

**Curriculum Department Report to the Board of Education**  
**Curriculum Department Highlights**  
**September 28, 2022**

**To:** Mr. Watts, Superintendent  
Ms. Malone, Chairperson of the Board  
Members of the Board of Education

**Newport Curriculum Department Vision:**

We envision a day when **all leaders** of Newport Independent Schools exhibit high expectations and guarantee excellence of instruction, ensure equitable opportunities and leverage all high-quality resources so that students, staff and leaders will **maximize** their fullest potential.

**NWEA School Improvement Update**

Collaboration with NWEA School Improvement Consultants is in full swing as professional learning for teachers and leaders have taken place, as well as the initial needs assessment to determine priorities in the leader coaching cycle. Research from the University of Chicago shows that schools who are strong in at least three of the five essentials are 10 times more likely to show substantial gains in student learning. To get started in addressing the 5essentials professional learning was necessary. Professional learning around the Culture of Inquiry was completed by school leaders during leadership retreat in July which is the cornerstone to improving the culture of our schools. Using systems already in place in NISD (ex: PLC protocol, PLC expectations), learning around how to lead collaborative inquiry cycles was the focus. Leaders built a foundation of key characteristics of collaborative inquiry, created district steps in leading inquiry conversations and started to integrate this mindset into existing schools' structures. School Improvement (SI) Coaches, Rob and Elena, have been in close contact with the principals since the end of July. We have been in the early stages of the process to build trust and set the stage for the work ahead.

Last week, SI Coaches were in the district for several days to observe our schools, meet with leaders, and begin professional learning with our teachers. Professional learning for teachers was a follow up to the learning received in July by leaders. Teachers must also understand the foundation for collaborative inquiry to help transform practices within the building. One of the most meaningful aspects of the partnership was also completed last week, the NWEA needs assessment. Data from the need's assessment and the 5Essentials Survey (given to students, teachers and parents) are analyzed to develop a tailored plan for the needs and goals of the school. SI coaches will provide a summary of their visit to school leaders in the coming weeks. A schedule has been developed with each school principal for 2-week coaching visits that will include monitoring check points. Beginning in October, SI coaches will meet with district leaders for system advising meetings. These meetings identify areas of improvement that the SI coaches have found common throughout the coaching process.

**Quality Control Day (QC Day)**

Quality Control Day occurred on September 22nd from 9am to 4pm. The purpose of the QC Day is for the District Assessment Coordinator (DAC) to identify systemic issues in accountability data prior to any public release. The School Leadership along with the school BACs work in conjunction with the DAC to review the data and report any deficiencies to Kentucky Department of Education. QC Day is not to make individual changes to the student data. Individual student changes were made during the Fall Data Review, on August 11 through the 19th. The information contained in this accountability data is of the strictest confidence and cannot be shared outside of the people I mentioned above. The data reviewed on QC Day may change even if we as a district do not identify a data issue.

The data reviewed for accountability on QC Day is as follows:

- Accountability Summary (including status for indicator scores, overall accountability score, overall performance ratings(color coded) and federal classifications (CSI, TSI....etc.)
- Indicator Scores for State Assessment REsults in Reading and Math (E/M/H), Science, Social Studies, and Writing (E/M/H), English Learner Progress (ACCESS for E/M/H), Quality of School Climate and Safety(E/M/H), Postsecondary Readiness(h), and Graduation Rate(H)
- Student Listings
- Graduation Cohort Data

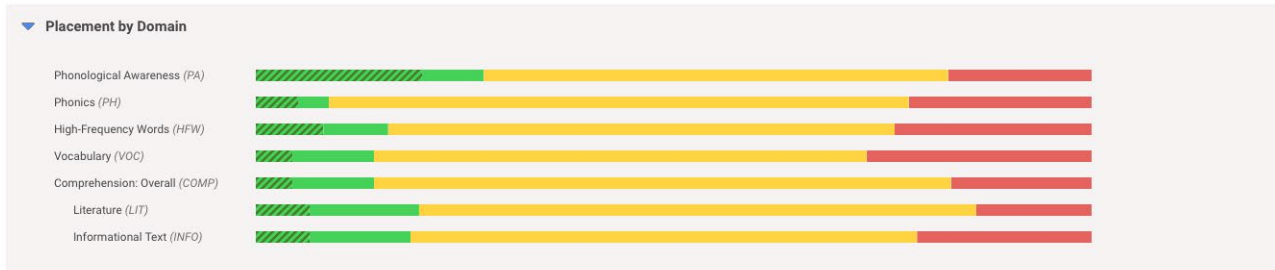
There is a lot of preparation for QC Day by the DAC, School Leaders, and School BACs. The following resources are used prior to QC Day:

- [QC Day Preparation Video](#)
- [2022-2023 Back-to-School Trainings \(video recordings\)](#)
- [Back-to-school Training for State Indicators \(PowerPoint Presentations\)](#)
- [Understanding Kentucky's Minimum N for School Accountability](#)

Newport Independent Schools' QC Day was successful and we completed this requirement without any findings or discrepancies.

# IREADY DATA (K-6)

## Newport Primary School - Fall Diagnostic for Reading



Switch Table View | Show Results By: Placement Summary | Grade

Showing 3 of 3

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		0%	6%	94%	0%	0%	104/105
Grade 1		2%	4%	88%	6%	0%	112/117
Grade 2		4%	1%	48%	47%	0%	81/86

Summary: NPS' data shows 79% of their students are scoring one year behind grade level. NPS has a very intentional remediation plan (RTI) in place which allows for the teachers to group students based on their need/gap. In following this model students have goals set to at least 1 year and a half growth minimum this school year. Student progress is monitored using Aimsweb and benchmarked using IREADY and MAP.

This summer NPS had a focus on phonemic awareness and we can see that students have retained that content without learning lost.

# Newport Primary School - Fall Diagnostic for Math

## Overall Placement

Students Assessed/Total: 298/307



[The Mapping Between 5-Level and 3-Level Placements](#)

### Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 3 of 3

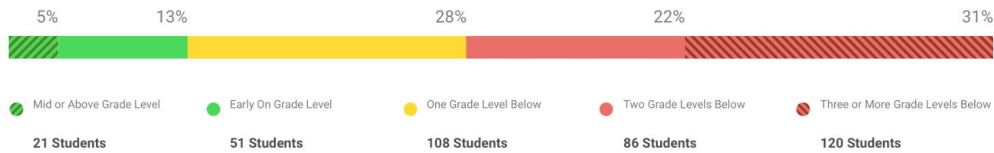
Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		1%	5%	94%	0%	0%	105/105
Grade 1		0%	2%	83%	15%	0%	112/117
Grade 2		1%	4%	41%	54%	0%	81/85

Summary: Although NPS is showing 76% of its students are scoring one year behind. When you take a deeper dive into the data it shows that students have minimal gaps in their content knowledge. Meaning students are remediated at a Tier 2 level. Once gaps are identified and addressed students will quickly score at grade level.

## Newport Intermediate Schools - Fall Diagnostic for Reading

### Overall Placement

Students Assessed/Total: 386/396



[The Mapping Between 5-Level and 3-Level Placements](#)

### Placement by Domain

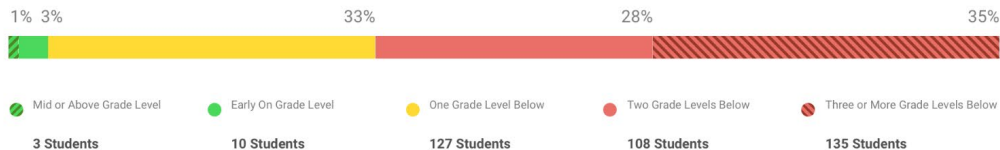


Summary: NIS has been very intentional with their focus on Reading proficiency. As you can see this has paid off with 100% of students scoring at or above grade level in phonemic awareness, 54% scoring at or above grade level in phonics, and 88% scoring at or above grade level in high frequency words. NIS began its RTI schedule with students on the first day of school. With intentional grouping of students to address their learning gaps NIS is confident that a large number of students will be proficient in the content and scoring on grade level by the end of the school year.

## Newport Intermediate Schools - Fall Diagnostic for Math

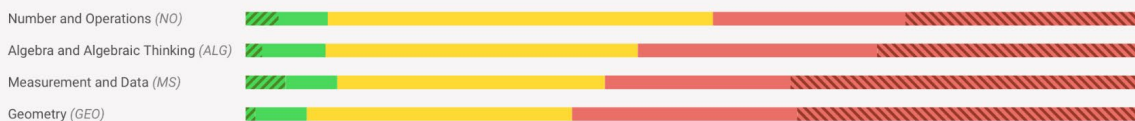
### Overall Placement

Students Assessed/Total: 383/396



[The Mapping Between 5-Level and 3-Level Placements](#)

### Placement by Domain



Summary: NIS has 33% of its students scoring one year behind grade level. These students' learning gaps are being addressed daily during scheduled Tier 2 instruction.

Respectfully Submitted,

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