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Tennessee Investment in Student Achievement

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## 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 3<sup>rd</sup> 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 3<sup>rd</sup> grade students proficient in ELA.<sup>1</sup>
- 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 1<sup>st</sup>.

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](mailto:tnedu.funding@tn.gov)

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

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<sup>1</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> grade students proficient in ELA.

DISTRICT INFORMATION		
District Name		West Carroll Special School District
Director of Schools Name		Preston Caldwell
District Point of Contact for TISA Accountability Report	Name	Regina Alred
	Phone Number	731-662-4200
	Email Address	regina.alred@wcssd.org
Percent of 3 <sup>rd</sup> grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the most recent spring TCAP		34.7%

DISTRICT GOAL STATEMENT(S)	
<b>Goal Statement 1:</b> 3 <sup>rd</sup> Grade ELA Proficiency <sup>2</sup>	<b>70</b> % of students will score proficient on the 3 <sup>rd</sup> grade ELA TCAP by <b>2034</b> year
<b>Goal Statement 2:</b>	By spring 2025, West Carroll Special School District will improve literacy K -12.
<b>Goal Statement 3:</b>	By spring 2025, West Carroll Special School District will improve numeracy.
<b>Goal Statement 4:</b>	By spring 2025, West Carroll Special School District will increase college and career awareness and access.
<b>Goal Statement 5:</b>	

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

**Goal Statement 1 (3<sup>rd</sup> grade ELA proficiency):**

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	34.7%	Data will come from TCAP, EOC, CASE benchmark assessment, aimsweb Plus, and IPG walk through data.
Year 2: 2024-2025 school year	40.09%	
Year 3: 2025-2026 school year	41.75%	
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		
<p><b>Reflection:</b> Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>No</p> <p>West Carroll will make adjustments in the following areas:</p> <p>Implement RTI programs that focus on early literacy skills, including phonemic awareness, phonics, and fluency.</p> <p>Use small group or one-on-one instruction to target specific areas where students need improvement.</p> <p>Administer formative assessments regularly to monitor student progress and adjust instruction as needed.</p> <p>Review assessment data to identify trends and areas for improvement and use this information to inform instruction and intervention strategies.</p>	
<p><b>Prior Year Report:</b> 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>Edmentum – Exact Path, Study Island, Reading Eggs-\$62,00-Software that delivers individualized learning paths and improves mastery and retention of grade-level standards and online reading program.</p> <p>Mastery Connect - \$22,000- platform that provides benchmark assessments, formative assessments and student data for teacher informed instruction.</p> <p>School Kit - \$ 70,000- Outside vendor that provides training on implementation of HQIM and instructional strategies.</p> <p>\$100,000 on extended contracts for teachers to provided tutoring, summer school, TCAP/EOC Boot Camps.</p> <p>We did not meet our goal but the above investments did enable us to close gaps and make improvements in most grade levels.</p>	

**Goal Statement 1 (3<sup>rd</sup> grade ELA proficiency):**

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

- West Carroll action steps and strategies are as follows:
- Literacy IPG walkthroughs
  - Implement RTI programs that focus on early literacy skills, including phonemic awareness, phonics, and fluency.
  - Use small group or one-on-one instruction to target specific areas where students need improvement.
  - PLCs
  - Administer formative assessments regularly to monitor student progress and adjust instruction as needed.
  
  - Review assessment data to identify trends and areas for improvement and use this information to inform instruction and intervention strategies.
  - Work with an outside vendor to help implement HQIM and improve instruction.
  - High dose low ratio tutoring before, during, and after school
  - Summer School
  
  - Add a self-contained classroom teacher to 4<sup>th</sup> grade to focus on closing the gap between 3<sup>rd</sup> and 4<sup>th</sup>.grade.

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

Self-contained teacher: General funds will be used to add an additional teacher.

School Kit: General fund will be paired with state-provided dollars for support with HQIM implementation and instructional strategies.

RTI: General funds will be used to ensure all tiers have the necessary materials and resources. Additionally, these dollars will continue to support after school tutoring extended contracts.

Mastery Connect: General Funds will be used for benchmark assessments, student data, and teacher created formative assessments to drive instruction.

Summer programming: General funds will be paired with state-provided dollars to support summer programming for K-2 students receiving tiered intervention, 3rd grade students, and grades 4-12. These dollars will specifically provide additional classroom resources and staffing.

**Goal Statement 2:****By spring 2025, West Carroll Special School District will improve literacy K-12.**

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	31.4%	Data will come from TCAP, EOC, CASE benchmark assessment, aimsweb Plus, and IPG walk through data.
Year 2: 2024-2025 school year	33%	
Year 3: 2025-2026 school year	35%	
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		
<p><b>Reflection:</b> Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>Yes</p> <p>We will continue the implementation of HQIM K-12, work with vendor, CORE or partner district, IPG walk throughs, purchase RTI materials and other resources, extended contracts for teachers to provide before/and or after school tutoring, high dosage and low ratio tutoring for at-risk students during the school day, and summer programming.</p>	
<p><b>Prior Year Report:</b> 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>Edmentum – Exact Path, Study Island, Reading Eggs \$62,00 Software that delivers individualized learning paths and improves mastery and retention of grade-level standards and online reading program.</p> <p>Mastery Connect - \$22,000 platform that provided benchmark assessments, formative assessments and student data for informed instruction.</p> <p>School Kit - \$ 70,000 Outside vendor that provided training on implementation of HQIM and instructional strategies.</p> <p>\$100,000 on extended contracts for teachers to provided tutoring, summer school, TCAP/EOC Boot Camps.</p> <p>The above investments did enable us to meet our goals and make improvements in most grade levels.</p>	

**Goal Statement 2:**

**By spring 2025, West Carroll Special School District will improve literacy K-12.**

<p><b>Action Plan:</b> List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<p>West Carroll action steps and strategies are as follows:</p> <ul style="list-style-type: none"><li>• Literacy IPG walkthroughs</li><li>• Implement RTI programs that focus on early literacy skills, including phonemic awareness, phonics, and fluency.</li><li>• After school tutoring and summer school</li><li>• Use small group or one-on-one instruction to target specific areas where students need improvement.</li><li>• PLCs</li><li>• Administer formative assessments regularly to monitor student progress and adjust instruction as needed.</li> <li>• Review assessment data to identify trends and areas for improvement and use this information to inform instruction and intervention strategies.</li> <li>• Add a self-contained classroom teacher to 4<sup>th</sup> grade to focus on closing the gap between 3<sup>rd</sup> and 4<sup>th</sup>.grade.</li><li>• Work with an outside vendor to help implement HQIM and improve instruction.</li></ul>
<p><b>Budget Narrative:</b> Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</p>	<p>Self-contained teacher: General funds will be used to add an additional teacher.</p> <p>School Kit: General fund will be paired with state-provided dollars for support with HQIM implementation and instructional strategies.</p> <p>RTI: General funds will be used to ensure all tiers have the necessary materials and resources. Additionally, these dollars will continue to support after school tutoring extended contracts.</p> <p>Mastery Connect: General Funds will be used for benchmark assessments, student data, and teacher created formative assessments to drive instruction.</p> <p>Summer programming: General funds will be paired with state-provided dollars to support summer programming for K-2 students receiving tiered intervention, 3rd grade students, and grades 4-12. These dollars will specifically provide additional classroom resources and staffing.</p>

**Goal Statement 3:****By spring 2025, West Carroll Special School District will improve K-12 numeracy.**

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	14%	Data will come from TCAP, EOC, CASE benchmark assessment, aimsweb Plus, IPG walk through data for the 2024-2025 school year.
Year 2: 2024-2025 school year	28%	
Year 3: 2025-2026 school year	30%	
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		
<p><b>Reflection:</b> Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>No</p> <p>We worked one semester with an outside vendor, School Kit, last school year and have committed to working the full 24-25 school year with the vendor. Our administration and teachers will continue the work with the implementation process of HQIM and instructional strategies.</p> <p>Review assessment data to identify trends and areas for improvement and use this information to inform instruction and intervention strategies.</p>	
<p><b>Prior Year Report:</b> 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>Edmentum – Exact Path, Study Island \$62,00 Software that delivers individualized learning paths and improves mastery and retention of grade-level standards.</p> <p>Mastery Connect - \$22,000 platform that provided benchmark assessments, formative assessments and student data for informed instruction.</p> <p>School Kit - \$ 70,000 Outside vendor that provided training on implementation of HQIM and instructional strategies.</p> <p>\$100,000 on extended contracts for teachers to provided tutoring, summer school, TCAP/EOC Boot Camps.</p> <p>We did not meet our goal but the above investments did enable us to close the gap and make improvements in most grade levels.</p>	

**Goal Statement 3:**

**By spring 2025, West Carroll Special School District will improve K-12 numeracy.**

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

Action steps for the 2024-2025 school year are continued implementation of HQIM K-12, work with vendor, School Kit, IPG walk throughs, purchase RTI materials and other resources, extended contracts for teachers to provide before/and or after school tutoring.

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

HQIM: General funds will be used to purchase consumable iReady math textbooks.

School Kit: General fund will be paired with state-provided dollars for support with HQIM implementation and instructional strategies.

RTI: General funds will be used to ensure all tiers have the necessary materials and resources. Additionally, these dollars will continue to support after school tutoring extended contracts.

Summer programming: General funds will be paired with state-provided dollars to support summer programming for K-2 students receiving tiered intervention, 3rd grade students, and grades 4-12. These dollars will specifically provide additional classroom resources and staffing.



**Goal Statement 4: By spring 2025, West Carroll Special School District will increase College & Career awareness access.**

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	71.4% Ready Graduates	Data will come from ACT composites, number of students participating in EPSOs, percentage of Ready Graduates for the 2024-2025 school year.
Year 2: 2024-2025 school year	74.0% Ready Graduates	
Year 3: 2025-2026 school year	75.2% Ready Graduates	
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		
<p><b>Reflection:</b> Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?</p>	<p>Yes</p> <p>We will continue to focus on preparing our students for the ACT, increasing the number of students participating in EOSOs, and improving the percentage of Ready Graduates for the 25-26 school year.</p>	
<p><b>Prior Year Report:</b> 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>RTI: General funds will be used to ensure all tiers have the necessary materials and resources. Additionally, these dollars will continue to support after school tutoring extended contracts. \$30,000</p> <p>Summer programming: General funds will be paired with state-provided dollars to support summer programming for grades 7-9 students and credit recovery teachers during summer school for grades 9-12. \$75,000</p> <p>Pre-ACT and ACT curriculum helps prepare our students to perform to the best of their ability on the ACT. The Pre-ACT helps identify areas to be strengthened. ACT Boot Camp helps teaches test-taking strategies. \$50,000</p>	

**Goal Statement 4: By spring 2025, West Carroll Special School District will increase College & Career awareness access.**

<p><b>Action Plan:</b> List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<p>Action steps for the 2024-2025 school year are offer students before, and/or after school tutoring opportunities and weekend ACT bootcamps, purchase a comprehensive ACT curriculum and Pre-ACT assessment plan; Increase EPSO opportunities, Increase statewide dual credit options, develop a diverse and high quality portfolio of early post-secondary, industry certification, and capstone work-based learning opportunities.</p>
<p><b>Budget Narrative:</b> Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</p>	<p>ACT Curriculum and Pre-ACT Assessment plan: General funds will be used to ensure ACT initiatives are supported.</p> <p>Extended contracts for teachers to provide tutoring services and resources: General funds will be paired with state-provided dollars to support after school tutoring.</p>

**Goal Statement 5:**

Year	Annual Outcome Target(s)	Associated Metrics/Data
<b>Year 1:</b> 2023-2024 school year (Use actuals)		
<b>Year 2:</b> 2024-2025 school year		
<b>Year 3:</b> 2025-2026 school year		
<b>Year 4:</b> 2026-2027 school year		
<b>Year 5:</b> 2027-2028 school year		
<b>Reflection:</b> Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?		
<b>Prior Year Report:</b> 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.		

**Goal Statement 5:**

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

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

## 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.	10/4/24 through 10/31/24
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	Presented our TISA Accountability Report at the 10/3/24 WCSSD board meeting. Posted the report on our website and accepted written comments through emails and/or verbal comments through phone calls to the district office.
Summary of public comment received, if any.	To be determined
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	