



# ReNewport



Rooted • Resilient • Reenergized

## Education Task Force A Citizens' Report Newport, Kentucky

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# Acknowledgements

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# Task Force Agreement

## **Outcome:**

A well thought out, fact-based document that defines the top problems that are hindering success, and recommends solutions to address these problems. An ongoing system that will ensure progress against action items.

## **Goal:**

NISD is a top performing school district that attracts and successfully educates students from all populations in Newport.

# 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<sup>1</sup> and KDE's AdvancED Diagnostic Review<sup>3</sup>, 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<sup>2</sup>, along with Newport's KDE School Report Cards<sup>4</sup>, 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.





## Education Task Force Report to the Citizens of Newport

As described in the Executive Summary, this report consists of three analyses of the data, resulting in three distinct reports, joined in this inclusive report. All three committees drew on much the same data sources, as cited in the Executive Summary. As noted throughout, additional documents, tables, charts, and explanations of some documents are included in an Appendix to this report.

# Structure Committee Report

The Structure Committee, a subcommittee of the Newport ETF, comprised of four Newport residents, analyzed numerous data sources for this final report. Our analysis revealed three profound, pervasive, and systemic problems relating to the structure of the NISD.

**The first problem identified concerns leadership - NISD leadership does not have the capacity to carry out the turnaround needed in the schools.** The data shows that Newport schools have been low performers for many years.<sup>4,8,9,15</sup> Though minor improvements have been made, this track is no longer sufficient, as determined by the City, the School Board, nor the community. A turnaround is needed in the district; however current leadership appears to lack the mentality and capacity to effect such necessary changes.

The AdvancED Diagnostic Review (2019)<sup>3</sup> gave NISD the lowest rating (“needs improvement”) for the Leadership Capacity Domain on eight of nine standards reviewed. The standards include: a) vision for teaching and learning, b) expectations for learning, c) continuous improvement processes for professional practice, d) staff supervision and evaluation, e) effectiveness in support of teaching and learning, f) improvement of leadership effectiveness, g) processing data to inform decision making and h) ensuring system effectiveness and consistency (P. 4).

The AdvancED Diagnostic Review<sup>3</sup> offers abundant evidence of this observed incapacity, citing a lack of clarity about how to improve among school and district administrators. In interviews, staff cited “‘Too many initiatives in the pipeline, and principals and teachers are feeling overwhelmed.’ ... some teachers left the district, because they were ... ‘overwhelmed by all of the new programs.’ Administrators echoed the same sentiment and also stated they were concerned about the amount of time they were asked to be out of the building for meetings and district level initiatives, ... and that district administrators did not spend significant and meaningful time in the schools.... District administrators frequently ‘ruled by intimidation and fear’ [while] teachers perceived building-level principals have no real authority because... decisions were made by district staff (P.13).”

The AdvancED Report<sup>3</sup> documents that “District staff members and Board members often cited student mobility patterns and student poverty as reasons for low student performance on standardized measures. Many connected these factors with student behavioral issues, and some associated these reasons with the high rates of teacher turnover in the district (p. 14).” District administrators also cited inexperienced school principals as part of the problem (p. 19).

As a result of this analysis, the Structure Committee observed that the Newport School Board is not holding district professional leadership accountable. Recommendations in response to these observations appear at the conclusion of this subcommittee report.

**The second problem identified concerns very low teacher retention in Newport Schools.** At 29.6% teacher turnover, Newport is much higher than the state average of 17% and in stark contrast to Ludlow Independent Schools, for instance, at 8.1%. As indicated above from the AdvancED Report<sup>3</sup>, Newport teachers cited district staff for not following up sufficiently on professional development efforts, while promoting a sometimes overwhelming number of initiatives aimed at improving teaching and learning, with some teachers leaving the district as a result (p 13). An example of this is the several “walkthrough” instruments used to collect and compile classroom observation data. Newport school administrators “...reported using ‘six or seven different walkthrough instruments’



for classroom observations and indicated that teachers did not receive regular feedback from the walkthroughs (p. 15).” This was also confirmed qualitatively at the November 21<sup>st</sup> Education Task Force Open House where a current Newport teacher stated that it was the quantity of initiatives that was overwhelming, not the quality. Essentially, the data overtly suggests that the root cause of high teacher turnover stems from two key areas: i) a culture lacking trust and support and; ii) inadequate compensation.

The KDE 2017 TELL survey<sup>1</sup> revealed Newport teachers responded at rates well below the state average on all of the following indicators:

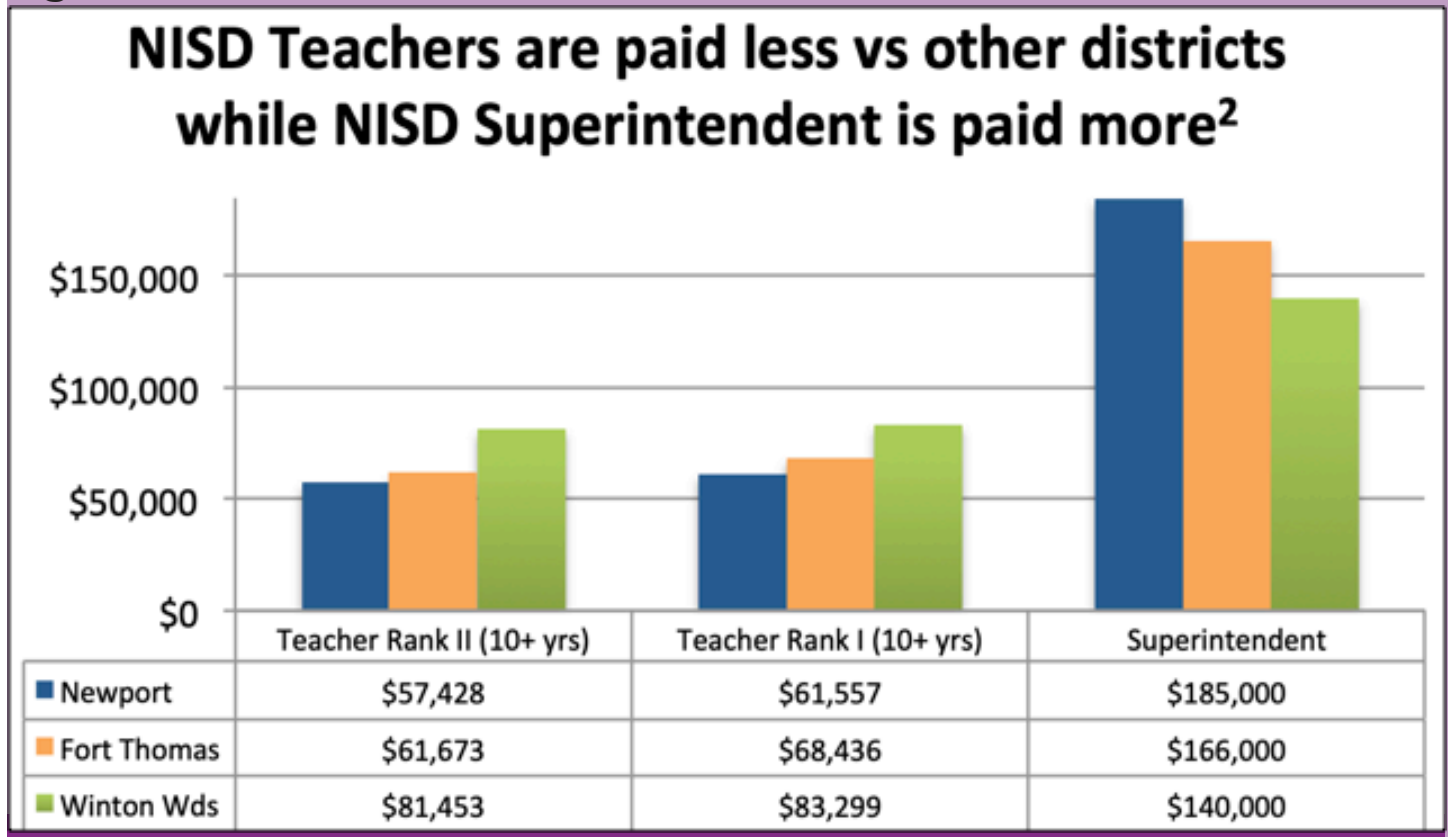
- **Teachers are allowed to focus on educating students with minimal interruptions.**
- **Parents/guardians are influential decision makers in this school.**
- **Students at this school follow rules of conduct.**
- **School administrators consistently enforce rules for student conduct.**
- **The faculty has an effective process for making group decisions to solve problems.**
- **Teachers have an appropriate level of influence on decision making in this school.**
- **The faculty and leadership have a shared vision.**
- **There is an atmosphere of trust and mutual respect in this school.**
- **The school leadership consistently supports teachers.**
- **The school leadership makes a sustained effort to address teacher concerns about leadership issues.**
- **The school leadership makes a sustained effort to address teacher concerns about managing student conduct.**
- **Teachers contribute to the planning, selection, and/or design of professional learning.**
- **Teachers are assigned classes that maximize their likelihood of success with students.**
- **Overall, my school is a good place to work and learn.**

Especially in the areas of managing student conduct, engaging parents, leadership function, and professional development and support, these responses collectively suggest working conditions in NISD operate below par compared to most Kentucky school districts. For the Resource Capacity Domain in the AdvancED Report<sup>3</sup>, NISD received the lowest rating on all five standards assessed. These standards address: a) the professional learning environment, b) the collaboration to improve learner performance, c) the retention of quality personnel, d) long range planning and, e) the allocation of resources to improve student performance and organizational effectiveness (p. 6).

For the Learning Capacity Domain in the AdvancED Report<sup>3</sup>, NISD received the lowest rating on all eight standards assessed. These standards address teaching and learning for students and teachers alike. They also address teacher/learner relationships, high expectations and standards, curriculum, quality instruction, assessment practices, and the evaluation of all instructional programs and support services (p. 5). The combined results of these surveys strongly suggest the need for improvement in the professional working conditions in Newport schools.

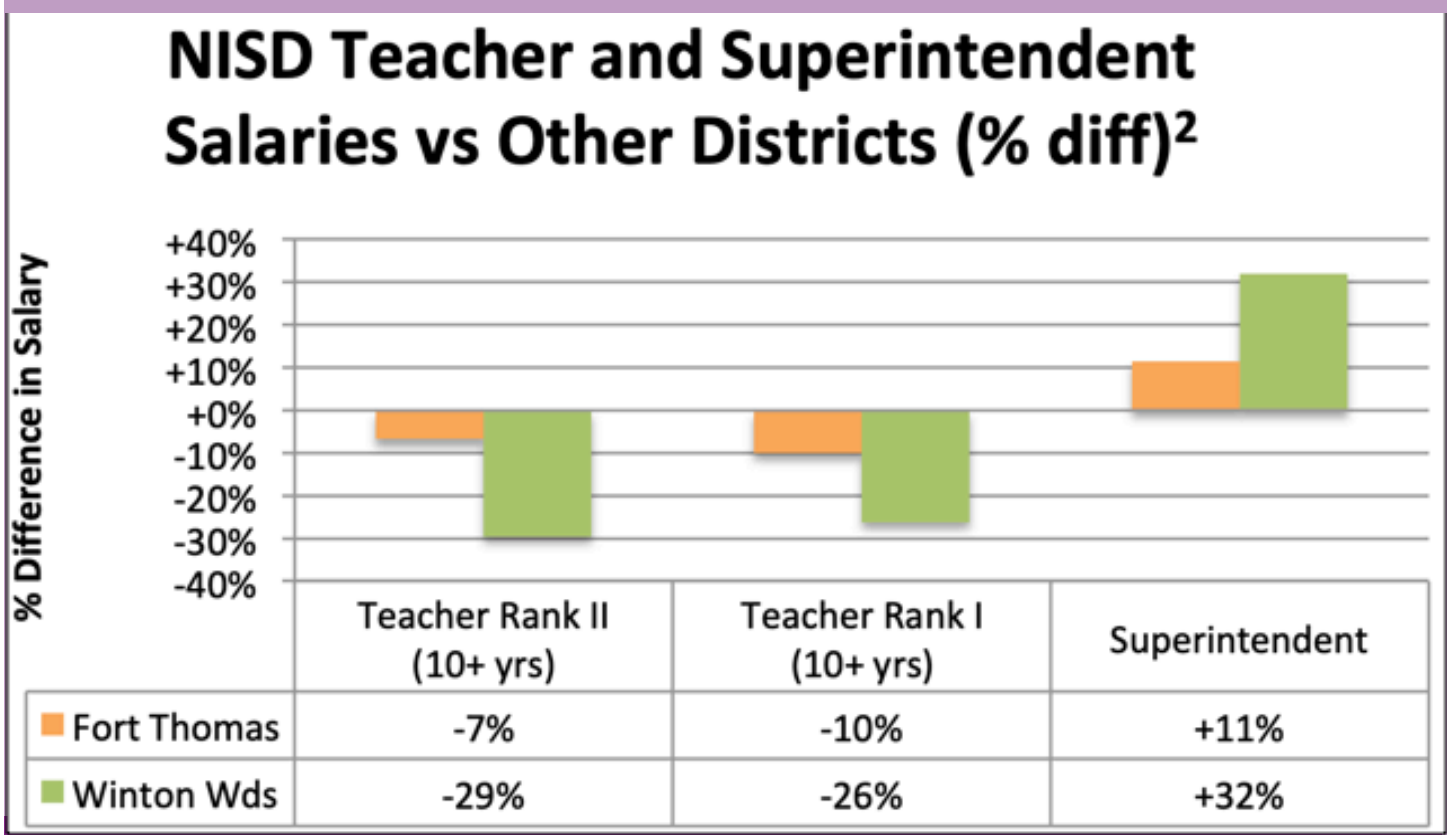
In addition, the NISD KDE Report Card<sup>4</sup> shows that NISD teachers are paid 8.5% less than the average Kentucky educator. Newport principals earn 2.3% less than the state average.<sup>4</sup> The Committee also found that Newport teachers are paid at levels lower than most surrounding districts,<sup>7</sup> notably Fort Thomas where teacher salaries are uniformly higher.<sup>6</sup> In contrast, Newport central office salaries are substantially higher than the same positions in Fort Thomas.<sup>5,10</sup> Newport’s central office staff was found to outnumber even some of the larger local districts.<sup>5,10</sup> It seems ironic that with Newport teacher salaries among the lowest in our area and Newport central office staff numbers and salaries among the highest, Newport student achievement is among the very lowest in our area and in the state.<sup>8</sup> See Appendix for data display.

**Figure 1**



Figures 1 & 2 compare Newport, Fort Thomas, and Winton Woods (Ohio) school districts' teacher (average after 10 or more years of service) and superintendent salaries illustrating these disparities. Note: Winton Woods was chosen as it is also an independent school district with high poverty rates.

**Figure 2**





As a result of this analysis, the Structure Committee concluded that the Newport School District is not providing a good working climate nor sufficient support to the important and essential resource of the teacher community. Changes are necessary and are detailed in the Recommended Actions section at the conclusion of this subcommittee report.

**The third problem identified concerns Newport Central Office staffing and compensation which are out of proportion for the size of the school district.** Newport Schools’ Central Office (CO) Administration receives 13.9% of the total school budget in compensation while the state average is 8.9%. NISD spends \$1,700 per student on these Administrative Support Services while the state average is \$945 per student. Dayton Schools spend \$1,378 in this category, Fort Thomas Schools \$1,157.<sup>4,5</sup>

Figure 3 displays the number of central office staff per 100 students in each of six local school districts, including Newport. The number of Newport CO staff compares well to Fort Thomas and Campbell County school systems, which serve, respectively, double and triple the number of students in Newport schools. The three smaller school districts each have more than half the number of students Newport has, while each has 20 fewer central office employees.

Figure 3

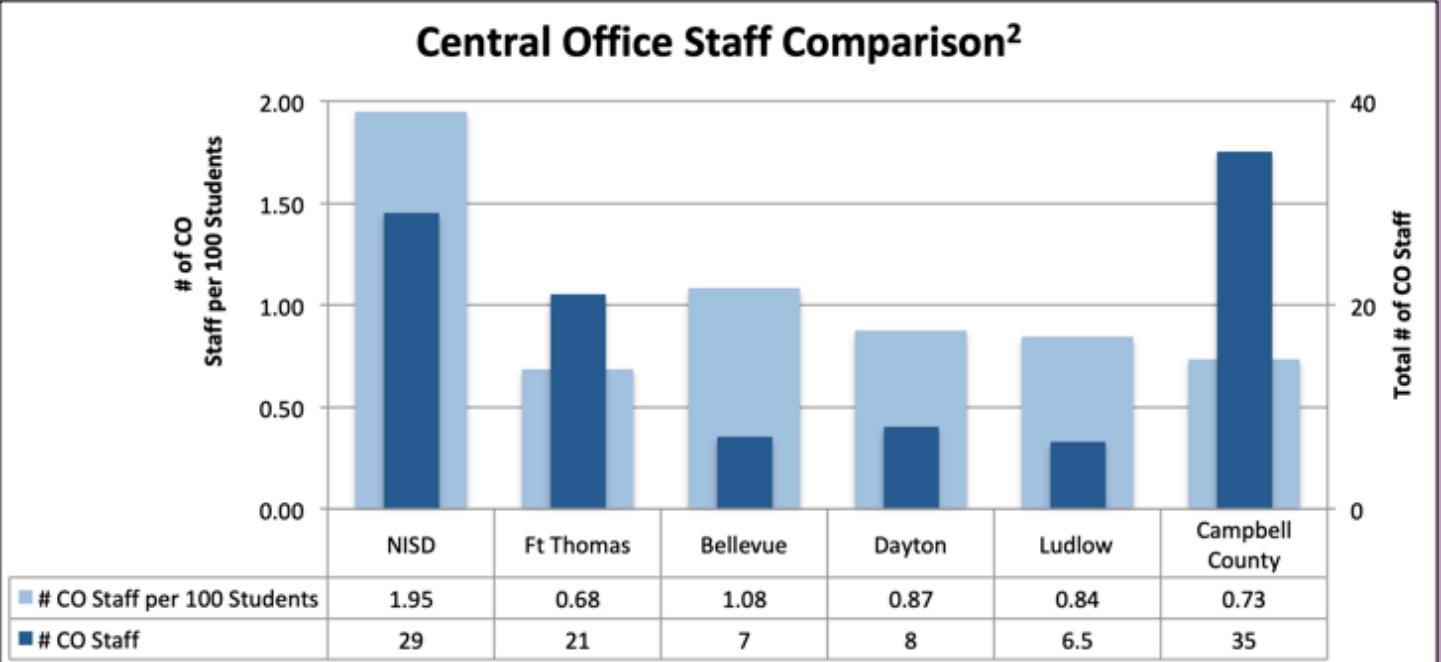


Figure 4 displays the top six central office salaries for several local school districts. For comparison purposes, the Structure Committee compared the same 6 positions typically present in the Superintendent’s office. Newport exceeds all at \$735,268.<sup>10</sup> Even larger districts fall thousand of dollars below Newport’s CO, top six salaries.

**Figure 4**

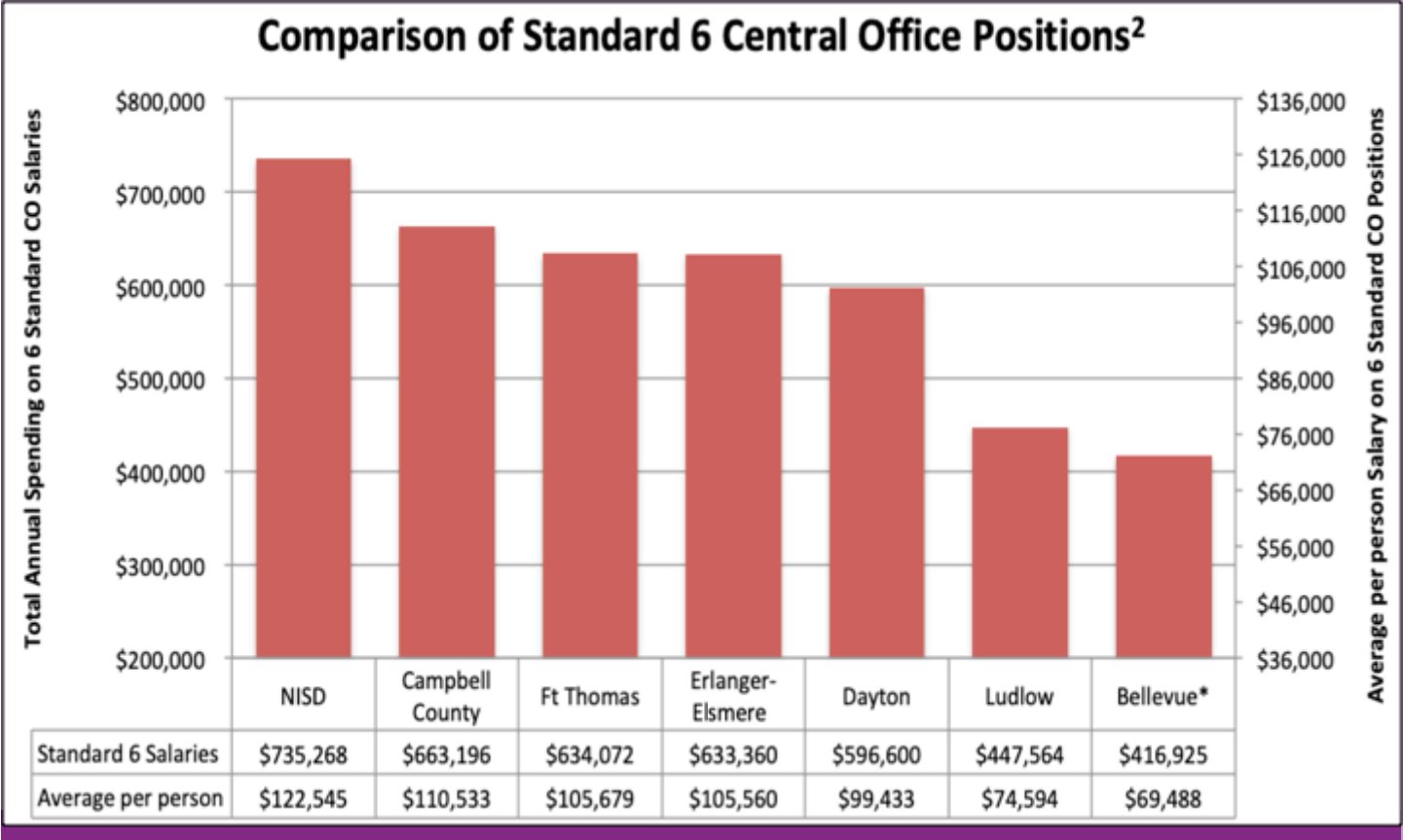
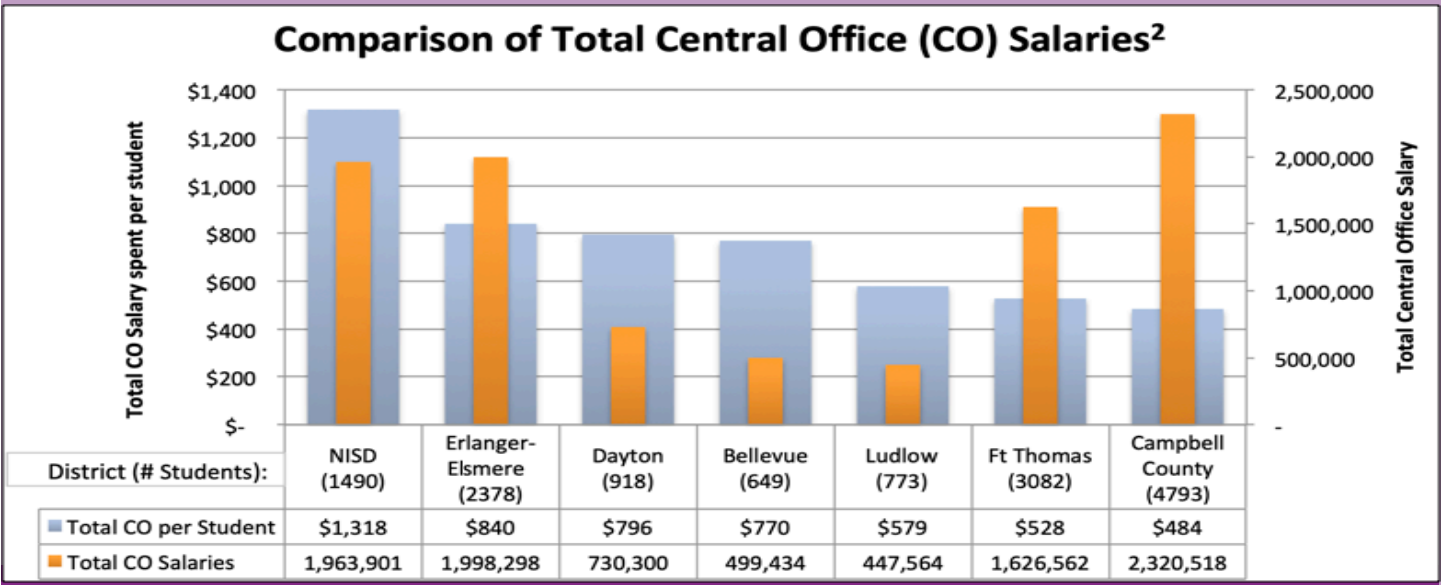


Figure 5 compares total CO Salaries for several local districts. Newport CO salaries are comparable to much larger districts - Erlanger-Elsmere, Fort Thomas, and Campbell County. The display shows CO salaries calculated per student for each district. Newport exceeds each of the districts, larger and smaller. It’s notable that Newport CO salaries exceed Dayton Schools by \$1.2 Million, Bellevue by \$1.4 Million, Ludlow by \$1.5 Million, and Fort Thomas by \$0.3 Million.

**Figure 5**



Newport's CO staff and salaries are clearly out of proportion with the student population and geographic reach of the school district. It appears that select staff are richly rewarded, while falling dramatically short of reasonable expectations for student achievement, year after year. The Newport School Board is ultimately responsible for these conditions, and this glaring short fall.

## Structure Committee Summary

The problems revealed in the analysis of data by the ETF shed light on working conditions in the schools that consistently fall short of expectations for professional learning and professional practice. These conditions signal the need for deep cultural change in the NISD, that must begin with an authentic vision, and lead to the achievement of academic proficiency for all students in the Newport Schools.

The CO must be reconceived as a service center for the schools, so that the needs of all students, collectively and individually, are the top priority for each CO staff member. District staff must work shoulder-to-shoulder with leaders in the schools and classroom teachers to meet the needs of each student, year-in, year-out.

Resources must be invested in the schools rather than in CO to achieve proficiency for all students. The usual lip service on achieving this goal can no longer be tolerated. Only the achievement of the goal of proficiency will suffice. Other school systems make this happen. Newport can do it, too.

## Structure Committee Recommendations

**To address leadership incapacity to carry out the turnaround needed, we recommend NISD:**

1. Recruit school and district leaders with the skills to execute the needed turnaround.
2. Establish high expectations for all leaders, staff and students.
3. Employ third-party evaluators (KDE staff, for instance) to ensure accountability.
4. While we prefer local control, if a turnaround cannot be accomplished by 2024-25, cede NISD governance to Campbell County.

**To address the very low teacher retention in Newport Schools, we recommend NISD:**

5. Employ a third-party culture expert to ensure execution of improvement plan.
6. Complete an incentive review process for teachers, including salaries, benefits, and instructional support.

**To address Central Office staffing and compensation that are out of proportion for the size of the school district, we recommend NISD:**

7. Complete a Central Office compensation review including salaries, benefits, roles, and responsibilities.
8. Right-size the Central Office staff and salaries and invest in teacher retention programs.

# Programming & Delivery Committee Report

The Programming and Delivery Committee, a subgroup of the Newport ETF, is comprised of three Newport residents. Over four months, this team analyzed numerous data sources and conducted several interviews with school administration and staff for this final report. Our report addresses five perceived problem areas from the analysis of relevant data. See Appendix for data sources, tables and descriptions.

**The first problem identified concerns communications - the traditional modes of communication with parents/families about school-related activities are ineffective in engaging families.**

The 2017 KDE TELL teacher survey<sup>1</sup> indicates that NISD is below state average on 8 out of 8 topics related to community support and involvement. Specifically, the Newport responses are well below the state average on the following indicators related to parent/guardian involvement:

- Only 32% of teachers believe that parents/guardians are influential decision makers in the schools
- Only 65.9% of teachers believe that parents/guardians know what is going on in the schools
- Only 41.1% of teachers believe that parents/guardians support them, contributing to their success with students

Additionally, the AdvancEd report<sup>3</sup> revealed that "Parental involvement in school activities and their child's education was described as low due to 'poverty and social barriers;'" however "Engaging and involving stakeholders (e.g., parents, students, staff) effectively remains an unmet challenge (P.19)."

A review of current practices revealed that NISD uses several methods of communication, including emails, phone, flyers, school and district websites, social media, home visits, and parent-teacher conferences. These, however, have not resulted in the desired meaningful engagement of families with the school district. Emails and phone calls require regularly updated information from families and advance notice (at least a week) from district administration regarding school activities.

The school website can be difficult to navigate. Social media accounts are not widely publicized. "Newport is one of the few school districts in the nation to take the innovative step of visiting students at their homes (NKY Tribune, 8/7/19)," but this is limited to once a year. Parent-teacher conferences are sporadic and limited mostly to the Primary school. Thus, while there is great opportunity for disseminating information, it is largely one-way communication and unsuccessful at involving families in school activities or students' academic progress. In order to communicate and engage with families, it is essential to make changes.

**The second problem identified concerns the aim for high expectations for student achievement and the limited knowledge among students and families of available resources.**

According to the KDE AdvanceEd report 2019<sup>3</sup>, NISD rates consistently below the mark on key measures for five consecutive years as measured by KDE:

- Expectations for student achievement are low (P.15)
- NIS Vision is not clear (P.14)
- Learning capacity rating: needs improvement on all eight standards (P.5)
- Resource capacity rating: needs improvement on all five standards. (P.6)
- "'Technology is not being used adequately for student learning (P.11).'"
- During interviews for this report, teachers stated "'Our issues are in the classrooms' [and] 'We have low expectations in the classrooms (P.11).'"

These findings are further demonstrated by the KDE School Report Card<sup>4</sup> 2018 – 2019, which shows subject area score are dramatically lower than state average scores.

	NISD Elem	State Avg.	NISD MS	State Avg.	NISD HS	State Avg.
Reading	28.7	54.6	39.6	59.6	25.6	44.5
Math	23.2	48.6	31.9	46.4	15.3	35.3
Writing	9.2	46.6	10.1	31.9	34.9	50.3
Soc. Studies	23.5	53.0	22.5	58.8		
Science	5.2	31.7	10.9	26	18.1	29.9

In order for students to succeed academically, it is necessary to communicate clear expectations and provide knowledge of available resources.

### **The third problem identified concerns limited programming available for accelerated learning.**

For this problem, the committee reviewed data from the KDE School Report Card<sup>4</sup> and conducted multiple interviews with school administrators and staff. Areas of focus include academic and career readiness, vocational/technical programming, preschool offerings, and advanced coursework.

According to the KDE School Report card<sup>4</sup> 2017 – 2018, Newport has a graduation rate of 95.7%; however only 28.4% of graduates are academic ready, and 52% are career ready by KDE standards. The NISD Data Comparison<sup>15</sup> reinforces these findings, demonstrating that in the class of 2017, only 37% of graduates were college ready, and 49% were career ready. Although all students are required to take a career pathway, they are not required to pass industry certification tests, with only 29.8% of NISD students gaining industry certifications compared to 70.4% in Dayton Independent Schools.<sup>4</sup> Thus, while offering 13 different career pathways, NISD is not satisfying career readiness standards set by the state. Students do not get the benefit of being required to qualify for industry certifications.

Newport offers a 5-Star rated preschool program. Per the KDE School Report card<sup>4</sup> 2017 – 2018, the preschool enrollment was 74 students, with Kindergarten enrollment at 115. With many students in the district underprepared for Kindergarten, the Preschool program is essential. According to the NKY Tribune (11/1/18), NISD obtained a grant to fund an all-day preschool program for 20 children; but with enrollment numbers much greater than this, this program falls short of the current need.



The Gifted and Talented program in Newport serves 125 identified students (8.4%) of the student population in 2017-2018<sup>4</sup> compared to 17.9% in Dayton Schools. There is a single staff member assigned to organize testing, certification, activities, and events for gifted and talented students in all three Newport schools. With additional staff and resources, this program could be expanded to better serve the identified G&T students of Newport, as well as those who might strive toward qualifying for services.

Newport does not provide Advanced Placement or International Baccalaureate courses; but does offer dual enrollment, in which students may obtain college credits. As of 2018-2019 school year, 30 students were enrolled in dual credit with 28 receiving qualifying grades.<sup>4</sup> This program has been established with Gateway Community & Technical College; however, students have very limited choices and opportunities at Gateway, while the broader opportunities at NKU are not as actively supported for Newport students. With equivalent tuition and fees for the two programs, why not support both to address independent student needs?

NISD has recently created the School of Innovation, offering students grades 6– 12 the opportunity to complete schoolwork at their own pace through the EdGenuity program. This school offers 4 educational tracks - Trailblazer (homeschool), Go Steady (for students who cannot attend school regularly), Ascend (early graduation), and Care (for students who struggle in a typical school setting). This program may have great potential to serve some students; however, its effectiveness has not yet been evaluated.

While Newport Schools offer opportunities for industry certifications, preschool, and accelerated programs, they are under-developed. Students would benefit from additional resources devoted to the dissemination and development of these programs.

**The fourth problem identified concerns the high rate of poverty among NISD students - the effects of poverty constitute a substantial barrier to student achievement.** According to US Census 2013-2017 data, Newport’s poverty rate is 33.3%, compared to Dayton at 22.5%, Covington at 24.7%, and 16.9% overall in the state of Kentucky. It is imperative to address the effects of poverty aggressively in Newport Schools. According to the KDE School Report Card<sup>4</sup> 2017-2018, 89.1% of NISD students identify as economically disadvantaged. Only 52.8% of economically disadvantaged students in Newport graduate transition ready. The NISD Data Comparison shows a dramatic disparity between students receiving Free or Reduced Lunch (FRL) and other students on state proficiency testing.

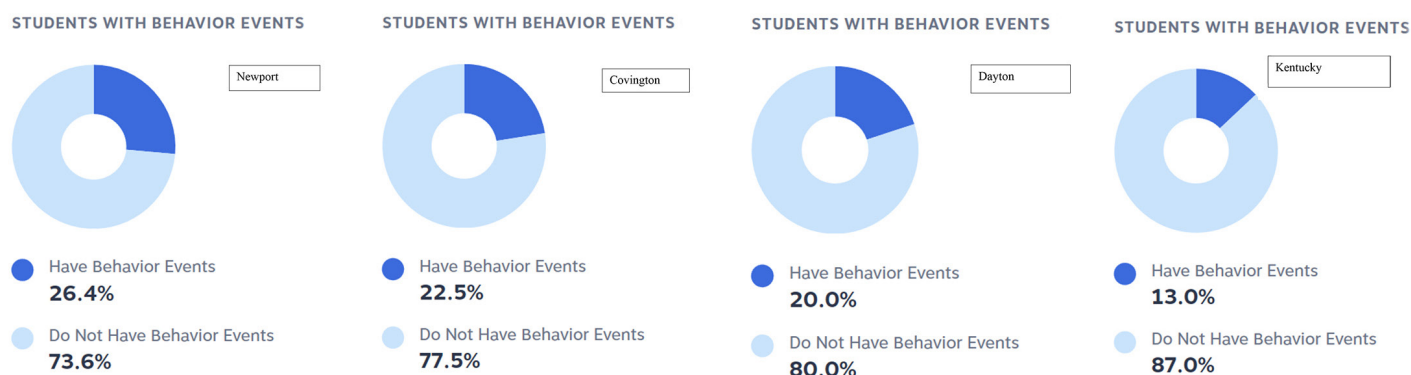
**Percent of Students at Proficiency**

	Free/Reduced	Not Free/Reduced
2nd grade Reading	19%	44%
8th grade Reading	27%	44%
2nd grade Math	15%	89%
8th grade Math	45%	78%

With the high percentage of Newport School’s students impacted, it is imperative to address poverty as a barrier to student achievement.

**The fifth problem identified concerns school safety and holding students accountable for their behavior.** While the district mediates behavior issues with anger management classes, advisory groups, and 21<sup>st</sup> century programming, students, parents, local law enforcement, and the media still frequently report bullying and behavior issues. Facilitation of GreenDot and Shifting Boundaries programs are impactful yet have limited resources. With multi-tiered support and positive behavior interventions systems being developed, our students are still at risk. According to the KDE School Report Card<sup>4</sup> 2018 – 2019, there were 2215 behavior events reported at the high school, and 2649 total events in the NISD. There were:

- **39 assaults/violence**
- **64 Incidents of harassment/bullying**
- **10 drug incidents**



Compared with Covington, Dayton and Kentucky state percentages, Newport has the highest percentage of students with behavior events. Therefore, it is essential to address safety and behavioral issues.

## Programming and Delivery Committee Recommendations

**To address the communications shortfall, we recommend the use of innovative, multi-modal methods for two-way communications with families through the following:**

1. Announce events by phone, text, email, and social media at least one week prior.
2. Continue to support home visits by staff and provide additional opportunities for teachers and families to communicate meaningfully in regular parent-teacher conferences.
3. Modernize the NISD website for ease of navigation, keeping it up to date to meet the needs of students, families and the citizens of Newport.

**To address the need to communicate, and engage each stakeholder in the educational process, we recommend NISD:**

4. Develop a visual, customizable blueprint of the student journey from pre-K through grade 12 for students, families, and teachers, including general information, expectations, available resources, workshops, articles, and links to outside services.

**To address the need to increase opportunities and access to accelerated programming, we recommend NISD:**

- 5. Provide all-day preschool to all 4-year olds and special needs 3-year olds.
- 6. Improve vocational/technical program offerings, placements, and rates of certification.
- 7. Increase accessibility for dual enrollment at GCTC and NKU, thereby preparing students for the responsibilities and opportunities that college affords.
- 8. Enhance the Gifted & Talented programs including adding qualified staff in each building and training all staff for identification and instruction.
- 9. Assess the value and effectiveness of the School of Innovation.

**To address the powerful effects of poverty on student achievement, we recommend NISD:**

- 10. Establish a safe and welcoming place for students and families to receive support services, by providing parent rooms in each school to allow parents access to resources such as computers, resource directories, and other social supports.
- 11. Provide all staff with regular training on identifying children and families in need and how to respond.

**To ensure a safe, orderly school environment in which all students are held accountable to the published Code of Conduct, we recommend NISD:**

- 12. Set high expectations for student behavior, and clearly communicate consequences for violations of the code of conduct while continuing to provide positive interventions proven to support responsible citizenship in the schools.

## **Programming and Delivery Committee Summary**

Newport schools suffer from consistently low student achievement but have the potential, the opportunity, and the need for dramatic improvement. Communications with students and families must be more effectively utilized to engage and involve all stakeholders in student academic expectations, achievement, and pathways. The students and families of Newport would benefit from the expansion of preschool services, vocational programs, gifted and talented services, and dual credit courses. Almost 90% of Newport students receive FRL. NISD must meet our student population where they are, and make dramatic improvements in student achievement, as other area school districts have. Finally, despite a proactive approach by school and district leaders, more effective responses to negative student behavior are needed to ensure a safe, orderly environment in each of the Newport schools.

# Public Engagement Committee Report

The Public Engagement Committee, a subgroup of the Newport ETF, comprised of three Newport residents, focused on the interaction between Newport Schools and the broader community. Over four months, this team collected, reviewed, and analyzed data and interviewed stakeholders for this final report. Some of these records and documents are included in the Appendix.

The analysis of the data revealed that the NISD is substantially integrated into the network of social services throughout the city, engages with community organizations, and successfully coordinates with the city government on key issues; however, there are areas where improvements can be made.

**The first problem identified concerns NISD serving a relatively low portion of Newport's school-age population.** Twenty-nine percent of Newport's students attend private school according to 2013-2017 Census data<sup>14</sup>. Additionally, an undetermined number of public school students enroll in neighboring districts such as Fort Thomas Independent, while other families choose to move. When compounded with a city population that has been declining for decades, NISD persistently suffers decreasing enrollment<sup>16,17</sup> which poses a variety of challenges for the district, including staffing, programming, and facilities. Along with the large number of students leaving the city's schools, there is also concern that NISD may be gaining students from outside the city. Anecdotal information suggests that some students are coming from neighboring districts, and this is supported in a comparison of Census data<sup>14</sup> to the school enrollment<sup>16,17</sup> data. We recognize that there may be other reasons that Census numbers and enrollment numbers do not correlate, such as low Census participation, homelessness, and transiency.

**The second problem identified is that students often don't have consistent, identifiable mentorship from teachers and staff.** Teacher turnover of 29.6% in Newport is much higher than the state average of 17%.<sup>4</sup> Also, 46.7% of NISD students identify as racial minorities while only a few teachers and staff identify as minority.<sup>4</sup> The combination of high teacher turnover and low diversity among staff undermine the students' connection to the District and the overall community.

**The third problem identified concerns the need for better public relations and community support.** NISD employs a public relations firm, but numerous delivered press releases are merely some type of rebuttal in response to negative press. In a community that is often divided over schools, this approach may be viewed as counterproductive. A product of poor public support is evidenced by voter turnout for school board elections. In 2018 the voter turnout in Newport was 30%; however, only 5,536 votes were cast for two school board seats, which suggests approximately a 23% turnout.<sup>18</sup> Another look at the election results shows that the top city councilor received 2,239 votes while the top school board candidate was elected with only 1,359 votes.<sup>18</sup>

NISD is highly integrated with local social services. There is staff dedicated to identifying children with barriers in their lives and connecting them with services. The district also works with several local businesses and community groups on cooperative education and community services. NISD also coordinates with the city leaders in a variety of ways, from school crossing guards to tax collection.



# Public Engagement Committee Recommendations

**To address the relatively low portion of Newport's school-age population, we recommend NISD:**

1. Conduct an in-house audit of enrollment and enrollment procedures to verify that local efforts in the schools, including tax revenues, are being used to serve Newport residents.

**To address the need for students to have consistent, identifiable mentorship from teachers and staff, we recommend NISD:**

2. Place a priority on hiring minority staff to shrink the disparity between the percentage of minority students and minority staff.
3. Consider incentives, such as opportunities for in-district housing benefits and federal student loan relief, in the effort to retain high quality teachers.
4. Employ more instructional assistants, as appropriate, to allow teachers to focus more on teaching to increase retention.

**To encourage increased engagement and involvement with community groups, we recommend NISD:**

5. Involve representatives of the community in the search and selection of the new superintendent.
6. Encourage involvement in the selection of the school board in local elections, and engage the community in support of the schools, teachers, and students with appreciation and/or career events.

**To increase interaction between City and School leadership, we recommend NISD:**

7. Leverage the existing successful partnerships with the City and School leadership and work together for more visible, relatable collaborations.
8. Work with the City to provide support to school facilities, such as playgrounds, outdoor basketball courts, and the track, so they could be open for public use.
9. Hold school board meetings at the city building and other community venues throughout the school year.

# Public Engagement Committee Summary

The ETF Public Engagement Committee concluded that these recommendations have the potential to move the Newport schools toward broad and inclusive improvement of day-to-day operations. We also believe they have the potential to elevate the status of the schools in the eyes of the community in a strikingly positive direction for the long term.

# Conclusion

The Newport Education Task Force acknowledges that the NISD has served the community providing K-12 educational services, extracurricular activities, food services, etc., for many decades. We also found and verified that NISD has fallen dramatically short of providing a safe, productive, academic experience for students where they may learn and grow, year-in and year-out, toward becoming the most promising versions of themselves. The Newport schools have become a place for students to be, rather than a place for students to rise above their circumstances and strengthen the community, as they progress from students to responsible citizens to informed leaders of the community and beyond.

The data show that students in the Newport schools score at the lowest levels in all subject areas in the State of Kentucky. K-12 students in Newport are not acquiring the skills of literacy and numeracy so they may read to learn, rather than merely reading, so they may calculate, reason and problem solve, rather than merely counting. Our community must demand better from the leaders in the CO and the Board of the Newport schools, as other area school districts have. They must no longer be allowed to short-change this community.

In his cover letter for the most recent state evaluation of the Newport school district, the Commissioner of Education for Kentucky declared that the current "...District Leadership does not have the capacity to implement the identified improvement priorities" and that there is "...a vast disconnect between the district office and schools in terms of the level of support...necessary to meet student needs." He also states "there are significant concerns in regard to the district's ability to establish an atmosphere of trust, support and openness..." This is a damning account of the current leadership. 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.

# Education Task Force

## APPENDIX

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# Appendix #1

## TELL Survey Report. March 1-31, 2017

Description from TELL “About” section on their website: The 2017 TELL Kentucky Survey was the fourth statewide survey of school-based licensed educators in Kentucky. NTC administered the anonymous, full-population survey to all school-based licensed educators March 1-March 31, 2017. Almost 41,500 educators (91 percent) in the state responded. This represents a two-percentage-point increase from the 89 percent responding in 2015. Previous findings, as well as nationwide research, show that teaching conditions are positively associated with improved student achievement and teacher retention. The TELL Kentucky Survey provides educators with data, tools and direct support to facilitate school improvement. TELL Kentucky includes questions on the following topics:

Community Engagement and Support	Teacher Leadership
School Leadership	Managing Student Conduct
Use of Time	Professional Development
Facilities and Resources	Instructional Practices and Support
New Teacher Support	

A steering committee comprised of stakeholder groups representing teachers, superintendents, community and business, collaboratively worked with the New Teacher Center (NTC) to conduct the survey. NTC is a nonpartisan group with a mission to support the development of an effective, dedicated and inspired teaching force. NTC also has vast experience conducting similar surveys across the country.



## Appendix #2

### Open Records Request to NISD

Mr. Kelly Middleton  
Superintendent  
Newport Independent Schools  
September 6, 2019

Dear Mr. Middleton:

On August 29, I made an open records request through Kim Klosterman. Kim explained to me by phone that I should send her the request since she would be compiling the information. The request was for a listing of all current employees of Newport Independent Schools, certified and classified positions and annual salaries.

The names of employees were obscured on the list Kim emailed me. It was also clear that more than twenty NIS central office employees, certified and classified, were excluded from this list.

The task force reviewed the NIS (Newport Independent Schools) response to our request at our weekly meeting on September 4. I am now making an Official Open Records Request on behalf of the Newport Education Task Force for a listing of the full names, official positions, annual salaries and years of experience, in the district, for all NIS employees, certified and classified and all NIS central office employees, certified and classified, including all supplemental compensation and allowances for additional roles, services, duties, etc.

The task force is gathering information from a wide range of sources for the purpose of evaluating how best to support our city's public school system and the broad community. We considered requests for individual contracts of NIS employees; however, we felt the listing specified above would provide the information we need for comparison and analysis. We plan to present and discuss our report, once complete, throughout the community including sessions with the Newport Board of Education and the Newport City Council.

Please feel free to get in touch with me and other task force members to discuss our work and this open records request.

Steve McCafferty

# Appendix #3

## AdvanceEd® Diagnostic Review

### Engagement Review Report for Newport Independent Schools January 22-25, 2019

This report is done every three years for schools that are performing below standard. Description from AdvancED “introduction” section in their report for NISD: The AdvancED Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution’s adherence and commitment to the research aligned to AdvancED Standards. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes the in-depth examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations. Standards help delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, institution effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED Standards were developed by a committee composed of educators from the fields of practice, research and policy. These talented leaders applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that define institutional quality and guide continuous improvement. The Diagnostic Review Team used the AdvancED Standards and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality. Using the evidence they gathered, the Diagnostic Review Team arrived at a set of findings contained in the report. As a part of the Diagnostic Review, stakeholders were interviewed by members of the Diagnostic Review Team about their perspectives on topics relevant to the institution’s learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidence and data to support the findings of the Diagnostic Review. The following are the evaluators who did the report for NISD (taken directly from the AdvancED report):

Dr. Griffin holds a bachelor’s degree and a master’s degree from Duke University and a Ph.D. in special education from the University of North Carolina at Chapel Hill.

Sam Watkins has had a positive impact on students, schools, and districts he led in Kentucky. During his 33 years as an educator, he has served students as teacher, coach, athletic director, assistant principal, principal, director of district-wide programs, and Education Recovery Leader.

Jesse Bacon is the superintendent of Bullitt County Public Schools in KY and is working toward a doctorate in ed leadership at the University of KY. He previously served as the principal of Simons Middle School in Fleming County.

Mike Murphy has more than 20 years of experience as a teacher and administrator. He is currently serving as a State Manager for KY Department of Education, Office of Continuous Improvement and Support. Previously, he served as an elementary and high school principal in Pulaski County, where he also taught special ed. Murphy holds a bachelor’s degree, a master’s degree, Rank 1, and his superintendent certification from Eastern KY University.

# Appendix #4

KDE School Report Cards

<https://openhouse.education.ky.gov/src>

NISD 2017-2018

<https://www.kyschoolreportcard.com/organization/5635?year=2018>

NISD 2018-2019

<https://www.kyschoolreportcard.com/organization/5635?year=2019>

# Appendix #5

Central Office Salary Comparison (Source: Open Records Requests to Districts)

	9/20/19	NIS	FTI	DI	BI	EEI	LI	CC
	3	5	2	2	7	2	8	
	1470	3100	918	649	2400	773	4735	
	\$19,488	\$15,880	\$13,520	\$14,612	\$14,373	\$13,521	\$13,094	
1	Superintendent	\$185,000	\$166,500	\$155,700	\$148,000	\$140,000	\$150,800	\$165,000
2	Asst Superintendent	\$141,310	\$123,000	\$113,900	\$77,064	\$121,000	\$99,003	\$132,000
3	Treasurer	\$112,000	\$92,600	\$67,500	\$68,934	\$104,208	\$26,900	\$98,000
4	Curriculum Dir.	\$111,317				\$101,000		
5	Special Ed. Coord.	\$104,270	\$78,700	\$95,600	\$80,128	\$99,705	\$75,172	\$106,000
6	Buildings & Grnds	\$105,169	\$108,272	\$113,500		\$126,500	\$51,008	\$100,000
7	Federal Programs	\$81,574				\$73,741		
10	Superintendent AA	\$87,519	\$65,000	\$50,400	\$42,799	\$41,947	\$44,681	\$62,196
	Asst Sup. Stu Services		\$131,300		\$38,216			\$113,322
					Chief Info Of	\$61,800		\$92,000
					Curic Ex Dty	\$73,218		
					AcaPrg Cnslt	\$34,665		\$88,000
					Litrcy Cnslt	\$22,327		\$93,000
					Pre Sch Dir	\$29,430		
8	Director Technology	\$93,789	\$103,700	\$76,500		\$82,330		
9	Technology AA	\$56,620	\$55,900					\$37,000
	Lan Tech/Bus Director	\$84,000					\$70,000	
							data spec.	\$54,000
							Tech Asst	\$50,000
	Compter Maint II		\$46,800					\$58,000
	Asst Sup. Stu Serv AA	\$56,800			\$34,081			
11	Food Service	\$90,817				\$51,000		\$75,000
	Human Resources		\$22,300					\$78,000
12	Bldg. Grnd AA	\$48,486					HR Coord.	\$45,000

13	Special Ed Coord AA?	\$46,656				\$37,220		
14	School Psychologist	\$29,000	\$95,000				<i>4 mental health</i>	<i>\$218,000</i>
15	Sp Ed Diagnostician	\$65,264						
16	Homeless Coord	\$46,555				\$47,673		\$49,000
	District Athletic Dir.					\$85,500		
17	Finance	\$61,966	\$56,862	\$57,200		\$83,109		\$83,000
18	Finance	\$55,449	\$52,670			\$38,167	<i>2 positions</i>	<i>\$76,000</i>
20	Finance	\$44,999				\$51,746		
	Community Spe- cialist				\$40,626			
21	Health Services	\$53,617				\$48,348		\$76,000
22	Asst Super AA	\$54,120	\$56,800			\$25,586	<i>5 AA pos.</i>	<i>\$127,000</i>
					DPP	\$108,000		\$105,000
23	Attendance Services	\$39,132	\$45,800				AP clerk	\$43,000
24	Attendance Services	\$41,184						
25	CO Maintenance	\$44,437	\$66,700		\$44,293	\$47,320		
26	CO Custodian	\$39,450				\$52,436		\$27,000
27	CO Maintenance	\$44,082	\$58,500			\$52,436		
28	CO Maintenance	\$40,200				\$38,168		
29	CO Maintenance	\$39,919	\$59,358			\$45,011		
	<b>Totals</b>	<b>\$1,963,901</b>	<b>\$1,626,562</b>	<b>\$730,300</b>	<b>\$499,434</b>	<b>\$1,998,298</b>	<b>\$447,564</b>	<b>\$2,333,612</b>



# Appendix #6

## Salary Comparison: Fort Thomas and Newport Schools 2019-2020

(Source: Salary Schedules publicly available on District Websites)

		Rank III		Rank II		Rank I
Fort Thomas	1	40,713		45,245		49,905
Newport		38,360		42,529		46,412
		-2,353		-2,716		-3493
Fort Thomas	5	44,593		49,599		52,672
Newport		39,725		44,808		48,574
		-5,228		-4,791		-4,098
Fort Thomas	10	51,149		56,180		63,165
Newport		43,656		50,030		52,782
		-7,493		-6,150		-10,383
Fort Thomas	15	54,578		59,802		67,125
Newport				52,239		56,427
				-7,563		-10,698
Fort Thomas	20	59,866		63,389		70,011
Newport				59,598		64,121
				-3,791		-5,890
Fort Thomas	25	65,086		67,320		73,441

Newport				67,843		72,897
				+523		-544

Current superintendent salaries

Newport	185k
Fort Thomas	166k

# Appendix #7

## Teacher Salary Comparison 2019-2020 – Various Districts

(Source: Salary Schedules publicly available on District Websites)

	Years	Rank III		Rank II		Rank I
Fort Thomas	1	40,713		45,245		49,905
Winton Woods		41,079		44,858		45,955
Ludlow		40,400		41,410		49,965
Covington		40,051		42,826		47,299
Erlanger		38,755		41,180		45,148
Newport		38,360		42,529		46,412
Fort Thomas	5	44,593		49,599		52,672
Winton Woods		51,193		55,904		57,001
Ludlow		41,915		45,134		51,181
Covington		42,890		46,716		51,292
Erlanger		43,358		46,941		49,876
Newport		39,725		44,808		48,574
Fort Thomas	10	51,149		56,180		63,165
Winton Woods		63,796		66,667		70,762
Ludlow		46,299		51,601		57,502
Covington		46,645		51,234		55,864
Erlanger		45,809		50,434		54,101
Newport		43,656		50,030		52,782
Fort Thomas	15	54,578		59,802		67,125
Winton Woods	(16)	71,371		83,864		84,960
Ludlow				56,445		64,072
Covington				55,962		60,389
Erlanger		47,906		53,721		57,639

Newport				52,239		56,427
Fort Thomas	20	59,866		63,389		70,011
Winton Woods		73,686		86,178		87,275
Ludlow		56,546		58,704		66,604
Covington				60,639		65,279
Erlanger		52050		57,822		61112
Newport				59,598		64,121
Fort Thomas	25	65,086		67,320		73441
Winton Woods		76,610		89,102		90,199
Ludlow		58,386		61,366		69,615
Covington		60,356		65,607		70,313
Erlanger		57,708		60,460		67,922
Newport				67,843		72,897

## Current superintendent salaries

<b>Winton Woods</b>	<b>140k</b>
<b>Newport</b>	<b>185k</b>
<b>Fort Thomas</b>	<b>166k</b>
<b>Ludlow</b>	<b>148k</b>
<b>Erlanger</b>	<b>140k</b>
<b>Campbell Co.</b>	<b>165k</b>
<b>Covington</b>	<b>197k</b>
<b>Bellevue</b>	<b>148k</b>

# Appendix #8

## 2019 Proficiency Scores Comparison

Source: Kentucky Department of Education State Report Cards. [kyschoolreportcard.com](http://kyschoolreportcard.com) 2018/19

	Newport	Dayton	Bellevue	Ludlow	Erlanger-Elsmere	Covington	Fort Thomas	Kenton Boone	Campbell
Proficiency Indicators <i>Score Display: Reading &amp; Math/Other Academic</i>									
<b>State Avg</b>	<b>Reading &amp; Math 70.4/Other Academic 64.7</b>								
Elementary	42.7/38.4 -27.7/-26.3	52.5/53.9	57.9/48.4	76.4/62.1	56.1/56.1	63.1/62.6	92.6/90.3	80.5/75.7 75.5/65.4	83.1/75.1
<b>State Avg</b>	<b>Reading &amp; Math 72.3/Other Academic 63.3</b>								
Middle School	55.2/46.8 -17.1/-16.5	71.3/58	56.8/59.0	68.9/69.3	58.8/49.4	48.7/41.3	91.3/77.9	78.2/68.5 77.2/64.8	71.2/63.4
<b>State Avg</b>	<b>Reading &amp; Math 56.8/Other Academic 62.0</b>								
High School	39.3/51.5 -17.5/-10.5	45.5/59.0	54.2/62.0	65.5/82.7	50/64.8	29.4/47.9	90/81.1	68.4/68.8 71.0/71.4	74.8/77.7

Other Academic = Science, Social Studies and Writing for Elementary and Middle Schools; Science and Writing for HS.

## Observations:

NISD scores are 10 to 27 points lower than state average scores.

NISD scores are lower than all other districts listed at all levels except Covington Independent.

Dayton, Bellevue, and Ludlow's scores exceeded NISD at every level.

NISD scores appear lower than last year's scores.

Campbell County scores at all levels exceed state averages, except for MS reading/math (-1.1 point).

# Appendix #9

## NISD Subject Area Scores and State Average Scores for 2019

Source: Kentucky Department of Education State Report Cards. [kyschoolreportcard.com](http://kyschoolreportcard.com) 2018/19

	NISD Elem	State Avg.	NISD MS	State Avg.	NISD HS	State Avg.
Reading	28.7	54.6	39.6	59.6	25.6	44.5
Math	23.2	48.6	31.9	46.6	15.3	35.3
Writing	9.2	46.6	10.1	31.9	34.9	50.3
Social Studies	23.5	53.0	22.5	58.8		
Science	5.2	31.7	10.9	26	18.1	29.9

### Observations:

NISD schools score below state averages in every subject area at every level.

NISD Elementary scores range from 19 to 35 points below state average scores.

NISD Middle School scores range from 14 to 36 points below state average scores.

NISD High School scores range from 11 to 20 points below state average scores.

All schools scored dramatically low in Science.

Elementary and Middle School scores are dramatically low in Writing.

Note: Glenn O. Swing, K-5, (Cov. Ind.) scored 86.5/91.5 earning a 5-star rating



# Appendix #10

## Observations on CO Personnel/Salary Display

NISD superintendent is paid \$185,000.00, substantially more than other area superintendents some in much larger school districts.

NISD Assistant superintendent is paid \$141,310.00, more than some area superintendents.

NISD Treasurer is paid \$112,000.00, the highest paid treasurer in the area with three fulltime clerks. Fort Thomas Independent treasurer in a much larger district is paid \$20,000.00 less and has only two fulltime clerks.

NISD total CO salaries are greater than

Fort Thomas by \$337,000.00

Dayton by \$1.2 million

Bellevue by \$1.4 million

Ludlow by \$1.5 million

CO salaries in Erlanger-Elsmere with seven schools is \$35,000.00 more than NIS

NISD superintendent secretary is paid \$87,000.00, more than any classroom educator in the district and more than some NISD school administrators.

The superintendent secretary salaries in other local districts

Fort Thomas: \$65,000.00

Dayton: \$50,000.00

Bellevue: \$43,000.00

Erlanger: \$42,000.00

Ludlow: \$41,000.00

Top six salaries in

NISD = \$758,000.00

FTI = \$726,000.00

EEI = \$700,000.00

CC = \$745,000.00

Director of Pupil Personnel Position in NISD pays \$80,316.00, in FTI pays \$45,800.00

NISD Administrative Assistants salaries (5) range \$87,519.00 to \$46,656.00: totaling \$293,401.00

NISD Finance staff salaries (4) range \$112,000.00 to \$44,999.00: totaling \$274,414.00

CO Building and Grounds salaries (6) range \$105,169.00 to \$39,919.00: totaling \$322,293.00

NISD Academic Leadership salaries (4) range \$141,270.00 to \$54,120.00: totaling \$388,321.00

NISD Special Education Leadership salaries (4) range \$104,270.00 to \$29,00.00: totaling \$245,190.00

# Appendix #11

## NKY School Tax Rates (2017)

Source: <https://www.northernkentuckyusa.com/wp-content/uploads/2018-Effective-Tax-Rates-Kenton.pdf>

(From highest to lowest in NKY)

<b>District</b>	<b>Tax rate per \$1,000</b>	<b>Amount per \$100,000</b>
Silver Grove*	12.45	\$1,245
Walton-Verona	11.37	\$1,137
Dayton Independent	11.21	\$1,121
Covington Independent	11.18	\$1,118
Southgate Independent	11.15	\$1,115
Fort Thomas	10.97	\$1,097
Newport Independent	10.86	\$1,086
Erlanger	9.55	\$955
Ludlow Independent	9.08	\$908
Bellevue Independent	8.62	\$862
Boone County	6.53	\$653
Campbell County	6.41	\$641
Kenton County	6.38	\$638

\*Silver Grove Independent School District was consolidated into Campbell County in 2019.

## **Appendix #12**

### **NKY Tribune 8/7/19**

<https://www.nkytribune.com/2019/08/newport-independent-schools-continue-an-award-winning-tradition-home-visit-day/>

## **Appendix #13**

### **NKY Tribune 11/1/18**

<https://www.nkytribune.com/2018/11/newport-ind-schools-launches-full-day-preschool-funded-with-two-year-department-of-education-grant/>

## **Appendix #14**

### **US Census 2013-2017**

<https://www.census.gov/>

<https://www.census.gov/quickfacts/fact/table/covingtoncitykentucky,newportcitykentucky,KY/PST045219>

## Appendix #15

### NISD Data Comparison

(Source: NISD Cabinet)

Reading: 2 <sup>nd</sup> Grade, Spring 2017						
	NISD Tenured #	NISD Tenured %	NISD Not Tenured #	NISD Not Tenured %	All Students #	All Students %
Novice	50	58%	20	44%	70	53%
Apprentice	17	20%	16	36%	33	25%
Proficient	9	10%	7	16%	16	12%
Distinguished	10	12%	2	4%	12	9%
Total	86		45		131	

Math: 2 <sup>nd</sup> Grade, Spring 2017						
	NISD Tenured #	NISD Tenured %	NISD Not Tenured #	NISD Not Tenured %	All Students #	All Students %
Novice	36	42%	21	45%	57	43%
Apprentice	31	36%	19	40%	50	38%
Proficient	16	19%	7	15%	23	17%
Distinguished	3	3%	0	0%	3	2%
Total	86		47		133	

Reading: 2 <sup>nd</sup> Grade, Spring 2017						
	F/R Lunch #	F/R Lunch %	Not F/R Lunch #	Not F/R Lunch %	All Students #	All Students %
Novice	67	55%	3	33%	70	53%
Apprentice	31	25%	2	22%	33	25%
Proficient	15	12%	1	11%	16	12%
Distinguished	9	7%	3	33%	12	9%
Total	122		9		131	

Math: 2 <sup>nd</sup> Grade, Spring 2017						
	F/R Lunch #	F/R Lunch %	Not F/R Lunch #	Not F/R Lunch %	All Students #	All Students %
Novice	56	45%	1	11%	57	43%
Apprentice	50	40%	0	0%	50	38%
Proficient	17	14%	6	67%	23	17%
Distinguished	1	1%	2	22%	3	2%
Total	124		9		133	

Newport High School: Class of 2017 College & Career Readiness						
	All Students #	All Students %	NISD 10-12 Years #	NISD 10-12 Years %	NISD 9 or Fewer Years #	NISD 9 or Fewer Years %
# of Students	83	100%	39	47%	44	53%
College Ready	16	19%	11	28%	5	11%
Career Ready	11	13%	5	13%	6	14%
College & Career Ready	15	18%	7	18%	8	18%
KOSSA Change	15	18%	12	31%	3	7%
Not College or Career Ready	26	31%	4	10%	22	50%

\*Non-duplicated

Newport High School: Class of 2017 Transition to Adult Life						
	All Students #	All Students %	NISD 10-12 Years #	NISD 10-12 Years %	NISD 9 or Fewer Years #	NISD 9 or Fewer Years %
# of Students	83	100%	39	47%	44	53%
College	29	35%	16	41%	13	30%
Employed	36	43%	18	46%	18	41%
College/Work Combination	10	12%	5	13%	5	11%
Military	4	5%	0	0%	4	9%
Other	4	5%	0	0%	4	9%

\*Non-duplicated

Newport High School: Class of 2018 ACT Data						
	All Students	NISD 10-12 Years	NISD 9 or Fewer Years			
# of Students	82	100%	50	61%	32	39%
NHS Average ACT Composite	17.2	18.3	16.2			
State Average ACT Composite	19.8					

Math: 8 <sup>th</sup> Grade						
	NISD Tenured (8yrs) #	NISD Tenured (8yrs) %	NISD Not Tenured (7>yrs.) #	NISD Not Tenured (7>yrs.) %	All Students #	All Students %
Novice	8	20%	23	33%	31	28%

Apprentice	8	20%	18	26%	26	24%
Proficient	23	58%	27	39%	50	46%
Distinguished	1	3%	1	2%	2	2%
Total	40	37%	69	63%	109	100%

Reading: 8 <sup>th</sup> Grade						
	NISD Tenured (8yrs) #	NISD Tenured (8yrs) %	NISD Not Tenured (7>yrs.) #	NISD Not Tenured (7>yrs.) %	All Students #	All Students %
Novice	12	30%	31	45%	43	40%
Apprentice	17	43%	18	26%	35	32%
Proficient	7	18%	18	26%	25	23%
Distinguished	4	10%	2	3%	6	6%
Total	40	37%	69	63%	109	100%

Reading: 8 <sup>th</sup> Grade						
	F/R Lunch #	F/R Lunch %	Not F/R Lunch #	Not F/R Lunch %	All Students #	All Students %
Novice	42	42%	1	11%	43	40%
Apprentice	31	31%	4	44%	35	32%
Proficient	22	22%	3	33%	25	23%
Distinguished	5	5%	1	11%	6	6%
Total	100	92%	9	8%	109	100%

Math: 8 <sup>th</sup> Grade						
	F/R Lunch #	F/R Lunch %	Not F/R Lunch #	Not F/R Lunch %	All Students #	All Students %
Novice	30	30%	1	11%	31	28%
Apprentice	25	25%	1	11%	26	24%
Proficient	44	44%	6	67%	50	46%
Distinguished	1	1%	1	11%	2	2%
Total	100	92%	9	8%	109	100%

2016-2017 Free/ Reduced Lunch Comparison KPREP Reading & Math						
3 <sup>rd</sup> Grade	Reading	Math				
	All	Non-F/R	F/R	All	Non-F/R	F/R
Novice	(63)45%	(2)28%	(61)45%	(48)34%	(1)14%	(47)35%
Apprentice	(31)22%	(0)0%	(31)23%	(48)34%	(2)29%	(46)34%
Proficient	(35)25%	(2)28%	(33)25%	(42)30%	(4)57%	(38)29%
Distinguished	(12)8%	(3)44%	(9)7%	(3)2%	(0)0%	(3)2%



2016-2017 Free/ Reduced Lunch Comparison KPREP Reading & Math						
4 <sup>th</sup> Grade	Reading	Math				
	All	Non-F/R	F/R	All	Non-F/R	F/R
Novice	(55)42%	(0)0%	(55)44%	(54)41%	(0)0%	(54)43%
Apprentice	(39)30%	(0)0%	(39)31%	(53)40%	(1)20%	(52)41%
Proficient	(28)21%	(4)80%	(24)19%	(19)14%	(3)60%	(16)13%
Distinguished	(9)7%	(1)20%	(8)6%	(5)4%	(1)20%	(4)3%

2016-2017 Free/ Reduced Lunch Comparison KPREP Reading & Math						
5 <sup>th</sup> Grade	Reading	Math				
	All	Non-F/R	F/R	All	Non-F/R	F/R
Novice	(48)38%	(1)8%	(47)41%	(36)28%	(2)17%	(34)29%
Apprentice	(32)25%	(3)25%	(29)25%	(66)52%	(4)33%	(62)54%
Proficient	(41)32%	(8)67%	(33)28%	(22)17%	(6)50%	(16)14%
Distinguished	(7)5%	(0)0%	(7)6%	(4)3%	(0)0%	(4)3%

2016-2017 Free/ Reduced Lunch Comparison KPREP Reading & Math						
6 <sup>th</sup> Grade	Reading	Math				
	All	Non-F/R	F/R	All	Non-F/R	F/R
Novice	(36)33%	(1)20%	(35)34%	(27)25%	(1)20%	(26)25%
Apprentice	(26)24%	(1)20%	(25)24%	(57)53%	(0)0%	(57)55%
Proficient	(42)39%	(3)60%	(39)38%	(20)18%	(4)80%	(16)16%
Distinguished	(4)4%	(0)0%	(4)4%	(4)4%	(0)0%	(4)4%

## Appendix #16

### Enrollment by Newport Students

Source: U.S. Census Bureau 2017 American Community Survey  
Kindergarten to 12<sup>th</sup> Grade:

In Public School:	1,302 students (71%)
In Private School:	521 students (29%)
Total:	1,823 students

## Appendix #17

### Newport Independent Enrollment by Year

Source: Kentucky Department of Education State Report Cards. [kyschoolreportcard.com](http://kyschoolreportcard.com)

School Year	Enrollment
2018-2019	1458
2017-2018	1490
2016-2017	1575
2015-2016	1669
2014-2015	1686

## Appendix #18

### Voter Turnout

Source: Campbell County Clerk 2018 General Election Cumulative Report

2018 Newport Independent School District Board of Education Election Results  
(Vote for 2)

Candidate	Votes
Christopher Maloney	869
Shane M. Gosney	893
Ramona Malone	1,359
Sylvia Covington	1,248
Matt Scott	1,167
<b>Total</b>	<b>5,536</b>

2018 Newport City Commissioners Election Results  
(Vote for 4)

Candidate	Votes
Ken Rehtin	1,650
Jason Walter	943
Robbie Hall	966
Thomas L. Guidugli	2,239
Beth Fennell	1,980
Frank Peluso	2,144
<b>Total</b>	<b>9,922</b>



## Get involved

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NISD  
newportwildcats.org  
newportwildcats.org/districtBoardEd.aspx

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