

TISA Overview
Dyersburg City Schools (231) Public District - FY 2027 - LEA Plan - Rev 1
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 which are now addressed through the LEA plan. 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 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 which are now addressed through the LEA plan. • 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. Prior year reflection and expenditures are to be completed at the beginning of each school year as a separate section, now located within the LEA planning process. Each district's TISA accountability report, including goals, strategies, and reflections, are 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, 2026.
Resources Click here to open the guide.

Goal 1			
Dyersburg City Schools (231) Public District - FY 2027 - LEA Plan - Rev 1			
Goal Statement 1: 3rd Grade ELA Proficiency			
70 %		of students will score proficient on the 3rd grade ELA TCAP by	Year 2036
District Goal 1			
Year	Annual Outcome Target(s)	Associated Metrics/Data	
Year 1: 2023-2024 school year (Previous outcome)	In 2023-24, the percentage of 3rd-graders On-Track and Mastered was 30.00%. The target was 35.59%	As measured by 3rd-grade ELA TCAP.	
Year 2: 2024-2025 school year (Use previous outcome)	In 2024-2025, the percentage of 3rd graders On-Track and Mastered was 31.7%. The target was 36.7%	As measured by 3rd-grade ELA TCAP.	
Year 3: 2025-2026 school year (Use actual outcome)	In 2025-2026, the percentage of 3rd graders On-Track and Mastered was 41%. The target was 39.4%	As measured by 3rd-grade ELA TCAP.	
* Check the response that best describes the progress made on the 2025-26 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 2025-26SY 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? Progress toward the identified goal demonstrated measurable improvement and exceeded the established target. The data indicates an upward trend, indicating intentional efforts and effectiveness of the strategies employed. Moving forward, the action plan will be strengthened by focusing the coaching cycles based on data from benchmark assessments, classroom observations, and walk-throughs. Continued collaboration between the literacy coach and teacher leaders will be essential to sustain momentum, address barriers to implementation, and ensure that instructional practices are consistently applied.			
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.	

Personnel, including, teachers, principals, assistant principals, counselors, program directors, and other support personnel.	\$ 233,922.90	Investing in teachers has provided steady support toward the 3rd-grade ELA Proficiency goal. The contribution was meaningful in that it strengthened the foundation for consistent growth. It offered opportunities that, when used effectively, helped enhance student understanding in targeted areas. Although additional steps are still needed to achieve our desired outcomes fully, this investment can be seen as a positive factor that has contributed to continued progress toward our goal.
High Quality Instructional Materials	\$ 72,603.47	The adoption of High-Quality Instructional Materials across the district has provided a consistent foundation for literacy instruction. These resources have supported alignment to grade-level standards and ensured that students have access to structured opportunities for developing essential reading skills. While the materials alone have not addressed all areas of student need, they have contributed to greater consistency in instructional delivery. Continued support through professional development and the integration of supplemental strategies will be important for maximizing their overall impact on student achievement.

Goal 2

Dyersburg City Schools (231) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 2:

DCS will achieve a level 3 TVAAS score or higher in literacy, while increasing the percentage of students scoring on-track and mastered.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	The percentage of all students on-track or mastered in ELA in 2024 was 35.8%. The target was 38.47%	Based on TCAP results in grades 3-8 and EOC in grades 9 and 10
Year 2: 2024-2025 school year (Use previous outcome)	TVAAS Level 2. The percentage of all students on-track or mastered in ELA in 2025 was 35.36%. The target was 39.8%	Based on 2025 TCAP results in grades 3-8 and EOC in grades 9 and 10
Year 3: 2025-2026 school year (Use actual outcome)	This data has not been finalized for the 2025-2026 school year. The target is 39.4%.	Based on 2026 TCAP results in grades 3-8 and EOC in grades 9 and 10

* Check the response that best describes the progress made on the 2025-26 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 2025-26SY 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?

The data for the 2025-2026 school year has not finalized at the time of this report. However, moving forward, the action plan will be strengthened by focusing the coaching cycles based on data from benchmark assessments, classroom observations, and walk-throughs. Continued collaboration between the literacy coach and teacher leaders will be essential to sustain momentum, address barriers to implementation, and ensure that instructional practices are consistently applied.

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.

Personnel, including, teachers, principals, assistant principals, counselors, program directors, and other support personnel.	\$ 1,154,228.44	Investing in teachers has provided steady support toward the ELA Proficiency goal. While the final data for 2026 is not available at this time, the contribution was meaningful in that it strengthened the foundation for consistent growth. It offered opportunities that, when used effectively, helped enhance student understanding in targeted areas. Although additional steps are still needed to achieve our desired outcomes fully, this investment can be seen as a positive factor that has contributed to continued progress toward our goal.
High Quality Instructional Materials	\$ 162,602.27	The adoption of High-Quality Instructional Materials across the district has provided a consistent foundation for literacy instruction. These resources have supported alignment to grade-level standards and ensured that students have access to structured opportunities for developing essential reading skills. While the materials alone have not addressed all areas of student need, they have contributed to greater consistency in instructional delivery. Continued support through professional development and the integration of supplemental strategies will be important for maximizing their overall impact on student achievement.

Goal 3

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☐ This goal not established.

Goal Statement 3:

DCS will achieve a level 3 TVAAS score or higher in math, while increasing the percentage of students scoring on-track and mastered.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Level 5 TVAAS. The percentage of students on-track or mastered in 2024 was 38.2%. The target was 45.33%.	As measured by TCAP results in grades 3-8 and Alg 1, 2, and Geometry.
Year 2: 2024-2025 school year (Use previous outcome)	Level 3 TVAAS. The percentage of students on-track or mastered in 2025 was 46%. The target was 42%.	As measured by 2025 TCAP results in grades 3-8 and Alg 1, 2, and Geometry.
Year 3: 2025-2026 school year (Use actual outcome)	This data has not been finalized for the 2025-2026 school year. The target is 49.3%	As measured by 2026 TCAP results in grades 3-8 and Alg 1, 2, and Geometry.

* Check the response that best describes the progress made on the 2025-26 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 2025-26SY 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?

The finalized data for the 2025-2026Y is unavailable at the time of this report. However, local data indicates a continued need to strengthen the mathematical practices in grades K-3. Our action plan for the coming year will focus on math lesson prep and alignment to the Instructional Focus Document, benchmark data analysis, observations, and walk-throughs.

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.

Personnel, including, teachers, principals, assistant principals, counselors, program directors, and other support personnel.	\$ 1,197,409.44	Investing in teachers has provided steady support toward our Math Proficiency goal. While the impact was not dramatic, the contribution was meaningful in that it strengthened the foundation for consistent growth. It offered opportunities that, when used effectively, helped enhance student understanding in targeted areas. Although additional steps are still needed to achieve our desired outcomes fully, this investment can be seen as a positive factor that has contributed to continued progress toward our goal.
High Quality Instructional Materials	\$ 162,602.27	The adoption of High-Quality Instructional Materials across the district has provided a consistent foundation for mathematics instruction. These resources have supported alignment to grade-level standards and ensured that students have access to structured opportunities for developing essential math skills. While the materials alone have not addressed all areas of student need, they have contributed to greater consistency in instructional delivery. Continued support through professional development and the integration of supplemental strategies will be important for maximizing their overall impact on student achievement.

Goal 4

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☐ This goal not established.

Goal Statement 4:

DCS will increase the percentage of students qualifying as College and Career Ready, while increasing the federal graduation rate and increasing the percentage of graduating students scoring at or above all four college readiness benchmark areas.

*The metrics have been revised to reflect TDOE's transition to the CCR metric rather than Ready Graduate.

District Goal 4

Annual Outcome Target(s)		Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	A. The federal graduation rate for DCS students in 2023 is currently 93.5%. The target was 89.2%. B. The percentage of students achieving Ready Graduate status in 2023 was 65.2% (The number of students achieving Ready Graduate status will improve from 72.9% in 22-23 to 76.9% in 23-24.) C. The percentage of students graduating meeting all four college readiness benchmark areas was 18.9% in 2023. (The percentage of students graduating meeting all four college readiness benchmark areas will increase from 16% in 22-23 to 22% in 23-24.)	A. The Federal Graduation Rate measures Target A. B. The Ready Graduate Indicator measures Target B. C. The Ready Graduate indicator measures the percentage of students who earn a regular diploma or an alternate academic diploma from a Tennessee high school and meet at least one of four Ready Graduate criteria: 1. Earn a composite score of 21 or higher on the ACT (or 1060 or higher on the SAT); or 2. Complete four Early Postsecondary Opportunities (EPSOs); or 3. Complete two EPSOs and earn an industry credential; or 4. Complete two EPSOs and earn a score of 31 on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT), indicating military readiness. C. The four college readiness benchmark areas are English, Math, Reading, and Science.
Year 2: 2024-2025 school year (Use previous outcome)	78% of students achieved the CCR distinction. *The metrics have been revised to reflect TDOE's transition to the CCR metric rather than Ready Graduate.	As measured by a cohort graduate who meets one of the following criteria: 1. Meets or exceeds a composite of 21 on the ACT or 1060 on the SAT 2. Earns a qualifying score on the ASVAB AFQT 3. Earns a Tier 3 (Preferred) IC 4. Earns a Tier 2 (Valued) IC and one other IC (any tier) 5. Earns one or more "postsecondary credits".
Year 3: 2025-2026 school year (Use actual outcome)	The end of the year outcome data for the 2025-2026Y is unavailable at the time of this report.	As measured by a cohort graduate who meets one of the following criteria: 1. Meets or exceeds a composite of 21 on the ACT or 1060 on the SAT 2. Earns a qualifying score on the ASVAB AFQT 3. Earns a Tier 3 (Preferred) IC 4. Earns a Tier 2 (Valued) IC and one other IC (any tier) 5. Earns one or more "postsecondary credits".

* Check the response that best describes the progress made on the 2025-26 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 2025-26SY 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?

Dyersburg City Schools will continue to focus on preparing all students to be College and Career Ready upon graduation by focusing in the desired pathway for each individual student. Offering Preferred and Valued Industry Certifications will remain a priority. All students will be provided support in meeting or exceeding the college readiness composite of a 21 on the ACT. Dual Enrollment and Advance Placement courses will be strengthened through expansion, teacher development, and partnerships with post secondary institutions.

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.
Personnel, including, teachers, principals, assistant principals, counselors, program directors, and other support personnel.	\$ 6,135,393.72	The investment in personnel has contributed to Dyersburg City Schools progressing toward our goal by providing to expertise to help prepare our students through their individual chosen pathway to be a CCR graduates.
High Quality Instructional Materials	\$ 9,613.75	The investment High-Quality Instructional Materials across the district in each of the CCR pathways has provided a consistent foundation for each student to achieve CCR status. These resources have supported alignment to grade-level standards and ensured that students have access to structured opportunities for obtaining one or more of the CCR pathways.

Goal 5

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 ☒ This goal not established.

Goal 6

Dyersburg City Schools (231) Public District - FY 2027 - LEA Plan - Rev 1

☒ This goal not established.

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

TISA Accountability Report Reflection Plan Related Documents

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Type	Optional Documents Document Template	Document/Link
(District Plan) Board Approval	N/A	