Friday, November 13, 2026
Kingsport City Schools Board of Education Retreat - 9:00 AM

Administrative Support Center, Tennessee Room (3rd Floor)
400 Clinchfield Street
Kingsport, TN 37660 Phone: (423) 378-2102

1. **Tuition and Early Childhood Learning Center (ECLC) Rates** (Dr. Chris Hampton/Jim Nash/Board Members)
2. **Policy Review** (Dr. Andy True)
3. **School Naming** (Dr. Chris Hampton/Dr. Andy True)
4. **Data Review** (Dr. Chris Hampton/Michael Hubbard)
5. **Local Education Agency Plan Overview** (Dr. Brian Cinnamon/Dr. Holly Flora/Dr. Shanna Hensley)
6. **Legislative Breakfast Planning** (Melissa Woods/Dr. Chris Hampton)
7. **School Culture Survey** (Dr. Chris Hampton/Jennifer Guthrie)

Tuition-Free Enrollment for KCS & City Employees

An investment in recruiting, retaining, and growing the KCS community

Proposed change: $500 annual employee tuition → $0

Proposal for Tuition-Free Enrollment for KCS and City of Kingsport Employees

CURRENT EMPLOYEE RATE

$500 per student annually
(KCS and City of Kingsport employees)

PROPOSED EMPLOYEE RATE

$0 tuition annually
for eligible employee families

CURRENT EMPLOYEE STUDENTS

133 students
114 KCS + 19 City employees

Why consider the change?

Strengthen KCS as an employer of choice in a competitive regional workforce market.

Support recruitment and retention by making the employee benefit tangible to families.

Attract additional tuition students, increasing enrollment, and potential TISA funding.

Align the employee tuition benefit with the value of having employees' children attend KCS.

Current Tuition Enrollment

REGULAR TUITION

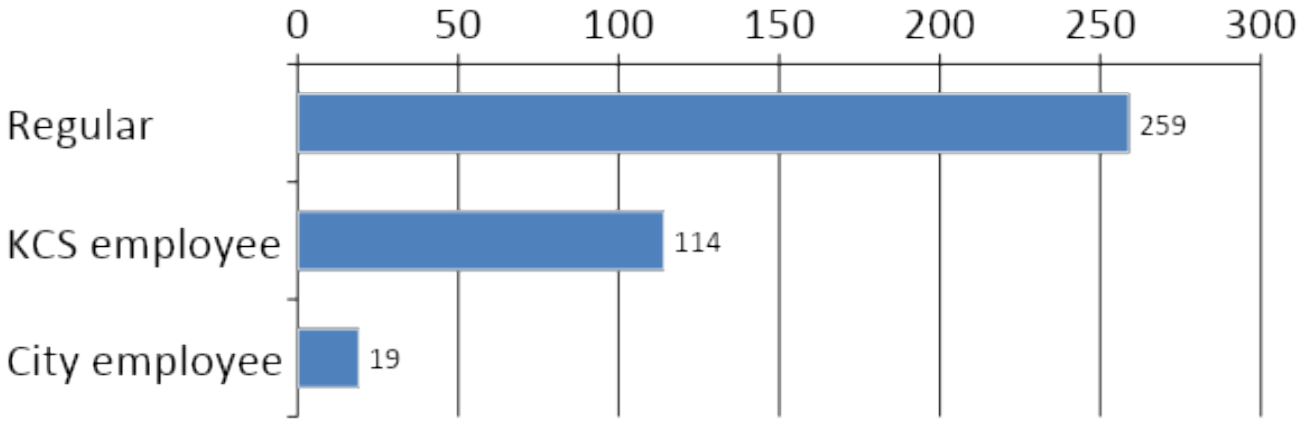
259 students
$1,000 annual rate

KCS EMPLOYEE FAMILIES

114 students
$500 annual rate

CITY EMPLOYEE FAMILIES

19 students
$500 annual rate



OUT-OF-STATE TUITION

1 student • $9,700 annually
Rate remains unchanged

PROPOSED CHANGE SCOPE

Only the $500 employee tuition
for TN-resident students (133 students)

Financial Impact of Eliminating Employee Tuition

CURRENT PROJECTED TOTAL REVENUE
$3,286,960

PROPOSED PROJECTED TOTAL REVENUE
$3,220,460

ANNUAL REVENUE CHANGE
($66,500)

Where the $66,500 comes from

114 KCS STUDENTS
114 × $500 = $57,000

19 CITY STUDENTS
19 × $500 = $9,500

TOTAL TUITION WAIVED
133 × $500 = $66,500

Enrollment Opportunity May Offset the Revenue Reduction

REVENUE GAP

$66,500

TISA PER NEW TN STUDENT

$7,530

9 NEW STUDENTS

$67,770

Break-even math

8 STUDENTS

8 × $7,530 = $60,240
$6,260 short of gap

9 STUDENTS

9 × $7,530 = $67,770
$1,270 above gap

BREAK-EVEN POINT

$66,500 ÷ $7,530 = 8.83
Round up to 9 students

Additional students beyond break-even point

10 STUDENTS

10 × $7,530 = $75,300
revenue increase

30 STUDENTS

30 x $7,530 = $225,900
revenue increase

Regional Tuition Comparison

School system	Published tuition information	Employee-specific information
Bristol Tennessee City Schools	$700/year for residents of Sullivan county; $900/year for all other TN counties	Employee children receive priority status for out-of-zone and non-resident applications. The policy permits a tuition discount, but does not state a specific employee rate or guarantee a full waiver.
Johnson City Schools	$1,200/year for residents of Washington, Carter & Sullivan counties; $1,700/year for other TN counties. Tuition registration shown for grades 9–12 at Science Hill only.	Employee children receive a fifty percent discounted rate.
Elizabethton City Schools	Regular non-resident rates vary by county and grade: Carter County $800 (K–5), $400 (6–8), $300 (9–12); outside Carter County $1,600/year. Family cap: $2,200.	Human Resources states that full-time and part-time employees who live outside Elizabethton city limits may bring their children tuition-free.
Greeneville City Schools	$1,350 in-county / $1,950 out-of-county for one child; family rates vary by number of children.	This information is not detailed within Greeneville City's BOE policies and resources within the district website.

Benefits Regarding Tuition-Free Status for Children of Employees

1 RECRUIT

- Adds a family-centered benefit to the total compensation package.
- Gives candidates another reason to consider KCS and the City of Kingsport.
- Opportunities for both classified and certified staff candidates.

2 RETAIN

- Reduces a recurring out-of-pocket cost for current employees with tuition students.
- Recognizes employees' commitment to serving the community.
- May strengthen employee connection to KCS and the city.
- Impacting both classified and certified staff.

3 GROW ENROLLMENT

- Removes a price barrier for employee families considering KCS.
- Creates an incentive to enroll and remain enrolled, subject to capacity.
- Additional eligible TN enrollment may generate additional TISA funding.

Proposed Tuition Rate Changes

Category	Current Rate	Proposed Rate	Employee Savings
KCS Employee (1st Child)	$500 / year	$0 / year	-$500 / year
KCS Employee (Addl. Child)	$450–$475 / year	$0 / year	-$450–$475 / year
City of Kingsport Employee	$500 / year	$0 / year	-$500 / year
City of Kingsport Employee (Addl. Child)	$450–$475 / year	$0 / year	-$450–$475 / year
General Non-Resident TN	$1,000 / year	$1,000 / year	Not applicable

Recommended Steps and Implementation

Eligibility limited to children of current KCS employees and City of Kingsport employees.

Apply to Tennessee-resident tuition students currently charged the employee rate.

Retain the $9,700 annual out-of-state rate; no change proposed.

Continue annual application, approval, and space-availability requirements.

When an employee separates from employment during the school year, the tuition rate would change to the regular rate (prorated based on time of separation).

Approve changes and update BOE Policy 6.204 prior to open enrollment period beginning March 1, 2027 and implement changes for the 2027-28 school year.

CAPACITY & NEW ENROLLMENTS

Tuition enrollment remains subject to school/grade capacity and district admission procedures.

MEASUREMENT

Track employee-family applications, new enrollments, staff retention, staff vacancies filled, and net revenue/TISA impact.

REVIEW

Review after one year; compare actual enrollment and financial results with the 9-student break-even benchmark.

Proposed Implementation Timeline

PHASE 1

BOE Review

Initial presentation and Board policy discussion.

PHASE 2

Policy Update

BOE vote regarding Policy 6.204

PHASE 3

Staff Rollout

Joint KCS & City HR notification to staff prior to and during open enrollment.

PHASE 4

Fall 2027 Launch

Full fee removal for employees in 2027-28 school year.

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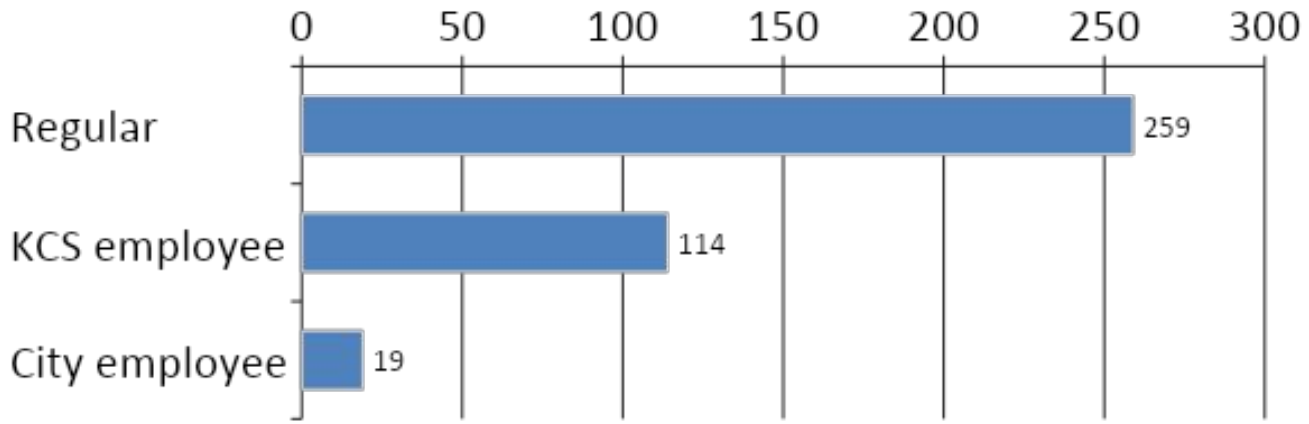

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Kingsport City Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in April	**Tuition Students**	**6.204**	**04/14/26**
		Rescinds: **6.204**	Issued: **11/12/19**

Parents or legal guardians who reside outside the boundaries of the Kingsport City Schools may make application to the Superintendent of Schools to enroll their child(ren) as tuition students.[1] The Superintendent or designee shall review each application by taking into consideration applicable law and the impact on the school system. Tuition students not guaranteed admission may be accepted if space is available.[2]

Parents or legal guardians must apply annually for their child's tuition status and tuition students shall be assigned to schools on an annual basis. The application and assignment of a student who has previously attended a school in the Kingsport City Schools shall be considered before new tuition applications and assignment to a particular school or grade. Applications must be received before the commencement of the academic year in accordance with the schedule published by the Superintendent. Applications for tuition status during an academic year may be approved on the condition that the applicant substantiates extenuating circumstances (such as a change of residence).

Any pupil seeking admission as a tuition student must, if enrolled at a school during the previous year, be eligible to re-enroll at that school without restriction. The criteria for admission to the Kingsport City Schools are: (a) space must be available, (b) appropriate programs must be available, (c) the student must have a good attendance and discipline record, (d) the student must have a satisfactory academic record, and (e) the student must be in good financial standing regarding payment of any owed KCS fees. Kingsport City Schools welcome tuition students and their families who are serious about their education and who wish to apply themselves in a positive manner. Tuition students who have attendance, disciplinary, or academic problems may be placed on probation, dismissed from school and/or may not be readmitted in the following school year. Students suspended or expelled from other school systems will not be admitted without prior approval by the Superintendent.

GUARANTEED ADMISSION

A student whose parent (1) teaches at a school within the Kingsport City Schools and (2) resides outside the System boundaries is guaranteed acceptance as a tuition student at the school at which the parent teaches (provided that the school represents an educationally appropriate placement). Applications under guaranteed admission are subject to all applicable regulations, requirements and procedures.

ADMISSIONS PRIORITY

The Superintendent shall grant first-priority status to tuition and out-of-zone applications for children of Kingsport City Schools' employees (and retirees) and City of Kingsport employees.

After placement of system and city employees' children, the priority order in which tuition (and out-of-zone) students will be admitted are as follows:

Priority One: Out-of-zone students who were enrolled the previous year
Priority Two: Siblings of currently enrolled out-of-zone students
Priority Three: New out-of-zone students
Priority Four: Tuition students who were enrolled the previous year
Priority Five: Siblings of currently enrolled tuition students
Priority Six: New tuition students

Should overcrowding occur after the opening of school, caused by in-zone children, students will be transferred out of the school in the reverse order based on date of admission.

FEES[3]

Fees shall be assessed for tuition students at a rate to be determined by the Board. Failure to pay tuition charges shall disqualify a student's application for the next year. The Superintendent may require pre-payment of fees for non-compliance with the payment schedule.

Tennessee residents who are employed by Kingsport City Schools or the City of Kingsport and are parent(s)/guardian(s) of KCS tuition student(s) will ~~pay one-half (1/2) the tuition rate charged for Tennessee residents~~ not be charged a tuition fee. Non-Tennessee/Out-of-state residents who are employed by Kingsport City Schools or the City of Kingsport and are parent(s)/guardian(s) of KCS tuition student(s) will receive a tuition discount equal to ~~one-half (1/2)~~ one hundred percent (100%) of the tuition rate charged for Tennessee residents.

The Superintendent is authorized to develop administrative procedures to waive tuition charges for a period, not to exceed two months, for circumstances that the Superintendent determines to be in the best interest of the student and/or school system.

EXTRACURRICULAR ACTIVITIES

Tuition students may participate in school activities (for which they are eligible) to the same extent as in-System students. Out-of-System students who are not enrolled in Kingsport City Schools but who intend to apply for enrollment as a tuition student may not participate in school- sponsored activities (including try-outs, spring/summer practice sessions, etc.). The Superintendent shall establish and manage procedures to pre-enroll such students whose applications have been approved.

TRANSPORTATION

KCS does not provide transportation to students who are accepted as tuition students.

Legal References	Cross References
1. TCA 49-6-3104	Admission of Suspended/Expelled Students 6.318
2. TCA 49-1-104	Homeless Students 6.503
3. TCA 49-6-3003	Students in Foster Care 6.505

KINGSPORT BOARD OF EDUCATION POLICY RECOMMENDATIONS
For: Initial Review
November 13, 2026 - Board of Education Retreat

REVISED POLICIES CONSIDERED FOR ADOPTION ON 1st Reading

5.801 – Superintendent of Schools Recruitment and Selection

State law now permits Boards to conduct an executive session to interview candidates applying to serve as Superintendent of Schools. If the Board wants to use this option, TSBA recommends updating the corresponding policy. Please note that voting and deliberation must be done in an open meeting, and the new law requires minutes of the executive session to be published. Additionally, candidates now have the option to request that their applications remain confidential if the Board chooses to use an executive session. If the Board would like to keep the current process, no change is needed.

6.204 – Tuition Students

Administration proposes eliminating the tuition fee for Tennessee residents who are employed by Kingsport City Schools or the City of Kingsport and revising the discount for non-Tennessee/Out-of-state residents who are employed by Kingsport City Schools or the City of Kingsport to an amount equal to the current rate charged to Tennessee residents (non-KCS/City employees).

Kingsport City Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in March	**Superintendent of Schools Recruitment and Selection**	**5.801**	**11/12/19**
		Rescinds: **5.801**	Issued: **03/06/18**

The Board of Education is the sole authority in appointing the Superintendent of Schools.[1] Board members may, however, employ a consultant to advise and assist in the search and selection process. No member of the Board shall be eligible for the position of Superintendent.[2]

The Board shall develop the selection criteria, timeline for the selection process, process for accepting and reviewing applications and selection procedures at its discretion.[3]

- Per state law, records of all applicants are public unless candidates request their records be made private.
- Candidates may be interviewed by the Board in an executive session. All deliberations shall occur during public meetings.

Legal References

1. TCA 49-2-203(a)(14)
2. TCA 49-2-203(a)(1)(D)
3. TCA 49-2-203(a)(14)(B)

Click here to choose a school board.

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in February	**Director of Schools Recruitment and Selection**	**5.801**	
		Rescinds:	Issued:

When a vacancy occurs, the appointment of a Director of Schools is a function of the Board.[1] The Board is responsible for finding the person it believes can most effectively translate into action the policies of the Board and the goals of the community and the professional staff.

The Board may employ a consultant to advise and assist the Board in the search and selection process. However, final selection shall rest with the Board after a thorough consideration of qualified applicants. An interim Director of Schools appointed during the time of a search shall not become a candidate unless the Board expressly permits such inclusion in the selection process. A board member may not apply for or in any other way be considered for the position of Director of Schools.[2]

If the Board chooses to conduct a search to fill the position, the Board shall initially develop the following:[3]

1. Job description;

2. Timeline;

3. System for accepting and reviewing applications, including a process for handling public versus non-public material (Note: Per state law, records of all applicants are public unless candidates request their records be made private); and

4. Selection process which shall include, but not be limited to, the following:

    a. Candidates shall be interviewed by the Board in an executive session. All deliberation shall occur during public meetings.

    b. The Board shall attempt to select a Director of Schools by unanimous vote during a regular meeting, but only a majority vote of the membership of the Board shall be required for the appointment of a Director of Schools.

Legal References

1. TCA 49-2-203(a)(13)
2. TCA 49-2-203(a)(1)(D)
3. TCA 49-2-203(a)(13)(B); Public Acts of 2026, Chapter No. 1048

State of Tennessee

PUBLIC CHAPTER NO. 1048

HOUSE BILL NO. 2616

By Representative Moon

Substituted for: Senate Bill No. 2162

By Senators Briggs, Haile

AN ACT to amend Tennessee Code Annotated, Title 8, relative to executive sessions for consideration of employment by a governing body.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. Tennessee Code Annotated, Section 8-44-102, is amended by adding the following as a new subsection:

(e)

(1) A governing body may conduct an executive session for the purpose of interviewing applicants for employment as director-level staff of the body. A governing body conducting an executive session pursuant to this subsection (e):

(A) Is not required to provide public notice of such executive session;

(B) Shall not make hiring decisions or deliberate in the executive session. All deliberation and voting must be done in an open, publicly noticed meeting;

(C) Shall cause the minutes of such session to disclose all persons who were in attendance, except the applicants who attend for the purpose of being interviewed by the governing body;

(D) Shall limit attendance to members of the governing body, relevant staff invited by the body, and the applicants;

(E) Shall treat an applicant's application materials as confidential, and such materials are not open to public inspection, upon request by the applicant; and

(F) Shall treat the selected applicant's interview, if recorded, and application materials as public records, subject to a public records request pursuant to § 10-7-503, upon the applicant being selected for employment or appointment. Notwithstanding § 10-7-503, the application materials and interview of applicants not selected must remain confidential upon request.

(2) As used in this subsection (e), "director-level" means a position that:

(A) Is filled by the mayor or a vote of the governing body or by the mayor with confirmation by the governing body, excluding the chief of police; and

(B) Has authority over the operation and employees of a department, agency, or division of the governmental entity.

SECTION 2. This act takes effect upon becoming a law, the public welfare requiring it.

HOUSE BILL NO. 2616

PASSED: April 15, 2026

CAMERON SEXTON, SPEAKER
HOUSE OF REPRESENTATIVES

RANDY MCNALLY
SPEAKER OF THE SENATE

APPROVED this 21st day of May 2026

BILL LEE, GOVERNOR

KINGSPORT ELEMENTARY SCHOOL NAMING STUDY

An Evidence-Based Process for Naming a New Kingsport Elementary School

Four fully vetted presidential alternatives for community consideration

DRAFT

Prepared for community discussion

June 2026

Purpose

Kingsport's policy of naming elementary schools for presidents of the United States has created a recognizable civic and educational tradition. The consolidation of Andrew Jackson, John F. Kennedy, and Theodore Roosevelt elementary schools provides an opportunity to continue that tradition while establishing a clear process that can guide future naming decisions.

A school name will remain in daily use for decades. It will appear on report cards, buses, signs, clothing, websites, emergency communications, historical records, and family memories. The decision should therefore be based on more than immediate popularity, political preference, or the attractiveness of a mascot.

The central question is:

> **Which eligible presidents offer the strongest combinations of national consequence, Kingsport or Tennessee relevance, educational value, historical standing, community acceptance, and practical suitability for an elementary school?**

This report identifies four fully vetted alternatives. They are presented in alphabetical order rather than ranked. Students, parents, and teachers from the affected schools should then be given an opportunity to vote.

The presidential name should be evaluated first. The mascot, motto, colors, and visual identity should reinforce that choice rather than determine it.

I. Method

This review uses a structured process modeled on scientific inquiry:

1. Define the question.
2. Establish mandatory eligibility requirements.
3. Compile the historical record.
4. Identify the factors to be evaluated.
5. Apply the same criteria to every candidate.
6. Test each name against ordinary school use.
7. Identify strengths, concerns, and competing interpretations.
8. Develop a historically or educationally appropriate mascot for each finalist.
9. Present the qualified alternatives without ranking them.
10. Allow the affected school community to vote.

School naming cannot be reduced to a laboratory experiment or a perfectly objective formula. Historical importance, educational usefulness, and community compatibility require judgment.

The purpose of this approach is to make that judgment consistent, transparent, and explainable.

II. Mandatory Eligibility Requirements

1. The namesake must have served as president of the United States

This follows Kingsport's established elementary-school naming tradition.

2. The president must have been deceased for at least 20 years

Recommended policy language:

> **An elementary school may be named only for a president of the United States who has been deceased for at least 20 years as of the date the Board of Education approves the name.**

A 20-year interval allows presidential records to become more widely available, historical assessments to develop, and immediate political emotions to diminish.

Under this standard:

- Ronald Reagan became eligible in 2024.
- George H.W. Bush becomes eligible in 2038.
- Jimmy Carter becomes eligible in 2044.

The rule should be applied consistently regardless of political party.

3. A retired Kingsport City Schools name should not be reused

Recommended policy language:

> **A presidential name previously used by Kingsport City Schools and subsequently retired shall not be reassigned to another school.**

A retired name belongs to the students, teachers, employees, families, traditions, and period of history associated with the former school.

Under this principle:

- James Madison should remain permanently retired.
- Andrew Jackson should be retired when that school closes through consolidation.
- John F. Kennedy should be retired when that school closes.
- Theodore Roosevelt should be retired when that school closes.
- Thomas Jefferson should be retired only if the existing school identity is discontinued.

A school may move to another building and retain its existing name. That is a continuation of the institution rather than reuse of a retired name.

4. The new identity must be distinguishable from other schools

The proposed name and mascot should not create confusion with:

- an active Kingsport school;
- a retired Kingsport school;
- another institution commonly called by the same surname;
- an existing Kingsport mascot; or
- a nearby school with a strongly established identity.

III. Historical Inventory of Kingsport Elementary-School Names

A sound recommendation begins with an accurate inventory of names already used by the school system.

Active presidential elementary-school names

Presidential name	Kingsport school history	Current or anticipated status
Andrew Jackson	Opened on Jackson Street in 1921	Active; expected to be retired through consolidation

Presidential name	Kingsport school history	Current or anticipated status
Abraham Lincoln	Opened at the Yadkin Street site in 1921; moved to Summer Street in 1937	Active
George Washington	Central School became George Washington Elementary in 1926; the name moved to the Bellingham Drive building in 1994	Active
Andrew Johnson	Opened on Ormond Drive in 1953	Active
Thomas Jefferson	Highland Park Elementary entered the city system as Thomas Jefferson Elementary in 1959	Active; may relocate and retain its name
John F. Kennedy	Lynn Garden Elementary became John F. Kennedy Elementary in 1990	Active; expected to be retired
Theodore Roosevelt	West View Elementary became Theodore Roosevelt Elementary in 1993	Active; expected to be retired
John Adams	Opened in the Rock Springs area in 2009	Active

Some school-system references describe the original Lincoln location as Center Street, while local historical research identifies the building and address with Yadkin Street. This report uses the Yadkin Street identification.

Retired presidential name

Name	Kingsport school history	Status
James Madison	Fort Robinson School became James Madison Elementary in 1963; closed in 1983	Permanently retired

Expected presidential retirements

If the current consolidation proceeds as planned, the retired presidential roster would include:

1. James Madison
2. Andrew Jackson
3. John F. Kennedy
4. Theodore Roosevelt

Thomas Jefferson would remain active if the school relocates and retains its institutional identity.

Other historic school names

Robert E. Lee School, Oklahoma School, and Washington-Lee

The Kingsport City Schools historical record identifies Robert E. Lee School, also known as Oklahoma School, among the city's early schools.

In 1949, it became associated with George Washington Elementary through the Washington-Lee name. The former Lee building ceased serving as an elementary school in 1977.

The historical sequence should be preserved:

- Robert E. Lee School
- Oklahoma School
- Washington-Lee
- Lee School

Robert E. Lee was not a president and would not qualify under the presidential policy. Preserving the name in the historical record is different from recommending its reuse.

Dickson School

Dickson School was built as a Sullivan County school in 1934. It became part of Kingsport City Schools through annexation in 1963 and closed in 1983.

Dickson was not named for a president and would not qualify under the current policy. Its name should remain associated with the former school and community.

Community and predecessor names

Earlier name	Later presidential name
Central School	George Washington Elementary
Fort Robinson School	James Madison Elementary
Highland Park Elementary	Thomas Jefferson Elementary
Lynn Garden Elementary	John F. Kennedy Elementary
West View Elementary	Theodore Roosevelt Elementary
Oklahoma School / Robert E. Lee School	Washington-Lee

These earlier names should be preserved through photographs, archives, artifacts, oral histories, digital exhibits, and permanent displays.

They do not need to be recycled as formal school names in order to remain part of Kingsport's educational history.

IV. Historical Standards

Historical perfection is not a workable standard

Many active and retired Kingsport presidential names would face substantial objections if proposed for the first time today.

President	Principal criticism	Profound national contribution
George Washington	Enslavement and policies toward Native nations	Commanded the Continental Army, presided over the Constitutional Convention, and established the presidency
John Adams	Alien and Sedition Acts restricted immigration and political criticism	Leader in independence, major diplomat, second president, and participant in the first peaceful presidential transfer of power
Thomas Jefferson	Enslavement, racial views, and the contradiction between his life and the Declaration's equality language	Wrote the Declaration of Independence, advanced religious liberty, and completed the Louisiana Purchase
Andrew Jackson	Enslavement, Indian Removal, the Trail of Tears, and aggressive presidential authority	Confronted nullification and became a defining Tennessee and national political figure
Abraham Lincoln	Wartime restrictions on civil liberties	Preserved the Union, issued the Emancipation Proclamation, and supported the Thirteenth Amendment
Andrew Johnson	Opposition to Reconstruction protections, civil-rights vetoes, and impeachment	Remained loyal to the Union and played a central role in Tennessee and Reconstruction history, although his presidency is generally judged poorly
Theodore Roosevelt	Imperialism, racial attitudes, and interventionist foreign policy	Conservation, consumer protection, corporate regulation, and development of the modern presidency

President	Principal criticism	Profound national contribution
John F. Kennedy	Bay of Pigs, covert operations, growing involvement in Vietnam, and personal conduct	Cuban Missile Crisis leadership, the space program, the Peace Corps, and increased support for civil rights
James Madison	Enslavement and constitutional compromises protecting slavery	Central role in framing and ratifying the Constitution and securing the Bill of Rights

No nationally consequential president has a record free from criticism.

A school name does not declare that every action of the namesake was correct. It recognizes that the person played a major role in shaping the country.

The educational responsibility is to teach the complete record:

- achievement;
- failure;
- courage;
- misjudgment;
- leadership;
- contradiction; and
- consequence.

Obscurity should not be mistaken for acceptability

A president should not be selected merely because few people remember enough about the administration to object.

Lack of controversy may reflect:

- limited accomplishment;
- a short or unsuccessful presidency;
- little connection to Kingsport;
- weak educational relevance; or
- public unfamiliarity.

Kingsport's presidential naming tradition should recognize presidents of substantial historical importance, not simply those who appear politically safe.

V. Evaluation Criteria

Each candidate should be evaluated under the same criteria.

1. National consequence

Did the president substantially change the country, its institutions, its territory, its international role, or its political direction?

2. Kingsport, Tennessee, or regional relevance

Is there a documented relationship to Kingsport, Tennessee, a local school, Eastman, Holston Ordnance Works, Oak Ridge, public education, or another defining element of the community?

3. Educational relevance

Did the president advance or influence literacy, public education, science, mathematics, school nutrition, teacher preparation, higher education, equal opportunity, or civic learning?

4. Historical standing

Has the president's overall reputation remained substantial over time?

5. Community connection

Does the president's record connect meaningfully with Kingsport's history, workforce, civic traditions, educational aspirations, or locally held values?

6. Elementary-school suitability

Can the president's story support constructive themes such as learning, literacy, leadership, citizenship, service, teamwork, courage, and perseverance?

7. Everyday usability

Can children pronounce and spell the name? What will families call the school? Does the shortened name invite teasing or confusion?

8. Mascot and identity potential

Does the mascot arise naturally from the president's history or educational record? Is it distinct, child-friendly, and suitable for school use?

VI. Four Qualified Alternatives

After applying the eligibility, historical, educational, and practical tests, four alternatives remain fully worthy of community consideration:

- Dwight D. Eisenhower
- James K. Polk
- Ronald Reagan
- Harry S. Truman

They are presented alphabetically, not in order of preference.

Each president was nationally consequential. Each offers a legitimate Kingsport, Tennessee, regional, or educational connection. Each also presents a distinct concern that should be disclosed.

VII. Dwight D. Eisenhower

National consequence

Eisenhower was one of the central military and political leaders of the mid-20th century.

As Supreme Commander of the Allied Expeditionary Force in Europe, he led the multinational military effort that liberated Western Europe and defeated Nazi Germany.

As president, his record included:

- Cold War stability;
- the Interstate Highway System;
- creation of NASA;
- expansion of science and technical education;
- civil-rights legislation;
- enforcement of school integration at Little Rock; and
- his warning about the military-industrial complex.

Kingsport and regional connection

Kingsport made a major contribution during World War II.

Tennessee Eastman designed and operated Holston Ordnance Works, where local workers produced RDX and Composition B for the Allied war effort. Tennessee Eastman also operated the Y-12 electromagnetic-separation facility at Oak Ridge as part of the Manhattan Project.

The relationship should be described accurately:

> **While Eisenhower commanded Allied forces in Europe, Kingsport-area workers and industries helped provide the explosives, materials, expertise, and industrial support required by the Allied war effort.**

An Eisenhower school could recognize:

- Eastman employees;
- Holston Ordnance workers;
- Scientists and engineers;
- Women who entered wartime industrial employment;
- Veterans;
- Military families; and
- Kingsport’s contribution to Allied victory.

Educational relevance

Eisenhower signed the National Defense Education Act of 1958.

The law expanded support for:

- Science;
- Mathematics;
- Foreign languages;
- Student loans;
- Teacher preparation;
- Advanced study; and

- National investment in education during the space age.

He also used federal authority to enforce the integration order at Little Rock Central High School.

Historical considerations

Eisenhower's administration remains subject to criticism involving:

- Covert Cold War interventions;
- Nuclear strategy;
- Actions in Iran and Guatemala; and
- An initially cautious approach to civil rights.

These concerns should be included in an honest historical presentation.

Everyday usability

"Dwight D. Eisenhower Elementary School" is long, but his familiar nickname provides a practical solution:

> **Ike Elementary**

"Ike" is short, easy to pronounce, easy to spell, and easy to understand in ordinary conversation.

Proposed school identity

Dwight D. Eisenhower Elementary School

Home of Ike's Stars

Five-Star Learning, Leadership, and Service

"Stars" refers directly to Eisenhower's rank as a five-star General of the Army without making the identity overly military.

The mascot is:

- Historically grounded;
- Positive;
- Inclusive;
- Easy for children to use;
- Appropriate for academics and athletics; and
- Visually strong.

Every child could be one of **Ike's Stars**.

Five stars could represent:

1. Learn
2. Lead
3. Serve
4. Respect
5. Achieve

Possible school language includes:

- Ike's Stars Shine
- Five-Star Learners
- Shine Bright with Ike
- Every Child a Star
- We Like Ike

VIII. James K. Polk

National consequence

Polk's single presidential term substantially changed the size and direction of the United States.

During his administration:

- Texas became a state;
- Oregon boundary was settled with Great Britain;
- United States acquired extensive western territory following the Mexican-American War;
- Continental nation assumed much of its present geographic form; and
- Conflict over the expansion of slavery intensified.

Polk also promised to serve one term and kept that promise.

Kingsport and Tennessee connection

Polk has the clearest direct connection between Kingsport and a successful presidential campaign.

In September 1844, Kingsport hosted a major gathering for the Polk-Dallas ticket. A contemporary Democratic account estimated attendance at approximately 40,000 people from East Tennessee and Southwest Virginia.

The exact number cannot be independently verified and should be identified as a partisan estimate. The gathering was nevertheless a major regional political event.

The strongest historical description is:

> **Kingsport hosted one of the largest and most enthusiastic gatherings of James K. Polk's 1844 presidential campaign during the election that carried him to the White House.**

The event should not be credited with electing Polk by itself. He narrowly lost Tennessee to Henry Clay.

Its significance is that Kingsport participated directly in a consequential national presidential campaign.

Polk was also a Tennessee president.

During the Mexican-American War, a federal request for approximately 2,800 Tennessee volunteers reportedly produced approximately 30,000 offers to serve. Tennessee's Volunteer State nickname predated Polk, but the response during his presidency reinforced that identity.

Educational relevance

Polk's direct public-education record is limited.

His educational value lies more heavily in the opportunity to teach:

- Tennessee history;
- National expansion;
- Presidential power;
- War;
- Slavery;
- Territorial change; and
- The long-term consequences of public decisions.

Historical considerations

Polk enslaved people and acquired additional enslaved workers while president.

His administration prosecuted the Mexican-American War, which critics considered an aggressive war of territorial expansion. The territory acquired after the war intensified the national struggle over slavery.

These concerns are substantial and should be included in any historical presentation.

Everyday usability

The principal practical concern is that **Polk is pronounced like "poke."**

The school would commonly be called:

- Polk Elementary;
- Polk School;
- Polk students; and
- Polk teams.

The full name or the initials **JKP** could reduce, but not eliminate, predictable wordplay.

Proposed school identity

James K. Polk Elementary School

Home of the Volunteers

Ready to Learn. Ready to Serve.

"Volunteers" connects Polk to Tennessee and to the extraordinary response to the call for volunteers during his presidency.

For an elementary school, the identity should emphasize service rather than war:

- Helping classmates;
- Serving the community;
- Citizenship;
- Responsibility;
- Teamwork; and
- Contributing to something larger than oneself.

Possible school language includes:

- The Volunteer Spirit
- Volunteers Lead the Way
- Learning Through Service
- JKP Volunteers

IX. Ronald Reagan

National consequence

Reagan was one of the most consequential presidents of the late 20th century.

He entered office during a period of high inflation, economic uncertainty, reduced national confidence, the Iran hostage crisis, and renewed Cold War tension.

His presidency substantially changed the nation's political direction, public mood, economic policy, and international posture.

His record included:

- Restoring optimism and confidence in the country's future;
- Reshaping the modern conservative movement;
- Redefining national debate over taxes, regulation, government, and private enterprise;
- Presiding over a sustained economic expansion following the 1981–1982 recession;
- Supporting a major military buildup;
- Renewing confidence in American influence abroad;
- Developing a consequential relationship with Soviet leader Mikhail Gorbachev;
- Negotiating the Intermediate-Range Nuclear Forces Treaty;
- Delivering the Brandenburg Gate challenge, "Mr. Gorbachev, tear down this wall"; and
- Playing a major role in creating the conditions that hastened the end of the Cold War.

The Cold War ended through a combination of Reagan's policies, Gorbachev's reforms, Soviet economic weakness, resistance in Eastern Europe, Western alliances, and events continuing after Reagan left office.

Reagan's pressure, diplomacy, military strategy, and public communication nevertheless made him a central figure in its closing phase.

Kingsport and regional connection

Reagan enjoyed strong support in Kingsport and Sullivan County during his own presidential campaigns.

He carried Sullivan County in both 1980 and 1984, with especially strong support during his reelection campaign.

His emphasis on:

- Patriotism;
- National defense;
- Opposition to communism;
- Free enterprise;
- Lower taxes;
- Personal responsibility;
- Faith and family;
- Military service; and
- Confidence in America's future

Found a receptive audience in a community shaped by industry, manufacturing, engineering, military service, and civic participation.

Reagan also has a documented connection to a local school.

A popular American-history mural at Sullivan North High School included Reagan. Congressman Jimmy Quillen later presented President Reagan with a photograph of the mural at the White House.

The supportable statement is:

> **The Sullivan North mural received documented presidential attention when Congressman Jimmy Quillen presented Reagan with a photograph of it at the White House.**

The connection links Reagan to:

- A local school;
- A memorable work of school art;
- Sullivan North's history;
- Congressman Jimmy Quillen;
- The White House; and
- Strong support among local voters.

Educational relevance

Reagan's administration placed school performance and academic standards prominently into the national discussion through *A Nation at Risk*.

The report increased attention to:

- Academic standards;
- Graduation requirements;
- Teacher quality;
- School accountability;
- Mathematics;
- Science; and
- Student achievement.

Reagan also proclaimed 1987 the **Year of the Reader** as part of a national effort to encourage reading.

For a new elementary school, that history could encourage a renewed commitment to literacy:

> **Reagan Readers could represent a schoolwide commitment to helping every child become a confident and capable reader.**

The identity also complements Reagan's reputation as the **Great Communicator**, connecting reading with writing, listening, speaking, and civic participation.

Historical considerations

Like every consequential president, Reagan made decisions that continue to be debated.

Those debates should be included in age-appropriate instruction, but they should not obscure either his national influence or the strong support he received in Kingsport and Sullivan County.

Everyday usability

"Reagan Elementary" is:

- Relatively short;
- Easy to pronounce;

- Easy to spell;
- Easy to recognize; and
- Distinct among Kingsport school names.

Occasional “ray gun” wordplay should be anticipated, but it is less persistent than the Polk/Poke issue.

Proposed school identity

Ronald Reagan Elementary School

Home of the Reagan Readers

Read. Learn. Lead.

“Reagan Readers” combines:

- Memorable alliteration;
- Reagan’s association with the Year of the Reader;
- His reputation as the Great Communicator;
- The central academic purpose of an elementary school; and
- A positive identity every child can claim.

A student could naturally say:

> **I am a Reagan Reader.**

Possible school language includes:

- Readers Are Leaders
- Reagan Readers Reach Higher
- Turning Pages. Building Futures.
- Read Today. Lead Tomorrow.
- Great Readers Become Great Communicators

The visual identity could include:

- Open book forming a capital **R**;
- White star rising from a green book;
- Shield containing a book;
- Book paired with a speech bubble or microphone; or
- Friendly book character for younger students.

X. Harry S. Truman

National consequence

Truman faced some of the most consequential decisions of the 20th century.

His presidency included:

- End of World War II;
- Beginning of the nuclear age;
- Marshall Plan;
- Truman Doctrine;
- Berlin Airlift;
- Establishment of NATO;
- Recognition of Israel;
- Korean War;
- Desegregation of the armed forces; and
- Development of the Cold War containment strategy.

His decisions helped shape the postwar international order.

Kingsport and regional connection

Truman has a direct connection to Tennessee Eastman's work at Y-12.

Tennessee Eastman operated the electromagnetic-separation facility at Oak Ridge during the Manhattan Project. Truman became president in April 1945 and authorized the use of atomic bombs against Japan.

The relationship is historically direct:

> **Kingsport industrial and managerial expertise contributed to the operation of Y-12, while Truman made the presidential decisions that brought the Manhattan Project into warfare and helped bring World War II to an end.**

The connection links Truman to:

- Tennessee Eastman;
- Kingsport's industrial and scientific workforce;
- Oak Ridge;
- Manhattan Project;
- World War II; and
- Beginning of the postwar era.

Educational relevance

Truman signed the National School Lunch Act, establishing a permanent federal school-lunch program.

His Commission on Higher Education recommended:

- Broader college access;
- Expansion of community colleges;
- Adult education;

- Reduction of racial and religious discrimination;
- Greater federal assistance;
- Expanded educational opportunity; and
- Public postsecondary education for qualified students.

Truman also advocated federal support for elementary and secondary education.

Historical considerations

The atomic-bomb decision remains the principal historical debate connected with Truman.

Other debated parts of his record include:

- Korean War;
- Loyalty-security programs;
- Early Cold War policies;
- Domestic anticommunism; and
- Federal intervention in labor disputes.

These questions are part of the complete history that should accompany the name.

Everyday usability

“Truman Elementary” is:

- Easy to pronounce;
- Easy to spell;
- Easy to hear;
- Distinct from other Kingsport school names; and
- Unlikely to invite serious teasing.

Proposed school identity

Harry S. Truman Elementary School

Home of the Truman Tigers

Strong Minds. Kind Hearts.

“Truman Tigers” offers:

- Strong alliteration;
- Easy pronunciation and spelling;
- Familiar elementary-school identity;
- Strong visual possibilities; and
- Separation from the more difficult wartime parts of Truman’s history.

Possible school language includes:

- Truman Tiger Pride
- Tigers Lead the Way
- Truman Tigers Ready to Learn
- Learning with Courage
- Strong Minds. Kind Hearts.

Tigers was historically associated with Kingsport's Douglass School.

No active Kingsport elementary school currently uses Tigers, but that history should be acknowledged. Representatives of the Douglass alumni community should be consulted before the identity is placed on a final ballot.

XI. Equal Comparison of the Four Alternatives

Criterion	Eisenhower	Polk	Reagan	Truman
National consequence	Very strong	Very strong	Very strong	Very strong
Primary local connection	Kingsport's World War II industrial contribution	1844 presidential campaign gathering in Kingsport	Strong local support; Sullivan North mural and White House presentation	Tennessee Eastman operation of Y-12
Tennessee connection	Moderate	Very strong	Regional political and cultural support	Moderate
Educational connection	National Defense Education Act; science, mathematics, languages, and teacher preparation	Limited direct education record	*A Nation at Risk*; Year of the Reader; literacy and communication	National School Lunch Act; higher-education commission
Everyday usability	Strong through "Ike"	Weakened by Polk/Poke	Strong	Strong
Proposed mascot	Stars	Volunteers	Readers	Tigers
Primary consideration	Long formal surname	Wordplay and difficult historical record	More recent presidency and continued political identification	Atomic-bomb history and Douglass mascot association

This comparison is not a ranking.

Each alternative offers a different combination of history, education, local relevance, and student identity:

- **Eisenhower** connects Allied leadership, Kingsport's wartime workforce, science, education, and a five-star identity.
- **Polk** connects Kingsport directly to a presidential campaign and to Tennessee's political and Volunteer traditions.
- **Reagan** connects strong local support and a local-school mural with national confidence, the closing phase of the Cold War, literacy, and communication.
- **Truman** connects Eastman and Oak Ridge history with school nutrition, higher education, civil rights, and postwar leadership.

XII. Common School Colors

All four alternatives should use:

Kelly Green and White

The colors are not arbitrary.

Kelly green and white recognize the history of **Lynn View High School**, whose former campus will become the home of the new elementary school. Using its historic colors would preserve a visible connection between the new institution and the generations of students, teachers, coaches, families, and residents associated with that site.

Kelly green also provides a natural connection to the surrounding **Lynn Garden** community. The color links both the history of the campus and the identity of the neighborhood.

The colors would recognize:

- The former Lynn View High School;
- The educational history of the campus;
- The Lynn Garden community;
- Alumni and families connected to the site; and
- The transition from an earlier school era to a new elementary-school identity.

The historical meaning should be explained in school materials:

> **Kelly green and white honor the former Lynn View High School, the educational history of the campus, and the school's home in the Lynn Garden community.**

Using the same colors for all four alternatives also prevents the visual presentation from favoring one proposed name over another.

XIII. Community Participation

The four qualified alternatives should be presented with comparable historical and educational information and without an official ranking.

Students, parents, and teachers from the affected schools should then be given an opportunity to vote on the name and complete school identity they believe best represents the new school.

The Board of Education would retain final authority, but the community vote should provide clear guidance from the people who will be most closely connected to the school.

XIV. Preservation of the Three Retiring Schools

The selection of a new presidential name should not erase Andrew Jackson, John F. Kennedy, or Theodore Roosevelt elementary schools.

The new building should include a permanent historical display recognizing:

- the three retiring schools;
- their opening dates;
- former locations;
- principals;
- teachers and employees;
- mascots and colors;
- photographs;
- student traditions;
- notable programs;
- artifacts;
- oral histories; and
- the communities they served.

Possible features include:

- a three-school heritage wall;
- engraved name panels;
- framed photographs;
- digital archives;
- preserved cornerstones or signs;
- display cases;
- a timeline of Kingsport elementary-school history; and
- designated spaces named in honor of the three former schools.

The display should also recognize the earlier educational history of the site and the surrounding Lynn Garden community.

Retiring a formal school name does not require forgetting the institution.

XV. Policy Principles

Kingsport should adopt the following principles:

1. The namesake must be a president of the United States.
2. The president must have been deceased for at least 20 years.
3. A retired Kingsport school name should not be reused.
4. Historical school names should be preserved through records, exhibits, archives, and interpretation.
5. National consequence should outweigh the desire to avoid every criticism.
6. The president's complete record should be taught honestly.
7. A Kingsport, Tennessee, regional, local-school, or educational connection should receive special consideration.
8. Practical pronunciation, spelling, teasing, abbreviations, and daily use should be evaluated.
9. The presidential name should be evaluated before the mascot and branding.
10. Mascots should not duplicate active or strongly established regional identities.
11. Retired mascot identities should be reviewed separately and respectfully.
12. Kelly green and white should recognize the former Lynn View High School, the campus, and the Lynn Garden community.
13. The four qualified alternatives should be presented without an official ranking.
14. Students, parents, and teachers from the affected schools should be given an opportunity to vote.
15. Kingsport should not select an obscure or inconsequential president merely because the name appears politically safe.

XVI. Conclusion

The purpose of Kingsport's presidential naming tradition should not be to present presidents as flawless people.

It should connect students with individuals whose decisions shaped the nation and whose complete records can support serious learning.

The evidence supports four credible alternatives:

Dwight D. Eisenhower Elementary School

Home of Ike's Stars

Five-Star Learning, Leadership, and Service

James K. Polk Elementary School

Home of the Volunteers

Ready to Learn. Ready to Serve.

Ronald Reagan Elementary School

Home of the Reagan Readers

Read. Learn. Lead.

Harry S. Truman Elementary School

Home of the Truman Tigers

Strong Minds. Kind Hearts.

All four alternatives would use **Kelly green and white** to honor the historic Lynn View High School colors, the educational history of the campus, and the school's location in the Lynn Garden community.

Each alternative offers a substantial national history, a defensible local or educational connection, a distinct student identity, and an honest historical discussion.

The final choice should be informed by a vote of the students, parents, and teachers who will form the new school community.

The guiding principle should be:

> **Kingsport should name its elementary schools for presidents whose influence on the United States was profound, whose complete records can be taught honestly, and whose names give students a substantial and usable identity to inherit.**

Kingsport City Board of Education

Monitoring:	Descriptor Term:	Descriptor Code:	Issued Date:
Review: Annually, in October	**Naming Facilities**	**3.210**	**11/12/19**
		Rescinds: **3.210**	Issued: **01/09/18**

The provisions below shall apply to facilities constructed with public funds. For donated facilities or for facilities funded by donation, Policy 2.401 shall apply.

The name of a school facility shall be fixed by resolution of the Board of Education. Elementary schools shall be named in honor of deceased, former Presidents of the United States. Schools at other levels shall be named for individuals who have made outstanding contributions in the field of education or to local, state or national government.

The Board may designate a committee to recommend a name for any new facility or to make recommendations concerning requests to the Board for naming or changing the name of a facility or area. The membership of such committee shall be established by the Board; it may include any combination of members of the Board, community representatives, and staff members. In its deliberations, the Board shall weigh heavily the recommendations of the students and faculty of a school. In order to allow time for deliberation and community input, the Board shall not vote on a recommendation at the time of its presentation. A vote on the recommendation may occur no sooner than the next regular meeting of the Board.

School or community groups may in writing petition the Board to name a portion of a school facility under the following conditions:

Only unique, distinguishable portions of a facility may be named. By way of guidance, individual classrooms may not be named; however, a specific area or a building on a campus may be denominated.

Except in extraordinary circumstances, schools (and portions of school facilities) may be named in honor of a person who has been deceased for at least three years and shall retain that person's name as long as the facility is used by the System. If the proposed naming is intended to honor an individual, the individual's contribution(s) must be related to the facility (or area).

The petitioner shall provide, subject to Board approval and at no expense to the Board, a suitable memorial such as a plaque, portrait or marker.

Cross References

Donations to School Programs 2.401

Kingsport City Schools Board of Education Retreat

November 13, 2026



Agenda

- TVAAS
- Benchmark Progress
- Graduation Rates
- Embargo



TVAAS

District Evaluation Composites

District Number	District Name	System-Wide: Composite	System-Wide: Literacy	System-Wide: Numeracy	System-Wide: Literacy and Numeracy	System-Wide: Science	System-Wide: Social Studies
822	Kingsport City Schools	5	5	5	5	5	5

Evaluation Composite	Effectiveness Level	Growth Index	Effect Size	Effect Size Standard Error
2026 TCAP (Grades 4-8)/EOC/Early Grades (Grade 3) Overall	Level 5	10.29	0.096	0.0093
2026 TCAP (Grades 4-8)/EOC/Early Grades (Grade 3) Literacy and Numeracy	Level 5	8.65	0.100	0.0116
2026 TCAP (Grades 4-8)/EOC/Early Grades (Grade 3) Literacy	Level 5	3.78	0.060	0.0159
2026 TCAP (Grades 4-8)/EOC/Early Grades (Grade 3) Numeracy	Level 5	8.92	0.138	0.0155
2026 TCAP (Grades 4-8)/EOC/Early Grades (Grade 3) Science	Level 5	2.58	0.052	0.0202
2026 TCAP (Grades 4-8)/EOC/Early Grades (Grade 3) Social Studies	Level 5	5.42	0.134	0.0248

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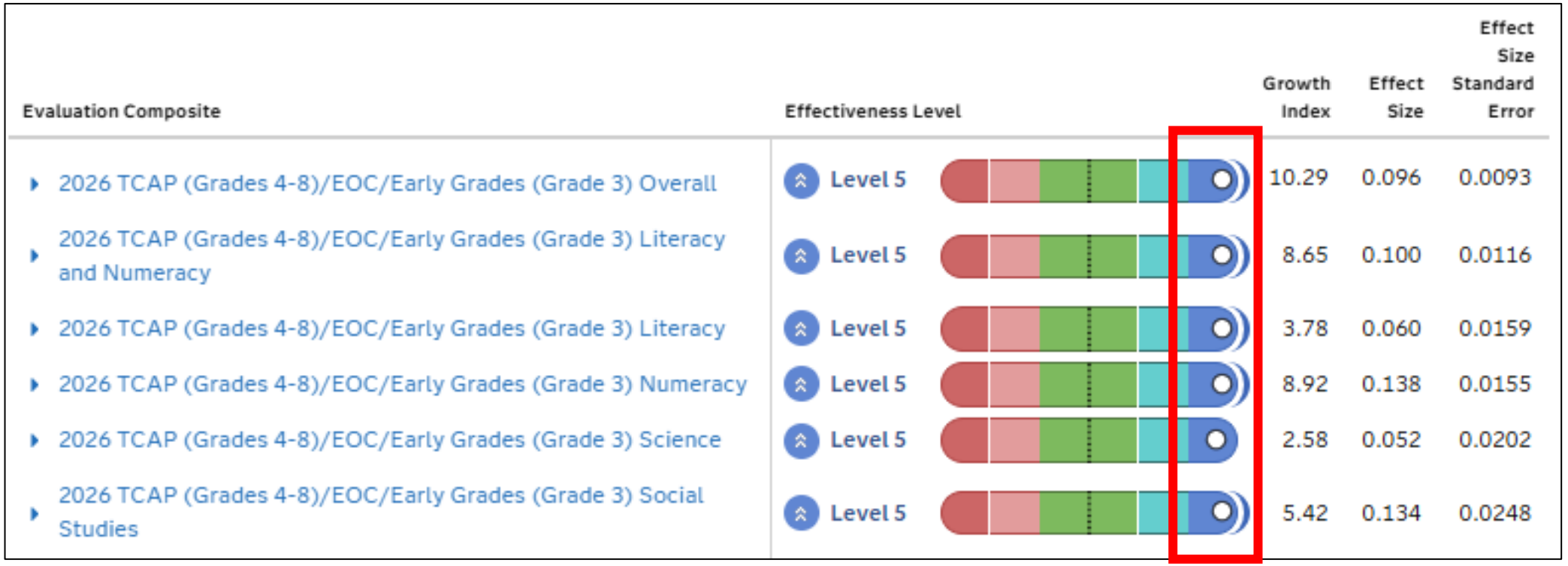
822	Kingsport City Schools	5	5	5	5	5	5



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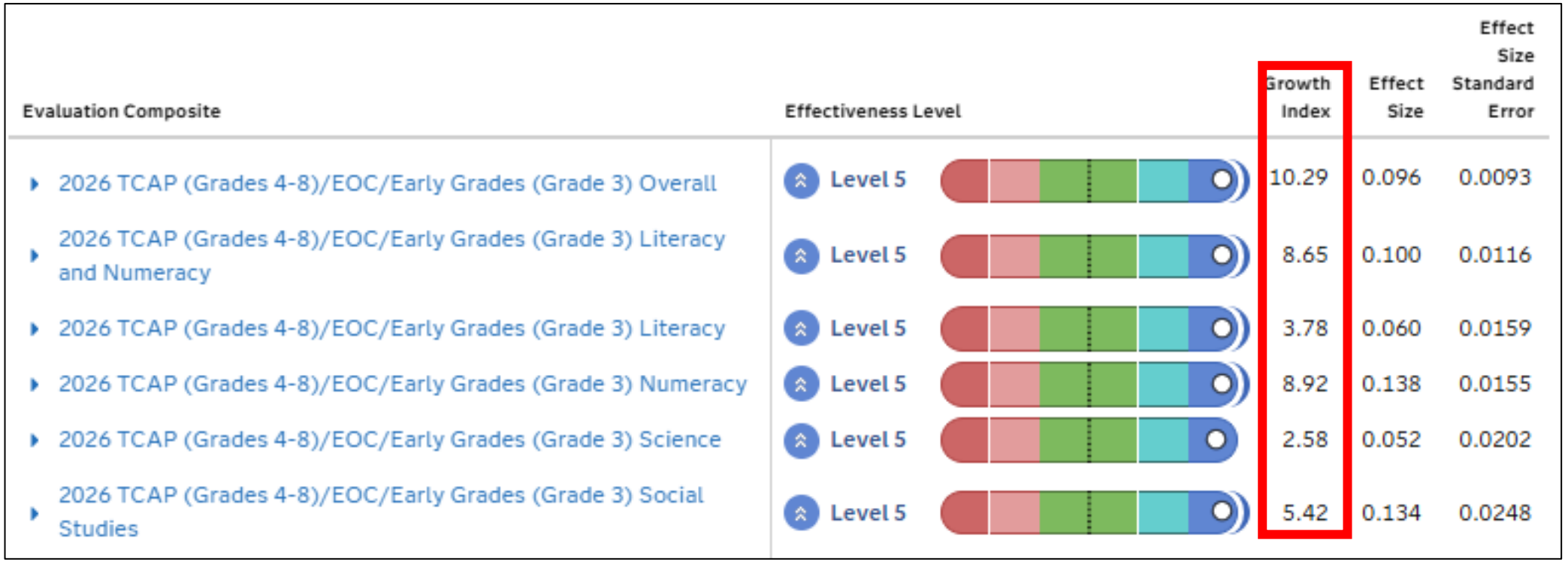


Evaluation Composite	Effectiveness Level	Growth Index	Effect Size	Effect Size Standard Error
2026 TCAP (Grades 4-8)/EOC/Early Grades (Grade 3) Overall	Level 5	10.29	0.096	0.0093
2026 TCAP (Grades 4-8)/EOC/Early Grades (Grade 3) Literacy and Numeracy	Level 5	8.65	0.100	0.0116
2026 TCAP (Grades 4-8)/EOC/Early Grades (Grade 3) Literacy	Level 5	3.78	0.060	0.0159
2026 TCAP (Grades 4-8)/EOC/Early Grades (Grade 3) Numeracy	Level 5	8.92	0.138	0.0155
2026 TCAP (Grades 4-8)/EOC/Early Grades (Grade 3) Science	Level 5	2.58	0.052	0.0202
2026 TCAP (Grades 4-8)/EOC/Early Grades (Grade 3) Social Studies	Level 5	5.42	0.134	0.0248

School Evaluation Composites

District Number	School Number	District Name	School Name	School-Wide: Composite	School-Wide: Literacy	School-Wide: Numeracy	School-Wide: Literacy and Numeracy	School-Wide: Science	School-Wide: Social Studies
822	10	Kingsport City Schools	Dobyns - Bennett High School	5	3	5	5	3	5
822	15	Kingsport City Schools	Andrew Jackson Elementary School	1	3	1	1	1	
822	20	Kingsport City Schools	Thomas Jefferson Elementary School	5	4	5	5	4	
822	25	Kingsport City Schools	Andrew Johnson Elementary School	5	4	5	5	3	
822	28	Kingsport City Schools	John F. Kennedy Elementary School	5	5	4	5	5	
822	30	Kingsport City Schools	Abraham Lincoln Elementary School	5	5	5	5	5	
822	32	Kingsport City Schools	John Adams Elementary School	5	3	5	5	3	
822	40	Kingsport City Schools	Ross N. Robinson Middle School	4	3	3	3	4	5
822	45	Kingsport City Schools	John Sevier Middle School	4	4	2	3	3	5
822	50	Kingsport City Schools	George Washington Elementary School	5	5	5	5	4	
822	55	Kingsport City Schools	Theodore Roosevelt Elementary School	3	3	4	4	2	



Benchmark Progress

Benchmark Projected Proficiency and Gains

Elementary Proficiency				
Proficiency	Grade 2	Grade 3	Grade 4	Grade 5
Math		45.8%	57.7%	57.1%
ELA	48.6%	51.6%	56.1%	48.8%
Science		56.5%	65.4%	63.2%
Gains from Last Year's Benchmark 1				
Gains	Grade 2	Grade 3	Grade 4	Grade 5
Math		4.9%	3.0%	2.9%
ELA	8.1%	9.0%	-0.5%	-1.3%
Science		10.6%	1.4%	4.6%

Middle Proficiency				
Proficiency	Grade 6	Grade 7	Grade 8	Alg 1
Math	51.7%	51.0%	46.2%	94.5%
ELA	45.8%	51.2%	45.6%	
Science	59.9%	58.6%	56.3%	
SS	65.9%	64.3%	61.3%	
Gains from Last Year's Benchmark 1				
Gains	Grade 6	Grade 7	Grade 8	Alg 1
Math	-0.4%	7.6%	9.9%	-3.9%
ELA	5.0%	10.0%	5.6%	
Science	-10.6%	5.8%	0.5%	
SS	7.3%	8.8%	6.0%	

High School Proficiency and Gains		
EOC	Proficiency	Gains
Eng II Block	63.6%	13.1%
Bio Block	61.6%	17.3%
Eng I Trad	53.4%	14.2%
Eng II Trad	58.9%	-6.0%
Alg I	42.5%	5.2%
Geo	50.3%	0.9%

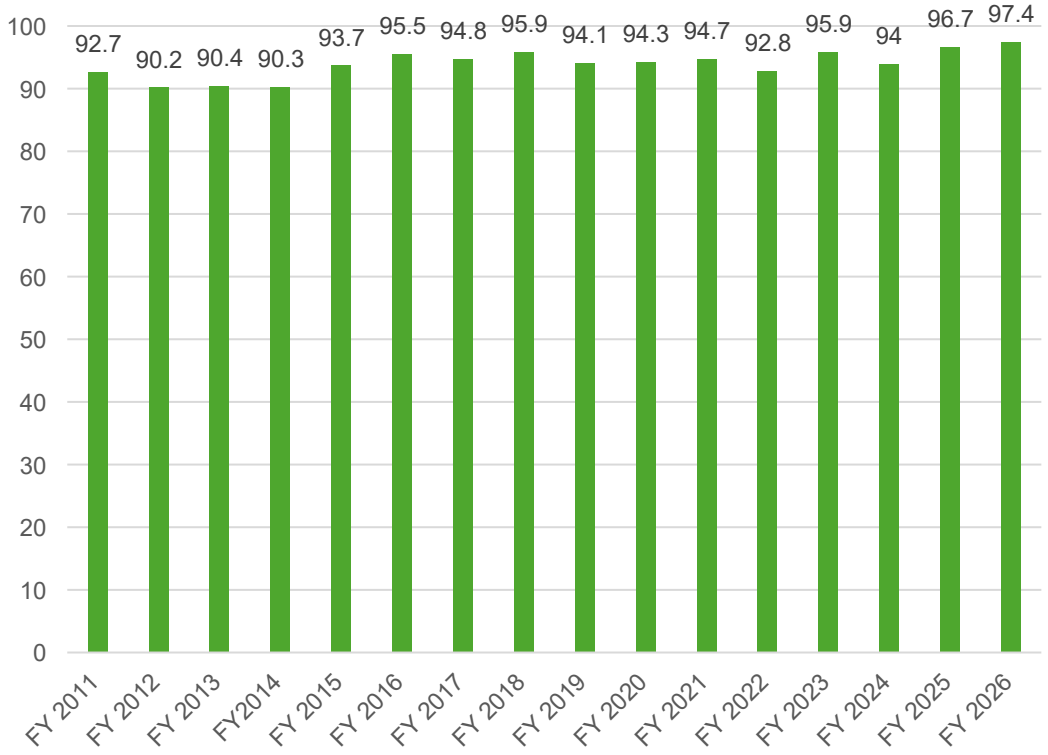
- A black cell indicates the benchmark was not administered during the first administration.
- The gains are calculated on the differences from benchmark 1 in fall 2025 to benchmark 1 in fall 2026.
- Green indicates an increase in the projected proficiency while red indicates a drop.
- EOC block and traditional are compared to the same administration cycles from the previous year (ex: block compared to block and traditional to traditional).



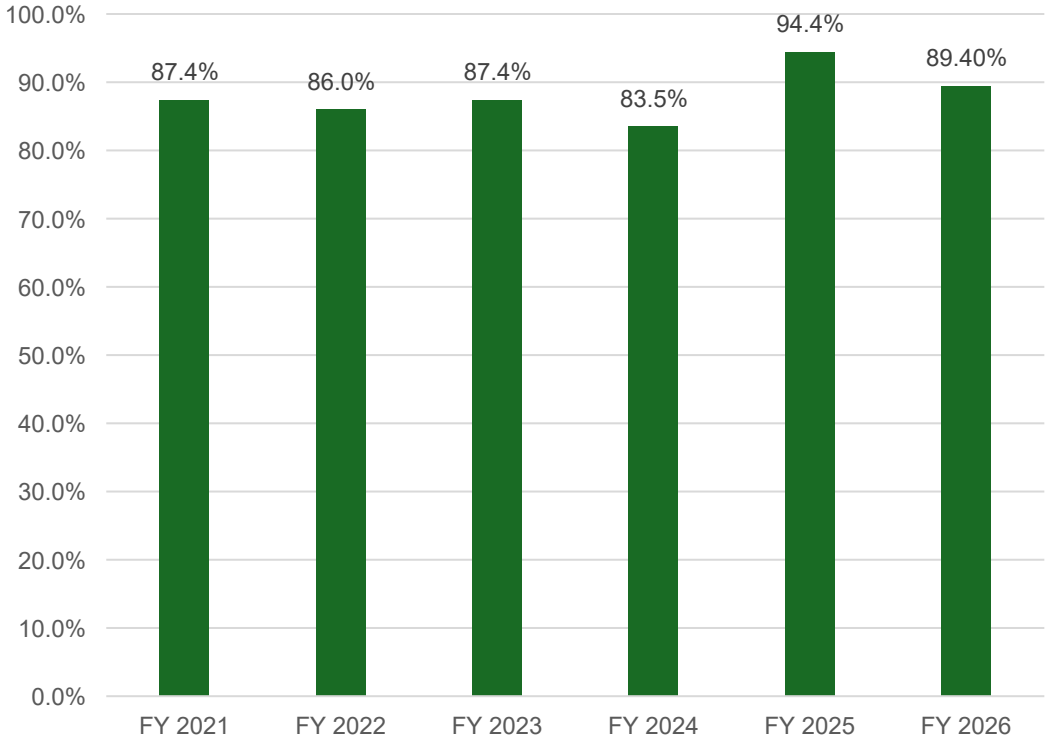
Graduation Rates

Graduation Rates

State Graduation Rates



Federal Graduation Rates





Embargo

Embargo

- The state just recently released several data sources related to College and Career Readiness (CCR) for internal review.
- The state is also continuing its accountability phases and reviews.
- Due to these factors, several data sources will not be available until the release of the State Report Card, which is currently scheduled for January 28, 2027.
- Examples include the following:
  - ACT
  - CCR
  - TISA



Questions or Comments?

KINGSPORT CITY SCHOOLS

LEA Plan Overview

Three-Year District Improvement Framework • 2026–2029

November 2026

Three-Year District Improvement Framework

2026–2029 | Four goals, aligned strategies and measurable progress

A coherent district and school improvement plan focused on student learning, instructional consistency and results.

Student Learning

Centered on equitable outcomes, high standards, and foundational academic growth across all grade levels.

Instructional Consistency

Aligned high-quality materials, routine monitoring, and collaborative data-driven PLC practices.

Measurable Results

Clear target metrics across literacy, mathematics, and post-secondary readiness goals.

How the Plan Is Developed and Aligned

SPRING

District plan development

Updated data, root cause analysis and stakeholder input.

SUMMER

School plan development

Schools develop aligned plans during the administrative retreat.

FALL

Review and approval

District and school leaders provide feedback and finalize school plans.

Three-year LEA plan aligned to the KCS strategic plan • School plans reviewed annually

DISTRICT PRIORITIES

Four Goals • District Improvement Plan

Each goal has distinct outcomes supported by shared instructional practices.

01

GRADE 3 ELA

70% **proficient** by 2028–29

02

K–12 ELA

All students and SWD growth

Increasing Proficiency

03

K–12 MATHEMATICS

All students and SWD growth

Increasing Proficiency

04

COLLEGE & CAREER

78.3% **ready** by 2028–29

Alignment with Strategic Plan

Goal 1: Grade 3 ELA Proficiency

70% of third-grade students will score proficient on ELA TCAP by 2028–29.

School Year	Annual Proficiency Target
2026–27	60.0%
2027–28	65.0%
2028–29	70.0%

Evidence: Benchmark reports (leading) and state assessment results (lagging).

Goal 2: K–12 ELA Proficiency

Increase students meeting or exceeding ELA expectations, with an intentional focus on SWD.

Grade / Course	2026–27	2027–28	2028–29
Kindergarten (DRA)	79.4%	80.8%	82.0%
Grades 1 / 2 (DRA)	74.7% / 73.5%	76.4% / 75.2%	77.9% / 76.8%
Grades 3–5 (All / SWD)	62.6% / 27.0%	67.3% / 31.6%	70.0% / 36.1%
Grades 6–8 (All / SWD)	50.0% / 20.8%	55.0% / 26.1%	60.0% / 30.7%
English I (All / SWD)	55.9% / 20.3%	58.7% / 25.6%	61.4% / 30.3%
English II (All / SWD)	67.8% / 28.2%	69.8% / 33.0%	71.8% / 37.2%

All / SWD values are shown together where the original plan provides subgroup targets.

Goal 3: K–12 Mathematics Proficiency

Increase students meeting or exceeding math expectations, with an intentional focus on SWD.

Grade / Course	2026–27	2027–28	2028–29
K / Grade 1 / Grade 2	38.0 / 41.2 / 49.5%	42.2 / 45.1 / 52.7%	45.8 / 48.5 / 55.8%
Grades 3–5 (All / SWD)	60.6% / 29.1%	63.1% / 33.5%	65.4% / 38.0%
Grades 6–8 (All / SWD)	52.2% / 21.4%	55.2% / 26.3%	58.0% / 31.2%
Algebra I (All / SWD)	46.5% / 16.9%	49.8% / 22.1%	52.9% / 27.3%
Geometry (All / SWD)	64.8% / 36.9%	67.0% / 40.8%	69.2% / 44.8%
Algebra II (All / SWD)	63.1% / 18.4%	65.4% / 23.5%	67.7% / 28.6%

Goal 4: College and Career Readiness

Increase the percentage of students meeting the state college and career readiness criteria.

School Year	Annual CCR Target
2027	75.2%
2028	76.8%
2029	78.3%

Monitoring: SIS and school-level dashboards (leading); state accountability file (lagging).

College and Career Readiness

A graduate qualifies under TISA by meeting **ANY ONE** of these four pathways:

1. Pathway One

- **2 Earned EPSO Credits**

AND

- **ACT Composite of 21+**

2. Pathway Two

- **2 Earned EPSO Credits**

AND

- **ACT Composite Growth of 4+ Points**

(From junior-year ACT to later retake)

3. Pathway Three

- **2 Earned EPSO Credits**

AND

- **ASVAB AFQT Score of 31+**

4. Pathway Four

- **3 Earned EPSO Credits**

AND

- **No ACT or ASVAB Score Required**

WHAT COUNTS AS AN EARNED EPSO CREDIT?

Postsecondary Credit: Earn eligible college credit or clock hours, such as dual enrollment.

Qualifying Exam Score: Meet the passing score for an approved exam (AP, IB, or dual credit).

Industry Credential: Earn an approved Tier II or Tier III credential.

EPSO = Early Postsecondary Opportunity. Earning credit matters — course enrollment or an exam attempt alone does not meet TISA attainment requirements.

 Scope: TISA Goal 1 funding criteria. Source: TDOE TISA Guide (2025–26) & CCR Data Verification Guide.

DISTRICTWIDE IMPLEMENTATION

Key Strategies Supporting All Four Goals

Common instructional priorities connect the district goals to daily classroom practice.

01

High-Quality Instructional Materials

leveraging high quality curriculum materials to meet the depth of standards and needs of all learners in core instruction.

02

Instructional Monitoring

Quarterly IPG walkthroughs to examine standards alignment, rigor and instructional trends.

03

Data-Driven PLCs

Analyze student work, common formative assessments and progress monitoring.

04

MTSS and Targeted Tutoring

Progress monitoring and timely interventions aligned to grade-level learning.

Continuous monitoring and action planning

Coherent Improvement and Monitoring Cycles

Practice	Cadence	What We Learn
PLCs and common formative assessments	Weekly / between benchmarks	What students learned and what to teach next
Benchmark assessment review	Every nine weeks	Where performance differs across grades and classrooms
IPG walkthroughs	Quarterly	Whether standards-aligned instruction is consistently implemented
MTSS and tutoring review	Ongoing	Whether targeted support is improving student outcomes
District data review	Quarterly	What adjustments and support schools need

JACKSON ELEMENTARY

A Path to Stronger Instructional Outcomes

PRIORITY Strengthen Tier 1 instruction and improve student achievement through intentional planning, implementation, and monitoring.

FOCUS AREA	KEY LEADERSHIP ACTIONS	EVIDENCE OF PROGRESS
InDeS Coaching	Provide coaching cycles for new teachers, teachers new to a grade level, and teachers with data-identified needs.	Track coaching participation, targeted practices, and changes observed in follow-up walkthroughs.
Collaborative Planning	Schedule joint planning support for general education and special education teachers to strengthen access to grade-level tasks.	Review co-planned lessons and student work for access to core instruction.
PLCs and Solution Tree	Strengthen lesson internalization, CFAs, and student-work analysis; provide contracted Solution Tree consultation on PL days.	Monitor PLC products, reteaching decisions, and subsequent CFA results.
Tier 1 Instruction	Use IPG walkthroughs and specific feedback to strengthen tasks, discourse, and student thinking.	Compare walkthrough evidence over time for task quality and student cognitive lift.
Data-Driven Support	Use benchmark, CFA, and classroom data to target teacher coaching and student responses.	Track priority standards and student groups from Benchmark 1 to Benchmark 2.
Instructional Follow-Through	Check whether coaching and PLC decisions are reflected in classroom instruction.	Document action completion, instructional changes, and student response.
First Nine Weeks Check	Review Benchmark 1 performance and teacher-level patterns to establish priorities for the next cycle.	Baseline established; verify subject and comparison before reporting year-over-year gains.

INTENDED OUTCOME Stronger Tier 1 instruction and measurable student growth.
MONITORING Coaching and PLC implementation are tracked now; Benchmark 2 and CFAs will test impact.

ROOSEVELT ELEMENTARY

A Targeted Path Back to Level 5 Growth

PRIORITY Strengthen third-grade ELA and mathematics while building early literacy readiness and sustaining effective practices.

FOCUS AREA	KEY LEADERSHIP ACTIONS	EVIDENCE OF PROGRESS
InDeS Coaching	Prioritize cycles for new teachers, teachers new to grade level, and teachers with data-identified needs.	Track coaching goals and changes in follow-up instructional evidence.
Collaborative Planning	Schedule general education and special education planning around grade-level tasks and student access.	Review co-planned lessons and student work for improved access.
PLCs and Solution Tree	Use CFAs and student-work analysis; reinforce PLC practice with contracted Solution Tree support on PL days.	Track specific reteaching decisions and results of subsequent CFAs.
Grade 3 ELA and Math	Use IPG feedback, InDeS coaching, collaborative planning, CFAs, WIN, MTSS, and tutoring to strengthen Tier 1 instruction and target priority ELA and math standards.	Monitor priority ELA and mathematics standards through CFAs, student work, IPG walkthroughs, and subsequent benchmarks to evaluate instructional response.
Build on Strengths	Study stronger-performing classrooms and grade levels, including grade 4 math.	Identify practices transferred and check subsequent student work.
Early-Grade Readiness	Monitor K–2 literacy and math skills and adjust supports before grade 3.	Track foundational skill checks and student movement over time.
Cohort and Q1 Monitoring	Monitor current grade 3 and prior grade 3 cohort; use grade 5 ELA performance as a strength to study.	Grade 5 ELA Benchmark 1: 52.8%; track cohort outcomes at the next benchmark.

INTENDED OUTCOME Improved grade 3 ELA and mathematics and sustained growth across cohorts.
MONITORING Q1 establishes the baseline; CFAs, walkthroughs, and Benchmark 2 will show response.

JOHN SEVIER MIDDLE SCHOOL

Our Path Back to Level 5 Growth

TVAAS: Level 4 → Level 5

Response: Targeted Changes in Instruction, Staffing, and Teacher Support

01	**REBALANCE INSTRUCTIONAL TIME**	• On August 17th, there was a schedule adjustment for 6th grade
		  • ELA/Math 90 → 60 minutes; Science/Social Studies 45 → 60 minutes
		  • Science and Social Studies scores have declined, while ELA and Math have shown no significant improvement

02	**STRENGTHEN KEY STAFFING**	• Personnel changes in 7th- and 8th-grade mathematics to strengthen instruction in priority areas
03	**DIFFERENTIATE TEACHER GROWTH**	• Every teacher develops a Professional Growth Plan • Tier 1: Level 4–5; Tier 2: Level 3; Tier 3: Level 1–2 or new to Sevier
04	**INCREASE JOB-EMBEDDED COACHING**	• Shift support practices to protect more coaching time, with intensity aligned to teacher growth tiers and identified needs.
05	**IMPROVE GEN ED + SPED PRACTICE**	• Magen Jones is providing professional learning for general and special education teachers, with an emphasis on key planning strategies.

MONITORING FOR IMPACT Benchmark Trends • Student-Level Growth • PLC Data Reviews • Walkthrough Evidence • Coaching Follow-Up

2026 Legislative Breakfast Potential Topics

- Federal Tax Credit Scholarship Program
    - Passed by Congress as part of tax and budget package
    - IRS released preliminary rules for the program
    - Tax credit of $1,700/year per taxpayer ($3,400 for married couples filing jointly). You give $1,700, you get $1,700 credit.
    - Donations must be made to approved Scholarship Granting Organizations (SGOs)
    - SGOs must spend those funds on approved items like tutoring, extended day learning, certain fees, and more.
    - Open to public school students as well as non-public school students
- Virtual schools will be brought up again – accountability measures for schools deemed to be failing/underperforming
- More legislation on public school **open enrollment**
- Athletics/TSSAA
- Budget – State Funding Board projects lower-than-average growth, F&E tax cuts impacts, **possible EFS expansion**
- **Education Savings Accounts (ESAs)**
- **Funding for SpEd** Pre-K students

TSBA Legislative Agenda

- Clarifying Amendment to the Tenure Act
- Amendments to Age-Appropriate Materials Act
- Sufficient Funding for Adequate School Nurses
- Expanding Direct Funds in the Fiscal Year for Which They were Intended
- Amending Existing Testing Requirements for Independent Home School Students
- Ability to Conduct Lotteries for Educational Purposes – Constitutional amendment
- Increasing Flexibility of the Statewide SPED Pre-K Grant Program
- Funding for Special Education Preschool Students
- Greater Flexibility in the Reinstatement of Recently Lapsed TN Educator Licenses
- Greater Flexibility in the Issuance of Teaching Permits for High-Need Teaching Positions
- State Funding of School Security Officers
- Supporting State Investment in K-12 Network Infrastructure, Cybersecurity, and Student Internet Safety (in the event that federal E-rate funding is reduced, restricted or eliminated)
- Supporting Continued Investment in the Tennessee HOPE Scholarship and State-Funded Dual Enrollment Grant Program