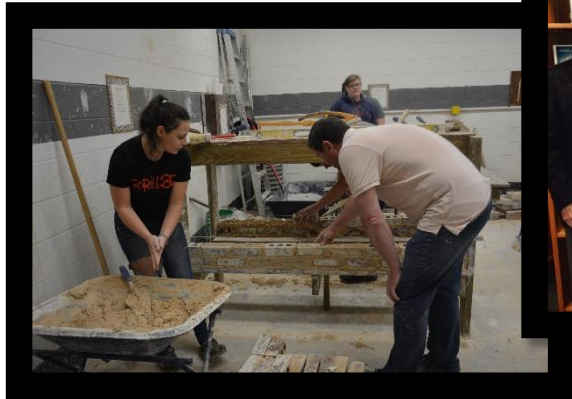


Preparing for Excellence

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.



Mid-Year Strategic Plan Review

MCS Central Support Office

February 21, 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
- ▶ 2018-2019 is the mid-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

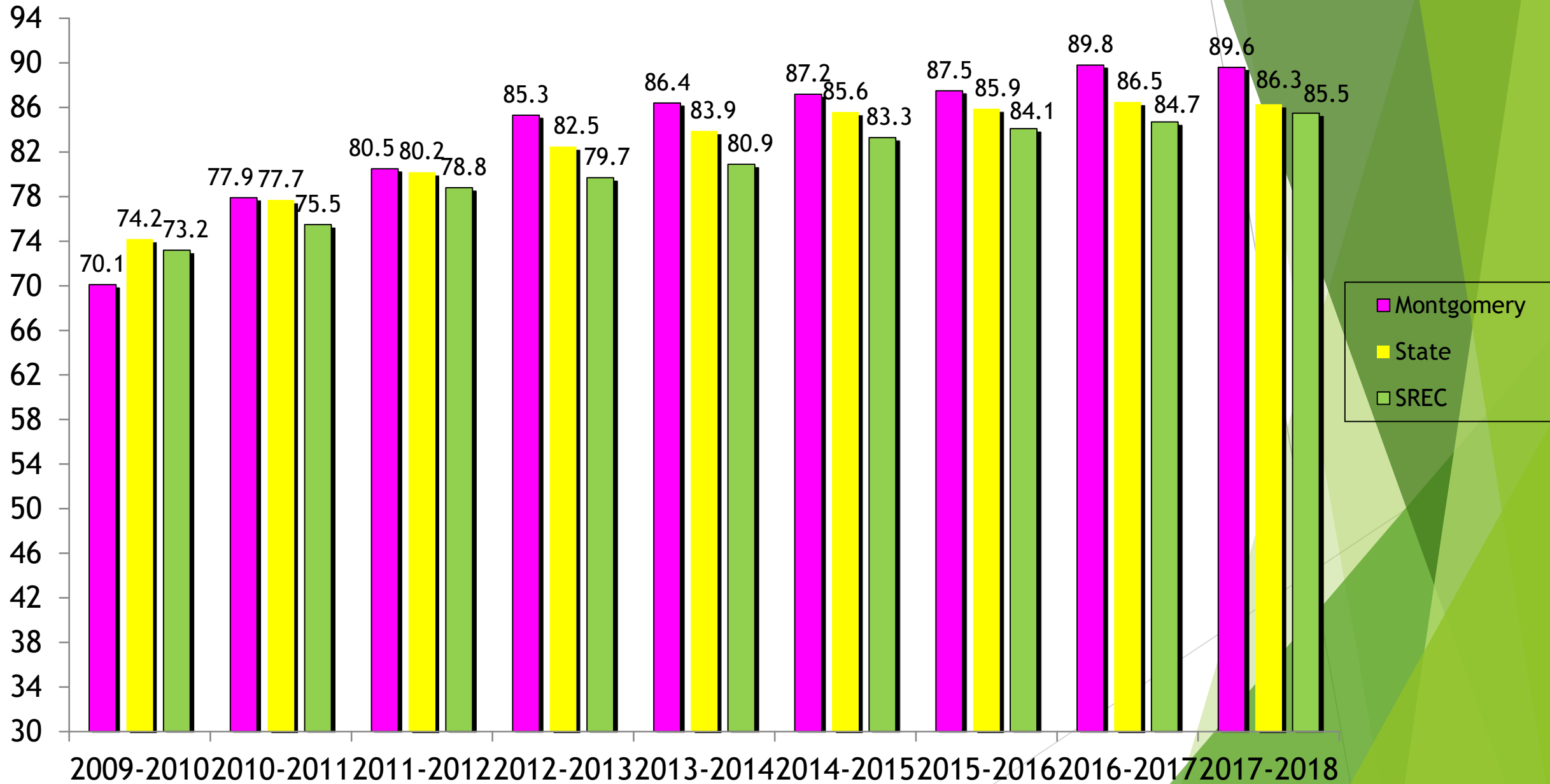


Graduation Rate

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%.

2010-2017 4-Year Cohort Graduation Rate



Graduation Rate - Continued

Strengths

- ▶ Graduation rate is steady at 90%
- ▶ MOVE Program
- ▶ Attendance Coordinator/Social Worker
- ▶ MLA
- ▶ Differentiated diploma
- ▶ Strong Student Assistance Teams
- ▶ Early monitoring - Dr. LeGrand
- ▶ Check & Connect at high schools
- ▶ Transcript review process
- ▶ Systematic and systemic procedures
- ▶ Early graduates
- ▶ Dr. Jack Cagle's support

Graduation Rate - Continued

Weaknesses

- ▶ New to transcript review process
- ▶ Small schools means every students count
- ▶ Loss of students to charters means every student counts even more
- ▶ Limited scheduling options

Graduation Rate - Continued

Opportunities for Improvement

- ▶ Continue refining transcript review process
- ▶ Revise attendance recovery process?

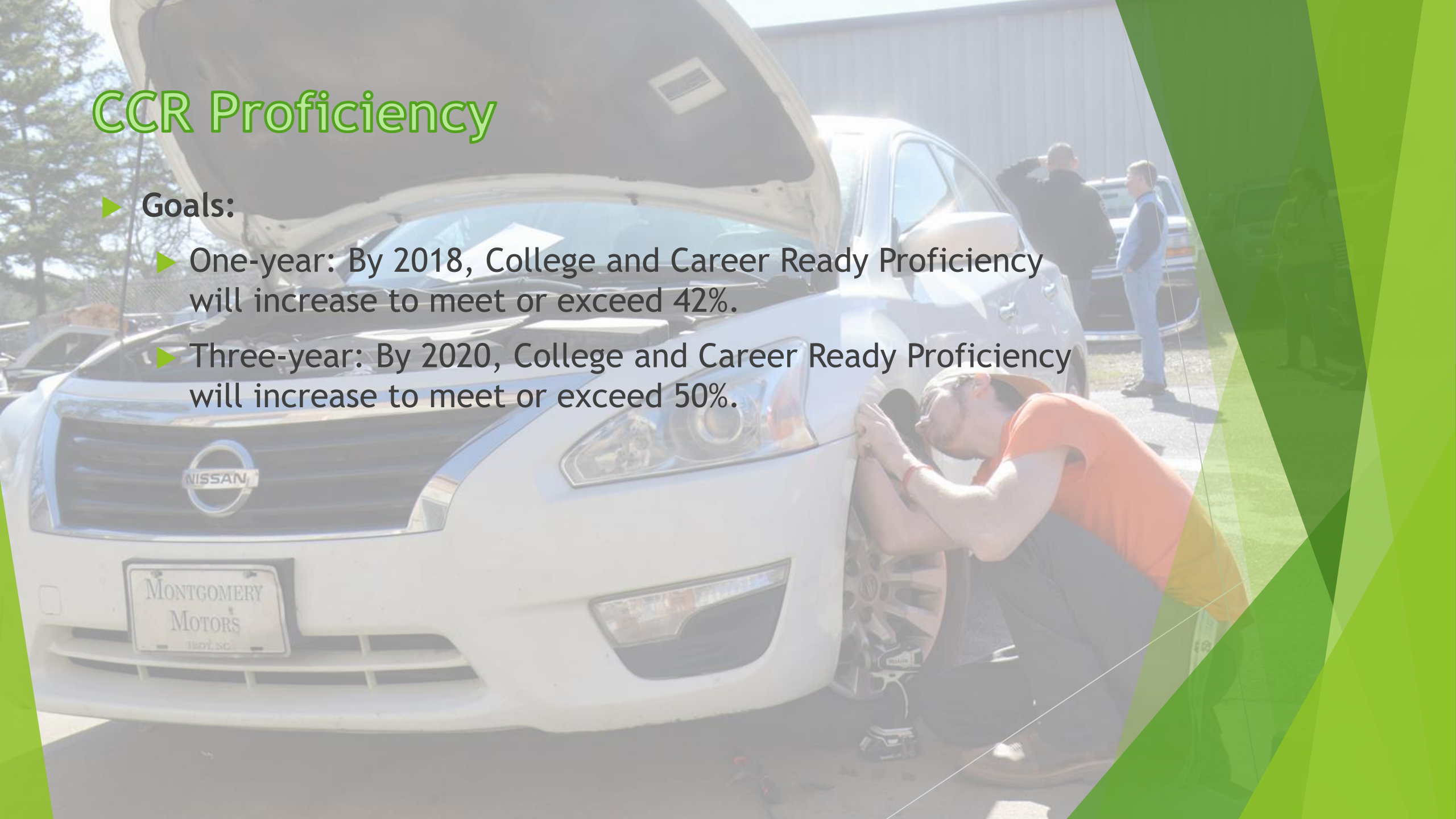
Next Steps

- ▶ Professional Development for attendance recovery
- ▶ Shift in mindset

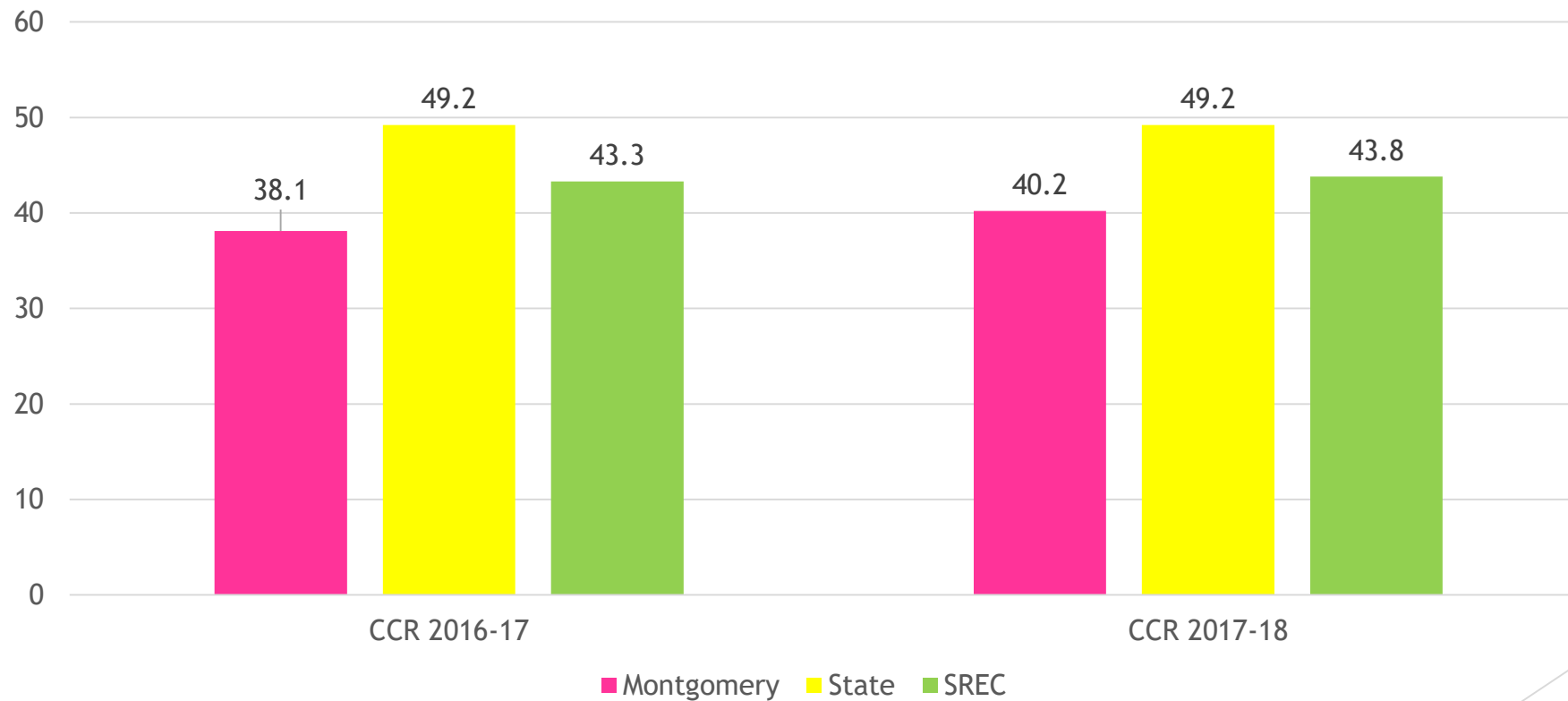
CCR Proficiency

► 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

- ▶ MTSS process improvements
- ▶ Check & Connect at high schools
- ▶ Ready Gen in K-6
- ▶ Classroom Walkthroughs
- ▶ Instructional Rounds
- ▶ Data Chats
- ▶ Focused remediation and interventions
- ▶ Grade-level PLC's

CCR Proficiency - Continued

Weaknesses

- ▶ Smaller schools limit collaboration
- ▶ SAMR/Promoting HOT
- ▶ Sense of urgency

CCR Proficiency - Continued

Opportunities for Improvement

- ▶ PDSA
- ▶ EVAAS predictions - making sure teachers understand expected growth
- ▶ Talking about college/career choices earlier

Next Steps

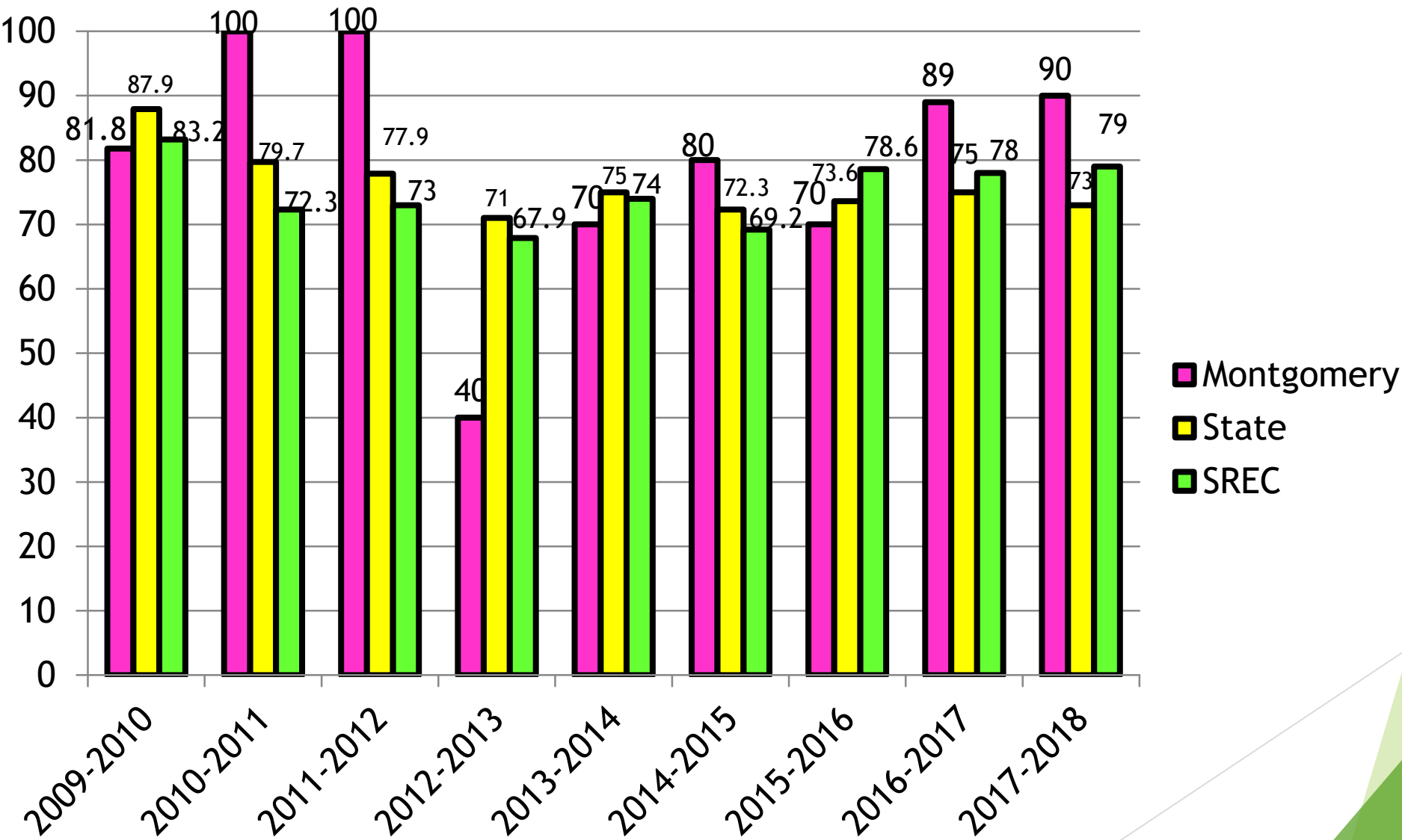
- ▶ Adding college going culture to elementary CWT

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
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
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		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.

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 th Math EOG			2.51
5 th Math EOG		1.29	
6 th Math EOG			4.82
7 th Math EOG	-2.67		
8 th Math EOG			3.3
Math I EOC			2.04
3 rd Reading EOG		0.86	
4 th Reading EOG		1.38	
5 th Reading EOG		-0.66	
6 th Reading EOG	-2.00		
7 th Reading EOG		1.46	
8 th Reading EOG		0.8	
English II EOC		-0.46	
5 th Science EOG		-0.68	
8 th 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

- ▶ 90% at “C” or better
- ▶ We outperform other high poverty districts
- ▶ No “F” schools and only one with a “D”
- ▶ MTSS/PLC’s - examining targeted data
- ▶ Scheduled times for intervention/remediation
- ▶ Using EVAAS predictions

Ready Expected Growth - Continued

Weaknesses

- ▶ SWD & white students need additional support (lowest performer on cohort grad rate)

Ready Expected Growth - Continued

Opportunities for Improvement

- ▶ Implementing MTSS with fidelity
- ▶ Mindset shift re: MTSS - Not a pathway to EC
- ▶ Acceleration opportunities/focus

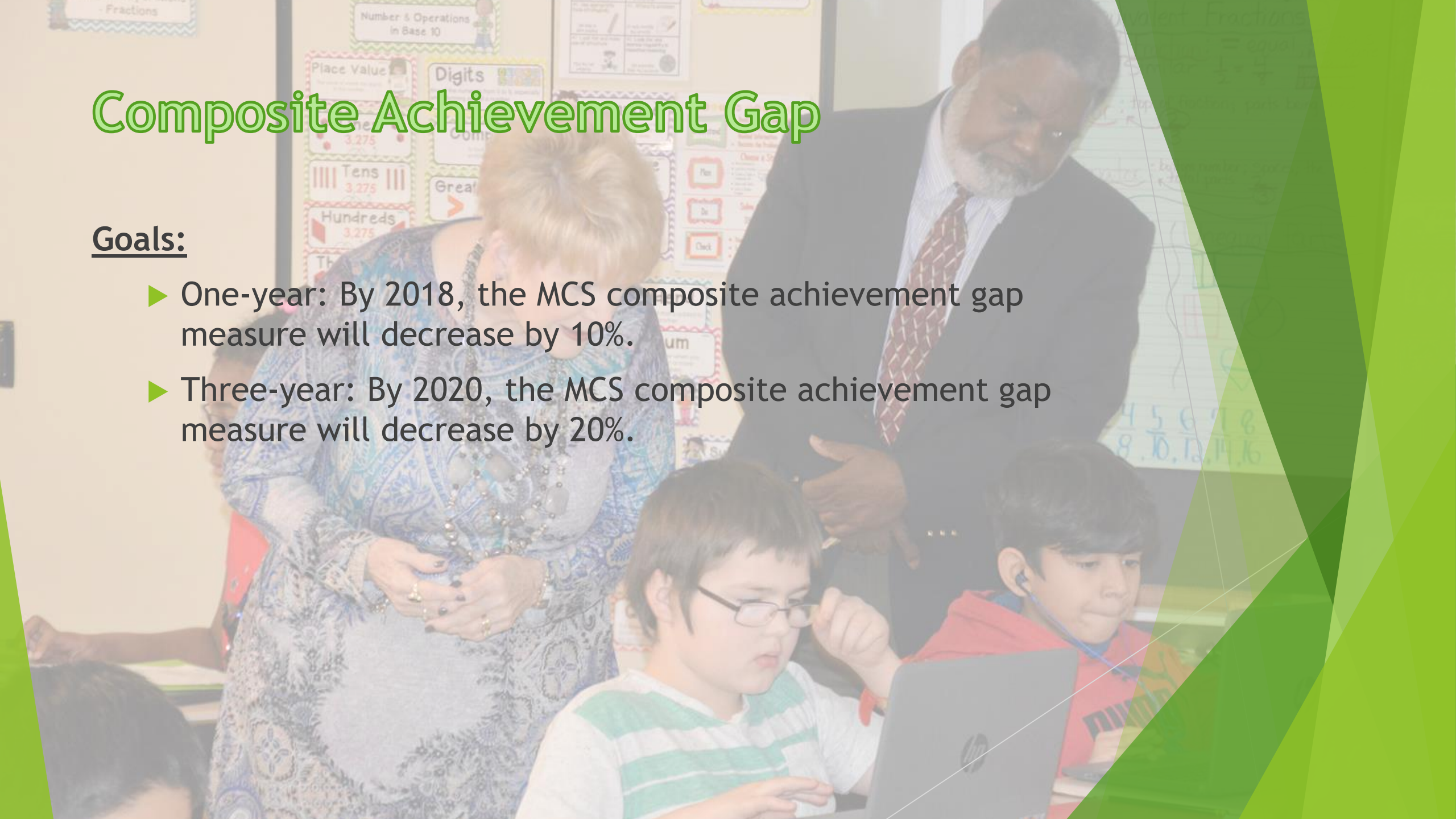
Next Steps

- ▶ Strive to exceed growth

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

2016-17 Analysis using CCR w/Black & Hispanic

Baseline Composite Achievement Gap= $19.4 + 37.1 / 2 = 28.3$

2016-2017	All EOCs & EOGs Difference	All EOCs & EOGs Composite	Overall Achievement Gap-CCR
Black	19.4	28.3	28.3
Hispanic	37.1		

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		

Achievement Gap - Continued

Strengths

- ▶ Diversity and Inclusion work
- ▶ Equitable practices focus
- ▶ MTSS
- ▶ Exceeded the 10% goal
- ▶ Recruiting efforts create a more diverse staff
- ▶ Mental health providers

Achievement Gap - Continued

Weaknesses

- ▶ Rigor/high expectations for sub-groups
- ▶ Tendency to teach to the middle
- ▶ Cultural responsiveness

Achievement Gap - Continued

Opportunities for Improvement

- ▶ Culturally responsive training
- ▶ Increasing engagement and relevance
- ▶ Parent involvement

Next Steps

- ▶ Continue diversity/inclusion, equitable practices and restorative justice work
- ▶ Add related practices to CWT

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	2018-19
Teacher Attendance	94.1%	92.7%	91.8%	94.7% (midyear)

Teacher Attendance - Continued

Strengths

- ▶ We continue to see improvements
- ▶ District and schools recognize attendance
- ▶ The awareness of the importance of teacher attendance has increased

Teacher Attendance - Continued

Weaknesses

- ▶ Things that are outside of our control:
 - Pregnancy
 - Severe illnesses
 - Deaths in the family

Teacher Attendance - Continued

Opportunities for Improvement

- ▶ Does every school have attendance in the School Improvement Plan?
- ▶ Will changes in school calendar have a positive effect?

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
BT Retention Rate	N/A	52%	42%	62.5%	66.6%

BT Retention- Continued

Strengths

- ▶ UNC Charlotte support program
- ▶ BT Support from the Central Office
- ▶ Instructional Facilitators
- ▶ Grade-level planning
- ▶ Diversity & Inclusion work
- ▶ Building family/support structure for new teachers

BT Retention- Continued

Weaknesses

- ▶ More lateral entry teachers
- ▶ Teacher supplement
- ▶ Teacher shortage for the entire state
- ▶ Adequate housing
- ▶ Merging of high schools is a concern for new HS teachers/will they have a job?

BT Retention- Continued

Opportunities for Improvement

- ▶ We really need a full-time BT/Recruitment person
- ▶ Sign on Bonus
- ▶ Pfeiffer Grant

Next Steps

- ▶ Teacher Cadet Program
- ▶ Marketing benefits of Montgomery Central and CTE Center
- ▶ Implement sign on bonus and review for higher supplement with consolidation

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
2018-2019	1 dismissal (at Mid-year)

Ethical Violations- Continued

Strengths

- ▶ Last two years, its been part-time staff
- ▶ Ethics video
- ▶ Continuing with 25-year-old coaching requirement
- ▶ Continuous awareness with all staff

Ethical Violations- Continued

Weaknesses

- ▶ One dismissal is one too many
- ▶ Depleted workforce
- ▶ Social Media

Opportunities for Improvement/Next Steps

- ▶ Social Media training with staff

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 (1501 days lost and 644 days saved)
2018 - 2019	287 (663 days lost and 203 days saved)

OSS Suspension Rates - Continued

Strengths

- ▶ ASP saved 644 days last year
- ▶ Dr. Reynolds at MLA is very focused on serving students quickly
- ▶ Mental health counselors
- ▶ Restorative justice practices
- ▶ Behavior specialists
- ▶ PACEs Program
- ▶ Life Skills/Strengthening Families
- ▶ Classroom management training
- ▶ MTSS

OSS Suspension Rate - Continued

Weaknesses

- ▶ Small schools - harder to split behaviors
- ▶ Teacher turnover
- ▶ Teacher inexperience in dealing with behaviors
- ▶ Less staff members to monitor

OSS Suspension Rate - Continued

Opportunities for Improvement/Next Steps

- ▶ Expanding middle school MLA program
- ▶ Expansion of ASP
- ▶ Continue with restorative justice work
- ▶ PBIS

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	Sandhills Center 21st Century	IAL Grant TQP Grant

Grants - Continued

Strengths

- ▶ We received the IAL and TQP grants valued in excess of \$6,000,000
- ▶ Grant writing support through strong partnership with Research Associates
- ▶ Ability to implement new and additional programs even as our funding is reduced
- ▶ Strong community partnerships
- ▶ Now teaming with Stanly County to increase funding capacity

Grants - Continued

Weaknesses

- ▶ Finding the high quality staff needed to operate programs
- ▶ Sustainability once funds run out
- ▶ Grants are very specific and have restrictions- hard to manage

Opportunities for Improvement/Next Steps

- ▶ Continue to apply (EIR grant and Upward bound in the hopper!)
- ▶ Fill gaps with available 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%.

Digital Instruction- Continued

	Baseline	2017-2018	2018-2019
SAMR Average	2.13	3.71	6.73 (Q1 & Q2)

Digital Instruction- Continued

Strengths

- ▶ Sustainability plan for our 1:1 initiative
- ▶ Training partnership with Friday Institute
- ▶ Learning walks
- ▶ Ambassadors/Diplomats
- ▶ Great marketing tool!

Digital Instruction- Continued

Weaknesses

- ▶ Elementary is tough when measuring the SAMR model (limited keyboarding skills, power point, etc.)
- ▶ Sharing devices K-2
- ▶ Finding balance - the technology is not a substitute for direct instruction

Digital Instruction- Continued

Opportunities for Improvement/Next Steps

- ▶ Continue to explore devices for elementary
- ▶ Continue to build capacity for understanding the SAMR model

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 (1 ladies with 50 years between them)
- ▶ Grant funding has helped fund supplementary programs such as after-school
- ▶ Strong finance, maintenance and child nutrition departments
- ▶ Good stewards of resources entrusted to us
- ▶ Strong community support
- ▶ Interest rates have increased
- ▶ Proactive in preparing for the future

Adequate Fund Balance - Continued

Weaknesses

- ▶ Less flexibility in the use of state funds
- ▶ Enrollment continues to be down with opening of K-5 options - went from 201 students in 2017-18 to 285 in 2018-19 (7.5% of students)
- ▶ Prices for contract services has increased
- ▶ K-3 class size law continues to be a concern
- ▶ Employer's retirement contribution is astronomical (almost 20%!)

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

- ▶ Montgomery County Early College has had a great impact after only 2 years
- ▶ Loan from USDA for our construction needs
- ▶ EMS wing is occupied and in use
- ▶ Sale tax revenue is meeting and in some quarters exceeding expectations
- ▶ For Montgomery Central, no cuts in academic program (everything state of the art)
- ▶ First Health Dental Centers are operating successfully
- ▶ Collaboration among county leadership with a common goal

Adequate Facilities - Continued

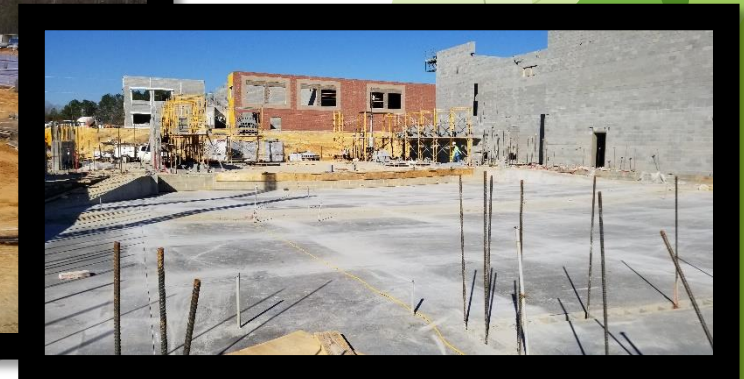
Weaknesses

- ▶ Existing facilities are still aging
- ▶ Getting harder to find subcontractors to fix outsourced facilities issues
- ▶ Material prices are rising
- ▶ Fleet vehicles are another year older
- ▶ Loss of experienced bus/fleet mechanics

Adequate Facilities - Continued

Opportunities for Improvement/Next Steps

- ▶ Early College and Central High School will help recover students
- ▶ Marketing new facilities to help offset enrollment losses
- ▶ Find effective way to manage aging facilities and fleet vehicles
- ▶ Beware the Charlotte sprawl (5-10 year outlook)



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

- ▶ Updating K-5 devices with a sustainable refresh schedule
- ▶ Retention of technology staff and technicians will continue to make us stronger in device management
- ▶ Well trained instructional and technical staff
- ▶ Good tech infrastructure
- ▶ Excellent teacher professional development in technology
- ▶ Integrated insurance into technology fee

Adequate Technology - Continued

Weaknesses

- ▶ Device life span
- ▶ Uncollected tech fees continue to be a concern
- ▶ Taking care of and supervision of devices
- ▶ Aging teacher devices
- ▶ Support technology is aging

Adequate Technology - Continued

Opportunities for Improvement/Next Steps

- ▶ Increase accountability with devices (student and teacher)
- ▶ Continue seeking grants for technology, both hardware and support personnel if possible
- ▶ Continue fee collection efforts

Board Topics/Discussion

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

Conclusion

► Dr. Dale Ellis

The Journey Continues...

