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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		Grainger County Schools
Director of Schools Name		Mark Briscoe
District Point of Contact for TISA Accountability Report	Name	Mark Briscoe
	Phone Number	865-828-3611
	Email Address	mbriscoe@gcs123.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		37%

## DISTRICT GOAL STATEMENT(S)

<b>Goal Statement 1:</b> 3 <sup>rd</sup> Grade ELA Proficiency <sup>2</sup>	<b>62%</b> % of students will score proficient on the 3 <sup>rd</sup> grade ELA TCAP by 25-26 school year.
<b>Goal Statement 2:</b>	Increase from 33% to 38% proficiency for Math Achievement Scores in Grades 3 <sup>rd</sup> -8 <sup>th</sup>
<b>Goal Statement 3:</b>	Increase the number of students that are identified as Ready Graduates by increasing the average to 33.3%. Our 23-24 school year Ready Graduate Rate was 28.3%.

<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)	52%	Actual Metrics/Data was 37% for 23-24.
Year 2: 2024-2025 school year	57%	
Year 3: 2025-2026 school year	62%	
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>Although our year 1 target was 52% proficient, our actual metric was 37% for 3rd grade proficiency rate for the 23.24 school year</p> <p>Our actions this year to increase proficiency include providing tutoring for 3rd graders at risk of not being proficient. Identified students will be tutored twice a week for 30-45 minutes for 24 weeks during the school year. Tutoring is provided by a certified teacher with a 1:3 teacher to student ratio.</p> <p>GCS will provide data and additional resources for K-3rd grade teachers that identify student strengths and areas for targeted instruction. Schools schedule time for teachers to plan and collaborate, ensuring planning and instruction reflect best practice by providing ongoing professional development and support from instructional coaches, interventionists and administrators.</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>	<ol style="list-style-type: none"> <li>1. TN ALL Corps Tutoring- \$200,000 (TDOE Grant) - Last Year of this Funding</li> <li>2. 1 ELA Interventionist- \$60,000 (Partnering TISA Funds and ESSER 3.0)</li> <li>3. 4 Instructional Coaches- \$210,000 (71100-116)</li> </ol> <p>The third-grade class in the prior year was perhaps the group in school most impacted by COVID. They were in kindergarten when school closed in March of 2020. Many in this group attended virtually during the 21-22 school year as first graders or attended school on our modified schedule (virtual Wednesdays) and were impacted by mandatory quarantine periods if they or a family member were sick. Attendance rates were greatly impacted for these students. The encouraging data for last year's third graders was that they did show steady growth and progress from the beginning of the school year to the end. We used an online platform to assess them three times during the school year – beginning, middle and end of the year. The group improved their reading and language arts skills by the end of the year – but not all improved enough to be proficient on the 3rd grade TCAP test. Third grade is the first-year students are required to take TCAP and provides schools with the first data from a standardized state assessment.</p>	

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

	<p>Although the 3rd grade proficiency rate was lower in 2024 than in 2023, we are encouraged that our actions are impacting students as reflected in other data.</p> <p>For example, the group of students that had a 47% proficiency rate as 3rd graders in 2023, increased that rate to 53% as 4th graders in 2024. We will continue to monitor and support last year's third graders this year. 4th graders at risk of not being proficient are also prioritized for tutoring.</p>
<p><b>Action Plan:</b> List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<p>GCS will continue to use data and action to increase student ownership of their learning and to improve student learning by providing:</p> <ul style="list-style-type: none"><li>• ongoing professional development aligned to needs</li><li>• system planning and long-range goals</li><li>• ongoing data review to determine areas to reinforce and areas to refine</li><li>• high quality instructional ELA materials for all teachers</li><li>• a platform that provides teachers with updated student data and information designed to guide ELA instruction and supports</li><li>• provide targeted support to address needs identified by ELA data</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>	<ol style="list-style-type: none"><li>1. 1 ELA Interventionist- \$70,000 (71100-189)</li><li>2. 4 Instructional Coaches- \$230,000 (71100-116)</li><li>3. 12 Elementary Tutors- \$150,000 (72410-189) We are estimating around \$50,000 of the tutoring on 3rd Grade ELA. We have no more TN ALL Corps so we are using TISA Direct Funding blended with Local Money</li><li>4. RTI - funds used to provide materials for all schools that support K-3. \$30,000 (71100-599 RESRV)</li><li>5. Textbooks/materials for K-3 Reading/ELA \$40,000 (71100-449)</li><li>6. Teachers/Assistants for K-3 and RTI process. Just to give an example. We have 270 Certified Personnel. TDOE provided \$396,000 for Existing Teacher Raises. 270 x \$2500 = \$675,000 pre-fringes. Shortfall of \$279,000. 60% State and 40% Local. Underfunded for Existing Educator Raises. Not quite the 70% State and 30% Local.</li></ol> <p>GCS will continue to support full implementation of High-Quality Instructional Materials adopted for Reading in K-8. Funds HQIM Implementation- funds will be used to support additional texts, consumables and software as needed. We have</p>

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

	<p>an ELA Interventionists to support planning, updating curriculum documents, and implementation of high-quality instructional materials for ELA with grades K-6.</p> <p>GCS will support administrators and instructional leadership teams at each school to increase student ownership of learning in all classrooms by providing ongoing professional development, data analysis and targeted support from district staff. Professional development for teachers and school teams will emphasize high impact teaching strategies during the 24.25 school year.</p> <p>Tutoring- funds will be used to support students with identified needs prioritized for grade 3. We have four Instructional Coaches (one at each school with 3rd grade) to help support high-dosage, low-ratio tutoring by providing data analysis, identifying priority students, developing schedules and conducting ongoing assessments to measure student progress.</p> <p>Summer Programming- Funds will support elementary summer programming with an emphasis for 3<sup>rd</sup> grade students and at-risk students. These funds will provide classroom resources, staffing, transportation and meals as needed for summer programs.</p>
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### Goal Statement 2:

Increase Math Proficiency Scores for Grades 3-5 to 47%, grades 6-8 to 38% by 2026 .

Year	Annual Outcome Target(s)	Associated Metrics/Data
<b>MATH 3-5; 6-8</b>  <b>Year 1:</b> 2023-2024 school year (Use actuals)	Target-Grades 3-5 -(33%-38%)  Grade 3-5 proficiency- 37%  Target- Grades 6-8 -(34%-39%)  Grade 6-8 proficiency- 28%	24-25 Grades 3-8 MATH TCAP  iReady Benchmark Data -  Local benchmarks
<b>Year 2:</b> 2024-2025 school year	Grades 3-5 --5% Increase in proficiency to 42%  Grades 6-8 - proficiency to 33%	
<b>Year 3:</b> 2025-2026 school year	Grades 3-5 --5% Increase to 47% proficiency  Grades 6-8 --5% Increase to 38% proficiency	
<b>Year 4:</b> 2026-2027 school year		
<b>Year 5:</b> 2027-2028 school year		

**Goal Statement 2:**

Increase Math Proficiency Scores for Grades 3-5 to 47%, grades 6-8 to 38% by 2026 .

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

GCS met our Year 1 outcomes target for Math in Grades 3-5 with a score at the top of our target range with a proficiency rate of 37%. We did not meet our target range for Math in grades 6-8.

We will continue to support teachers and students in grades 3-8 with ongoing professional development, plans for improvement, and focused school leadership teams. We will also continue to provide ongoing assessments and student data to support teachers with instruction and provide additional action and resources as needed. Our actions for the coming year include streamlining our assessment and student data process for math to minimize platforms teachers and students were using. We are also providing additional professional development to support math data analysis and instructional guidance to meet the needs of students.

Our system math interventionists will provide targeted support for math teachers in grade levels 3-5 and 6-8 as indicated by data.

GCS will continue to work toward full implementation of high-quality instructional materials by supporting the use of our adopted curriculum, purchasing needed materials for this year, and providing ongoing training and support for teachers and school leaders.

**Prior Year Report:** 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.

1. TN ALL Corps Tutoring- \$200,000 VERY LIMITED USE of tutoring for MATH- \$15,000. Last Year of Funding.
2. 1 Math Interventionists- \$65,000 (Partnering TISA Funds and ESSER 3.0)
3. 1 Instructional Coach- \$650,000 (71100-116)
4. TISA Funds to purchase Math Textbooks and HQIM \$200,000 (71100-449)

Our investment in HQIM for math classrooms, support for math teachers and ongoing assessments and data analysis of student progress have led to gains in our overall math growth and proficiency. Last year was our first year of implementing the new curriculum, first year of teaching state standards that are more rigorous, and first year for students challenged with increasingly complex tasks and assessments.

## Goal Statement 2:

Increase Math Proficiency Scores for Grades 3-5 to 47%, grades 6-8 to 38% by 2026 .

<p><b>Action Plan:</b> List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<p>GCS will continue to use data and action to increase student ownership of their learning and to improve student learning by providing:</p> <ul style="list-style-type: none"><li>● ongoing professional development aligned to needs</li><li>● system planning and long-range goals</li><li>● ongoing data review to determine areas to reinforce and areas to refine</li><li>● high quality instructional math materials for all teachers</li><li>● platform that provides teachers with updated student math data and information designed to guide instruction and supports</li><li>● provide targeted support from math interventionists to address needs identified by data</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>	<ol style="list-style-type: none"><li>1. 1 Math Interventionist- \$80,000 (71100-189)</li><li>2. 1 Instructional Coaches - K-8. \$70,000 (71100-116)</li><li>3. Purchase of Additional HQIM in Math. \$30,000 (71100-449 RESRV). Local funding to purchase HQIM supplemental materials- purchased I-Ready Math because State-approved textbooks and supplemental materials were not fully aligned to the new Tennessee Mathematic Standards.</li><li>4. RTI - funds used to provide materials for all schools that support K-8 Math. \$20,000 (71100-599 RESRV)</li><li>5. 12 Elementary Tutors- \$150,000 (72410-189) We are estimating around \$30,000 of the tutoring on 3rd-5th grade Math tutoring. We have no more TN ALL Corps, so we are using TISA Direct Funding blended with Local Money.</li></ol> <p>GCS will continue to support full implementation of High-Quality Instructional Materials adopted for Math in K-8 and will purchase needed teacher and student materials annually. We have a Math Interventionist in place to support planning, updating curriculum documents, and implementation of high-quality instructional materials for Math for grades K-8.</p> <p>GCS will support administrators and instructional leadership teams at each school to increase student ownership of learning in all classrooms by providing ongoing professional development, data analysis and targeted support from district staff. Professional development for teachers and school teams will emphasize high impact teaching strategies during the 24.25 school year.</p> <p>Funds will be used to provide tutoring in math for students with identified needs and prioritized for grade 3 - 5. We have five Instructional Coaches (one at each school with 3rd-8th grade students) to help support tutors and classroom teachers by providing data analysis, identifying priority students, developing schedules and conducting ongoing assessments to measure student progress.</p>

**Goal Statement 2:**

Increase Math Proficiency Scores for Grades 3-5 to 47%, grades 6-8 to 38% by 2026 .

	<p>Funds will support elementary summer programming that includes math and STREAM instruction for students in grade K-8 with priority given to students at-risk of not being proficient in math or ELA. These funds will provide classroom resources, staffing, transportation and meals as needed for summer programs.</p>
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**Goal Statement 3: .Increase the percentage of students that are identified as Ready Graduates to 33.3%.**

Year	Annual Outcome Target(s)	Associated Metrics/Data
<b>Year 1:</b> 2023-2024 school year (Use actuals)	Grades 9-12 ACT College Readiness Benchmark 1% Increase (22.3%-23.3%)  Our Ready Graduate rate for 22.23 was 25%.	Ready Graduate Rate - which includes: <ul style="list-style-type: none"> <li>● ACT scores</li> <li>● Early Post Secondary Opportunities (Completed)</li> <li>● ASVAB scores</li> <li>● Industry Certifications Earned</li> </ul>
<b>Year 2:</b> 2024-2025 school year	Increase the percentage of students that are identified as Ready Graduates to <b>33.3%</b> . Our 23-24 school year Ready Graduate Rate was <b>28.3%</b> – up from 25% the previous year.	
<b>Year 3:</b> 2025-2026 school year	Increase the percentage of students that are identified as Ready Graduates to <b>33.3%</b> .	
<b>Year 4:</b> 2026-2027 school year		



**Goal Statement 3:** .Increase the percentage of students that are identified as Ready Graduates to **33.3%**.

<p><b>Year 5:</b> 2027-2028 school year</p>		
<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>As this report is prepared, we do not have ACT data for last school year. ACT scores are one factor in determining our overall Ready Graduate rate that is calculated by TDOE and reported for all high schools. Also, there is a lag in ACT scores being available to school systems.</p> <p>As a system, we will be utilizing our Ready Graduate as a metric for our outcome targets this year and in years ahead. Our Ready Graduate rate includes ACT scores, EPSOs, ASVAB scores, and Industry Certifications Earned.</p> <p>Our Ready Graduate rate improved with the 2024 graduates. In the graduating class of 2024, 28.3% qualified as a Ready Graduate– up from 25% the year before.</p> <p>We will continue to provide resources and opportunities for students to earn Ready Graduate status.</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>	<ol style="list-style-type: none"> <li>1. 1 Math Interventionist- \$75,000 (71100-189) and 1 ELA Interventionist- \$65,000 (71100-189). Work on Curriculum Crosswalks, ACT Bootcamp, and ACT Incentives and Rewards.</li> <li>2. ACT Bootcamp ACT Incentives/Awards- \$5,000 (71100-599 and 72410-599)</li> <li>3. Offer Advanced Classes through the Niswonger Foundation. \$15,000 (71100-599).</li> <li>4. CTE Teachers- \$738,000 for teachers pay (Local and TISA) and \$35,000 for extended Contract Work. (71300-116)</li> </ol> <p>We partnered our TISA funds with Perkins and ISM grant sources to provide increased support and opportunities for students to become a Ready Graduate.</p>	

**Goal Statement 3:** .Increase the percentage of students that are identified as Ready Graduates to **33.3%**.

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

Our system improved our Ready Graduate rate during the 23-24 school year to 28.3%. We have or will implement the following actions to increase the percentage of students that qualify as a Ready Graduate:

- ongoing professional development aligned to needs
- system planning and long-range goals
- ongoing data review to determine areas to reinforce and areas to refine
- high quality instructional materials for all teachers and students
- utilize ISM and Perkins initiatives and funding to support students have increased opportunities to become Ready Graduates
- Increase Early Secondary Opportunities through CTE programs
- Increase Industry Certifications/Credentials within CTE programs

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

5. 1 Math Interventionist- \$80,000 (71100-189) and 1 ELA Interventionist- \$70,000 (71100-189). Work on Curriculum Crosswalks, ACT Bootcamp, and ACT Incentives and Rewards.
6. ACT Bootcamp ACT Incentives/Awards- \$5,000 (71100-599 and 72410-599)
7. Offer Advanced Classes through the Niswonger Foundation. \$20,000 (71100-599).
8. CTE Teachers- \$773,000 for teachers pay (Local and TISA) and \$35,000 for extended Contract Work. (71300-116)
9. CTE Guidance Counselor \$68,225 (Local, TISA, and ISM) (Local portion \$22,741)

We will utilize TISA funding braided with Perkins, Innovative Schools Models and remaining ESSER funds to support increase in percentage of students that reach Ready Graduate status.

## 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.	October 22, 2024- Board Meeting, posted on district website
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.	