

Robertson County Schools

2024-2025



Tennessee Investment in Student Achievement

DISTRICT INFORMATION

District Name		Robertson County Schools
Director of Schools Name		Dr. Danny L. Weeks
District Point of Contact for TISA Accountability Report	Name	Melanie Dickerson
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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		34.7

DISTRICT GOAL STATEMENT(S)

Goal Statement 1: 3 rd Grade ELA Proficiency ¹	70.0 % of students will score proficient on the 3 rd grade ELA TCAP by 2034-35 year
Goal Statement 2:	In the 2023-2024 school year, Robertson County Schools will increase the percentage of students scoring "Met" or "Exceeded" in ELA and Math for all students and in each of the accountability subgroups, resulting in the achievement of district Success Rate AMOs.
Goal Statement 3:	For the 2023-2024 school year, Robertson County Schools will increase the percentage of students who qualify as a "Ready Graduate" from 27.4% to 33.55%.
Goal Statement 4:	n/a
Goal Statement 5:	n/a

¹ **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): Seventy percent of students will score proficient on the 3rd grade ELA TCAP by 2034-35 year.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	34.7%	2025 District Assessment File provided by TDOE, pct_Met_Exceeded value for 3 rd grade ELA (All Students) TCAP.
Year 2: 2024-2025 school year	39.2%	
Year 3: 2025-2026 school year	43.2%	
Year 4: 2026-2027 school year	47.1%	
Year 5: 2027-2028 school year	50.7%	
<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>The district met the Year 1 outcomes target for 3rd grade ELA TCAP. The percent of 3rd grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the most recent spring TCAP was 34.7%, 0.1% point less than the annual outcome target of 34.8%.</p> <p>Impact: Third grade students will be identified to participate in high dosage, low ratio tutoring in ELA based on the following considerations: 25th-50th percentile on the universal screener and Educational Software for Guiding Instruction (ESGI) assessments, RTI² placement, and student attendance. Tutoring will take place at a 1:3 teacher to student ratio for a minimum of thirty minutes, two to three times per week.</p>	

Goal Statement 1 (3rd grade ELA proficiency): Seventy percent of students will score proficient on the 3rd grade ELA TCAP by 2034-35 year.

<p>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.</p>	<p>Unified Insights (\$53,781) – Implementation of a data dashboard providing a comprehensive picture of students, classrooms, and schools was not completed until spring. Though the impact of this resource was minimal last year, the benefits of having student data available with a click of a button is positively impacting the work of school teams currently.</p> <p>Starting Teacher Salary of \$50,000 (\$4.4 million) – Other than special education positions, a notable decrease in the number of teacher vacancies was evident and local licensed teachers employed by neighboring districts returned to Robertson County Schools.</p> <p>Twenty-two (22) Academic Coaches and Lead Interventionists, Three (3) District Coordinators (\$2.0 million) - Robertson County Schools assigns an academic coach to all schools. The mission of academic coaches is to support teachers in improving students' outcomes through job-embedded professional learning, modeling instruction, and providing effective feedback for improving student learning. In previous years, the academic coach's role also included Response to Intervention (RTI²) responsibilities. Beginning in the 2023-2024 academic year, each school was assigned a lead interventionist. Lead interventionists assumed all RTI² responsibilities from the academic coach, allowing the academic coach to focus solely on improving Tier I instruction. The goal of lead interventionists is to increase achievement through RTI² support. During the past year, the Curriculum, Instruction, and Assessment District Coordinators have worked closely with academic coaches and lead interventionists to ensure all support is aligned to district goals. The additional staff contributed to the progress toward the 3rd grade goal by allowing academic coaches to work directly with teachers on Tier I instructional practices such as unit/lesson preparation, standards analysis, and student work analysis. As Robertson County Schools continues to align district support for students, academic coaches and lead interventionists will continue to make a positive impact on the goal of increasing 3rd grade proficiency.</p>
<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<p>High dosage, low ratio tutoring for at-risk or retained 3rd grade students</p> <p>Reading intervention and supplemental supports</p> <p>High-quality instruction and materials in reading</p>

Goal Statement 1 (3rd grade ELA proficiency): Seventy percent of students will score proficient on the 3rd grade ELA TCAP by 2034-35 year.

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

High dosage, low ratio tutoring for at-risk or retained 3rd grade students: Funds will be used to Identify students with a need for tutoring through data analyses of benchmark assessments (Mastery Connect), the district's universal screener (AIMSWeb), a PK-2 data platform Educational Software for Guiding Instruction (ESGI), and the district's data dashboard (Unified Insights).

Reading intervention and supplemental supports: Funds will be used to ensure all RTI² tiers have the necessary materials and resources. Additionally, these monies will support the staffing of at least one (1) lead interventionist per PK-3 school and one (1) district coordinator.

High-quality instruction and materials in reading: Funds will be used for academic coaches in all PK-3 schools and a district instructional coordinator to support professional development sessions for school leaders and classroom teachers on consistent unit and lesson prep implementation of ELA high-quality instructional materials, provide instructional guidance and feedback to classroom teachers, and assist with the professional learning community process. Participation in the Comprehensive Educational Resources (CER) consortium will strengthen district leadership and academic coaches in guiding instructional adjustments and improving student outcomes.

Goal Statement 2: In the 2023-2024 school year, Robertson County Schools will increase the percentage of students scoring "Met" or "Exceeded" in ELA and Math for all students and in each of the accountability subgroups, resulting in the achievement of district Success Rate AMOs.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	29.9%	2024 and 2025 District Assessment File provided by TDOE, We will use the pct_Met_Exceeded value, filtered and calculated as a weighted average using the n-counts for valid tests and in each performance category for TCAP ELA and math (All Students), EOC English I, English II, Algebra I, Geometry, and Algebra II (All Students).
Year 2: 2024-2025 school year	34.3%	
Year 3: 2025-2026 school year	38.4%	
Year 4: 2026-2027 school year	42.3%	
Year 5: 2027-2028 school year	45.9%	
<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>The district Success Rate for ELA and math was not met. The AMO of 29.9% is 5.4% points below the outcome target previously set.</p> <p>Students in grades K-5 will be identified to participate in high dosage, low ratio tutoring in ELA based on the following considerations: 25th-50th percentile on the universal screener, "approaching" on TCAP or on Educational Software for Guiding Instruction (ESGI) assessments, RTI² placement, and student attendance. Priority placement will be given to 4th and 5th graders who require tutoring as a pathway to promotion, any student in K-3 who was retained the previous year, and third graders based on the aforementioned criteria. Tutoring will take place at a 1:3 teacher to student ratio for a minimum of thirty minutes, two to three times per week.</p> <p>All schools have a dedicated time for intervention and supplemental support of at least thirty (30) minutes. Students are assigned to reading and math intervention and supplemental supports based on needs as indicated by multiple data sources.</p> <p>High-quality ELA and math instructional materials will be instructed throughout the district.</p>	

Goal Statement 2: In the 2023-2024 school year, Robertson County Schools will increase the percentage of students scoring "Met" or "Exceeded" in ELA and Math for all students and in each of the accountability subgroups, resulting in the achievement of district Success Rate AMOs.

<p>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.</p>	<p>Unified Insights (\$53,781) – Implementation of a data dashboard providing a comprehensive picture of students, classrooms, and schools was not completed until spring. Though the impact of this resource was minimal last year, the benefits of having student data available with a click of a button is positively impacting the work of school teams currently.</p> <p>Starting Teacher Salary of \$50,000 (\$4.4 million) – Other than special education positions, a notable decrease in the number of teacher vacancies was evident and local licensed teachers employed by neighboring districts returned to Robertson County Schools.</p> <p>Thirty-eight (38) Lead Interventionists and Academic Coaches, Three (3) District Coordinators (\$3.2 million) - Schools in Robertson County are assigned at least one academic coach and lead interventionist. Training was provided to academic coaches and lead interventionists. Academic coaches participated in numerous training sessions including content area (Math/ELA), high-quality instructional materials, working with adult learners, high-quality feedback, Foundational Skills Instructional Practice Guide, and Math Instructional Focus Documents. Most of the training offered to lead interventionists focused on the newly adopted universal screener, Aimsweb. To show progress towards this goal, more in-depth content-specific training will be offered to Lead Interventionists. In addition, while instructional training was a focus for academic coaches, little training was required for our district administrators. To reach the success rate goal, administrators will be provided additional training opportunities including Research on Reading Instruction, Curriculum Implementation, High-Quality Feedback, Assessment and Standards Integration, and Increasing Student Ownership. All levels of school leadership will have opportunities to grow as an instructional leader.</p>
<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<p>High dosage, low ratio tutoring for at-risk or retained students</p> <p>Reading and math intervention and supplemental supports</p> <p>High-quality instruction and materials in reading and math</p>

Goal Statement 2: In the 2023-2024 school year, Robertson County Schools will increase the percentage of students scoring "Met" or "Exceeded" in ELA and Math for all students and in each of the accountability subgroups, resulting in the achievement of district Success Rate AMOs.

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

High dosage, low ratio tutoring for at-risk or retained students: Funds will be used to identify students with a need for tutoring through data analyses of benchmark assessments (Mastery Connect), the district's universal screener (AIMSweb), a PK-2 data platform Educational Software for Guiding Instruction (ESGI), and the district's data dashboard (Unified Insights).

Reading and math intervention and supplemental supports: Funds will be used to ensure all RTI² tiers have the necessary materials and resources. Additionally, these dollars will support the staffing of at least one (1) lead interventionist per school and one (1) district coordinator.

High-quality instruction and materials in reading and math: Funds will be used for employing academic coaches in all schools and district instructional coordinators to support professional development sessions for school leaders and classroom teachers on consistent unit and lesson prep implementation of ELA and math high-quality instructional materials, provide instructional guidance and effective feedback to classroom teachers, and assist with the professional learning community process. Participation in the Comprehensive Educational Resources (CER) consortium will strengthen district leadership and academic coaches in guiding instructional adjustments and improving student outcomes.

Goal Statement 3: For the 2023-2024 school year, Robertson County Schools will increase the percentage of students who qualify as a "Ready Graduate" from 27.4% to 33.55%.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	27.2%	2025 Ready Graduate District Level file provided by TDOE. Ready Graduate status is defined in the TDOE Federal Accountability Protocol as graduates earning a regular or AAD diploma and meeting one of the following criteria: <ul style="list-style-type: none"> • a score of 21 or higher on the ACT composite • completion of 4 EPSOs • completion of 2 EPSOs and an industry certification • completion of 2 EPSOs and a score of 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT).
Year 2: 2024-2025 school year	31.8%	
Year 3: 2025-2026 school year	36.0%	
Year 4: 2026-2027 school year	40.0%	
Year 5: 2027-2028 school year	43.8%	
<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>The district Ready Grad AMO of 27.2% is 6.4% points below the outcome target.</p> <p>The Ready Graduate outcome target was not met. Moving forward, a ready graduate tracker has been developed for the 2024-25 school year. This tool was created in the spring of 2024 and is useful in identifying students who are close to meeting ready graduate requirements. Information from the tracker will be used to inform registration decisions and counsel students. Trackers will also assist with alignment of the students' plans and match the appropriate EPSO's to each student. Making the courses a better fit for a student's goals will increase student participation in EPSO's and industry certifications. Additionally, a Ready Grad matrix is under development and will be available for use in the 2025-26 registration process. The matrix will further support direction to students on their selection of classes needed to complete a program of study beyond high school.</p>	

Goal Statement 3: For the 2023-2024 school year, Robertson County Schools will increase the percentage of students who qualify as a "Ready Graduate" from 27.4% to 33.55%.

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.

Unified Insights (\$53,781) – Implementation of a data dashboard providing a comprehensive picture of students, classrooms, and schools was not completed until spring. Though the impact of this resource was minimal last year, the benefits of having student data available with a click of a button is positively impacting the work of school teams currently.

Instructional Creative Educational Video (iCEV) (\$49,480) – This resource provides online support for CTE programs as well as industry certification prep and testing.

Practice software for industry certifications (\$27,996) – G-Metrix (Word, Excel, PowerPoint, Adobe, Auto Desk), NHA (CCMA, CPCT)

Testing vouchers for twenty-three (23) certifications (\$40,000) - Perkins funds were used to purchase testing vouchers for twenty-three different certifications.

ACT Online Prep (AOP) (\$47,306) – This resource was purchased with ESSER funds.

More than half of the funds budgeted for this goal were expended from funding sources outside of TISA.

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

Increase ACT scores

Increase access to postsecondary opportunities

Increase access to industry certifications and ASVAB

Goal Statement 3: For the 2023-2024 school year, Robertson County Schools will increase the percentage of students who qualify as a "Ready Graduate" from 27.4% to 33.55%.

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

Increase ACT scores: The district has used ISM funds to purchase Analyze Ed and ACT prep software used with all sophomores and juniors.

Increase access to postsecondary opportunities: Robertson County Schools continues to utilize the Dual Enrollment grant to assist students in gaining access to dual enrollment coursework; the district also covers the cost of all AP testing to remove barriers to student participation. The district has also purchased an employability certification being used for all the district's seniors (ISM grant funded). Fourteen (14) school counselors and two (2) district coordinators assist in connecting students to these opportunities.

Increase access to industry certifications and ASVAB: All sophomores and certain juniors and seniors will take the ASVAB. The district has also purchased an employability certification being used for all the district's seniors. Certification programs will be supported by general fund (practice software), Perkins (testing vouchers) and ISM (iCEV access). Fourteen (14) school counselors and two (2) district coordinators assist in connecting students to these opportunities.

The funding of certification programs and testing vouchers is currently expended from sources outside of TISA.