

# Preparing for Excellence

## Mid-Year Strategic Plan Review

MCS Central Support Office

March 12, 2020

5:30 – 8:30 p.m.

*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



2019-2020 is the end-point in this strategic planning cycle



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





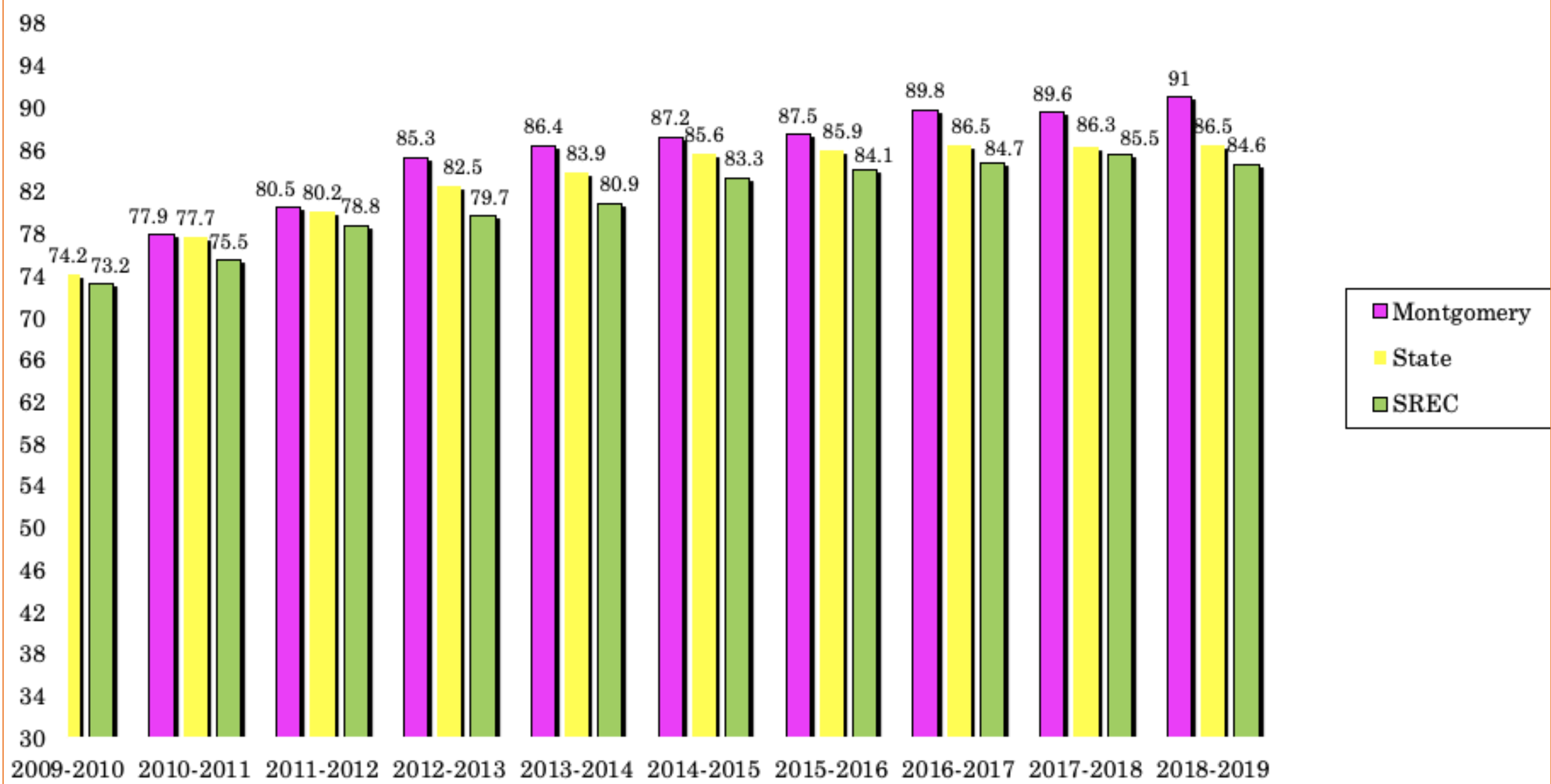
Globally  
Competitive  
Students

# Graduation Rate

## Goals

- One-year: By 2018, the 4-year cohort graduation rate will increase to meet or exceed 91%.
- Three-year: By 2020, the 4-year cohort graduation rate will increase to meet or exceed 92%.

# 2010-2019 4-Year Cohort Graduation Rate



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# Graduation Rate – Continued

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## Strengths

- Student Assistance Teams
- Differentiated diploma
- MLA
- Dr. Cagle and Dr. LeGrand's work
- MoVE Program
- Data Managers
- Transcript reviews
- Ongoing cohort data review (Hispanic 93%, White 92%)



### Weaknesses

- Transient population
- First jobs/first taste of money

# Graduation Rate – Continued

# Graduation Rate – Continued

## **Opportunities for Improvement**

- Apprenticeships
- Focus on EC (74%)
- Greatest opportunities in male students

## **Next Steps**

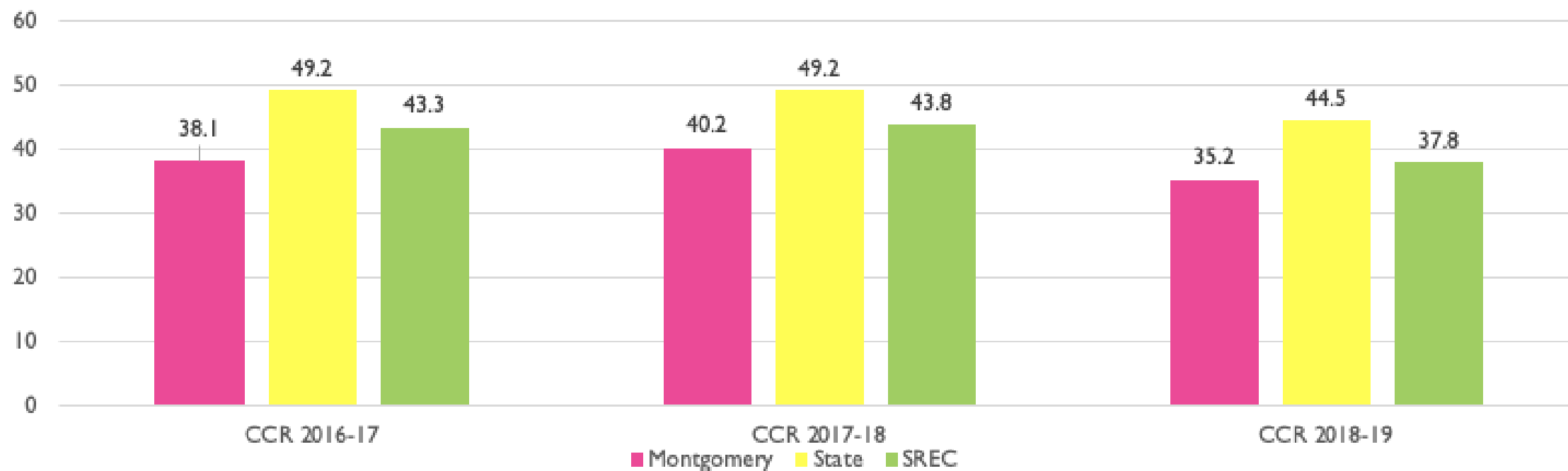
- Post-secondary education rates (% taking post-secondary)
- State goal the addition of 2 million post-secondary degree or certificate attainment by 2030
- Male Mentoring Program

# CCR Proficiency

## Goals

- One-year: By 2018, College and Career Ready Proficiency will increase to meet or exceed 42%.
- Three-year: By 2020, College and Career Ready Proficiency will increase to meet or exceed 50%.

## Career & College Readiness Proficiency (Levels 4 and 5 on End of Grade & End of Course Tests)



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# CCR Proficiency — Continued

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## Strengths

- Summer School 3-5-point increase in proficiency
- PDSA
- Classroom Walk Through
- MTSS Process
- Biology PDSA, Math I and 8th Science Taskforce
- 3 Core Middle School Model
- Increase in the percentage of sub-categories



# CCR Proficiency – Continued

## Weaknesses

- Teacher retention/staff turnover (keeping capacity)
- Teacher attendance
- Common Formative Assessment identified inconsistency through the work of the Math I and 8th grade Science Taskforce

# CCR Proficiency — Continued

## Opportunities for Improvement

- Increase readiness by 3<sup>rd</sup> grade through CFA in lower grades
- Common planning/vertical subject planning
- Focused interventions and intervention process
- Deeper look at the CFA process

## Next Steps

- Focus on Math 1 and English 2
- Additional PDSA task forces
- Shift goal to GLP instead of CCR

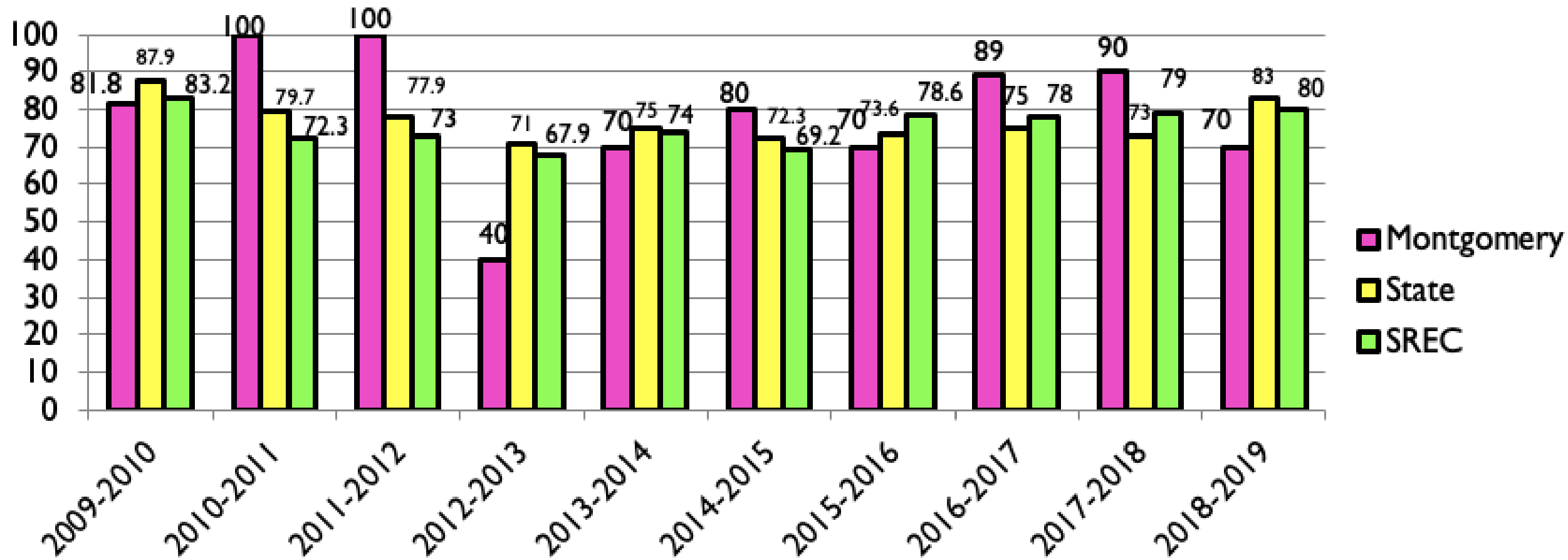


# Ready Expected Growth

## Goals

- One-year: By 2018, the percentage of MCS schools that meet or exceed READY expected or high growth targets will be 100%.
  - Three-year: By 2020, the percentage of MCS schools that meet or exceed READY expected or high growth targets will remain 100%.
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## 2010-2019 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>B</b>	Significant evidence that the district's students made more progress than the Growth Standard
<b>G</b>	Evidence that the district's students made progress similar to the Growth Standard.
<b>R</b>	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
4 <sup>th</sup> Math EOG		1.0	
5 <sup>th</sup> Math EOG		0.4	
6 <sup>th</sup> Math EOG		0.6	
7 <sup>th</sup> Math EOG		0.9	
8 <sup>th</sup> Math EOG			3.3
Math I EOC			4.0
3 <sup>rd</sup> Reading EOG			2.9
4 <sup>th</sup> Reading EOG		0.5	
5 <sup>th</sup> Reading EOG		-1.0	
6 <sup>th</sup> Reading EOG	-4.0		
7 <sup>th</sup> Reading EOG	-2.2		
8 <sup>th</sup> Reading EOG		-1.5	
English II EOC		-0.4	
5 <sup>th</sup> Science EOG		-0.4	
8 <sup>th</sup> Science EOG	-0.8		
Biology EOC		-0.3	
ACT Composite*			
ACT English			
ACT Reading			
ACT Math			
ACT Science			

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, ACT Math and ACT Science growth measures have yet to be reported, however; we declined in overall composite by 1% which is consistent with .9 % which is consistent with the States decline of 1%, but we increased 3-8% in several subgroups, and on all subtests (15.5 to 17.8). 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
4 <sup>th</sup> Math EOG			2.51
5 <sup>th</sup> Math EOG		1.29	
6 <sup>th</sup> Math EOG			4.82
7 <sup>th</sup> Math EOG	-2.67		
8 <sup>th</sup> Math EOG			3.3
Math I EOC			2.04
3 <sup>rd</sup> Reading EOG		0.86	
4 <sup>th</sup> Reading EOG		1.38	
5 <sup>th</sup> Reading EOG		-0.66	
6 <sup>th</sup> Reading EOG	-2.00		
7 <sup>th</sup> Reading EOG		1.46	
8 <sup>th</sup> Reading EOG		0.8	
English II EOC		-0.46	
5 <sup>th</sup> Science EOG		-0.68	
8 <sup>th</sup> 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.
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Does Not Meet Expected Growth: Progress is significantly below the average district in the state

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Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
4 <sup>th</sup> Math EOG		1.0	
5 <sup>th</sup> Math EOG	-1.6		
6 <sup>th</sup> Math EOG		-0.2	
7 <sup>th</sup> Math EOG	-2.9		
8 <sup>th</sup> Math EOG		0.8	
Math I EOC			1.00
3 <sup>rd</sup> Reading EOG		1.2	
4 <sup>th</sup> Reading EOG			3.1
5 <sup>th</sup> Reading EOG	-1.5		
6 <sup>th</sup> Reading EOG	-2.5		
7 <sup>th</sup> Reading EOG		0.9	
8 <sup>th</sup> Reading EOG		-0.2	
English II EOC			0.9
5 <sup>th</sup> Science EOG		-0.1	
8 <sup>th</sup> 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

- Interventions
- MTSS
- High School schedule with intervention time, 3-core model in the middle schools allowing for extended remediation
- Biology/middle school science sequence
- EVAAS data usage
- Data chats
- Edmentum at MLA
- Tutoring at Title I schools

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# Ready Expected Growth – Continued

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## Weaknesses

- No METAL program (ELISS Grant is caught in the state budget)
- Consistency with teachers
- IStation is the measure for K-2 reading and it is still in litigation we are also getting some varying data points

# Ready Expected Growth – Continued

## Opportunities for Improvement

- Grants to fund METAL (middle school after-school program through 21st CLC)
- Vertical subject alignment K-12

## Next Steps

- Resolution to iStation drama
- Capacity building (people and programs)





# Composite Achievement Gap

## Goals

- One-year: By 2018, the MCS composite achievement gap measure will decrease by 10%.
  - Three-year: By 2020, the MCS composite achievement gap measure will decrease by 20%.
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## 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		

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# Achievement Gap – Continued

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## Strengths

- Equitable practices
- Restorative justice
- ACEs
- Social Circles
- TAG
- Hispanic Students
- Culturally responsive teaching
- Student incentives
- Diversity & Inclusion work

### Weaknesses

- Improvement is a slow process (steps forward with a group and steps back with another)

Achievement  
Gap –  
Continued

# Achievement Gap – Continued

## Opportunities for Improvement

- African American graduation rate
- Increase staff diversity
- Culturally responsive teaching culture

## Next Steps

- Continue D & I work and training



# 21<sup>st</sup> Century Professionals – Healthy/Responsible





# Teacher Attendance

## Goals

- One-year: By 2018, By 2018, MCS will maintain an overall teacher attendance rate that meets or exceeds 95%.
- Three-year: By 2020, By 2018, MCS will maintain an overall teacher attendance rate that meets or exceeds 96%.

# Teacher Attendance – Continued

	2016-17	2017-18	2018-19	2018-19	2019-20
Teacher Attendance	92.7%	91.8%	93.0%	93.0%	93.5% (Mid-Year)

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# Teacher Attendance

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Continued

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## Strengths

- Incentives in SIP
- Monthly incentives in schools
- 30 teachers with perfect attendance in 1<sup>st</sup> semester

### Weaknesses

- Flu season
- Pregnancy
- Calendar changes
- Deaths
- Aging parents
- Sub calling system

Teacher  
Attendance  
—  
Continued


# Teacher Attendance — Continued

## Opportunities for Improvement

- Is there a way to “up” the incentives from the district?
- New facilities
- What can PTO do to help incentives

## Next Steps

- Adopting the new calendar in the future will help



# Beginning Teacher Retention

## Goals

- One-year: By 2018, MCS will retain beginning teachers in a 3-year cohort at a rate of 60%.
  - Three-year: By 2020, MCS will retain beginning teachers in a 3-year cohort at a rate of 70%.
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# BT Retention— Continued

	2014-15	2015-16	2016-17	2017-18	2018-19
BT Retention Rate	52%	42%	40%	50%	92%



# BT Retention— Continued

## Strengths

- UNC Charlotte support program
- Donna Kennedy
- BT Support plans
- Increase in supplements
- BTOY
- Re-established affinity group
- TQP grant will help us recruit home-grown talent (hopefully)

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# BT Retention— Continued

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## Weaknesses

- Not enough fully certified teachers in NC to fill needs
- Teacher salary
- No state budget
- Rural location
- Housing

### Opportunities for Improvement

- Facilities
- Increased businesses in county
- Lack of support staff and planning

### Next Steps

- New housing at the lake is promising
- Child-care for employee's children might help
- Retention bonus might help
- Ip

BT  
Retention—  
Continued



# Ethical Violations

## Goals

- One-year: By 2018, the number of ethical violations leading to employee dismissal will decrease to 0.
  - One-year: By 2020, the number of ethical violations leading to employee dismissal will remain at 0.
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School Year	Number
2017-2018	1 dismissal
2018-2019	5 dismissals
2019 - 2020	2 dismissals (Mid-Year)

Ethical  
Violations—  
Continued

# Ethical Violations— Continued

## Strengths

- Ethics video shown twice per year
- 25-year-old coaching requirement
- No certified dismissals at this point
- No real social media issues this year (yet)



# Ethical Violations— Continued

## **Weaknesses**

- Younger employees tend to be less mature
- Social media is a constant threat

## **Opportunities for Improvement/Next Steps**

- More ethics training for BT's and non-certified
  - Face to face training
  - De-escalation training
  - Public relations training
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# OSS Suspension Rates

## Goals

- One-year: By 2018, the out of school suspension incident rate will be reduced by 5%.
- Three-year: By 2020, the out of school suspension incident rate will be reduced by 10%.



School Year	Days Lost
2014 - 2015	1,339
2015 - 2016	1,686 – (300 saved)
2016 – 2017	1,863 - (250 saved)
Incidents	
2017 - 2018	560 (1501 days lost, and 644 days saved)
2018 - 2019	560 (1,293 days lost, and 414 days saved)
2019 – 2020 (Mid-Year)	292 (653 days lost, and 134 days saved)

OSS  
Suspension  
Rates –  
Continued

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# OSS Suspension Rates – Continued

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## Strengths

- PBIS
- Restorative practices
- Educator's handbook
- Mental health support
- Trauma counselor
- Behavior support
- Social workers
- MTSS
- PACE
- Strengthening Families

# OSS Suspension Rate – Continued

## Weaknesses

- Vaping suspensions
- Community issues creeping into schools
- Lack of parental support at home

# OSS Suspension Rate – Continued

## Opportunities for Improvement/Next Steps

- More use of ASP
- Vaping and classroom management training
- Bus monitors
- PACE for middle schools
- Update bus cameras



Leadership  
Guides  
Innovation



# Grants

## Goals

- One-year: By 2018, MCS will increase the baseline number of grants received by 2.
  - Three-year: By 2020, MCS will increase the baseline number of grants received by 4.
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# Grants – Continued

	2017-2018	2018-2019	2019-2020
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) GearUp MoCo (looking into) GearUp with UNC (submitted)

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# Grants – Continued

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## Strengths

- Exceeded goal
- Strong grant writers
- Variety of grants
- Grants have helped in tight budget times



# Grants – Continued

## Weaknesses

- Waiting on state budget which ties up state grants
- Lower free and reduced lunch numbers (not filling out apps)
- Time and effort percentages get harder and harder to meet

## Opportunities for Improvement/Next Steps

- Sustainability
- Continue to publicize needs
- Continue to locate and apply for grants



# Digital Instruction

## Goals

- One-year: By 2018, teachers will increase digital instruction practices that reach the modification and redefinition levels in the SAMR model by 15%.
  - Three-year: By 2020, teachers will increase digital instruction practices that reach the modification and redefinition levels in the SAMR model by 25%.
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# Digital Instruction— Continued

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## Strengths

- 1:1 initiative sustained in grades 3-12
- Sustained 2 Digital Coaches and additional technicians
- New devices for teachers and students
- Increased use of technology
- Ambassadors training for new teachers

### Weaknesses

- Teacher turnover
- No longer 1:1 in K-2
- Data gathering can be subjective

# Digital Instruction— Continued

# Digital Instruction— Continued

## **Opportunities for Improvement/Next Steps**

- Model lessons/classrooms
- Ongoing training to continue pushing use of M & R



## 21<sup>st</sup> Century Systems



# Adequate Fund Balance

## Goals

- ▶ One-year: By 2018, MCS will maintain an adequate fund balance for operations and capital as measured by recommendations from the external auditor and internal budget committee.
  - ▶ Three-year: By 2020, 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.
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# Adequate Fund Balance – Continued

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## Strengths

- Very strong fund balance
- Strong money management leadership and culture in the district
- Experienced and helpful in the Finance Department
- Grant funding has helped fund many student-based programs, with sustainability plans
- Strong community support needed to get and implement the grants
- Grants provide flexibility and that is key to maintaining a healthy fund balance
- Proactive in preparing for the future
- Building new facilities and still able to maintain strong fund balance



# Adequate Fund Balance – Continued

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## Weaknesses

- State fund restrictions
- Lack of state budget is concerning
- Enrollment continues to be down with increase in K-5 options for parents
- Cost of services are increasing (K-3 class size law)
- Skyrocketing health and retirement costs
- Some unknowns in contract service costs with opening of MCHS

# Adequate Fund Balance – Continued

## Opportunities for Improvement/Next Steps

- Continue to seek out grant opportunities
- Retention of employees
- Marketing programs that work and build enrollment
- Montgomery Central/CTE building, along with Montgomery County Early College, remains our biggest marketing tools



# Adequate Facilities

## Goals

- One-year: By 2018, MCS will implement and oversee ongoing construction projects with fidelity as measured by project budgets and construction documents.
  - Three-year: By 2020, MCS will complete current construction projects and improve other facilities as measured by the 30-year master facilities plan.
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# Adequate Facilities – Continued

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## Strengths

- Moved into CTE Building
- MCHS continues to move forward
- Community support for improved facilities
- Experienced maintenance department
- Upkeep of current facilities ongoing
- Health and dental centers at the middle schools
- Fully funded field house at the new school

## Weaknesses

- Difficulty in finding contractors/labor at a reasonable rate
- Bids are very high for contract work
- Opening of new facilities takes up maintenance time
- Existing assets continue to age and continued upkeep remains a challenge
- Insurance claims due not pay the full cost of damage (Aging facilities continue to run into issues. This will continue!)


# Adequate Facilities – Continued



## Adequate Facilities – Continued

### Opportunities for Improvement/Next Steps

- Figure out “new normal” for maintaining new buildings
- Marketing new facilities to help offset enrollment losses
- Find effective way to manage aging facilities



# Adequate Technology Resources

## Goals

- One-year: By 2018, MCS will develop a master technology plan to supervise and maintain adequate digital access for all students as measured by the plan
  - Three-year: By 2020, MCS will implement the master technology plan and maintain adequate digital access for all students as measured by the plan
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# Adequate Technology - Continued

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## Strengths

- Cost of devices decreasing
- Sustainability plan
- Increased bandwidth in schools
- Great job at school level in collecting tech fees
- Insurance for all student devices
- Have been able to increase tech staff to keep up with the devices
- Lots of grant funded tech training
- Increased number of hotspots for student use
- New K-5 devices last year and 6-12 this year



### Weaknesses

- Short life span for devices makes more sense to lease than own
- Students caring for the devices
- Ability to safely charge the devices in the classrooms
- Despite increases in staff, the number of devices keeps the DLC's and Techs stretched thin

# Adequate Technology

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# Continued

# 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 tech changes
- Increasing accountability for device safety and security
- Organizing personnel with opening of MCHS

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# Strategic Plan 2025

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I recommend we move forward with the following Strategic Plan development strategies:

1. Change CCR goal to reflect GLP
2. Add post-secondary goal or include as sub-goal in graduation rate
3. Remove ethical violations goal (move to operational)
4. Change grants goal to reflect applications in lieu of receiving the grant
5. Change SAMR goal to Triple E

# Next Steps



New administrative goals will be drafted by March 1.



Community and staff surveys will be developed and completed by April 1.



Adjustments to the plan will be made by April 15.



New Strategic Plan will be presented for approval at the May Board of Education meeting.



2019-2020 will serve as the baseline year.



End of Year Review in August 2020 will use the new goals and data sets so that we are speaking the same language for the next 5 years (moving from 3-year to 5-year cycle).

# Board Topics/Discussion



DO BOARD MEMBERS  
HAVE ANY:



QUESTIONS?



COMMENTS?



CONCERNS?

# The Journey Continues...

