

Overview
Huntingdon Special School District (093) Public District - FY 2026 - TISA Accountability Report - Rev 0
Overview 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. • Explanation of 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. Additionally, the TISA Accountability must be presented for local school board approval. 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. 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, 2025. Resources Click here to open the guide.

Cover Page		
Huntingdon Special School District (093) Public District - FY 2026 - TISA Accountability Report - Rev 0		
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* District Name	Huntingdon Special School District	
* Director of Schools Name	Jonathan Kee	
* District Point of Contact for TISA Accountability Report Name	Jonathan Kee	
* District Point of Contact for TISA Accountability Report Phone Number	731-986-2222	
District Point of Contact for TISA Accountability Report Email Address	jkee@huntingdonschools.net	
	41.7 % of 3rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the most recent spring TCAP	
Documents		
Type	Document Template	Document/Link
(TISA) Previous Year Report	N/A	 (TISA) Previous Year Report
Resources		
Click here to open the guide.		

District Goal Statements

Huntingdon Special School District (093) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: - 3rd Grade ELA Proficiency

	70 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2030
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District Goal Statements

Goal Number	GOAL STATEMENT(S)
Goal 2	65% of students will be proficient in ELA (grades 3-12) by 2028
Goal 3	65% of students will be proficient in Math (grades 3-12) by 2028
Goal 4	75% of high school graduates will be considered Ready Graduates by 2028
Goal 5	
Goal 6	

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.

Goal #1

Huntingdon Special School District (093) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: 3rd Grade ELA Proficiency

70 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2030
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District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Goal - 45.8% Actual - 45.7% State Average - 41%	stated year 3rd grade TCAP ELA Proficiency
Year 2: 2024-2025 school year (Use actual outcome)	Goal - 47% Actual - 41.7% State Average - 41.7%	stated year 3rd grade TCAP ELA Proficiency
Year 3: 2025-2026 school year	Goal - 48.6%	stated year 3rd grade TCAP ELA Proficiency
Year 4: 2026-2027 school year	Goal - 53.6%	stated year 3rd grade TCAP ELA Proficiency
Year 5: 2027-2028 school year	Goal - 59%	stated year 3rd grade TCAP ELA Proficiency

* Check the response that best describes the progress made on the 2024-25 target toward Goal 1.

- ☐ Exceeded target
- ☐ Met target
- ☐ Increased but did not meet target
- ☒ Did not make progress toward target
- ☐ End of year outcome data for 2024-25 is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

We must continue to carefully look at any contributing factors that the school district controls in supporting our 3rd grade students in reaching the targeted goal toward proficiency. We must consider how to improve Tier 1 instruction, intervention for identified Tier 2 and 3 students, action steps in response to what data is showing after classroom assessments/benchmarks, assessment alignment to TCAP, and any proven best practices that will assist educators in increasing student mastery of state standards.

For the 24/25 school year, we were short of our goal by 4.1%. 3rd grade ELA proficiency was 41.7% based on students 1st attempt of taking TCAP. In comparison, the state average for 3rd grade ELA proficiency was 41.7%. We are confident our action steps are impacting student literacy which is based on IPG classroom visits, teacher collaboration meetings, and overall analysis of student work. We will continue to move forward with focusing on improving student outcomes by focusing on our action steps we have established.

Goal 1 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Continued to fund ELA instructional coach position for teacher development and ELA HQIM Implementation (Approximate Cost - \$65,000), the investment is positively impacting classroom instruction as teachers are supported in using High Quality Instructional Materials and improving student outcomes Continued with implementation of high-quality instructional materials (HQIM) in K-3 and purchased additional student materials that were needed (Approximate Cost - \$20,000) Purchased and implemented ELS benchmark assessments to assure classroom assessments are aligned to TCAP and provide reliable data for teachers to support students in their learning (Approximate Cost - \$30,000)	\$ 115,000.00	We continue to be confident we have implemented best practices to support student learning and make positive progress toward increasing 3rd grade ELA proficiency. While we did not meet the targeted goal, we do not want to be reactive to one data point as there continues to be data to indicate positive trends in student achievement.
Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.		
Continue supporting ELA instruction using the Instructional Practice Guide (IPG) with teachers to support instructional practices		
Continue using district-wide assessments that provide readily available data to teachers to use in collaboration to identify where students are toward standard mastery and in development of action steps to support student learning		
Provide after-school tutoring for students.		
Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.		
We plan to continue to fund an ELA instructional coach position to support teacher development and instructional growth. Additionally, funds have been budgeted to provide materials and resources to teach literacy. The district has made financial investments in improving student assessments so we are always supporting and improving student outcomes. We will also explore the need to increase funding for after-school tutoring.		

Goal #2

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Goal Statement 2:

65% of students will be proficient in ELA (grades 3-12) by 2028

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Goal - 41.7% Actual - 38.7% State Average = 38.9%	65% of students will be proficient in ELA (grades 3-12) by 2028 (22/23 = 37.9%)
Year 2: 2024-2025 school year (Use actual outcome)	Goal - 45.9% Actual - 39.2% State Average = 38.9%	65% of students will be proficient in ELA (grades 3-12) by 2028 (22/23 = 37.9%)
Year 3: 2025-2026 school year	Goal - 45.9%	65% of students will be proficient in ELA (grades 3-12) by 2028 (22/23 = 37.9%)
Year 4: 2026-2027 school year	Goal - 54%	65% of students will be proficient in ELA (grades 3-12) by 2028 (22/23 = 37.9%)
Year 5: 2027-2028 school year	Goal - 65%	65% of students will be proficient in ELA (grades 3-12) by 2028 (22/23 = 37.9%)

* Check the response that best describes the progress made on the 2024-25 target toward Goal 2.

☐ Exceeded target
 ☐ Met target
 ☒ Increased but did not meet target
 ☐ Did not make progress toward goal
 ☐ End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

We must continue to carefully look at any contributing factors that the school district controls in supporting ELA proficiency in all grades. We must consider how to improve Tier 1 instruction, intervention for identified Tier 2 and 3 students, action steps in response to what data is showing after classroom assessments/benchmarks, assessment alignment to TCAP/EOC, and any proven best practices that will assist educators in increasing student mastery of state standards.

Goal 2 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Continued to fund ELA instructional coach position for teacher development and ELA HQIM Implementation (Approximate Cost - \$65,000), the investment is positively impacting classroom instruction as teachers are supported in using High Quality Instructional Materials and improving student outcomes Continued with implementation of high-quality instructional materials (HQIM) in K-3 and purchased additional student materials that were needed, additionally purchased a new ELA curriculum for English 1 and 2 at the high school (Approximate Cost - \$25,000) Purchased and implemented ELS benchmark assessments to assure classroom assessments are aligned to TCAP and provide reliable data for teachers to support students in their learning (Approximate Cost - \$30,000)	\$ 120,000.00	We continue to be confident we have implemented best practices to support student learning and make positive progress toward increasing ELA proficiency overall. While we did not meet the targeted goal, we did make positive gains. Therefore, we do not want to be reactive to one data point as there continues to be data to indicate positive trends in student achievement.
Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.		
Continue supporting ELA instruction using the Instructional Practice Guide (IPG) with teachers to support instructional practices		
Continue using district-wide assessments that provide readily available data to teachers to use in collaboration to identify where students are toward standard mastery and in development of action steps to support student learning		
Provide after-school tutoring for students.		
Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.		
We plan to continue to fund an ELA instructional coach position to support teacher development and instructional growth. Additionally, funds have been budgeted to provide materials and resources to teach literacy. The district has made financial investments in improving student assessments so we are always supporting and improving student outcomes. We will also explore the need to increase funding for after-school tutoring.		

Goal #3

Huntingdon Special School District (093) Public District - FY 2026 - TISA Accountability Report - Rev 0

☐ This goal not established.

Goal Statement 3:

65% of students will be proficient in Math (grades 3-12 by 2028 (22/23 = 39.2%))

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Goal - 43.2% Actual - 39.3% State Average - 37%	stated year grade-level Math TCAP grades 3-8 and fall/spring Algebra I, II, and Geometry EOC
Year 2: 2024-2025 school year (Use actual outcome)	Goal - 47.5% Actual - 41.8% State Average - 42.2%	stated year grade-level Math TCAP grades 3-8 and fall/spring Algebra I, II, and Geometry EOC
Year 3: 2025-2026 school year	Goal - 47.5%	stated year grade-level Math TCAP grades 3-8 and fall/spring Algebra I, II, and Geometry EOC
Year 4: 2026-2027 school year	Goal - 55%	stated year grade-level Math TCAP grades 3-8 and fall/spring Algebra I, II, and Geometry EOC
Year 5: 2027-2028 school year	Goal - 65%	stated year grade-level Math TCAP grades 3-8 and fall/spring Algebra I, II, and Geometry EOC

* Check the response that best describes the progress made on the 2024-25 target toward Goal 3.

- ☐ Exceeded target
- ☐ Met target
- ☒ Increased but did not meet target
- ☐ Did not make progress toward goal
- ☐ End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

We must continue to carefully look at any contributing factors that the school district controls in supporting math proficiency in all grades. We must consider how to improve Tier 1 instruction, intervention for identified Tier 2 and 3 students, action steps in response to what data is showing after classroom assessments/benchmarks, assessment alignment to TCAP, and any proven best practices that will assist educators in increasing student mastery of state standards.

Goal 3 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
Continued to fund math instructional coach position for teacher development and ELA HQIM Implementation (Approximate Cost - \$65,000), the investment is positively impacting classroom instruction as teachers are supported in using High Quality Instructional Materials and improving student outcomes Continued with implementation of high-quality instructional materials (Approximate Cost - \$10,000) Purchased and implemented ELS benchmark assessments to assure classroom assessments are aligned to TCAP and provide reliable data for teachers to support students in their learning (Approximate Cost - \$30,000)	\$ 105,000.00	We continue to be confident we have implemented best practices to support student learning and make positive progress toward increasing math proficiency in all grades. While we did not meet the targeted goal, we did make progress and do not want to be reactive to one data point as there continues to be data to indicate positive trends in student achievement.
Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target. Continue supporting Math instruction using the Instructional Practice Guide (IPG) with teachers to support instructional practices Continue using district-wide assessments that provide readily available data to teachers to use in collaboration to identify where students are toward standard mastery and in development of action steps to support student learning Provide after-school tutoring for students.		
Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal. We plan to continue to fund an Math instructional coach position to support teacher development and instructional growth. Additionally, funds have been budgeted to provide needed materials and resources to teach math. The district has made financial investments in improving student assessments so we are always supporting and improving student outcomes. We will also explore the need to increase funding for after-school tutoring.		

Goal #4

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☐ This goal not established.

Goal Statement 4:

75% of high school graduates will be considered Ready Graduates by 2028 (22/23 = 58.6%)

District Goal 4

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Goal - 61.5% Actual - 73.8% State Average - 43.3% *(last reported 2022)	-11th grade students in the stated year who score a 21 or higher composite on the ACT or increase their composite by at least 4 points between the first 11th grade ACT and a subsequent ACT; or -Students who graduate in the stated year who earn four EPSO credits; or -Students who graduate in the stated year who score 31 or higher on the ASVAB and earn 2 EPSO credits
Year 2: 2024-2025 school year (Use actual outcome)	Goal - 64.6% Actual - 74.5% State Average - 56.4%	-11th grade students in the stated year who score a 21 or higher composite on the ACT or increase their composite by at least 4 points between the first 11th grade ACT and a subsequent ACT; or -Students who graduate in the stated year who earn four EPSO credits; or -Students who graduate in the stated year who score 31 or higher on the ASVAB and earn 2 EPSO credits
Year 3: 2025-2026 school year	Goal - 67.7%	-11th grade students in the stated year who score a 21 or higher composite on the ACT or increase their composite by at least 4 points between the first 11th grade ACT and a subsequent ACT; or -Students who graduate in the stated year who earn four EPSO credits; or -Students who graduate in the stated year who score 31 or higher on the ASVAB and earn 2 EPSO credits
Year 4: 2026-2027 school year	Goal - 71.1%	-11th grade students in the stated year who score a 21 or higher composite on the ACT or increase their composite by at least 4 points between the first 11th grade ACT and a subsequent ACT; or -Students who graduate in the stated year who earn four EPSO credits; or -Students who graduate in the stated year who score 31 or higher on the ASVAB and earn 2 EPSO credits
Year 5: 2027-2028 school year	Goal - 75%	-11th grade students in the stated year who score a 21 or higher composite on the ACT or increase their composite by at least 4 points between the first 11th grade ACT and a subsequent ACT; or -Students who graduate in the stated year who earn four EPSO credits; or -Students who graduate in the stated year who score 31 or higher on the ASVAB and earn 2 EPSO credits

* Check the response that best describes the progress made on the 2024-25 target toward Goal 4.

- ☒ Exceeded target
☐ Met target

- ☐ Increased but did not meet target
- ☐ Did not make progress toward goal
- ☐ End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Although we exceeded the targeted goal, we will continue to prioritize increasing the percentage of Ready Graduates by supporting ACT, Advanced Placement (AP) enrollment, ASVAB preparation, and providing additional post-secondary opportunities. We will continue to consider what are the regional job market needs as we design our academic offerings.

Goal 4 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal

Major TISA Investment	Expended Amount (Rough Estimate)	Reflection of whether the investment contributed to progressing toward the goal or not, and how so.
We funded an additional Agriculture teacher which allowed for more CTE courses to be offered. (Approximate Cost - \$60,000) We funded a non-certified position to support students with postsecondary planning (Approximate Cost - 25,000) We added a teaching position for Jobs for American Graduates (JAG) (Approximate Cost - 10,000)	\$ 95,000.00	The Ready Graduate data reflects that we are making significant progress in comparison to the state average in preparing our high school graduates for postsecondary opportunities. We believe providing more opportunities to take CTE, postsecondary prep, and elective courses has benefited our students. We plan to continue investing funds to support Ready Graduates.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

We will continue to fund additional agriculture teacher so students have more opportunities to take CTE courses

The high school will continue with the 5 period day (implemented in 24/25) to provide more access for students to postsecondary opportunities, CTE courses, and Elective Courses.

An ACT intervention individualized program will be purchased to support students taking ACT prep and increasing the number of students scoring 21 or higher on the ACT.

The high school will continue with a Class Competition System (implemented in 24/25) that promotes academic achievement, school spirit, and improving students' soft skills for employment.

The high school will expand JAGTN (Jobs for American Graduates) offerings. In 24/25, we started JAG for juniors and seniors. For 25/26 school year, we have added a second teacher so all students in grades 9-12 have access to the course.

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

The district budget will continue to prioritize supporting initiatives that support high school students becoming Ready Graduates. Funds will be allocated to support staffing needs, instructional materials/resources, professional development for staff, and incentives to encourage students to grow toward their postsecondary goals.

Public Comment and Board Approval

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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.

Details	Answer
Date(s) of opportunity for local public comment	September 11 - September 30, 2025
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	The TISA accountability report will be presented at our local school board meeting on September 17, 2025. Additionally, the report will be open for public comment on our district website.
Summary of public comment received. If no comments were received, state, "None received."	
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	

Board Approval

TISA accountability reports should be presented to the local school board for approval prior to its submission to the department by November 1. Please select the option that best describes the board approval status when submitting the TISA accountability Report to the department.

- ☐ Board approval received. Minutes documenting board approval have been uploaded to the 'Related Documents' section.
- ☐ Board approval to be received after Nov. 1. The board agenda for the upcoming meeting or a memo referencing the board meeting date for which the TISA accountability will be on the agenda has been uploaded to the 'Related Documents' section. Immediately upon approval, my district will upload the minutes documenting board approval to the 'Related Documents' section and adjust the response to this question.