



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 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>.

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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.

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**.

## DISTRICT INFORMATION

District Name		Coffee County Schools
Director of Schools Name		Dr. Charles Lawson
District Point of Contact for TISA Accountability Report	Name	Dr. Keith Cornelius
	Phone Number	931-723-5150
	Email Address	corneliusk@k12coffee.net
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		33.5%

## DISTRICT GOAL STATEMENT(S)

<b>Goal Statement 1:</b> 3 <sup>rd</sup> Grade ELA Proficiency <sup>2</sup>	70 % of students will score proficient on the 3 <sup>rd</sup> grade ELA TCAP by <b>2030</b> year
<b>Goal Statement 2:</b>	48% of graduating seniors will achieve ReadyGrad status district-wide by 2028
<b>Goal Statement 3:</b>	40% of students will score proficient on the 8 <sup>th</sup> grade ELA TCAP by 2028
<b>Goal Statement 4:</b>	45% of students will score proficient on the 8 <sup>th</sup> grade math TCAP by 2028
<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.  
[tn.gov/education/best-for-all/tnedufunding.html](http://tn.gov/education/best-for-all/tnedufunding.html)

**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)	33.5%	3 <sup>rd</sup> grade ELA test results from the 2024 district assessment file.
Year 2: 2024-2025 school year	42.5% (adjusted to meet 50% of the gap for 2025-2026 SY)	3 <sup>rd</sup> grade ELA test results from the 2025 district assessment file.
Year 3: 2025-2026 school year	51.5%	3 <sup>rd</sup> grade ELA test results from the 2026 district assessment file.
Year 4: 2026-2027 school year	56.5%	3 <sup>rd</sup> grade ELA test results from the 2027 district assessment file.
Year 5: 2027-2028 school year	61.5%	3 <sup>rd</sup> grade ELA test results from the 2028 district assessment file.
<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>The district did not meet the 2023-2024 goal of 44.3%. Coffee County Schools remains committed to meeting the 2025-2026 goal of 51.5% proficiency. In striving to meet the overall goal of 70%, we are committed to closing the gap by 15 % by the end of the 2025-2026 SY. Coffee County schools participates in the 2<sup>nd</sup> grade ELA and math TCAP assessment. We will use the results from the 2<sup>nd</sup> grade test to identify rising third grade students requiring extra support. We will continue to follow and implement the RTI (Response to Intervention) process with fidelity using AIMSWEB results to aid in further identification of students in need of extra support. Coffee County Schools is committed to the consistent implementation of HQIM (High Quality Instructional Materials) in grades K-3. All third grade ELA personnel will participate in weekly data meetings using the PLC model and the meetings will be supervised by administration. LETRS training continues for all 3<sup>rd</sup> grade ELA teachers. Coffee County Schools is committed to developing and implementing an early identification process to be used with fidelity in all coming years to assist us in meeting our goals.</p>	

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

<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>	<ul style="list-style-type: none"><li>• TISA funds all elementary assistant principal positions who also serve as the school instructional coordinators. The instructional coordinators are responsible in supporting the implementation of HQIM in 3<sup>rd</sup> grade ELA. (insert \$\$\$\$) is a rough estimate of this cost. The investment did not lead us to achieving our goal for 2023-2024, but we do expect to see a better return on the investment this year.</li><li>• Federal supported LETRS training for K-2 ELA teachers in the 2023-2024 SY. We expect to see dividends form the LETRS training this year as it will impact current 3<sup>rd</sup> grade students. The investment did not lead us to achievement this year but we remain fully committed to LETRS and all 3<sup>rd</sup> grade will have full onboarding with LETRS by the end of the 2024-2025 SY.</li></ul>
<p><b>Action Plan:</b> List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<ul style="list-style-type: none"><li>• Consistent implementation of HQIM in grades K-3<ul style="list-style-type: none"><li>(a) All K-5 teachers, administrators, and academic coaches will implement the TDOE Unit and Lesson Prep Protocol</li></ul></li><li>• Early identification of at-risk students and provide these students with extra supports such as RTI.</li><li>• Summer programming</li><li>• High dosage low ratio tutoring for at-risk students.</li><li>• Consistent PLC (professional Learning Communities) weekly data team meetings</li><li>• Full onboarding of LETRS training for all 3<sup>rd</sup> grade ELA teachers</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>	<ul style="list-style-type: none"><li>• HQIM implementation: Funds will be used to support additional classroom consumables and texts.</li><li>• Early Identification of at-risk students: Assistant principals serve as instructional coordinators and are responsible for supporting PLC meetings, data meetings, instructional support, and feedback for teachers. RTI funds will be used to ensure all tiers have the necessary materials and resources</li><li>• Summer programming: Funds will be paired with state-provided funding to support summer programming for 3<sup>rd</sup> grade students, additional resources, and staffing.</li><li>• High dosage low ratio tutoring: Funds will be used to support additional texts, materials, and grade band specific tutoring.</li><li>• LETRS training: Funds will be used to ensure all teachers have the necessary materials, training and resources.</li><li>• Our district will focus on intentionally targeting TISA outcome bonus funding to support our prioritized goals.</li><li>• For the 2024-2025 school year, TISA funds were used to support overall goals through after school programming.</li></ul>



**Goal Statement 2: 48%** (Began with 37.4% in the 2023-2024 SY) of graduating seniors will achieve ReadyGrad status district-wide by 2028.

Year	Annual Outcome Target(s)	Associated Metrics/Data
<b>Year 1:</b> 2023-2024 school year (Use actuals)	43.7%	ReadyGrad percentage as determined by the department.  ReadyGrad indicators: <ul style="list-style-type: none"> <li>• 21 or higher ACT composite score</li> <li>• Enrollment in four EPSOs with exam attempt</li> <li>• Enrollment in two EPSOs and one industrial certification with exam attempt</li> <li>• Enrollment in two EPSOs with exam attempt and 31 or higher on the ASVAB AFQT</li> </ul>
<b>Year 2:</b> 2024-2025 school year	44.2% (adjusted since previous 2024-2025 goal met in 2023-2024)	
<b>Year 3:</b> 2025-2026 school year	45.5%	
<b>Year 4:</b> 2026-2027 school year	46.8%	
<b>Year 5:</b> 2027-2028 school year	48%	
<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>Coffee County schools did meet the ReadyGrad goal in the 2023-2024 SY.</p> <p>Coffee County will adjust the annual outcome targets beginning with the 2024-2025 SY to achieve an overall target of 48% by the 2027-2028 SY. Historically, small gains in the ReadyGrad metric represent moving a larger number of students due to the parameters of the ReadyGrad metric while maintaining achievable goals.</p> <p>For coming years, Coffee County schools will continue to focus on the robust offering of courses at the 9-12 level. We have (a) initiated a Middle College for students desiring an associates degree upon high school graduation, (b) continue to offer a wide range of DE(Dual Enrollment) courses through Motlow State Community College, (c) continue to offer and add even more DE courses via the CTE (career Technical Education) pathway in conjunction with TCAT (TN Center Applied Technologies) institutions, (d) continue to offer multiple industrial certification opportunities, and (e) local and state dual credit opportunities.</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>	<ul style="list-style-type: none"> <li>• TISA funds principal and assistant principal positions who also serve as the instructional leaders of the school with a focus on the fidelity of HQIM in addition to participating in departmental PLC meetings weekly. (insert \$\$\$\$ rough estimate)</li> <li>• TISA funds support all students and teachers with school-wide ACT preparation. (insert \$\$\$\$ estimate)</li> </ul> <p>The investment helped us to meet our goal by scheduling teachers to support EPSO opportunities and ACT preparation.</p>	

**Goal Statement 2: 48%** (Began with 37.4% in the 2023-2024 SY) of graduating seniors will achieve ReadyGrad status district-wide by 2028.

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

- Enroll seniors in ACT prep course based upon Junior ACT composite scores between 16-20.
- Continue school-wide ACT prep sessions
- All students are enrolled in SDC US History
- Dual enrollment course expansion in general and CTE courses
- Middle College partnership with Motlow State and continued partnerships with TCATs.
- All Sophomores are required to take the ASVAB. It is available annually for Jr./Sr. to take/re-take.
- ACT Sr Retake is encouraged, and CHS has implemented rewards for improvement.
- College and Technical School Fair - provides students with a chance to meet representatives from various colleges and universities, learn about admissions requirements, and gather valuable information on different academic programs.
- Career Expo - exposes students to a range of career pathways and features local businesses and industry professionals who share insights into various job opportunities and career paths.

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

- TISA will fund instructional materials required for ACT prep classes
- TISA will fund positions needed to sustain DE, SDC (State Dual Credit), and LDC (Local Dual Credit) course offerings
- TISA will use funds to help make our district competitive with surrounding districts related to salaries and benefits.



**Goal Statement 3: 40% of students will score proficient on the 8<sup>th</sup> grade ELA TCAP by 2028**

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	25.4%	8 <sup>th</sup> grade TCAP results from the department
Year 2: 2024-2025 school year	29.1% (adjusted since 2024-2025 goal already met in 2023-2024)	
Year 3: 2025-2026 school year	32.8%	
Year 4: 2026-2027 school year	36.5%	
Year 5: 2027-2028 school year	40%	
<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>Coffee County Schools did meet the 2023-2024 goal previously set at 22.9%. We achieved 25.4% proficiency. We still remain below the statewide average of 29% proficiency. For the coming years Coffee County Schools desires to reach 40% proficiency by the end of the 2028 SY. The levels increase by 3.7% each year based upon the actual results of the 2023-2024 closing the gap at a faster rate.</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>	<ul style="list-style-type: none"> <li>• Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators paid by general purposes budget to support the implementation of HQIM. The academic coach in the 2024-2025 SY is paid federally; however, this position may be moved to TISA in subsequent funding years.</li> <li>• Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention.</li> <li>• TISA funds also support the ongoing departmental and grade level PLC meetings specifically designed to identify students in extra need of academic support.</li> </ul> <p>(Insert \$\$\$ estimate)</p>	

**Goal Statement 3: 40% of students will score proficient on the 8<sup>th</sup> grade ELA TCAP by 2028**

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

- Consistent implementation of HQIM
- RTI period provided within the daily schedule for every student based upon tiered levels.
- Summer programming based upon student need
- Teachers, administrators, and instructional support specialists meet in vertical and grade-level PLC teams to determine success criteria as measured by improved AIMSWEB+ and benchmark assessment scores.

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

- TISA will fund HQIM and other associated material needs
- TISA will fund RTI staff positions and materials required for the classes
- TISA in conjunction with state funding will fund summer programming learning camps
- TISA will fund necessary assessments needed for benchmarking students throughout the year.

**Goal Statement 4: 45% of students will score proficient on the math TCAP by 2028.**

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	32.3%	8 <sup>th</sup> grade TCAP results from the department
Year 2: 2024-2025 school year	35.5% (adjusted since the 2024-2025 goal already met in the 2023-2024 SY)	
Year 3: 2025-2026 school year	38.7%	
Year 4: 2026-2027 school year	41.9%	
Year 5: 2027-2028 school year	45%	
<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>Coffee County Schools did meet the 2023-2024 goal previously set at 18.1% proficient. We achieved 32.3% proficiency. We still remain below the statewide average of 39% proficient on the 8<sup>th</sup> grade math TCAP. We adjusted the overall proficiency level from 40% to 45% because of the significant gains made last year coupled with the statewide average being so close to our original ending goal.</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>	<ul style="list-style-type: none"> <li>• Funds used for instructional leadership such as Assistant Principals, who also serve as the instructional coordinators paid by general purposes budget to support the implementation of HQIM. The academic coach in the 2024-2025 SY is paid federally; however, this position may be moved to TISA in subsequent funding years.</li> <li>• Increases in teacher salaries are used to support HQIM in instruction, recruitment, and retention.</li> <li>• TISA funds also support the ongoing departmental and grade level PLC meetings specifically designed to identify students in extra need of academic support.</li> </ul> <p>(Insert \$\$\$ estimate)</p>	

**Goal Statement 4: 45% of students will score proficient on the math TCAP by 2028.**

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

- Consistent implementation of HQIM
- RTI period provided within the daily schedule for every student based upon tiered levels.
- Summer programming based upon student need
- Teachers, administrators, and instructional support specialists meet in vertical and grade-level PLC teams to determine success criteria as measured by improved AIMSWEB+ and benchmark assessment scores

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

- TISA will fund HQIM and other associated material needs
- TISA will fund RTI staff positions and materials required for the classes
- TISA in conjunction with state funding will fund summer programming learning camps
- TISA will fund necessary assessments needed for benchmarking students throughout the year.

**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.	
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	
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.	