



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		150
Director of Schools Name		Manney Moore
District Point of Contact for TISA Accountability Report	Name	Dr. Amanda Waits
	Phone Number	423-329-6926
	Email Address	waitsa@cocke.k12.tn.us
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		31.7%

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:	The district will increase college and career readiness by having 30% of students or more will score a 21 or higher on the ACT.
Goal Statement 3:	
Goal Statement 4:	
Goal Statement 5:	

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)	31.7%	3 rd Grade ELA TCAP Data
Year 2: 2024-2025 school year	38.08 %	
Year 3: 2025-2026 school year	44.46%	
Year 4: 2026-2027 school year	50.84%	
Year 5: 2027-2028 school year	57.22%	
<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 were very close to achieving our goal for the 2023-2024 school year, falling short by just 0.3%, which translates to needing one additional student to meet the target. A detailed analysis of the data reveals that 11 students scored a 357, just one question away from the required 361 to meet expectations. Had these students answered one more question correctly, our overall percentage would have risen to 35.5%, surpassing our goal.</p> <p>Our analysis also highlights key areas for improvement. Identifying theme and writing are our weakest standards, with only half of the available points earned in writing. These will be priority areas for the 2024-2025 school year.</p> <p>Moving forward, we plan to enhance unit and lesson preparation within the schools and provide targeted support to third-grade teachers, particularly those who are new or working under permit/waiver. We will also facilitate after-school Professional Learning Communities (PLCs) for teacher engagement and offer focused training in writing to address these gaps.</p>	

Goal Statement 1 (3rd grade ELA proficiency):

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.

Major Investment #1: HQIM Implementation - Federal Programs and ESSER funds will be allocated to hire substitute teachers, enabling release time for third-grade teachers to collaborate effectively. Additionally, TISA funds have been utilized to cover third-grade teacher salaries and to hire additional teachers beyond state funding allotments, with the goal of reducing class sizes. A total of \$1.5 million has been invested in third-grade teacher salaries, which includes a 6% salary increase for all third-grade teachers.

Reflection on Investment #1: The investment in teacher collaboration time and salaries proved highly effective. Last year, three third-grade teachers were on permit status, with no prior classroom experience. The structured collaboration among teachers, instructional coaches, and the focused use of curriculum resources had a clear impact, as we were just one student away from meeting our goal. Moving forward, we will continue to prioritize this collaborative approach by utilizing TISA funds to support teacher salaries, substitute coverage, and professional development opportunities.

Major Investment #2: Tutoring - funds were allocated to support staffing, materials, and programs for third-grade tutoring, with TISA funds specifically used to cover the salaries of educational assistants who provided Tier 1, 2, and 3 interventions, as well as additional tutoring support. A total of \$150,000 was invested in this effort.

Reflection on Investment # 2: Data indicates that students who participated in intervention or tutoring showed measurable gains. The use of a push-in model, where tutoring is provided during the school day, proved effective in reaching students while they were in the building. Once TVAAS data is available, we will conduct a more detailed analysis to compare the growth of students in tutoring with their peers. We remain committed to supporting intervention and tutoring efforts through continued use of TISA funding.

Goal Statement 1 (3rd grade ELA proficiency):

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

- In K-4 ensure that consistent unit and lesson prep is completed at least once per quarter to ensure implementation of ELA High Quality Instructional Materials.
- High dosage, low ratio tutoring for at-risk or retained students
- RTI in ELA in all elementary schools use district purchased materials with fidelity.
- Provide Training on materials to staff to ensure they understand usage and expectations of materials purchased for tutoring and RTI.
- Provide summer programming for at risk students in K-4.
- Reduction of class sizes in K-4 classrooms.

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

- In K-4 ensure that consistent unit and lesson prep is completed at least once per quarter to ensure implementation of ELA High Quality Instructional Materials.
- High dosage, low ratio tutoring for at-risk or retained students and RTI in ELA in all elementary schools use district purchased materials with fidelity.
- Provide Training on materials to staff to ensure they understand usage and expectations of materials purchased for tutoring and RTI.
- Provide summer programming for at risk students in K-4.
- Reduction of class sizes in K-4 classrooms, teacher salaries and benefits, and a 6% raise for staff.

Goal Statement 2: The district will increase college and career readiness by showing an increase to an average composite score of 21 or higher on the ACT.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	17.5	ACT Composite data from the accountability app
Year 2: 2024-2025 school year	18.5	
Year 3: 2025-2026 school year	19.5	
Year 4: 2026-2027 school year	20.5	
Year 5: 2027-2028 school year	21.5	
<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 will continue to support students who are achieving growth and benchmark scores on the ACT. Additionally, this year we have purchased Mastery Connect with three practice ACT tests, itemized score reports, and a question bank to help students achieve their individual goals.</p> <p>Feedback from students on the monetary incentives were positive. The money for the growth was well received because despite the score a student is at, they can all grow and it gives positive reinforcement to students who are rarely recognized for achievement alone.</p> <p>We will continue to fund a block of pay for teachers at each high school to teach an ACT Prep course for students.</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>In the 2023-2024 school year TISA funds were used to pay out the following scale:</p> <ul style="list-style-type: none"> • Incentivizing juniors meeting or going beyond ACT benchmarks at \$50 per benchmark met. • Incentivizing going beyond the junior score by \$50 per point on the fall ACT. • SAILS ACT class for students who make below a 21. • Incentivizing students who make above a 28 on the ACT by paying them \$250. <p>Total payout for 2023-2024 was \$29,150.</p> <p>Cocke County High School \$21,050.00 Cosby High School \$8,100.00</p>	

Goal Statement 2: The district will increase college and career readiness by showing an increase to an average composite score of 21 or higher on the ACT.

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

- Incentivizing juniors meeting or going beyond ACT benchmarks at \$50 per benchmark met.
- Incentivizing going beyond the junior score by \$50 per point on the fall ACT.
- SAILS ACT class for students who make below a 21.
- Incentivizing students who make above a 28 on the ACT by paying them \$250.
- Paying for a block (or more) of teacher salary to teach an ACT Prep Course
- Mastery Connect 3 ACT Practice tests and Mastery Connect ACT Item bank.

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

- Incentivizing juniors meeting or going beyond ACT benchmarks at \$50 per benchmark met.
Incentivizing going beyond the junior score by \$50 per point on the fall ACT.
- SAILS ACT class for students who make below a 21.
- Incentivizing students who make above a 28 on the ACT by paying them
- Paying for a block (or more) of teacher salary to teach an ACT Prep Course
- Mastery Connect 3 ACT Practice tests and Mastery Connect ACT Item bank.

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.	10/14/2024 – 10/30/24
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	Written comments were collected on a google form that was posted on our district website. The plan was posted along with a link to a google form. The plan was approved at the school board meeting on October 17, 2024.
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.	