PREPARING for EXCELLENCE



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.

End of Year Strategic Plan Review

MCS Central Support Office

August 27, 2019

5:30 – 8:30 p.m.





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 final year for 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

Mr. Tracy Grit

Globally Competitive Students

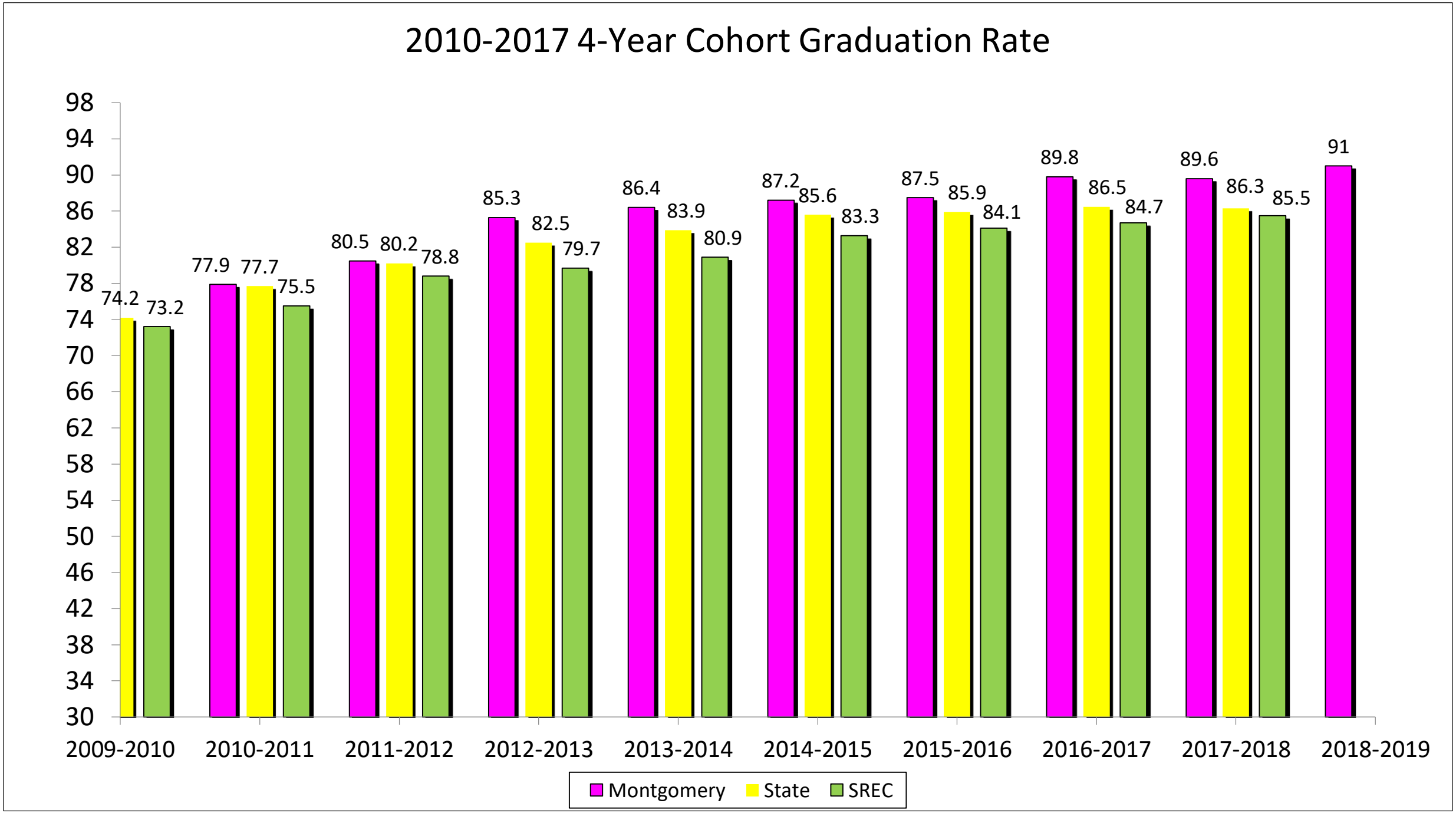


Graduation Rate

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%.

2010-2017 4-Year Cohort Graduation Rate



Graduation Rate – Continued

- **<u>Strengths</u>**
  - Graduation rate is steady and increased to 91%
  - MOVE Program
  - Attendance Coordinator/Social Worker
  - MLA
  - New state code for E1 students
  - Strong Student Assistance Teams
  - Transcript review process
  - Monitoring with Accountability and data mangers
  - Translators
  - Building strong student relationships

Graduation Rate – Continued

Weaknesses

- Adult diploma program (only one MOU allowed)
- Need consistency with program lead for adult diploma
- Transportation for program

Graduation Rate – Continued

Opportunities for Improvement

- Transcript review for sophomores and juniors (not just seniors)
- Can grow online options and credit recovery
- Earlier academic referrals to MLA

Next Steps

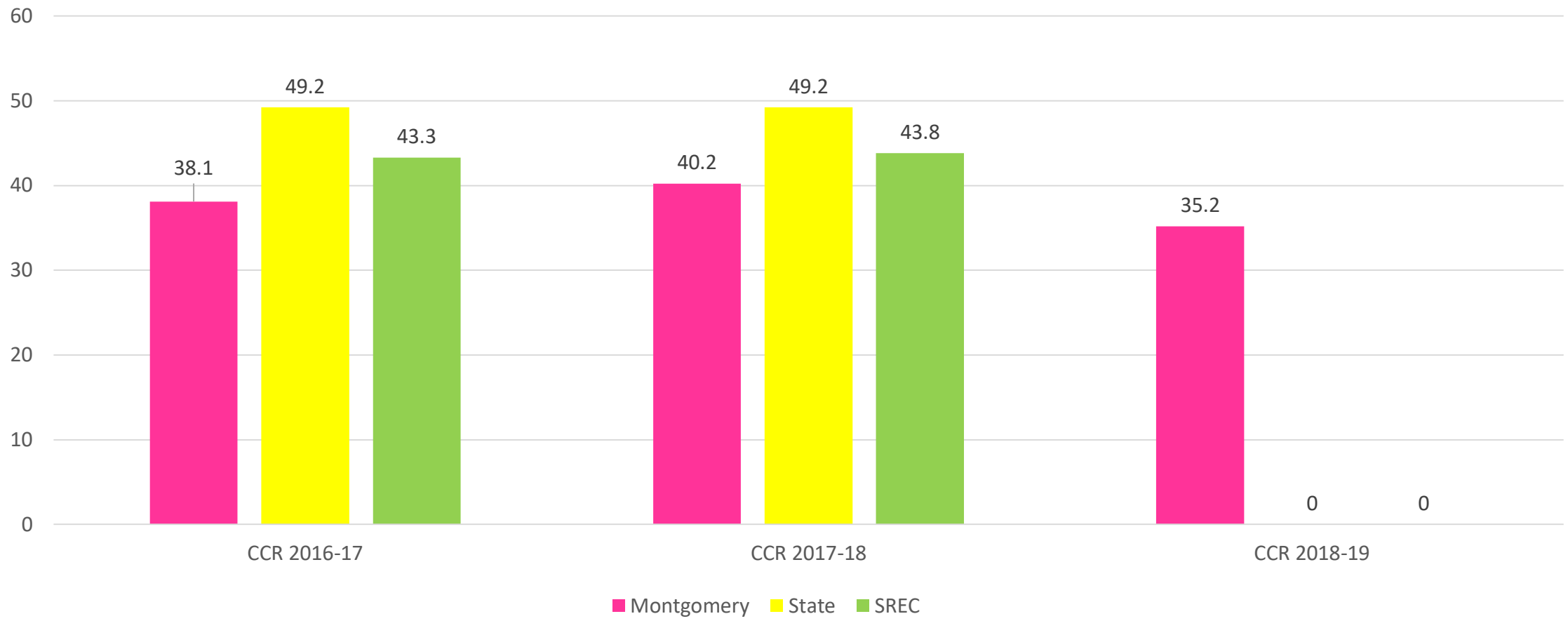
- Tracking of data plan
- Continued tracking in PowerSchool

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)



CCR Proficiency – Continued

Strengths

- Summer school led to 3-5% increase in proficiency
- Common Formative Assessments
- Ongoing data for teachers
- Classroom Walkthrough tools
- Instructional Rounds
- MTSS is becoming more formalized
- Increased rigor
- Grade-level PLC's and data discussions
- Afterschool programs have helped
- Increase in percentages in sub-categories

CCR Proficiency – Continued

Weaknesses

- Teacher retention/staff turnover
- Teacher attendance as a measure of stress
- Teacher resources/We always need more
- More collaboration and sharing

CCR Proficiency – Continued

Opportunities for Improvement

- Restorative justice
- Social/emotional training and relationship building
- Summer school

Next Steps

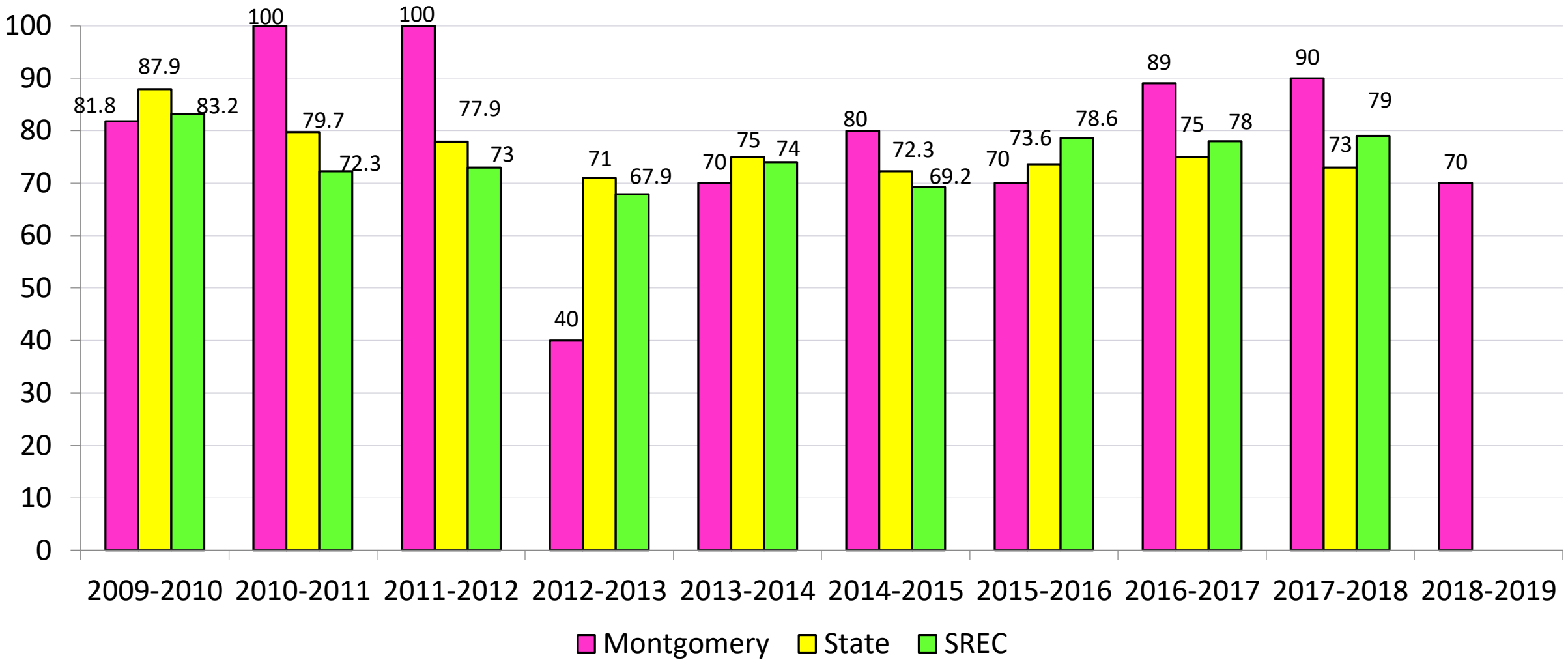
- Additional professional development in Math Frameworks

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%.

2010-2018 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

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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

EOG Math, EOG Reading and K-mClass

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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.

Ready Expected Growth – Continued

Strengths

- We show growth every year/strong growth trends
- District and school focus on growth
- Tools to facilitate growth (PDSA, data chats, PLC's, etc.)

Ready Expected Growth – Continued

Weaknesses

- 7th math, 6th ELA, 8th science, Biology (from 2017-2018)
- Still waiting for growth determinations from the state

Ready Expected Growth – Continued

Opportunities for Improvement

- 3-block middle school schedule
- Year-long Biology pilot

Next Steps

- Waiting….waiting…

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%.

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		

Achievement Gap – Continued

Strengths

- Diversity and Inclusion work
- Restorative justice
- Equity work
- Increased awareness
- Classroom walkthroughs
- Accountability
- Focus on Resilience/Adverse Childhood Experiences (ACEs)

Achievement Gap – Continued

Weaknesses

- Gaps in cultural understanding
- Teacher retention
- Sustainability of programs
- Rural locations generally experience more poverty

Achievement Gap – Continued

Opportunities for Improvement

- Learning walks with intentionality on this topic
- More in-classroom examples, training, and support
- Continued mindset shift

Next Steps

- We need our data. Waiting on the state 3 months after testing is extremely frustrating for teachers



21st Century Professionals Healthy/Responsible

Dr. Kevin Lancaster

Teacher Attendance

Goals:

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

Teacher Attendance – Continued

	2015-16	2016-17	2017-18	2018-19
Teacher Attendance	94.1%	92.7%	91.8%	93.2%

Teacher Attendance – Continued

Strengths

- Teacher attendance is improving
- Recognizing good attendance and providing incentives
- Spring semester weather helped according to the calendar committee
- Teacher awareness of focus on attendance

Teacher Attendance – Continued

Weaknesses

- Young workers
- Sickness
- Babies
- Smartfind express makes it too easy to miss
- Social Media

Teacher Attendance – Continued

Opportunities for Improvement

- Continue to develop family culture
- Involvement in community makes teachers more invested
- Clean/Germ control

Next Steps

- Continue providing incentives at school-level

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%.

BT Retention– Continued

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
BT Retention Rate	N/A	52%	42%	40%	50%	92%

BT Retention– Continued

Strengths

- UNC Charlotte support program
- BT Support from the Central Office with Donna Kennedy
- Instructional Facilitators and Lead Mentors
- BTOY Recognition
- New High School
- Increasing the Teaching Supplement

BT Retention– Continued

Weaknesses

- Rural area makes recruitment an ongoing issue
- Housing prices as a percentage of beginning teacher salary
- Teacher shortage for the entire state
- Colleges are graduating less and less education majors
- More alternative licensed teachers
- MCS supplement is still lower compared to the larger systems that surround us

BT Retention– Continued

Opportunities for Improvement

- Full-time BT/Recruitment person planned for 2020
- More social activities
- BT interest survey
- Marketing for the County

Next Steps

- Continue with supplement raise
- Study possibility of retention bonus
- Conduct BT survey and evaluate alternatives for support/retention

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.

Ethical Violations– Continued

School Year	Number
2017-2018	1 dismissal
2018-2019	5 dismissals

Ethical Violations– Continued

Strengths

- Ethics video
- 25-year-old coaching requirement
- Gender specific coaches
- Mentors for BT’s

Ethical Violations – Continued

Weaknesses

- Applicant pools are small and dwindling
- Social Media

Opportunities for Improvement/Next Steps

- Highlight NCEES
- More training for bus drivers and monitors

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%.

OSS Suspension Rates – Continued

Transition Days Lost to Incidents

School Year	Days Lost
2014 - 2015	1,339
2015 - 2016	1,686 – (300 saved)
2016 – 2017	1,863- (250 saved)
	Incidents
2017 - 2018	560 (1,501 days lost and 644 days saved)
2018 - 2019	560 (1,293 days lost and 414 days saved)

OSS Suspension Rates – Continued

Strengths

- ALP Program
- Restorative justice
- PBIS
- Mental health/behavioral specialists
- Principals are building awareness to alternative discipline practices
- Culture awareness training
- MLA offers a smaller setting
- Strengthening Families
- Second Step program

OSS Suspension Rate – Continued

Weaknesses

- More younger, inexperienced teachers
- Fatigue and exhaustion impacts attitudes of some veteran teachers
- Less staff=less supervision
- No ISS for elementary schools
- Counselors have limited actual counseling time

OSS Suspension Rate – Continued

Opportunities for Improvement/Next Steps

- Social circles
- Educator's Handbook
- Ongoing classroom management training

Mrs. Katie Hursey

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.

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

Grants – Continued

Strengths

- Continual research and application for grants adds millions of dollars per year to our district
- Grant writing support through strong partnership with Research Associates
- Ability to implement new and additional programs even as our funding is reduced
- Targeted grants with wise use of the funding benefits our students and impacts areas of highest need
- Delivering grants with fidelity promotes grant renewal with those who fund the grants

Grants – Continued

Weaknesses

- Teacher not applying for school based grants in sufficient numbers
- Sustainability is always a concern, even though MCS is very adept at budgeting for such
- Parental perception of free and reduced lunch forms (more forms = more grants!)

Opportunities for Improvement/Next Steps

- Publicize teachers who get grants
- Continued tracking of FRL forms
- Research and study possibility of a grants page to promote teacher grants

Digital Instruction– Continued

	Baseline	2017-2018	2018-2019
SAMR Average	2.13	3.71	6.70

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%.

Digital Instruction– Continued

Strengths

- New STEM positions and CTE program in middle schools
- 1:1 initiative maintained in grades 3-12
- New devices for teachers and students
- New Differentiation Coordinator position will promote teaching and learning transformation

Digital Instruction– Continued

Weaknesses

- Only 2 Digital Coaches
- STEM positions are elementary only
- Do not have full time Media positions
- Sharing devices K-2

Digital Instruction– Continued

Opportunities for Improvement/Next Steps

- SAMR training for new teachers
- K-2 1:1/Could older, used devices be pushed to K-2 to maintain a 1:1 ratio. Study and provide recommendation

21st Century Systems

Mr. Mitch Taylor



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.

Adequate Fund Balance – Continued

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

Adequate Fund Balance – Continued

Weaknesses

- State fund restrictions
- Enrollment continues to be down with increase in K-5 options for parents
- Cost of services are increasing (Supply/Demand)
- K-3 class size law
- Skyrocketing health and retirement costs

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 measure 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.

Adequate Facilities – Continued

Strengths

- MCHS/CTE continues to move forward
- Community collaboration on future of Montgomery County = support for improved school facilities
- Experienced maintenance department
- Upkeep of current facilities is good
- Health and dental centers at the middle schools
- Fully funded field house at the new school
- We need the pool! (Sticky note comment)

Adequate Facilities – Continued

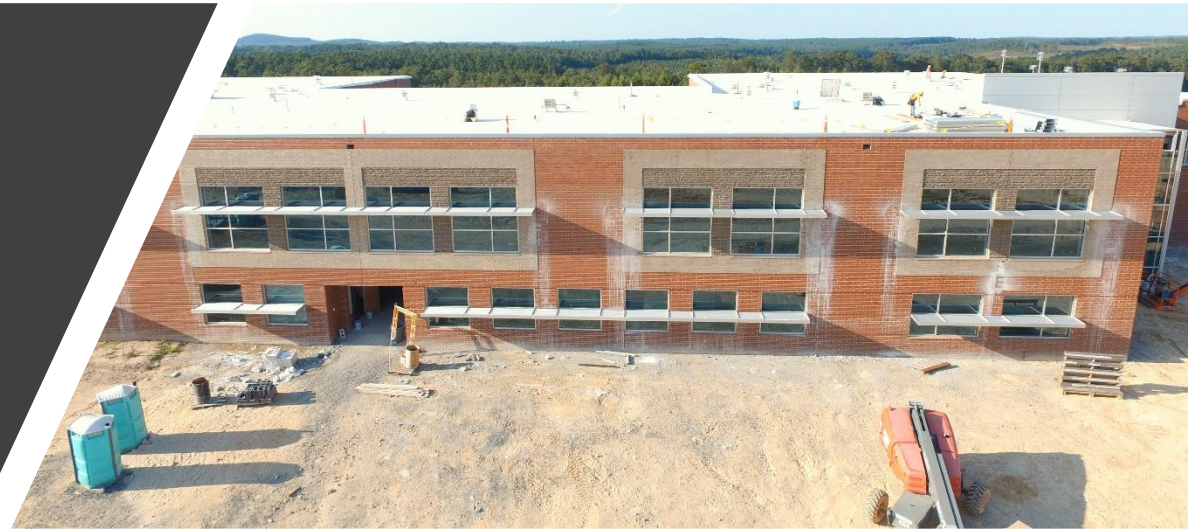
Weaknesses

- Difficulty in finding contractors/labor at a reasonable rate
- Bids are very high for contract work
- Tariffs (and discussions of tariffs) have increased cost of needed materials
- Opening of new facilities takes up maintenance time
- Existing assets continue to age
- Insurance claims do not pay the full cost of damage (hurricanes and lightning strikes had negative impact this past year)

Adequate Facilities – Continued

Opportunities for Improvement/Next Steps

- We need to answer the pool question shortly
- Marketing new facilities to help offset enrollment losses
- Find effective way to manage aging facilities and fleet vehicles







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

Adequate Technology - Continued

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 devices this year for 6-12 students and all teachers. New for K-5 students last year

Adequate Technology - Continued

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 - 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

Board Topics/Discussion

Do Board members have any:

Questions?

Comments?

Concerns?

Conclusion The Journey Continues…

Dr. Dale Ellis

