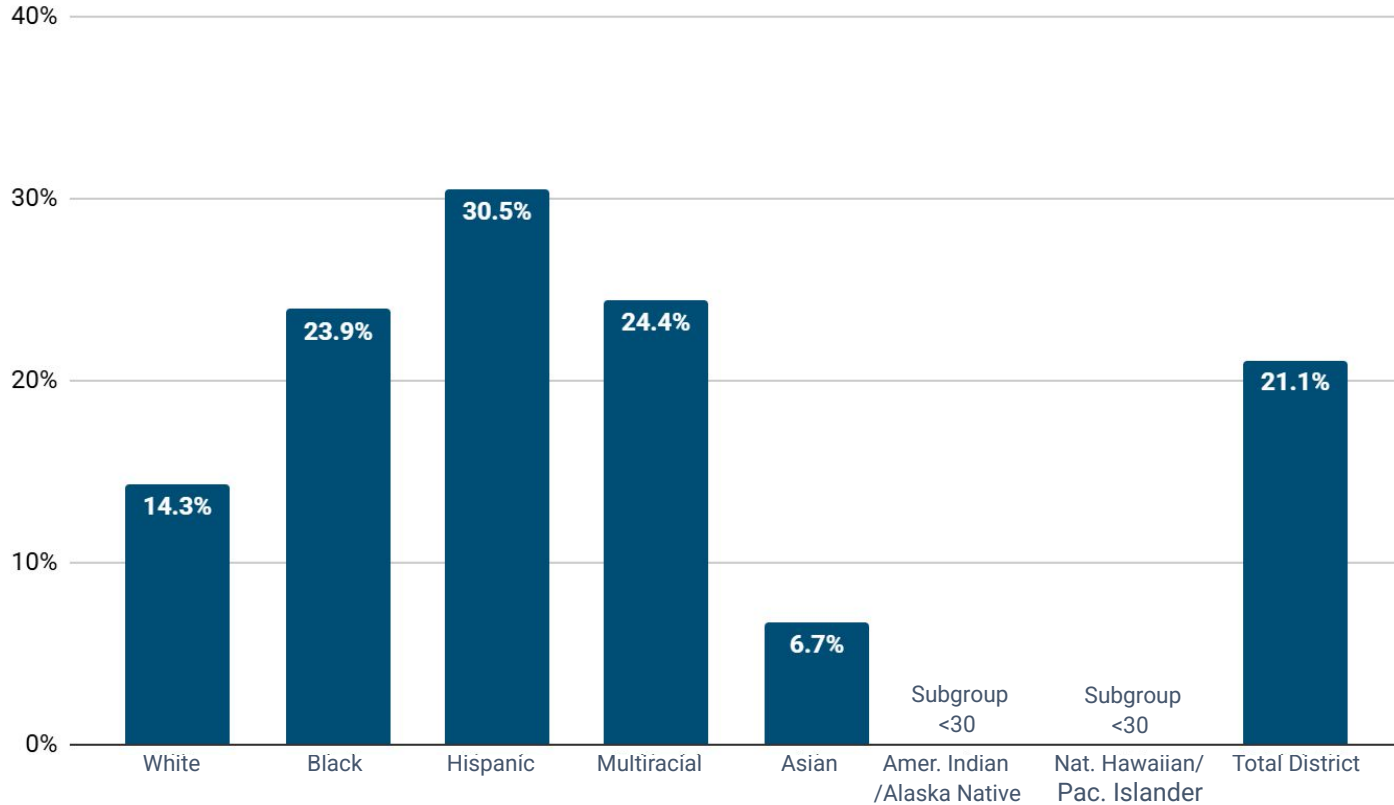
A student is defined as chronically absent when they are enrolled in a North Carolina public school for at least 10 school days at any time period during the school year, and whose total number of absences is equal to or greater than 10 percent of the total number of days that the student has been enrolled at any school during a given school year.

Student chronic absence differs from both truancy and average daily attendance. Student chronic absence refers to missing so much school, for any type of absence (excused, unexcused, disciplinary), that a student is at risk of falling behind academically.



# Chronic Absenteeism Rate

July 1, 2025 to January 1, 2026



# **Chronic Absenteeism Tiered Preventative/Supportive Measures**

# Tier 1 Preventative/Supportive Measures

## Satisfactory Attendance (0 - 3 Days)

- Attendance lessons (expectations, policy, etc.)
- Attendance incentives
- *Individual student conference with school social worker (case by case basis)*
- Progress monitoring
- Initial parent contact by teacher (at 3 days)
- *Attendance notification #1 (attendance letter to parent)*



# Tier 2 Preventative/Supportive Measures

## Early Warning (4 - 10 Days)

- Progress monitoring
- Small groups
- Check-in/Check-out
- Mentoring
- *Parent contact (at 6 days and at 9 days)*
- Parent conference
- Home visits (as needed)
- *Attendance notification #2 (attendance letter to parent)*
- Referrals to community agencies (if applicable)
- Referrals to school-based programming (if applicable)



# Tier 3 Preventative/Supportive Measures

## Chronic Absences (10+ Days)

- *Attendance monitoring by school social worker, professional school counselor and/or MTSS (attendance) team member*
- Home visits (as needed)
- *Attendance notification #3 (attendance letter to parent)*
- Parent conference
- Referrals to school-based programming (if applicable)
- Referrals to community agencies (if applicable)
- Referral to truancy court (if applicable)



# Chronically Absent Students

## Next Steps

- Collaborative meetings with district and school personnel to discuss current interventions and the need for additional supports.
- Monitor the impact of attendance on cohort graduation rates with the goal of mitigating the negative effects of chronic absenteeism.
- Use attendance data to determine next steps for MTSS support and placement.
- Provide a family academy session to educate parents/caregivers about attendance policies, the importance of attendance, and to provide support.



# “Attendance Matters: Be Here to Get There!”

## OCS ATTENDANCE WEEK

#BeHereToGetThere! #OCSAttendanceWeek



**NEW DATES!**

WEEK OF FEBRUARY 2-6, 2026

### MONDAY

#### SCHOOL COLORS DAY

Wear school or district colors to represent with pride!



Orange  
County  
Schools  
NORTH CAROLINA

### TUESDAY

#### MENTAL HEALTH/ SEL DAY

Wear green in support of mental health awareness



### WEDNESDAY

#### ENLISTMENT DAY

Wear red, white, and blue in solidarity with our troops



### THURSDAY

#### ENTREPRENEURSHIP/ CAREER DAY

“Dress to impress” to match the profession you seek



### FRIDAY

#### COLLEGE ENROLLMENT DAY

Wear your college gear!





**Questions?**





# Orange County Schools

NORTH CAROLINA

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