



Tennessee Investment in Student Achievement

2024-25 Accountability Report Template

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, [T.C.A. § 49-3-112](#) requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

- Goals for student achievement
 - One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.¹
- Explanation how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals.

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to [T.C.A. § 49-3-114](#) to determine whether the school district is taking the proper steps to achieve their stated goal.

This template is intended to assist districts in submitting their accountability reports to the department.

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov

Completed reports should be submitted in ePlan by **November 1, 2024**.

¹ T.C.A. § 49-3-114 requires the TISA Progress Review Board to review district TISA accountability reports and set a district's minimum goal to increase the district's 3rd grade proficiency by 15% of the gap to 70% in 3 years, starting with the 2022-23 TCAP results. This does not apply to districts who have 70% or more of 3rd grade students proficient in ELA.

DISTRICT INFORMATION

District Name		Knox County Schools
Director of Schools Name		Dr. Jon Rysewyk
District Point of Contact for TISA Accountability Report	Name	Ron McPherson
	Phone Number	865-594-1681
	Email Address	Ron.mcpherson@knoxschools.org
Percent of 3 rd grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the most recent spring TCAP		44.4%

DISTRICT GOAL STATEMENT(S)

Goal Statement 1: 3 rd Grade ELA Proficiency ²	70% % of students will score proficient on the 3 rd grade ELA TCAP by 2030 year
Goal Statement 2:	57% of grade 3-8 students will score proficient on the TCAP ELA by 2027-28
Goal Statement 3:	55% of grade 3-8 students will score proficient on the TCAP Math by 2027-28
Goal Statement 4:	KCS will increase the ready graduate by 14% by 2027-28
Goal Statement 5:	KCS will reduce the chronic absenteeism rate by 5% by 2027-28

² **Note:** This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.
tn.gov/education/best-for-all/tnedufunding.html

Goal Statement 1 (3rd grade ELA proficiency):

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	44.4%	Third grade proficiency on the 2022-23 TCAP was 43.5% in KCS Third grade proficiency on the 2023-24 TCAP was 44.4% in KCS (Goal for Year One: 47.5%)
Year 2: 2024-2025 school year	50.9%	
Year 3: 2025-2026 school year	53.7%	
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		
<p>Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>We fell short of our ELA goal for 2023-2024, but made meaningful progress. Several district initiatives contributed to improvements in ELA achievement and coherence, including:</p> <ul style="list-style-type: none"> ● Training all school leaders on the district’s Instructional Practice Guides (IPGs) and the Benchmark curriculum. ● Regional leaders and content facilitators collaborated with school leaders on IPG observations and trend analysis. ● Regional support teams partnered with school leaders and teachers to enhance the implementation of the Benchmark Advance curriculum through Professional Learning Communities (PLCs) and insights from classroom walkthroughs. <p>Looking ahead to 2024-2025, we will continue to use instructional practice guides, classroom observations, and PLCs to further deepen our understanding of the ELA curriculum and its effective application in classrooms. In particular, KCS will place a greater emphasis on small group instruction to make sure that classroom instruction is applicable to students of varying ability levels. Lastly, KCS has engaged Instruction Partners to help enhance early literacy instruction in grades K-2.</p>	

Goal Statement 1 (3rd grade ELA proficiency):

<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<p>Knox County Schools' FY24 General Purpose Budget includes approximately \$24.1mm for ELA district leadership, academic interventionists, and subject-specific teacher positions. Additionally, a significant portion of the elementary staffing allocation (approximately \$131.8mm) devotes considerable time to ELA instruction and support on a daily basis.</p> <p>Additional support totaling \$1.5mm is provided through Language & Reading Facilitators, Literacy Coaches, and Professional Development.</p> <p>Positions and intervention materials for RTI support totals \$2.2mm, and \$3.4mm is committed to additional staffing contract days and pilot positions at high needs schools.</p>
<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ol style="list-style-type: none">1. Monitoring deeper implementation of ELA curricula using Instructional Practice Guides and walk through observations<ol style="list-style-type: none">a. District and regional staff provide PD and on-site support to teacher and administrators with a focus on HQIM through the lens of the IPGb. Literacy coaches provide job embedded support to teachers and principals2. Implementation of a new, increased salary structure for KCS employees3. RTI and tutoring staff provide direct intervention support to struggling students4. Additional staffing provided at high-needs schools

Goal Statement 1 (3rd grade ELA proficiency):

Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

Knox County Schools FY25 general purpose budget makes several significant investments to impact 3rd grade ELA proficiency positively.

The district programmed over \$40 million to elevate all salaries to market rate. This initiative provided an approximate 10% wage increase to classroom teachers, which should significantly reduce classroom vacancies and teacher turnover and create a more stable environment for KCS students.

Additionally, the district added \$2.4 million to support tutoring for 3rd-grade proficiency and \$1.0 million for Master View assessments to monitor progress and support instructional decision-making.

For the 24-25 school year, the district added additional tiers to the elementary and secondary staffing formulas to help schools with elevated at-risk ratios.

Goal Statement 2:

57% of grade 3-8 students will score proficient on the TCAP ELA by 2027-28

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	41.2%	The grade 3-8 proficiency on the 2022-23 ELA TCAP was 40.1%. The grade 3-8 proficiency on the 2023-24 ELA TCAP was 41.2% (Goal for Year One: 42.0%)
Year 2: 2024-2025 school year	45.6%	
Year 3: 2025-2026 school year	48.9%	
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		
<p>Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>We fell short of our goal for 2023-2024, but we made meaningful progress. Several district initiatives contributed to improvements in ELA achievement and coherence, including:</p> <ul style="list-style-type: none"> • Training all school leaders on the district’s Instructional Practice Guides (IPGs) and the Benchmark curriculum. • Regional leaders and content facilitators collaborated with school leaders on IPG observations and trend analysis. • Regional support teams partnered with school leaders and teachers to enhance the implementation of the Benchmark Advance curriculum through Professional Learning Communities (PLCs) and insights from classroom walkthroughs. <p>Looking ahead to 2024-2025, we will continue to use instructional practice guides, classroom observations, and PLCs to further deepen our understanding of the ELA curriculum and its effective application in classrooms.</p>	
<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<p>Knox County Schools’ FY24 General Purpose Budget includes approximately \$24.1mm for ELA district leadership, academic interventionists, and subject-specific teacher positions. Additionally, a significant portion of the elementary staffing allocation (approximately \$131.8mm) devotes considerable time to ELA instruction and support on a daily basis.</p> <p>Additional support totaling \$1.5mm is provided through Language & Reading Facilitators, Literacy Coaches, and Professional Development.</p> <p>Positions and intervention materials for RTI support totals \$2.2mm, and \$3.4mm is committed to additional staffing contract days and pilot positions at high needs schools.</p>	

Goal Statement 2:

57% of grade 3-8 students will score proficient on the TCAP ELA by 2027-28

<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ol style="list-style-type: none"> 1. Monitoring deeper implementation of ELA curricula using Instructional Practice Guides and walk through observations <ol style="list-style-type: none"> a. District and regional staff provide PD and on-site support to teacher and administrators with a focus on HQIM through the lens of the IPG b. Literacy coaches provide job embedded support to teachers and principals 2. Implementation of a new, increased salary structure for KCS employees 3. RTI and tutoring staff provide direct intervention support to struggling students
<p>Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</p>	<p>Knox County Schools FY25 general purpose budget makes several significant investments to impact 3rd grade ELA proficiency positively.</p> <p>The district programmed over \$40 million to elevate all salaries to market rate. This initiative provided an approximate 10% wage increase to classroom teachers, which should significantly reduce classroom vacancies and teacher turnover and create a more stable environment for KCS students.</p> <p>Additionally, the district added \$2.4 million to support tutoring for 3rd-grade proficiency and \$1.0 million for Master View assessments to monitor progress and support instructional decision-making.</p> <p>For the 24-25 school year, the district added additional tiers to the elementary and secondary staffing formulas to help schools with elevated at-risk ratios.</p>

Goal Statement 3:

55% of grade 3-8 students will score proficient on the TCAP Math by 2027-28

Year	Annual Outcome Target(s)	Associated Metrics/Data
<p>Year 1: 2023-2024 school year (Use actuals)</p>	40.3%	The grade 3-8 proficiency on the 2022-23 Math TCAP was 38.1%
<p>Year 2: 2024-2025 school year</p>	41.9%	The grade 3-8 proficiency on the 2023-24 Math TCAP was 40.3% (Goal for Year One: 40.0%)
<p>Year 3: 2025-2026 school year</p>	43.7%	
<p>Year 4: 2026-2027 school year</p>		
<p>Year 5: 2027-2028 school year</p>		

Goal Statement 3:

55% of grade 3-8 students will score proficient on the TCAP Math by 2027-28

Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?

We successfully met our goal for 2023-2024, thanks to several key strategies, including:

- Training all school leaders on the district's Instructional Practice Guides (IPGs) and the Benchmark curriculum.
- Regional leaders and content facilitators collaborated with school leaders on IPG observations and trend analysis.
- Regional support teams worked alongside school leaders and teachers to enhance the effective implementation of the iReady and Big Ideas curricula through Professional Learning Communities (PLCs) and insights from classroom walkthroughs.

In 2024-2025, we will continue to build on these strategies to further strengthen teachers' and administrators' understanding of the new curriculum and its effective application in instruction.

Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.

Approximately **\$23.6mm** is budgeted for the staffing of subject-specific math teachers, and, as in the ELA category, a significant portion of the **\$131.8mm** allocated to elementary school staffing is related to daily math instruction and support.

In addition, KCS plans to spend **\$318k** on professional development, math coaching support for math educators, and allocations for math materials.

\$398k is also budgeted for district-level math leadership to provide guidance and support to math educators.

Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.

1. Monitoring deeper implementation of math curricula and content using Instructional Practice Guides and walk through observations
 - a. District and regional staff provide PD and on-site support to teacher and administrators with a focus on HQIM
 - b. Math coaches provide job embedded support to teachers and principals
2. Implementation of a new, increased salary structure for KCS employees
3. RTI and tutoring staff provide direct intervention support to struggling students

Goal Statement 3:

55% of grade 3-8 students will score proficient on the TCAP Math by 2027-28

Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

The district's strategic investment in salaries will lower position vacancies and teacher turnover, leading to higher quality of instruction and a resulting increase in student math achievement.

The math department's budget includes \$61k to be spent on educational and instructional supplies and materials to be allocated to each school's math department. In addition, \$20k is budgeted to provide high-quality professional development for all math teachers.

Additional resources (\$2.4 million) provided for tutoring at the 3rd-grade level will also impact the performance of students struggling in math.

Goal Statement 4:

KCS will increase the ready graduate rate by 14% by 2027-28

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	46.2%	The ready graduate rate for the graduating class of 2022 was 43.5% The ready graduate rate for the graduating class of 2023 was 46.2% (Goal for Year One: 45.3%)
Year 2: 2024-2025 school year	46.9%	
Year 3: 2025-2026 school year	48.6%	
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		

Goal Statement 4:

KCS will increase the ready graduate rate by 14% by 2027-28

<p>Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>We made significant progress and met the goal of increasing the percentage of Ready Graduates in 2023-2024, thanks to several focused strategies, including:</p> <ul style="list-style-type: none">• Through the 865 Academies program, a targeted effort with a subset of high schools to identify additional opportunities for student enrollment in early postsecondary coursework.• Reviewing AP course offerings to ensure accessible entry-level opportunities for students to engage in Advanced Placement (AP) coursework.• Partnering with Overgrad to identify students not participating in Dual Enrollment, sharing data with administrative teams, and developing strategic plans to close gaps in participation.• Strengthening teacher accountability to ensure students are actively engaged in available industry certifications aligned with Career and Technical Education (CTE) courses. <p>As we move forward into 2024-2025, we will continue to apply and refine these strategies to further increase student engagement in postsecondary pathways and industry certifications, ensuring more students graduate ready for college and career success.</p>
<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<p>KCS allocates approximately \$133.5mm for secondary teaching positions, \$10.7mm for secondary administration support positions, \$2.9mm for instructional support positions, and \$8.0mm for school counselor positions all of which contribute to practices aimed at increased graduation rates.</p> <p>Additionally, the district budget includes approximately \$400k for IB & AP programming, college-readiness and middle school assessments, ACT prep, and regional support team training.</p>
<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ol style="list-style-type: none">1. Onboard the last cohort of 865 academies and provide with additional support from district staff, academy coaches, and college and career counselors2. Increased opportunities in advanced academics (AP, IB, Dual credit, and statewide dual credit)3. Increased student exposure to career paths4. Continue integration of an interest and aptitude assessment into middle and high schools5. Administration of Pre-ACT in middle and high schools6. Continue to build relationships between local businesses to support the work of the 865 Academies7. Implementation of a new, increased salary structure for KCS employees8. RTI and tutoring staff provide direct intervention support to struggling students9. Additional staffing provided at high-needs schools

Goal Statement 4:

KCS will increase the ready graduate rate by 14% by 2027-28

Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

Knox County Schools added \$1.3 million to the FY25 general purpose budget to fund 865 Academy Coaches to facilitate classroom, college, and career connections.

Knox County Schools also utilizes the Innovative Schools Model grant to fund a Director of Academies positions, and a College and Career position for each secondary school. Additionally, KCS supplements expenditures for Advanced Placement and IB exams for students and dual enrollment tuition for our ELL students with federal funds.

A \$200k investment provides funding for two lead counselors to assist with the 865 Academy framework, and a \$280k investment is programmed for Advanced Academics and AVID programming.

The salary schedule enhancements and the enriched staffing allocation ratios referenced in Goal Statement One also impact Goal Statement Four by providing continuity in staffing to provide necessary student services.

Goal Statement 5:

KCS will reduce the chronic absenteeism rate by 5% by 2027-28

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	19.6%	The chronic absenteeism rate in KCS during the 2022-23 school year was 21% The chronic absenteeism rate in KCS during the 2023-24 school year was 19.6% (Goal for Year One: 19.0%)
Year 2: 2024-2025 school year	17.2%	
Year 3: 2025-2026 school year	15.6%	
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	By implementing multiple strategies, KCS improved upon its goal of reducing chronic absenteeism but didn't meet our goal 19%. The Department of School Culture collaborated with schools to create school-level processes that promote attendance, while our social workers met with families to address specific attendance concerns. School Culture also reinstated regional family meetings to focus on absenteeism, and Student Supports offered S-Team assistance to families involved in the truancy process.	

Goal Statement 5:

KCS will reduce the chronic absenteeism rate by 5% by 2027-28

	<p>As we look ahead to 2024-2025, we will continue to use and refine these strategies to maintain and further improve attendance outcomes across the district.</p>
<p>Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.</p>	<p>KCS’s School Culture department has a budget of \$4.8mm and provides support to staff working to reduce absenteeism.</p> <p>An additional \$2.9mm is budgeted to provide social worker and family & community liaison positions.</p>
<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ol style="list-style-type: none">1. Increased staffing of support personnel to engage with students and families2. Data visualization platform launch to district and school staff to help quickly identify students with high absenteeism rates3. Continuation and refinement of whole child support teams at each KCS school
<p>Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</p>	<p>The 24-25 school year budget contains approximately \$4.1 million for social worker positions, \$13k for material allocations to schools to assist with absentee management, and roughly \$12k to provide professional development for the district’s social workers.</p> <p>The Knox County Schools technology budget has dollars programmed in the 24-25 school year budget to continue the build-out and support of software enabling staff to analyze student absence data, among other things.</p> <p>Additionally, the district added a regional leadership support position to further support principals and school-level staff in monitoring student attendance and performance.</p> <p>To help reduce potential travel-related absences, an additional \$425k is included in the Transportation budget to provide better bus contractor and driver pay.</p>

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1

Date(s) of opportunity for local public comment.	October 21st – November 1st
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	Online survey will provide opportunity for stakeholders to offer feedback
Summary of public comment received, if any.	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	