

Crockett County (170) Public District - FY 2026 - TISA Accountability Report - Rev 0

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:** 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.
- Explanation of 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. 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, 2025**.

Resources

[Click here to open the guide.](#)

District Goal Statements

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Goal Statement 1: - 3rd Grade ELA Proficiency

70 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2028
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District Goal Statements

Goal Number	GOAL STATEMENT(S)
Goal 2	4th - 10th grade ELA Proficiency
Goal 3	3rd - 11th grade Math Proficiency
Goal 4	College and Career Readiness
Goal 5	
Goal 6	

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 #1

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Goal Statement 1: 3rd Grade ELA Proficiency

70 % of students will score proficient on the 3rd grade ELA TCAP by	Year 2028
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District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	45.1% Proficiency in 3rd grade Reading	Stated year TCAP 3rd grade Reading
Year 2: 2024-2025 school year (Use actual outcome)	48.6%	Stated year TCAP 3rd grade Reading
Year 3: 2025-2026 school year	50.8% Proficiency in 3rd grade Reading	Stated year TCAP 3rd grade Reading
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		

* Check the response that best describes the progress made on the 2024-25 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 2024-25 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?

Based on exceeding the target, CCSD plans to continue the work of implementing HQIM in all ELA classrooms, require bi-weekly collaborative Intellectual Preparation (IP) sessions, complete weekly IPG walk-throughs providing actionable one next think (ONT) feedback and use that to collect trend data to determine the next steps in the Cycle of Continuous Improvement (COCI).

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.

Our district hired an elementary instructional supervisor to work directly with ELA teachers in 3rd grade. (approximately \$85,000) Our district added full-time assistant principals at every elementary school to support the instructional work at each school. (approximately \$255,000) Our district employees 3 certified teachers to tutor students during and after school (approximately \$60,000) Each of the above investments contributed to the progress towards meeting the goal.

\$ 400,000.00

Based on the performance of 3rd graders last year, the investments contributed to the goal being exceeded. Providing instructional support for teachers by hiring elementary assistant principals and an elementary supervisors to lead IP sessions and conduct walk-throughs providing ONT feedback gives a structured plan of support for our COCIs in all elementary schools. In addition, hiring tutors helps to give direct support to the students that are not at grade level in 3rd grade.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

Consistent collaboration in intellectual preparation sessions using unit and lesson prep implementation of ELA HQIM K-12; Consistent feedback using IPG; Implement the instructional improvement cycle with K-12 ELA teachers;
High dosage, low ratio tutoring for at-risk or retained 3rd grade students;
RTI2;
Summer Programming;

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

HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation;
1 instructional supervisor to support individual, small, and whole group coaching, professional development sessions for district leaders, school leaders, and additional full-time assistant principals at all three elementary schools who support PLCs and provide instructional support and feedback to classroom teachers;
High Dosage, low ratio tutoring: Funds will be used to support additional texts, materials, tutoring resources, and 3 grade-band specific tutors;
RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.
Summer Programming: Funds will be paired with state-provided dollars to support summer programing for 3rd grade students. These dollars will specifically provide additional classroom resources and staffing.

Goal #2

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Goal Statement 2:

4th - 10th grade ELA Proficiency

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	2% increase in ELA Proficiency in each grade level Met in grades: 4,8,9	Measured by the stated year grade-level ELA TCAP and fall/spring English I and II EOC
Year 2: 2024-2025 school year (Use actual outcome)	2% increase in ELA Proficiency in each grade level Met in grades: 5, 8, 10	Measured by the stated year grade-level ELA TCAP and fall/spring English I and II EOC
Year 3: 2025-2026 school year	2% increase in ELA Proficiency in each grade level	Measured by the stated year grade-level ELA TCAP and fall/spring English I and II EOC
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		

* Check the response that best describes the progress made on the 2024-25 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 2024-25SY 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?

Our district met the target in 3 grades but did not meet the yearly target in other grades. This will impact our action plan by thinking specifically about the plans that will be implemented in the grades not making adequate progress.
Because the district did see improvement in some grade levels, the plan will continue for the next school year.

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.
Our district hired two instructional supervisors to work directly with ELA teachers in 4th - 10th grade ELA classrooms. (approximately \$175,000) Our district added full-time assistant principals at every elementary school to support the instructional work at each school. (approximately \$255,000) Our district employees 3 certified teachers to tutor students during and after school (approximately \$60,000) Each of the above investments contributed to the progress towards meeting the goal.	\$ 490,000.00	Each of the investments contributed to the progress towards meeting the goal.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

Consistent collaboration in intellectual preparation sessions using unit and lesson prep implementation of ELA HQIM K-12; Consistent feedback using IPG; Implement the instructional improvement cycle with K-12 ELA teachers;
High dosage, low ratio tutoring for at-risk or retained students;
RTI2;
Summer Programming;

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

HQIM Implementation: Funds will be used to support additional manipulatives and consumable classroom materials for HQIM implementation;
2 instructional coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, school leaders, and additional full-time assistant principals at all three elementary schools who support PLCs and provide instructional support and feedback to classroom teachers;
High Dosage, low ratio tutoring: Funds will be used to support additional instructional materials, and tutoring resources and 3 grade-band specific tutors;
RTI2: Funds will be used to ensure all tiers have the necessary materials and resources. Summer Programming: Funds will be paired with state-provided dollars to support summer programming for students. These dollars will specifically provide additional classroom resources and staffing.

Goal #3

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☐ This goal not established.

Goal Statement 3:

3rd - 11th grade Math Proficiency

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	2% increase in Math Proficiency in each grade level Met in grades: 3,4,7,9	Measured by the stated year grade-level Math TCAP and fall/spring Algebra I, Geometry, and Algebra II EOC
Year 2: 2024-2025 school year (Use actual outcome)	2% increase in Math Proficiency in each grade level Met in grades: 3,5,7, Geometry	Measured by the stated year grade-level Math TCAP and fall/spring Algebra I, Geometry, and Algebra II EOC
Year 3: 2025-2026 school year	2% increase in Math Proficiency in each grade level	Measured by the stated year grade-level Math TCAP and fall/spring Algebra I, Geometry, and Algebra II EOC
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		

* Check the response that best describes the progress made on the 2024-25 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 2024-25SY 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?

Our district met the target in 4 areas but did not meet the yearly target in other grades/subjects. This will impact our action plan by thinking specifically about the plans that will be implemented in the grades not making adequate progress. Because the district did see improvement in some grade levels, the plan will continue for the next school year.

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.
Our district hired two instructional supervisors to work directly with Math teachers in 3rd - 11th grade Math classrooms. (approximately \$175,000) Our district added full-time assistant principals at every elementary school to support the instructional work at each school. (approximately \$255,000) Our district employees 3 certified teachers to tutor students during and after school (approximately \$60,000) Each of the above investments contributed to the progress towards meeting the goal.	\$ 490,000.00	Each of the investments contributed to the progress towards meeting the goal.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

Consistent collaboration in intellectual preparation sessions using unit and lesson prep implementation of Math HQIM K-12; Consistent feedback using IPG; Implement the instructional improvement cycle with K-12 Math teachers;
High dosage, low ratio tutoring for at-risk or retained students;
RTI2;
Summer Programming;

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

HQIM Implementation: Funds will be used to support additional manipulatives and consumable classroom materials for HQIM implementation;
2 instructional coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, school leaders, and additional full-time assistant principals at all three elementary schools who support PLCs and provide instructional support and feedback to classroom teachers;
High Dosage, low ratio tutoring: Funds will be used to support additional instructional materials, and tutoring resources and 3 grade-band specific tutors;
RTI2: Funds will be used to ensure all tiers have the necessary materials and resources. Summer Programming: Funds will be paired with state-provided dollars to support summer programing for students. These dollars will specifically provide additional classroom resources and staffing.

Goal #4

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☐ This goal not established.

Goal Statement 4:

College and Career Readiness

District Goal 4

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023- 2024 school year (Previous outcome)	2% increase in the Ready Graduate Indicator, or 2% increase in the number of students who increased their ACT composite by at least 4 points between their first 11th grade ACT and a subsequent ACT Met the 2% Ready Graduate increase indicator but not the 2% increase on the ACT by 4 points. 42% to 64.2% Ready Graduate Indicator	11th grade students in the stated year who score a 21 or higher composite on the ACT; or Students who graduate in the stated year who earned 3 EPSO credits; or Students who graduate in the stated year who scored 31 or higher on the ASVAB and earned EPSO credit in at least two EPSOs
Year 2: 2024- 2025 school year (Use actual outcome)	2% increase in the Ready Graduate Indicator Did not meet the 2% increase in the Ready Graduate indicator 64.2% to 44%	11th grade students in the stated year who score a 21 or higher composite on the ACT; or Students who graduate in the stated year who earned 3 EPSO credits; or Students who graduate in the stated year who scored 31 or higher on the ASVAB and earned EPSO credit in at least two EPSOs
Year 3: 2025- 2026 school year	2% increase in the College and Career Readiness Indicator (CCR)	Students who: Meet/exceed 21 on the ACT; or Score a 31 or higher on the ASVAB; or Earn a Tier 2/Tier 3 Industry Certification (IC) and ONE other IC; or Earn one postsecondary credit
Year 4: 2026- 2027 school year		
Year 5: 2027- 2028 school year		

* Check the response that best describes the progress made on the 2024-25 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 2024-25SY 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?

Based on our lack of progress, we are editing our goal to be more specific to the work we are doing in our district around the college and career readiness indicator (CCR).

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.
Our district hired a College and Career Readiness supervisor to work directly with local colleges and universities (approximately \$85,000) Our district employs a certified teacher to facilitate and support juniors and seniors enrolled in middle college programming through Dyersburg State and University of Tennessee at Martin (approximately \$80,000)	\$ 165,000.00	Each of the above investments contributed to the progress towards meeting the goal.

Action Plan: List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

Partner with AP Access for ALL to provide AP courses; Partner with local colleges to provide Dual Enrollment/Dual Credit courses; Give the ASVAB to all juniors; Provide ACT courses to all sophomores; Offer ACT summer camps to students; Train ACT teachers using researched-based programs; Hire middle college coordinator/facilitator
Provide more IC opportunities for our students.

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

AP Access for ALL and DE partnerships: Purchase AP instructional materials for students; Provide training to AP teachers; Hire middle college facilitator. Offer IC exams to students for free.