



Alliance For Educational Equity Quarterly Meeting

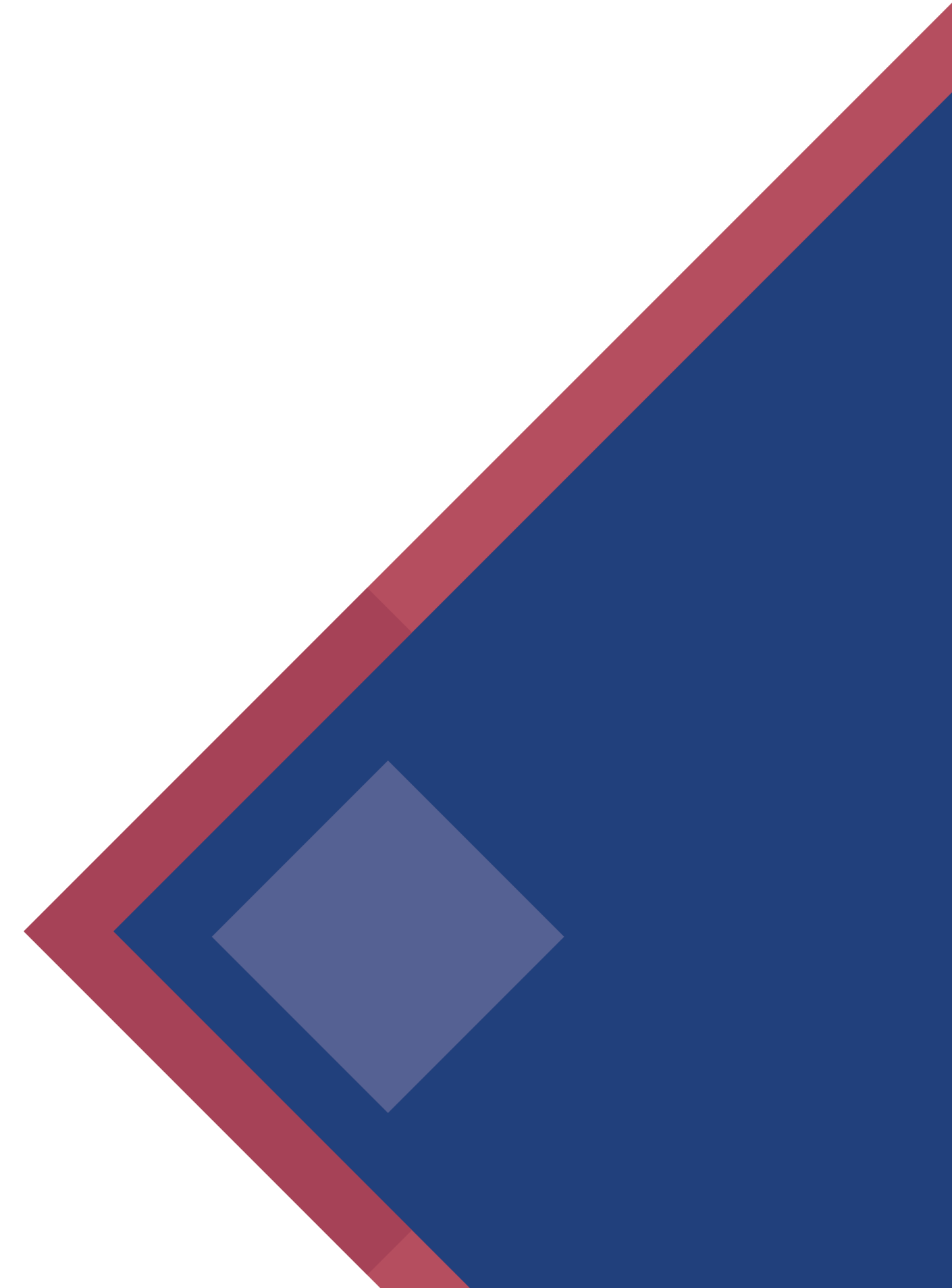
October 26, 2021

Welcome

Superintendent Bob Thomas

Tomma Battle, co-chair

KCS | KNOX COUNTY SCHOOLS



Nathan Langlois

Director of Advancement and Diversity



Our Journey and What the Future Holds

In November of 2014, Knox County Schools created the Disparities in Educational Outcomes Steering Committee to discuss disproportions in academic achievement and discipline outcomes.

That group presented its recommendations in 2016, and KCS has made progress in implementing these recommendations.

Accomplishments

The District has:

- Created an Office of the Ombudsman
- Implemented ongoing cultural competency training for all staff
- Implemented Positive Behavioral Interventions and Supports (PBIS) in all schools
- Implemented restorative practices in schools
- Eliminated “conduct prejudicial to good order” as a reason for suspension
- Created strategies to ensure culturally responsive instruction





Restructuring

The DEO completed its original five-year mandate in the Summer of 2021. It is now beginning the next phase of its work.

This work will feature a new committee structure in which district leaders and community stakeholders will collaborate to pursue goals that are aligned to the KCS Strategic Plan.

The new structure of the Alliance for Educational Equity features a Steering Committee with six equity teams. Each equity team is co-chaired by a KCS leader and a community partner.



New Equity Teams

- Academics
- Discipline
- School Culture
- Training and Staff Development
- Student Supports
- Communications

Strategic Plan

The Knox County Schools Strategic Plan was adopted in 2019, and outlines three strategic goals:

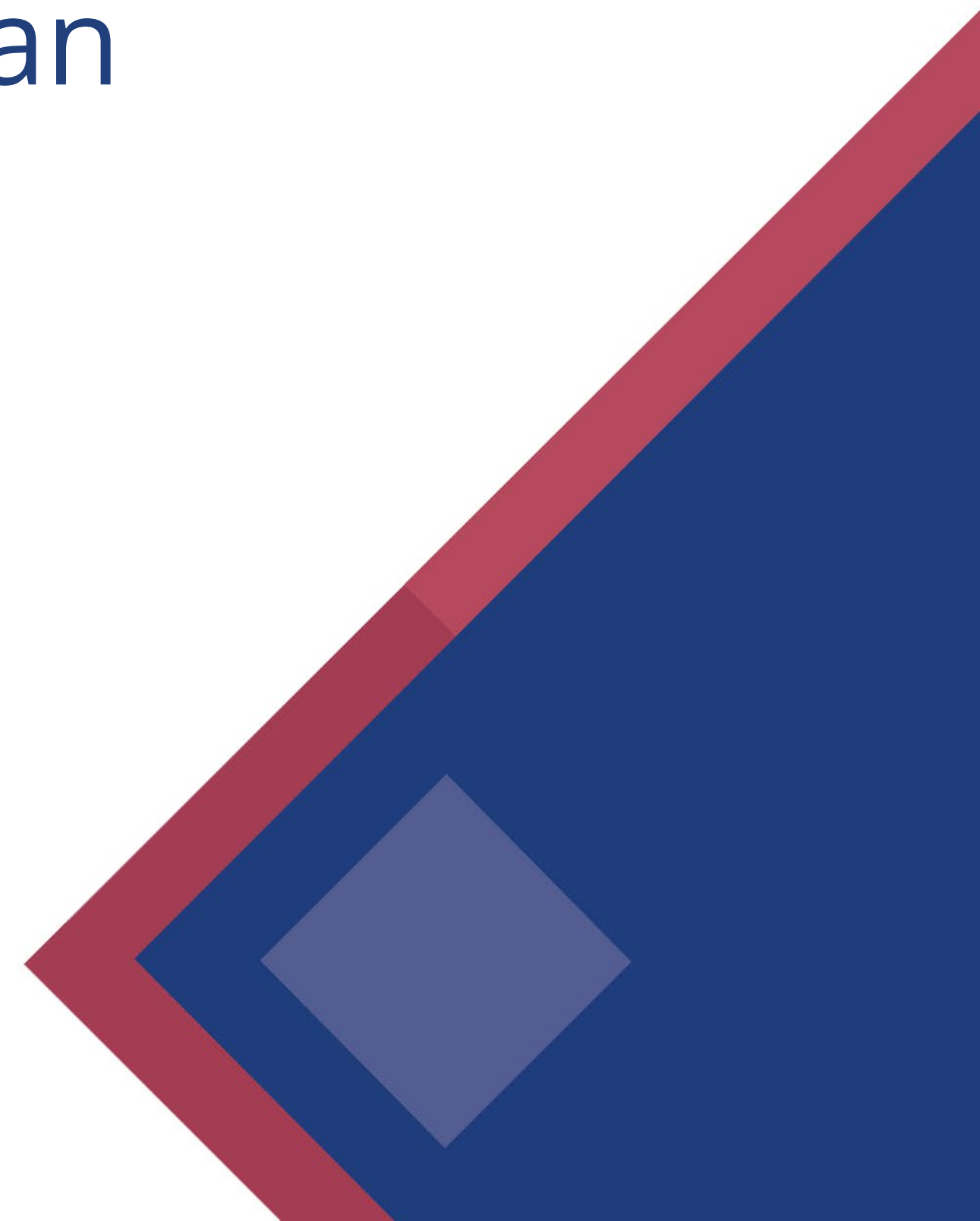
- Increasing Student Achievement
- Eliminating Disparities
- Creating a Positive Culture

In accordance with that document and in conjunction with the Alliance for Educational Equity, KCS will pursue goals established by each equity team with an emphasis on equitable outcomes for all students.



Why Equity? Why Now?

A strategy for achieving ESSA and Strategic Plan benchmarks within our district.





**United States
Department
of Education**

What is ESSA?

ESSA (Every Student Succeeds Act) is an equal education civil rights law. It reauthorizes ESEA, which was a federal education and civil rights law designed to provide equal opportunity to all students, and it replaced NCLB – which did not adequately address inequality in the nation's schools. The intent of ESSA is to advance equity.

ESSA contains provisions that are used to advance equity. A few of the major provisions are:

- Upholding critical protections for America's disadvantaged and high-need students.
- Requires — for the first time — that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Outlines accountability measures and multiple equity measurements.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.



Tennessee's Plan: The Tennessee Leaders for Equity Playbook

In conclusion, ESSA is a federal law that requires all school districts to address equity and measure the success of their equity goals and initiatives. The Tennessee Leaders for Equity Playbook is Tennessee's plan to comply with federal law.

Tennessee LEADERS FOR EQUITY *Playbook*



April 2018

The Seven Commitments

The State of Tennessee identified seven equity commitments that they feel districts should address in their efforts to reduce existing inequities:

1. Decrease chronic absenteeism
2. Reduce disproportionate suspension and expulsion rates.
3. Increase Early Postsecondary Opportunities (EPSOs).
4. Provide equitable access to effective teachers.
5. Recruit and retain a diverse teaching force.
6. Embed cultural competence in school practices.
7. Partner with community allies.

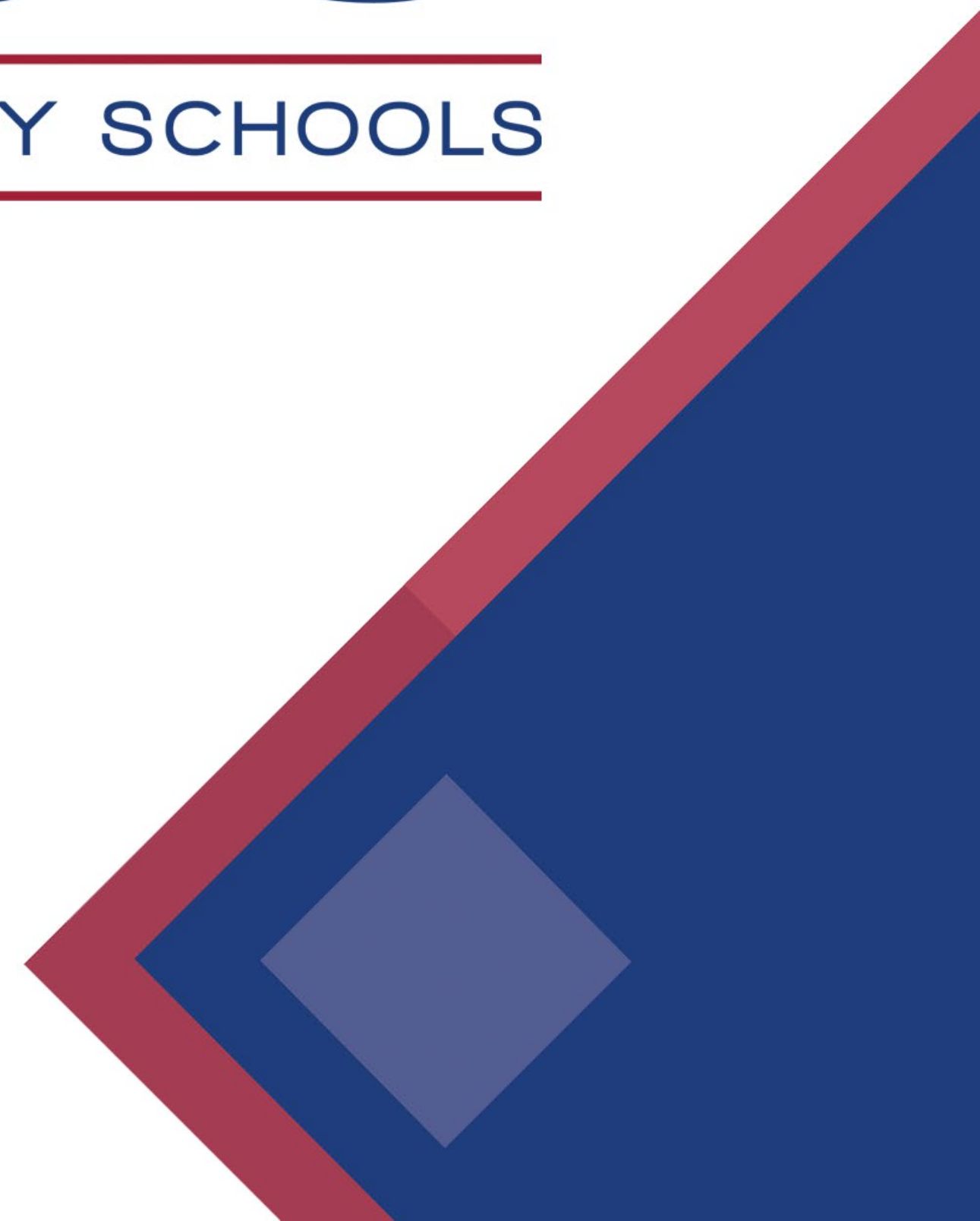


The KCS Strategic Plan: 2019-2024

The KCS Strategic Plan specifically calls for:

- Increasing student achievement;
- Eliminating disparities; and
- Creating a positive culture.

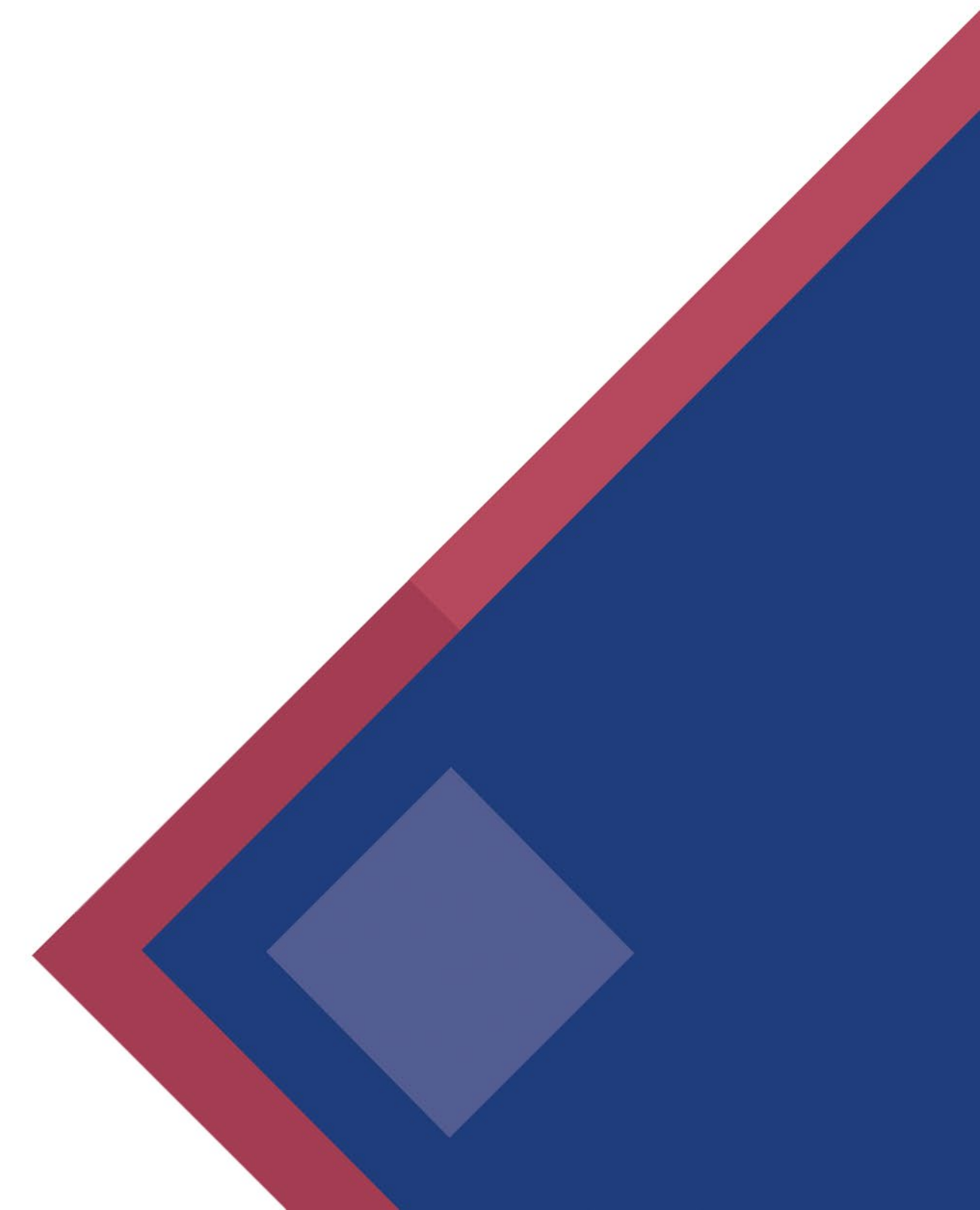
It calls for and speaks directly to creating higher levels of equity in the district.



District Equity Statement

Knox County Schools will address equity for all its students, teachers, administrators, and district staff by:

- Decreasing chronic absenteeism;
- Reducing disproportionate suspension and expulsion rates;
- Increasing Post-Secondary Opportunities;
- Providing equitable access to effective teachers;
- Recruiting and retaining a diverse teaching force;
- Embedding cultural competence in school practices; and
- Partnering with community allies.



Proposed District Definition of Equity:

Championing the individual cultures, identities, talents, abilities, languages, and interests of each student to maximize academic success and social-emotional well-being by promoting that they receive educational opportunities and resources, even when this means differentiating resource allocation, to meet their unique circumstances and educational aspirations.



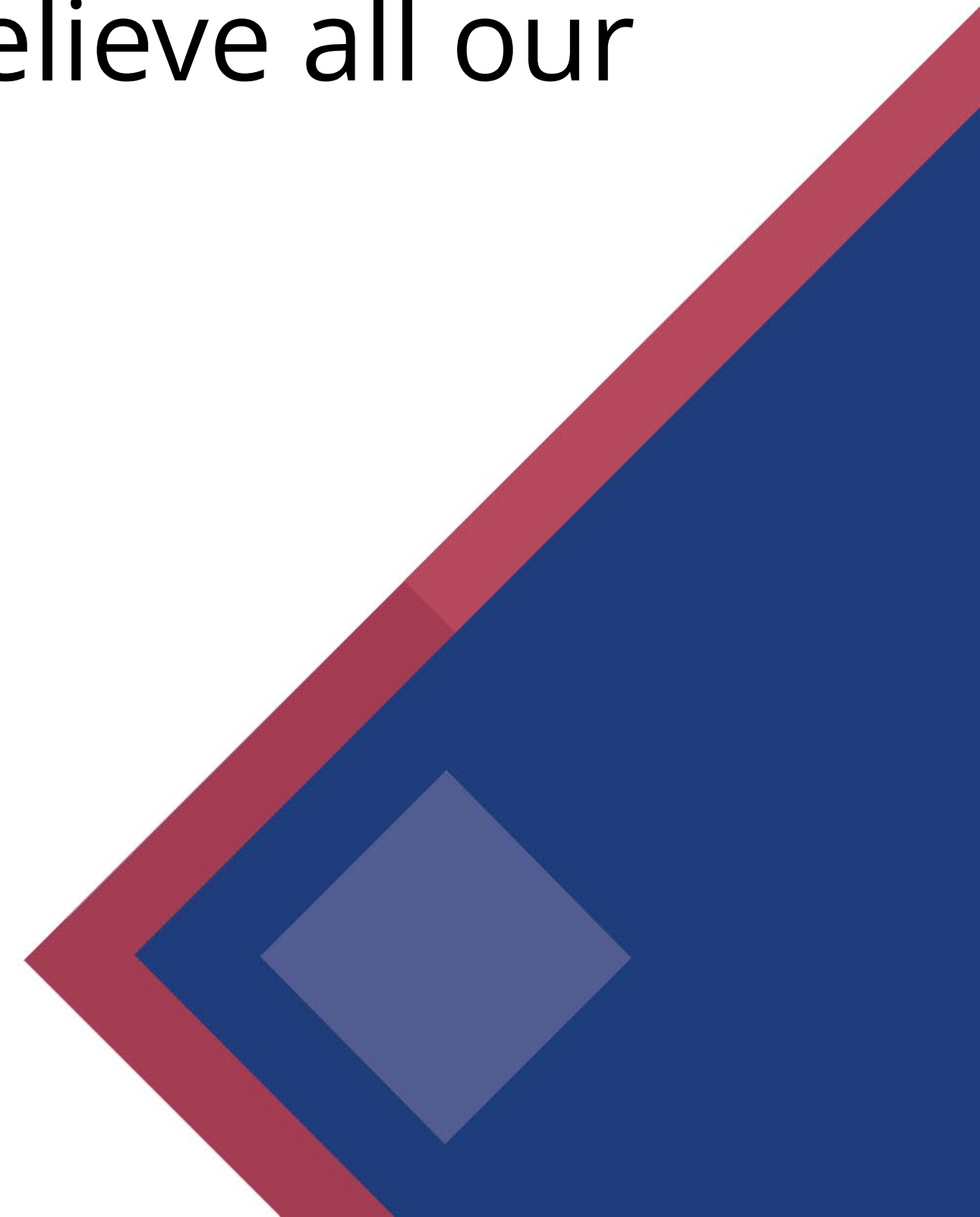
Intentions and Success Criteria: Work of the AEE Equity Teams

- Each equity team will develop Intentions and Success Criteria that correlate to their identified scope of work.
- These Intentions will be measurable.
- Success Criteria will be referenced to determine progress.
- Intentions will be revisited and assessed at multiple points during the school year using an assessment cycle.



A Final Thought

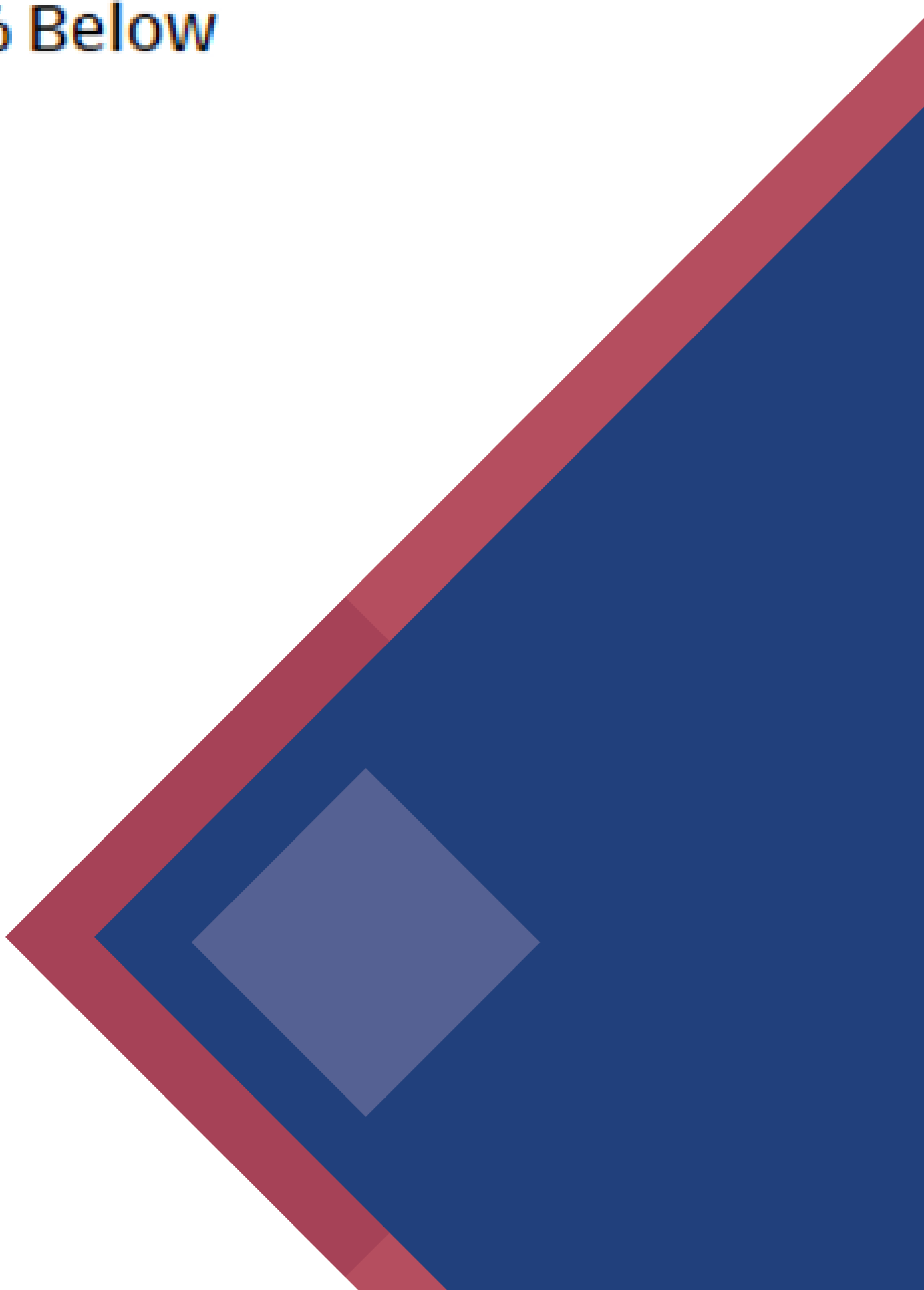
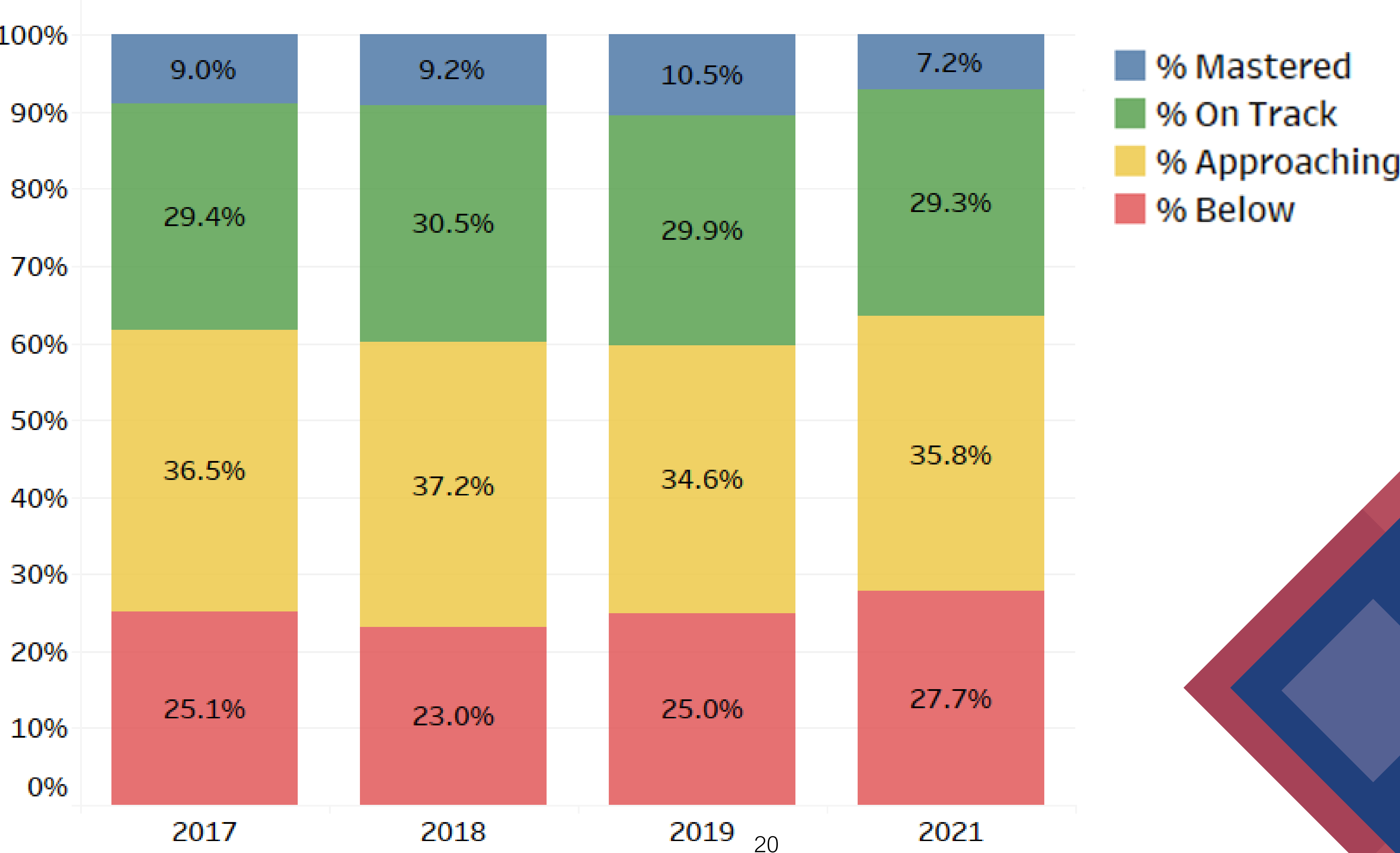
As a society, we should not have to be compelled to do what is right when it comes to the futures of our young people. The law provides a strong reason to pursue this work. However, we ultimately should take on this work because we believe all our youth should be heard, seen and valued.



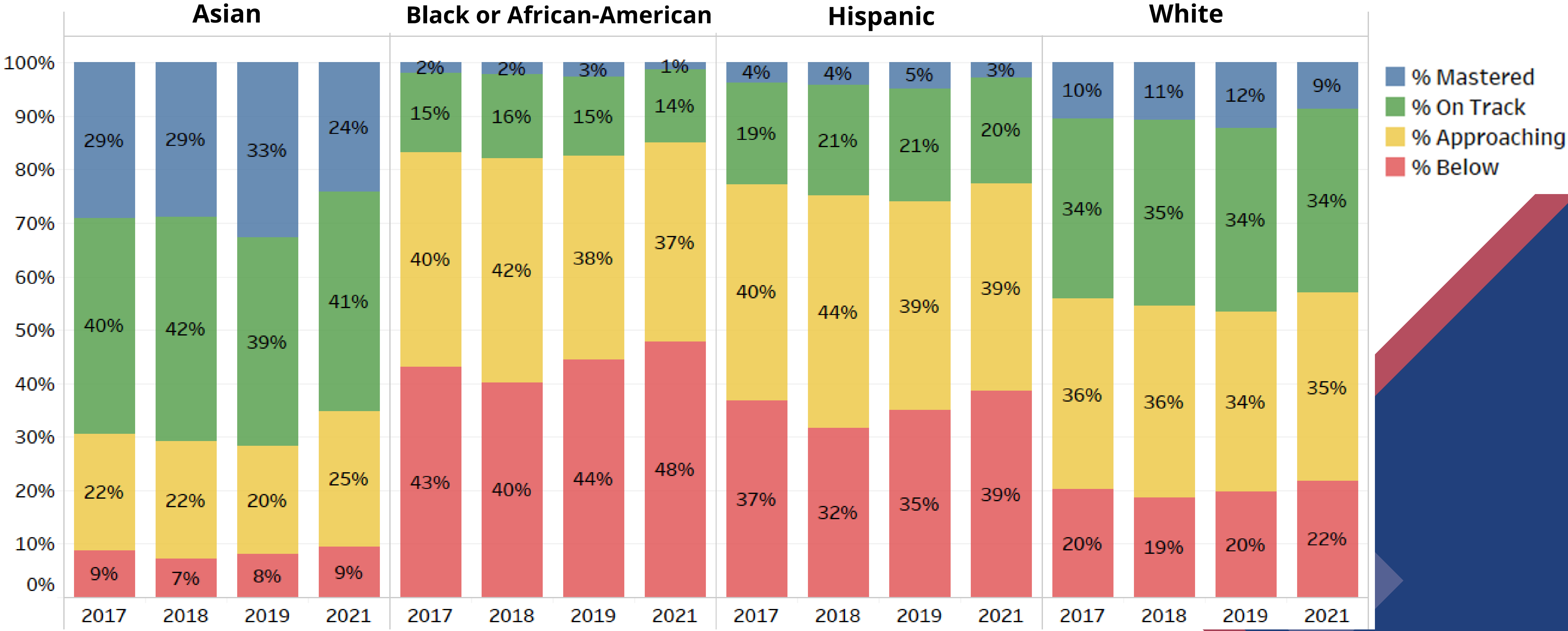
Steve Rudder

Director of Research and Evaluation

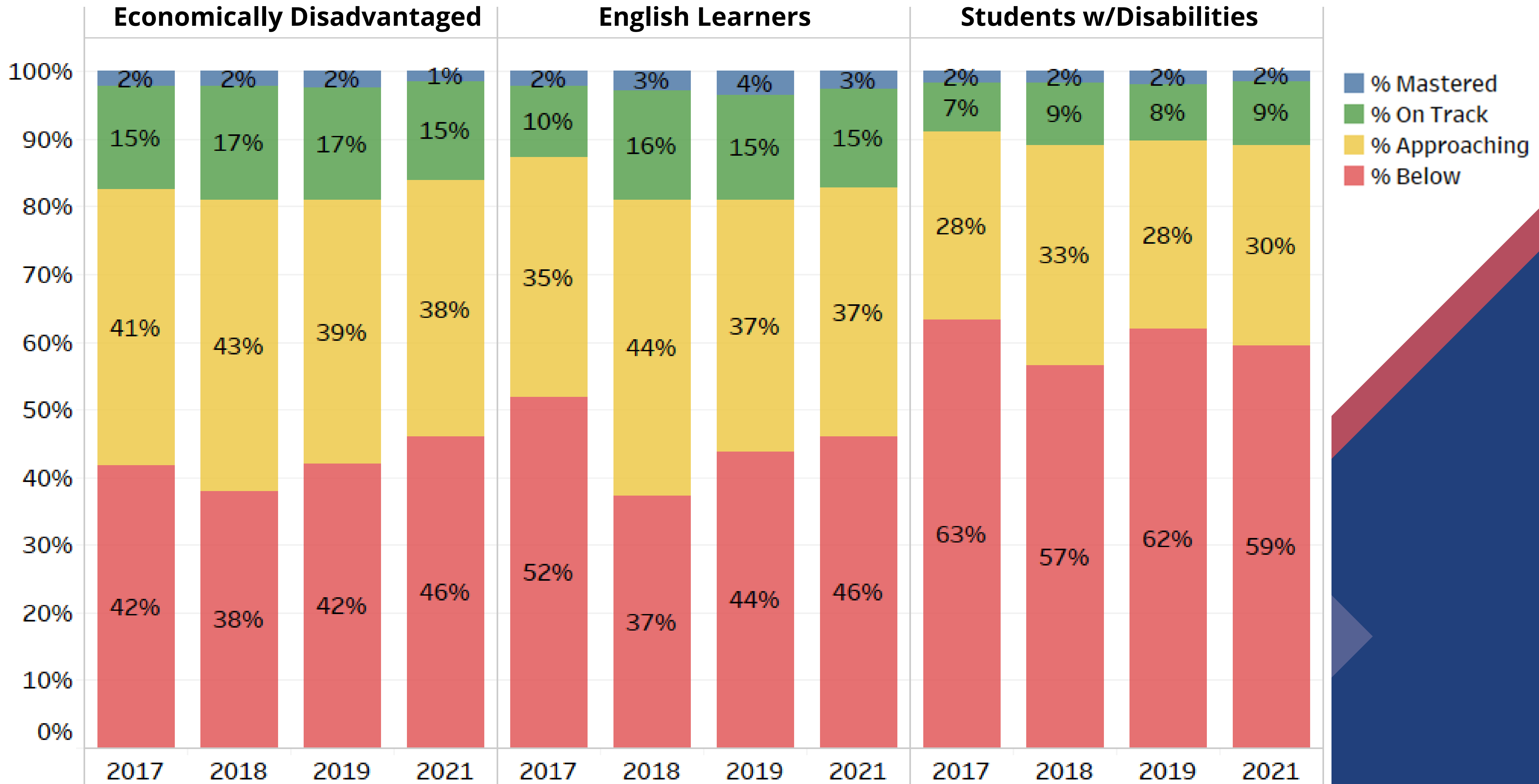
Combined Proficiency: All Subjects & Grade Levels



Combined Proficiency: Ethnic / Racial Groups

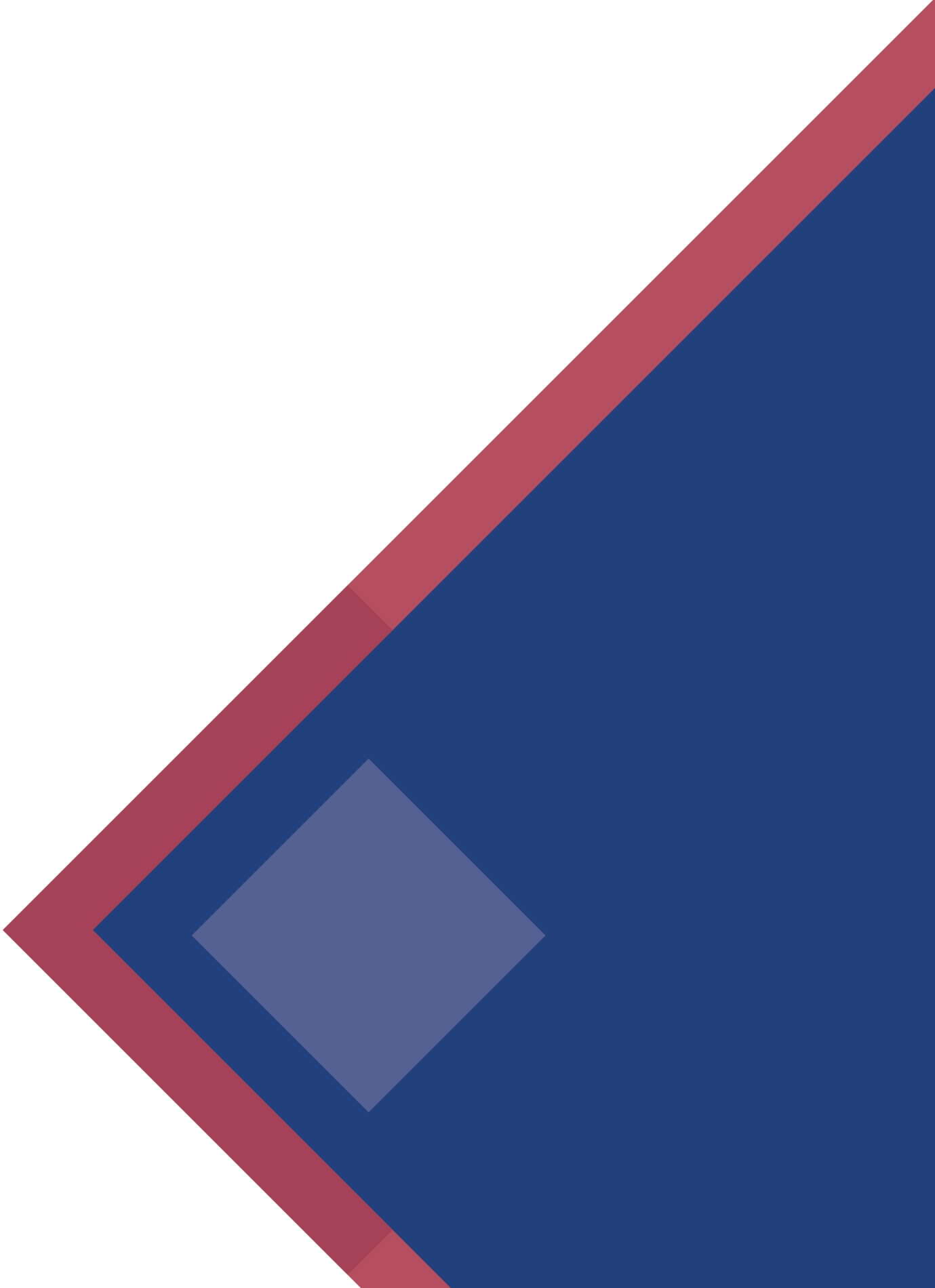


Combined Proficiency: Accountability Groups



Student Growth: TVAAS

TVAAS: Composite	Level 5
TVAAS: Literacy	Level 4
TVAAS: Numeracy	Level 5
TVAAS: Literacy and Numeracy	Level 5

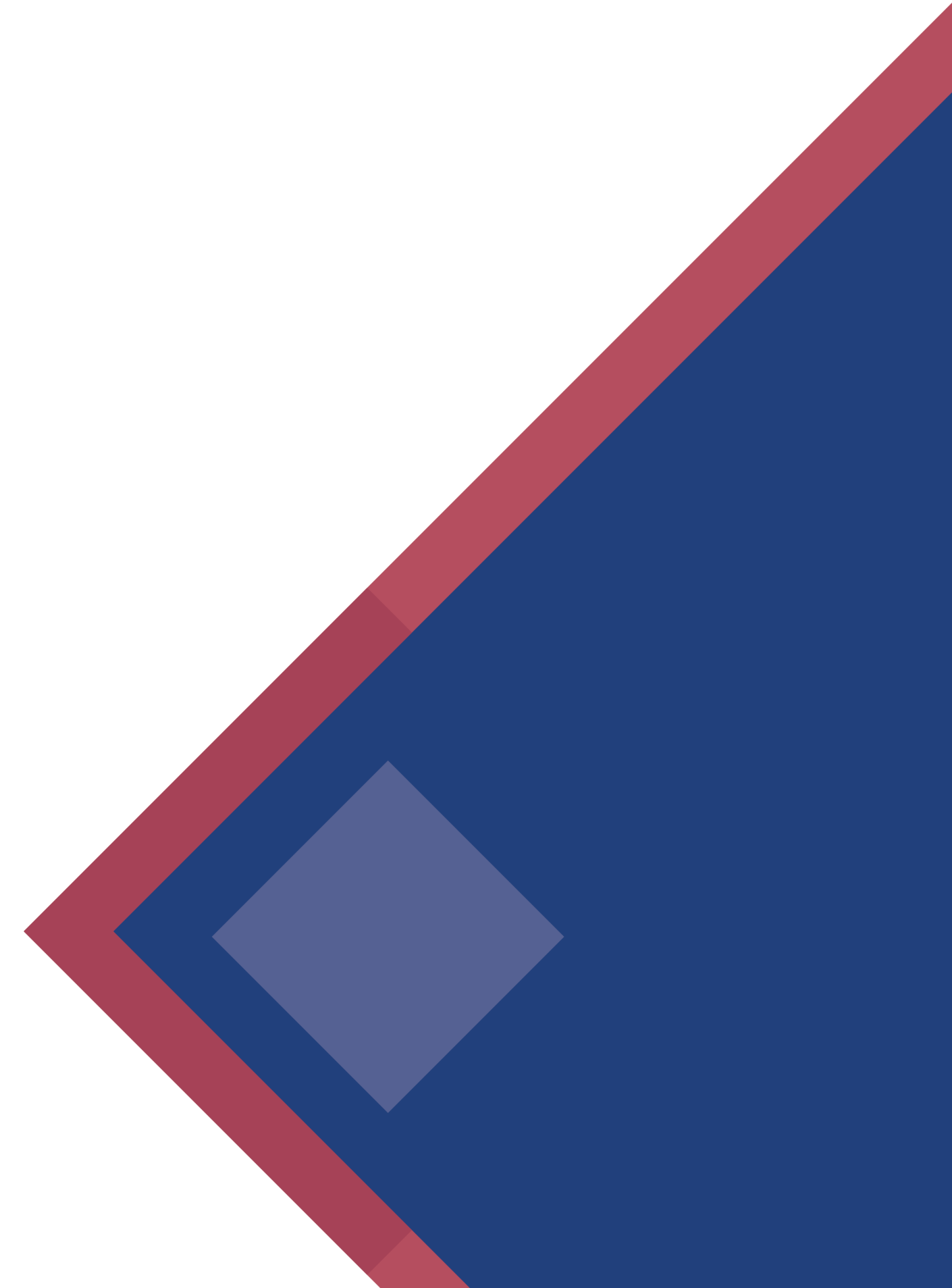


SY21-22 School-Level Overall TVAAS by Student Group
Percent of Schools at Each TVAAS Level

Student Group	N Schools	Level 1	Level 2	Level 3	Level 4	Level 5
Asian	20	0%	5%	25%	40%	30%
Black or African American	69	14.5%	15.9%	43.5%	15.9%	10.1%
Black / Hispanic / Native American	75	12%	6.7%	45.3%	12%	24%
Hispanic	57	7%	3.5%	47.4%	17.5%	24.6%
White	78	19.2%	9%	23.1%	16.7%	32.1%

Public Forum

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Final Thoughts

Superintendent Bob Thomas

