Preparing for Excellence

Mid-Year Strategic Plan Review

MCS Staff Development Room
February 24, 2022
5:30 – 8:30 pm

Montgomery County Schools will graduate life-ready, globally competitive students who are leaders in their community, who value diversity, and who are College and Career Ready.



Introduction



Purpose



Administration will present all related performance data aligned to the Strategic Plan



As part of our focus on accountability, this process assures the Board and the community that we will not hide from our data



The goal is for continuous improvement, and we have much to be proud of in all areas

Guiding Principles

Vision

Montgomery County Schools will graduate life-ready, globally competitive students who are leaders in their community, who value diversity, and who are College and Career Ready.

Mission

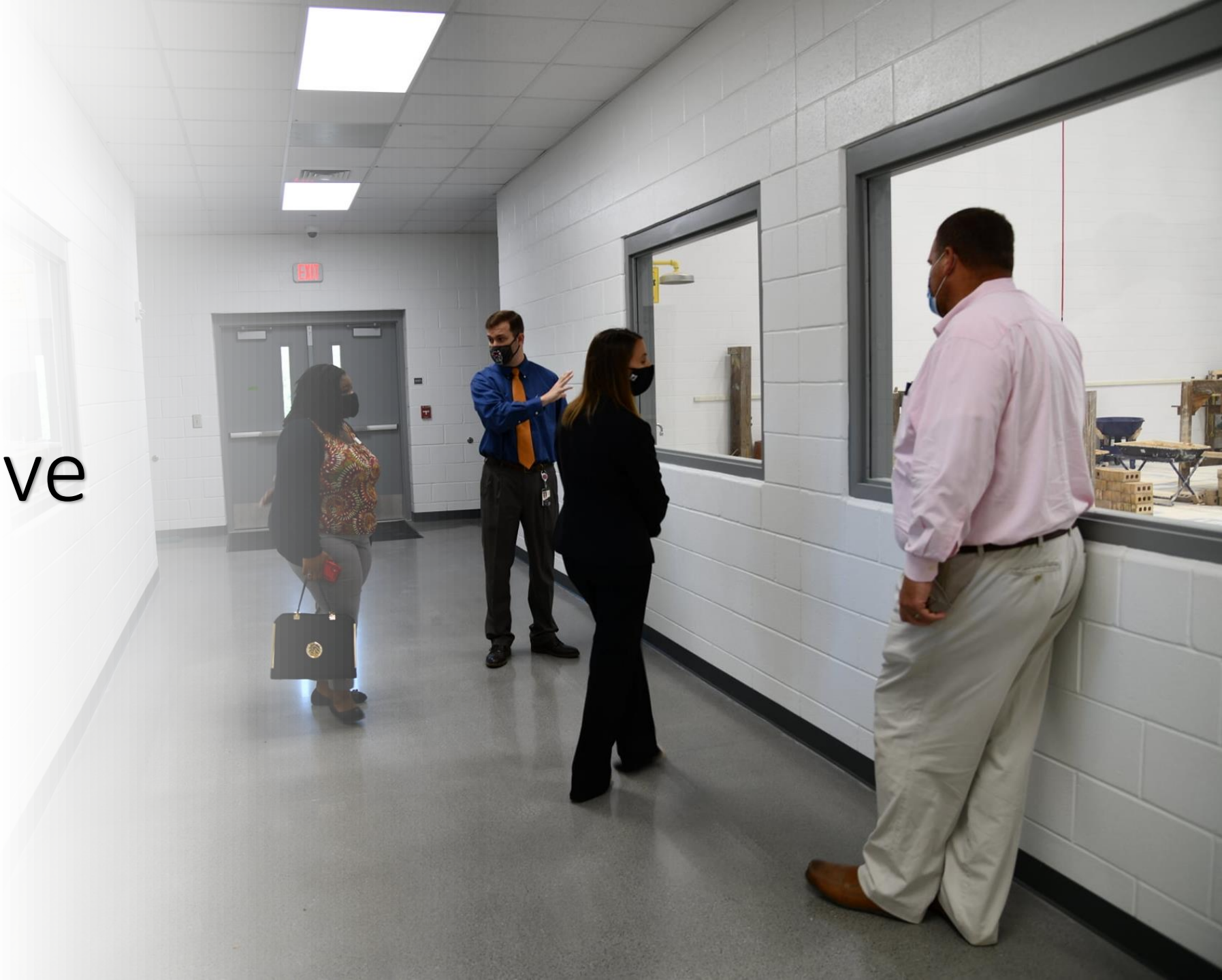
Montgomery County Schools will graduate College and Career Ready students by preparing them to succeed in a globally diverse society, providing rigorous educational experiences, and building positive relationships with all members of our community.

Core Values

High Expectations
High Ethical Standards
Student CenteredInclusive
Continuous Improvement
Data Driven
Practices

Globally Competitive Students

Wade Auman

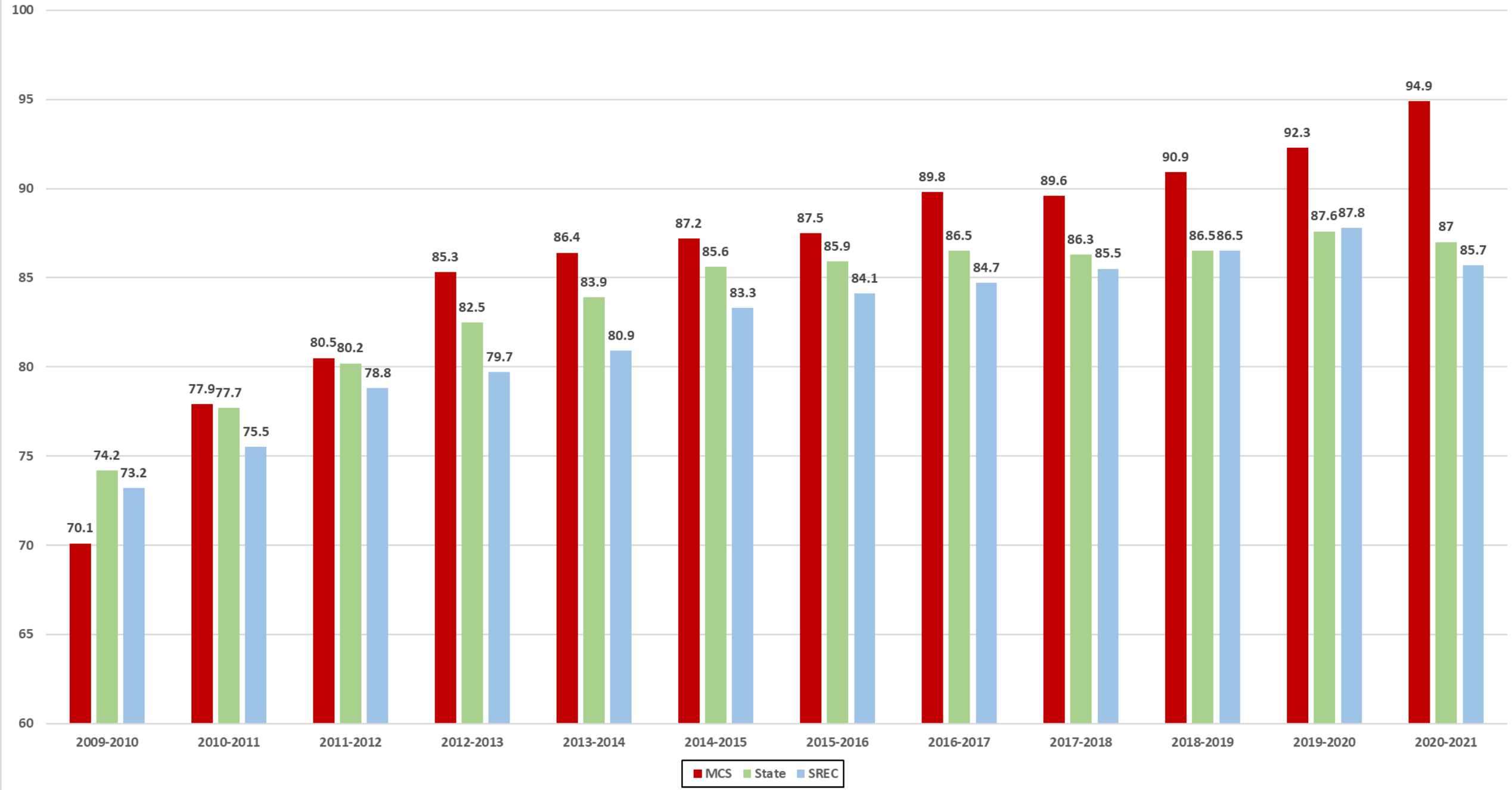


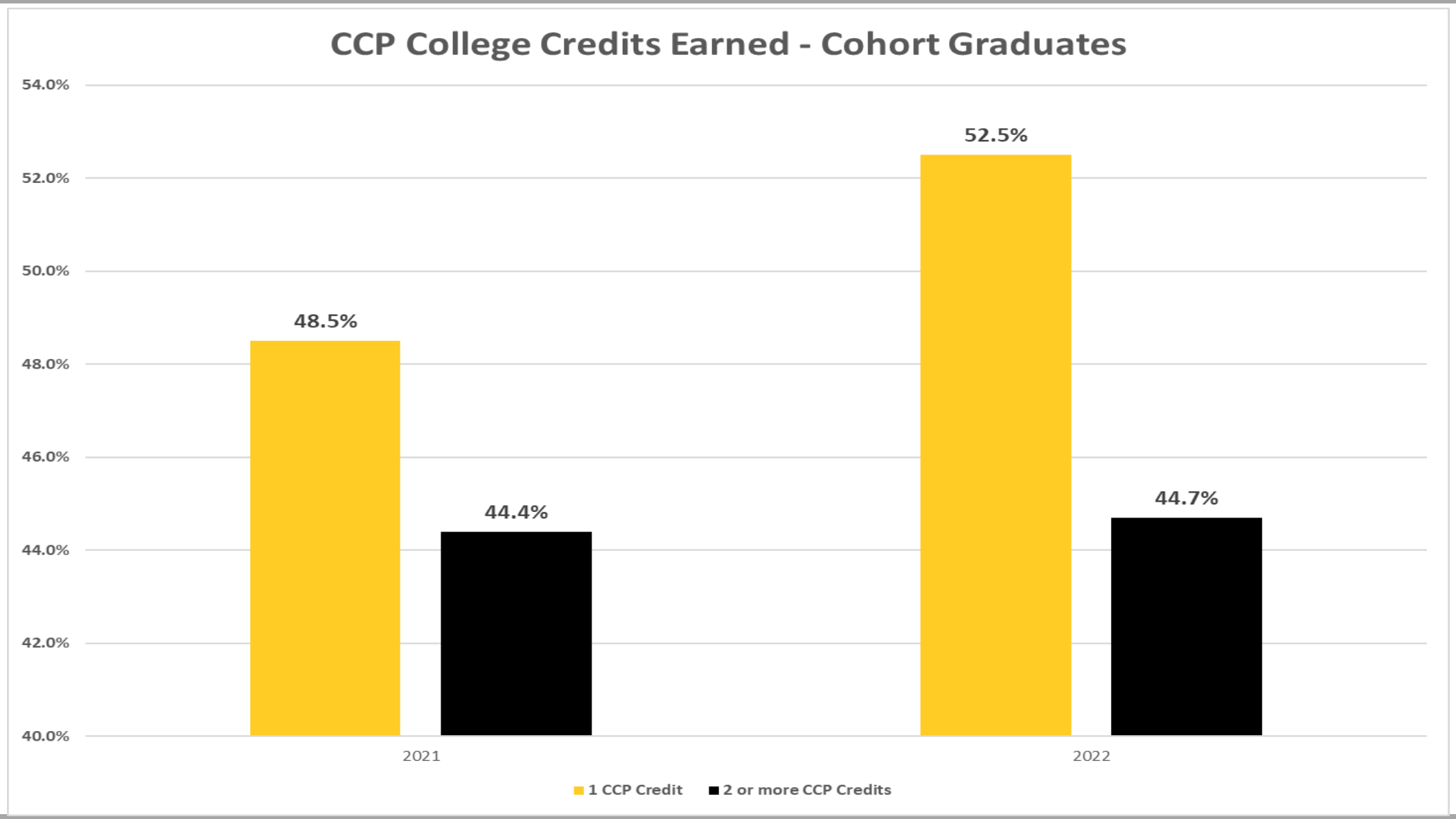
Graduation Rate and Post-Secondary Education

Goals:

- Two-year: By 2022, the 4-year cohort graduation rate will increase to meet or exceed 92.5% and 50% of all graduates will have received a minimum of 2 post-secondary credits.
- Five-year: By 2025, the 4-year cohort graduation rate will increase to meet or exceed 93% and >95% of all graduates will have received a minimum of 2 post-secondary credits.

2010-2021 - 4 Year Cohort Graduation Rate




CCP College Credits Earned - Cohort Graduates
54.0%
52.0%
50.0%
48.0%
46.0%
44.0%
42.0%
40.0%
48.5%
44.4%
52.5%
44.7%
2021
2022
1 CCP Credit
2 or more CCP Credits

Graduation Rate/Post-Secondary – Continued

Strengths

- Student Services (Wanda Blue)
- MLA helps graduation rate
- Credit Recovery
- Saturday School/Making up time
- Location of MCHS-Proximity to MCC
- Homegrown Teachers
- Expanded offerings
- CDC and CCP student retention specialist

Graduation Rate/Post-Secondary – Continued

Weaknesses

- Finding all students due to COVID
- Home visits harder during pandemic
- Kids working to support families
- Stigma of college classes
- Restrictions such as GPA

Graduation Rate/Post-Secondary – Continued

Opportunities for Improvement

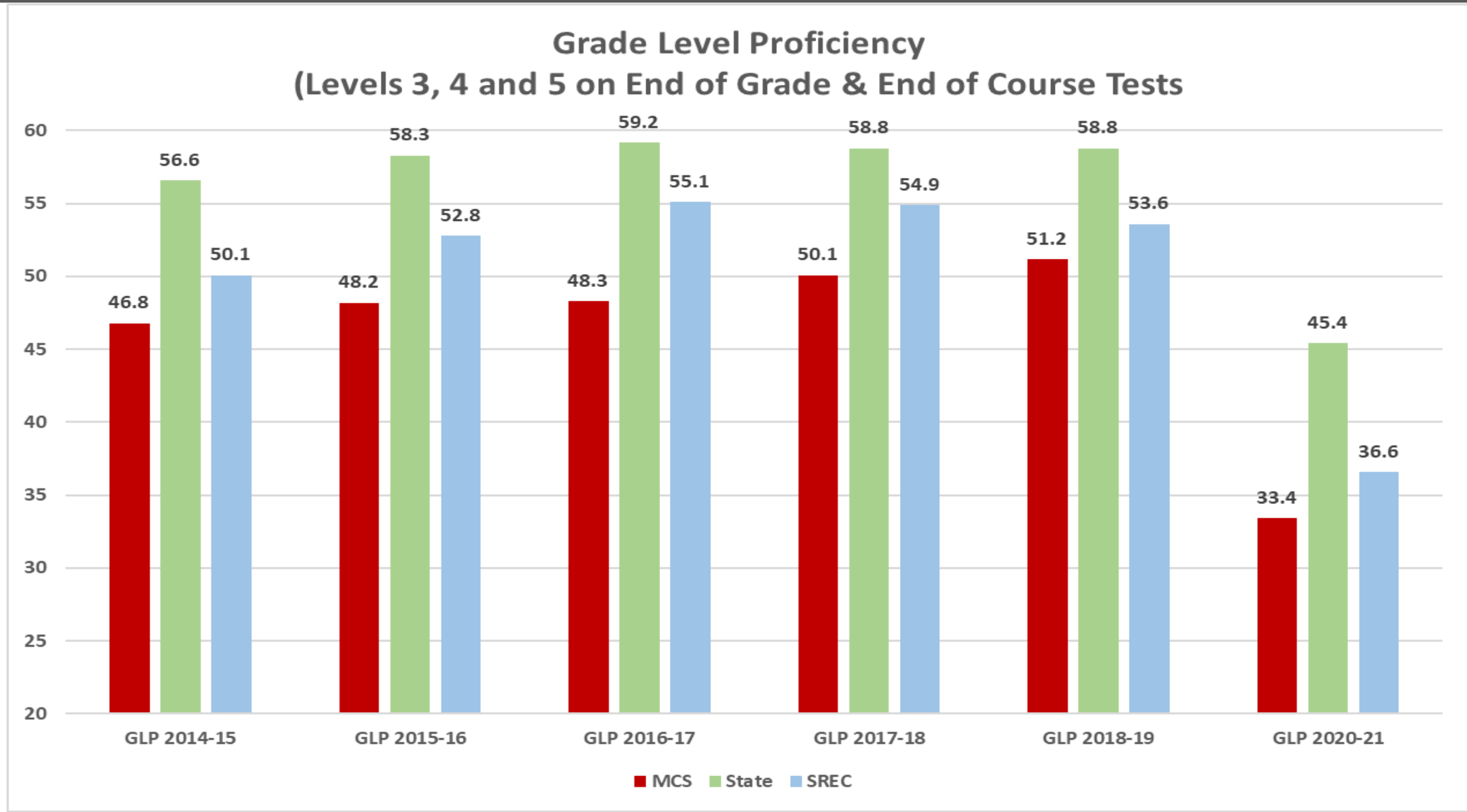
- Educate students/parents about many offerings
- Keep focus on pathways

Next Steps

- Continue working with families
- Keep Student Services in the loop
- Encourage students that they can do it!

Grade-Level Proficiency

- **Goals:**
  - Two-year: By 2022, Grade-Level Proficiency will increase to meet or exceed 60%.
  - Five-year: By 2025, Grade-Level Proficiency will increase to meet or exceed 70%.


Grade Level Proficiency
(Levels 3, 4 and 5 on End of Grade & End of Course Tests
60
55
50
45
40
35
30
25
20
46.8
56.6
50.1
48.2
58.3
52.8
48.3
59.2
55.1
50.1
58.8
54.9
51.2
58.8
53.6
33.4
45.4
36.6
GLP 2014-15
GLP 2015-16
GLP 2016-17
GLP 2017-18
GLP 2018-19
GLP 2020-21
MCS
State
SREC

Grade-Level Proficiency – Continued

Strengths

- Science
- Improved technology use in classroom instruction
- Teacher improved differentiation strategies during the pandemic
- Students are now Face-to-Face
- English II and Biology PDSA's
- Math Flex

Grade-Level Proficiency – Continued

Weaknesses

- Math
- Online learning was tough on our most needy kids
- Student attendance/motivation during COVID
- Kids dealing with isolation and trauma

Grade-Level Proficiency – Continued

Opportunities for Improvement

- Carnegie Learning
- Small group instruction
- Mathia
- Uses resources with fidelity
- District PDSA's

Next Steps

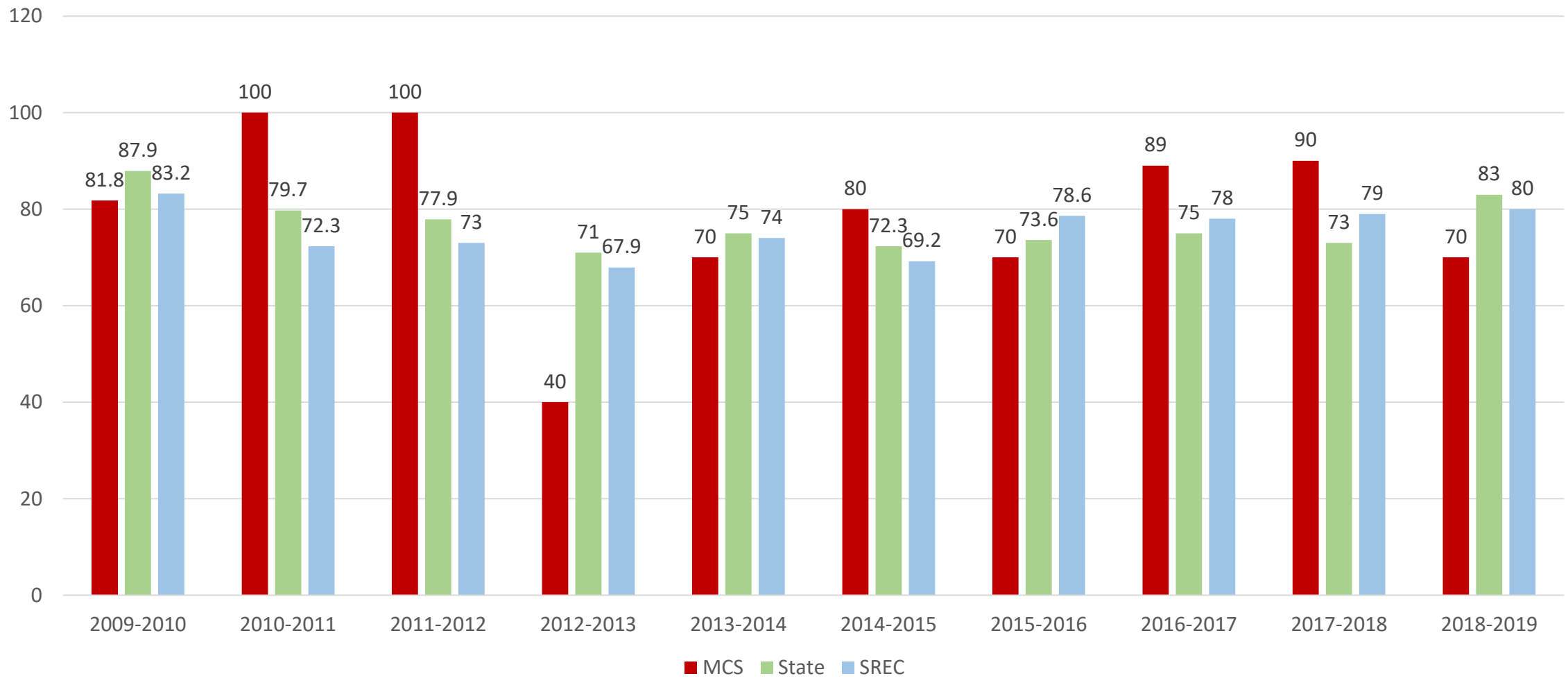
- PLC data discussions
- Math PD
- Peer observations

Ready Expected Growth

Goals:

- Two-year: By 2022, the percentage of MCS schools that meet or exceed READY expected growth targets will be 100%.
- Five-year: By 2025, the percentage of MCS schools that meet or exceed READY expected growth targets will remain 100%.

2010-2019 Growth



2015-2016 Montgomery County Schools EVAAS Report

Exceeds Expected Growth: Progress is significantly above the average district in the state.

Meets Expected Growth: Progress is not detectably different from the average district in the state.

Does Not Meet Expected Growth: Progress is significantly below the average district in the state

OR

EOG Math, EOG Reading and K-mClass

B — Significant evidence that the district's students made more progress than the Growth Standard

G — Evidence that the district's students made progress similar to the Growth Standard.

R — Significant evidence that the district's students made less progress than the Growth Standard.

Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
4th Math EOG	-3.2		
5th Math EOG		-0.3	
6th Math EOG	-2.5		
7th Math EOG	-2.5		
8th Math EOG	-3.2		
Math I EOC			3.2
3rd Reading EOG		1.2	
4th Reading EOG		1.2	
5th Reading EOG		-0.3	
6th Reading EOG		-1.3	
7th Reading EOG		-0.0	
8th Reading EOG	-2.2		
English II EOC			0.8
5th Science EOG		0.3	
8th Science EOG	-0.8		
Biology EOC		0.6	
ACT Composite*		-0.1	
ACT English		-0.4	
ACT Reading		0.2	
ACT Math		-0.1	
ACT Science		-0.0	

Overall, we met or exceeded expected growth for Grade 5 Math, Math I; Reading in Grades 4, 5, 6, 7 and English II; Science Grade 5 and Biology; and ACT Composite, ACT English , ACT Reading, ACT Math and ACT Science. Our greatest opportunities for improvement are 3-8 Math and 8th Grade. This growth is reflected via 70% of our schools meeting or exceeding growth.

2016-2017 Montgomery County Schools EVAAS Report

Exceeds Expected Growth: Progress is significantly above the average district in the state.

Meets Expected Growth: Progress is not detectably different from the average district in the state.

Does Not Meet Expected Growth: Progress is significantly below the average district in the state

OR

EOG Math, EOG Reading and K-mClass

B — Significant evidence that the district's students made more progress than the Growth Standard

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Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
4th Math EOG		1.0	
5th Math EOG		0.4	
6th Math EOG		0.6	
7th Math EOG		0.9	
8th Math EOG			3.3
Math I EOC			4.0
3rd Reading EOG			2.9
4th Reading EOG		0.5	
5th Reading EOG		-1.0	
6th Reading EOG	-4.0		
7th Reading EOG	-2.2		
8th Reading EOG		-1.5	
English II EOC		-0.4	
5th Science EOG		-0.4	
8th Science EOG	-0.8		
Biology EOC		-0.3	
ACT Composite*		0.1	
ACT English		-0.4	
ACT Reading		0.2	
ACT Math			0.4
ACT Science		0.1	

Overall, Grades 8 Math, Math I and Grade 3 Reading exceeds growth. Grades 3-7 Math, Grade 4, 5, and 8 Reading, English II, Grades 5 Science and Biology met growth. The ACT Composite, ACT English, ACT Reading, and ACT Science growth measures demonstrates evidence that students made progress and the ACT Math demonstrates significant evidence that students made more progress. Our greatest opportunities for improvement are middle grades reading (note: last year is was 3 Math) and Grade 8 science. This growth is reflected via 80% of our schools meeting or exceeding growth and one of three schools exiting low-performing school status.

2017-2018 Montgomery County Schools EVAAS Report

Exceeds Expected Growth: Progress is significantly above the average district in the state.

Meets Expected Growth: Progress is not detectably different from the average district in the state.

Does Not Meet Expected Growth: Progress is significantly below the average district in the state

OR

EOG Math, EOG Reading and K-mClass

B — Significant evidence that the district's students made more progress than the Growth Standard

G — Evidence that the district's students made progress similar to the Growth Standard.

R — Significant evidence that the district's students made less progress than the Growth Standard.

Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
4th Math EOG			2.51
5th Math EOG		1.29	
6th Math EOG			4.82
7th Math EOG	-2.67		
8th Math EOG			3.3
Math I EOC			2.04
3rd Reading EOG		0.86	
4th Reading EOG		1.38	
5th Reading EOG		-0.66	
6th Reading EOG	-2.00		
7th Reading EOG		1.46	
8th Reading EOG		0.8	
English II EOC		-0.46	
5th Science EOG		-0.68	
8th Science EOG	-1.25		
Biology EOC	-0.73		
ACT Composite*		0.1	
ACT English		-0.3	
ACT Reading		0.1	
ACT Math		0.3	
ACT Science			0.5

Overall, grades 4 Math, 6 Math, 8 Math, and Math I exceeded growth, while Grade 5 met growth, and Grade 7 Math did not meet growth. Reading Grades 3, 4, 5, 7, 8, and English II met growth. Grade 6 Reading is the only Reading area we did not meet growth. We met growth for Grade 5 Science, but did not meet growth for Grade 8 Science and Biology. Met growth in all areas of the ACT, but exceeded growth in ACT Science.

Across Grades for Math we exceeded growth and across grades for reading, we met growth as a district.

2018-2019 Montgomery County Schools EVAAS Report

Exceeds Expected Growth: Progress is significantly above the average district in the state.

Meets Expected Growth: Progress is not detectably different from the average district in the state.

Does Not Meet Expected Growth: Progress is significantly below the average district in the state

OR

EOG Math, EOG Reading and K-mClass

B	Significant evidence that the district's students made more progress than the Growth Standard
G	Evidence that the district's students made progress similar to the Growth Standard.
R	Significant evidence that the district's students made less progress than the Growth Standard.

Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
4th Math EOG		1.0	
5th Math EOG	-1.6		
6th Math EOG		-0.2	
7th Math EOG	-2.9		
8th Math EOG		0.8	
Math I EOC			1.00
3rd Reading EOG		1.2	
4th Reading EOG			3.1
5th Reading EOG	-1.5		
6th Reading EOG	-2.5		
7th Reading EOG		0.9	
8th Reading EOG		-0.2	
English II EOC			0.9
5th Science EOG		-0.1	
8th Science EOG	-1.6		
Biology EOC		0.2	
ACT Composite*		-0.3	
ACT English	-0.5		
ACT Reading		0.2	
ACT Math		-0.1	
ACT Science	-0.5		

Overall, Grades 4 Reading, English II and Math I exceeded growth, while Grades 4 Math, 6 Math, 8 Math, 3 Reading, 7 Reading, 8 Reading, 5 Science and Biology met growth. Grades 5 Math, 7 Math, 5 Reading, 6 Reading, and 8 Science did not meet growth. ACT Growth is pending.

With the exception of Grade 5 Math, the other areas that did not met growth are at our middle schools.

2020-21 Montgomery County Schools EVAAS Report

	Exceeds Expected Growth: Progress is significantly above the average district in the state.
	Meets Expected Growth: Progress is not detectably different from the average district in the state.
	Does Not Meet Expected Growth: Progress is significantly below the avergae district in the state.

OR

EOG Math, EOG Reading and K-mClass

B	Significant evidence that the district's students made more progress that the Growth Standard.
G	Evidence that the district's students made progress similar to the Growth Standard.
R	Significant evidence that the district's students made less than the Growth Standard.

Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
4th Math EOG			
5th Math EOG		-1.63	
6th Math EOG	-3.38		
7th Math EOG		0.01	
8th Math EOG	-2.52		
Math I EOC		-1.72	
Math III EOC		0.1	
3rd Reading EOG	-2.09		
4th Reading EOG	-3.42		
5th Reading EOG	-2.48		
6th Reading EOG	-5.45		
7th Reading EOG	-2.76		
8th Reading EOG		0.88	
English II EOC		0.67	
5th Science EOG		-0.66	
8th Science EOG	-6.49		
Biology EOC			4.52
ACT Composite		0.6	
ACT English		-0.13	
ACT Reading		1.86	
ACT Math		0.67	
ACT Science		-0.42	

Biology performed well, but we transitioned the sequence of courses and had limited student testing.
Overall, Remote learning had a significant impact on Reading performance. ACT perfromance saw the most improvement over previous data.

Ready Expected Growth – Continued

Strengths

- Biology
- English II
- Math I & II
- Teachers are working hard, and we are seeing growth

Ready Expected Growth – Continued

Weaknesses

- Foundational knowledge
- Reading EOG data
- Accurate, valid data
- Staffing

Ready Expected Growth – Continued

Opportunities for Improvement

- Reading
- Science (reading/vocabulary)
- Learning walks in other grade spans

Next Steps

- Small group instructions (targeted groupings)
- Science of Reading training (K-5)
- Keep PLCs focused on data and projections
- Poverty training through TQP grant

Composite Achievement Gap

Goals:

- Two-year: By 2022, the MCS composite achievement gap measure will decrease by 10%.
- Five-year: By 2025, the MCS composite achievement gap measure will decrease by 15%.

Achievement Gap

Calculation:

P (Sum of Subgroup Performance) / S (Number of Subgroups) = C (Composite) OR P/S=C

Target 1: 28.3 to 25.5 by 2018
Target 2: 28.3 to 22.6 by 2020
Target 3: 28.3 to 19.8 by 2021

2017-18 Analysis using CCR w/Black & Hispanic

Composite Achievement Gap=25.5 + 7.1 / 2 = 17.6

2017-2018	All EOCs & EOGs difference	All EOCs & EOGs Composite	Overall Achievement Gap-GLP
Black	25.5	17.6	17.6
Hispanic	9.7		

2018-19 Analysis using CCR w/Black & Hispanic

Composite Achievement Gap= 22.8 + 7.1 / 2 = 14.9

2018-2019	All EOCs & EOGs difference	All EOCs & EOGs Composite	Overall Achievement Gap-GLP
Black	22.8	14.9	14.9
Hispanic	7.1		

2020-21 Analysis using CCR w/Black & Hispanic

Composite Achievement Gap= 15.1 + 4.3 / 2 = 9.7

2020-2021	All EOCs & EOGs difference	All EOCs & EOGs Composite	Overall Achievement Gap-GLP
Black	15.1	9.7	9.7
Hispanic	4.3		

Achievement Gap – Continued

Strengths

- Hispanic outperformed White subgroup (Math III - MY 2021-22)
- Using data to inform instruction

Achievement Gap – Continued

Weaknesses

- English II gap widely increased
- Subgroup access to needed resources during pandemic

Achievement Gap – Continued

Opportunities for Improvement

- District PDSA implementation
- Focused student intervention groups
- Training with Dr. Maye
- COVID decline

Next Steps

- Close analysis of CFA's and NC Check-ins



21st Century Professionals – Healthy/Responsible

Tracy Grit

Teacher Attendance

Goals:

- Two-year: By 2022, MCS will maintain an overall teacher attendance rate that meets or exceeds 95%.
- Five-year: By 2025, MCS will maintain an overall teacher attendance rate that meets or exceeds 96%.

Teacher Attendance – Continued

	2018-19	2019-20	2020-21	2021-22
Teacher Attendance	93%	93.5%	90.1%	88.2% (mid-year)

Teacher Attendance – Continued

Strengths

- School nurses did a great job this year
- COVID flowcharts
- Vaccine and Booster clinics
- Dedicated staff
- Commitment to Face-to-Face instruction
- Masks/PPE
- Reduction of other illnesses

Teacher Attendance – Continued

Weaknesses

- Lack of custodial staff and substitutes
- COVID fatigue
- Metal health
- Students/staff coming to school sick

Teacher Attendance – Continued

Opportunities for Improvement

- Postpone recognitions for now
- Lack of staff (labor shortage)

Next Steps

- Reinforce safety at every turn

Beginning Teacher Retention

Goals:

- Two-year: By 2022, MCS will retain beginning teachers in a 3-year cohort at a rate of 60%.
- Five-year: By 2025, MCS will retain beginning teachers in a 3-year cohort at a rate of 75%.

BT Retention– Continued

	2017-18	2018-19	2019-20	2020-21	2021-22
BT Retention Rate	50%	61%	63% 3rd Year	82% 2nd Year	91.3% 1st Year

BT Retention – Continued

Exit Survey Data

- **72% Leaving Education**
- **28% Moving Districts**
- **86% Would Encourage Others To Work For MCS**
- **58% Indicated Good or Excellent Support From Their School**
- **86% Indicated Good or Excellent Support from The Central Office/Donna Kennedy**

BT
Retention – Continued

Strengths

- Donna Kennedy
- UNC-Charlotte
- Pfeiffer and UNC-Pembroke programs
- Mentors
- Grow your own program
- Retention bonus was a huge morale boost
- Increased supplement has been a hit with all staff

BT Retention – Continued

Weaknesses

- Teacher pay remains a state issue
- Teacher job responsibilities
- Lack of candidates to fill state-wide needs
- COVID

BT Retention – Continued

Opportunities for Improvement

- PERMA survey and TWCS
- Continue to recruit as hard as we can

Next Steps

- BT survey
- Continue to review exit survey data

Out of School Suspension Rates

Goals:

- Two-year: By 2022, the out of school suspension incident rate will be reduced by 5%.
- Five-year: By 2025, the out of school suspension incident rate will be reduced by 10%.

OSS Suspension Rates – Continued

School Year	Days Lost
2016 - 2017	**1,863 days lost and 250 saved**
2017 - 2018	***558 Incidents (1501 days lost and 217 days saved)**
2018 – 2019	***560 Incidents (1291 days lost and 133 days saved)**
2019 – 2020(COVID March	***367 Incidents (801days lost and 83 days saved)**
2020 – 2021 (Remote)	
2021 – 22	***233 Incidents (619 days lost and 298 days saved)**

- Transition Days Lost to

*Incidents beginning in 2017

OSS Suspension Rates – Continued

Strengths

- Mental health awareness
- Mental health counselors and PD
- SEL discussions in PLC's
- MTSS Tier2/3 for behavior
- Alternatives to suspension
- Trauma informed teachers
- Social circles/Restorative practices
- DEI Plan

OSS Suspension Rate – Continued

Weaknesses

- Lack of alternatives for elementary schools
- Ongoing mental health with students
- Community issues coming into schools
- Staff shortages/new teachers (Have to start all over again)

OSS Suspension Rate – Continued

Opportunities for Improvement/Next Steps

- Continued PD
- Data cleanup on referrals





Leadership Guides Innovation

Dr. Jack Cagle and

Katie Hursey

Grants

Goals:

- Two-year: By 2022, MCS will increase grant submissions by 4.
- Five-year: By 2025, MCS will increase grant submissions by 8.

Grants – Continued

	2018-2019	2019-2020	2020-2021	2021-2022
Grant Awards	Sandhills Center 21st Century	IAL Grant TQP Grant TPP Grant Sandhills Center *SCTG *EIR *FSCS *UNCC iTest Grant *ELISS *CSI – IPG (resubmit for second ro und in Feb. 21st Century (intent to apply submitted) GEAR UP MoCo (looking into) GEAR UP with UNC (submitted)	ELISS Grant 21st CCLC PRC 29 NC SEL Equity Project TQP Grant GEAR UP UNC Bright Ideas Grant – EMS, PSES Montgomery Fund – 4 recipients SCTG IAL Grant Sandhills Center *Full Service Community Schools *GEAR UP MoCo *SRAE	NC Gear UP ELISS Grant Sandhills Mental Health Grant TQP Grant GEAR UP UNC IAL Grant Bright Ideas Grant – EMS 2 Smitherman-Willis Endowment (Montgomery Fund) Grants at MCHS *Still working on EIR with MCC and ECSU *Working on a new TQP Grant with Scotland County Schools and UNCP.

Grants – Continued

Strengths

- IAL extension
- Increased Sandhill mental health
- Grants fit needs of the district
- Communication regarding grant availability
- Solid grant development process
- Partnership with Research Associates

Grants – Continued

Weaknesses

- Sustainability
- Time consuming
- Specific requirements limits awards

Opportunities for Improvement/Next Steps

- Free and reduced lunch numbers
- Grant writing workshop
- Research!
- Continue to support grant writing at school level

Digital Instruction

Goals:

- Two-year: By 2022, teachers will implement Triple E methodology into lesson plans and use the Framework Measurement Tool to improve student lessons.
- Five-year: By 2025, teachers will continue use of Triple E methodology into lesson plans and use the Framework Measurement Tool to improve student lessons.

Digital Instruction– Continued

Strengths

- 1:1 Devices
- DLC support and flexibility
- Promoting teacher leadership (Google certifications, etc.)
- Summer camp – MCS technology
- 100% of schools with engaging lessons

Digital Instruction– Continued

Weaknesses

- Clarity of Extend learning
- Student internet at home
- Sharing of DLC’s across district

Digital Instruction– Continued

Opportunities for Improvement/Next Steps

- PD on Extend and Enhance
- Videos of Triple E model classrooms
- Walkthroughs with DLC's to foster collaboration





21st Century Systems

Mitch Taylor and

Matthew Woodard

Adequate Fund Balance

Goals:

- Two-year: By 2022, MCS will maintain an adequate fund balance for operations and capital as measured by recommendations from the external auditor and internal budget committee.
- Five-year: By 2025, MCS will continue to maintain an adequate fund balance for operations and capital as measured by recommendations from the external auditor and internal budget committee.

Adequate Fund Balance – Continued

Strengths

- Very strong fund balance
- COVID money
- Strong money management leadership and culture in the district
- Strong budgeting process
- Grants have helped sustain student programs
- Strong community support
- Proactive in preparing for the future

Adequate Fund Balance – Continued

Weaknesses

- Economy – Food costs, fuel, etc.
- State fund is restricitve
- Charter school enrollment climbing
- Personnel costs continue to rise
- Costs of services and materials are rising

Adequate Fund Balance – Continued

Opportunities for Improvement/Next Steps

- Continue to seek out grant opportunities
- Facilities maintenance
- Technology maintenance
- Marketing and PR ramp up
- Employee retention

Adequate Facilities

Goals:

- Two-year: By 2022, MCS will complete a revised five-year facilities study to identify facility improvement strategies as measured by the facilities study.
- Five-year: By 2025, MCS will complete 25% of the revised five-year facilities plan as measured by project completion documents.

Adequate Facilities – Continued

Strengths

- Continued financial and communal support for completing Montgomery Central
- Athletic facility enhancements offer range of new possibilities
- Condition of existing facilities
- Existing Employees
- Safety grant received
- State funds available for repair and replace

Adequate Facilities – Continued

Weaknesses

- Energy costs
- Supply chain issues
- Price escalations
- Overall funding is inadequate when compared to the need. No state K-12 bond since 1996
- Staffing shortages
- Number of projects



Adequate Facilities – Continued

Opportunities for Improvement/Next Steps

- Prioritize Energy Efficiencies
- Middle School projects
- Security

Adequate Technology Resources

Goals:

- Two-year: By 2022, MCS will refresh student and staff devices as outlined in the master technology plan as measured by the plan.
- Five-year: By 2025, MCS will continue to refresh devices and maintain adequate digital access for all students as measured by the plan.

Adequate Technology - Continued

Strengths

- All teacher and student devices will be 1 year old or less beginning in 2022-2023 school year
- E-Rate funding
- Device costs (hardware and insurance) continues to decrease
- Hotspots have helped with student access to Internet at home
- Grant funding
- Interactive Displays in all Elementary Classrooms
- Displays in all MS and HS classrooms
- GoGuardian provides Internet filtering, alerts to staff, and classroom management features for teachers
- SchoolMessenger Safemail services monitor student email and provide alerts to staff

Adequate Technology - Continued

Weaknesses

- Long range funding uncertainty
- Short life span of devices (3-5 years) versus funding cycles
- Device abuse
- Increasing number of threats that can impact education

Adequate Technology - Continued

Opportunities for Improvement/Next Steps

- Continuing the search for grants for both hardware and personnel
- Maintaining strong fee collection efforts
- Keeping up-to-date with software
- Maintain system security

Board Topics/Discussion

Do Board members have any:

Questions?

Comments?

Concerns?



Conclusion
Dr. Dale Ellis

The Journey Continues…