



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.

DISTRICT INFORMATION		
District Name		Johnson City Schools
Director of Schools Name		Dr. Steve Barnett
District Point of Contact for TISA Accountability Report	Name	Leia Valley
	Phone Number	423-434-5200
	Email Address	valleyl@jcschools.org
Percent of 3 rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the most recent spring TCAP		64
DISTRICT GOAL STATEMENT(S)		
Goal Statement 1: 3 rd Grade ELA Proficiency ²	75 % of students will score proficient on the 3 rd grade ELA TCAP by 2028 year	
Goal Statement 2:	54% of students in super subgroup in grades 3-11 will score proficient on the math TCAP and EOC by 2028	
Goal Statement 3:	54% of the students in super subgroup grades 3-10 will score at the met expectations or exceeds expectations on the ELA TCAP and EOC by 2028	
Goal Statement 4:	65% of the graduating students will meet the Ready Graduate indicator by 2028	
Goal Statement 5:	N/A	

² **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 Statement 1 (3rd grade ELA proficiency): 75% of students will score proficient on the 3rd grade ELA TCAP by 2028.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	64% proficient on the 3 rd grade ELA assessment	TCAP ELA data
Year 2: 2024-2025 school year	66% proficient on the 3 rd grade ELA assessment	
Year 3: 2025-2026 school year	69% proficient on the 3 rd grade ELA assessment	
Year 4: 2026-2027 school year	72% proficient on the 3 rd grade ELA assessment	
Year 5: 2027-2028 school year	75% proficient on the 3 rd grade ELA assessment	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	No, our district fell short of the 3 rd grade goal by 2%. We have continued to prioritize tutoring for students who do not demonstrate skills attainment, summer school opportunities for these students, and additional reading materials and professional learning for 3 rd grade teachers who are supported by a district ELA instructional coach.	
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.	• Grades 3-5 ELA Instructional Coach (\$107,000): the instructional coach's work with teachers in supporting the use of the HQIM for reading on a regular basis as well as providing support through professional learning, data analysis, and modeling high impact instructional strategies contributed to the positive growth of students. • District-developed checkpoints (\$75,000): the platform Renaissance DnA was used to create and deliver high quality, standards-based checkpoints to students in a timely manner to measure progress throughout the school year. Data was used to then drive instructional adjustments and identify students for additional tutoring opportunities. • High Dosage/Low Ratio Tutoring (\$105,000): teachers were offered additional instructional assignments beyond their contract to offer ELA tutoring to identified 3rd grade students.	

Goal Statement 1 (3rd grade ELA proficiency): 75% of students will score proficient on the 3rd grade ELA TCAP by 2028.

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

- Continue deployment of an instructional coach to support the implementation of HQIM in reading instruction, leading data analysis, and guiding instructional strategies of 3rd grade teachers;
- Provision of the necessary consumable HQIM (both print and digital) for teachers to use with 3rd grade students;
- Provide school-based extended day tutoring as well as embedded tutoring during the school day for students who need additional reading support.
- Prioritize lower class size in 3rd grade by employing a sufficient number of teachers to provide the most optimal teaching environment.

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

- Additional tutoring for 3rd graders delivered in the high dosage/low ratio model
- Purchasing additional reading instructional materials and platforms to support reading instruction using High Quality Instructional Materials
- Employing an ELA instructional coach who meets with 3rd grade teachers on a regular basis
- Offer intensive summer school experience for 3rd grade students

Goal Statement 2: 54% of students in super subgroup in grades 3-11 will score proficient on the math TCAP and EOC by 2028.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	39	TCAP Data
Year 2: 2024-2025 school year	43	
Year 3: 2025-2026 school year	46	
Year 4: 2026-2027 school year	50	
Year 5: 2027-2028 school year	54	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	Our district did not meet this goal. We achieved at the same level as the previous year, 39%.	
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.	• Our district purchased new HQIM for grades 6-12 for the math subject area. This was the first year of the new math adoption. We do believe these new materials will begin to demonstrate higher achievement. Elementary materials were purchased in June 2023 (\$585,000); • Our district provided math instructional coaches with three full-time math coaches. These coaches supported teachers on a regular basis with professional learning, data analysis, and modeling of effective teaching strategies. These coaches are instrumental in our district’s math approach. (\$334,000) • We provided tutoring opportunities in math as well as an intensive summer school experience in math. These experiences demonstrated gap closure throughout the school year as well as by the end of the summer school term. (\$200,000)	

Goal Statement 2: 54% of students in super subgroup in grades 3-11 will score proficient on the math TCAP and EOC by 2028.

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

- Continue deployment of instructional coaches to support the implementation of HQIM in reading instruction, leading data analysis, and guiding instructional strategies of students in grades 3-11 math;
- Provide school-based extended day tutoring as well as embedded tutoring during the school day for students who need additional math support.
- Hire an additional high school instructional coach for the area of math dedicated to grades 9-11.

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

- Additional tutoring for math students delivered in the high dosage/low ratio model (\$204,000)
- Continue to support the professional development of teachers around the use of the HQIM that were purchased for mathematics (\$30,000)
- Employing four instructional coaches in the area of math to support teachers in grades K-11 (\$450,000)
- Offer intensive summer school experience for students in the area of math (\$200,000)

Goal Statement 3: 54% of the students in super subgroup grades 3-10 will score at the met expectations or exceeds expectations on the ELA TCAP and EOC by 2028.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	40	TCAP Data
Year 2: 2024-2025 school year	43	
Year 3: 2025-2026 school year	46	
Year 4: 2026-2027 school year	50	
Year 5: 2027-2028 school year	54	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	We improved from 39% to 40% in this category. We are increasing our efforts to provide intensive tutoring, additional coaching, and more high quality materials for use by teachers.	
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.	• ELA Instructional Coaches (\$617,000): the instructional coach’s work with teachers in supporting the use of the HQIM for reading on a regular basis as well as providing support through professional learning, data analysis, and modeling high impact instructional strategies contributed to the positive growth of students. We provide coaches in the grade bands of K-2, 3-5, 6-8, and grades 9-12 as well as support in special education and English language learners. • District-developed checkpoints (\$75,000): the platform Renaissance DnA was used to create and deliver high quality, standards-based checkpoints to students in a timely manner to measure progress throughout the school year. Data was used to then drive instructional adjustments and identify students for additional tutoring opportunities. • High Dosage/Low Ratio Tutoring (\$605,000): teachers were offered additional instructional assignments beyond their contract to offer ELA tutoring to identified students in need of assistance in ELA.	

Goal Statement 3: 54% of the students in super subgroup grades 3-10 will score at the met expectations or exceeds expectations on the ELA TCAP and EOC by 2028.

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

- Continue deployment of instructional coaches to support the implementation of HQIM in reading instruction, leading data analysis, and guiding instructional strategies to ELA teachers in grades K-10;
- Provision of the necessary consumable HQIM (both print and digital) for teachers to use with students in grades 3-5;
- Provide additional coaching support for teachers of students with disabilities
- Provide school-based extended day tutoring as well as embedded tutoring during the school day for students who need additional reading support
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Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.

- Additional tutoring for students identified for additional support in grades 3-10 delivered in the high dosage/low ratio model
- Purchasing additional reading instructional materials and platforms to support reading instruction using High Quality Instructional Materials
- Employing four regular instructional coaches, one ELL instructional coach, and one SpEd instructional coach who meets with teachers on a regular basis
- Offer intensive summer school experience for all students in grades 3-10

Goal Statement 4: 65% of the graduating students will meet the Ready Graduate indicator by 2028.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	57	Ready Graduate indicator
Year 2: 2024-2025 school year	59	
Year 3: 2025-2026 school year	61	
Year 4: 2026-2027 school year	63	
Year 5: 2027-2028 school year	65	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	Our district met the Ready Graduate indicator for the previous year. We plan to continue the initiatives that we had in place for this area as well as adding an ACT prep course to the high school curriculum in addition to purchasing a student data dashboard to assist in better tracking attainment of various indicators by students.	
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.	• Employment of a full-time graduation specialist whose major task is to track credit-attainment (\$123,000). The work of the person in this position has been crucial to our continued success. • Employment of a full-time counselor dedicated to college and career readiness. (\$118,000). This counselor better tracked dual credit opportunities for our students as well as increased the connections between local industries and our 9-12 teachers. • Employment of a work-based learning/industry certification specialist. (\$102,000). This person emphasized opportunities for our students to maximize industry certifications as well as work-based learning experiences. • Our board of education continued to pay for all Advanced Placement exams for any student who took the course. We continue to see a steady increase in the number of students, especially from the subgroups, who earn college credit through our AP classes (\$133,000)	

Goal Statement 4: 65% of the graduating students will meet the Ready Graduate indicator by 2028.

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

We plan to continue all of the strategies listed above:

- Graduation specialist
- College and career counselor
- Work-based learning/industry certification specialist
- Board payment of all AP exams

Additionally, we are adding the following:

- ACT prep course
- EduClimber Student Data Dashboard

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

We will continue to fund the successful strategies that have allowed us to meet our Ready Graduate indicator as well as add the additional funding needed to provide the ACT prep course and the student data dashboard.

Goal Statement 5: N/A

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)		
Year 2: 2024-2025 school year		
Year 3: 2025-2026 school year		
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?		
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.		

Goal Statement 5: N/A

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.	