



Annual Plan Quarterly Report

March 2023



knoxschools.org/annualplan

KCS Quarterly Report

The Annual Action Plan serves as a one-year road map for the work of Knox County Schools. Approved by the Knox County Board of Education in October of 2022, the Annual Action Plan is structured around the district’s four key priorities:

- Excellence in Foundational Skills
- Great Educators in Every School
- Career Empowerment and Preparation
- Success for Every Student

The KCS Annual Plan Quarterly Report provides regular updates of the work being done and progress made toward the objectives outlined in the KCS Annual Action Plan. Certain data points, such as TCAP data, will be updated on an annual basis. Data points that are collected more regularly throughout the school year will be updated on a quarterly or bi-annual basis.



All data contained within the Quarterly Report reflects the 2022-2023 school year (SY2023).

We are grateful for this opportunity to share our work, and for the support of the Knox County community.



Knox County Schools Updates



The district's newest school, Mill Creek Elementary, will open in August as a kindergarten through 2nd-grade school.

Mill Creek is located in Northwest Knox County, and will expand to operate as a kindergarten through 5th-grade (K-5) school for the 2024-25 academic year. We look forward to seeing the Otters at their new school this fall!



On Feb. 28, the United Way of Greater Knoxville launched its Bright Steps Action Planning initiative, which aims to help young children be prepared for kindergarten. We're grateful for the support of organizations like the United Way, and we look forward to partnering with them on this initiative!

With the spring staffing season open, the district currently has less than 200 certified positions to fill for the 2023-24 school year.

Over the winter the talent acquisition team launched an aggressive strategy to recruit and screen candidates for principals earlier than ever before. As of March 1, the team has interviewed and identified over 100 high-quality candidates for KCS - all before the recruitment team hits the road for recruitment fairs around the region.

Community stakeholders interested in joining KCS are encouraged to attend the district's recruitment fair, which will be April 1 from 9-11 am at Central High School. More information on the recruitment fair may be found at knoxschools.org/recruitmentfair.



Excellence in Foundational Skills

Students who are proficient in reading and in math are well-positioned to thrive academically. By helping students hit literacy milestones by 3rd grade and algebra milestones by 9th grade, we believe our district is preparing them to succeed in whatever college or career pathway they choose for high school and beyond.

Christenberry Elementary School

Christenberry Elementary tracks data about each student's academic performance on a regular basis, helping educators like 3rd-grade teacher Stephanie Tapscott to provide instruction and supports that are targeted to specific needs.

The school maintains a two-sided data board that includes each student's name, with their ELA performance tracked on one side and math performance on the other. The names are placed on magnets and grouped according to proficiency, with the name tags also including data about extra services received.

Christenberry also works to help students take ownership of their success. Using data notebooks, students set personal goals related to academics and behavior. Once a quarter, the school sets aside a portion of instructional time to review those goals, and the progress students are making toward them.



Leader Insight

"It's important for us to be able to see whether students are moving up in their proficiency level – and to provide targeted interventions when needed. I think sometimes a picture is worth a thousand words, so our data board is very helpful for teachers because it's very easy for them to see where our students need additional support."

Melissa Johnson
Principal - Christenberry Elementary

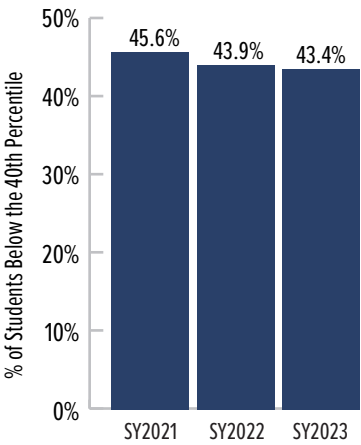


District Data

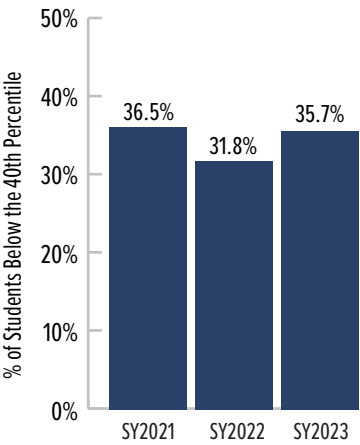
To achieve Excellence in Foundational Skills, we must track progress along the way. Our district monitors data points at every school to identify areas of success and opportunities for growth. The charts below highlight district-wide data related to ELA and math achievement.

Aimsweb+ assessments are designed to identify skills deficits in reading and math. They give teachers detailed information about skills gaps that prevent students from meeting grade-level standards, although they are not designed to predict performance on the TCAP. The data to the right provide a comparison of student reading skills attainment against students across the nation. Students take benchmarks three times each year, and the data for this year reflect the most recent benchmark.

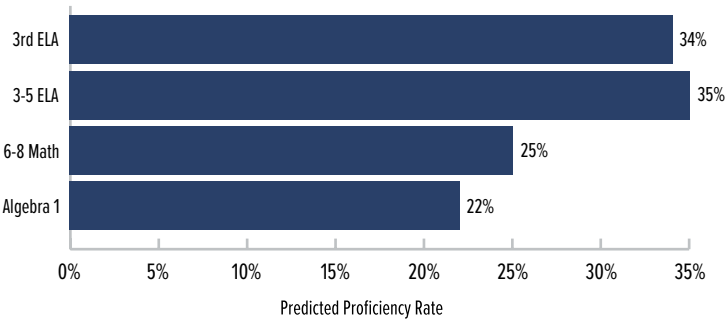
3rd Grade Aimsweb
Fall Reading Benchmark



Grades 3-8 Aimsweb
Fall Reading Benchmark



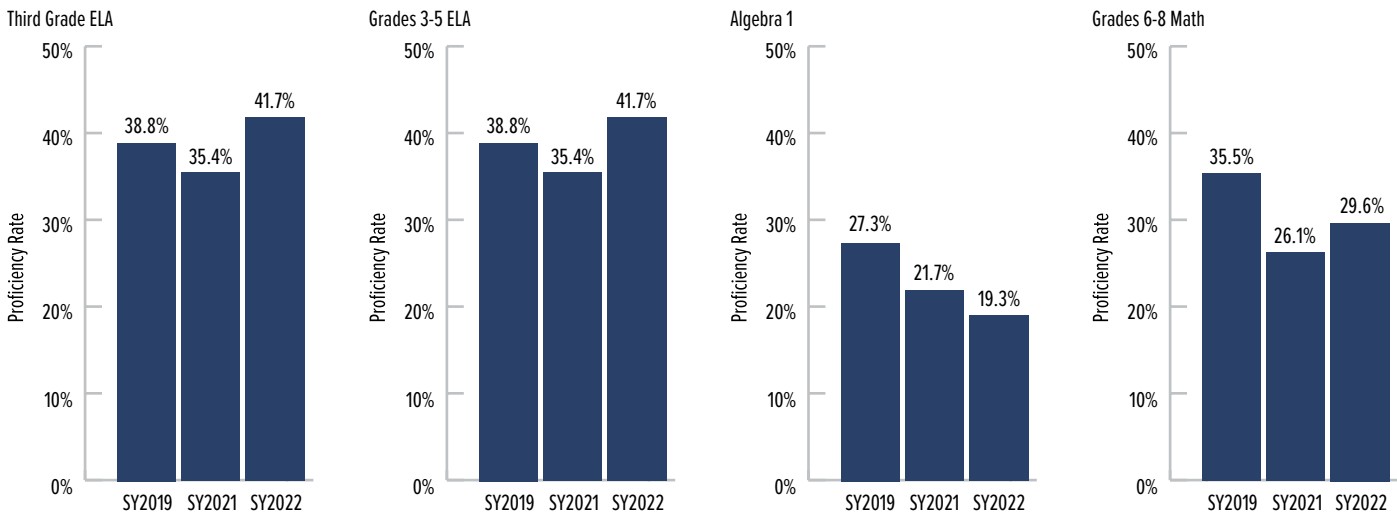
Mastery View Predictive Assessment



Mastery View predictive assessment, formerly known as Case 21, provides estimates of the proficiency level of students for a subject at different points during the school year. The data shown are the projected proficiencies for students on the most recent benchmarks.

TCAP assessments are standards-based and are administered once at the end of each school year. The four performance categories on the TCAP are “Below Expectations,” “Approaching Expectations,” “Met Expectations” and “Exceeded Expectations.” Students scoring in the “Met Expectations” or “Exceeded Expectations” categories are considered proficient.

TCAP Proficiency Rates by School Year



Great Educators in Every School

As Knox County continues to grow, the district's need for talented teachers is also growing. The KCS Talent Acquisition team is pursuing innovative strategies to identify and retain high-quality teachers who reflect the diversity of our community.

Powell High School

Knox County Schools is working closely with the University of Tennessee-Knoxville on an apprenticeship program that supports current and future KCS team members who wish to become licensed teachers, and also supports high school students who wish to pursue teaching as a profession.

In addition, the district offers its own Educator Preparation Program, which helps professionals make the transition using their industry experience to teach Career Technical Education courses in KCS.

Devin Cupp (pictured) is a special education teacher at Powell High School who came to KCS through the University of Tennessee's apprenticeship program.



Leader Insight

Apprenticeship programs are a game changer for us. I didn't have to waste time going to search for a CDCA teacher, because I had a rock star sitting in my building.

Dr. Chad Smith
Principal - Powell High

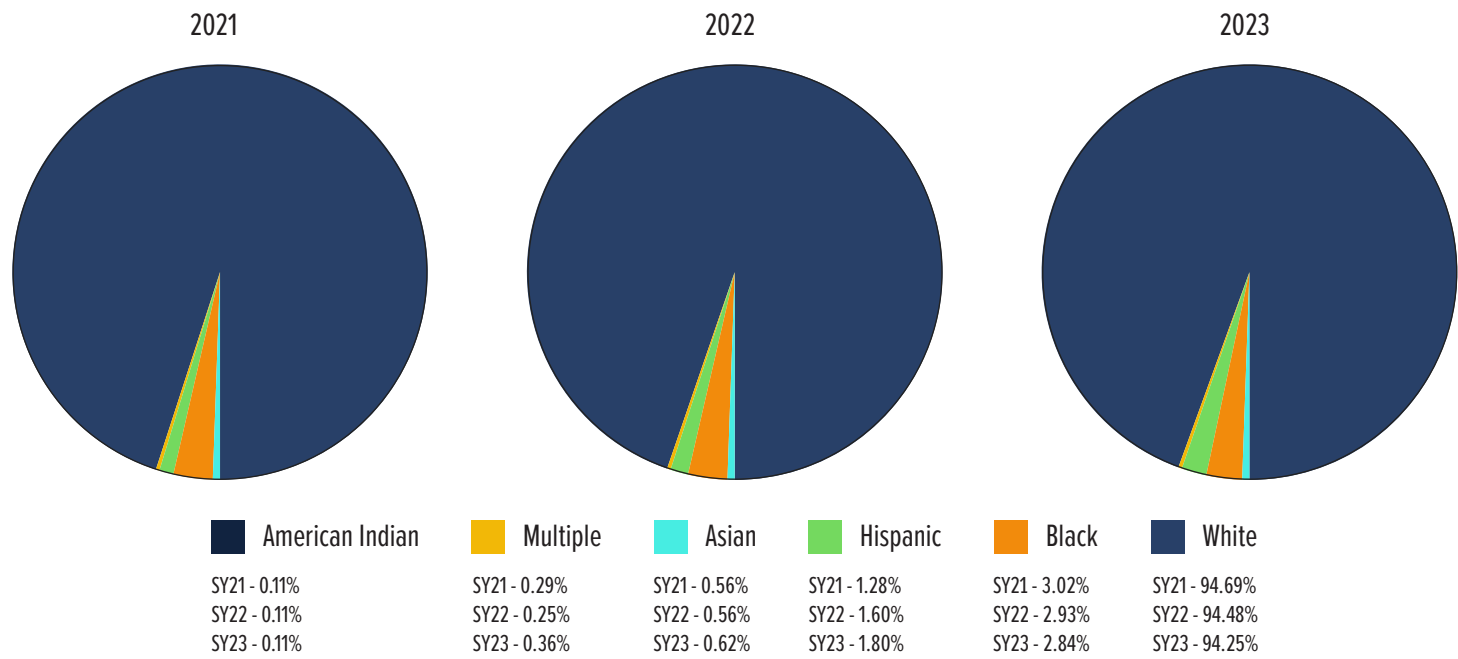


District Data

Great educators are essential for the mission of teaching and learning. KCS is working to build a pipeline of outstanding teachers that reflects the diversity of our community, and the charts below highlight data related to those efforts.

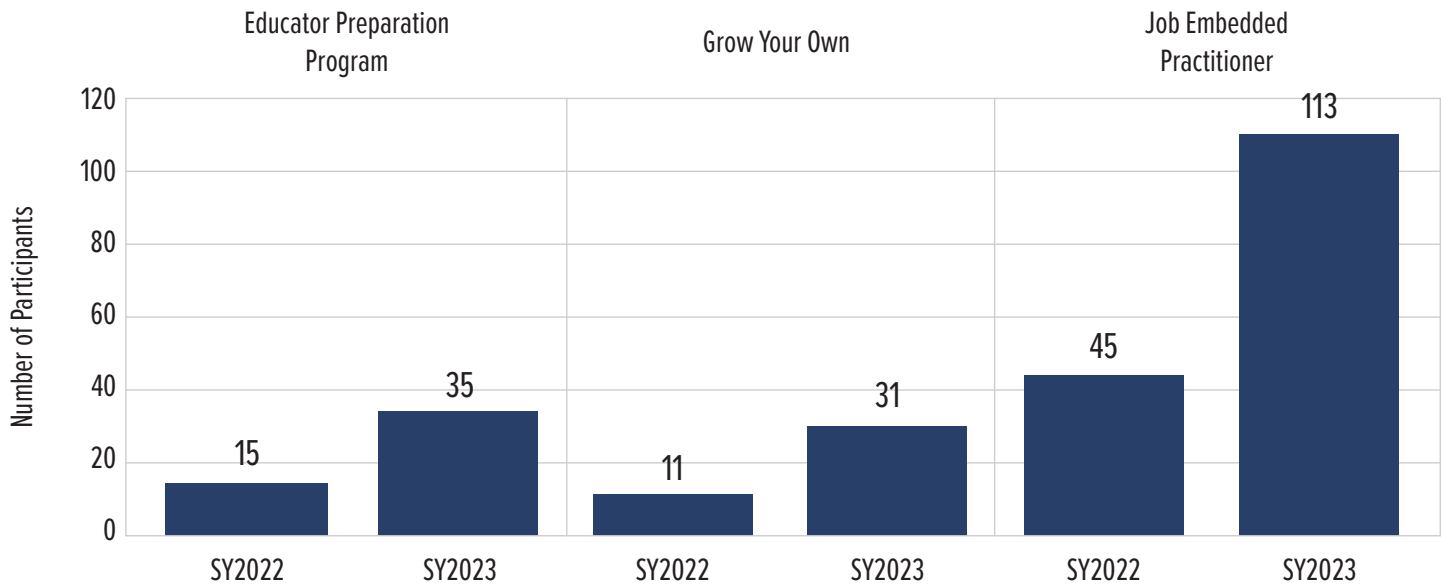
The following table contains teacher totals for each ethnic/racial group and gender. The totals shown include licensed teachers and do not include unlicensed support positions such as educational assistants.

Teacher Demographics by Year



The Knox County Schools Educator Preparation Program strives to equip newly licensed instructors in the field of Career & Technical Education (CTE) with the knowledge and skills needed to be effective educators and advance to professional licensure. KCS Grow Your Own is a teacher apprenticeship program that provides a path to becoming an educator for students, school staff, and people from other careers who wish to become teachers. The KCS Job Embedded Practitioner program is designed for individuals who are interested in becoming a teacher and have a Bachelor's degree. These programs allow you to work and get paid as a teacher while completing the Tennessee Department of Education's requirements for Teacher Licensure.

Teacher Pipeline Data



Career Empowerment and Preparation

Walking across the graduation stage is a huge milestone – and we also want students to be prepared for what comes next. Whether students are in elementary, middle or high school, we provide exposure to college, career and service options, and help them create strong connections between classroom knowledge and future success.

Central High School

On January 26, the first cohort of The 865 Academies schools unveiled the career-themed academies that will be made available to students.

The goal is to help students connect their classroom learning to career success, through robust job shadowing, college visits, career exploration and internship opportunities – and to provide a framework to ensure these experiences are part of every student's high school experience.

Justus Hayes is a senior at Central High School, and was part of the team that helped launch the 865 Academies initiative. He is also the founder of *Blended Clothing*, an apparel company, and serves as an example of the entrepreneurial spirit that will be part of Central's new Academy of Business and Design.

"Entrepreneurship is a very important thing to me. I've always wanted to be my own boss and I put my plan into action at an early age," said Hayes.



Leader Insight

"The 865 Academies are designed to expose students to meaningful experiences that will help to prepare them for a 21st century workforce, and to create small learning communities that foster relevance, rigor, relationships and readiness. Whether students plan to enroll in college or trade school, enlist in service to their country, or gain employment in a high-wage, in-demand field with an entrepreneurial mindset, we want them to be prepared."

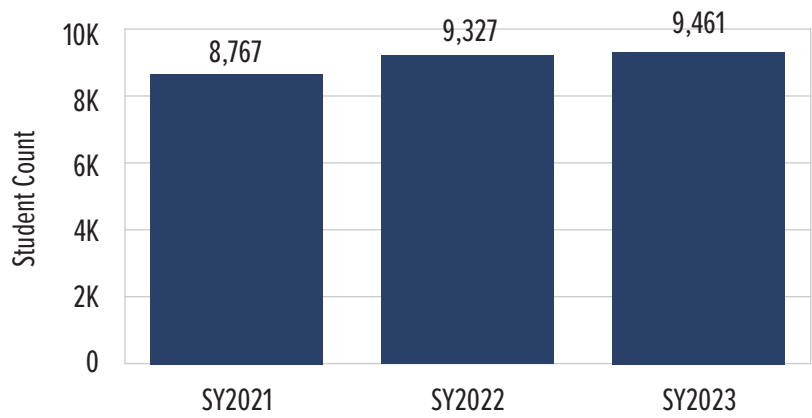
Cassidy Taylor
Academy Coach - Central High



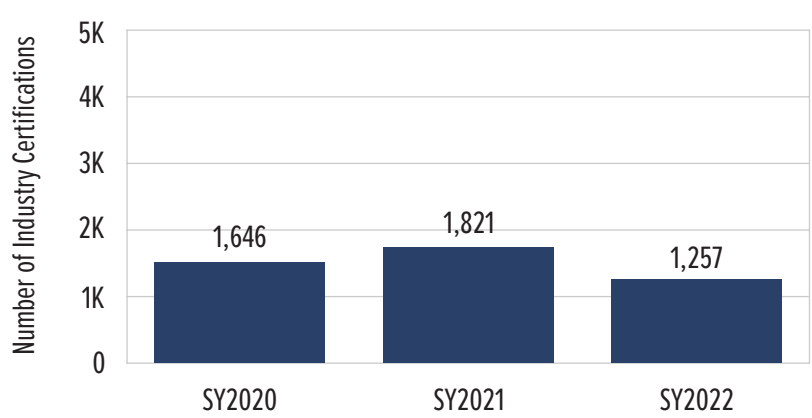
District Data

Early postsecondary opportunities (EPSOs) include college-level courses offered to high school students both on and off the high school campus and CTE courses in which students can earn a nationally recognized industry credential aligned to their CTE pathway and industry demands. Many of these EPSO offerings allow students to earn college credit that can be applied to their future education and career pathways after high school graduation. Industry Credentials are nationally recognized certifications that are incorporated into some CTE courses and pathways allowing students to demonstrate beginning levels of competency in that discipline and/or earn postsecondary credit. Recognized industry credentials are approved by state advisory councils and professional organizations based upon their value to students and alignment to secondary and postsecondary technical pathways.

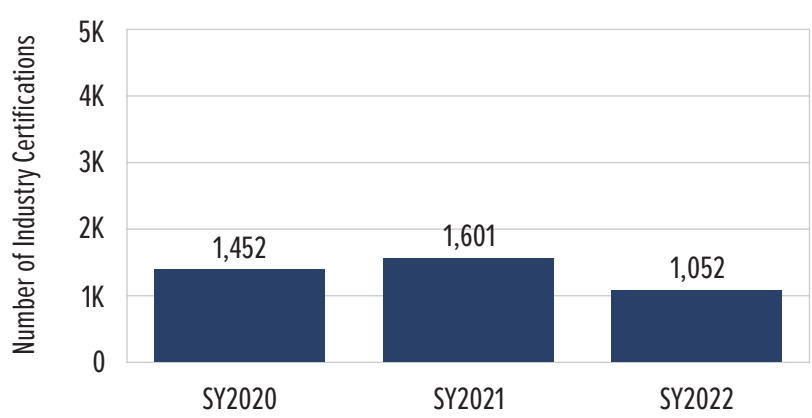
Students Enrolled in One or More EPSOs



National Industry Certifications by Year



Students with One or More Industry Certifications by Year



Success for Every Student

For our district to be reach its goals, we must build structures that ensure every student is able to succeed – no matter where they live, what cultural background they come from, or what financial resources are available to them.



Pond Gap Elementary School

At Pond Gap Elementary, teachers and staff use data to provide support that is tailored to the needs of students, including a strong emphasis on the importance of attendance.

Principal Taiesha Young said Pond Gap’s family newsletter includes attendance and absence data broken out by grade level, and the school conducts home visits with a social worker to identify challenges.

The school has also worked to make sure students are known by multiple adults, and not just by their own teacher. In a staff room, a poster chart for each grade allows staff members to place a check-mark when they have learned a student’s name, one of their hobbies, their academic status or met their parent or guardian.



Leader Insight

“We want to make sure that we’re acknowledging and supporting families. If there’s a barrier, we want to figure that out. We strive to be as intentional as possible about getting to know students and building relationships with our students.”

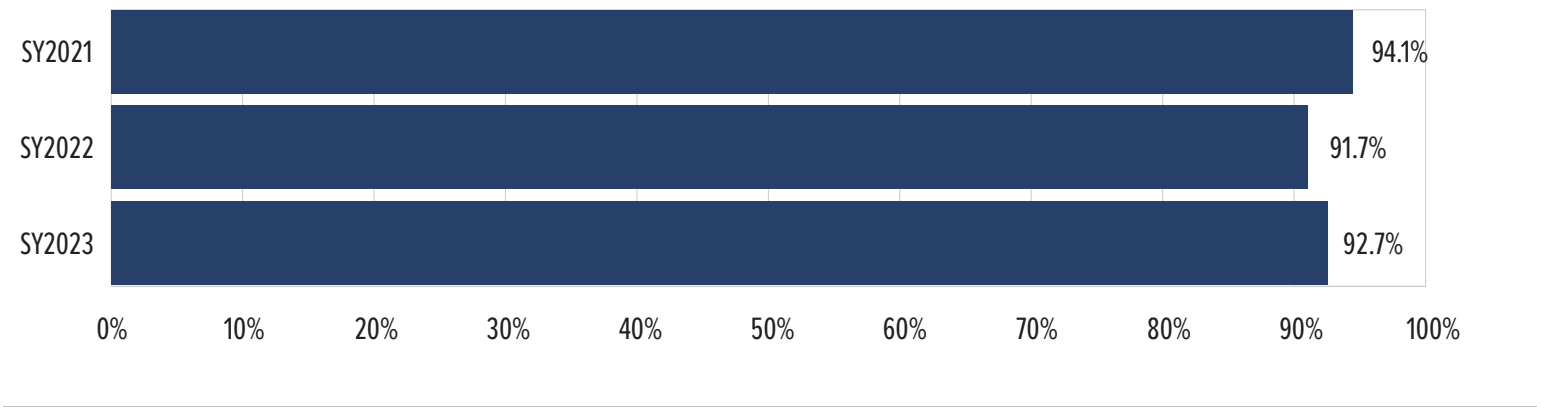
Taiesha Young
Principal - Pond Gap Elementary



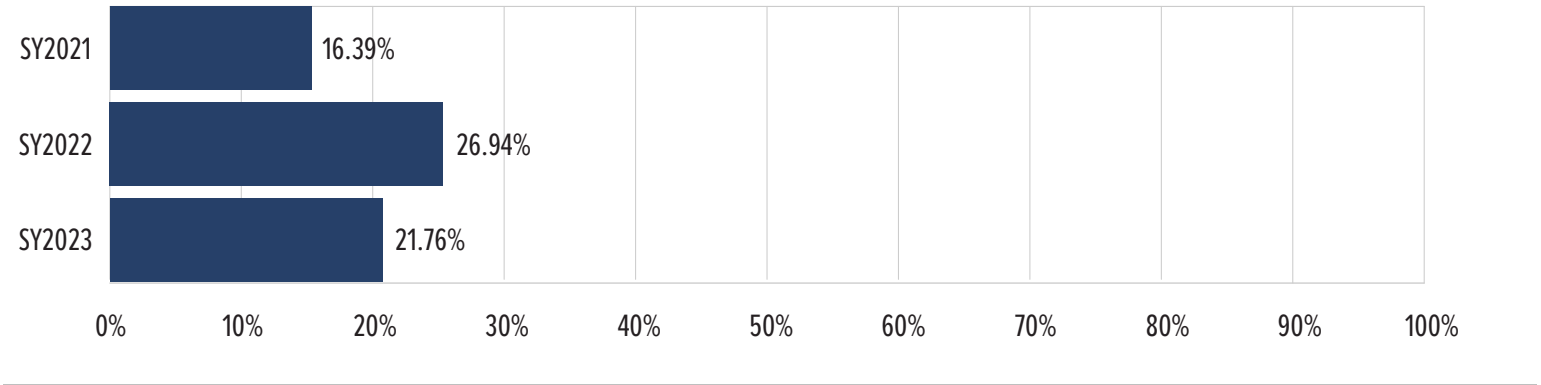
District Data

The student attendance rates shown below are the percentage of days that the students have attended school for each school year. Chronic Absenteeism is defined as missing 10% or more of the total number of school days enrolled in a given school year and the chart shown below represents the percentage of students who have exceeded that threshold. For example, if a student has been enrolled for 50 days, then that student would be considered chronically absent if they missed 5 or more days.

Average Student Attendance Rate



Chronic Absenteeism



This table shows the 2022 TCAP proficiency rates for state identified subgroups and their comparison groups. It includes data from all grade levels (3-12) and the four performance categories on the TCAP are “Below”, “Approaching”, “Met Expectations” and “Exceeded Expectations”. Students scoring in the “Met Expectations” or “Exceeded Expectations” categories are considered proficient.

2022 TCAP Student Group Proficiency

Student Group	ELA	Math	Science
Black/Hispanic/Native American	18.8%	12.8%	23.2%
Non-Black/Hispanic/Native American	44.2%	37.0%	53.4%
Economically Disadvantaged	16.3%	10.9%	21.7%
Non-Economically Disadvantaged	43.7%	36.0%	52.2%
English Language Learners with Transitional 1-4	14.1%	14.1%	20.9%
Non-English Language Learners	38.8%	31.3%	46.5%
Students with Disabilities	8.9%	8.4%	16.4%
Non-Students with Disabilities	41.3%	33.2%	49.1%

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District 7

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District 8

Dr. Jon Rysewyk

Superintendent

Vision Statement

To grow lifelong learners who contribute their talents, strengths and skills to build a stronger community

Mission Statement

To provide excellent and accessible learning opportunities that empower all students to realize their full potential