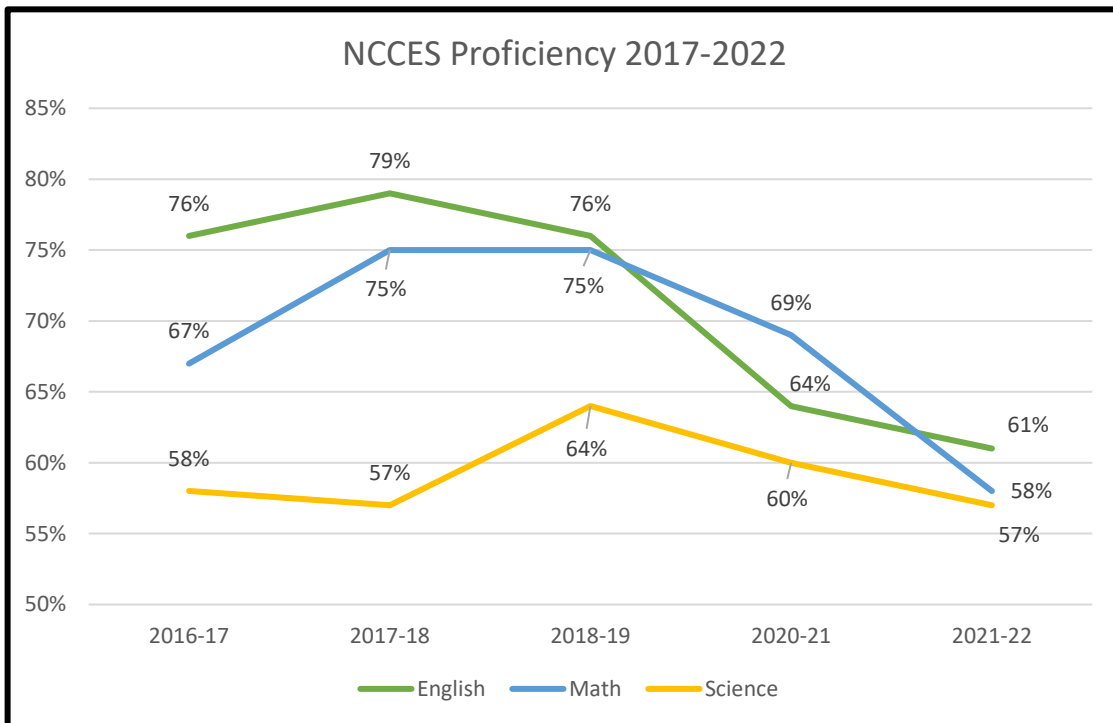


**STUDENT PERFORMANCE**

**1. NCCES Proficiency: 6 Year Review.**

An analysis of the student performance data over the last 6 school years revealed an overall decline in student performance. There was data available for 5 of the 6 years, as there were not any state assessments administered in the Spring of 2020. So, there was 5 years of student performance scores to review. In the three subject areas, English Language Arts, Mathematics, and Science, there were increases in the percent of students achieving proficiency in some of the years. However, the resulting performance after 6 years is decline.



English Language Arts (ELA)

The percent of students achieving proficiency on the ELA assessment in the school year of 2016-2017 was 76%. While there was an increase to 79% in the following year (2017-2018), there was steady decline after that. The percent of students achieving proficiency on the ELA assessment in the school year of 2021-2022 was 61%. **This represents a 15% drop in the number of students achieving proficiency over the 6 year period.**

Mathematics

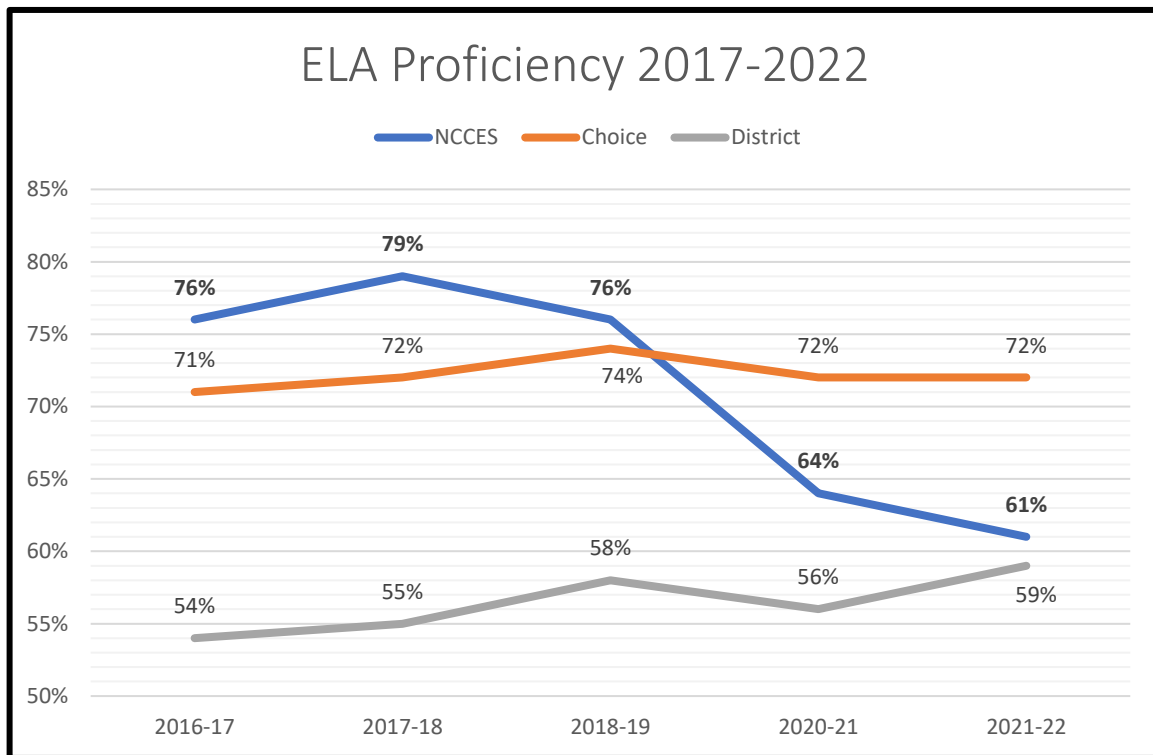
The percent of students achieving proficiency on the Math assessment in the school year of 2016-2017 was 67%. While there was an increase to 75% in 2017-2018 and 2018-2019, there has been a steady decline since 2019. The percent of students achieving proficiency on the Math assessment in the school year of 2021-2022 was 58%. **This represents a 9% drop in the number of students achieving proficiency over the 6 year period.**

Science

The percent of students achieving proficiency on the Science assessment in the school year of 2016-2017 was 58%. While there was an increase to 64% in 2018-2019, there has been a decline in performance since then. The percent of students achieving proficiency on the Science assessment in the school year of 2021-2022 was 57%. While this only **represents a 1% drop in the number of students achieving proficiency from 2016-2017, it is well below the high point of 2018-2019 and well below the score for similar schools.**

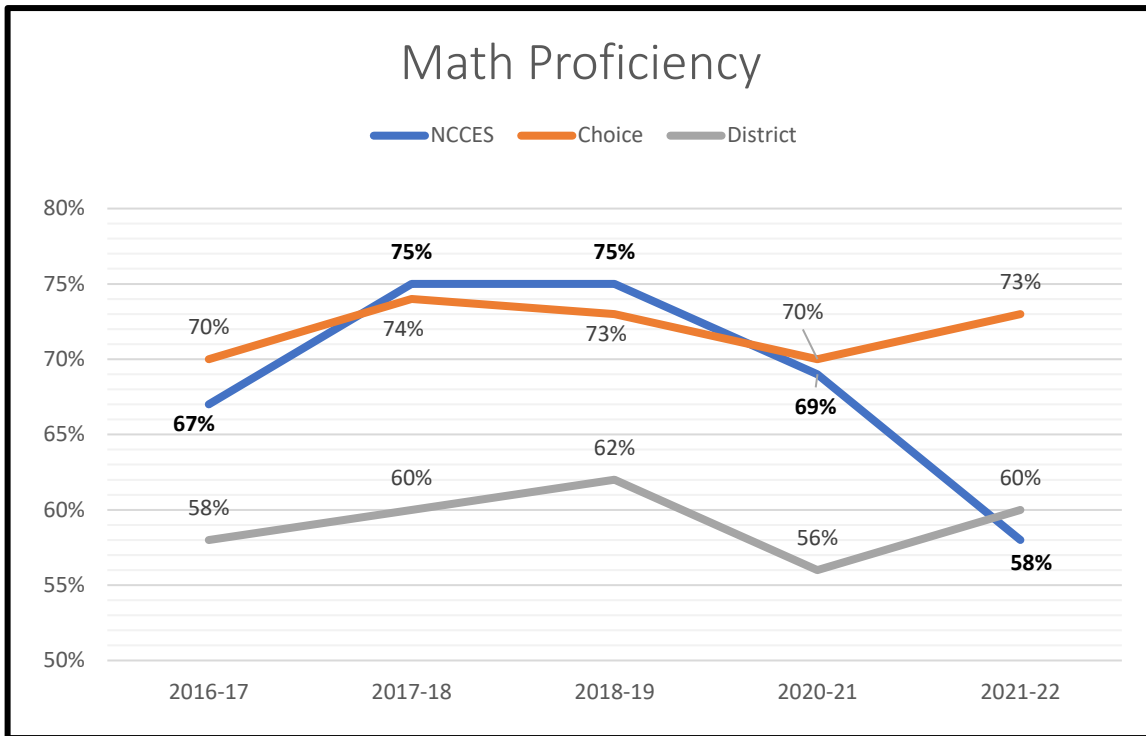
**2. NCCES In Comparison: 6 Year Review**

North County Charter Elementary School is a choice school. Comparison of the performance data for NCCES and other choice schools in Indian River County and all the elementary schools in Indian River County is a valid measurement tool. The comparison revealed that while NCCES did perform well, and in line with other choice schools several years ago, recent **performance data is well below other choice schools** and nearing the district average.



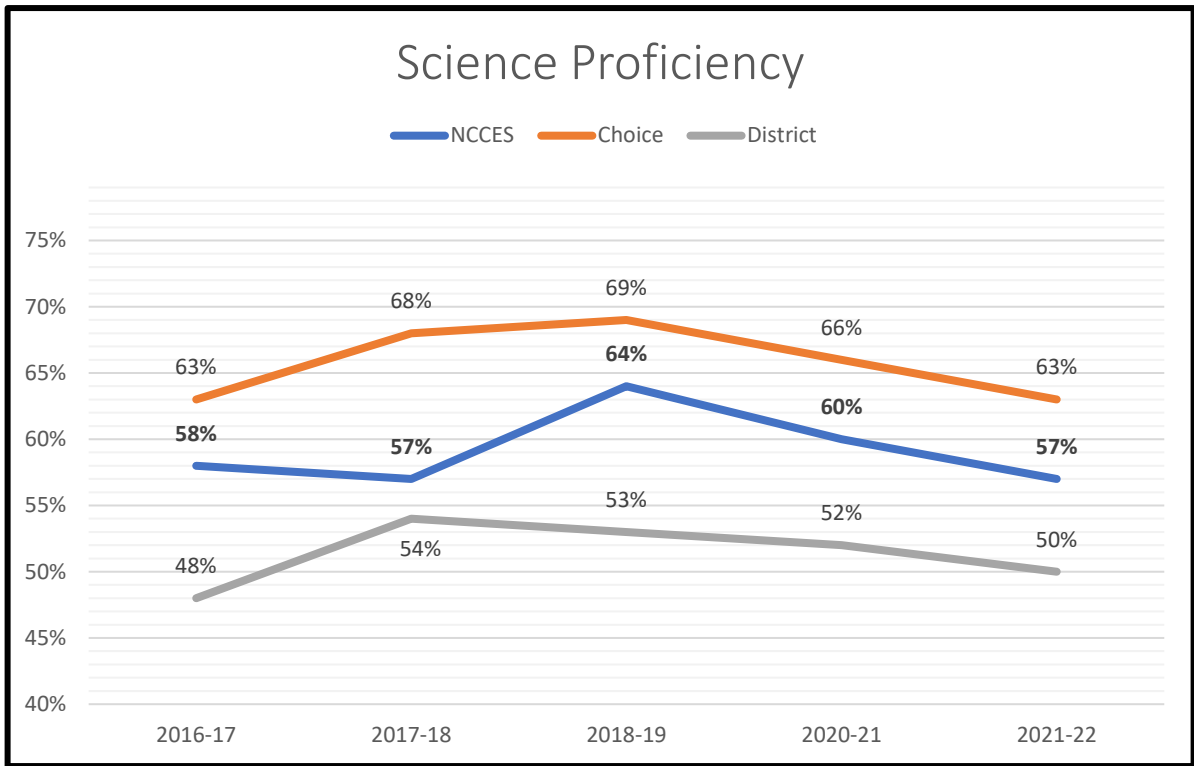
English Language Arts (ELA)

The percent of students at NCCES achieving proficiency on the ELA assessment in the school year of 2016-2017 was 76%. That was 5 points higher than the choice school average and 22 points higher than the district average. Even stronger performance in 2017-2018, with a score of 79% proficient, well above the choice average and district average. However, the last two years of data reveal a sharp drop in ELA proficiency at NCCES. In 2020-2021 and 2021-2022, the percent of students at NCCES achieving proficiency on the **ELA assessment dropped to 64% and 61%**. That is well below the choice average and landing just above the district average. Proficiency on ELA was once a strength for NCCES. That is not the case today.



Mathematics

The percent of students at NCCES achieving proficiency on the Math assessment in the school year of 2016-2017 was 67%. While that was 3 points lower than the choice school average it was 9 points higher than the district average. In both the 2017-2018 and 2018-2019 school year, NCCES registered a higher percent of students proficient on Math than the choice average (75% each year). However, the last two years of data reveal a sharp decline in the percent of students achieving proficiency on the Math assessment. **In 2020-2021 the number proficient dropped to 69% and then fell even lower to 58% proficient in 2021-2022. Both scores were lower than the choice average and the 2022 score (58%) was even below the district average.**



Science

NCCES has not consistently registered strong performance in Science. While the percent of students achieving proficiency on the Science assessment has always been above the district average, it has also always been below the choice average. As stated earlier, while there was an increase to 64% in 2018-2019, there has been a decline in performance since then. The percent of students achieving **proficiency on the Science assessment in the school year of 2021-2022 was 57%. This was 7 points above the district average, but 6 points below the choice average.**

**3. NCCES School Grade Components**

The Florida Department of Education issues individual public schools a letter grade based on student performance. Elementary Schools are graded on 7 data points. Student performance in English Language Arts (ELA) Grades 3-5, Mathematics Grades 3-5, and Science in Grade 5. Based on the percent of possible points earned in the 7 categories, the Department issue a letter grade A through F.

Over the years, NCCES had traditionally recorded high student performance numbers and consistently earned letter grades of an A or B grade. As stated earlier, student performance has been declining as of late and reached lows this school year. When compared to other elementary schools in Indian River County, NCCES is the second lowest performing elementary school in the county. **NCCES only earned 339 total points (of 700) and a grade of C for the first time in school history.**

School Name	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Total Points Earned	Percent of Total Possible Points	Grade 2022	Grade 2019	Grade 2018	Grade 2017	Grade 2016
OSCEOLA MAGNET SCHOOL	78	78	69	81	78	70	71	525	75	A	A	A	A	A
LIBERTY MAGNET SCHOOL	75	68	54	79	67	43	62	448	64	A	A	A	B	A
BEACHLAND ELEMENTARY SCHOOL	76	75	56	64	65	50	61	447	64	A	A	C	A	B
ROSEWOOD MAGNET SCHOOL	72	70	51	76	66	38	65	438	63	A	A	B	A	B
INDIAN RIVER ACADEMY	50	57	48	63	74	68	57	417	60	B	C	C	C	C
ST. PETER'S ACADEMY	63	63	73	66	47	50	55	417	60	B	B	A	C	A
FELLSMERE ELEMENTARY SCHOOL	48	53	57	54	69	76	45	402	57	B	C	C	C	C
TREASURE COAST ELEMENTARY SCHOOL	57	56	52	63	56	64	51	399	57	B	C	B	B	B
SEBASTIAN ELEMENTARY SCHOOL	42	65	65	49	56	58	51	386	55	B	C	B	C	C
VERO BEACH ELEMENTARY SCHOOL	42	55	56	49	58	62	31	353	50	C	C	D	C	F
PELICAN ISLAND ELEMENTARY SCHOOL	51	67	64	43	48	40	37	350	50	C	C	C	C	C
CITRUS ELEMENTARY SCHOOL	51	53	41	60	55	47	43	350	50	C	B	C	C	C
DODGERTOWN ELEMENTARY SCHOOL	42	62	54	43	54	60	31	346	49	C	C	C	C	D
<b>NORTH COUNTY CHARTER SCHOOL</b>	<b>61</b>	<b>52</b>	<b>48</b>	<b>58</b>	<b>36</b>	<b>26</b>	<b>58</b>	<b>339</b>	<b>48</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>B</b>	<b>A</b>
GLENDAL ELEMNTARY SCHOOL	50	57	59	46	45	37	41	335	48	C	B	C	B	C

- A = 62% or more of possible points
- B = 54% to 61% of possible points
- C = 41% to 53% of possible points
- D = 32% to 40% of possible points
- F = 31% of points or less

<b>STUDENT DISCIPLINE</b>
---------------------------

**1. Quantitative Data Analysis**

There is not a robust amount of data regarding Student Discipline. This is probably due to the size of the school. For many data points the Florida Department of Education does not track data with cells of less than 10 students. According to the DOE database, NCCES does not have a large volume of students who are misbehaving and/or receiving disciplinary consequences. For example, one of the data points that the Department of Education tracks is the number of students who have been suspended from school. The DOE database indicates that there were only 9 students suspended over the past five years – total. While it has only been a handful of students, it has increased over the last 5 years, growing from 1 student a year, to 3 in the most recent year. In short, the quantitative data available on Student Discipline is limited.

	2016-17	2017-18	2018-19	2019-20	2020-21
OSS	1	1	2	2	3

**2. Qualitative Data Analysis**

There were two qualitative sources that provided information about Student Discipline.

First, the school conducted a voluntary survey in the Spring of 2021. The “employee retention survey” clearly revealed student discipline as a source of concern for the employees. There were 26 responses to the survey, which is a strong response rate. There were 15 responses citing a “lack of student discipline enforcement” as a reason for possible separation from NCCES. **This was the highest single response to any of the questions and represented more than half of the possible responses by a participant (58%).** The survey also contained several questions with open-ended responses. In the open-ended responses, **20 of the respondents cited a concern with Student Discipline (77%).** Many of the comments referenced the lack of follow through with the behavior contract. This indicates that Student Discipline was indeed a concern with the majority of the staff in the survey conducted in 2021.

The concern with student discipline was also cited in the in-person interviews conducted for this situational analysis. **Of the 17 employees who spoke with the consultant, 15 of the 17 cited Student Discipline as a negative working condition and concern for the school (88%).** This is an alarmingly high number. The staff members indicated that it is not the number of students misbehaving, rather it is a repetition and severity of misbehaviors. The same few students were repeatedly misbehaving, often committing serious infractions, with ineffective consequences.

In summary, the qualitative data analysis certainly names Student Discipline as an area in need of improvement. It is disrupting the learning environment for all students. It is consuming an inordinate amount of staff time and energy and has become the lead story for NCCES.

## CURRICULUM FOCUS

This situational analysis was conducted after the school year was complete. Consequently, the consultant was not able to visit classrooms and take an inventory of the curriculum being taught in the classrooms. The interviews with instructional staff and a review of instructional materials do seem to indicate that the school is teaching the standards as identified by the Florida Department of Education. However, a deeper review is necessary.

The reason for a deeper review is the decline in student performance over the last 6 years. One of the themes that surfaced in the interviews was the academic freedom enjoyed by the instructional staff. Thus, there needs to be an inventory of the subject matter taught in each classroom and more importantly, the level at which it is being taught. This should include a review of the instructional minutes allocated to various subjects. The performance in Language Arts had historically been strong at NCCES, with Math and Science performance somewhat weaker, but still relatively strong. The recent drop in performance is sharp, and so classroom instruction needs to be reviewed. In addition, a school-wide focus on a discipline program can impact instructional focus. This represents another reason for a review of subject matter delivery and instructional minutes.

## QUALITATIVE FEEDBACK

The goal of soliciting qualitative feedback via interviews and survey comments is to identify information that the data doesn't show. And, it can reveal the cause of the data trends. The qualitative feedback identified several themes, some of which are covered in other sections of this analysis. Two contradicting themes that are not covered in other sections are the affection for the school, and the possible disconnect between the staff and the Board of Directors.

### 1. Affection for the School

No staff member, parent, or community member stated a dislike for the school. **The school is held in high regards by all stakeholders.** Every interview and conversation began with a profession of love for NCCES. The small enrollment, the dedicated teachers & staff members, and the family atmosphere were cited many times. These are strengths of the school and should be celebrated.

### 2. Disconnect between the Staff and the Board of Directors

As much praise as was stated for the school overall there **was clearly a perceived disconnect between the front-line staff and the Board of Directors.** The front-line staff do not believe that the Board of Directors understand and appreciate the challenges and sacrifices that they make. Conversely, the Board members express frustration over the lack of appreciation over what the Board has provided for employees over the years. The solution to this perceived disconnect is to open lines of two-way communication.

<b>WORKING CONDITIONS</b>
---------------------------

The analysis revealed three working conditions that are a cause for concern: compensations and benefits, teacher planning, and leadership team dynamics.

1. **Compensation and Benefits**

In the employee retention survey conducted in the Spring of 2021, **14 of the 26 respondents cited “unsatisfactory pay raises” as a reason for possible separation from NCCES. In addition, 9 of the respondents cited “unsatisfactory benefits/retirement” as a possible reason for separation from NCCES.** The open-ended responses on the survey included many references to compensation and benefits. The in-person interviews conducted for this analysis offered some clarity on this issue. The front-line staff cited the uncertainty of pay raises as a major pain point and cause for dissatisfaction. Another cause for frustration is the number of personal leave days and how they are administered. **The instructional staff are allotted 5 personal days a year.** If they do not use all of them, they will receive a bonus paid out in their last check. If they use more than 5 days, they will be docked the appropriate amount in their last check. Not all employees are allocated the 5 personal days. Finally, **NCCES does not participate in the Florida Retirement System (FRS).** This is a source of dissatisfaction for some employees. This was cited in the employee Retention Survey of 2021, both in the closed response section and the open-ended response sections. It was also cited by participants in the staff interviews for this analysis. It is not a concern for the majority of the staff who provided feedback but was definitely noted as a concern for many and also cited as an impediment to recruitment.

2. **Teacher Planning**

**Teachers at NCCES do not have a planning period within the school day.** An uninterrupted block of planning time is a standard working condition in public schools. At the elementary level teachers in the same grade level usually plan together in a planning block. At NCCES teachers get a 30 minute lunch break. That is their only break during the school day. Even if they wanted to use their lunch break to plan together, they can’t – because other teachers from the same grade level are either supervising the cafeteria or supervising the playground. The lack of common planning time causes a negative impact on morale and performance.

3. **Leadership Team**

This is not a team. **The Principal and the Business Director do not work together.** The lack of communication between the two leaders is remarkable. There is a distinct, and recognized power struggle and conflict between them. This affects the operation and effectiveness of the school. This was called out in the employee retention survey conducted in the Spring of 2021. In the open-ended response section, **18 of the respondents cited the dysfunctional relationship in the leadership team (69%).** This dysfunctional relationship also surfaced in the staff interviews conducted for this analysis. **All but one of the 17 staff members stated that the poor relationship between the two leaders was negatively affecting the school.** The Principal and the Business Director are both aware of the confrontational relationship and have not exhibited a desire to address it.



<b>PLAN OF ACTION</b>
-----------------------

**1. Curriculum**

The school needs to conduct a curriculum inventory of what is being taught in the classrooms. There are several tools available for this type of review and this can be accomplished with existing staff. I would expect that the school leadership team could conduct this review and deliver a report to the Board of Directors by December of 2022. If the inventory does not support that indeed the Florida Standards are being taught – at the appropriate level – then it is suggested that the Board direct the school leadership to research curriculum offerings that would better support the Florida Standards. This option could have a budgetary impact.

**2. Process & Procedures**

A. Student Discipline. This must change. The qualitative data was loud and clear. In the voluntary survey of 2021, 15 of 26 respondents (58%), and 15 of 17 (88%) of the participants in the 2022 interviews cited Student Discipline as an area that must be addressed. The plan of action would be to clearly establish the expectations for behavior at NCCES, review the behavior contract and the privilege that it is to remain enrolled at NCCES, at the beginning of the year and consistently hold students to those expectations. There is no budgetary impact.

B. Board and Staff Relations. The school staff and the Board of Directors must have a better working relationship. The following recommendations could improve that. Neither impact the budget.

- **Joint Work Sessions.** During two of the scheduled Teacher Work Days, the Board of Directors could hold a Workshop during which there could be directed dialogue between the Board and school staff. A Workshop format would allow or interactive dialogue and concerns from both parties could be discussed.
- **Classroom Visits.** The Board of Directors could take time before or after a scheduled Board meeting to visit classrooms and talk with students and teachers. This would enable Board members to see firsthand what is occurring in classrooms.

**3. Personnel**

A. Cafeteria Supervision/Playground Supervision. It is imperative that the teachers have a common planning period. This could be accomplished with the addition of a staff position that would supervise the cafeteria and/or the addition of a staff person to supervise the playground. Each of these positions would have a budgetary impact equivalent to .5 of a teacher unit.

B. ESE Support. The increase in the number of students with disabilities on campus requires more specialized support. The school needs at least two full time ESE teachers. This would provide much more support to the ESE students in the classroom and would significantly reduce the number of classroom disruptions. The budgetary impact is 1.0 teacher unit.

## SUMMARY

The initial situational analysis revealed several areas that needed attention: a recent decline in student performance; rising student discipline concerns; a disconnect between the front-line staff and the Board; and the adversarial relationship between the Principal and the Business Director. The initial decline in scores, the student discipline concerns, and the disconnect between the front-line staff and the Board represented obstacles that could be overcome. However, it was uncertain if the adversarial relationship between the Principal and the Business Director could be resolved, but it did not appear likely.

After the initial situational analysis was complete, the 2021-2022 student performance scores were released, along with the school grades. Unfortunately, these results represent a sharp decline in student performance and now indicate a school in crisis. A school in crisis needs an intervention.

- NCCES Proficiency in ELA has **dropped 16 points** from 76% to 61% over the last 6 years
- NCCES Proficiency in Math has **dropped 9 points** from 67% to 58% over the last 6 years
- NCCES Proficiency in Science has **dropped 1 point** from 58% to 57% over the last 6 years

The comparison of student performance data with other elementary schools is the most pertinent data. All schools in Indian River County, and across the country, have faced significant challenges over the past three years. Therefore, comparing performance amongst other schools is valuable.

- NCCES Proficiency in ELA in 2022 was **11 points lower than the choice school average**
- NCCES Proficiency in Math in 2022 was **15 points lower than the choice school average** and **below the district average** for the first time in school history
- NCCES Proficiency in Science in 2022 was **6 points lower than the choice school average**

The data shows that while other schools in Indian River County have survived (some have thrived) the challenges of the last three school years, NCCES has recorded decreases in student performance.

Finally, in 2022 NCCES earned a **grade of C** and is the **second lowest performing elementary school in Indian River County**.

In order for this trajectory to change, an immediate course correction is necessary. This can be accomplished quickly with a unified leadership team and staff that is on the same page and working together on behalf of the students. NCCES does not have that. The only way forward is significant change.