

Preparing for Excellence

Mid-Year Strategic Plan Review

MCS Staff Development Room
August 31, 2021
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 Centered
Continuous Improvement
Data Driven
Inclusive Practices

Globally Competitive Students

Wade Auman

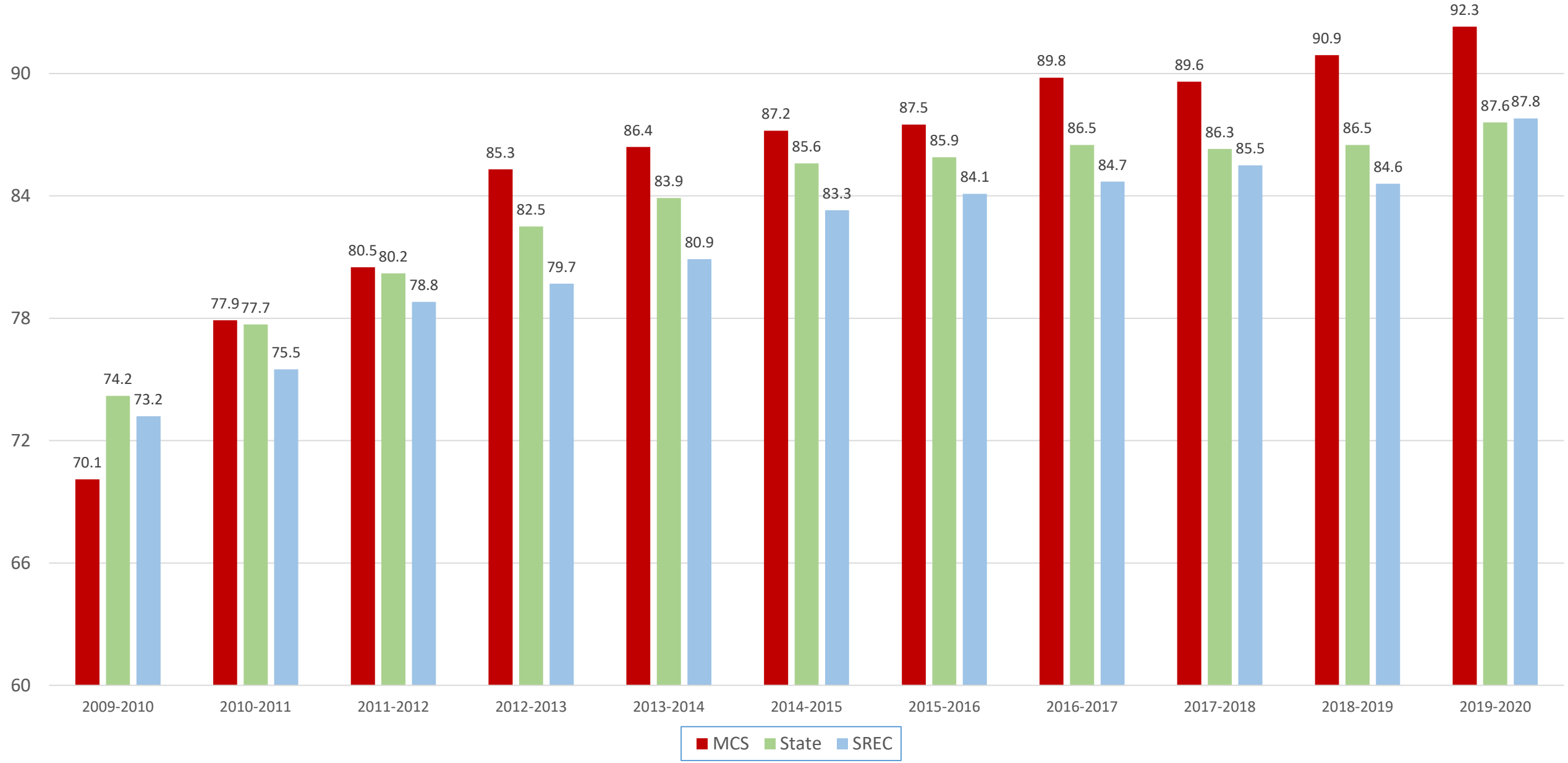


Graduation Rate and Post-Secondary Education

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.

2010-2020 4 Year Cohort Graduation Rate

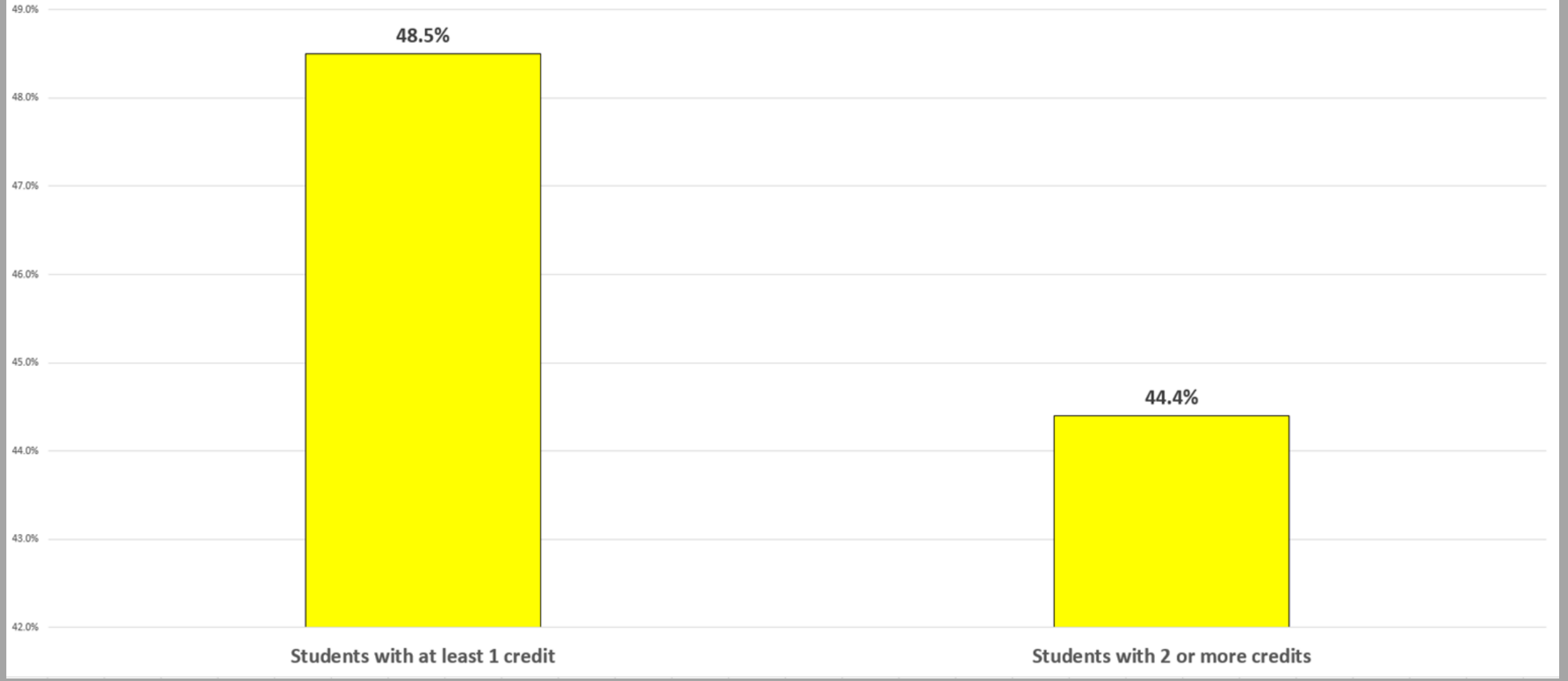


Unofficial 2020-2021 4-Year Cohort Graduation Rate

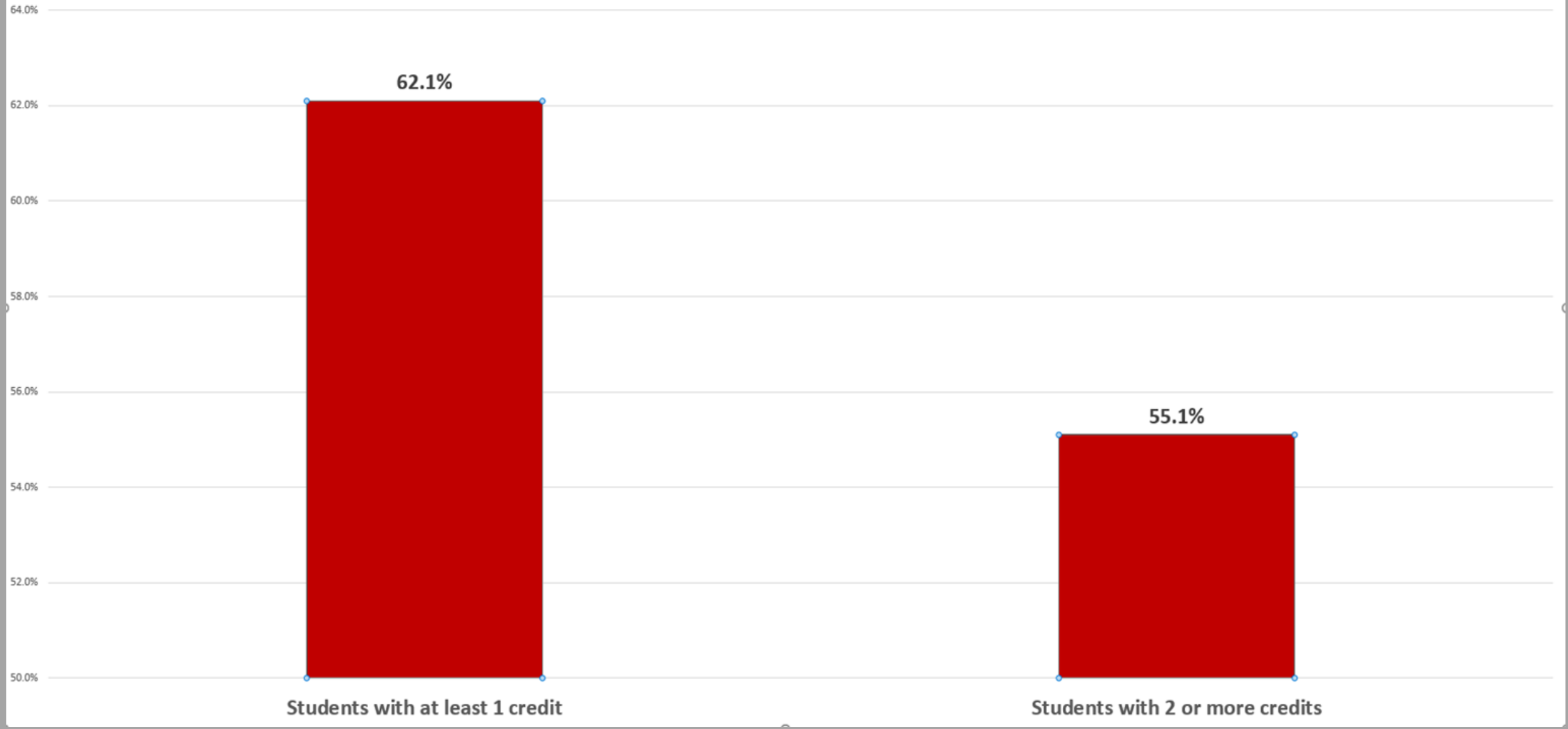
- **Montgomery County Schools**
  - **94.2%**

State results will be released after they are presented to the State Board of Education.

MCS Mid-Year
College Credits Earned - 2021 Cohort



MCS End of Year
College Credit Earned - 2021 Cohort



Graduation Rate/Post-Secondary – Continued

Strengths

- Strong SATs at each school
- Student services support
- Transcript review process
- Individualized flexibility for every student
- Dr. Cagle and his team working with at-risk students
- Multiple opportunities for success at MLA
- Strong communication through multiple channels
- Ease of access to CCP courses
- Publication of all the opportunities we have for students
- Vision of importance to students
- Saturday school and summer school to close gaps

Graduation Rate/Post-Secondary – Continued

Weaknesses

- A single dropout is one too many
- COVID impacted work requirements for OCS
- Competing with work for some students during pandemic
- Communication breakdown regarding tracking of student success
- College instructors sometimes don’t understand the unique needs of high school kids

Graduation Rate/Post-Secondary – Continued

Opportunities for Improvement

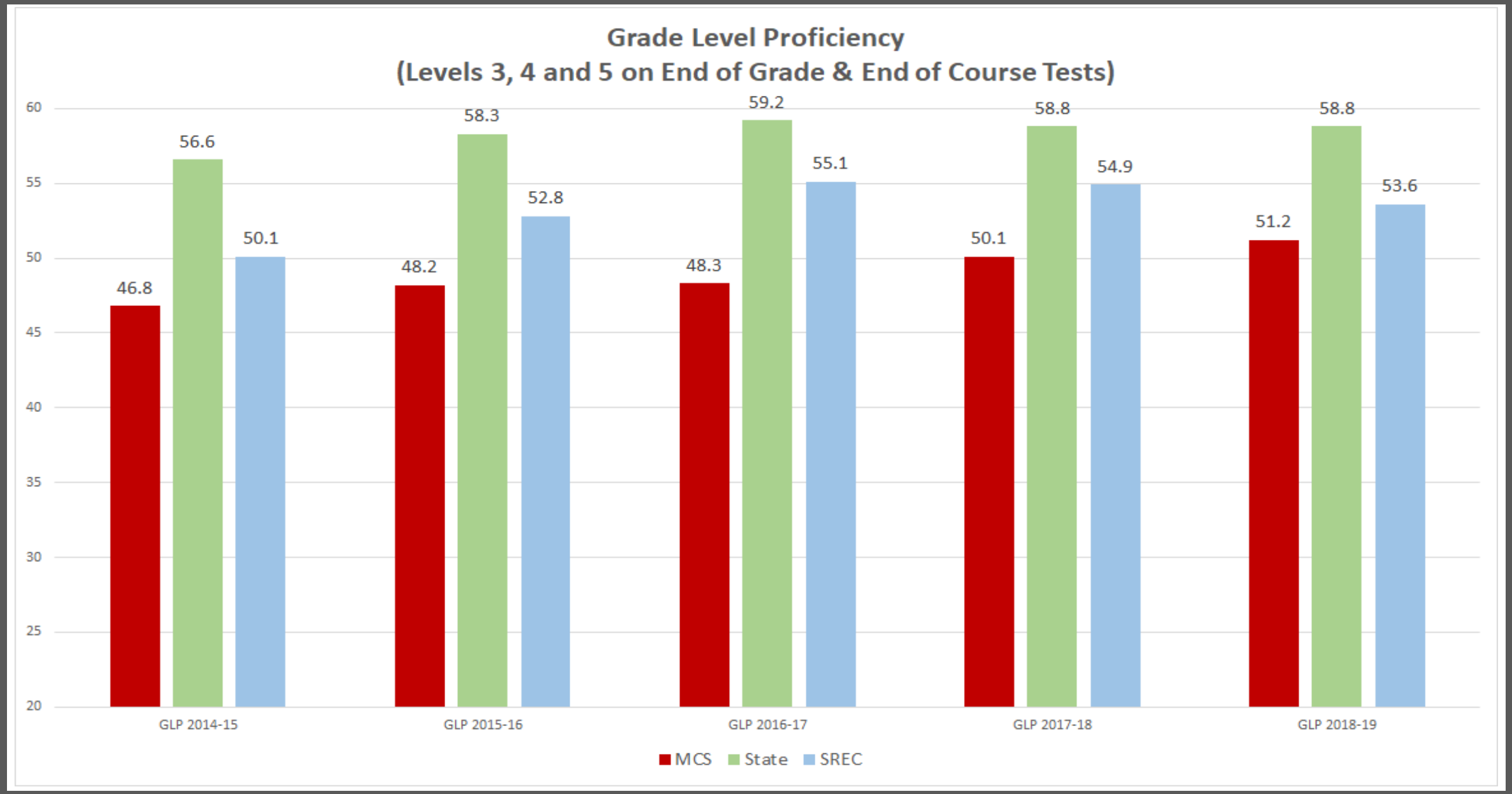
- Utilize internship guides consistently
- CCP Student Ambassadors to recruit
- Strategic scheduling
- HS teacher support for CCP students

Next Steps

- Continue credit recovery and acceleration
- Continue to improve communication with MCC
- Collaborative PD

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
GLP 2014-15
GLP 2015-16
GLP 2016-17
GLP 2017-18
GLP 2018-19
MCS
State
SREC

Unofficial 2020-2021 Grade-Level Proficiency

- **Montgomery County Schools**
  - **34.7%**

State results will be released after they are presented to the State Board of Education.

Grade-Level Proficiency – Continued

Strengths

- Improved technology use in classroom instruction
- Teacher improved digital practices significantly during the pandemic
- Increased parent communication
- Carnegie Math
- 5th and 8th Science held strong
- English II held strong
- Mental health counselors had positive impact

Grade-Level Proficiency – Continued

Weaknesses

- Limited parent support remains an ongoing issue
- Math I
- Infrastructure
- Face-to-Face instruction for early learners
- Face-to-Face instruction for skill based subjects

Grade-Level Proficiency – Continued

Opportunities for Improvement

- Increase services and staff for mental health counseling
- Small group instruction
- Increase number of PDSA groups
- Maintain as many hotspots as possible

Next Steps

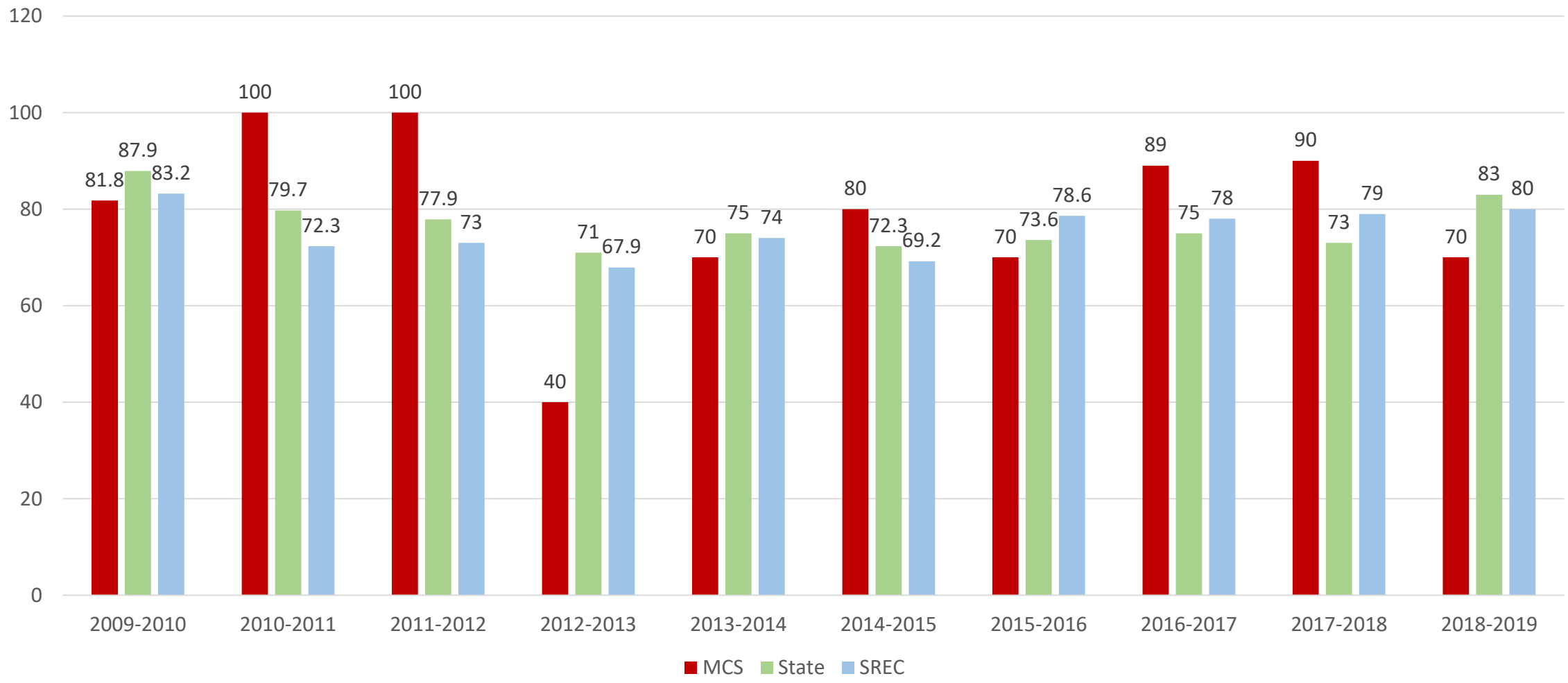
- PD for small group instruction
- Expand Saturday School for high school students

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

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		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

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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.

Ready Expected Growth – Continued

Strengths

- 70% of schools met or exceeded growth
- 7th grade math improved in prior years
- Number of areas not meeting decreased

Ready Expected Growth – Continued

Weaknesses

- Lots of data to review in a short time
- How valid is the data given the last 18 months?

Ready Expected Growth – Continued

Opportunities for Improvement

- Review data
- Make informed decisions on interventions and remediation

Next Steps

- District-level PDSA's
- CFA's
- Check-ins

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 Subgroups 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**

2017-18 Analysis using CCR w/ Black & Hispanic

Composite Achievement Gap= 25.5 + 9.7 / 2 = 17.6

2017-2018	All EOCs & EOGS Difference	All EOCs & EOGs Composite	Overall Achievement Gap-CCR
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-CCR
Black	22.8	14.9	14.9 (15)
Hispanic	7.1		

2020-21 Analysis using GLP w/ Black & Hispanic

Composite Achievement Gap=21.1 + 4.1 / 2 = 12.55

2020-2021	All EOCs & EOGs Difference	All EOCs & EOGs Composite	Overall Achievement Gap-CCR
Black	21.1	12.55	12.55
Hispanic	4.1		

Achievement Gap – Continued

Strengths

- Diversity and Equity focus
- Increased 2% in African American achievement
- Increase 2.9% in Hispanic achievement

Achievement Gap – Continued

Weaknesses

- Students with Disabilities decreased

Achievement Gap – Continued

Opportunities for Improvement

- Differentiation focus
- Gaps between males and females
- Students with Disabilities
- Continue to increase AA and Hispanic achievement

Next Steps

- Focus on small group instruction
- District PDSA
- Align standards to create valid CFA's



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

	2017-18	2018-19	2019-20	2020-21
Teacher Attendance	91.8%	93.0%	93.5% (March)	90.1%

Teacher Attendance – Continued

Strengths

- Dedicated teachers
- SIP goal for attendance has helped
- School level incentives and awards
- COVID L-1 leave available for first semester
- Good vaccination rate among staff
- School Board concern for safety of staff and students

Teacher Attendance – Continued

Weaknesses

- Inconsistent use of tangible rewards between schools
- COVID
- Vaccination status
- Younger staff = Maternity leaves and sick children

Teacher Attendance – Continued

Opportunities for Improvement

- Need a teacher attendance incentive from the Central Office
- Need for more quality childcare

Next Steps

- Restart teacher incentives from CO
- Devise a process for principals to communicate consistent incentives at school level

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

	2016-17	2017-18	2018-19	2019-20	2020-21
BT Retention Rate	40%	50%	61% 3rd year	79% 2nd year	81% 1st year

BT Retention – Continued

Strengths

- Donna Kennedy
- UNCC and Pfeiffer Teacher Support
- Mentors
- District-wide BT of the Year
- Grow your own program
- Positive school administrators
- Tuition reimbursement
- Supplements have increased
- Sign on bonus for EC, Math, and Science
- Teacher/Student placement
- PLC’s
- Grade level planning

BT Retention – Continued

Weaknesses

- Rural location and housing
- Teacher shortage
- Virtual career fairs are horrible
- State class size requirements
- Legislation has reduced state benefits for new hires
- COVID

BT Retention – Continued

Opportunities for Improvement

- Provide mixer opportunities outside of school
- Partner with property owners for housing plans
- Continue to develop local business partnerships

Next Steps

- Review incoming exit interview data
- Develop database of available rentals
- Update welcome packet

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

•Transition Days Lost to
*Incidents beginning in 2017

School Year	Days Lost
2015 - 2016	**1,686 days lost and 300 saved**
2016 - 2017	**1,863 days lost and 250 saved**
2017 – 2018	***558 (1501 days lost and 217 days saved)**
2018 - 2019	***560 (1291 days lost and 133 days saved)**
2019 – 2020 (COVID March)	***367 (801 days lost and 83 days saved)**
2020 – 2021 (Remote/ Hybrid)	*8 (27 days lost 0 days saved)

OSS Suspension Rates – Continued

Strengths

- Restorative Justice programs
- Strengthening Families program
- Diversity and Equity training
- Social Circles
- Educator's Handbook
- ACE's training
- Trauma-informed Teaching practice training in PLC's
- Parental communication during COVID

OSS Suspension Rate – Continued

Weaknesses

- Keying errors inputting discipline infractions
- Staff mindset
- Community issues coming into schools
- Less outlets for students

OSS Suspension Rate – Continued

Opportunities for Improvement/Next Steps

- School intervention for repeat offenders
- Mentoring program for students
- More male/minority positive role models
- Funding for after-school programs





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

	2017-2018	2018-2019	2019-2020	2020-2021
Grant Awards	Golden Leaf ELISS	Sandhills Center 21st Century	IAL Grant TQP Grant TPP Grant Sandhills Center *SCTG *EIR *FSCS *UNCC iTest Grant *ELISS *CSI – IPG (resubmit for second round 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 Duke Energy Science Night Grant - 2 recipients SCTG IAL Grant Sandhills Center *Full Service Community Schools *GEAR UP MoCo *SRAE *21st Century Summer Learning Mini Grant

Grants – Continued

Strengths

- Goal met
- We actually received more grants than the goal
- Continue to apply for more grants
- Partnership with Research Associates
- Good variety of different grants
- Grants provide teacher support in diverse ways

Grants – Continued

Weaknesses

- Sustainability
- Time consuming to write the grant and the reports required after a grant is received

Opportunities for Improvement/Next Steps

- Continue to develop sustainability plans
- Continue to offer district-wide support for teacher grant writing
- Staff training
- Create a process to increase awareness of school level grants

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

- Technology usage has really increased
- Technology has aligned standards and plans
- Staff has been trained in framework; know elements and usage
- DLC’s presented to staffs and at a state-wide conference
- Language of Triple E is easy to understand

Digital Instruction– Continued

Weaknesses

- New staff means more training needed
- The pandemic made it harder to track
- Unexpected variables

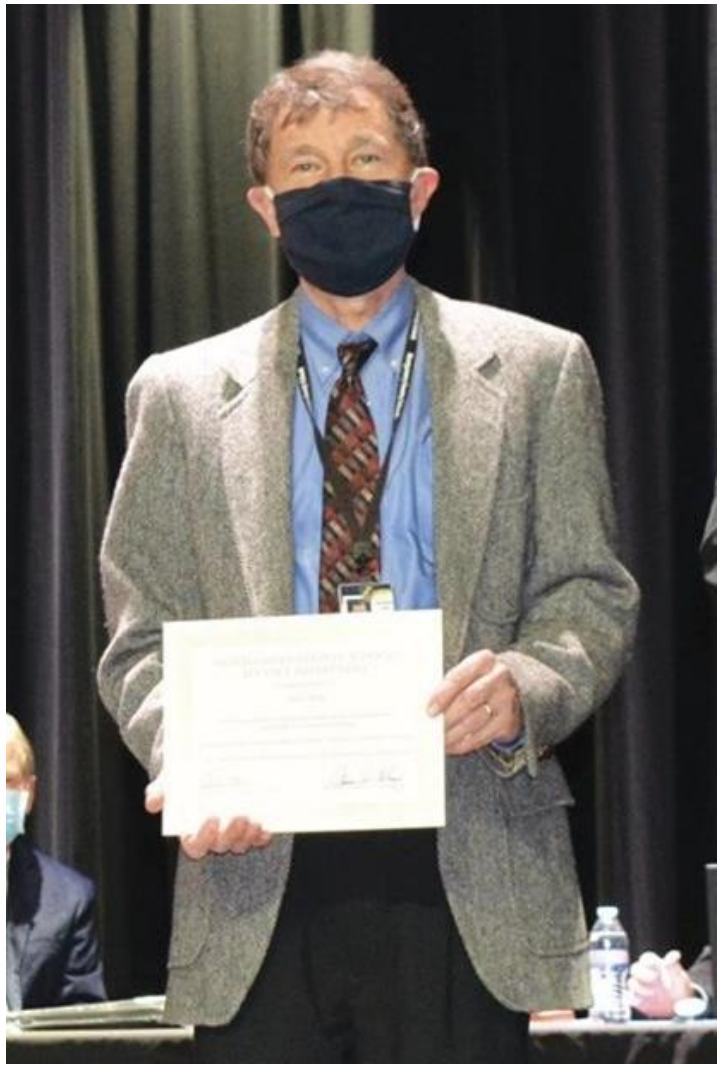
Digital Instruction– Continued

Opportunities for Improvement/Next Steps

- Staff support (new staff and a refresher for everyone else)
- Incorporate into the PDSA
- Provide video examples
- New school year (21-22) creates new baseline

Mitch Taylor and

Matthew Woodard





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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
- Great staff watching over the money
- County has maintained stable level of funding
- Good community support/donors
- Grants have always been helpful
- COVID relief funding
- We have been able to build and renovate facilities and still maintain fund balance

Adequate Fund Balance – Continued

Weaknesses

- Long-term economy is still unknown
- Changes at state level
- Facilities/infrastructure is always a concern
- Prices and costs are way up
- State restrictions continue to hamper us
- Enrollment in charters and home schools harm stability of enrollments
- Personnel costs (Health/Retirement) continue to skyrocket

Adequate Fund Balance – Continued

Opportunities for Improvement/Next Steps

- Continue to seek out grant opportunities
- Continuing to keep up with facilities and tech needs
- Marketing of MCS
- Will we get more COVID funds????
- Need to really start focusing on 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

- Funding levels have been a definite strength
- Experience of maintenance staff has been helpful
- New buildings – MCHS/CTE building
- Community Support
- Health and dental facilities are great for students and staff
- Continue to upkeep and maintain our older facilities
- Fully funded field house at MCHS
- Limited, but dedicated County capital funding

Adequate Facilities – Continued

Weaknesses

- Funding is inadequate when compared to the need. No state K-12 bond since 1996
- Difficulty in finding contractors/labor at a reasonable rate
- Bids are very high for contract work
- Old building decommissioning process takes up a large chunk of staff time
- Insurance claims
- County funding sources dedicated, but not guaranteed

Adequate Facilities – Continued



Opportunities for Improvement/Next Steps

- Continue to monitor funding
- “Get rid of” plan
- Vehicle plan
- Monitor and address staff pay when possible



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

- Cost of devices continues to decrease
- Sustainability plan projects we have money set aside to provide devices for more than the next decade
- Increased infrastructure and bandwidth in schools
- Great job at the school level in collecting tech fees (>$100,000)
- Insurance for all student devices
- Have been able to maintain tech staff levels to keep up with workload
- Lots of grant funded tech training
- County assisted hotspots
- K-5 devices replaced this year with 6-12 coming next year (COVID funding has been very helpful with our tech plans)
- Emergency (E-rate) funds have been extended

Adequate Technology - Continued

Weaknesses

- Short life span for devices
- Students do not take good care of the devices they are given.
- Ability to safely charge the devices in the classrooms
- Despite maintaining staff, the number of devices and software keeps the DLC’s and technician's workload high.

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
- Investigate Leasing options vs Buying to determine the best outcome for the district.

Board Topics/Discussion

Do Board members have any:

Questions?

Comments?

Concerns?



Conclusion

Dr. Dale Ellis

MONTGOMERY COUNTY SCHOOLS
Life-Ready
Globally Competitive

The Journey Continues…