



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.

Goal Statement 1 (3rd grade ELA proficiency):

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	38%	TNReady achievement district assessment data file-grade3-all students-ELA
Year 2: 2024-2025 school year	45%	
Year 3: 2025-2026 school year	50%	
Year 4: 2026-2027 school year	54%	
Year 5: 2027-2028 school year	58%	
<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>No. The gap decreased by 3%, but FCSD was 2% short of meeting the 2023 target. Because the goal of met/exceeded expectations was missed by 2%, this 2% will need to be made up in the next metric. In order to meet the goal, we will need to have a 5% increase of students who met/exceed expectations in the 24/25 school year.</p> <p>In order to reach this goal, the district will incorporate district wide data meetings, data walls, and data driven instruction in all grades. FCSD will continue to use vendor support through the LIN grant to support teachers in curriculum and increase student learning. The state IPG tool will be utilized during literacy walks and used to evaluate and guide professional development decisions. These walks will provide high quality feedback to support effective tier 1 instruction.</p>	
<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<p>FCSD will ensure that all teachers have access to and use HQIM effectively to support students in state standards. Literacy coaches support ELA teachers through Literacy Implementation Network walks, collaborative planning and through using the state provided IPG. Through curriculum training and professional development, teachers will improve instruction using HQIM. Data driven instruction, and curriculum designed for EL and SPED learners is used throughout the district to increase proficiency in these groups. Using the new RTI coach (funded through IIA) for support, RTI programs will provide seamless intervention between T1 HQIM and RTI support in all grades. RTI data meetings will take place once a month to make program changes as necessary. Tutoring will be provided to all students who are on an alternate promotion pathway in a 1:3 setting using classroom teachers, paraprofessionals, and online options. Teacher raises totaled \$749,970 to support increasing base salaries which helped with teacher retention and recruitment.</p>	

Goal Statement 2:

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	34.4%	TN Ready achievement district assessment data file-grades 3-8-all students-math
Year 2: 2024-2025 school year	34.8%	
Year 3: 2025-2026 school year	38.5%	
Year 4: 2026-2027 school year	42.2%	
Year 5: 2027-2028 school year	45.9%	

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

FCSD met the original goal of 31.1% with 34.4% of students meeting or exceeding expectations. Because student success is growing at a rate above our projected target, FCSD may reach the end goal of 50% sooner, therefore adjusting expectations.

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

FCSD will ensure that all teachers have access to and use HQIM effectively to support students in math state standards. The district math coach will support math teachers through math walks and through using the state provided IPG. Through curriculum training, professional development and math IPG walks, teachers will improve instruction using HQIM, data driven instruction, and curriculum designed for EL and SPED learners. Using the new RTI coach for support, RTI programs will provide seamless intervention between T1 HQIM and RTI support in all grades. RTI data meetings will take place once a month to make program changes as necessary. The Project Coach instrument is used to coach and enhance teaching best practices throughout the year with specific and intentional feedback.