

Preparing for Excellence

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



End-of-Year Strategic Plan Review

MCS Central Support Office

January 23, 2018

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
- ▶ 2016-2017 is the last year 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



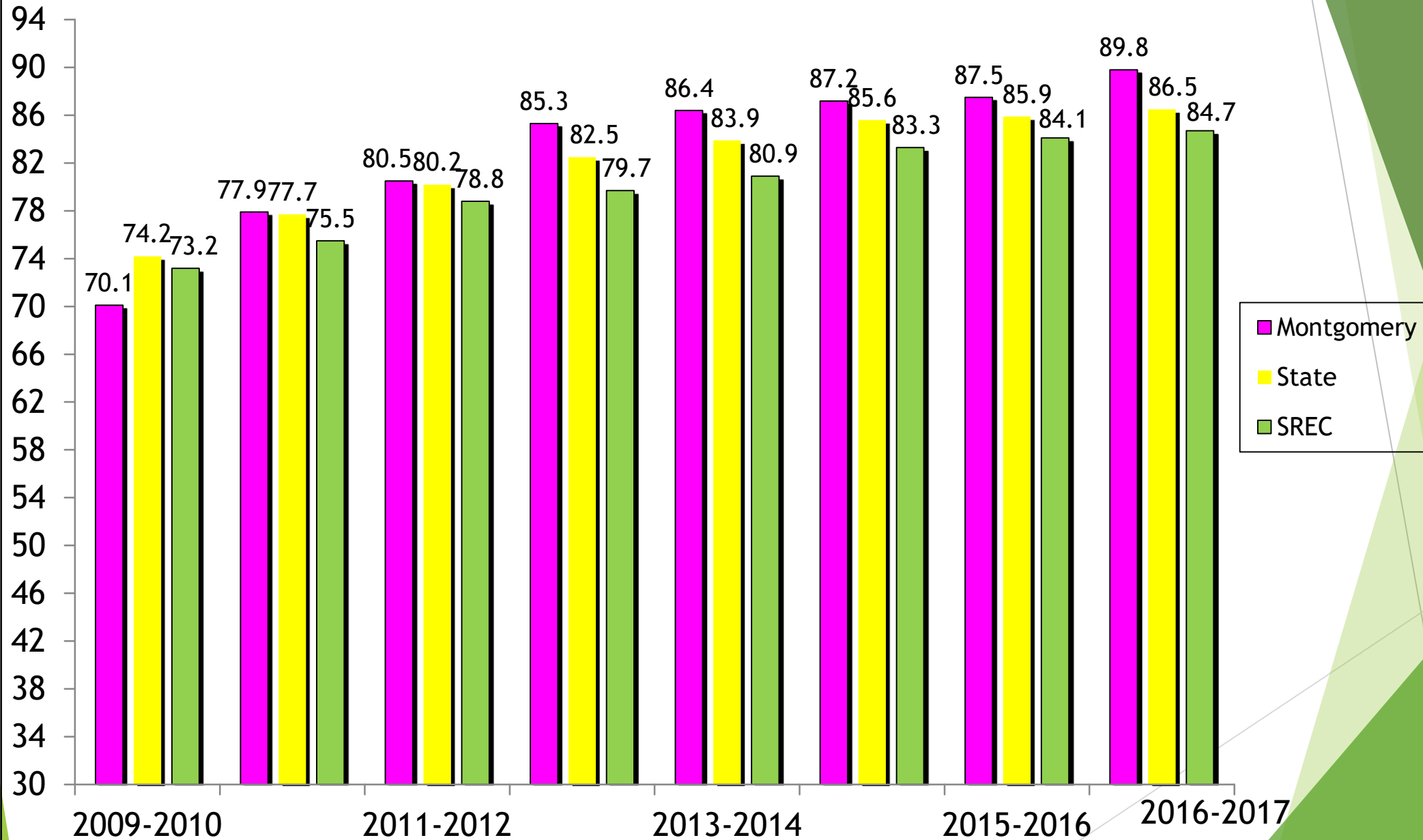
Graduation Rate



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%.

2010-2017 4-Year Cohort Graduation Rate



Graduation Rate - Continued

Strengths

- ▶ Graduation coaches at High Schools - New grant = MS
- ▶ AVID
- ▶ More educational opportunities - NCVPS, MoVE, MLA, MCEC, and CCP
- ▶ Extremely positive trend line
- ▶ Differentiated Diploma
- ▶ Community Liaison and Social Workers
- ▶ MLA provides individualized learning
- ▶ Access to digital tools/technology
- ▶ Diversity and Inclusion Task Force
- ▶ Better job tracking W1's

Graduation Rate - Continued

Weaknesses

- ▶ Acknowledged need for multiple MOA's with Community Colleges - Communicated with our State Board of Education member
- ▶ Community perception re: value of education

Graduation Rate - Continued

Opportunities for Improvement

- ▶ Increase participation in Botvin Life Skills and Strengthening Families
- ▶ Increase parent participation with Parent Portal in Power School

Next Steps

- ▶ Continue to track student drops as closely as possible
- ▶ Reclaim students who drop

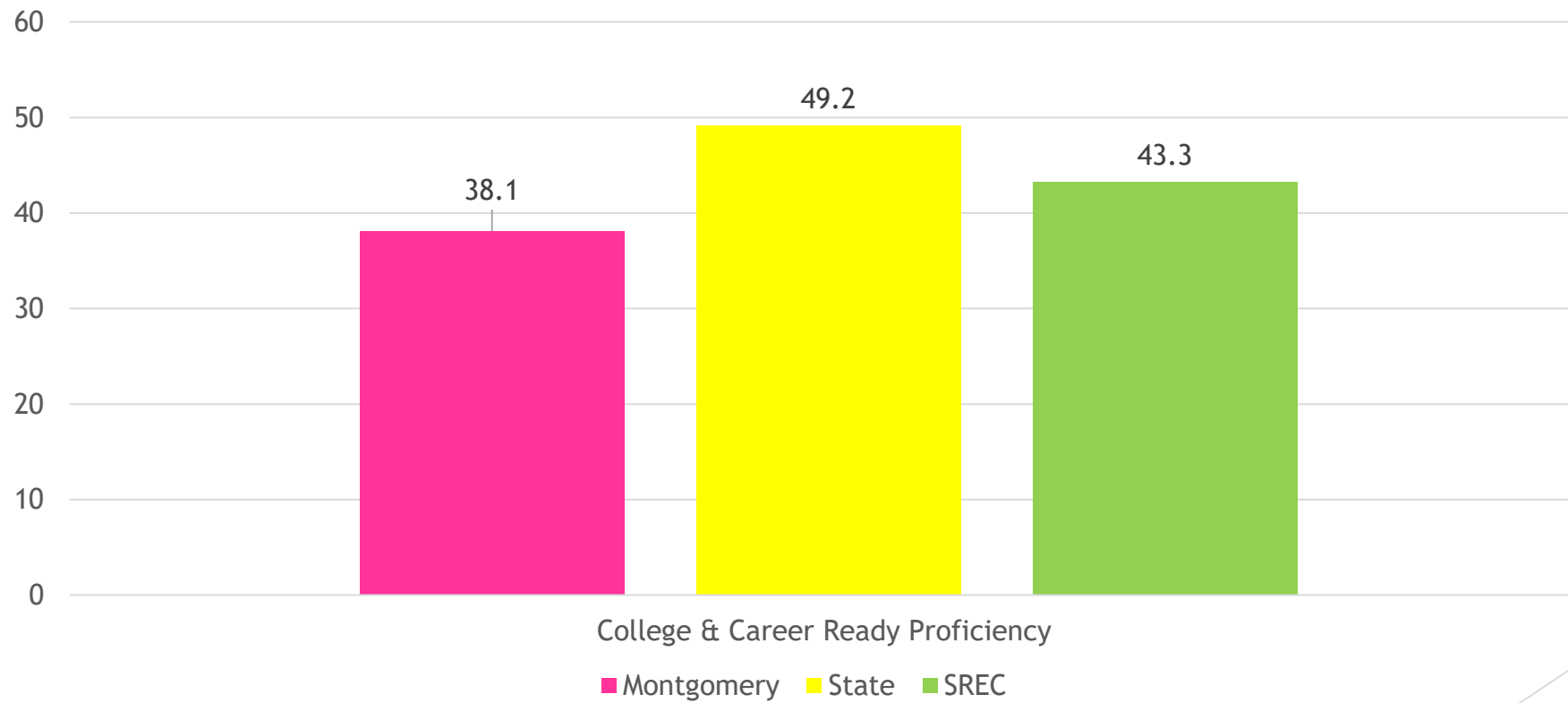
CCR Proficiency

► 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%.



2016-2017 CCR Proficiency



CCR Proficiency - Continued

Strengths

- ▶ Math I, EOG Science 5 and 8, Math 4 and 5
- ▶ Those using Georgia Units with fidelity
- ▶ I-Ready Standards Mastery aligned
- ▶ NC Check-ins aligned
- ▶ Math Foundations training - elementary
- ▶ MSP Cohorts
- ▶ ELA Wiki
- ▶ Fidelity to Letterland - DIBELS
- ▶ Core Reading program - ReadyGen
- ▶ System 44 and Read 180 for EC

CCR Proficiency - Continued

Weaknesses

- ▶ Reading proficiency in 1st grade = TRC
- ▶ Fidelity to all programs as prescribed
- ▶ Aligning EOY 2nd to better correlate to BOY 3rd
- ▶ 8th grade is our biggest single grade level need and overall

CCR Proficiency - Continued

Opportunities for Improvement

- ▶ Ensure grading more consistently with writing samples
- ▶ Align standards with lesson plans and classroom instruction
- ▶ Align PLC processes

Next Steps

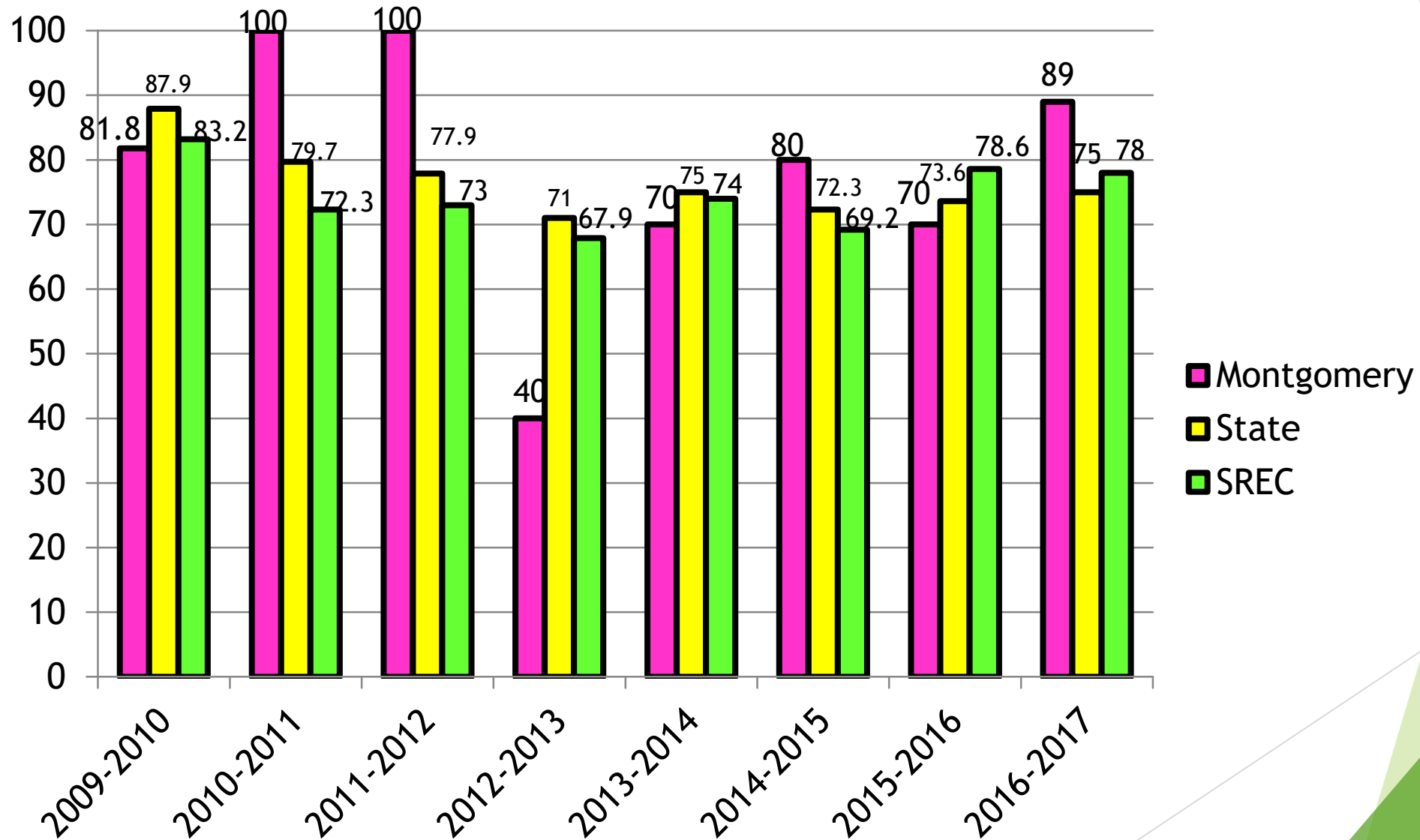
- ▶ Continue to monitor fidelity to programs
- ▶ Continue to vet resources and make sure they are used
- ▶ Ensure PLC vetted resources address standards
- ▶ Building leadership ensures instructional expectations are met ALL the time

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%.

2010-2017 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
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*		-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

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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
4 th Math EOG		1.0	
5 th Math EOG		0.4	
6 th Math EOG		0.6	
7 th Math EOG		0.9	
8 th Math EOG			3.3
Math I EOC			4.0
3 rd Reading EOG			2.9
4 th Reading EOG		0.5	
5 th Reading EOG		-1.0	
6 th Reading EOG	-4.0		
7 th Reading EOG	-2.2		
8 th Reading EOG		-1.5	
English II EOC		-0.4	
5 th Science EOG		-0.4	
8 th 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 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.

Ready Expected Growth - Continued

Strengths

- ▶ Only 1 school did not meet growth
- ▶ Positive trend line

Ready Expected Growth - Continued

Weaknesses

- ▶ Lack of knowledge - student/parent to CCR change
- ▶ Alignment of standards and state test - Outside of our control but a huge concern
- ▶ Concern with 6-8 Reading
- ▶ Lack of educator involvement in development of the same assessments that measure our performance

Ready Expected Growth - Continued

Opportunities for Improvement

- ▶ Better test alignment
- ▶ Defined curriculum
- ▶ Use of vetted resources

Next Steps

- ▶ Continue to work on adherence to instructional expectations
- ▶ Continue to monitor the use of vetted resources

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 - Continued

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Composite Gap	17.3	14.7	21.1	18.3	23.4	14.7	23.7	25.8

The Asian subgroup led in performance this past school year; however, the subgroup sample size is less than 40 and the other subgroup sample sizes range between 60 and 770. Between 2015-16 and 2016-17 the Hispanic and Multi subgroups gap narrowed in EOGs. Black Students and Students with Disabilities are the greatest subgroups for increased opportunities.

Achievement Gap - Continued

Strengths

- ▶ Diversity and Inclusion Task Force work
- ▶ Hispanic and multi-racial gap narrowed
- ▶ MTSS process

Achievement Gap - Continued

Weaknesses

- ▶ Gaps with Black subgroup and SWD
- ▶ Fidelity to MTSS process - Tiering students and Interventions
- ▶ Triangle flipped - Core instruction



Achievement Gap - Continued

Opportunities for Improvement

- ▶ Continue coaching with MTSS process
- ▶ Continue to strengthen core instruction

Next Steps

- ▶ Use new state ESSA model and calculations
- ▶ Implement Diversity and Inclusion plan with fidelity

21st Century Professionals - Healthy/Responsible

➤ Dr. Kevin Lancaster



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

	2015-16	2016-17	2017-18
Teacher Attendance	94.1%	92.7%	94.3% (to date)

Teacher Attendance - Continued

Strengths

- ▶ Attendance has improved from last year
- ▶ School Improvement Plans have addressed this issue
- ▶ District recognizes attendance
- ▶ Schools provide incentives, certificates, etc. to recognize attendance celebrations

Teacher Attendance - Continued

Weaknesses

- ▶ Younger teaching populations leads to many more maternity leaves
- ▶ Less calendar flexibility
- ▶ Teacher morale due to continue “attacks” on the profession
- ▶ Younger teachers do tend to have a different work ethic (more need for “mental health” days)

Teacher Attendance - Continued

Opportunities for Improvement

- ▶ Provide monthly reports to schools for closer monitoring

Next Steps

- ▶ Continue providing incentives
- ▶ Continue staff appreciation efforts to improve overall climate in ALL buildings

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
BT Retention Rate	N/A	52%	42%	62.5%

BT Retention- Continued

Strengths

- ▶ IF's working with BT's / BT meetings
- ▶ Mentors
- ▶ Admin focus on PDP's
- ▶ UNC Charlotte partnership
- ▶ PLC's provide an important support system

BT Retention- Continued

Weaknesses

- ▶ Cost of classes for lateral entry teachers
- ▶ Recruitment in rural counties
- ▶ Need for larger supplement
- ▶ Climate created by recent legislation - Loss of tenure, no pay for Master's degrees, etc.

BT Retention- Continued

Opportunities for Improvement

- ▶ Staff recognitions
- ▶ Reduce course preps for new teachers
- ▶ Continue to provide much needed PD

Next Steps

- ▶ Closely monitor TWCS data
- ▶ Monitor exit surveys to improve

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

Ethical Violations

School Year	Number
2017-2018	1 dismissal (to date)

Ethical Violations- Continued

Strengths

- ▶ Redefined the definition for this strategic goal
- ▶ Ethics video
- ▶ Gender coaching policy
- ▶ Updated handbooks

Ethical Violations- Continued

Weaknesses

- ▶ Candidate pools remain small for some positions
- ▶ Need for non-professional staff such as lay coaches
- ▶ New teachers with no education experience
- ▶ Continued concerns with social media

Opportunities for Improvement/Next Steps

- ▶ Ethics video is being updated
- ▶ BT's meeting with IF's
- ▶ Evaluation discussions

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

Total Number of Student Days Lost

School Year	Days Lost
2010 - 2011	1,998
2011 - 2012	1,473
2012 - 2013	1,440
2013 - 2014	1,314
2014 - 2015	1,339
2015 - 2016	1,686 - (300 saved)
2016 - 2017	1,863- (250 saved)
2017 - 2018	425 - (103 saved)

OSS Suspension Rates - Continued

Strengths

- ▶ Expanded ASP program
- ▶ Spots at MLA
- ▶ Admin more aware of district goals
- ▶ Tracking data monthly
- ▶ Structured bell schedule

OSS Suspension Rate - Continued

Weaknesses

- ▶ Teacher understanding of expectations
- ▶ Classroom management PD
- ▶ Stigma of MLA
- ▶ Lack of parent involvement
- ▶ Social media leads to issues
- ▶ Device management

OSS Suspension Rate - Continued

Opportunities for Improvement/Next Steps

- ▶ Tracking suspensions
- ▶ Student supervision at ALL times - Halls, lunches, etc.
- ▶ Being proactive with student conflict
- ▶ More professional development
- ▶ Continue building better relationships with students

Leadership Guides Innovation

► Mrs. Katie Hursey



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		

Grants - Continued

Strengths

- ▶ Being proactive led to the addition of 2 additional grants
- ▶ Continue to seek more grants
- ▶ Strong community partners and stakeholder



Grants - Continued

Weaknesses

- ▶ Sustainability
- ▶ The politics of grants and grant funding

Opportunities for Improvement/Next Steps

- ▶ Communicating specifics of each grant
- ▶ Grant writing workshops for school level staffs

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

2016-17 SAMR Classroom Walk Through Data

* Each number is the % for each category at each school.

School	Q1		Q2		Q3		Q4		Average
	Modification	Redefinition	Modification	Redefinition	Modification	Redefinition	Modification	Redefinition	
MLA	16.7	0	6.7	0	0	0	0	0	2.925
WMHS	0	0	2.8	0	2.3	0	1.3	0	0.8
EMHS	6.3	0	1.6	0	1.3	0	0	0	1.15
EMS	2.1	13.8	1.6	7.8	13.2	2.8	4.3	0	5.7
WMS	4.1	5.2	0	5.5	2.5	0	0	0	2.1625
TES	0	0	16.8	0	3.6	0	0	0	2.55
SES	3.9	0	6.3	0	2	0	3.2	0	1.925
PSES	1.9	0	6.2	0	1.7	1.7	8.3	0	2.475
MG	0	0	0	0	1.1	0	0	0	0.1375
GR	0	2.1	5.5	0	6.5	4.8	2	0	2.6125
CES	0	0	2.6	0	0	0	5	0	0.95
Average	3.181818182	1.918181818	4.554545455	1.209090909	3.109090909	0.845454545	2.190909091	0	2.126136364

2017-18 SAMR Classroom Walk Through Data

* Each number is the % for each category at each school.

School	Q1		Q2		Q3		Q4	
	Modification	Redefinition	Modification	Redefinition	Modification	Redefinition	Modification	Redefinition
MLA	5.9	5.9						
WMHS	5.5	1.8						
EMHS	3.4	0						
EMS	5	5						
WMS	9.2	2.3						
TES	0	0						
SES	3.8	2.8						
PSES	3.5	0						
MG	3.2	0						
GR	6.1	1.2						
CES	9.2	2.3						
Q1 Avg	4.981818182	1.936363636	3.459090909					

Digital Instruction- Continued

Strengths

- ▶ We are on track to meet the goal.
- ▶ Polycom training



Digital Instruction- Continued

Weaknesses

- ▶ DLC's are split
- ▶ BT's have many other requirements
- ▶ Need more care with K-2 devices

Digital Instruction- Continued

Opportunities for Improvement/Next Steps

- ▶ Make co-teaching with DLC at least once a requirement
- ▶ Ensuring teachers know definition and understand the SAMR model through additional training/PLC time



21st Century Systems

► 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
- ▶ Experience in finance
- ▶ Grant funding has helped fund supplementary programs such as after-school
- ▶ Strong maintenance department
- ▶ Oil and gas prices remain very stable
- ▶ Strong sense of accountability in MCS - top to bottom
- ▶ Strong community support
- ▶ Interest rates have increased

Adequate Fund Balance - Continued

Weaknesses

- ▶ State legislature taking away flexibility, making transfer more restrictive
- ▶ Enrollment is down due to charters
- ▶ Having to pay for EMS wing up front takes away from available fund balance (security blanket)
- ▶ Class size law will adversely impact our funding
- ▶ Prices and labor associated with contract services has gone up



Adequate Fund Balance - Continued

Opportunities for Improvement/Next Steps

- ▶ Continue to seek out grant opportunities
- ▶ Stay positive from within for public perception
- ▶ Figure out how to “grow” the employees we’re having to hire lateral entry/emergency permit
- ▶ Child nutrition participation numbers can help with fund balance through indirect costs

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

- ▶ Montgomery County Early College open and operating
- ▶ Ability to obtain a \$70 million loan from USDA with favorable interest rate
- ▶ Community support for projects is present, which has not always been the case in our county
- ▶ Great collaboration between MCS, MCC, County manager, and the County Commissioners
- ▶ Maintenance does a great job stretching funds in a “do more with less” environment
- ▶ East Middle wing is under construction
- ▶ Updated the motor fleet with a few new vehicles
- ▶ First Health Dental Centers are now complete

Adequate Facilities - Continued

Weaknesses

- ▶ Construction project came in over budget
- ▶ Existing facilities are still aging
- ▶ Getting harder to find subcontractors to fix outsourced facilities issues
- ▶ Material prices are rising
- ▶ Many MCS vehicles are still old despite some strides being made

Adequate Facilities - Continued

Opportunities for Improvement/Next Steps

- ▶ Early College and Central High School will help recover students
- ▶ Keep close watch on existing facilities
- ▶ Purchase more vehicles ASAP
- ▶ Add new grounds keeping staff to the new high school



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

- ▶ Device for every student
- ▶ Gained much experience and knowledge over the last three years
- ▶ Changing the culture on technology with parents
- ▶ Good tech infrastructure
- ▶ Starting diplomat training
- ▶ Implemented technology fees and an insurance option

Adequate Technology - Continued

Weaknesses

- ▶ Device life span
- ▶ Parent complaints with fees
- ▶ Taking care of and supervision of devices

Adequate Technology - Continued

Opportunities for Improvement/Next Steps

- ▶ Increase accountability with devices (student and teacher)
- ▶ Curriculum and technology need to develop the actual plan
- ▶ Continue seeking grants for technology, both hardware and support personnel if possible

Board Topics/Discussion

- ▶ Do Board members have any:
- ▶ Questions?
- ▶ Comments?
- ▶ Concerns?

Conclusion

► Dr. Dale Ellis

The Journey Continues...

