2015-2016 Test Results



Background



Model for Instructional Excellence

- 1. What do students need to learn? (Curriculum)
- 2. How will they learn it? (Instruction)
- 3. How will we know they have learned it? (Assessment)
- 4. What will we do if they don't learn it? (Remediation)
- 5. What will we do if they already know it? (Enrichment)

Results in Raising Achievement and Closing Gaps

Common Core & Essential Standards



Predictive Assessments

Professional Learning Communities



Instructional Facilitators

Vision

Montgomery County Schools will graduate lifeready, globally competitive students that perform academically in the top 25 of NC school systems.

High-Quality Staff Development

Core Values

High Ethical Standards
Motivated to Achieve
Child Centered
Service and Safety Driven
Continuous Improvement Focus
Data-driven Decisions
Results Matter

Mission

MCS will graduate life-ready, globally competitive citizens by engaging in rigorous educational experiences and by building positive relationships and strong partnerships.

PDSA / Data-Driven Decisions

Overview

- Accountability Alphabet Soup
- Growth Mindset
- Comparison Sample
- Economically Disadvantage Data
- ▶ Test Results
- Analysis
- Implications with Principals & District Leaders
- Question, Answer and Comment Session

Accountability Alphabet Soup

- Proficiency
 - 5 Achievement Levels
 - ► Levels 4 & 5 = College & Career Readiness Standard
 - ▶ Levels 3, 4 & 5 = Grade Level Proficiency Standard
- School Performance Grades A-F
 - ▶ 80% Achievement Score and 20% Growth Score
 - School meets (exceeds) growth and growth lowers final score and grade, use achievement score only
 - Set on a 15 Point Scale
 - Scheduled School Report Card Date: October 18, 2016
- ► **EOG**-End-of-Grade Test (Grades 3-8)
- ► EOC- End-of-Course Test (High School Math I, English II and Biology)

How did North Carolina schools fare in 2015-16?

- Public schools had a lower percentage of D's and F's than charter schools (23% vs. 28%).
- ▶ Charters had a higher percentage of A's and B's than public schools (40% vs. 32%).
- Schools with greater poverty had more C's, D's, and F's than schools with less poverty.
- ▶ 98% schools that received a F had 50% or more poverty.
- ▶ 82.1-90.5 % schools that received an A had less than 50% Poverty.
- As poverty increased, school performance grades decreased (moved towards F).
- As poverty decreased, school performance grades increased (moved towards A).

Grades by School Poverty Percentage

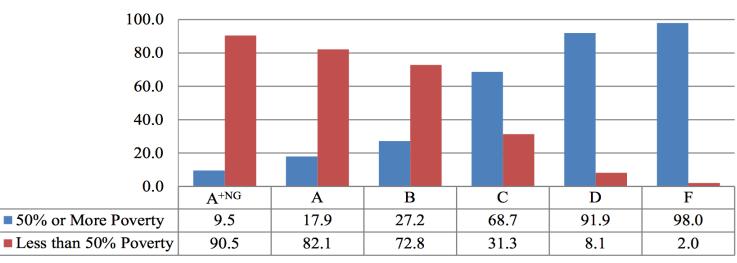
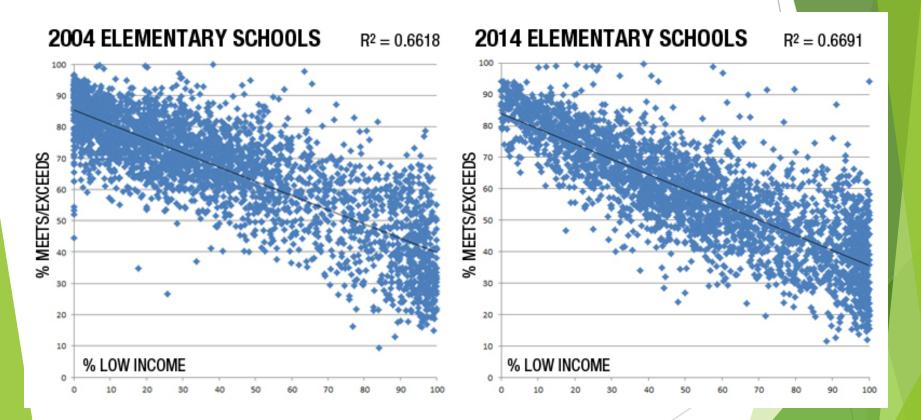


Figure 14. Bar graph showing school performance grades by school poverty percentage

Poverty

► A note on <u>Poverty's Enduring Hold on School Success</u>



[&]quot;Grit, Growth, Greatness!"

Poverty

► Money, Race and Success: How Your School District Compare



Montgomery County School Performance Grades

- **E**
- East Montgomery High
- - Green Ridge
 - Page Street
 - Mount Gilead
 - Star
 - West Montgomery High
- Candor
- East Middle
- West Middle
- MLA- Progressing
- ► Troy-N/A
- No "F" schools
- ▶ Approximately 70% of our schools earned a grade of "C" or better

Grades & Cut Scores created in 2013 on a 15-point scale:

$$A = 85-100$$

$$B = 70-84$$

$$C = 55-69$$

$$D = 40-54$$

$$F = 0-39$$

Montgomery County Schools Growth Statuses

- Seven Schools met or exceeded expected growth (70%)
 - Green Ridge Elementary
 - Mount Gilead Elementary*
 - Star Elementary
 - ► East Middle
 - East Montgomery High*
 - West Montgomery High*
 - Montgomery Learning Academy
- Three schools did not meet growth
 - Candor
 - Page Street
 - West Middle

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

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

G

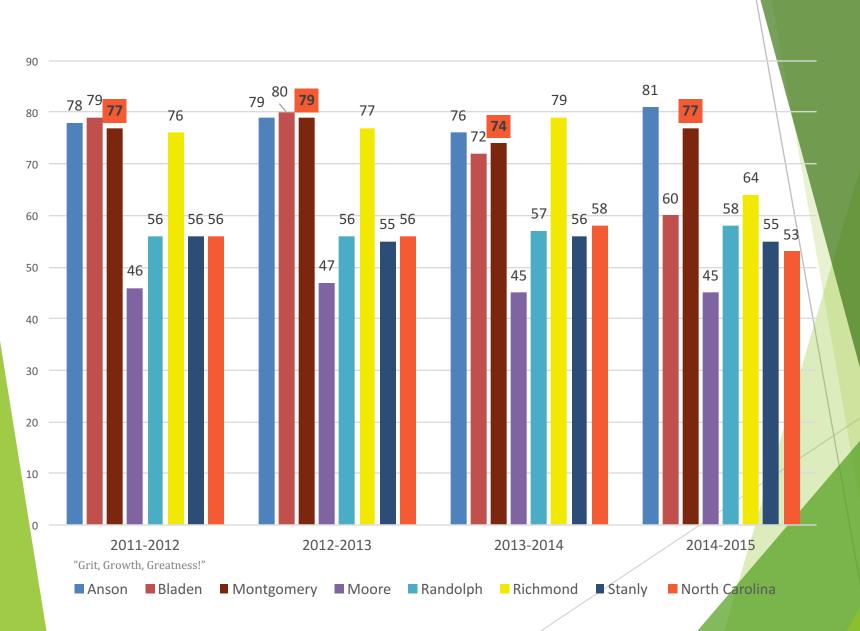
R

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 th Math EOG	-3.2		
5 th Math EOG		-0.3	
6 th Math EOG	-2.5		
7 th Math EOG	-2.5		
8 th Math EOG	-3.2		
Math I EOC			3.2
3 rd Reading EOG		1.2	
4 th Reading EOG		1.2	
5 th Reading EOG		-0.3	
6 th Reading EOG		-1.3	
7 th Reading EOG		-0.0	
8 th Reading EOG	-2.2		
English II EOC			0.8
5 th Science EOG		0.3	
8 th Science EOG	-0.8		
Biology EOC		0.6	
ACT Composite*			
ACT English			
ACT Reading			
ACT Math			
ACT Science			

Overall, we met or exceeded expected growth for Grade 5 Math, Math I; Reading in Grades 4, 5, 6, 7 and English II; and Science Grade 5 and Biology. 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.

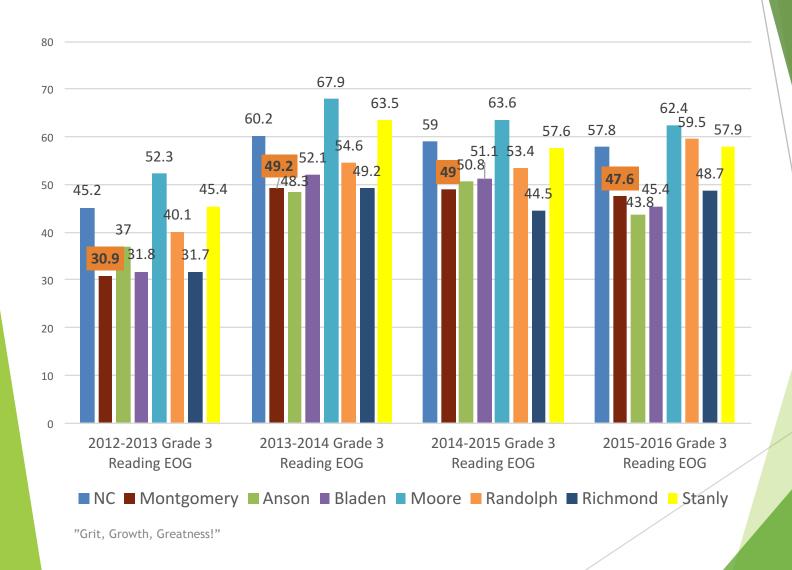
Economically Disadvantaged Data



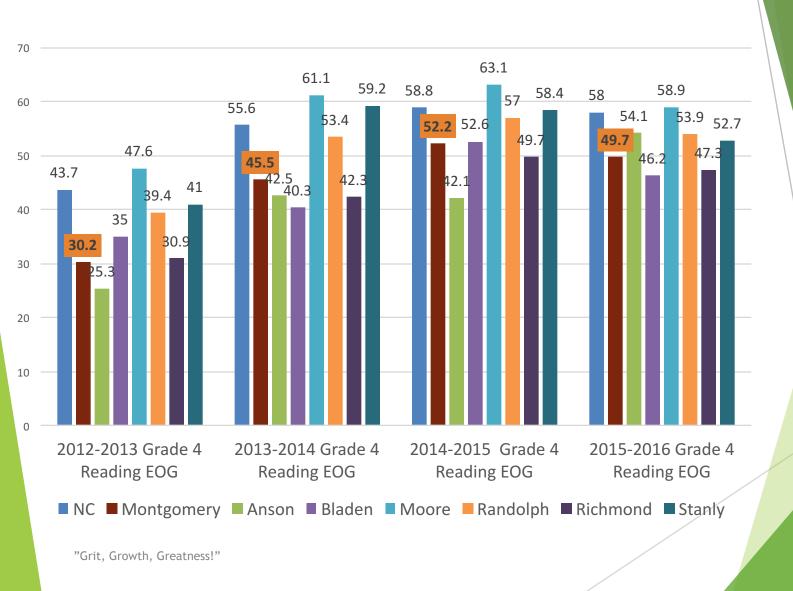
Comparison Sample

- Anson
- ▶ Bladen
- Montgomery
- Moore
- Randolph
- ► Richmond
- ► Stanly
- North Carolina

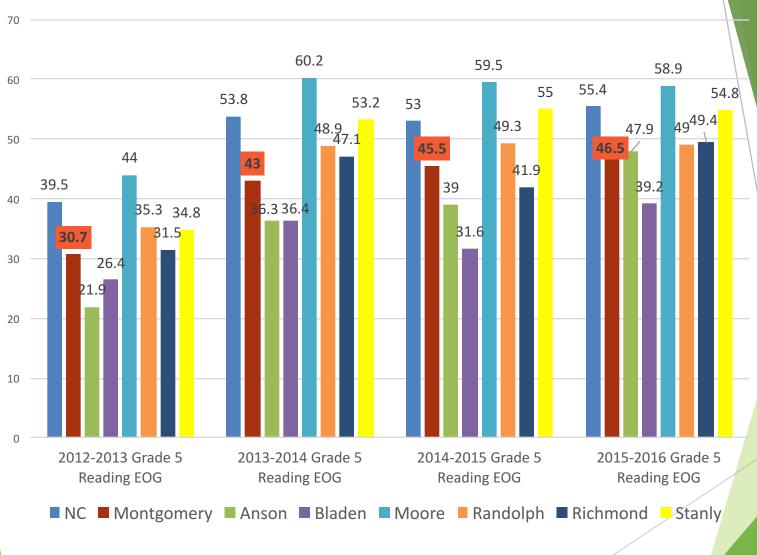
End-of-Grade (EOG) Reading (Grade 3)



End-of-Grade (EOG) Reading (Grade 4)

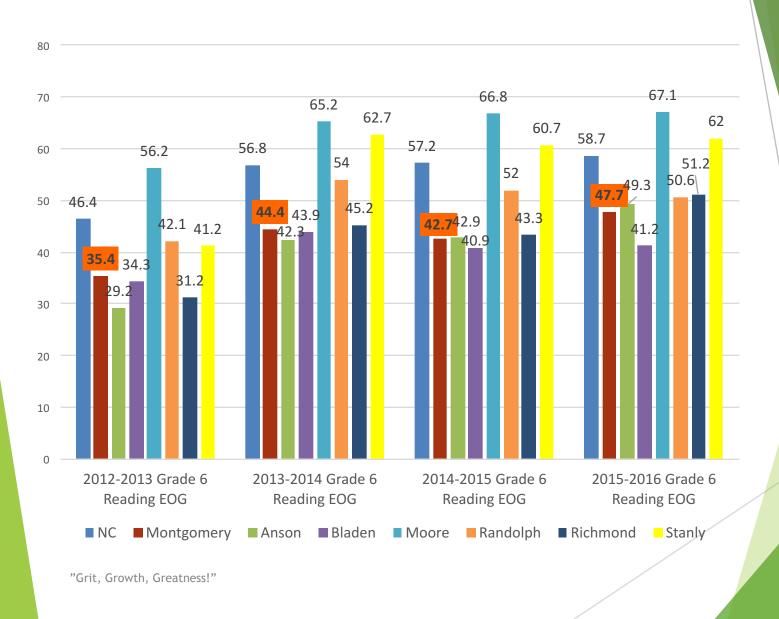


End-of-Grade (EOG) Reading (Grade 5)

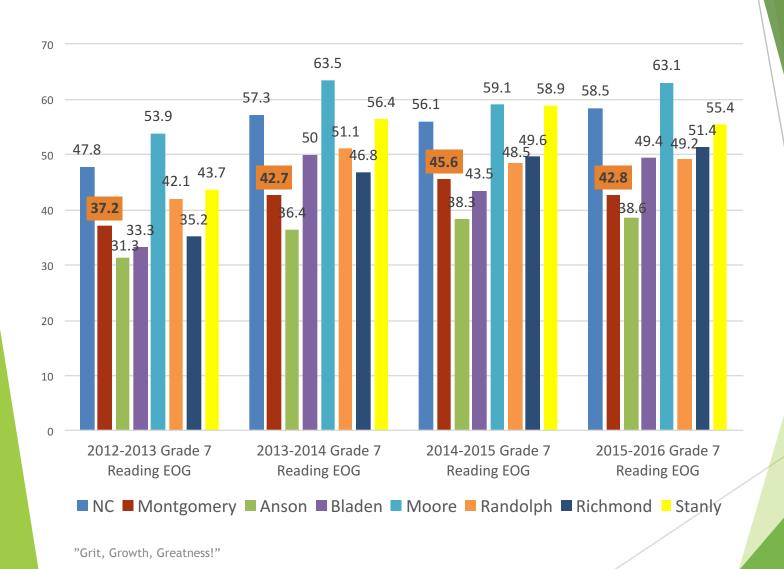


"Grit, Growth, Greatness!"

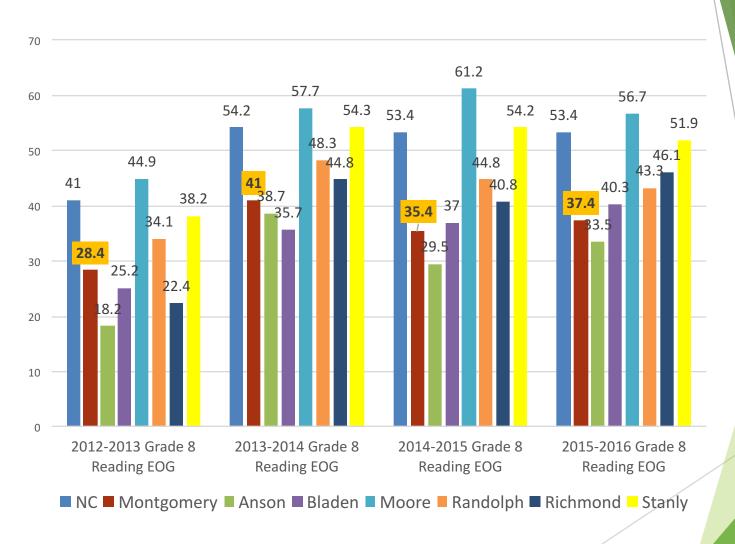
End-of-Grade (EOG) Reading (Grade 6)



End-of-Grade (EOG) Reading (Grade 7)

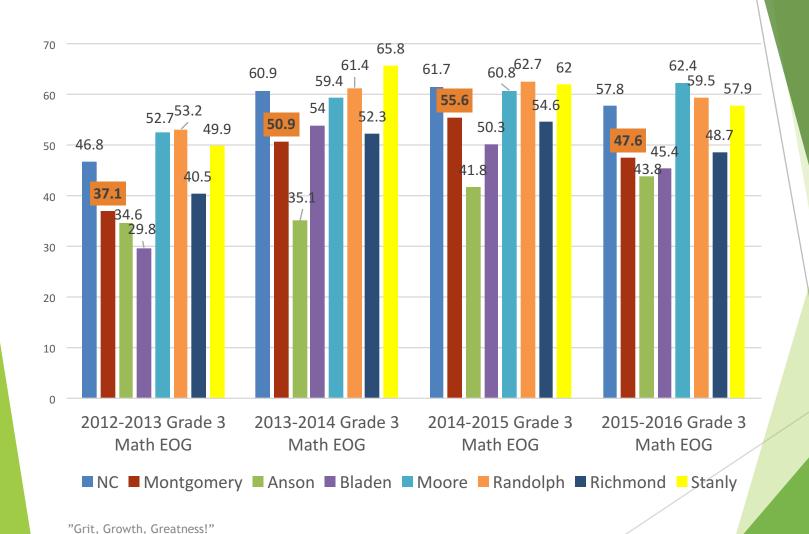


End-of-Grade (EOG) Reading (Grade 8)

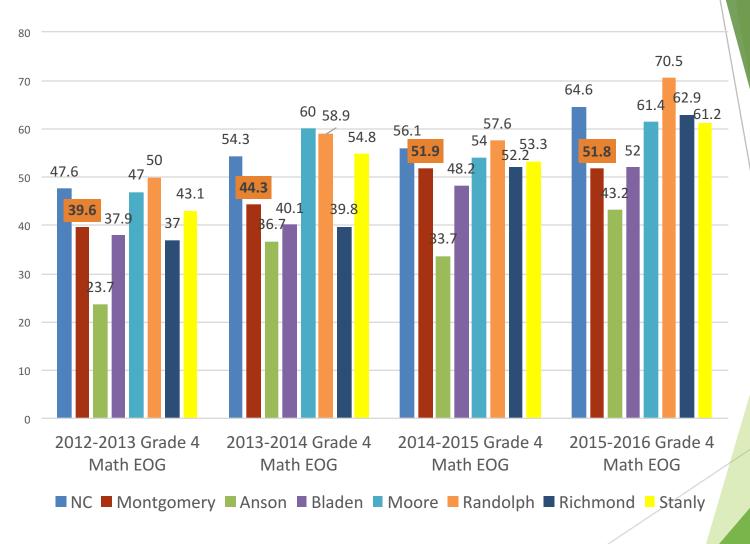


[&]quot;Grit, Growth, Greatness!"

End-of-Grade (EOG) Math (Grade 3)

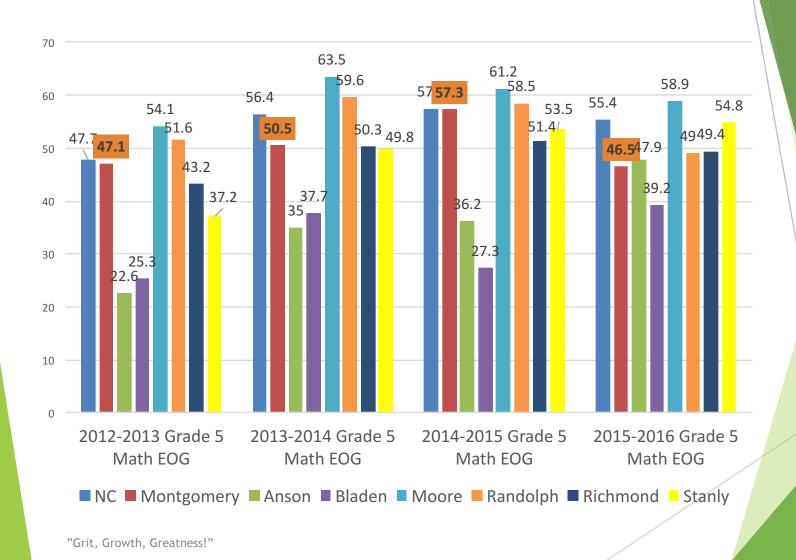


End-of-Grade (EOG) Math (Grade 4)

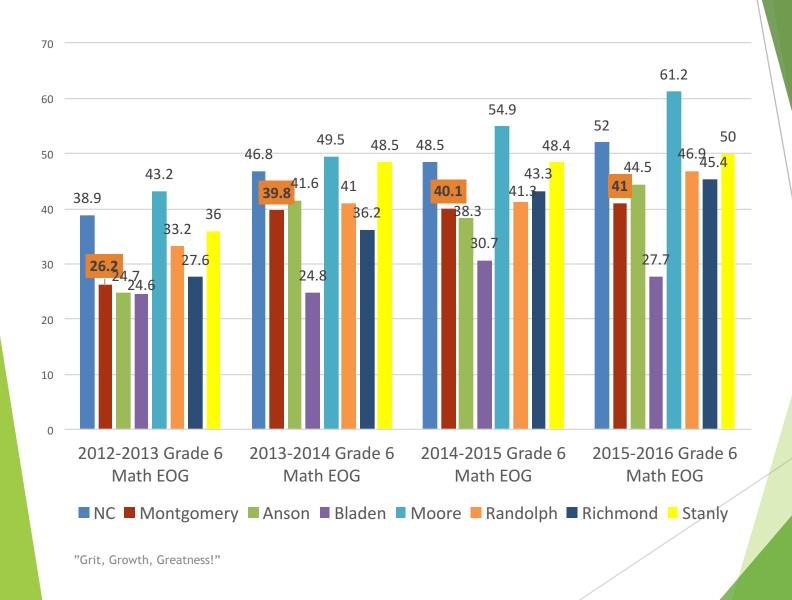


"Grit, Growth, Greatness!"

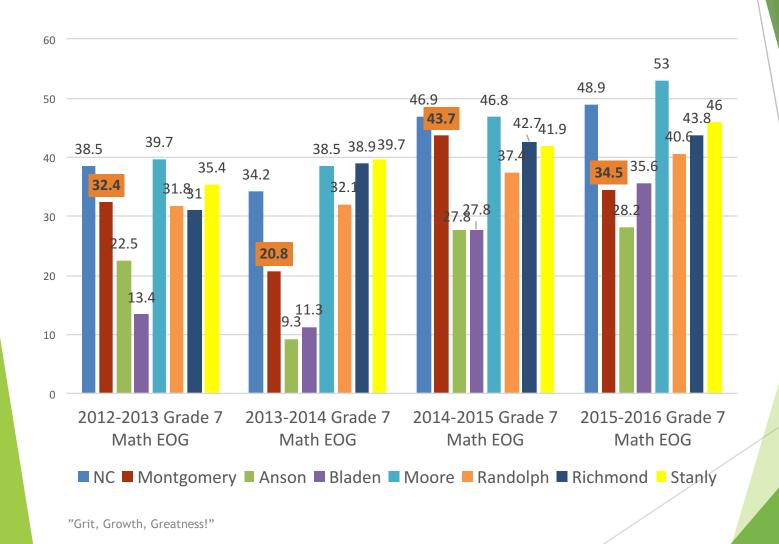
End-of-Grade (EOG) Math (Grade 5)



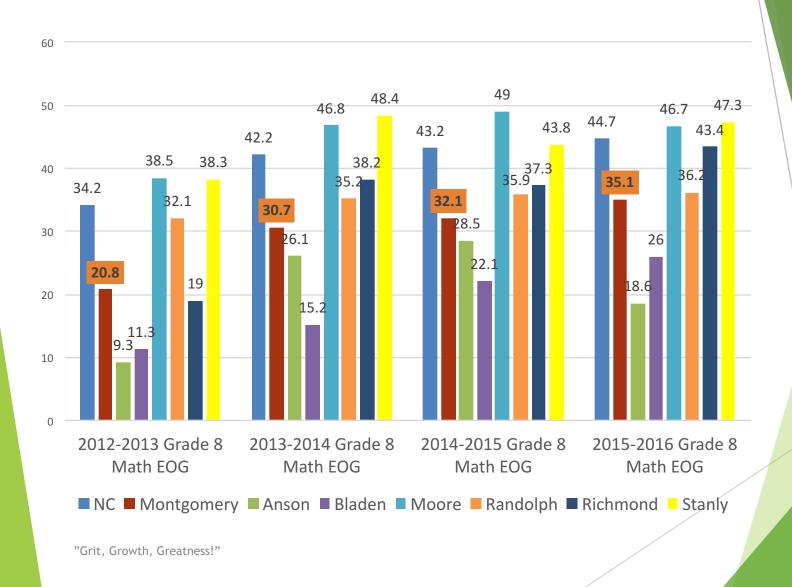
End-of-Grade (EOG) Math (Grade 6)



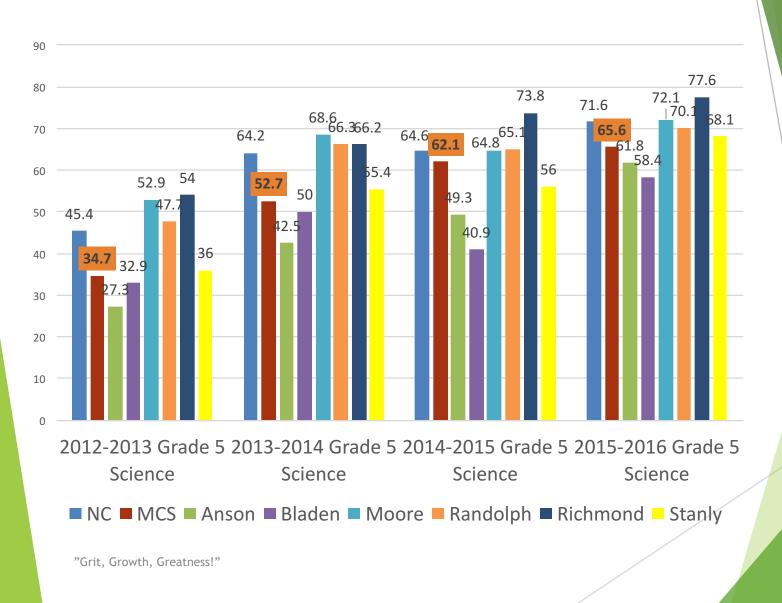
End-of-Grade (EOG) Math (Grade 7)



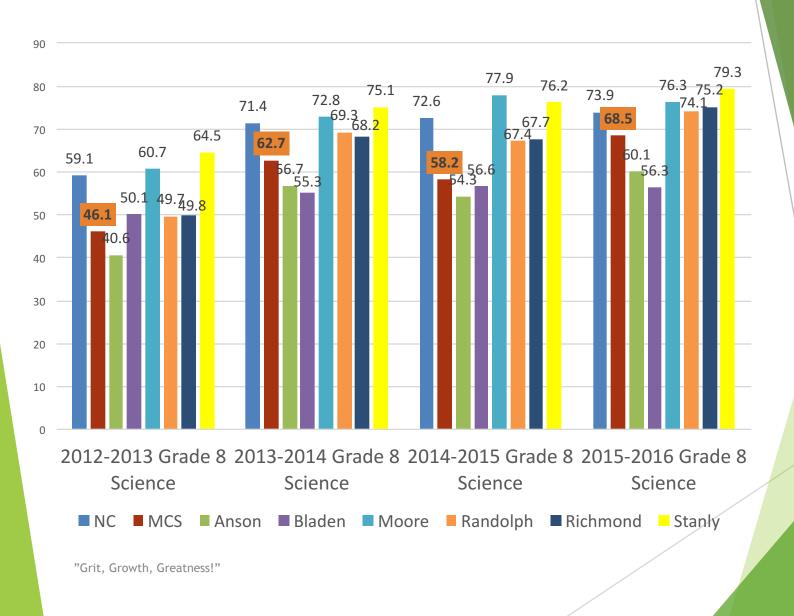
End-of-Grade (EOG) Math (Grade 8)



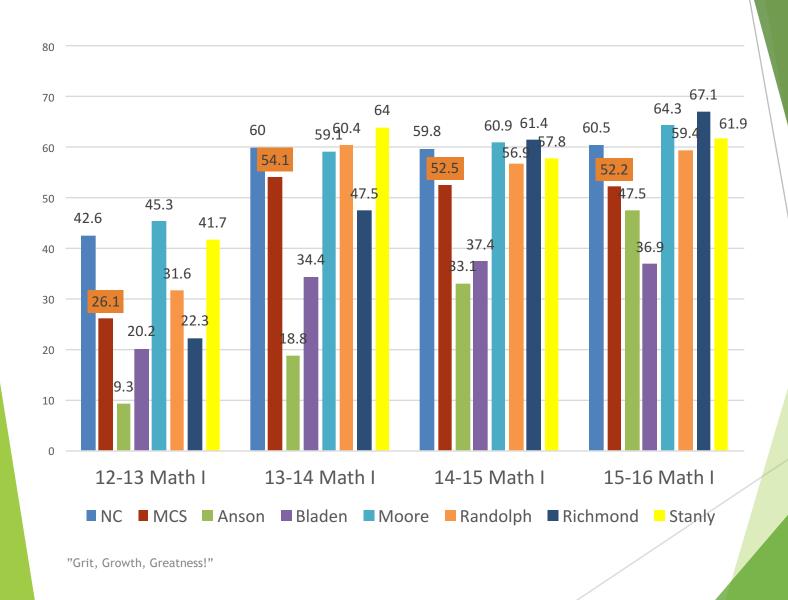
EOG Science Grade 5



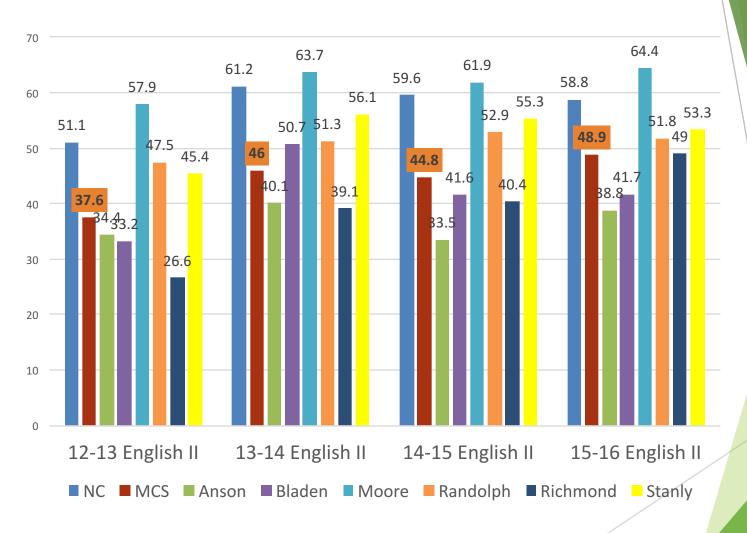
EOG Science Grade 8



End-Of-Course (EOC) Math I

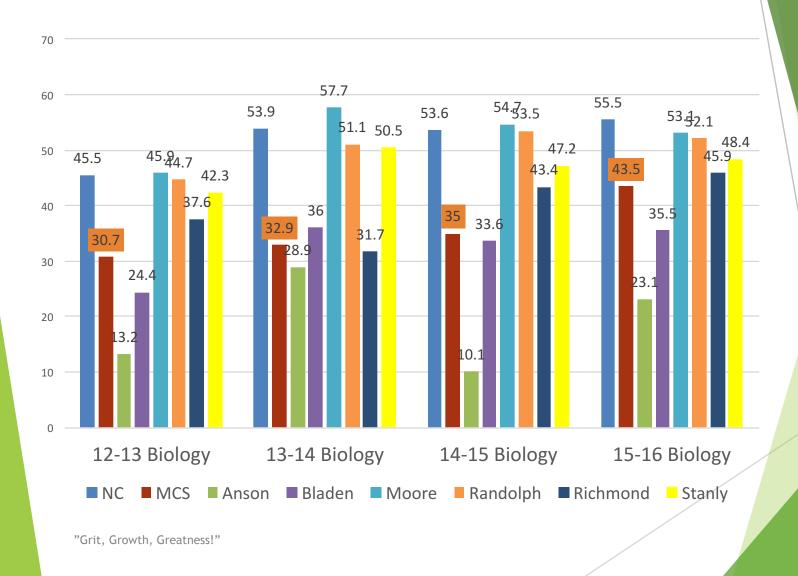


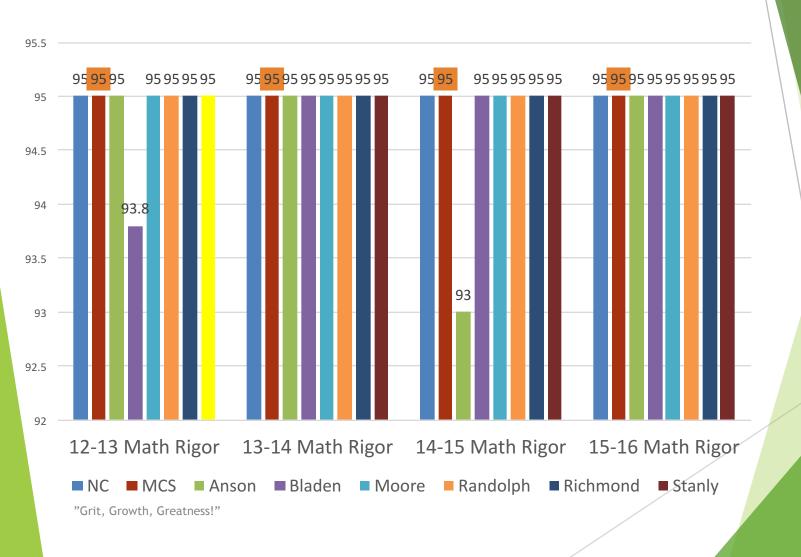
EOC English II

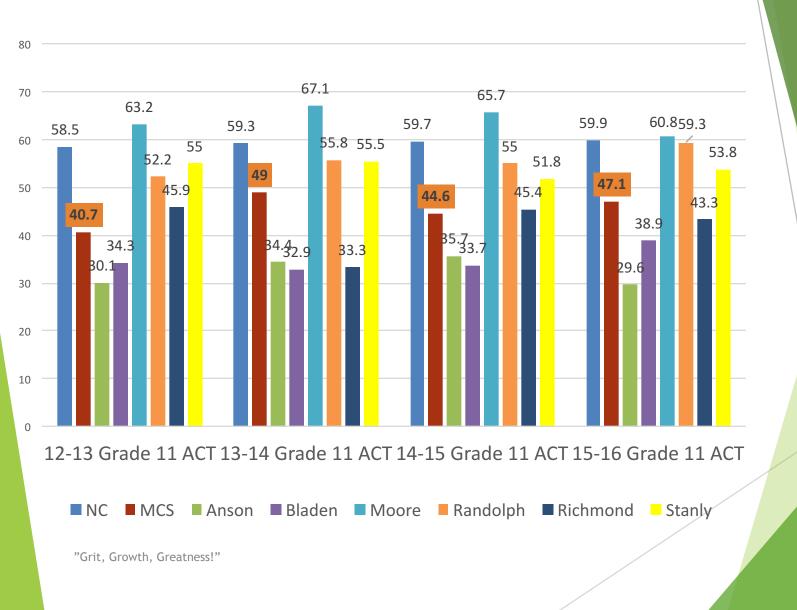


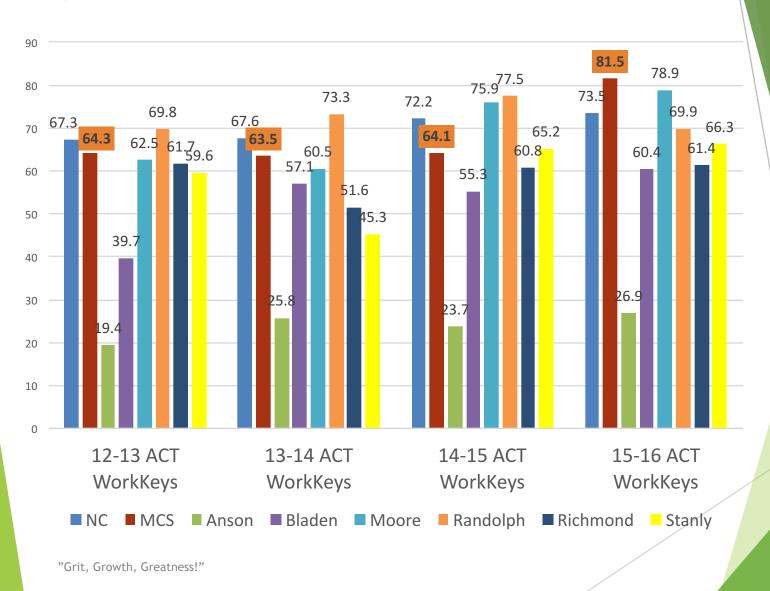
[&]quot;Grit, Growth, Greatness!"

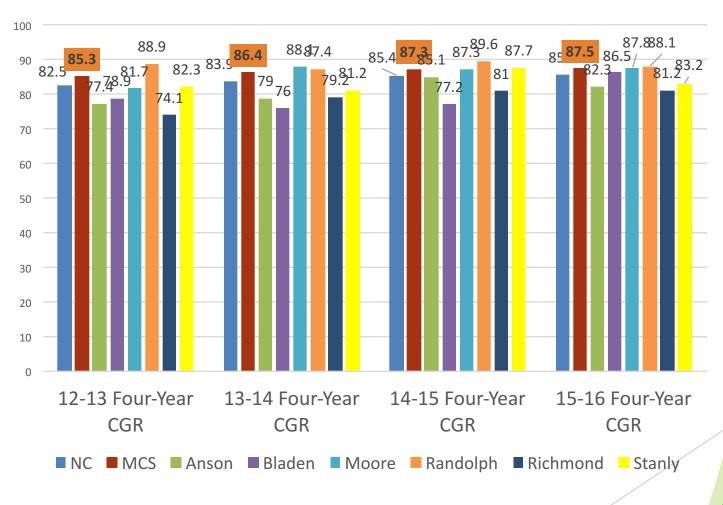
EOC Biology











"Grit, Growth, Greatness!"

Charter School Comparison

- Uwharrie Charter
 - ► SPG- C
 - ► Growth- Does Not Meet
- Grey Stone Day
 - ► SPG- A
 - ► Growth- Does Not Meet

Analysis

What's going well...

- Cohort Graduation Rate is a Historic high at 87.5 (88%)
- Met Math Course Rigor Rate
- Exceeded Growth in Math I and English II
- Increased ACT Composite Scores for UNC College Admission.
- Increased ACT WorkKeys by 15+% points and out-performed the State and all comparison districts.
- Out-performed economic affinity counties (i.e., 70%+ Free/Reduced lunch)
- Seven Schools met or exceeded expected growth (70%)
 - Green Ridge Elementary
 - Mount Gilead Elementary*
 - Star Elementary
 - East Middle
 - East Montgomery High*
 - West Montgomery High*
 - Montgomery Learning Academy
 - ▶ 70% of our schools met or exceed growth.

"Grit, Growth, Greatness!"

School Improvement Design

- School Improvement Team
 - School Improvement Plan
 - ►Goal Teams- ELA and Math
 - Professional Learning Communities

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Question, Answer and Comment Session

