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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   |               | Sequatchie County               |
| Director of Schools Name  |               | Sarai Pierce                    |
| District Point of Contact for TISA Accountability Report  | Name          | Sherry Johnson                  |
|   | Phone Number  | 423-949-3617                    |
|   | Email Address | SJohnsonco@sequatchie.k12.tn.us |
| 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 |               | 39%                             |

## DISTRICT GOAL STATEMENT(S)

|  |  |
|--|--|
| <b>Goal Statement 1:</b><br><br>3 <sup>rd</sup> Grade ELA Proficiency <sup>2</sup> | <p style="text-align: center;">% of students will score proficient on the 3<sup>rd</sup> grade ELA TCAP by 2028</p> <p style="text-align: center;"><b>70</b> <span style="float: right;">year</span></p>   |
| <b>Goal Statement 2:</b>   | <p style="text-align: center;">Sequatchie County Schools will increase the number of students scoring proficient on the ELA 3-12 TCAP/EOC as described below for each grade band.</p> <p>Grades 3-5 28.2% to 38.65% by 2028</p> <p>Grades 6-8 24.5% to 35.9% by 2028</p> <p>Grades 9-12 37.3% to 45.5% by 2028</p> |
| <b>Goal Statement 3:</b>   | <p style="text-align: center;">Sequatchie County Schools will increase the number of students scoring proficient on the Math 3-12 TCAP/EOC as described below for each grade band.</p> <p>Grades 3-5 30.2% to 45.2% by 2028</p> <p>Grades 6-8 24% to 49% by 2028</p> <p>Grades 9-12 24.6% to 44.6% by 2028</p>     |

<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): Sequatchie County Schools will increase 3rd grade ELA proficiency by 15% over the next 3 years. At minimum, 46.6% of students will score proficient on the 3rd Grade ELA TCAP by the end of the 2025-2026 school year, and by the end of the 2027-2028 school year, 70% of 3rd grade students will score proficient on the 3rd Grade ELA TCAP.**

| Year  | Annual Outcome Target(s)  | Associated Metrics/Data   |
|---|---|---|
| Year 1: 2023-2024 school year<br>(Use actuals)  | 39%   | 2024 District 3rd Grade ELA TCAP  |
| Year 2: 2024-2025 school year   | 53.5%   | 2023-24 CASE ELA benchmark assessment data administered in the fall and spring; 2023-24 3rd grade IPG data collected, 2023-24 ELA URS/Aimsweb benchmark assessment data administered in the fall, winter, and spring with RTI data assessed and progress monitored. |
| Year 3: 2025-2026 school year   | 59%   |   |
| Year 4: 2026-2027 school year   | 64.5%   |   |
| Year 5: 2027-2028 school year   | 70%   |   |
| <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>We did not meet our target for 2024-2025 3rd ELA TCAP. The target was 48% proficient and our data reveals only 39% for all 3rd grade ELA TCAP. Because we fell short, our goal remains unchanged. 34% of students achieved proficiency in 3rd grade ELA in second grade and 39% of this same cohort of students achieved proficiency in ELA in 3rd grade.</p> <p>At the district level, our action plan will not change significantly. We will continue to provide training on utilizing our district's high quality instructional materials (HQIM). At the school level, training will continue to be provided to novice and veteran teachers to improve student outcomes. Our high dosage, low-ratio tutoring model (Tribe Time) will focus on English/Language Arts in the 2024-2025 school year.</p> |   |

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|---|--|
| <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> | <p>Estimated costs–</p> <p>\$17,000 Instructional coach (percentage of salary and benefits for 3rd grade)- contributed to 3rd grade ELA goals by conducting monthly PLCs, RTI data meetings, tutored 3rd grade at-risk students, and coaching classroom teachers on best practices</p> <p>\$ 12,500 Technology was purchased for 3rd grade to help ensure educational software was utilized, assessments were given and resources were available to students. Also, a technology instructional specialist was hired for assistance in educational technology needs: testing; data; set-up; implementation</p> <p>High Quality Instructional Materials (HQIM) for ELA \$1800 for 3rd grade- Supplemental materials such as My Prospective were purchased to help students to become proficient in ELA Standard.</p> <p>Listed in the Action Plan below include some items purchased with Federal Grant Funds. After these funds end, it will be necessary for TISA Funds to fund these items in the future.</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>Continued partnership with NIET to ensure consistent delivery of HQIM</p> <p>Consistent unit/lesson prep implementation of ELA HQIM</p> <p>Provide Summer Programming with learning acceleration opportunities for 3rd grade students.</p> <p>Learning Walks will be conducted with NIET and building Principals to increase the capacity of building leaders to recognize and support instructional rigor</p> <p>High quality RTI teachers and support staff will be hired and retained</p> <p>Provide RTI Leader</p> <p>Curriculum Materials and Consumables will be purchased</p> <p>Protected Planning for teachers</p> <p>District funded paraprofessional positions to support student learning</p> <p>Provide 9-week common formative benchmark assessment</p>   |

**Goal Statement 1 (3<sup>rd</sup> grade ELA proficiency): Sequatchie County Schools will increase 3rd grade ELA proficiency by 15% over the next 3 years. At minimum, 46.6% of students will score proficient on the 3rd Grade ELA TCAP by the end of the 2025-2026 school year, and by the end of the 2027-2028 school year, 70% of 3rd grade students will score proficient on the 3rd Grade ELA TCAP.**

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

TISA and Federal funds for paraprofessional positions to support student learning.

TISA and Federal Funds will be paired with state provided dollars to support summer programming for third grade students. These programs will provide low student:teacher ratio for third grade students attending the summer programs.

TISA and Federal Funds will be utilized to staff personnel positions to deliver interventions

TISA funds are utilized to provide 9-week common formative benchmark assessment

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**Goal Statement 2: Sequatchie County Schools will increase the number of students scoring proficient on the ELA 3-12 TCAP/EOC as described below for each grade band.**

**Grades 3-5 28.2% to 43.2% by 2028**

**Grades 6-8 24.5% to 35.9% by 2028**

**Grades 9-12 37.3% to 45.5% by 2028**

| Year  | Annual Outcome Target(s)   | Associated Metrics/Data   |
|---|--|---------------------------|
| <b>Year 1:</b> 2023-2024 school year<br>(Use actuals)   | Grades 3-5: 35%<br>Grades 6-8 22%<br>Grades 9-12 36%   | ELA TCAP Achievement Data |
| <b>Year 2:</b> 2024-2025 school year  | Grades 3-5 38%<br>Grades 6-8 30%<br>Grades 9-12 39%  |                           |
| <b>Year 3:</b> 2025-2026 school year  | Grades 3-5 42%<br>Grades 6-8 36%<br>Grades 9-12 42%  |                           |
| <b>Year 4:</b> 2026-2027 school year  | Grades 3-5 46%<br>Grades 6-8 41%<br>Grades 9-12 46%  |                           |
| <b>Year 5:</b> 2027-2028 school year  | Grades 3-5 50%<br>Grades 6-8 50%<br>Grades 9-12 50%  |                           |
| <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>In the 2023-2024 school year, Sequatchie County Schools did not meet its Year 1 ELA proficiency targets. Here are the actual outcomes compared to the Year 1 goals:</p> <ul style="list-style-type: none"> <li>● <b>Grades 3-5:</b> Target – 31%, Actual – 35%</li> <li>● <b>Grades 6-8:</b> Target – 29%, Actual – 22%</li> <li>● <b>Grades 9-12:</b> Target – 41%, Actual – 36%</li> </ul> <p>Although Grades 3-5 exceeded the target, Grades 6-8 and Grades 9-12 fell short of their respective goals, indicating the need for a strategic review and adjustment.</p> <p>To address these outcomes and move closer to our targets, Sequatchie County Schools will need to enhance and refine existing strategies, as well as consider additional supports for each grade band. Key areas of focus will include:</p> <p>Strengthening RTI Interventions: Building on our commitment to hire and retain high-quality RTI teachers and support staff, we will enhance targeted interventions for students across all grade bands, especially in Grades 6-12, where proficiency fell short of targets.</p> <p>Summer Learning Camps will be provided for students in rising grades K-8 to provide additional support to students in need of learning acceleration and remediation.</p> |                           |

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|---|---|
|   | <p>Increasing Instructional Rigor: Through Learning Walks conducted with NIET and building principals, we will continue to develop building leaders' capacity to support rigorous ELA instruction. We will review and refine lesson and unit planning to ensure alignment with ELA High-Quality Instructional Materials (HQIM), with an emphasis on consistency and fidelity.</p> <p>Enhancing Data Utilization: Using data from common formative benchmark assessments, teachers can identify skill gaps more precisely and adjust instruction accordingly. Greater emphasis on data-driven instruction will allow for more responsive teaching practices to meet students' needs.</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> | <p>Estimated costs–</p> <p>\$300,000 Instructional coaches- contributed to 3rd- 12th grades ELA goals by conducting monthly PLCs, RTI data meetings, tutored at-risk students, and coaching classroom teachers on best practices</p> <p>\$ 145,000 Technology was purchased for 3rd- 12th grades to help ensure educational software was utilized, assessments were given and resources were available to students. Also, a technology instructional specialist was hired for assistance in educational technology needs: testing; data; set-up; implementation</p> <p>High Quality Instructional Materials (HQIM) for ELA \$8,000 for 3rd-12th grades- Supplemental materials such as My Prospective were purchased to help students to become proficient in ELA Standard.</p> <p>Listed in the Action Plan below include some items purchased with Federal Grant Funds. After these funds end, it will be necessary for TISA Funds to fund these items in the future.</p> |

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**Grades 6-8 24.5% to 35.9% by 2028**

**Grades 9-12 37.3% to 45.5% by 2028**

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

Consistent unit/lesson prep implementation of ELA HQIM

Support teachers with instructional support with a focus on analyzing student work.

Provide Summer Programming with learning acceleration opportunities for students in Grades K-9 with a learning focus on 3rd grade promotion strategies

Learning Walks conducted with NIET and Building Principals to increase the capacity of building leaders to recognize and support instructional rigor

Provide ELA high-dosage, low-ratio tutoring for 4th Grade students that were promoted with this pathway

Provide tutoring for K-3 students that were retained in the 2023-2024 school year

Recruit, hire, retain high quality teachers and support staff

Provide 9-week common formative benchmark assessment for all tested subjects

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

Federal, State, and Local funding sources will be used for the following:

- recruit and retain highly effective teachers and staff with competitive salaries (TISA, Title I, A, IDEA)
- lower student-teacher ratio (TISA)
- high-quality instructional materials (TISA, ESSER 3.0 FY24 only, Title I, A)
- Literacy Implementation Network partnership (HQIM LIN Grant)
- instructional coaches for embedded professional development (TISA)
- supplies and materials to support implementation of HQIM with fidelity (TISA, Title I, A)
- standards-based benchmark assessments (TISA)



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**Grades 6-8 24.5% to 35.9% by 2028**

**Grades 9-12 37.3% to 45.5% by 2028**

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• school tutoring staff (Title I, A)</li><li>• interventionists and instructional assistants to reduce ratios (TISA, Title I, IDEA)</li><li>• District RTI Specialist (TISA)</li><li>• summer learning camp staff (Summer Learning Grant)</li></ul> |
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**Goal Statement 3: Sequatchie County Schools will increase the number of students scoring proficient on the Math 3-12 TCAP/EOC as described below for each grade band.**

**Grades 3-5 30.2% to 45.2% by 2028**

**Grades 6-8 24% to 49% by 2028**

**Grades 9-12 24.6% to 44.6% by 2028**

| Year   | Annual Outcome Target(s)                   | Associated Metrics/Data   |
|--|--|---|
| Year 1: 2023-2024 school year<br>(Use actuals) | (3-5) - 44%<br>(6-8) - 22%<br>(9-12) - 25% | Consistent unit/lesson prep implementation of Math HQIM   |
| Year 2: 2024-2025 school year                  | 3-5) - 45%<br>(6-8) - 29%<br>(9-12) - 32%  | Summer Programming  |
| Year 3: 2025-2026 school year                  | (3-5) - 46%<br>(6-8) - 36%<br>(9-12) - 38% | Learning Walks conducted with NIET and Building Principals to increase the capacity of building leaders to recognize and support instructional rigor  |
| Year 4: 2026-2027 school year                  | (3-5) - 48%<br>(6-8) - 43%<br>(9-12) - 44% | Conduct walk-through observations to analyze trends across schools/district to determine strengths and needs using the IPG (Instructional Practice Document).   |
| Year 5: 2027-2028 school year                  | (3-5) - 50%<br>(6-8) - 50%<br>(9-12) - 50% | High quality RTI teachers and support staff will be hired and retained<br>Curriculum Materials and Consumables will be purchased<br>Protected Planning for teachers<br>District funded paraprofessional positions to support student learning<br>Provide 9-week common formative benchmark assessment |

**Goal Statement 3: Sequatchie County Schools will increase the number of students scoring proficient on the Math 3-12 TCAP/EOC as described below for each grade band.**

**Grades 3-5 30.2% to 45.2% by 2028**

**Grades 6-8 24% to 49% by 2028**

**Grades 9-12 24.6% to 44.6% by 2028**

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

In the 2023-2024 school year, Sequatchie County Schools did not meet its Year 1 Math proficiency targets. Here are the actual outcomes compared to the Year 1 goals:

- **Grades 3-5:** Target – 33%, Actual – 44%
- **Grades 6-8:** Target – 29%, Actual – 22%
- **Grades 9-12:** Target – 29%, Actual – 25%

Although Grades 3-5 exceeded the target, Grades 6-8 and Grades 9-12 fell short of their respective goals, indicating the need for a strategic review and adjustment.

To address these outcomes and move closer to our targets, Sequatchie County Schools will need to enhance and refine existing strategies, as well as consider additional supports for each grade band. Key areas of focus will include:

**Strengthening RTI Interventions:** Building on our commitment to hire and retain high-quality RTI teachers and support staff, we will enhance targeted interventions for students across all grade bands, especially in Grades 6-12, where proficiency fell short of targets.

Summer Learning Camps will be provided for students in rising grades K-8 to provide additional support to students in need of learning acceleration and remediation.

**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.

Estimated costs–

\$300,000 Instructional coaches- contributed to 3rd- 12th grades ELA goals by conducting monthly PLCs, RTI data meetings, tutored at-risk students, and coaching classroom teachers on best practices

\$ 145,000 Technology was purchased for 3rd- 12th grades to help ensure educational software was utilized, assessments were given and resources were available to students. Also, a technology instructional specialist was hired for assistance in educational technology needs: testing; data; set-up; implementation

Listed in the Action Plan below include some items purchased with Federal Grant Funds. After these funds end, it will be necessary for TISA Funds to fund these items in the future.

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|  |   |
|--|---|
| <p><b>Action Plan:</b> List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>                | <p>Consistent unit/lesson prep implementation of Math HQIM</p> <p>Summer Programming</p> <p>Learning Walks conducted with NIET and Building Principals to increase the capacity of building leaders to recognize and support instructional rigor</p> <p>Conduct walk-through observations to analyze trends across schools/district to determine strengths and needs using the IPG (Instructional Practice Document).</p> <p>High quality RTI teachers and support staff will be hired and retained</p> <p>Curriculum Materials and Consumables will be purchased</p> <p>Protected Planning for teachers</p> <p>District funded paraprofessional positions to support student learning</p> <p>Provide 9-week common formative benchmark assessment</p>  |
| <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> | <p>Federal, State, and Local funding sources will be used for the following:</p> <ul style="list-style-type: none"> <li>• recruit and retain highly effective teachers and staff with competitive salaries (TISA, Title I, A, IDEA)</li> <li>• lower student-teacher ratio (TISA)</li> <li>• high-quality instructional materials (TISA, ESSER 3.0 FY24 only, Title I, A)</li> <li>• Literacy Implementation Network partnership (HQIM LIN Grant)</li> <li>• instructional coaches for embedded professional development (TISA)</li> <li>• supplies and materials to support implementation of HQIM with fidelity (TISA, Title I, A)</li> <li>• standards-based benchmark assessments (TISA)</li> <li>• school tutoring staff (Title I, A)</li> <li>• interventionists and instructional assistants to reduce ratios (TISA, Title I, IDEA)</li> <li>• District RTI Specialist (TISA)</li> </ul> |

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|  |  |
|--|--|
|  | •summer learning camp staff<br>(Summer Learning Grant) |
|--|--|

### 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 16-31, 2024   |
| Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.) | A shared survey link with various stakeholders, Director presented updates to funding body throughout year, and cabinet team attended town halls to give school system updates and answer questions<br>Public input was collected through a form located on the district website. |
| 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.    |   |