



# SUPERINTENDENT'S ANNUAL UPDATE

2020-2021



SCHOOL DISTRICT OF INDIAN RIVER COUNTY

Updated 08.16.21 based upon finalized Spring State Assessment Results.

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# OUR YEAR IN REVIEW

## 2020- 2021



## School District of Indian River County

The 2020-2021 school year began with a great deal of planning and expected uncertainty of what the immediate future held for students, educators, and education as a whole, as the nation found itself in the throes of the COVID-19 pandemic. Despite this, the School District of Indian River County (SDIRC) opened its doors in the Fall of 2020 not only prioritizing and meticulously attending to the health, safety, and instructional needs of students and staff; but also maintaining an unwavering commitment to the work in identified areas of strategic focus to continue the system's cadence towards continuous school improvement for all students.

While reopening schools following extended school closures in the Spring of 2020, our District began implementing the priorities and strategies identified through the District's newly crafted ACHIEVE 2025 District Strategic Plan. The Strategic Plan's Annual and Five-Year Targets were bold and were not revised as a result of the presence of COVID-19. With what I have quickly come to learn is truly reflective of the commitment and determination of our SDIRC Team; our team members stepped forward with conviction in pursuit of the goals set to improve the educational trajectories of the students we serve.

Our progress related to strategic outcomes for the 2020-2021 school year is encouraging. Overall, the District either maintained or improved its performance for 91% of the identified Strategic Plan Targets when compared to baseline performance. In four of the five Strategic Plan Focus Areas, the District either accomplished or made progress towards 100% of the Targets 2021. Action steps and associated outcomes summarized in this document indicate that the District is creating organizational changes in behavior and processes that are benefitting students in various Focus Areas prioritized by the District. Additionally, a review of strategic actions and resulting impacts have led to modifications in the targeted outcomes and strategic actions for the 2021-2022 school year. Within the context of the complexities of educating students during the COVID-19 pandemic, I could not be more proud of the work accomplished by the SDIRC Team. The 2020-2021 school year called each and every member of our system to make meaningful contributions to the services and supports provided to our students, families, and staff. As a team, we realized significant successes for those we serve and innovated in ways not considered before. It is this accomplishment for which I am most proud.

#AlwaysStrongerTogether,

David K. Moore, Ed.D.  
Superintendent





## FOCUS AREA 1: ACADEMIC SUCCESS

Ensure high-quality, equitable, standards-based instruction for all students.

### Key Actions/Accomplishments

- Implemented a district strategic planning process and established a new 5-Year District Strategic Plan that includes a unified mission, guiding principles, focus areas, annual and five-year targets, and strategies for continuous improvement.
- Completed the first year of implementation of the District's Strategic Plan – ACHIEVE 2025.
- Developed and offered three different instructional models with fluid student enrollment opportunities in response to COVID-19.
- Established instructional advocates for students enrolled in remote learning options.
- Introduced and established a dynamic district data platform using PowerBI to provide efficient data access to district and school staff, including the ability to easily disaggregate data for the purposes of problem solving.
- Established and implemented Superintendent-facilitated DataCom sessions with all principals and bi-monthly Cabinet Data Reviews to maximize school-level and district-level problem solving efforts.
- Implemented district-supported instructional feedback cycles with a whole learner approach to identify and address needs for school-level and systemic instructional changes.
- Implemented Project A2: Acclimate & Accelerate, that provided interventions to address learning disruptions due to COVID-19.
- Drastically expanded district-provided summer learning opportunities for students.

### Reflections

Student achievement continued to be of utmost priority in the face of the complexities of educating students during the COVID-19 pandemic. In the Fall of 2020, 67% of students were enrolled in face-to-face learning. As a testament to the health and safety measures and supports in place in our brick-and-mortar settings, as the school year came to a close, 85% of students were enrolled in face-to-face instruction. In addition to the provision of three instructional models for the duration of the 2020-2021 school year, the District was proactive in implementing Project A2: Acclimate & Accelerate beginning in the Fall of 2020. Project A2 provided additional interventions to students to mitigate the impact of disruptions in learning. Additionally, summer programming was intentionally expanded to provide increased instructional time to accelerate student learning. As the upcoming year approaches, there will need to be an emphasis on addressing existing achievement gaps through high-quality, engaging instruction. Also, there will be an intentional focus on improving the quality of interventions implemented.



### Key Outcomes

Improved from baseline or achieved Targets 2021 for 100% of the Targets in this Focus Area.

The following improvements were realized in 2021 Spring State Assessment Rankings compared to 2018-2019:

- Early Learning Program: Increased 22 rankings.
- ELA Achievement (Grades 3-10): Increased 5 rankings.
- ELA Achievement (Grade 3): Increased 11 rankings.
- Combined Mathematics Achievement: Increased 4 rankings.





## FOCUS AREA 2: EQUITY, CULTURE, & CLIMATE

Cultivate safe, respectful, and supportive school environments which are equitable and inclusive.

### Key Actions/Accomplishments

- Created and implemented an African American Achievement Plan to eliminate racial disparities in achievement, discipline, and instructional staff representation.
- Expanded mental health supports for students through the addition of school counselors at all elementary schools.
- Expanded school choice districtwide, including establishing all school bus stops as school transportation depot stops for schools of choice to increase access to school choice opportunities.
- Implemented a procedure in which all out-of-school suspensions had to be approved by the principal supervisor prior to assigning an out-of-school suspension to a student.
- Partnered with the Education Foundation of Indian River County to provide additional funding to support projects for educational innovation, equity, and access.
- Initiated the planning to build inclusive playgrounds in the District's schools.
- Established African American Student Councils at all secondary schools.
- Developed and implemented a process for providing the Equity Committee three-month updates on the District's progress with the 2018 Joint Plan.
- Initiated the development of a Unitary Status Sustainability policy to ensure ongoing progress related to the African American-White achievement gap once the District achieves Unitary Status.
- Developed an Alternative Interventions Measures Mentorship Program that is set to launch during the 2021-2022 school year.

### Reflections

Supporting the needs to maximize the full potential of all students has been clearly communicated to all of the District's staff and stakeholders as part of the District Strategic Plan and ongoing communications of the District. This priority not only has been lived out through the development and implementation of three different instructional models to meet varying instructional and safety needs amidst COVID-19, but also is clearly illustrated through the urgency with which observed disparities in achievement, discipline, and inclusion were addressed. As a result of this urgency, decreases in punitive disciplinary measures such as the number of out-of-school suspensions assigned have been observed. Also notable, is the decrease in the number of students placed at the District's alternative school during the 20-21 school year as compared with the 19-20 school year. Regarding achievement gaps between subgroups, the District realized improvement in state achievement gap rankings for economically disadvantaged students and students with disabilities.

### Key Outcomes

Maintained or improved from baseline or achieved Targets 2021 for 77% of the Targets in this Focus Area.

- The number of out-of-school suspensions decreased from 1461 during the 19-20 school year to 126 during the 20-21 school year.
- The African American-White risk ratio decreased from 4.0 in 18-19 to 2.06 in 20-21.
- ELA Achievement Gap (Economically Disadvantaged-Non-ED): Increased 28 state rankings.
- Mathematics Achievement Gap (Students with Disabilities-Non-SWDs): Increased 20 state rankings.
- Mathematics Achievement Gap (Economically Disadvantaged-Non-ED): Increased 25 state rankings.





## FOCUS AREA 3: COMMUNICATION & ENGAGEMENT

Establish connections and trust among all internal and external stakeholders.

### Key Actions/Accomplishments

- Gathered stakeholder feedback via a variety of approaches (e.g., surveys, Think Tank, Advisory Councils) for the purposes of planning and continuous improvement.
- Offered an Instructional Technology Helpline to provide technical support for students enrolled in remote learning options.
- Successfully negotiated the first multi-year contract with the teacher's union while increasing new teacher salaries, as well as salaries for all teachers.
- Collaborated with the teacher and support staff unions to negotiate and establish memorandums of understanding related to the reopening of schools during COVID-19.
- Successfully negotiated a new contract with the Support Staff Union.
- Recognized Teachers & Employees of the Year Finalists via the Stars Patrol and Stars of the Year event.
- Initiated attendance at monthly City Manager's lunches to establish and enhance connections with local city managers.
- Developed an electronic enrollment process for school choice and magnet school applications.
- Continued to conduct sessions of the Superintendent's ESE Advisory Council.
- Held Superintendent's Student Advisory Council meetings and held a culminating luncheon for students on the council in which their student feedback was summarized and District action steps in response to feedback was shared with students.
- Established a Faith-Based Community Focus Group.
- Provided recognition to retiring employees through a retirement dinner with ceremony honoring their service to the District.



### Key Outcomes

Achieved Targets 2021 for 100% of the Targets in this Focus Area.

- Opportunities for community member engagement in District activities increased from 32 opportunities in 19-20 to 183 opportunities in 20-21.
- The percentage of parents accessing the Focus Parent Portal increased from 59% in 19-20 to 84% in 20-21.
- The number of parent workshops offered increased from 31 in 19-20 to 55 in 20-21.

### Reflections

Elevating stakeholder voice through the gathering of feedback using a variety of methods was an integral part of planning, modifying, and evaluating the complex work implemented to address the unique circumstances that were presented to educators due to COVID-19. One of the most effective mechanisms for gathering feedback during the past year involved the Superintendent's Student Advisory Council. Through the feedback gathered as part of this council, district leaders were able to develop and implement action steps to directly address feedback provided by the students. Additionally, the structure and work of the Superintendent's Student Advisory Council was recently highlighted through sessions presented at the Florida School Board Association Conference. During the upcoming year, and with the recent establishment of the Office of Student Affairs, Advocacy, and Access, the District will further leverage making connections with and gathering feedback from key stakeholders for continuous improvement through both informal and formal approaches. A major goal of expanding connections and gathering feedback is to ensure all students have access to safe and supportive school environments that meet their needs. Additionally, during the upcoming year, there will be an intentional focus on further increasing communications to parents and students regarding expanded course offerings, extracurricular offerings, and special events.



## FOCUS AREA 4: TALENT DEVELOPMENT & SUPPORT

Build a culture that attracts, develops, and supports the continuous growth of all employees.

### Key Actions/Accomplishments

- Held the first year of data-driven professional development sessions (i.e., Reignite) for School Leadership Teams.
- Implemented administrator leadership academies, instructional coaching academies, and district leadership symposia to establish pools and grow high-quality instructional and district leaders.
- Developed and implemented the WEpromise recruiting program to support the recruitment and retention of a diverse workforce.
- Held the District's first Virtual Career Fair.
- Provided a mentorship program for new teachers (years 1-3) to provide tailored mentorship supports.
- Individually provided feedback to principals based upon school walk-throughs.
- Participated in an Impact Florida Data Cadre with other superintendents and district/school leaders to enhance the collective understanding of knowledge and data-driven continuous improvement.
- Trained principals in culturally responsive interviewing.
- Established a Workforce Housing Committee and held meetings to expand affordable housing options for educators.
- Served as a presenter and panelist on various webinars that included topics such as educating students during COVID-19, student attendance, and leadership.

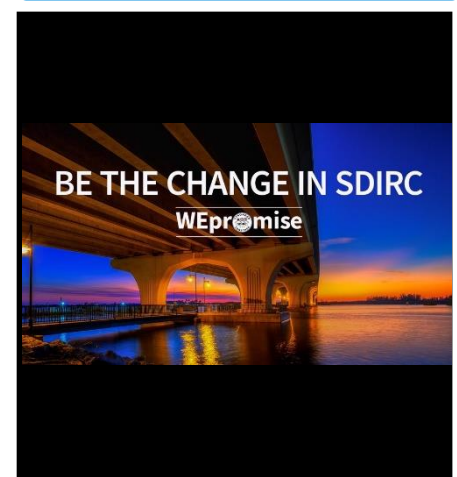
### Reflections

Significant progress has been made to establish a cohesive, comprehensive program for the recruitment and retention of staff within the District despite the presence of COVID-19 during the 20-21 school year. Key strategies utilized as part of recruitment and retention efforts included: virtual career fairs, expanded use of social media and electronic platforms for recruitment, organized marketing of the program and district, and personal contacts with potential candidates for recruitment. Progress has been made in increasing the percentage of African American instructional staff members, with the retention rates for new, African teachers being higher than the District's overall instructional staff retention rate. Continued and focused efforts must remain in place to maintain momentum in the hiring of a more diverse workforce. Areas for improvement remain in the representation of African American teachers, as well as Hispanic teachers. In the upcoming year, additional training will be provided to mentors to increase cultural competence and understanding of trauma-informed practices.

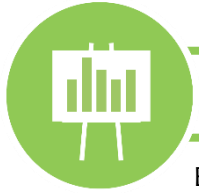
### Key Outcomes

Improved from baseline or achieved Targets 2021 for 100% of the Targets in this Focus Area.

- The representation of African American instructional staff members increased from 9% in 19-20 to 11% in 20-21.
- The retention of effective/highly effective instructional staff members increased three percentage points (90% to 93%) from 19-20 to 20-21.
- The retention rate for new, African American teachers was 97% during the 20-21 school year.
- The percentage of instructional staff members with out-of-field waivers decreased from 10% in 19-20 to 8% in 20-21.





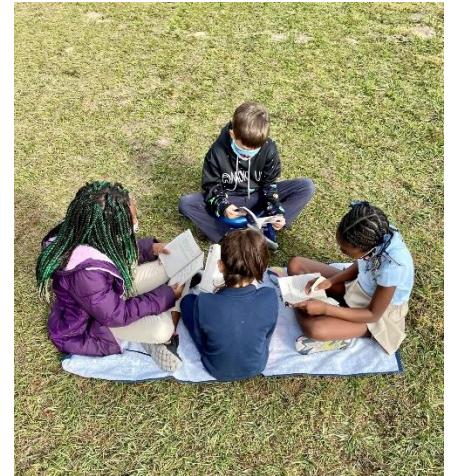


## FOCUS AREA 5: ORGANIZATIONAL & FISCAL RESPONSIBILITY

Efficiently use district resources to enhance learning and ensure financial stability.

### Key Actions/Accomplishments

- Established financial stability through implementation of a Staff Allocation Model and values-based budgeting processes.
- Established a new Superintendent Performance Assessment System that is directly aligned to the District Strategic Plan.
- Created and implemented a “Safe at School” plan that included modified health and safety measures and three different instructional models to address varying student needs during school reopening amidst COVID-19.
- Accomplished the passage of the District Millage.
- Obtained supplemental grants to enhance extended learning opportunities.
- Secured CARES funding, including 1 million dollars of CARES dollars from the County, to support district needs associated with COVID-19.
- Achieved a revised Fitch Rating (i.e., negative to stable) for the financial outlook for the District in just over a year of initiating superintendency with the District.
- Implemented a district reorganization to improve alignment of resources and human capital for equity and family and community engagement, at a cost savings to the District.
- Completed the research phase to produce a “Status of the Schools” report for the Master Plan.
- Implemented a Principal Review Committee to provide feedback on the implementation of the Staff Allocation Model.



### Key Outcomes

Improved from baseline or achieved Targets 2021 for 100% of the Targets in this Focus Area.

- Achieved a 20-21 Total Ending Fund Balance of 14% (currently an estimate).
- Maintained compliance with 100% of state-delineated teacher-student ratios for the 20-21 school year.
- Increased supplemental grant funding secured from \$2M to \$2.51M.
- Maintained 100% compliance with material audits, financial audits, and state-mandated safety requirements.
- Decreased initial health and safety inspection violations from 753 to 520.

### Reflections

The 2020-2021 school year served as an opportunity to develop and implement foundational processes and structures that support organizational and fiscal responsibility in sustainable ways. The implementation of the Staff Allocation Model represented a marked shift in the way that staffing allocations were calculated and distributed to schools, ensuring that staff was allocated in an equitable, data-driven manner. Focused monitoring and technical support for compliance with audits and safety requirements in this Focus Area resulted in high levels of compliance. An area identified for growth includes “Percentage of Schools with Internal Audit Findings.” While some improvement was noted in this area (i.e., 96% of schools in 19-20 and 91% of schools in 20-21), greater strides need to be made in this area. Given that the data for this indicator is lagging by one year, it is anticipated that greater improvements will be realized during the 21-22 school year following the full year of implementation of the District Strategic Plan.



# SCHOOL DISTRICT OF INDIAN RIVER COUNTY

## TARGETS & OUTCOMES 2021

Retrieved 08.10.21

✓ =Target 2021 Met  
 ✓ =Target 2021 Partially Met  
 M =Baseline Condition Maintained



### Academic Success

Note: "est" denotes that the outcome has been estimated and that official state data is not yet available

	Baseline 2019-2020*	Target 2021	Outcome 2021
Early Learning Program - State Ranking	40	34	18 ✓
English Language Arts (ELA) Achievement <sup>1</sup> – State Ranking	38	32	33 ✓
Mathematics Achievement – State Ranking	40	34	36 ✓
Middle School Accelerated Performance – State Ranking	56	47	42(est) ✓
High School Accelerated Performance – State Ranking	21	19	Pending

### Equity, Culture, & Climate

	Baseline 2019-2020*	Target 2021	Outcome 2021
Out-of-School Suspensions (#)	1461	731	126 ✓
African American-White Disparities in Classroom Removals (Risk Ratio)	4.00 (2018-2019)	2.50	2.06 ✓
African American - White, Non-Hispanic Achievement Gap–ELA - State Ranking	45	38	47
Hispanic - White, Non-Hispanic Achievement Gap–ELA - State Ranking	46	39	47
Students with Disabilities – Without Disabilities Achievement Gap–ELA - State Ranking	47	40	45 ✓
English Language Learners (ELLs) – Non-ELLs Achievement Gap – ELA – State Ranking	24	21	26
Economically Disadvantaged (ED) – Non-ED Achievement Gap – ELA – State Ranking	48	40	20 ✓
African American - White, Non-Hispanic Achievement Gap– Mathematics- State Ranking	43	36	42 ✓
Hispanic - White, Non-Hispanic Achievement Gap–Mathematics - State Ranking	40	36	40 M
Students with Disabilities – Without Disabilities Achievement Gap– Mathematics - State Ranking	48	40	28 ✓
English Language Learners (ELLs) – Non-ELLs Achievement Gap – Mathematics – State Ranking	22	20	22 M
Economically Disadvantaged (ED) – Non-ED Achievement Gap – Mathematics – State Ranking	45	38	20 ✓
Least Restrictive Environment for Students with Disabilities – State Ranking	40	34	20(est) ✓

### Communication & Engagement

	Baseline 2019-2020	Target 2021	Outcome 2021
Opportunities for Community Member Engagement in District Activities (#)	32	38	183 ✓
Parents Accessing Focus Parent Portal (%)	59%	74%	84% ✓
Parent Workshops Offered (#)	31	37	55 ✓

### Talent Development & Support

	Baseline 2019-2020	Target 2021	Outcome 2021
Retention of Effective/Highly Effective Instructional Staff Members (%)	90%	92%	93% ✓
Instructional Staff Members with Out-of-Field Waivers (%)	10%	8%	8% ✓
Certified Instructors – African American (%)	9%	11%	11% ✓
Certified Instructors – Hispanic (%)	5%	9%	6% ✓

### Organizational & Fiscal Responsibility

	Baseline 2019-2020	Target 2021	Outcome 2021
Schools with Internal Accounts Audit Findings (%)	96%	50%	91% ✓
Total Ending Fund Balance (%)	11%	10%	14%(est) ✓
Alignment of Average Teacher-Student Ratios to Average State Teacher-Student Ratios (% Compliance)			
Grades K-3 Average	91%	100%	100% ✓
Grades 4-8 Average	85%	100%	100% ✓
Grades 9-12 Average	88%	100%	100% ✓
Supplemental Grant Funding (cumulative \$ secured)	\$2M	\$2.5M	\$2.51M ✓
Compliance with Material Audits (%)	100%	100%	100% ✓
Compliance with Financial Audits (%)	100%	100%	100% ✓
Compliance with State-Mandated Safety Drills (%)	100%	100%	100% ✓
Compliance on the Florida Safe Schools Assessment Tool (FSSAT) (%)	100%	100%	100% ✓
Initial Health & Safety Inspection Violations (#)	753	715	520 ✓

<sup>1</sup>All state rankings related to "achievement" are based upon the percentage of students scoring Level 3 or higher on state assessments and all rankings related to "achievement gaps" are based upon the percentage point difference between the percentage of students in each subgroup scoring Level 3 and higher on state assessments. **State assessment results from the 2018-2019 Academic Year are used for the 2019-2020 achievement and achievement gap baseline data, given that no state assessments were administered in Spring 2020 due to COVID-19.**