ReNewport

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Report III
March 2024

Education
Task Force
A Citizen's Report
Newport, Kentucky

Contents

Newport Education Task Force Report (ETF) III - March 2024
Executive Summary

Nationally 90% of parents think their children are reading and doing math at or above grade level[*]. This leads to a tremendous sense of satisfaction with their schools. And why not? Teachers are working hard. Parents and community members know school employees personally, work with them and trust them. Report cards (which look at more than just grade-level testing – they consider important items like attendance, participation, effort, behavior, etc.) often show good marks. But the grade-level data shows that this report card information is not enough to understand the full picture. Specifically on a national basis only 26% of eighth graders are proficient or above in math and only 31% are proficient or above in reading[*]. This is consistent with Newport schools where the data is 13% and 32 % respectively. If we want schools to change, we must have a more thorough understanding of how they are performing. This understanding needs to lead to action – by parents, by school administration, by school boards, by the City and by the community. This increased understanding through a fact-based analysis is the purpose of the ETF report.

Source: Time.com; Jenny Anderson; "Many Parents Have No Idea How Their Kids Are Doing in School."

In July 2019 the Newport Education Task Force (ETF), a Newport citizen's group, came together to support the Newport Independent School District (NISD) toward improved performance. This is the 3rd report. As with the first two reports, extensive data were analyzed to discern strengths and weaknesses in NISD's operations and outcomes. The data in this third report continue to reveal that:

1. NISD continues to rank among the lowest performing districts in Kentucky – the long-awaited turn around has not happened. School administration has consistently been optimistic, has asked for patience from the community and has put forward efforts to increase academic performance. Unfortunately, the efforts have not been met with significant improvement. A new approach is urgently needed.
2. Working conditions in Newport schools improved versus 2023. Congratulations to the school for their efforts in this area. It is however important to note that, while better, they still operate at a low level relative to the State and they have not returned to levels seen in 2019. More progress is needed as the working climate is the key foundation to enable positive change and is essential to improve the overall academic results and retain teachers.
3. NISD's low Kindergarten readiness scores are impacting the proficiency of early learners.
4. The academic results of continuously enrolled students are outpacing the results of mobile students (students who have transferred in/out).
5. The Superintendent evaluation process needs to be more data-driven and objective.

Given these conditions in NISD, the Education Task Force recommends the following actions:
I. Academic Achievement – Elevating student performance must remain the top priority:
   o Work a comprehensive kindergarten readiness program. While this is not a school-only issue, it would be in the best interests for NISD to lead the charge by reaching externally to collaborate on solutions to develop access to all-day Pre-K in the City and;
   o Develop additional programs for newly attending students to close the gap with these "mobile" students quickly as they enter the NISD system.
II. Working Conditions – Creating a positive working environment will enable positive change:
   o NISD's contract with NWEA on school culture is a step in the right direction and NISD should utilize them more heavily to enable faster and bigger improvements in the work environment.
III. Superintendent evaluation –as part of the evaluation process, use a measurable scorecard to gauge performance.

The Education Task Force hopes this new document will serve as a resource for leaders in the City of Newport, NISD and the citizens of Newport, KY. *Comments are welcome: NewportEducationTaskForce@gmail.com.*

The Executive Summaries from both March 2020 and March 2022 are included in Exhibit 4. A link to the full previous reports is here: https://drive.google.com/drive/folders/1FqgrHxYD6FUbRH9WdyzSUb-VNGWKx1kt?fbclid=IwAR0aNrm2aikwv_eRX_uEDkdz42mzK8G96memkMR99_nsEmRfH2bXTudNALs

NISD Overview

Demographics:

Figure one compares NISD to State averages on the school population and spending over the five most recent years. NISD has an enrollment of 1,327 students, essentially flat over the past three years which reflects a positive change from the decline seen in previous years. NISD spending remains some of the highest in the State, 63% higher than the State average and 15% ahead of last year.
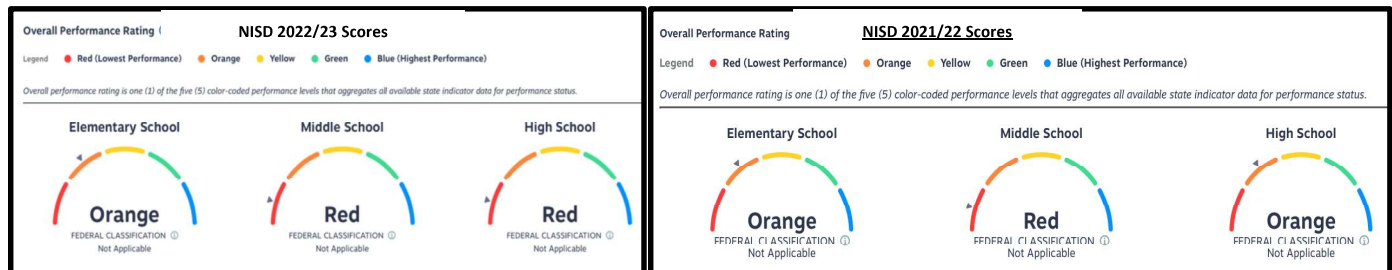
Figure 1

Newport Independent School District (NISD) Overview										
	22/23		**21/22**		**20/21**		**19/20**		**18/19**	
	NISD	**State**	**NISD**	**State**	**NISD**	**State**	**NISD**	**State**	**NISD**	**State**
Enrollment	1327	634,424	1295	631,660	1322	638,236	1359	647,987	1458	646,766
Free/Reduced Lunch	89.4%	60.2%	89.8%	59.9%	91.2%	60.5%	91.7%	60.8%	89.2%	60.7%
Gifted & Talented	3.8%	13.8%	4.7%	13.7%	5.9%	13.6%	6.1%	14.9%	6.9%	14.6%
Behavior Events	19.5%	13.5%	24.1%	12.1%	5.2%	2.7%	21.5%	11.0%	26.4%	13.0%
Spending per Student	avail Spring 2024		$ 26,827	$ 16,422	$ 23,322	$15,067	$ 20,781	$ 14,496	$ 20,275	$ 14,063
% Change vs year ago:			*+15%*	*+9%*	*+12%*	*+4%*	*+2%*	*+3%*		

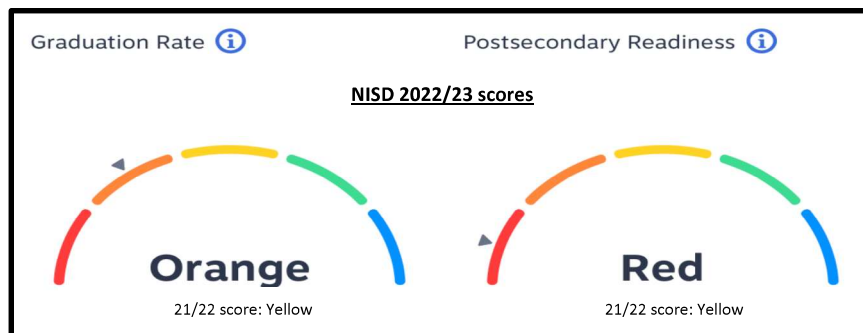Source: KDE School Report cards

Overview of NISD Performance from the KY State Report Card:

The Kentucky Department of Education uses a color system to rate a school's performance. There are 5 colors – ranging from Red (worst) to Blue (best). NISD currently has 2 schools categorized as Red and one as Orange. This is worse than last year where the High School was Orange (versus Red this year). Within the schools, the Middle school saw some improvements in reading and math, but not enough to move the overall score out of the Red category. For more detail on Reading and Math – refer to Exhibit 1.
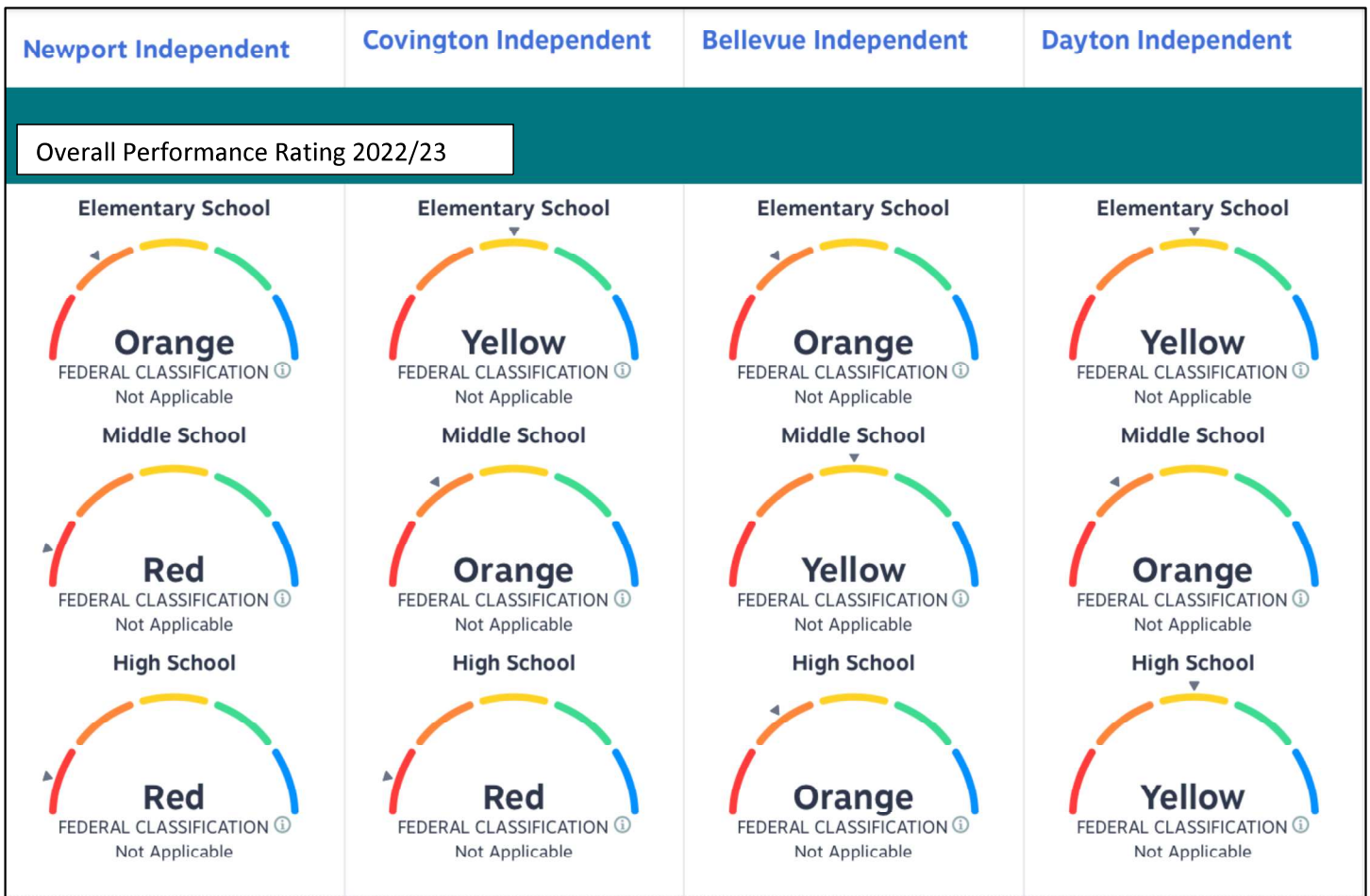

Source: KDE School Report cards

NISD posted decreased scores in the areas of Graduation Rate and Postsecondary Readiness.

Source: KDE School Report cards

When compared to the districts which are geographically adjacent to Newport, NISD has either the lowest overall rating or is tied for the lowest overall rating across the Elementary, Middle and High Schools:

Newport Independent	Covington Independent	Bellevue Independent	Dayton Independent

Overall Performance Rating 2022/23

Elementary School	Elementary School	Elementary School	Elementary School
Orange FEDERAL CLASSIFICATION ⓘ Not Applicable	**Yellow** FEDERAL CLASSIFICATION ⓘ Not Applicable	**Orange** FEDERAL CLASSIFICATION ⓘ Not Applicable	**Yellow** FEDERAL CLASSIFICATION ⓘ Not Applicable
Middle School	**Middle School**	**Middle School**	**Middle School**
Red FEDERAL CLASSIFICATION ⓘ Not Applicable	**Orange** FEDERAL CLASSIFICATION ⓘ Not Applicable	**Yellow** FEDERAL CLASSIFICATION ⓘ Not Applicable	**Orange** FEDERAL CLASSIFICATION ⓘ Not Applicable
High School	**High School**	**High School**	**High School**
Red FEDERAL CLASSIFICATION ⓘ Not Applicable	**Red** FEDERAL CLASSIFICATION ⓘ Not Applicable	**Orange** FEDERAL CLASSIFICATION ⓘ Not Applicable	**Yellow** FEDERAL CLASSIFICATION ⓘ Not Applicable

Source: KDE School Report cards

The next four sections of the report address the key topics of academic achievement, school working conditions, the superintendent evaluation and finance.

Academic Achievement

As mentioned in the Executive Summary, understanding the performance of NISD via the available data is crucial. The scores in Figure 2a indicate that students have not learned to read and do math on par with their peers throughout the state. This means that as students make their way through school, they are less able to learn at a high level in all subject areas. More specifically, it is essential that students *learn to read* so that as they progress, they can *read to learn*.

Figure 2a

KY State Assessment Testing: % Students scoring Proficient (goal) or Distinguished (highest)				
	Elementary		Middle School	
	Reading	Math	Reading	Math
NISD	**26%**	**18%**	**28%**	**14%**
State	47%	42%	45%	37%

Source: KDE School Report Card (www.kyschoolreportcard.com)

This is corroborated by the iReady Benchmark Assessment conducted by NISD and shown in figures 2b and 2c. iReady is a formative test that allows benchmarking versus grade level. This data shows that a very large proportion of students are well below grade level. On a positive note, this internal testing at NISD shows some progress in Math and Reading at the Elementary and Middle School levels. While it is disappointing to see

such a high percentage of students 1 to 2 years behind grade level, there was some movement in the right direction. NISD is using this tool to continue to make improvements.

Figure 2b

Newport Intermediate School (Grades 3rd to 6th) iReady Benchmark Assessment Data Winter 22/23 vs Winter 23/24				
	Reading Winter 22/23	Reading Winter 23/24	Math Winter 22/23	Math Winter 23/24
At or Above Grade Level	36%	43%⬆	11%	16%⬆
1 Year Behind	56%	48%	39%	42%
2+ Years Behind	8%	9%	50%	42%

Figure 2c

Newport Middle School iReady Benchmark Assessment Data Fall 2022/23 vs Winter 2023/24				
	Reading Fall 23/24	Reading Winter 23/24	Math Fall 23/24	Math Winter 23/24
At or Above Grade Level	10%	24%⬆	3%	12%⬆
1 Year Behind	17%	19%	15%	24%
2+ Years Behind	73%	57%	82%	64%

Source: NISD Data - Director of Pupil Personnel, February 2024.

In addition to the above data which looks at how NISD performs relative to grade level, we can use NWEA MAP data to benchmark NISD versus national percentiles. The Primary School scores close to the middle of the pack nationally; however, the Intermediate and Middle Schools are in the bottom third or quarter on a national basis.

Figure 2d

NWEA MAP Testing - NISD Percentile ranking versus National							
	Primary (K-2)			Intermediate (Grades 3-6)		Middle School (Grades 7-8)	
	Reading	Math		Reading	Math	Reading	Math
2022/23	54th	61st		30th	22nd	35th	24th
2021/22	47th	57th		39th	27th	35th	29th

Source: NISD Data – Chief Academic Officer, February 2024.

The scores shown above in Figures 2a, 2b, 2c and 2d indicate that the readiness of students entering high school falls short of their peers throughout Kentucky. This is demonstrated by the high school results in Figure 2e where the percent of students meeting ACT benchmark in Reading and Math are half that of the state.

Figure 2e

2022/23 ACT Performance: % of High School Students Meeting State Benchmarks* Derived from ACT Scores				
	ACT Score (Max 36)	Reading (% benchmark)	Math (% Benchmark)	English (% benchmark)
NISD	15.6	22%	16%	33%
State	17.8	44%	33%	47%

Source: KDE School Report Card (www.kyschoolreportcard.com)
*Benchmarks are a measure similar to "proficiency," the level at which competency is demonstrated.

Looking specifically at the ACT scores, NISD increased in 2022/23 to 15.6 versus last year at 15.0. However, both scores are below the previous 4 years where NISD scored above 16 each year. The national average is north of 19 which is consistent with a score necessary to apply to college. Refer to Exhibit 2 for the detailed ACT history.

Contributing Factors:

A contributing factor in the above results is the preparedness of children as they enter kindergarten. NISD has one of the lowest Kindergarten Readiness scores in the region with the biggest deficits in the two areas of *academic/cognitive* (basic readiness like alphabet, numbers, and shape knowledge) and *physical development* (fine and gross motor skills).   Figure 3 shows that NISD kindergarten preparedness is less than half the State level. Developing a way to get more pre-K children into strong programs would enable NISD to get off to a stronger start as each new class enters the system.

Figure 3

Kindergarten Readiness (2022/23)							For Ref:
	NISD	**State**	**Covington**	**Measure**	**NISD vs State**	**NISD vs Cov**	**NISD 2021/22**
Composite Score	19%	46%	32%	% Ready	-27%	-13%	33%
Academic/Cognitive	14%	32%	19%	Avg & Above Avg	-18%	-5%	19%
Language Development	65%	69%	69%	Avg & Above Avg	-4%	-4%	57%
Physical Development	25%	44%	44%	Avg & Above Avg	-19%	-19%	23%
Self Help	49%	48%	40%	Avg & Above Avg	1%	9%	51%
Social Emotional	75%	74%	70%	Avg & Above Avg	1%	5%	72%

*The Kindergarten Screen **composite** is a score based on entry testing. It is used to help school personnel determine if a child will need enrichments or intervention support in the kindergarten classroom. Other measures show a student's knowledge and abilities in the following domains: Cognition (how we think and learn, basic readiness skills like alphabet, number and shape knowledge), Physical Skills (fine and gross motor, holding a pencil, drawing shapes, writing their name), and Communication (speaking and listening skills).

Source: KDE School Report cards

The importance of kindergarten readiness is easily demonstrated by comparing the Kentucky Kindergarten Readiness scores (which are taken early in the school year) to the iReady and NWEA MAP benchmark data taken later. The data below show that when children enter school ready, their subsequent achievement is stronger. Whereas when readiness scores start lower, improvements once the learner is in the school proves very difficult. Better readiness programs are needed in Newport.

Figure 4

	K-Readiness	iReady Reading	iReady Math	MAP Reading	MAP Math
Spring 2022/23	33%	51%	57%	69th Percentile	72nd Percentile
Spring 2021/22	21%	35%	35%	n/a	n/a

Source: KDE School Report Cards and NISD Data - Director of Pupil Personnel, February 2024.

A second contributing factor is the mobility of students. It has long been hypothesized that the movement of students in and out of school districts in Northern Kentucky makes it difficult for schools to teach as effectively as they do with continuously enrolled students. The data in figure 5 supports this hypothesis indicating that NISD must do a better job with these mobile students. Caution must be used as the base size is rather small (approximately 46 students per Grade) and we do not know the starting proficiency levels for each of these different groups. However, it is a good indicator that NISD should implement an "onboarding" and "catch up" program for students that have not been in the NISD system for their whole PK-12 education.

Figure 5

Proficient + Distinguished Scores: Mobile vs Continuously Enrolled NISD Students					
	6th Grade			**10th Grade**	
	Math	**Reading**		**Math**	**Reading**
Continuously Enrolled	35%	54%		29%	43%
Mobile Students	22%	33%		6%	15%
Difference	+13%	+21%		+22%	+28%

Source: NISD Data - Director of Pupil Personnel, February 2024.

In summary, these most recent data on academic achievement show that the anticipated turnaround of NISD academic performance has not progressed. NISD underperforms in nearly all areas in grades Kindergarten through 12, as measured against State averages, ACT benchmarks, other local districts, iReady and MAP formative assessments. To make the necessary progress on student achievement, NISD must focus on significant changes, not incremental continual improvements. A discontinuous step change is needed. In addition, two very clear indicated actions are: i) recognizing that Kindergarten Readiness is not a school-only

problem, work with the State, local agencies, City officials and the community to develop a better Kindergarten preparedness program in Newport. While this is a huge undertaking it could bring a needed, sustainable breakthrough and; ii) develop a program specifically designed to the needs of mobile students with the objective of getting them up to speed faster within NISD. The next section of this 2024 report addresses working conditions in NISD schools.

School Working Conditions

Every two years, the State completes a working conditions survey in each district. The 2024 survey was completed between November 1st to December 15th, 2023, with 84% NISD participation. State average participation rate was 78%. The survey asks 70 questions which are laddered up to nine main topics.

NISD scores lower than the State average on 7 of the 9 topics. On a positive note, the 2024 survey findings showed some modest improvement in each of the 9 topics for NISD as well as scores slightly above the State average on Resources (adequacy of school's resources) and Educating All Students (readiness to address issues of diversity). Figure 6 is a summary of the data. The improvements are a step in the right direction, however NISD is still significantly behind the State scores in the key areas of School Climate (overall social and learning climate of the school), Managing Student Behavior (in the classroom and school) and School Leadership (School Leadership Effectiveness).

Figure 6

NISD Teacher - Working Environment				
Impact Kentucky Working Conditions Survey (Formerly TELL KY Survey) - Results				
Topic / **Questions within the Topic**	% Favorable	Diff vs	Diff vs	Diff vs
Responses are favorable - a HIGH % is always preferred	NISD 2024	2024 State	NISD 2022	NISD 2020
School Climate *(Overall social and learning climate of the school)*	45%	-18%	+11%	-2%
How positive are the attitudes of your colleagues	35%	-20%	+10%	-15%
Colleagues are supportive of new initiatives	49%	-8%	+18%	-10%
Optimistic that the School Will Improve in Future	55%	-15%	+10%	-11%
How positive is the working environment at your school	40%	-25%	+10%	-9%
Managing Student Behavior *(In the classroom and school)*	45%	-21%	+4%	-2%
How often does student misconduct disrupt learning	12%	-20%	+2%	-1%
How effective is Leadership at developing rules that facilitate learning	45%	-19%	+11%	-4%
School Leadership *(School leadership effectiveness)*	51%	-16%	+7%	-4%
When the school makes decisions, how much input do teachers have	33%	-19%	+11%	-4%
How positive is the tone school leaders set for the school	57%	-18%	+1%	-7%
Resources *(Adequacy of school's resources)*	55%	+5%	+2%	-3%
Help is available for students who need extra support	69%	-3%	-5%	-3%
How urgently does your school's technology need to be updated	86%	+20%	+2%	-6%
Staff-Leadership Relationships *(Faculty & staff relationships with school leaders)*	64%	-14%	+4%	-3%
How much Trust exists between school leaders and faculty	50%	-19%	+7%	-7%
Educating all Students *(Readiness to address issues of diversity)*	71%	+2%	+6%	-2%
Professional Learning *(Amount & quality for growth & learning opportunities)*	53%	-7%	+13%	+1%
Feedback & Coaching *(Amount and quality that staff receives)*	50%	-8%	+12%	+5%
Emotional Well-Being and Belonging *(Educator well-being, efficacy & belonging)*	44%	-11%	+9%	n/a
Note: NISD Response Rate: 84%, State Response Rate: 78%. Survey conducted by Panorama Education 11/1 - 12/15/23				
Statistically worse than the State Average at the 95% confidence level				
Marginally higher, lower or the same as the State Average (and vs NISD 2022)				
Statistically better than the State Average at the 95% confidence level				

Source: Impact Kentucky Working Conditions Survey (https://www.impactky.org)
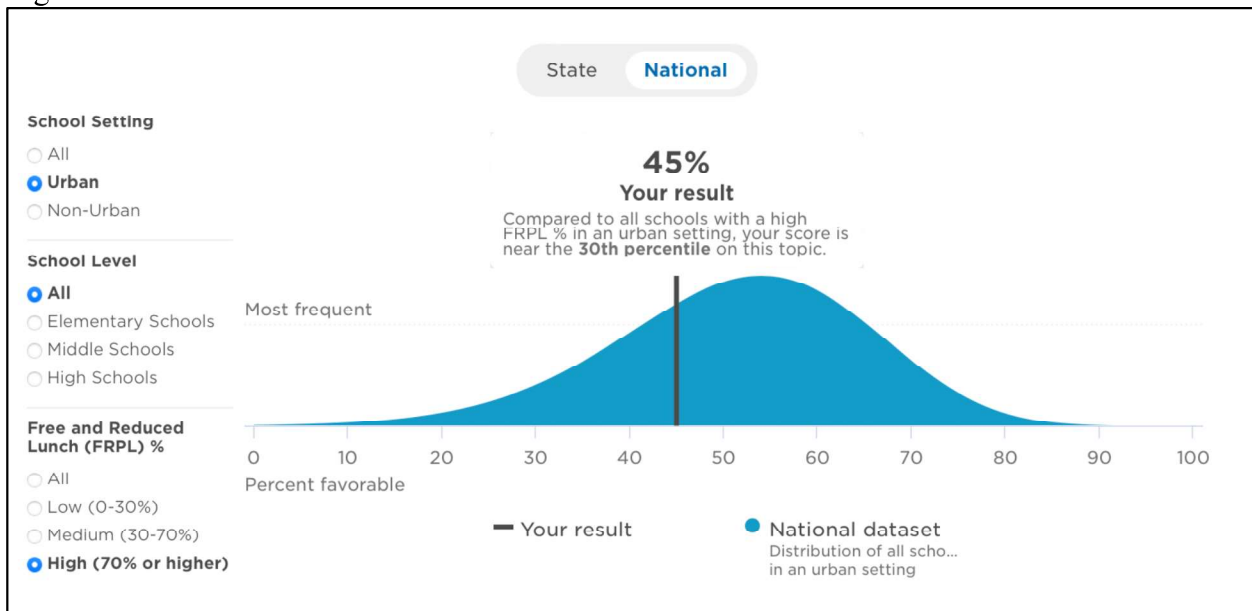
When compared to other school districts in Northern Kentucky, NISD compares unfavorably. Only Bellevue Independent has a similar number of low scores. Figure 7 shows the data.

Figure 7

NISD Teacher - Working Environment compared to other NKY Districts 2024							
Impact Kentucky Working Conditions Survey (Formerly TELL KY Survey) - Results							
Topic	% Favorable	% Favorable	% Favorable	% Favorable	% Favorable	% Favorable	% Favorable
Responses are favorable - a HIGH % is always preferred	**State**	**NISD**	**Ludlow**	**Covington**	**Ft Thomas**	**Dayton**	**Bellevue**
Educating all Students *(Readiness to address issues of diversity)*	69%	71%	67%	73%	74%	74%	61%
Staff-Leadership Relationships *(Faculty & staff relationships with school leaders)*	78%	64%	78%	71%	72%	80%	75%
Resources *(Adequacy of school's resources)*	50%	55%	49%	44%	76%	77%	47%
School Leadership *(School leadership effectiveness)*	67%	51%	71%	60%	58%	70%	56%
Managing Student Behavior *(In the classroom and school)*	66%	45%	71%	52%	77%	66%	49%
Professional Learning *(Amount & quality for growth & learning opportunities)*	60%	53%	52%	60%	67%	72%	54%
Feedback & Coaching *(Amount and quality that staff receives)*	58%	50%	51%	61%	46%	73%	40%
Emotional Well-Being and Belonging *(Educator well-being, efficacy & belonging)*	55%	44%	58%	46%	68%	71%	43%
School Climate *(Overall social and learning climate of the school)*	63%	45%	65%	53%	78%	75%	50%
	State	Difference versus State					
Educating all Students *(Readiness to address issues of diversity)*	69%	+4%	+0%	+6%	+7%	+7%	-6%
Staff-Leadership Relationships *(Faculty & staff relationships with school leaders)*	78%	-12%	+2%	-5%	-4%	+4%	-1%
Resources *(Adequacy of school's resources)*	50%	+6%	+0%	-5%	+27%	+28%	-2%
School Leadership *(School leadership effectiveness)*	67%	-13%	+7%	-4%	-6%	+6%	-8%
Managing Student Behavior *(In the classroom and school)*	66%	-20%	+6%	-13%	+12%	+1%	-16%
Professional Learning *(Amount & quality for growth & learning opportunities)*	60%	-4%	-5%	+3%	+10%	+15%	-3%
Feedback & Coaching *(Amount and quality that staff receives)*	58%	-5%	-4%	+6%	-9%	+18%	-15%
Emotional Well-Being and Belonging *(Educator well-being, efficacy & belonging)*	55%	-4%	+10%	-2%	+20%	+23%	-5%
School Climate *(Overall social and learning climate of the school)*	63%	-15%	+5%	-7%	+18%	+15%	-10%
Note: NISD Response Rate: 84%, State Response Rate: 78%. Survey conducted by Panorama Education 11/1 - 12/15/23							

Statistically worse than State Average at the 95% confidence level
Marginally higher, lower or the same as State Average
Statistically better than State Average at the 95% confidence level

Source: Impact Kentucky Working Conditions Survey (https://www.impactky.org)

Nationally, when compared to other Urban, Low-Income schools, NISD is only in the 30th percentile on School Climate. This is up from the 10th percentile two years ago, but still in the bottom 3rd among national peers.

Figure 8

Source: Impact Kentucky Working Conditions Survey (https://www.impactky.org)

The impact of the poor working climate can be seen in the teacher turnover rate which hit 32% in 2022/23, well above the State average and the third highest in the region. On a positive note, the average number of years of teaching experience has slowly been increasing. This can act as a strong asset in the necessary turnaround of the district.

Figure 9

NISD Teacher Overview										
	22/23		21/22		20/21		19/20		18/19	
	NISD	State	NISD	State	NISD	State	NISD	State	NISD	State
# Teachers (FTE)	137.5	43,117.2	148.8	43,501.0	146.1	42,525.2	136.8	42,278.8	126.7	41,832.1
Student : Teacher Ratio	10:01	15:01	09:01	15:01	09:01	16:01	09:02	16:01	11:01	15:01
Avg Yrs Teaching Experience	11.1	12.06	10.0	11.8	9.1	12.1	9.2	12.0	9.2	12.0
Inexperienced Teachers	25.1%	22.6%	32.9%	22.7%	29.1%	18.2%	29.3%	17.6%	18.0%	6.9%
Teacher Turnover	32.2%	24.9%	15.8%	20.4%	19.0%	16.2%	36.2%	18.2%	32.5%	18.4%

NISD Teacher Turnover Past 4 Years Compared to other NKY Districts								
	State	NISD	Ludlow	Covington	Ft Thomas	Dayton	Bellevue	
Teacher Turnover 22/23	24.9%	32.2%	13.8%	41.5%	17.7%	27.4%	36.0%	
Teacher Turnover 21/22	20.4%	15.8%	20.0%	29.1%	19.4%	15.9%	21.6%	
Teacher Turnover 20/21	16.2%	19.0%	7.5%	21.2%	9.4%	13.5%	17.0%	
Teacher Turnover 19/20	18.2%	36.2%	16.9%	31.0%	4.7%	22.2%	27.7%	

Source: KDE School Report Card (www.kyschoolreportcard.com)
*FTE refers to "Fulltime Equivalent."

In summary, while some positive movement was seen, it is insufficient. The optimism, level of trust and overall working environment must be improved. This is the key foundation to enable positive change and is essential to improve the overall academic results. NISD must continue to focus on the key area of culture to enable a turnaround of the school. Their partnership with NWEA is a step in the right direction and NISD should consider leaning on them more heavily to enable faster and bigger improvements. The next section of this 2024 report addresses the process by which the Superintendent evaluation is completed.

Superintendent Evaluation

One of the most important responsibilities of the NISD Board is to provide the Superintendent with timely and specific feedback. This is done through the evaluation process. We are thankful that the NISD Board has been fulfilling this responsibility. In reviewing the most recent summative evaluation of the Superintendent, it should be more specific and measurable. Critiquing the actual content and conclusions of the most recent review is out of scope for this report, however the ETF has prepared a scorecard that the Board can use moving forward. This scorecard will not only bring more objectivity and discipline into the process, but it will also make the task significantly easier and more transparent. We are recommending language with clearer expression of purpose and specific measures that can be used to gauge progress. Providing a range of measurable results will allow for clarity regarding whether the Superintendent is exceeding, meeting, or falling short of expectations. Two examples of such an approach are as follows:

Example 1:

Language with clearer expression of purpose	Measures of Performance & Notes		
Superintendent will raise average ACT scores by at least 1 point.	The addition of a range of scores increases clarity and implications of each accomplishment.		
	Exemplary	Accomplished	Developing
	Scores consistent with college enrollment (19)	At State Average	+1 point

Example 2:

Language with clearer expression of purpose	Measures of Performance & Notes		
Superintendent will cultivate a working environment that is good for all employees and students.	Teacher Turnover is the all-encompassing and simplest measure. Adding two powerful sub measures from the Impact Kentucky Working Conditions provides some other indicators. Specifically, 'Managing Student Behavior' and/or 'School Leadership' have both been correlated to better teacher retention.		
	Exemplary	Accomplished	Developing
	• Teacher Turnover < State % • School Climate score (Impact KY Working Conditions survey) above State Average • Managing Student Behavior (IKWC) > state average • Leadership (IKWC) > state average	• Teacher Turnover @ State % • School Climate score (Impact KY survey) above State Average • Managing Student Behavior (IKWC) = state average • Leadership (IKWC) = state average	• Teacher Turnover decreased versus year ago • School Climate score +20% versus previous survey • Managing Student Behavior above 41% (2022 score) • Leadership (IKWC) > 44% (2022 score)

The detailed recommended 2-page scorecard can be found in Exhibit 3. The next section gives a brief overview of the finances at NISD.

Finances

The finances and spending at NISD have been covered in detail in the last 2 ETF reports (2020 and 2022) and will not be covered again here. Newport has a large budget, spending 63% more per child than the State average which is up +15% versus last year. It is the conclusion of the ETF that these funds could be reallocated to spend more on teacher salaries and programs focused directly on the turnaround of the school - such as Kindergarten readiness and support for mobile students. NISD is, and has been for many years, a well-funded school district. This funding is a result of one of the highest school tax rates in the region.

Summary and Conclusion

Both the ETF 2020 and ETF 2022 reports showed that NISD was mired for years in low performance. The ETF 2024 report is the third such report to make the same conclusion. NISD continues to perform at low levels for academic achievement compared to State averages. Locally, NISD remains among the lowest performing school districts. NISD remains a well-funded school district and is among the higher taxing districts in Northern Kentucky. The first ETF report in 2020 suggested a 5-year timeframe to make significant change – we are now four years later, and the significant improvement has not happened.

Given these conditions in NISD, the Education Task Force recommends the following actions.
- Academic Achievement – Elevate Student Performance:
  - **Develop a Pre-K program in the city.** While not a school-only problem, NISD should take the lead to get a broad reaching all-day Pre-K program in Newport. Bringing young families into the schools early will likely have more benefits, possibly leading to increased enrollment.
  - **Develop supplemental programs for mobile Students.** Help the newly attending students to close the gap with continuously enrolled students quickly as they enter the NISD system.
  - **Revise the Superintendent evaluation measures**. As part of the evaluation process, use a measurable scorecard to gauge performance. This is provided in Exhibit 3.
  - Increase expectations and supervision for all employees, especially for leadership.
  - Hold all employees accountable with precise measures of academic achievement.
- Working Conditions – Improve the work environment:
  - **Leverage the current NWEA contract on school culture** more heavily to enable faster and bigger work environment improvements and address the working conditions deficit.
  - Increase teacher salaries to rank among the highest in the region.

While there have been some positive changes over the past 2 years, expecting new and different results with only minor changes is unrealistic. Continual improvement is the enemy of innovation and NISD needs innovation. Now is the time to make more dramatic, creative, and significant solutions. The ETF believes that incremental or "continuous" improvement cannot produce the sweeping change needed to raise the culture and performance of the Newport schools. In 2020, the ETF stated that if results were not realized by 2025, we would recommend more significant change, including the possible merger with the Campbell County School System. We acknowledge that this is emotional and drastic and certainly not the only, nor necessarily the best solution, but different ideas need to be explored. Pending legislation may even provide flexibility for contiguous independent districts to combine efforts. This needs to be explored. Without stronger plans and better results, the ETF will bring this up again in 1 short year.

In closing the Education Task Force thanks Re-Newport for supporting our work and the production of this report. We thank NISD and the School Board for their partnership and collaboration over the past 2 years and for providing some new and insightful data included in this report. We are also grateful to KDE for providing robust performance data on all Kentucky public schools.

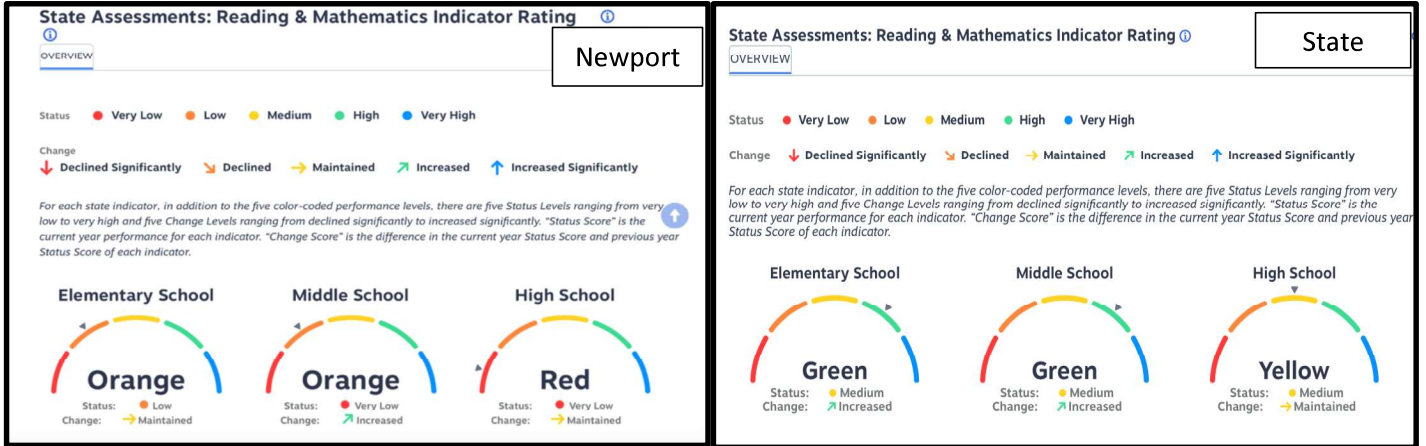# Newport Education Task Force Report III - EXHIBITS

Exhibit #	Table of Contents
1	Overview of State Assessment for Reading & Math
2	ACT Scores – past 16-year history
3	Recommended Scorecard for Superintendent Evaluation
4	ETF Executive Summary from the 2020 and 2022 Reports
5	ETF Contact Information

Exhibit 1
Overview of NISD Performance from the KY State Report Card
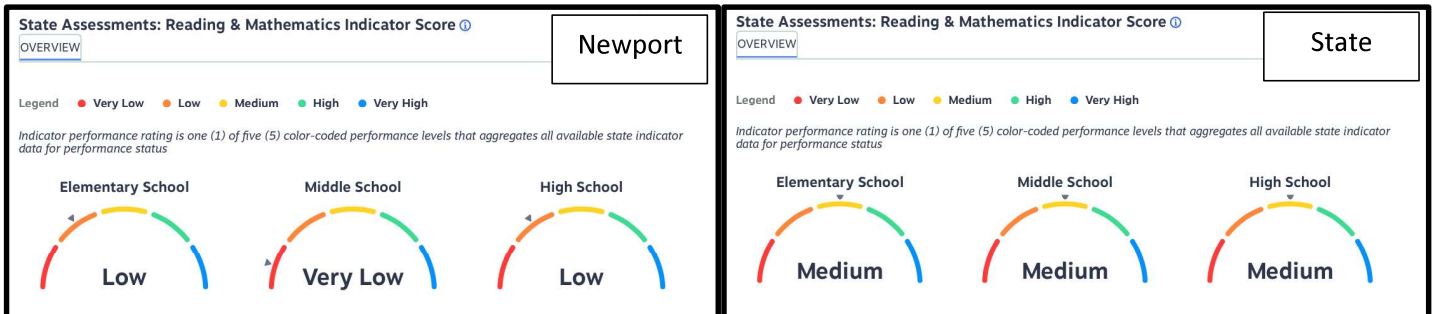# Math & Reading - Newport and State

2022/23

2021/22

Exhibit 2

NISD ACT Scores – Past 16 Year History

ACT Performance - 16 Year History															
	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	20
NISD	16.5	17.3	16.5	17.2	17.6	17.2	17.3	15.9	16.8	17.2	17.3	16.3	16.3	16.1	
State	18.3	18.2	18.5	18.8	19.0	19.2	19.4	19.4	19.5	19.8	19.3	19.0	19.0	18.0	
Bellevue	18.1	17.4	17.2	17.6	18.1	18.7	18.8	18.3	18.9	19.1	18.6	18.4	17.8	19.1	
Covington	16.4	16.2	16.0	15.6	15.7	16.9	16.7	16.8	17.1	17.1	16.6	15.8	16.5	14.9	
Dayton	17.0	16.7	15.9	16.5	18.0	18.3	17.8	17.8	19.2	19.3	19.0	17.5	17.3	17.0	
Fort Thomas	22.1	22.7	23.1	22.2	23.8	23.4	23.6	24.1	24.4	24.3	24.1	23.5	23.8	22.2	
Ludlow	18.9	20.1	18.5	18.9	20.4	18.8	20.0	20.0	19.6	19.2	19.8	19.6	18.8	16.0	
NKY Avg (ex FTIS)	17.4	17.5	16.8	17.2	18.0	18.0	18.1	17.8	18.3	18.4	18.3	17.5	17.3	16.6	
NISD Diff vs State	-1.8	-0.9	-2.0	-1.6	-1.4	-2.0	-2.1	-3.5	-2.7	-2.6	-2.0	-2.7	-2.7	-1.9	
Diff vs NKY Avg (ex FTIS)	-0.9	-0.2	-0.3	0.0	-0.4	-0.8	-0.8	-1.9	-1.5	-1.2	-1.0	-1.2	-1.0	-0.5	

ACT Scores
NISD vs River Cities
2007/08 to 2022/23

Source: https://www.kyschoolreportcard.com/datasets?year=20231 (School Report Cards – "Data Set" section)

Exhibit 3
Superintendent Evaluation - Recommended Goals Worksheet
NISD 2023/24

Current Goal Language	Language with clearer expression of purpose	Measures of Performance & Notes
Instructional Leadership		
1.To raise the average ACT score by at least 1 point.	Superintendent will raise average ACT scores by at least 1 point.	The addition of a range of scores increases clarity and implications of each accomplishment. 	Exemplary	Accomplished	Developing	 | Scores consistent with college enrollment (19) | At State Average | +1 point |
2. To continue to model and promote high expectations for academic excellence.	Superintendent will raise academic achievement among all students and programs.		Exemplary	Accomplished	Developing	 | Grade level proficiency at 75% (as per Strategic Plan) | At State Average | 10% improvement |
3. Continued increase to the number of students that are college and career ready.	Superintendent will increase the number of students that are college and career ready.		Exemplary	Accomplished	Developing	 | • 7/7 Perkins goals met. • Advance Coursework participation at State level • SRC from Red to Green | • 5/7 Perkins goals met. • Advance Coursework participation increase by 20% • SRC from Red to Yellow | • <5/7 Perkins goals met. • Advance Coursework participation increase by 10% • SRC from Red to Orange | There are many choices for this – but these three allow for benchmarking with the State (and other districts)
Cultural Leadership		
4. To cultivate a working environment that is good for all employees and students to reduce staff turnover and promote learning.	Superintendent will cultivate a working environment that is good for all employees and students.	Teacher Turnover is the all-encompassing and simplest measure. Adding two powerful sub measures from the Impact Kentucky Working Conditions provides some other indicators. Specifically, 'Managing Student Behavior' and/or 'School Leadership' have both been correlated to better teacher retention. 	Exemplary	Accomplished	Developing	 | • Teacher Turnover < State % • School Climate score (Impact KY Working Conditions survey) above State Average • Managing Student Behavior (IKWC) > state average • Leadership (IKWC) > state average | • Teacher Turnover @ State % • School Climate score (Impact KY survey) above State Average • Managing Student Behavior = state average • Leadership (IKWC) = state average | • Teacher Turnover decreased • School Climate score +20% versus previous survey • Managing Student Behavior above 41% (2022 score) • Leadership (IKWC) > 44% (2022 score) |
5. To continue to foster relationships with parents/guardians to ensure they have a voice and are aware of all the resources and opportunities the district provides for their students' success.	Superintendent will foster relationships with parents, so their voices are heard, and they are aware of the resources available to students. Seek input from parents throughout the school year supporting student success.	ETF does not have visibility to data – but using "Involved Families" overall score plus 'Parent-Teacher Trust' and 'Parent Involvement' scores from NWEA survey are viable options for measurement. • NWEA Survey Measures • Parent Survey Response Rates Measure: Annual parent survey (in district)
Managerial Leadership		
6. To continue to evaluate and develop policies to ensure that processes and systems are in place for budgeting, staffing problem solving, communicating expectations and scheduling that organize the work of the district and give priority to student learning and safety.	Verify that all district and school operations aim to improve student achievement and safety.	Measure: School Board Judgement.

Strategic Leadership		
9. To continue to strengthen our current partnerships with community members and leaders.	Superintendent will strengthen current partnerships with community members and leaders.	Measure: Board will informally ask key partners for feedback.
Cultural Leadership		
11. The board has charged Mr. Watts to ensure that the co-op/New Pathway programs are implemented with fidelity and that students and their families understand the positive impact these opportunities will have on the students' future.	Superintendent will ensure co-op/New Pathway programs are implemented with fidelity.	Assuming this is a new program – the measure should be: Enrollment to completion ratio.
Human Resource Leadership		
12. To ensure that new hires have the skills and knowledge to teach in an urban district to avoid high turnover.	Superintendent will ensure new hires have the skills and knowledge to teach in an urban district to avoid high turnover.	1. Turnover among new hires (<3 years in job) is below average turnover. 2. Post course feedback from Wildcat Academy is positive. 3. At least 3 processes in place dedicated to new hires.
13. Implement policies outlined in the CDIP to ensure we recruit and retain a qualified and highly effective diverse staff.	Superintendent will implement policies outlined in the CDIP to ensure recruiting and retaining a qualified and highly effective diverse staff.	1. At least one ongoing program targeting these issues is implemented in 2024. 2. Teacher Diversity increases year over year (State Report Card).
15. To continue to assess salary schedules to ensure the district remains competitive in our salaries for all staff.	Superintendent will assess salary schedules bi-monthly to ensure the district remains competitive.	Bi-Monthly report shared with Board showing NISD ranking in the salary schedules relative to benchmark districts.

Exhibit 4

2020 ETF Executive Summary (page 1 of 1)

For full report: https://drive.google.com/drive/folders/1FqgrHxYD6FUbRH9WdyzSUb-VNGWKx1kt?fbclid=IwAR0aNrm2aikwv_eRX_uEDkdz42mzK8G96memkMR99_nsEmRfH2bXTudNALs

Executive Summary

The Newport Education Task Force (ETF), a Newport citizens' group, assembled in July 2019 in an effort to support the Newport Independent School District (NISD) toward improved performance. The ETF amassed relevant data for analysis including the Kentucky Department of Education's (KDE) 2017 TELL Survey of Newport schools' staff[1] and KDE's AdvancED Diagnostic Review[3], which includes data from interviews, observations, and document reviews. The report also draws on official records from numerous local school districts obtained through open records requests[2], along with Newport's KDE School Report Cards[4], other schools' report cards, documents, and information available on KDE websites. Various interviews and interactions at the November 21st, 2019 Education Task Force Open House event are included.

The task force analyzed these data to discern strengths and weaknesses in the operations and results for the Newport schools over the last five years. The consensus is that while well funded, Newport schools rank among the lowest five percent of schools in the State for student achievement. Many of the problems identified are profound, pervasive, and systemic.

Members of the task force recommended by the Mayor, School Board Chair, and ReNewport Board President, subdivided into committees to identify problems in three areas: structure, programming and delivery, and public engagement. The committees worked independently over several months, each articulating their findings in independent reports that are merged here in a final report. The Task Force recommended actions to increase student achievement include:

- Increase support for teachers, specifically to address a 29% turnover and poor climate by increasing teacher compensation, classroom aides, and cultural initiatives.
- Reduce central office salaries/staff, and recruit leaders with the skills to execute the needed turnaround.
- Increase expectations for leadership and educator performance with accountability measures.
- Provide more advanced program options for accelerated learning.
- Set high expectations and accountability for student performance and conduct with unwavering support by leadership.
- Engage the community more in key decisions, board elections, and appointed positions.

The results of the committees' work are joined in the full report that follows, which includes graphics illustrating important information and an appendix that comprises documents, charts, tables, and descriptions of documents supporting the content of this report.

The City of Newport can no longer tolerate the ineffective use of vast public resources. The community of Newport must call for the dramatic change required in its schools. As the City of Newport continues to rise, the Newport Independent Schools must also rise.

Our hope is that this document will serve as a resource for leaders in the City of Newport and NISD. The community of Newport has experienced positive change in the past decades. The community expects no less from our schools.

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Exhibit 4 Continued - 2022 ETF Executive Summary (Page 1 of 2)

For full report: https://drive.google.com/drive/folders/1FqgrHxYD6FUbRH9WdyzSUb-VNGWKx1kt?fbclid=IwAR0aNrm2aikwv_eRX_uEDkdz42mzK8G96memkMR99_nsEmRfH2bXTudNALs

Newport Education Task Force Report II (March 2022)

Executive Summary

In August 2019 the Newport Education Task Force (ETF), a Newport citizen's group, came together to support the Newport Independent School District (NISD) toward improved performance. As with the first report, ETF Report II, March 2022, analyzes relevant data from:

1. The Kentucky Department of Education (KDE) including school report cards,

2. The Impact Kentucky Working Conditions Survey (formerly the TELL Survey), a bi-annual survey of Kentucky school staff, and

3. Records from numerous school districts obtained through open records requests.

As with the first report, these data were analyzed to discern strengths and weaknesses in NISD's operations and outcomes. ETF Report II reveals that:

- NISD continues to rank among the lowest performing school districts in Kentucky.

- Working conditions in Newport schools operate at a substantially low level.

- NISD continues to be well funded through local taxation and State and Federal allocations.

- NISD teacher salaries and salary scale fall short of most other local school districts.

- NISD central office staffing and salaries rank at the top among local districts, large and small.

3

Exhibit 4 Continued - 2022 ETF Executive Summary (Page 2 of 2)

Given these conditions in NISD, the Education Task Force recommends the following actions.

Academic Achievement – Elevate Student Performance:

• Recruit/develop school leaders with the ability to lead NISD through significant and positive change.

• Provide robust, advanced academic program options for students.

• Dramatically increase expectations and supervision for all employees, especially for leadership.

• Hold all employees accountable, especially leadership, with precise measures of academic achievement.

Working Conditions – Dramatically improve the work environment:

• Increase teacher salaries to rank among the highest in the region.

• Hire a third-party culture expert to identify and address the working conditions deficit.

• Dramatically improve the quality of school climate, management of student behavior, and teacher-leader relationships.

• Locate, recruit, and hire talented, resourceful educators to meet the needs of NISD students.

Finances – Reduce administrative spending:

• Reduce central office staff and salaries reflecting the size of the school district.

• Invest the savings in teachers' salaries, training, and support at a high level.

The ETF believes that incremental or "continuous" improvements cannot produce the sweeping change needed to raise the culture and performance of the Newport schools. NISD must make substantial, statistically significant changes to begin to meet the needs of the citizens and families of Newport. NISD must do this, now.

The citizens of Newport must demand improvement of NISD schools on all fronts. The School Board and school leaders must hold themselves accountable on each of these fronts. Marked improvement are crucial to maintaining our independent school district. If results are not realized by 2025, the ETF recommends more significant change, including the possible merger with the Campbell County School System.

The Education Task Force hopes this new document will serve as a resource for leaders in the City of Newport, NISD and the citizens of Newport, Kentucky. Comments: NewportEducationTaskForce@gmail.com.

Exhibit 5

The Newport Education Task Force (ETF) is a Newport citizen's group. The group's purpose is to support the Newport Independent School District (NISD) toward improved performance. Our stated goal is: *NISD is a top performing district that attracts and successfully educates students from all populations in Newport.* The first report was created in March 2020, the second one March 2022 and this report is the third. The ETF can be reached via this Email address:

NewportEducationTaskForce@GMail.com.

Link to the reports: https://drive.google.com/drive/folders/1FqgrHxYD6FUbRH9WdyzSUb-VNGWKx1kt?fbclid=IwAR0aNrm2aikwv_eRX_uEDkdz42mzK8G96memkMR99_nsEmRfH2bXTudNALs

We can also be reached through our Facebook page (Newport Kentucky Education Task Force):

https://www.facebook.com/search/top?q=newport, Kentucky education task force

Newport Education Task Force Report (ETF) III - March 2024
Executive Summary

Nationally 90% of parents think their children are reading and doing math at or above grade level[*]. This leads to a tremendous sense of satisfaction with their schools. And why not? Teachers are working hard. Parents and community members know school employees personally, work with them and trust them. Report cards (which look at more than just grade-level testing – they consider important items like attendance, participation, effort, behavior, etc.) often show good marks. But the grade-level data shows that this report card information is not enough to understand the full picture. Specifically on a national basis only 26% of eighth graders are proficient or above in math and only 31% are proficient or above in reading[*]. This is consistent with Newport schools where the data is 13% and 32 % respectively. If we want schools to change, we must have a more thorough understanding of how they are performing. This understanding needs to lead to action – by parents, by school administration, by school boards, by the City and by the community. This increased understanding through a fact-based analysis is the purpose of the ETF report.

Source: Time.com; Jenny Anderson; "Many Parents Have No Idea How Their Kids Are Doing in School."

In July 2019 the Newport Education Task Force (ETF), a Newport citizen's group, came together to support the Newport Independent School District (NISD) toward improved performance. This is the 3rd report. As with the first two reports, extensive data were analyzed to discern strengths and weaknesses in NISD's operations and outcomes. The data in this third report continue to reveal that:

1. NISD continues to rank among the lowest performing districts in Kentucky – the long-awaited turn around has not happened. School administration has consistently been optimistic, has asked for patience from the community and has put forward efforts to increase academic performance. While the State has acknowledged some incremental improvement, unfortunately, the efforts have not been met with significant improvement. A new approach is urgently needed.
2. Working conditions in Newport schools improved versus 2023. Congratulations to the school for their efforts in this area. It is however important to note that, while better, they still operate at a low level relative to the State and they have not returned to levels seen in 2019. More progress is needed as the working climate is the key foundation to enable positive change and is essential to improve the overall academic results and retain teachers.
3. NISD's low Kindergarten readiness scores are impacting the proficiency of early learners.
4. The academic results of continuously enrolled students are outpacing the results of mobile students (students who have transferred in/out).
5. The Superintendent evaluation process needs to be more data-driven and objective.

Given these conditions in NISD, the Education Task Force recommends the following actions:
I. Academic Achievement – Elevating student performance must remain the top priority:
   o Work a comprehensive kindergarten readiness program. While this is not a school-only issue, it would be in the best interests for NISD to lead the charge by reaching externally to collaborate on solutions to develop access to all-day Pre-K in the City and;
   o Adjust existing and consider new, focused, programs for newly attending students to close the gap with "mobile" students faster as they enter the NISD system.
II. Working Conditions – Creating a positive working environment will enable positive change:
   o NISD's contract with NWEA on school culture is a step in the right direction and NISD should utilize them more heavily to enable faster and bigger improvements in the work environment.
III. Superintendent evaluation –as part of the evaluation, use a measurable scorecard to gauge performance.

The Education Task Force hopes this new document will serve as a resource for leaders in the City of Newport, NISD and the citizens of Newport, KY. *Comments are welcome: NewportEducationTaskForce@gmail.com.*

The Executive Summaries from both March 2020 and March 2022 are included in Exhibit 4. A link to the full previous reports is here: https://drive.google.com/drive/folders/1FqgrHxYD6FUbRH9WdyzSUb-VNGWKx1kt?fbclid=IwAR0aNrm2aikwv_eRX_uEDkdz42mzK8G96memkMR99_nsEmRfH2bXTudNALs

NISD Overview

<u>Demographics:</u>
Figure one compares NISD to State averages on the school population and spending over the five most recent years. NISD has an enrollment of 1,327 students, essentially flat over the past three years which reflects a positive change from the decline seen in previous years. NISD spending remains some of the highest in the State, 63% higher than the State average and 15% ahead of last year.
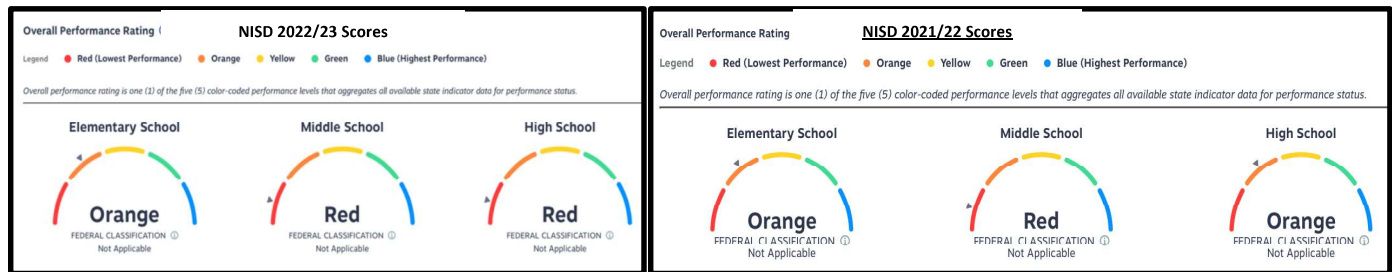
Figure 1

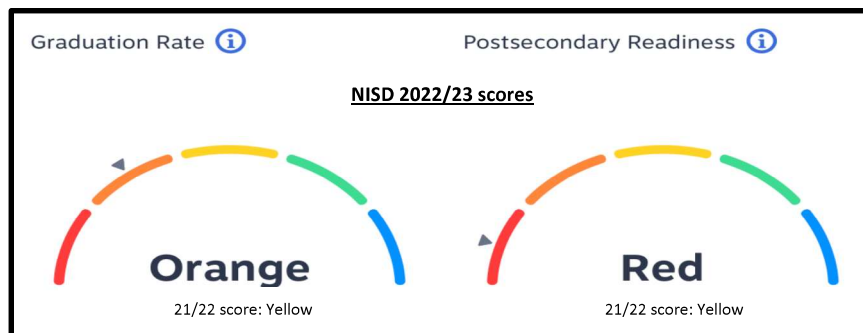| Newport Independent School District (NISD) Overview										
	22/23		**21/22**		**20/21**		**19/20**		**18/19**	
	NISD	**State**	**NISD**	**State**	**NISD**	**State**	**NISD**	**State**	**NISD**	**State**
Enrollment	1327	634,424	1295	631,660	1322	638,236	1359	647,987	1458	646,766
Free/Reduced Lunch	89.4%	60.2%	89.8%	59.9%	91.2%	60.5%	91.7%	60.8%	89.2%	60.7%
Gifted & Talented	3.8%	13.8%	4.7%	13.7%	5.9%	13.6%	6.1%	14.9%	6.9%	14.6%
Behavior Events	19.5%	13.5%	24.1%	12.1%	5.2%	2.7%	21.5%	11.0%	26.4%	13.0%
Spending per Student	avail Spring 2024		$ 26,827	$ 16,422	$ 23,322	$15,067	$ 20,781	$ 14,496	$ 20,275	$ 14,063
% Change vs year ago:			*+15%*	*+9%*	*+12%*	*+4%*	*+2%*	*+3%*		

Source: KDE School Report cards

<u>Overview of NISD Performance from the KY State Report Card:</u>
The Kentucky Department of Education uses a color system to rate a school's performance. There are 5 colors – ranging from Red (worst) to Blue (best). NISD currently has 2 schools categorized as Red and one as Orange. This is worse than last year where the High School was Orange (versus Red this year). Within the schools, the Middle school saw some improvements in reading and math, but not enough to move the overall score out of the Red category. For more detail on Reading and Math – refer to Exhibit 1.
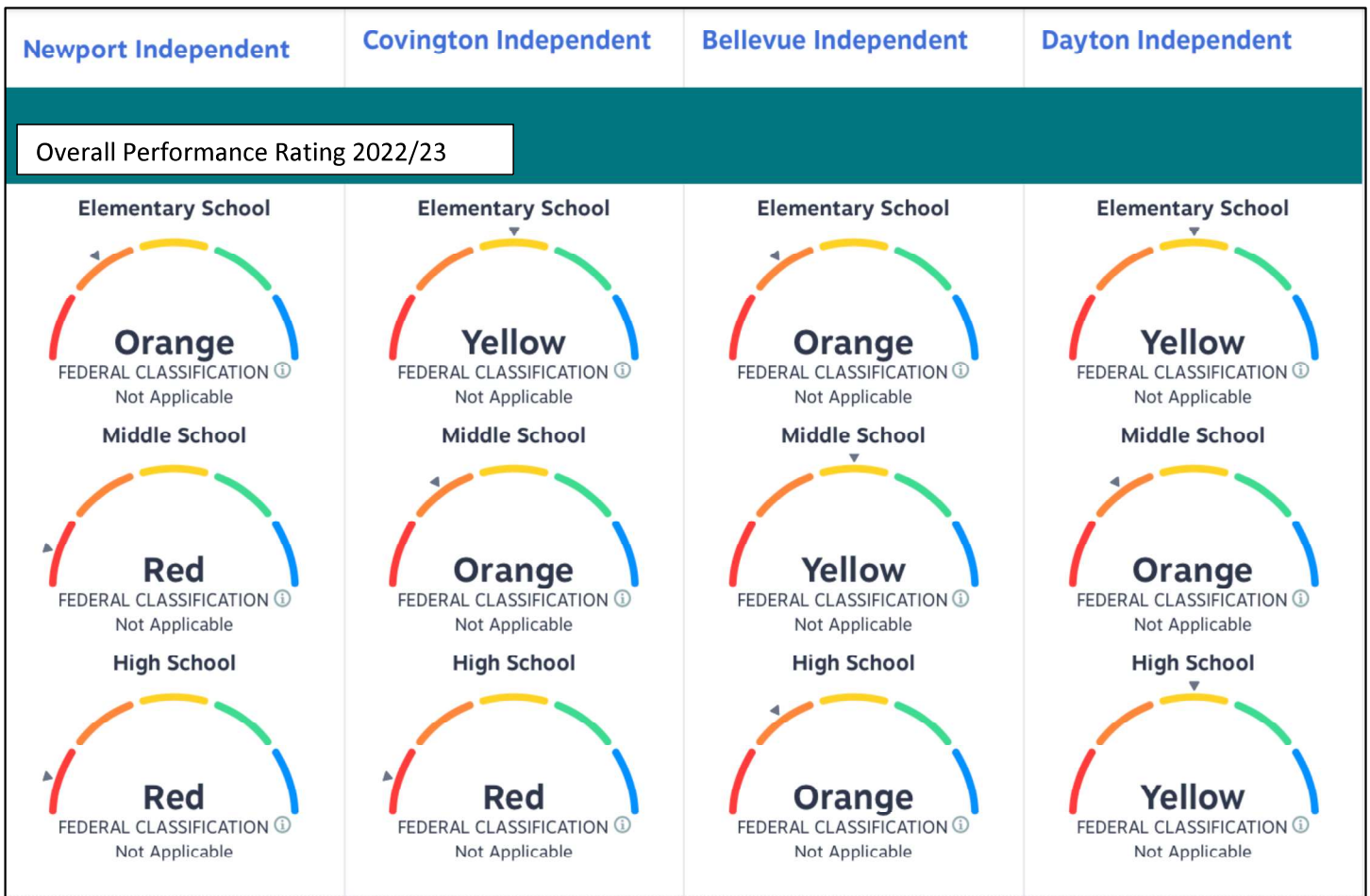

Source: KDE School Report cards

NISD posted decreased scores in the areas of Graduation Rate and Postsecondary Readiness.

Source: KDE School Report cards

When compared to the districts which are geographically adjacent to Newport, NISD has either the lowest overall rating or is tied for the lowest overall rating across the Elementary, Middle and High Schools:

Newport Independent	Covington Independent	Bellevue Independent	Dayton Independent

Overall Performance Rating 2022/23

Elementary School	Elementary School	Elementary School	Elementary School
Orange FEDERAL CLASSIFICATION ⓘ Not Applicable	Yellow FEDERAL CLASSIFICATION ⓘ Not Applicable	Orange FEDERAL CLASSIFICATION ⓘ Not Applicable	Yellow FEDERAL CLASSIFICATION ⓘ Not Applicable
Middle School	Middle School	Middle School	Middle School
Red FEDERAL CLASSIFICATION ⓘ Not Applicable	Orange FEDERAL CLASSIFICATION ⓘ Not Applicable	Yellow FEDERAL CLASSIFICATION ⓘ Not Applicable	Orange FEDERAL CLASSIFICATION ⓘ Not Applicable
High School	High School	High School	High School
Red FEDERAL CLASSIFICATION ⓘ Not Applicable	Red FEDERAL CLASSIFICATION ⓘ Not Applicable	Orange FEDERAL CLASSIFICATION ⓘ Not Applicable	Yellow FEDERAL CLASSIFICATION ⓘ Not Applicable

Source: KDE School Report cards

The next four sections of the report address the key topics of academic achievement, school working conditions, the superintendent evaluation and finance.

Academic Achievement

As mentioned in the Executive Summary, understanding the performance of NISD via the available data is crucial. The scores in Figure 2a indicate that students have not learned to read and do math on par with their peers throughout the state. This means that as students make their way through school, they are less able to learn at a high level in all subject areas. More specifically, it is essential that students *learn to read* so that as they progress, they can *read to learn*.

Figure 2a

KY State Assessment Testing: % Students scoring Proficient (goal) or Distinguished (highest)				
	Elementary		Middle School	
	Reading	Math	Reading	Math
NISD	**26%**	**18%**	**28%**	**14%**
State	47%	42%	45%	37%

Source: KDE School Report Card (www.kyschoolreportcard.com)

This is corroborated by the iReady Benchmark Assessment conducted by NISD and shown in figures 2b and 2c. iReady is a formative test that allows benchmarking versus grade level. This data shows that a very large proportion of students are well below grade level. On a positive note, this internal testing at NISD shows some progress in Math and Reading at the Elementary and Middle School levels. While it is disappointing to see

such a high percentage of students 1 to 2 years behind grade level, there was some movement in the right direction. NISD is using this tool to continue to make improvements.

Figure 2b

Newport Intermediate School (Grades 3rd to 6th) iReady Benchmark Assessment Data Winter 22/23 vs Winter 23/24				
	Reading Winter 22/23	Reading Winter 23/24	Math Winter 22/23	Math Winter 23/24
At or Above Grade Level	36%	43%⬆	11%	16%⬆
1 Year Behind	56%	48%	39%	42%
2+ Years Behind	8%	9%	50%	42%

Figure 2c

Newport Middle School iReady Benchmark Assessment Data Fall 2022/23 vs Winter 2023/24				
	Reading Fall 23/24	Reading Winter 23/24	Math Fall 23/24	Math Winter 23/24
At or Above Grade Level	10%	24%⬆	3%	12%⬆
1 Year Behind	17%	19%	15%	24%
2+ Years Behind	73%	57%	82%	64%

Source: NISD Data - Director of Pupil Personnel, February 2024.

In addition to the above data which looks at how NISD performs relative to grade level, we can use NWEA MAP data to benchmark NISD versus national percentiles. The Primary School scores close to the middle of the pack nationally; however, the Intermediate and Middle Schools are in the bottom third or quarter on a national basis.

Figure 2d

NWEA MAP Testing - NISD Percentile ranking versus National						
	Primary (K-2)		Intermediate (Grades 3-6)		Middle School (Grades 7-8)	
	Reading	Math	Reading	Math	Reading	Math
2022/23	54th	61st	30th	22nd	35th	24th
2021/22	47th	57th	39th	27th	35th	29th

Source: NISD Data – Chief Academic Officer, February 2024.

The scores shown above in Figures 2a, 2b, 2c and 2d indicate that the readiness of students entering high school falls short of their peers throughout Kentucky. This is demonstrated by the high school results in Figure 2e where the percent of students meeting ACT benchmark in Reading and Math are half that of the state.

Figure 2e

2022/23 ACT Performance: % of High School Students Meeting State Benchmarks[*] Derived from ACT Scores				
	ACT Score (Max 36)	Reading (% benchmark)	Math (% Benchmark)	English (% benchmark)
NISD	15.6	22%	16%	33%
State	17.8	44%	33%	47%

Source: KDE School Report Card (www.kyschoolreportcard.com)
*Benchmarks are a measure similar to "proficiency," the level at which competency is demonstrated.

Looking specifically at the ACT scores, NISD increased in 2022/23 to 15.6 versus last year at 15.0. However, both scores are below the previous 4 years where NISD scored above 16 each year. The national average is north of 19 which is consistent with a score necessary to apply to college. Refer to Exhibit 2 for the detailed ACT history.

Contributing Factors:
A contributing factor in the above results is the preparedness of children as they enter kindergarten. NISD has one of the lowest Kindergarten Readiness scores in the region with the biggest deficits in the two areas of *academic/cognitive* (basic readiness like alphabet, numbers, and shape knowledge) and *physical development* (fine and gross motor skills).   Figure 3 shows that NISD kindergarten preparedness is less than half the State level. Developing a way to get more pre-K children into strong programs would enable NISD to get off to a stronger start as each new class enters the system.

Figure 3

Kindergarten Readiness (2022/23)							For Ref:
	NISD	State	Covington	Measure	NISD vs State	NISD vs Cov	NISD 2021/22
Composite Score	19%	46%	32%	% Ready	-27%	-13%	33%
Academic/Cognitive	14%	32%	19%	Avg & Above Avg	-18%	-5%	19%
Language Development	65%	69%	69%	Avg & Above Avg	-4%	-4%	57%
Physical Development	25%	44%	44%	Avg & Above Avg	-19%	-19%	23%
Self Help	49%	48%	40%	Avg & Above Avg	1%	9%	51%
Social Emotional	75%	74%	70%	Avg & Above Avg	1%	5%	72%

*The Kindergarten Screen **composite** is a score based on entry testing. It is used to help school personnel determine if a child will need enrichments or intervention support in the kindergarten classroom. Other measures show a student's knowledge and abilities in the following domains: Cognition (how we think and learn, basic readiness skills like alphabet, number and shape knowledge), Physical Skills (fine and gross motor, holding a pencil, drawing shapes, writing their name), and Communication (speaking and listening skills).

Source: KDE School Report cards

The importance of kindergarten readiness is easily demonstrated by comparing the Kentucky Kindergarten Readiness scores (which are taken early in the school year) to the iReady and NWEA MAP benchmark data taken later in the year. The data below show that when children enter school ready, their subsequent achievement is stronger. Whereas when readiness scores start lower, improvements once the learner is in the school proves very difficult. Better readiness programs are needed in Newport.

Figure 4

	K-Readiness	iReady Reading*	iReady Math*	MAP Reading	MAP Math
Spring 2022/23	33%	51%	57%	69th Percentile	72nd Percentile
Spring 2021/22	21%	35%	35%	n/a	n/a

Source: KDE School Report Cards and NISD Data - Director of Pupil Personnel, February 2024.

* iReady data quoted is the "Mid or Above Grade Level" score. By adding the "Early on Grade Level" score (defined as "partially met grade expectations") the children with stronger K-Readiness scores still perform 10 to 20 points higher than those entering with lower K-Readiness scores.

A second contributing factor is the mobility of students. It has long been hypothesized that the movement of students in and out of school districts in Northern Kentucky makes it difficult for schools to teach as effectively as they do with continuously enrolled students. The data in figure 5 support this hypothesis indicating that NISD must do a better job with these mobile students. NISD has programs aimed at helping this group, however the data indicate that changes to the program (or policies) are needed. Caution must be used when reviewing this data as the base size is rather small (~46 students per Grade) and we do not know the starting proficiency levels of each group. However, it is a good indicator that NISD should improve their "onboarding" and "catch up" programs for students that have not been in the NISD system for their whole PK-12 education.

Figure 5

Proficient + Distinguished Scores: Mobile vs Continuously Enrolled NISD Students						
	6th Grade			10th Grade		
	Math	Reading		Math	Reading	
Continuously Enrolled	35%	54%		29%	43%	
Mobile Students	22%	33%		6%	15%	
Difference	+13%	+21%		+22%	+28%	

Source: NISD Data - Director of Pupil Personnel, February 2024.

In summary, these most recent data on academic achievement show that the anticipated turnaround of NISD academic performance has not progressed sufficiently – resulting in all schools receiving a State rating of Red or Orange. NISD underperforms in nearly all areas in grades Kindergarten through 12, as measured against State averages, ACT benchmarks, other local districts, iReady and MAP formative assessments. To make the

necessary progress on student achievement, NISD must focus on significant changes, not incremental continual improvements. A discontinuous step change is needed. In addition, two very clear indicated actions are: i) recognizing that Kindergarten Readiness is not a school-only problem, work with the State, local agencies, City officials and the community to develop a better Kindergarten preparedness program in the City of Newport. While this is a huge undertaking it could bring a needed, sustainable breakthrough and; ii) adjust and improve the programs specifically designed to the needs of mobile students with the objective of getting them up to speed faster within NISD. The next section of this 2024 report addresses working conditions in NISD schools.

School Working Conditions

Every two years, the State completes a working conditions survey in each district. The 2024 survey was completed between November 1ˢᵗ to December 15ᵗʰ, 2023, with 84% NISD participation. State average participation rate was 78%. The survey asks 70 questions which are laddered up to nine main topics.

NISD scores lower than the State average on 7 of the 9 topics. On a positive note, the 2024 survey findings showed some modest improvement in each of the 9 topics for NISD as well as scores slightly above the State average on Resources (adequacy of school's resources) and Educating All Students (readiness to address issues of diversity). Figure 6 is a summary of the data. The improvements are a step in the right direction, however NISD is still significantly behind the State scores in the key areas of School Climate (overall social and learning climate of the school), Managing Student Behavior (in the classroom and school) and School Leadership (School Leadership Effectiveness).

Figure 6

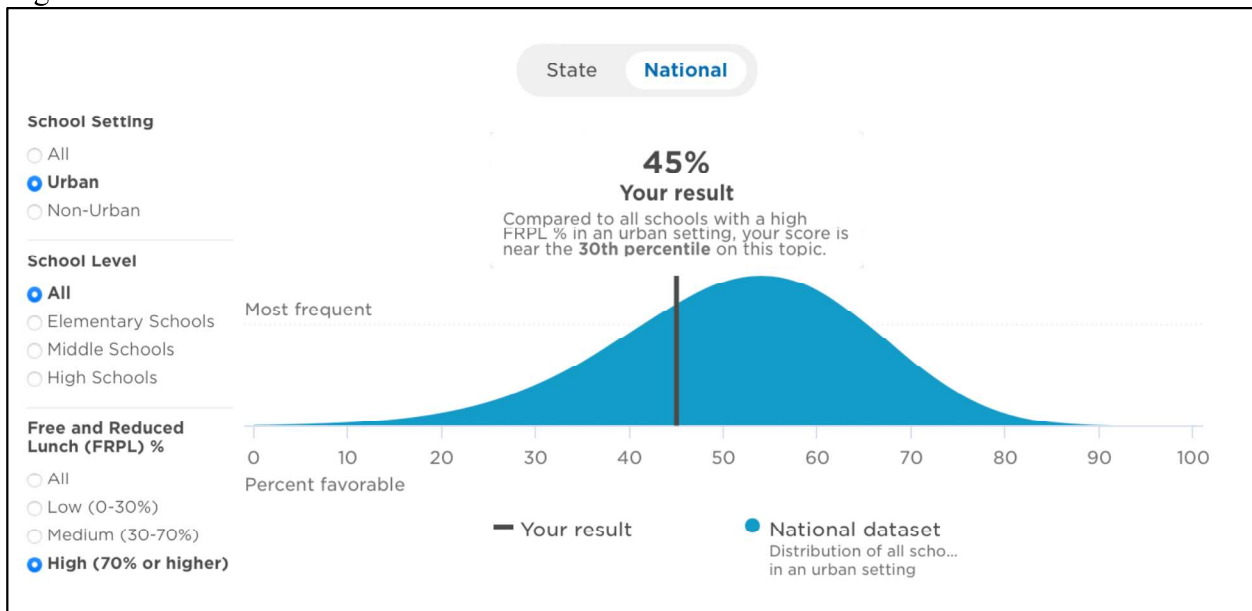| NISD Teacher - Working Environment				
Impact Kentucky Working Conditions Survey (Formerly TELL KY Survey) - Results				
Topic	**Questions within the Topic**	**% Favorable**	**Diff vs**	**Diff vs**	**Diff vs**
	Responses are favorable - a HIGH % is always preferred	**NISD 2024**	**2024 State**	**NISD 2022**	**NISD 2020**
School Climate *(Overall social and learning climate of the school)*		45%	-18%	+11%	-2%
	How positive are the attitudes of your colleagues	35%	-20%	+10%	-15%
	Colleagues are supportive of new initiatives	49%	-8%	+18%	-10%
	Optimistic that the School Will Improve in Future	55%	-15%	+10%	-11%
	How positive is the working environment at your school	40%	-25%	+10%	-9%
Managing Student Behavior *(In the classroom and school)*		45%	-21%	+4%	-2%
	How often does student misconduct disrupt learning	12%	-20%	+2%	-1%
	How effective is Leadership at developing rules that facilitate learning	45%	-19%	+11%	-4%
School Leadership *(School leadership effectiveness)*		51%	-16%	+7%	-4%
	When the school makes decisions, how much input do teachers have	33%	-19%	+11%	-4%
	How positive is the tone school leaders set for the school	57%	-18%	+1%	-7%
Resources *(Adequacy of school's resources)*		55%	+5%	+2%	-3%
	Help is available for students who need extra support	69%	-3%	-5%	-3%
	How urgently does your school's technology need to be updated	86%	+20%	+2%	-6%
Staff-Leadership Relationships *(Faculty & staff relationships with school leaders)*		64%	-14%	+4%	-3%
	How much Trust exists between school leaders and faculty	50%	-19%	+7%	-7%
Educating all Students *(Readiness to address issues of diversity)*		71%	+2%	+6%	-2%
Professional Learning *(Amount & quality for growth & learning opportunities)*		53%	-7%	+13%	+1%
Feedback & Coaching *(Amount and quality that staff receives)*		50%	-8%	+12%	+5%
Emotional Well-Being and Belonging *(Educator well-being, efficacy & belonging)*		44%	-11%	+9%	n/a
Note: NISD Response Rate: 84%, State Response Rate: 78%. Survey conducted by Panorama Education 11/1 - 12/15/23					
	Statistically worse than the State Average at the 95% confidence level				
	Marginally higher, lower or the same as the State Average (and vs NISD 2022)				
	Statistically better than the State Average at the 95% confidence level				

Source: Impact Kentucky Working Conditions Survey (https://www.impactky.org)

When compared to other school districts in Northern Kentucky, NISD compares unfavorably. Only Bellevue Independent has a similar number of low scores. Figure 7 shows the data.

Figure 7

NISD Teacher - Working Environment compared to other NKY Districts 2024							
Impact Kentucky Working Conditions Survey (Formerly TELL KY Survey) - Results							
Topic	% Favorable	% Favorable	% Favorable	% Favorable	% Favorable	% Favorable	% Favorable
Responses are favorable - a HIGH % is always preferred	**State**	**NISD**	**Ludlow**	**Covington**	**Ft Thomas**	**Dayton**	**Bellevue**
Educating all Students *(Readiness to address issues of diversity)*	69%	71%	67%	73%	74%	74%	61%
Staff-Leadership Relationships *(Faculty & staff relationships with school leaders)*	78%	64%	78%	71%	72%	80%	75%
Resources *(Adequacy of school's resources)*	50%	55%	49%	44%	76%	77%	47%
School Leadership *(School leadership effectiveness)*	67%	51%	71%	60%	58%	70%	56%
Managing Student Behavior *(In the classroom and school)*	66%	45%	71%	52%	77%	66%	49%
Professional Learning *(Amount & quality for growth & learning opportunities)*	60%	53%	52%	60%	67%	72%	54%
Feedback & Coaching *(Amount and quality that staff receives)*	58%	50%	51%	61%	46%	73%	40%
Emotional Well-Being and Belonging *(Educator well-being, efficacy & belonging)*	55%	44%	58%	46%	68%	71%	43%
School Climate *(Overall social and learning climate of the school)*	63%	45%	65%	53%	78%	75%	50%
	State	Difference versus State					
Educating all Students *(Readiness to address issues of diversity)*	69%	+4%	+0%	+6%	+7%	+7%	-6%
Staff-Leadership Relationships *(Faculty & staff relationships with school leaders)*	78%	-12%	+2%	-5%	-4%	+4%	-1%
Resources *(Adequacy of school's resources)*	50%	+6%	+0%	-5%	+27%	+28%	-2%
School Leadership *(School leadership effectiveness)*	67%	-13%	+7%	-4%	-6%	+6%	-8%
Managing Student Behavior *(In the classroom and school)*	66%	-20%	+6%	-13%	+12%	+1%	-16%
Professional Learning *(Amount & quality for growth & learning opportunities)*	60%	-4%	-5%	+3%	+10%	+15%	-3%
Feedback & Coaching *(Amount and quality that staff receives)*	58%	-5%	-4%	+6%	-9%	+18%	-15%
Emotional Well-Being and Belonging *(Educator well-being, efficacy & belonging)*	55%	-4%	+10%	-2%	+20%	+23%	-5%
School Climate *(Overall social and learning climate of the school)*	63%	-15%	+5%	-7%	+18%	+15%	-10%
Note: NISD Response Rate: 84%, State Response Rate: 78%. Survey conducted by Panorama Education 11/1 - 12/15/23							

🟥	Statistically worse than State Average at the 95% confidence level
🟨	Marginally higher, lower or the same as State Average
🟩	Statistically better than State Average at the 95% confidence level

Source: Impact Kentucky Working Conditions Survey (https://www.impactky.org)

Nationally, when compared to other Urban, Low-Income schools, NISD is only in the 30th percentile on School Climate. This is up from the 10th percentile two years ago, but still in the bottom 3rd among national peers.

Figure 8

Source: Impact Kentucky Working Conditions Survey (https://www.impactky.org)

The impact of the poor working climate can be seen in the teacher turnover rate which hit 32% in 2022/23, well above the State average and the third highest in the region. On a positive note, the average number of years of teaching experience has slowly been increasing. This can act as a strong asset in the necessary turnaround of the district.

Figure 9

NISD Teacher Overview										
	22/23		21/22		20/21		19/20		18/19	
	NISD	State	NISD	State	NISD	State	NISD	State	NISD	State
# Teachers (FTE)	137.5	43,117.2	148.8	43,501.0	146.1	42,525.2	136.8	42,278.8	126.7	41,832.1
Student : Teacher Ratio	10:01	15:01	09:01	15:01	09:01	16:01	09:02	16:01	11:01	15:01
Avg Yrs Teaching Experience	11.1	12.06	10.0	11.8	9.1	12.1	9.2	12.0	9.2	12.0
Inexperienced Teachers	25.1%	22.6%	32.9%	22.7%	29.1%	18.2%	29.3%	17.6%	18.0%	6.9%
Teacher Turnover	32.2%	24.9%	15.8%	20.4%	19.0%	16.2%	36.2%	18.2%	32.5%	18.4%

NISD Teacher Turnover Past 4 Years Compared to other NKY Districts								
	State	NISD	Ludlow	Covington	Ft Thomas	Dayton	Bellevue	
Teacher Turnover 22/23	24.9%	32.2%	13.8%	41.5%	17.7%	27.4%	36.0%	
Teacher Turnover 21/22	20.4%	15.8%	20.0%	29.1%	19.4%	15.9%	21.6%	
Teacher Turnover 20/21	16.2%	19.0%	7.5%	21.2%	9.4%	13.5%	17.0%	
Teacher Turnover 19/20	18.2%	36.2%	16.9%	31.0%	4.7%	22.2%	27.7%	

Source: KDE School Report Card (www.kyschoolreportcard.com)
*FTE refers to "Fulltime Equivalent."

In summary, while some positive movement was seen, it is insufficient. The optimism, level of trust and overall working environment must be improved. This is the key foundation to enable positive change and is essential to improve the overall academic results. NISD must continue to focus on the key area of culture to enable a turnaround of the school. Their partnership with NWEA is a step in the right direction and NISD should consider leaning on them more heavily to enable faster and bigger improvements. The next section of this 2024 report addresses the process by which the Superintendent evaluation is completed.

Superintendent Evaluation

One of the most important responsibilities of the NISD Board is to provide the Superintendent with timely and specific feedback. This is done through the evaluation process. We are thankful that the NISD Board has been fulfilling this responsibility. In reviewing the most recent summative evaluation of the Superintendent, it should be more specific and measurable. Critiquing the actual content and conclusions of the most recent review is out of scope for this report, however the ETF has prepared a scorecard that the Board can use moving forward. This scorecard will not only bring more objectivity and discipline into the process, but it will also make the task significantly easier and more transparent. We are recommending language with clearer expression of purpose and specific measures that can be used to gauge progress. Providing a range of measurable results will allow for clarity regarding whether the Superintendent is exceeding, meeting, or falling short of expectations. Two examples of such an approach are as follows:

Example 1:

Language with clearer expression of purpose	Measures of Performance & Notes		
Superintendent will raise average ACT scores by at least 1 point.	The addition of a range of scores increases clarity and implications of each accomplishment.		
	Exemplary	Accomplished	Developing
	Scores consistent with college enrollment (19)	At State Average	+1 point

Example 2:

Language with clearer expression of purpose	Measures of Performance & Notes		
Superintendent will cultivate a working environment that is good for all employees and students.	Teacher Turnover is the all-encompassing and simplest measure. Adding two powerful sub measures from the Impact Kentucky Working Conditions provides some other indicators. Specifically, 'Managing Student Behavior' and/or 'School Leadership' have both been correlated to better teacher retention.		
	Exemplary	Accomplished	Developing
	• Teacher Turnover < State % • School Climate score (Impact KY Working Conditions survey) above State Average • Managing Student Behavior (IKWC) > state average • Leadership (IKWC) > state average	• Teacher Turnover @ State % • School Climate score (Impact KY survey) above State Average • Managing Student Behavior (IKWC) = state average • Leadership (IKWC) = state average	• Teacher Turnover decreased versus year ago • School Climate score +20% versus previous survey • Managing Student Behavior above 41% (2022 score) • Leadership (IKWC) > 44% (2022 score)

The detailed recommended 2-page scorecard can be found in Exhibit 3. The next section gives a brief overview of the finances at NISD.

Finances

The finances and spending at NISD have been covered in detail in the last 2 ETF reports (2020 and 2022) and will not be covered again here. Newport has a large budget, spending 63% more per child than the State average which is up +15% versus last year. It is the conclusion of the ETF that these funds could be reallocated to spend more on teacher salaries and programs focused directly on the turnaround of the school - such as Kindergarten readiness and support for mobile students. NISD is, and has been for many years, a well-funded school district. This funding is a result of one of the highest school tax rates in the region.

Summary and Conclusion

Both the ETF 2020 and ETF 2022 reports showed that NISD was mired for years in low performance. The ETF 2024 report is the third such report to make the same conclusion. NISD continues to perform at low levels for academic achievement compared to State averages. Locally, NISD remains among the lowest performing school districts. NISD remains a well-funded school district and is among the higher taxing districts in Northern Kentucky. The first ETF report in 2020 suggested a 5-year timeframe to make significant change – we are now four years later, and the significant improvement has not happened.

Given these conditions in NISD, the Education Task Force recommends the following actions.
- Academic Achievement – Elevate Student Performance:
  - **Develop a Pre-K program in the city.** While not a school-only problem, NISD should take the lead to get a broad reaching all-day Pre-K program in Newport. Bringing young families into the schools early will likely have more benefits, possibly leading to increased enrollment.
  - **Improve or change the supplemental programs for mobile Students.** Help the newly attending students to close the gap faster with continuously enrolled students.
  - **Revise the Superintendent evaluation measures.** As part of the evaluation process, use a measurable scorecard to gauge performance. This is provided in Exhibit 3.
  - Increase expectations and supervision for all employees, especially for leadership.
  - Hold all employees accountable with precise measures of academic achievement.
- Working Conditions – Improve the work environment:
  - **Leverage the current NWEA contract on school culture** more heavily to enable faster and bigger work environment improvements and address the working conditions deficit.
  - Increase teacher salaries to rank among the highest in the region.

While there have been some positive changes over the past 2 years, expecting new and different results with only minor changes is unrealistic. Continual improvement is the enemy of innovation and NISD needs innovation. Now is the time to make more dramatic, creative, and significant solutions. The ETF believes that incremental or "continuous" improvement cannot produce the sweeping change needed to raise the culture and performance of the Newport schools. In 2020, the ETF stated that if results were not realized by 2025, we would recommend more significant change, including the possible merger with the Campbell County School System. We acknowledge that this is emotional and drastic and certainly not the only, nor necessarily the best solution, but different ideas need to be explored. Pending legislation may even provide flexibility for contiguous independent districts to combine efforts. This needs to be explored. Without stronger plans and better results, the ETF will bring this up again in 1 short year.

In closing, the Education Task Force thanks Re-Newport for supporting our work and the production of this report. We thank NISD and the School Board for their partnership and collaboration over the past 2 years and for providing some new and insightful data included in this report. We are also grateful to KDE for providing robust performance data on all Kentucky public schools.

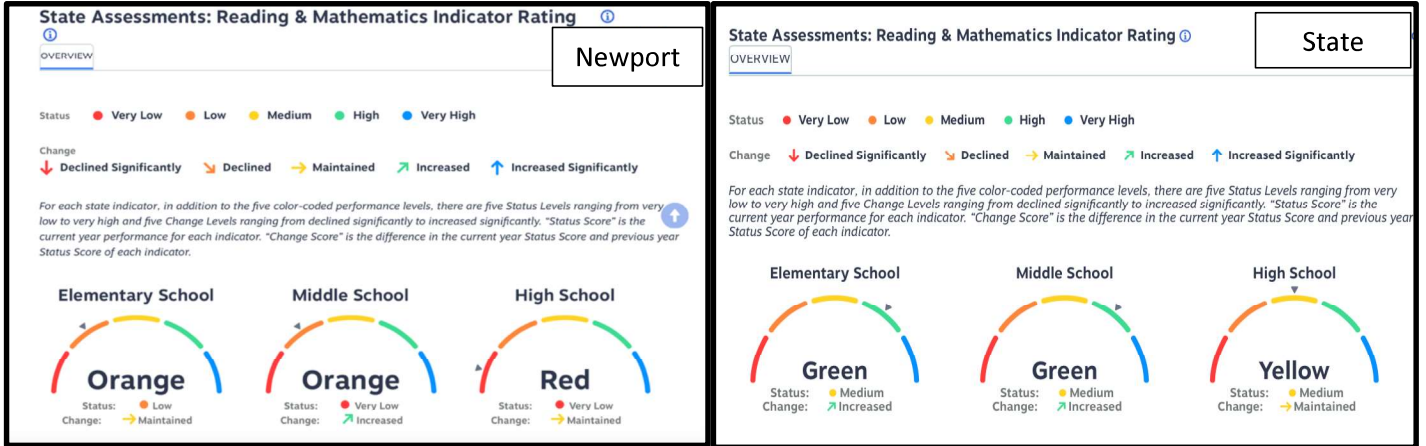# Newport Education Task Force Report III - EXHIBITS

Exhibit #	Table of Contents
1	Overview of State Assessment for Reading & Math
2	ACT Scores – past 16-year history
3	Recommended Scorecard for Superintendent Evaluation
4	ETF Executive Summary from the 2020 and 2022 Reports
5	ETF Contact Information

Exhibit 1
Overview of NISD Performance from the KY State Report Card
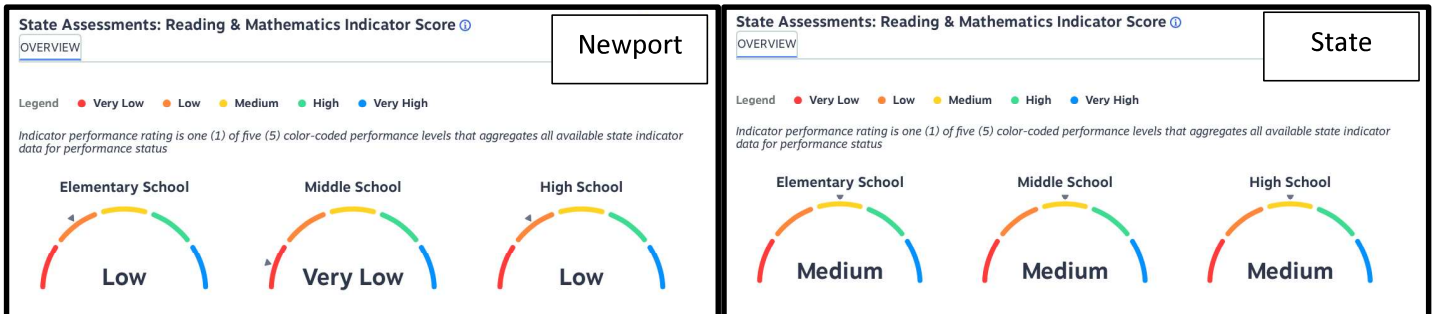# Math & Reading - Newport and State

2022/23

2021/22

Exhibit 2

NISD ACT Scores – Past 16 Year History

ACT Performance - 16 Year History	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	
NISD	16.5	17.3	16.5	17.2	17.6	17.2	17.3	15.9	16.8	17.2	17.3	16.3	16.3	16.1	
State	18.3	18.2	18.5	18.8	19.0	19.2	19.4	19.4	19.5	19.8	19.3	19.0	19.0	18.0	
Bellevue	18.1	17.4	17.2	17.6	18.1	18.7	18.8	18.3	18.9	19.1	18.6	18.4	17.8	19.1	
Covington	16.4	16.2	16.0	15.6	15.7	16.9	16.7	16.8	17.1	17.1	16.6	15.8	16.5	14.9	
Dayton	17.0	16.7	15.9	16.5	18.0	18.3	17.8	17.8	19.2	19.3	19.0	17.5	17.3	17.0	
Fort Thomas	22.1	22.7	23.1	22.2	23.8	23.4	23.6	24.1	24.4	24.3	24.1	23.5	23.8	22.2	
Ludlow	18.9	20.1	18.5	18.9	20.4	18.8	20.0	20.0	19.6	19.2	19.8	19.6	18.8	16.0	
NKY Avg (ex FTIS)	17.4	17.5	16.8	17.2	18.0	18.0	18.1	17.8	18.3	18.4	18.3	17.5	17.3	16.6	
NISD Diff vs State	-1.8	-0.9	-2.0	-1.6	-1.4	-2.0	-2.1	-3.5	-2.7	-2.6	-2.0	-2.7	-2.7	-1.9	
Diff vs NKY Avg (ex FTIS)	-0.9	-0.2	-0.3	0.0	-0.4	-0.8	-0.8	-1.9	-1.5	-1.2	-1.0	-1.2	-1.0	-0.5	

ACT Scores
NISD vs River Cities
2007/08 to 2022/23

Source: https://www.kyschoolreportcard.com/datasets?year=20231 (School Report Cards – "Data Set" section)

Exhibit 3
Superintendent Evaluation - Recommended Goals Worksheet
NISD 2023/24

Current Goal Language	Language with clearer expression of purpose	Measures of Performance & Notes		
Instructional Leadership				
1.To raise the average ACT score by at least 1 point.	Superintendent will raise average ACT scores by at least 1 point.	The addition of a range of scores increases clarity and implications of each accomplishment.		
		Exemplary	Accomplished	Developing
		Scores consistent with college enrollment (19)	At State Average	+1 point
2. To continue to model and promote high expectations for academic excellence.	Superintendent will raise academic achievement among all students and programs.	Exemplary	Accomplished	Developing
		Grade level proficiency at 75% (as per Strategic Plan)	At State Average	10% improvement
3. Continued increase to the number of students that are college and career ready.	Superintendent will increase the number of students that are college and career ready.	Exemplary	Accomplished	Developing
		• 7/7 Perkins goals met. • Advance Coursework participation at State level • SRC from Red to Green	• 5/7 Perkins goals met. • Advance Coursework participation increase by 20% • SRC from Red to Yellow	• <5/7 Perkins goals met. • Advance Coursework participation increase by 10% • SRC from Red to Orange
		There are many choices for this – but these three allow for benchmarking with the State (and other districts)		
Cultural Leadership				
4. To cultivate a working environment that is good for all employees and students to reduce staff turnover and promote learning.	Superintendent will cultivate a working environment that is good for all employees and students.	Teacher Turnover is the all-encompassing and simplest measure. Adding two powerful sub measures from the Impact Kentucky Working Conditions provides some other indicators. Specifically, 'Managing Student Behavior' and/or 'School Leadership' have both been correlated to better teacher retention.		
		Exemplary	Accomplished	Developing
		• Teacher Turnover < State % • School Climate score (Impact KY Working Conditions survey) above State Average • Managing Student Behavior (IKWC) > state average • Leadership (IKWC) > state average	• Teacher Turnover @ State % • School Climate score (Impact KY survey) above State Average • Managing Student Behavior = state average • Leadership (IKWC) = state average	• Teacher Turnover decreased • School Climate score +20% versus previous survey • Managing Student Behavior above 41% (2022 score) • Leadership (IKWC) > 44% (2022 score)
5. To continue to foster relationships with parents/guardians to ensure they have a voice and are aware of all the resources and opportunities the district provides for their students' success.	Superintendent will foster relationships with parents, so their voices are heard, and they are aware of the resources available to students. Seek input from parents throughout the school year supporting student success.	ETF does not have visibility to data – but using "Involved Families" overall score plus 'Parent-Teacher Trust' and 'Parent Involvement' scores from NWEA survey are viable options for measurement. • NWEA Survey Measures • Parent Survey Response Rates Measure: Annual parent survey (in district)		
Managerial Leadership				
6. To continue to evaluate and develop policies to ensure that processes and systems are in place for budgeting, staffing problem solving, communicating expectations and scheduling that organize the work of the district and give priority to student learning and safety.	Verify that all district and school operations aim to improve student achievement and safety.	Measure: School Board Judgement.		

Strategic Leadership		
9. To continue to strengthen our current partnerships with community members and leaders.	Superintendent will strengthen current partnerships with community members and leaders.	Measure: Board will informally ask key partners for feedback.
Cultural Leadership		
11. The board has charged Mr. Watts to ensure that the co-op/New Pathway programs are implemented with fidelity and that students and their families understand the positive impact these opportunities will have on the students' future.	Superintendent will ensure co-op/New Pathway programs are implemented with fidelity.	Assuming this is a new program – the measure should be: Enrollment to completion ratio.
Human Resource Leadership		
12. To ensure that new hires have the skills and knowledge to teach in an urban district to avoid high turnover.	Superintendent will ensure new hires have the skills and knowledge to teach in an urban district to avoid high turnover.	1. Turnover among new hires (<3 years in job) is below average turnover. 2. Post course feedback from Wildcat Academy is positive. 3. At least 3 processes in place dedicated to new hires.
13. Implement policies outlined in the CDIP to ensure we recruit and retain a qualified and highly effective diverse staff.	Superintendent will implement policies outlined in the CDIP to ensure recruiting and retaining a qualified and highly effective diverse staff.	1. At least one ongoing program targeting these issues is implemented in 2024. 2. Teacher Diversity increases year over year (State Report Card).
15. To continue to assess salary schedules to ensure the district remains competitive in our salaries for all staff.	Superintendent will assess salary schedules bi-monthly to ensure the district remains competitive.	Bi-Monthly report shared with Board showing NISD ranking in the salary schedules relative to benchmark districts.

Exhibit 4

2020 ETF Executive Summary (page 1 of 1)

For full report: https://drive.google.com/drive/folders/1FqgrHxYD6FUbRH9WdyzSUb-VNGWKx1kt?fbclid=IwAR0aNrm2aikwv_eRX_uEDkdz42mzK8G96memkMR99_nsEmRfH2bXTudNALs

Executive Summary

The Newport Education Task Force (ETF), a Newport citizens' group, assembled in July 2019 in an effort to support the Newport Independent School District (NISD) toward improved performance. The ETF amassed relevant data for analysis including the Kentucky Department of Education's (KDE) 2017 TELL Survey of Newport schools' staff[1] and KDE's AdvancED Diagnostic Review[3], which includes data from interviews, observations, and document reviews. The report also draws on official records from numerous local school districts obtained through open records requests[2], along with Newport's KDE School Report Cards[4], other schools' report cards, documents, and information available on KDE websites. Various interviews and interactions at the November 21st, 2019 Education Task Force Open House event are included.

The task force analyzed these data to discern strengths and weaknesses in the operations and results for the Newport schools over the last five years. The consensus is that while well funded, Newport schools rank among the lowest five percent of schools in the State for student achievement. Many of the problems identified are profound, pervasive, and systemic.

Members of the task force recommended by the Mayor, School Board Chair, and ReNewport Board President, subdivided into committees to identify problems in three areas: structure, programming and delivery, and public engagement. The committees worked independently over several months, each articulating their findings in independent reports that are merged here in a final report. The Task Force recommended actions to increase student achievement include:

- Increase support for teachers, specifically to address a 29% turnover and poor climate by increasing teacher compensation, classroom aides, and cultural initiatives.
- Reduce central office salaries/staff, and recruit leaders with the skills to execute the needed turnaround.
- Increase expectations for leadership and educator performance with accountability measures.
- Provide more advanced program options for accelerated learning.
- Set high expectations and accountability for student performance and conduct with unwavering support by leadership.
- Engage the community more in key decisions, board elections, and appointed positions.

The results of the committees' work are joined in the full report that follows, which includes graphics illustrating important information and an appendix that comprises documents, charts, tables, and descriptions of documents supporting the content of this report.

The City of Newport can no longer tolerate the ineffective use of vast public resources. The community of Newport must call for the dramatic change required in its schools. As the City of Newport continues to rise, the Newport Independent Schools must also rise.

Our hope is that this document will serve as a resource for leaders in the City of Newport and NISD. The community of Newport has experienced positive change in the past decades. The community expects no less from our schools.

Exhibit 4 Continued - 2022 ETF Executive Summary (Page 1 of 2)

For full report: https://drive.google.com/drive/folders/1FqgrHxYD6FUbRH9WdyzSUb-VNGWKx1kt?fbclid=IwAR0aNrm2aikwv_eRX_uEDkdz42mzK8G96memkMR99_nsEmRfH2bXTudNALs

Newport Education Task Force Report II (March 2022)

Executive Summary

In August 2019 the Newport Education Task Force (ETF), a Newport citizen's group, came together to support the Newport Independent School District (NISD) toward improved performance. As with the first report, ETF Report II, March 2022, analyzes relevant data from:

1. The Kentucky Department of Education (KDE) including school report cards,

2. The Impact Kentucky Working Conditions Survey (formerly the TELL Survey), a bi-annual survey of Kentucky school staff, and

3. Records from numerous school districts obtained through open records requests.

As with the first report, these data were analyzed to discern strengths and weaknesses in NISD's operations and outcomes. ETF Report II reveals that:

• NISD continues to rank among the lowest performing school districts in Kentucky.

• Working conditions in Newport schools operate at a substantially low level.

• NISD continues to be well funded through local taxation and State and Federal allocations.

• NISD teacher salaries and salary scale fall short of most other local school districts.

• NISD central office staffing and salaries rank at the top among local districts, large and small.

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Exhibit 4 Continued - 2022 ETF Executive Summary (Page 2 of 2)

Given these conditions in NISD, the Education Task Force recommends the following actions.

Academic Achievement – Elevate Student Performance:

• Recruit/develop school leaders with the ability to lead NISD through significant and positive change.

• Provide robust, advanced academic program options for students.

• Dramatically increase expectations and supervision for all employees, especially for leadership.

• Hold all employees accountable, especially leadership, with precise measures of academic achievement.

Working Conditions – Dramatically improve the work environment:

• Increase teacher salaries to rank among the highest in the region.

• Hire a third-party culture expert to identify and address the working conditions deficit.

• Dramatically improve the quality of school climate, management of student behavior, and teacher-leader relationships.

• Locate, recruit, and hire talented, resourceful educators to meet the needs of NISD students.

Finances – Reduce administrative spending:

• Reduce central office staff and salaries reflecting the size of the school district.

• Invest the savings in teachers' salaries, training, and support at a high level.

The ETF believes that incremental or "continuous" improvements cannot produce the sweeping change needed to raise the culture and performance of the Newport schools. NISD must make substantial, statistically significant changes to begin to meet the needs of the citizens and families of Newport. NISD must do this, now.

The citizens of Newport must demand improvement of NISD schools on all fronts. The School Board and school leaders must hold themselves accountable on each of these fronts. Marked improvement are crucial to maintaining our independent school district. If results are not realized by 2025, the ETF recommends more significant change, including the possible merger with the Campbell County School System.

The Education Task Force hopes this new document will serve as a resource for leaders in the City of Newport, NISD and the citizens of Newport, Kentucky. Comments: NewportEducationTaskForce@gmail.com.

Exhibit 5

The Newport Education Task Force (ETF) is a Newport citizen's group. The group's purpose is to support the Newport Independent School District (NISD) toward improved performance. Our stated goal is: *NISD is a top performing district that attracts and successfully educates students from all populations in Newport.* The first report was created in March 2020, the second one March 2022 and this report is the third. The ETF can be reached via this Email address:

NewportEducationTaskForce@GMail.com.

Link to the reports: https://drive.google.com/drive/folders/1FqgrHxYD6FUbRH9WdyzSUb-VNGWKx1kt?fbclid=IwAR0aNrm2aikwv_eRX_uEDkdz42mzK8G96memkMR99_nsEmRfH2bXTudNALs

We can also be reached through our Facebook page (Newport Kentucky Education Task Force):

https://www.facebook.com/search/top?q=newport, Kentucky education task force