

2025 Strategic Plan: Normandy Schools Collaborative

July 13, 2020

Joint Executive Governing Board



Objectives

- Provide an overview of our organizational diagnostic and audit process
- Highlight the strategic priorities that are included in our strategic plan
- Review plans to monitor our progress
- Next steps and implementation

This spring, the board and district leadership undertook a systematic audit of the district's strengths and gaps and collaborated with others to help shape its future –

As a result of the information obtained during this audit, the board was compelled to write a new strategic plan in part because NSC has ranked among the lowest performing districts in the state despite the staff and board's hard work. The board seeks to leverage Normandy's unique context while accelerating gains for kids. Our context includes:

- Normandy Schools Collaborative serves 26 municipalities and 35,000 residents in some of the poorest communities in the country. Median income in NSC is half the national average and annual job growth has been declining by 2% per year.
- Historically, the life outcomes of children growing up in these communities have included hardships, such as increased chances of incarceration, teenage pregnancy and lower chances of moving up in the national income distribution.
- Research shows that better schooling is one of a few key determinants of upward mobility in America. By nearly every measure, NSC is falling far short of state and national standards, such that just 13% of NSC's college enrollees obtain a degree after six years, compared to 50% statewide.
- Multiple waves of intervention have not done enough to improve the prospects for children growing up in Normandy, including extending the school year, implementing new curriculum, replacing school leaders, adding teacher professional development time, and more.

While research shows that better schooling is one of a few key determinants of upward mobility in America, NCS has not yet fulfilled its promise



Pre-K
Less than half (45%) of 3 and 4 year olds in NSC are enrolled in school.



Reading by 3rd Grade
Just 16% of Normandy's 3rd graders are reading on grade level, compared to 49% statewide.



Math by 8th Grade
Virtually no 8th graders are doing mathematics on grade level, compared to 29% statewide.



College Readiness
Normandy's graduates have an average ACT composite score of 15, which is approximately the 20th percentile of scores nationally and 5 points behind students statewide.



High School Graduation
More than 3 in 4 freshman (78%) are graduating from high school on-time, but the dropout rate is nearly 4x the state average (15% versus 4%).



College-Going
Among graduates, 38% go to a 2- or 4-year institution compared to 65% statewide.



College Performance
Nearly half of NSC's college enrollees in Missouri (44%) require remediation.

All together, just 13% of NSC's 2013 Missouri college enrollees had obtained a degree after six years, compared to 50% statewide.

Information from the systematic audit will help us move forward. As we look to the future we know:

We are optimistic that our proposed 2025 strategic plan sets us on a new path of achievement.

- We know from examples across the country that all students can achieve at the highest levels, regardless of background. Students in Chicago, for example, learn 23% more each grade than the average student and nearly 50% more than students in Normandy.
- Information gathered from the detailed organizational diagnostic highlighted critical gaps in Normandy's work from curriculum, instruction and assessment to talent to operations and finance, but also deep desire for support and change. We know what gaps we need to address.
- Our Superintendent, Marcus Robinson, is well poised to lead the 2025 plan.

The district's new strategy will require additional funding projected at \$8M over the next three years to meaningfully change outcomes for the district's students.

- \$8M is needed over the next three years to fully fund the strategy and an expected revenue shortfall in state and local funding sources puts greater need on other channels for capital.
- Funds can come both from new philanthropy as well as from re-prioritization.
- District leadership will develop

The board hired Attuned to facilitate several phases of strategic planning

Phase 1

Organizational Diagnostic

Gather and analyze data to produce an **organizational diagnostic**, including:

- Performance analysis
- Constituent perspectives (e.g., surveys, interviews, focus groups)
- Instructional quality review (e.g., site visits and artifact reviews)

Phase 2

Strategic Planning

Facilitate meetings to analyze and respond to organizational diagnostic and define core elements of the **strategic plan**, including:

- Mission and goals
- Graduate aims
- Values
- Approach to school autonomy
- Strategic priorities
- Initiatives and milestones

Phase 3

Implementation and Progress Monitoring

Support early implementation of the **strategy management tools**, including:

- Implementation plan
- Scorecard
- Meeting structures

We heard from a wide range of stakeholders throughout the process



The board conducted a detailed audit to identify strengths and gaps in all areas of the district's operations

Strengths and gaps were evaluated in six major areas of district operations, informed by a synthesis of research on school and district improvement. (more details in the appendix)

Student Culture and Wellness	Curriculum, Instruction and Achievement	Family and Community Partnerships	Adult Culture and Learning	Talent Systems	Finance and Operations
1A. Culture conducive to learning	1A. Curriculum quality	1A. Family involvement	1A. Focus, depth of PD content	1A. Teacher skills and capabilities	1A. Resource availability
1B. Schoolwide routines and systems	1B. Curriculum implementation	1B. Family communication	1B. Use of student data	1B. Teacher recruitment	1B. Resource use
2A. Availability of services	2A. Rigorous expectations	1B. Enrollment and retention	1C. Observation and feedback	1C. Teacher retention	2A. Centralized supports
2B. Trauma-informed, culturally responsive appr.	2B. Teacher content knowledge	2A. Openness to partnership		2A. Leader skills and capabilities	2B. Organizational structure
2C. Social-emotional supports, environment	2C. Assessment strategy	2B. Partnership coordination			
	3A. Instructional differentiation				
	3B. Multi-tiered intervention strategy				
	4A. College/career readiness for graduates				

- Evidence is more positive than negative
- Evidence is largely mixed
- Evidence is more negative than positive
- Insufficient evidence to evaluate

Equipped with our organizational diagnosis, we worked through a set of questions about our purpose, beliefs, strategy, strategy management, and resourcing



Our mission and portrait of a graduate define our purpose

Mission statement

Normandy Schools Collaborative prepares global leaders for college, career and productive citizenship by empowering a community of confident learners and valuing the unique contributions of every student.

Portrait of a Graduate

Portrait of a Graduate		
DOMAIN We cultivate learners who are...	INDICATOR through...	DESCRIPTOR which means they...
College and Career Ready	Mastery of core academic disciplines	Actively engage in rigorous curriculum and possess skills and deep interdisciplinary content knowledge needed for college access and persistence
	Information, Technological, and Financial Literacy	Utilize technology and information to enhance learning and manage finances to ensure long term economic stability
	Critical Thinking	Exercise sound reasoning and analytical thinking to develop questions, ideas, arguments, and solutions that can be applied to real world contexts
	Effective Communication	Articulate and present ideas and information clearly, confidently, and effectively both verbally and in writing. Build understanding by listening actively and asking questions to seek understanding
	Career and entrepreneurial readiness	Are informed about, interested in, and prepared for a career pathway and possess the problem solving and innovation skills needed to be entrepreneurial
Self-Aware	Self-awareness	Reflect on, understand, and value their own identity, emotions, strengths, and areas of needed growth
	Resilience	Willing to use growth mindset to make multiple attempts to accomplish goals, remain open-minded, and persistently and courageously thrive in today's rapidly changing world
	A passion for lifelong learning	Are highly motivated learners who joyfully pursue new experiences, ideas, and perspectives
Socially Responsible	Empathy	Understand and embrace other's emotions, ideas, and diverse perspectives. Act responsibly and in consideration of others
	Collaboration	Work cooperatively with diverse teams to achieve a common or complementary goal. Values and encourages the contributions of others, and shares accountability
	Community Leadership	Can confidently lead others to drive community and social change in the 21st century

Our DEIA commitment and values define how we should operate

Diversity, Equity, Inclusion, Anti Racism Commitment

We are committed to interrupting cycles of oppression by investing in strategies that ensure all students achieve at high levels.

Values statements

1. **Excellence:** We strive relentlessly for excellence and take personal accountability for our actions and their impact. We maintain high expectations for all students to achieve at high levels.
2. **Dignity:** We walk our talk, acting with integrity and honesty.
3. **Collaboration:** We build respectful and restorative relationships that enable us to partner effectively across lines of difference.
4. **Tenacity:** We reflect deeply and with curiosity, learn continuously, and persist to meet our goals and conquer our challenges.
5. **Care:** We attend to the needs of the whole person, celebrating and loving ourselves and one another as healthy and happy members of the community.

The board intends to actively monitor the district's progress towards realizing its goals and intended outcomes using a new scorecard

2025 Transformation Goals

<i>By 2025, we will be successful if...</i>	Baseline	Target
100% of students feel safe at school	39%	100%
90% of students are attending at least 90% of school days	70%	90%
100% of students are exposed to rigorous, standards-aligned texts and tasks in their classrooms	TBD	100%
We triple the percentage of students reading and doing math on grade level	5%	15%
We increase the percentage of graduates who enroll in college by 50%	38%	57%

[Link here for the scorecard](#)

The board intends to actively monitor the district's progress towards realizing its goals and intended outcomes using a new scorecard

NORMANDY ORGANIZATIONAL SCORECARD				
OUTCOME INDICATORS				
K-12 Success		Baseline	Target	Target Rationale
Social-Emotional Competency	% of students with favorable responses to core SEL competencies	56%	61%	Corresponds to the national average for all schools
ELA Proficiency	ELA proficiency rate	16%	43%	Corresponds to a 2.7x increase in proficiency, raising Normandy's average above the average of similarly high-poverty schools, assumes 60% of students scoring basic cross the proficiency threshold, brings result to state average.
Mathematics Proficiency	Math proficiency rate	7%	21%	Corresponds to a 3x increase in proficiency, assumes half of students scoring basic cross the proficiency threshold, raises Normandy's average to that of similarly high-poverty schools and cuts the gap to state by half
Racial Achievement Gap Closure	ELA proficiency rate gap compared to White students statewide	39%	12%	Corresponds to proficiency rate goals above
	Math proficiency rate gap compared to White students statewide	41%	27%	Corresponds to proficiency rate goals above
Rigorous High School Preparation	% of graduates earning qualifying score on AP, IB, IRC assessment and/or receive college credit through early college, dual enrollment, etc.	27%	44%	Corresponds to floor for "on track" range in APR. Thresholds in Appendices here: https://dese.mo.gov/sites/default/files/MSIP5_2019_Comprehensive_Guide%2011-15-2019_2.pdf
College Readiness	% of graduates at/above standards on ACT, SAT, COMPASS, ASVAB	30%	54%	Corresponds to middle of "Approaching" range in APR. Thresholds in Appendices here: https://dese.mo.gov/sites/default/files/MSIP5_2019_Comprehensive_Guide%2011-15-2019_2.pdf
On-Time Graduation	Adjusted 4-year cohort graduation rate	78%	85%	Corresponds to cutting the gap to the state by half.
Postsecondary Success		Baseline	Target	Target Rationale
College Enrollment	% of graduates enrolling in college within the year following HS graduation	38%	55%	Corresponds to the NSC average since data were first collected and would close the gap to the state from 22% points to 5% points.
College Persistence	% of college enrollees not requiring remediation freshman year	57%	67%	Corresponds to the NSC average since data were first collected and cuts the gap to the state by half.
LEADING INDICATORS BY STRATEGIC PRIORITY				
Engaging Environments		Baseline	Target	Target Rationale
Student Attendance	% of students attending 90% of school days or more	70%	90%	
Student Safety	% of students feeling safe at school	39%	100%	
School Climate (students)	% of students with favorable responses to school climate questions	44%	70%	Corresponds to the national average for all schools
School Climate (teachers)	% of teachers with favorable responses to school climate questions	36%	62%	Corresponds to the national average for all schools
Out of School Suspension Rate	% of students suspended out of school	6%	3%	Corresponds to cutting out of school suspensions in half and closes gap to state by half.
College-Ready Teaching & Learning		Baseline	Target	Target Rationale
ELA Progress Toward Proficiency	% of students on-track to gain > 1 grade level of learning in 1 year on STAR ELA	28%	55%	Corresponds to proficiency growth targets
Math Progress Toward Proficiency	% of students on-track to gain > 1 grade level of learning in 1 year on STAR Math	34%	55%	Corresponds to proficiency growth targets
Access to Rigorous Content	% of students exposed to rigorous, standards-aligned texts and tasks in their classrooms	TBD	100%	
Access to Rigorous HS Coursework	% of 11th and 12th graders enrolled in AP, IB or dual enrollment coursework	TBD	TBD	
Rigor of Expectations (gr. 3-5)	% of favorable student responses to questions about teachers' expectations	75%	77%	Corresponds to the national average for all schools
Rigor of Expectations (gr. 6-12)	% of favorable student responses to questions about teachers' expectations	70%	77%	Corresponds to the national average for all schools
Top Talent		Baseline	Target	Target Rationale
Teacher Effectiveness	% of teachers with median classroom SGP > =60	5%	22%	Corresponds to moving half of all average effectiveness teachers to high effectiveness
Effective Teacher Retention	% of effective teachers retained from fall to fall	75%	84%	Corresponds to the national average teacher attrition rate
Educating All Students	% of teachers responding favorably to equity-related instruction questions	79%	82%	Corresponds to 80th percentile of national distribution
Impactful Partnerships		Baseline	Target	Target Rationale
Family Engagement	% of families responding favorably to questions about family engagement	24%	32%	Corresponds to 80th percentile of national distribution
Partnership Effectiveness	% of students served by a mission-aligned partnership	TBD	TBD	TBD
21st Century Learning Organization		Baseline	Target	Target Rationale
Resources for Student Support	% of staff indicating adequate resources are available for student support	31%	52%	Corresponds to 80th percentile of national distribution
Fund Reserve Balance	Total amount of reserves as a proportion of annual expenditures	TBD	TBD	
Budget Variance	% above/below budgeted revenue and expenses	TBD	TBD	

[Link here for the scorecard](#)

We've established a set of multi-year strategic priorities that address our current strengths and opportunities and that--if implemented with excellence--we believe will radically accelerate progress for kids

Strategic priorities

- **SP 1 - Engaging Environments:** Provide safe and engaging learning environments with robust social-emotional wellbeing and trauma-informed supports.
- **SP 2 - College-Ready Teaching & Learning:** Reimagine academic programming, in part by adopting rigorous, relevant, and culturally-responsive curriculum and assessments for consistent use across the district.
- **SP 3 - Top Talent:** Recruit, develop, hold accountable, and retain top talent by supporting social-emotional wellbeing, deepening content knowledge and instructional skill, and launching a value-based culture.
- **SP 4 - Impactful Partnerships:** Strengthen family and community partnerships through tighter coordination and alignment to strategic priorities.
- **SP 5 - 21st Century Learning Organization:** Build a world-class central office that is responsive, nimble, and sustainable.

Our initiatives define our concrete workstreams and align to our strategic priorities (1/4)

Latest Initiatives

SP1 - Engaging Environments: Provide safe and engaging learning environments with robust social-emotional wellbeing and trauma-informed supports.

- 1.1 Establish a shared vision of excellence for student culture and codify a consistent behavior management system.
- 1.2 Adopt and implement evidence-based trauma-informed and restorative practices and social and emotional learning (SEL) curriculum and practices, including MTSS systems, across all schools.
- 1.3 Design and launch attendance incentive and intervention programming.

Our initiatives define our concrete workstreams and align to our strategic priorities (2/4)

Latest Initiatives

SP 2 - College-Ready Teaching & Learning: Reimagine academic programming, in part by adopting rigorous, relevant, and culturally-responsive curriculum and assessments for consistent use across the district.

- 2.1 Adopt and implement standards-aligned and culturally-responsive early literacy (PK-8) curriculum and assessments with a strong focus on foundational literacy skills.
- 2.2 Adopt and implement standards-aligned and culturally-responsive ELA curriculum (9-12) and assessments.
- 2.3 Adopt and implement standards-aligned and culturally-responsive math curriculum and assessments (PK-12).
- 2.4 Design an academic model that ensures instructional continuity between remote and brick and mortar learning environments by adopting consistent technology-enabled platforms, software, and content.
- 2.5 Redesign high school programming to include concurrent enrollment and career pathways, and to reflect the diverse and rigorous offerings required to fulfill the district's Portrait of a Graduate.
- 2.6 Adopt tier 2 and 3 intervention curriculum and programming to align with adoption cycle of tier 1 resources.
- 2.7 Pilot innovative program designs in select classrooms and schools.

Our initiatives define our concrete workstreams and align to our strategic priorities (3/4)

Latest initiatives

SP 3 - Top Talent: Recruit, develop, hold accountable, and retain top talent by supporting social-emotional wellbeing, deepening content knowledge and instructional skill, and launching a value-based culture.

- 3.1 Design and launch a comprehensive recruitment strategy to attract diverse candidates, with a particular focus on filling hard to serve roles and leveraging partnership with local and national universities.
- 3.2 Develop competency frameworks and aligned coaching and evaluation systems for teachers, school leaders, and central office leaders.
- 3.3 Implement the collaborative plan time and common resources needed to support high-quality and consistent unit and lessons plan internalization, student work analysis and data driven instructional practices.
- 3.4 Launch a vertically-aligned professional development program that develops the content knowledge, instructional leadership skills of teachers, school leaders, and central office leaders and that aligns to new academic and SEL curriculum.
- 3.5 Improve adult culture by implementing adult SEL/wellness practices and by launching values-based programming and training the team in living the Normandy values.

Our initiatives define our concrete workstreams and align to our strategic priorities (4/4)

Latest initiatives

SP 4 - SP 4 - Impactful Partnerships: Strengthen family and community partnerships through tighter coordination and alignment to strategic priorities.

- 4.1 "Develop and launch a systematic approach to effectively (re)align volunteers and partnerships to support students' attendance, academic and SEL needs.
- 4.2 Improve and expand district systems to ensure clear, consistent, and transparent two-way communications and to elevate family, community and alumni voice.
- 4.3 Recruit new families and retain existing families at key transition points through targeted campaigns.

SP 5 - 21st Century Learning Organization: Build a world-class central office that is responsive, nimble, and sustainable.

- 5.1 Design and launch a school performance framework and utilize data to make decisions about school supports, interventions, and actions.
- 5.2 Prioritize people, time, and money to support the improvement of NSC' schools in an equitable manner.
- 5.3 Improve the transparency of budget and financial reporting processes to ensure investments produce the greatest outcomes for students.
- 5.4 Publish guidance on school autonomy that clarifies decision-making rights, promotes best practice, and incentivizes innovation.

We have sequenced our initiatives in a way to manage the resources of our team against the highest priority initiatives (1/2)

Latest initiative sequencing

Engaging Environments: Provide safe and engaging learning environments with robust social-emotional wellbeing and trauma-informed supports.	
<i>Why is this important? Unclear expectations, a lack of shared routines, ineffective implementation, and not enough attention to the holistic needs of students are undermining the learning environment, resulting in high rates of suspension and student absenteeism and unsustainable conditions for effective instruction.</i>	
Establish a shared vision of excellence for student culture and codify a consistent behavior management system.	Implement
Adopt and implement evidence-based trauma-informed and restorative practices and social and emotional learning (SEL) curriculum and practices, including MTSS systems, across all schools.	Research and design
Design and launch attendance incentive and intervention programming.	Implement
College-Ready Teaching & Learning: Reimagine academic programming, in part by adopting rigorous, relevant, and culturally-responsive curriculum and assessments for consistent use across the district.	
<i>Why is this important? Across the district, instruction largely does not expose students to grade-level content or high-quality curriculum.</i>	
Adopt and implement standards-aligned and culturally-responsive early literacy (PK-8) curriculum and assessments with a strong focus on foundational literacy skills.	Implement, K-8
Adopt and implement standards-aligned and culturally-responsive ELA curriculum (9-12) and assessments.	Research and design
Adopt and implement standards-aligned and culturally-responsive math curriculum and assessments (PK-12).	Pilot AF Navigator in select schools and grade bands
Design an academic model that ensures instructional continuity between remote and brick and mortar learning environments by adopting consistent technology-enabled platforms, software, and content.	Implement
Redesign high school programming to include concurrent enrollment and career pathways, and to reflect the diverse and rigorous offerings required to fulfill the district's Portrait of a Graduate	Research and design
Adopt tier 2 and 3 intervention curriculum and programming to align with adoption cycle of tier 1 resources.	Research and design
Pilot innovative program designs in select classrooms and schools.	N/A

We have sequenced our initiatives in a way to manage the resources of our team against the highest priority initiatives (2/2)

Latest initiative sequencing

Top Talent: Recruit, develop, hold accountable, and retain top talent by supporting social-emotional wellbeing, deepening content knowledge and instructional skill, and launching a value-based culture.	
<i>Why is this important?</i>	
Design and launch a comprehensive recruitment strategy to attract diverse candidates, with a particular focus on filling hard to serve roles and leveraging partnership with local and national universities.	Research and design
Develop competency frameworks and aligned coaching and evaluation systems for teachers, school leaders, and central office leaders.	Research and design
Implement the collaborative plan time and common resources needed to support high-quality and consistent unit and lessons plan internalization, student work analysis and data driven instructional practices.	Pilot in context of ELA curriculum roll out
Launch a vertically-aligned professional development program that develops the content knowledge, instructional leadership skills of teachers, school leaders, and central office leaders and that aligns to new academic and SEL curriculum.	Implement
Improve adult culture by implementing adult SEL/wellness practices and by launching values-based programming and training the team in living the Normandy values.	Implement valued-based culture
Impactful Partnerships: Strengthen family and community partnerships through tighter coordination and alignment to strategic priorities.	
<i>Why is this important?</i>	
Develop and launch a systematic approach to effectively (re)align volunteers and partnerships to support students' attendance, academic and SEL needs.	Implement
Improve and expand district systems to ensure clear, consistent, and transparent two-way communications and to elevate family, community and alumni voice.	Implement
Recruit new families and retain existing families at key transition points through targeted campaigns.	Research and design
21st Century Learning Organization: Build a world-class central office that is responsive, nimble, and sustainable.	
<i>Why is this important?</i>	
Design and launch a school performance framework and utilize data to make decisions about school supports, interventions, and actions.	Research and design
Prioritize people, time, and money to support the improvement of NSC' schools in an equitable manner.	Research and design
Improve the transparency of budget and financial reporting processes to ensure investments produce the greatest outcomes for students.	Research and design
Publish guidance on school autonomy that clarifies decision-making rights, promotes best practice, and incentivizes innovation.	Research and design

The cabinet developed detailed milestones to track the high-level interim deliverables that need to be completed to keep our initiatives on track

- Each prioritized initiative includes several milestones that are mapped over a five-year time frame.
- The milestones are assigned to owners across the district who will lead the work and include specific start and due dates.
- Progress across the milestones will be tracked on an ongoing basis to ensure that the plan is executed with fidelity and to revise and update the deliverables as needed.
- Superintendent Robinson has started to align internal structures and resources to support the plan's implementation.

[Link here for the milestones](#)



Unclear expectations, a lack of shared routines, ineffective implementation, and not enough attention to the holistic needs of students are undermining the learning environment, resulting in high rates of suspension and student absenteeism and unsustainable conditions for effective instruction.

- Schoolwide systems to manage student behavior and support positive student culture have not yet been developed or consistently implemented, as evidenced by stakeholders' reported experiences and disciplinary incident rates six times the state average.
- NSC is missing opportunities to mitigate the effects of trauma and promote the social and emotional development of students, which has resulted in weak measures of school culture and stakeholder concern over physical and emotional safety.

Measures of learned curriculum are low across virtually all comparisons because of fragmented implementation of low-quality curriculum, limited resources to support teachers with lesson planning and internalization, and an undifferentiated intervention strategy for the students farthest behind.

- NSC is not consistently implementing high-quality and culturally-responsive curricula to ensure students have equitable access to grade level standards and content, as evidenced by student achievement that is 2 grade levels behind the national average and students losing ground year-to-year.
- NSC lacks a systematic approach to developing teachers' understanding of college and career ready standards and the instructional and assessment systems needed to ensure students fulfill them, resulting in widening achievement gaps and teachers not supported to grow in their practice.
- Students who struggle academically encounter an uncoordinated intervention strategy.
- Larger numbers of graduates are leaving NSC less prepared for college and career.

Opportunities for family and community involvement are many, but stakeholders feel they could be strengthened through greater communication and coordination; also, given that many residents choose other school options, the impact of these efforts may be limited.

- Stakeholders report satisfaction with efforts to involve families, but they could be strengthened through greater communication and efforts to attract new families.
- Partnerships are present throughout NSC, but their impact isn't clearly measured and they could benefit from greater alignment.

Systems to develop teachers' deep content knowledge are lacking, thereby compromising their ability to effectively address instructional and social-emotional gaps. Teachers do not appear to be developing in their practice significantly enough to drive student achievement.

- Teachers are insufficiently supported with opportunities for structured collaboration or job-embedded professional development, with only 3 of 7 schools presenting evidence of teacher observation and feedback.

High rates of teacher attrition create disruption at schools and, while those who stay are more likely to be effective than those who leave, the vast majority of all teachers fail to increase student achievement. This dynamic is reinforced by an insufficient teacher pipeline and selection system that replaces exiters with ineffective new teachers.

- Few current teachers are effective in raising student achievement and while they leave the system at remarkably high rates, their replacements have an even higher probability of being ineffective in their first year.
- The higher up the management chain, the less likely stakeholders are to believe that staff are held to high expectations and have the capabilities they need to fulfill their roles.

On a per pupil basis, NSC is spending more than most districts in Missouri; however, its budget is in deficit, a revenue shortfall is on the horizon, and stakeholders already report insufficient resources. This suggests the need for cost effectiveness evaluation, revenue diversification and potential improvements to the district's organizational structure.

- A budget deficit and forecasted revenue shortfall will continue to limit resources available for improvement.
- Parts of the NSC organizational structure and infrastructure could be improved to facilitate school support.