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 contact tnedu.funding@tn.gov

Completed reports should be submitted in ePlan by **November 1, 2023.**

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[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.

tn.gov/education/best-for-all/tnedufunding.html

DISTRICT INFORMATION

District Name		Bristol City
Director of Schools Name		Dr. Annette Tudor
District Point of Contact for TISA Accountability Report	Name	Rachel Walk or Amy Scott
	Phone Number	423-652-9451
	Email Address	walkr@btcs.org or scotta@btcs.org
Percent of 3rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the spring TCAP		51.1%

DISTRICT GOAL STATEMENT(S)

Goal Statement 1: 3rd Grade ELA Proficiency[2]	**70** % of students will score proficient on the 3rd grade ELA TCAP by **2030** year
Goal Statement 2:	70% of students will score proficient on the ELA and Math TCAP by 2030.
Goal Statement 3:	Our goal is to create an individualized program that will allow students to be College Ready and/or have access opportunities to join the workforce post-graduation. Each student will be supported by an individualized career plan to ensure they are Future Ready.
Goal Statement 4:	
Goal Statement 5:	

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[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.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. *Optional:* Provide a copy of your district's budget when submitting this report to the department.
Goal Statement 1: 3rd grade ELA proficiency[3]	70% of students will score proficient on the 3rd grade ELA TCAP by 2030.			
Year 1: 2023-24 school year	Increase proficiency by 15% of the gap (53.8%)	2024 3rd Grade ELA TCAP	High-dosage, low-ratio tutoring for at-risk or retained 3rd grade students Consistent unit and lesson prep implementation of ELA K-3	High-dosage, low-ratio tutoring: Funds will be paired with grant funds to support additional high-quality instructional materials needed for tutoring groups and certified teachers to serve as tutors. HQIM Implementation: Instructional coaches at each school to support unit and lesson preparation during PLCs, conduct learning walks to provide feedback and coaching to classroom teachers, tutors, and RTI instructors, and provide professional development sessions for leaders, teachers, and educational assistants. Program assistants at each elementary school to provide additional instructional support and feedback to classroom teachers.

[3] The annual outcome for 3rd grade ELA proficiency must include, but is not limited to, the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next 3 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. If the district already has 70% or more of 3rd grade students proficient in ELA, it is not required to state in your annual outcomes the 15% gap closure, but must still detail annual outcomes and metrics to either maintain or increase your district's 3rd grade ELA proficiency rates and other stated district goals.

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			RTI	RTI: Funds will be used to support educational assistant staffing at each school and additional high-quality instructional materials for small groups to align to Tier I materials.
			Summer Programming	Summer Programming: Funds will be paired with state funding to support summer programming with an emphasis on third grade students who are attending as a pathway to fourth grade.
Year 2: 2024-25 school year	Increase proficiency by 15% of the gap (56.7%)	2025 3rd Grade ELA TCAP	High-dosage, low-ratio tutoring for at-risk or retained 3rd grade students Consistent unit and lesson prep implementation of ELA K-3 RTI Summer Programming	High-dosage, low-ratio tutoring: Funds will be paired with grant funds to support additional high-quality instructional materials needed for tutoring groups and certified teachers to serve as tutors. HQIM Implementation: Instructional coaches at each school to support unit and lesson preparation during PLCs, conduct learning walks to provide feedback and coaching to classroom teachers, tutors, and RTI instructors, and provide professional development

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				sessions for leaders, teachers, and educational assistants. Program assistants at each elementary school to provide additional instructional support and feedback to classroom teachers. RTI: Funds will be used to support educational assistant staffing at each school and additional high-quality instructional materials for small groups to align to Tier I materials. Summer Programming: Funds will be paired with state funding to support summer programming with an emphasis on third grade students who are attending as a pathway to fourth grade.
Year 3: 2025-26 school year	Increase proficiency by 15% of the gap (59.5%)	2026 3rd Grade ELA TCAP	High-dosage, low-ratio tutoring for at-risk or retained 3rd grade students Consistent unit and lesson prep implementation of ELA K-3	High-dosage, low-ratio tutoring: Funds will be paired with grant funds to support additional high-quality instructional materials needed for tutoring groups and certified teachers to serve as tutors. HQIM Implementation: Instructional coaches at each

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			RTI Summer Programming	school to support unit and lesson preparation during PLCs, conduct learning walks to provide feedback and coaching to classroom teachers, tutors, and RTI instructors, and provide professional development sessions for leaders, teachers, and educational assistants. Program assistants at each elementary school to provide additional instructional support and feedback to classroom teachers. RTI: Funds will be used to support educational assistant staffing at each school and additional high quality instructional materials for small groups to align to Tier I materials. Summer Programming: Funds will be paired with state funding to support summer programming with an emphasis on third grade students who are attending as a pathway to fourth grade.
Year 4: 2026-27 school year	Increase proficiency by 15% of the gap (62.4%)	2027 3rd Grade ELA TCAP	High-dosage, low-ratio tutoring for at-risk or retained	High-dosage, low-ratio tutoring: Funds will be paired with grant funds to support additional high-

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			3rd grade students Consistent unit and lesson prep implementation of ELA K-3 RTI Summer Programming	quality instructional materials needed for tutoring groups and certified teachers to serve as tutors. HQIM Implementation: Instructional coaches at each school to support unit and lesson preparation during PLCs, conduct learning walks to provide feedback and coaching to classroom teachers, tutors, and RTI instructors, and provide professional development sessions for leaders, teachers, and educational assistants. Program assistants at each elementary school to provide additional instructional support and feedback to classroom teachers. RTI: Funds will be used to support educational assistant staffing at each school and additional high-quality instructional materials for small groups to align to Tier I materials. Summer Programming: Funds will be paired with state funding

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				to support summer programming with an emphasis on third grade students who are attending as a pathway to fourth grade.
Year 5: 2027-28 school year	Increase proficiency by 15% of the gap (65.2%)	2028 3rd Grade ELA TCAP	High-dosage, low-ratio tutoring for at-risk or retained 3rd grade students

Consistent unit and lesson prep implementation of ELA K-3

RTI

Summer Programming | High-dosage, low-ratio tutoring: Funds will be paired with grant funds to support additional high-quality instructional materials needed for tutoring groups and certified teachers to serve as tutors.

HQIM Implementation: Instructional coaches at each school to support unit and lesson preparation during PLCs, conduct learning walks to provide feedback and coaching to classroom teachers, tutors, and RTI instructors, and provide professional development sessions for leaders, teachers, and educational assistants. Program assistants at each elementary school to provide additional instructional support and feedback to classroom teachers.

RTI: Funds will be used to support educational assistant |

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				staffing at each school and additional high-quality instructional materials for small groups to align to Tier I materials. Summer Programming: Funds will be paired with state funding to support summer programming with an emphasis on third grade students who are attending as a pathway to fourth grade.
Goal Statement 2:	70% of students will score proficient on the ELA and Math TCAP by 2030.			
Year 1: 2023-24 school year	Increase ELA proficiency by 15% of the gap (48.7%) Increase math proficiency by 15% of the gap (48.9%)	2024 All Grades ELA TCAP 2024 All Grades Math TCAP	High-dosage, low-ratio tutoring for at-risk or retained students Consistent unit and lesson prep implementation of ELA and Math K-12 HQIM	High-dosage, low-ratio tutoring: Funds will be paired with grant funds to support additional high-quality instructional materials needed for tutoring groups and certified teachers to serve as tutors. HQIM Implementation: Instructional coaches or academic chairs at each school to support unit and lesson preparation during PLCs and Learning Communities, conduct learning walks to provide feedback and coaching to classroom teachers, tutors, and RTI instructors, and provide

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			RTI	professional development sessions for leaders, teachers, and educational assistants. Program assistants at each elementary school to provide additional instructional support and feedback to classroom teachers. Funds to support professional development and training for HQIM as well as for a student learning management system, Canvas to enable student, teacher, and parent access. RTI: Funds will be used to support educational assistant staffing at each school and additional high-quality instructional materials for small groups to align to Tier I materials, Renaissance and AimsWeb subscriptions for Universal Screener and Progress Monitoring Summer Programming: Funds will be paired with state funding to support summer programming for rising K-12 students.
			Summer Programming	
			Common Formative Assessments	

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				Common Formative Assessments: Funds will be used for Mastery Connect, a platform to create and administer quarterly benchmarks and common unit assessments. In addition, the Brigance Assessment Tool is used as a pre-kindergarten screener.
			English Language Learner Support	Funding to provide an additional ELL teacher totaling 3 to better serve EL students across 8 schools. Funding to cover the cost of mileage for teacher to travel between schools.
Year 2: 2024-25 school year	Increase ELA proficiency by 15% of the gap (52.5%) Increase math proficiency by 15% of the gap (52.1%)	2025 All Grades ELA TCAP 2025 All Grades Math	High-dosage, low-ratio tutoring for at-risk or retained students Consistent unit and lesson prep implementation of ELA and Math K-12 HQIM	High-dosage, low-ratio tutoring: Funds will be paired with grant funds to support additional high-quality instructional materials needed for tutoring groups and certified teachers to serve as tutors. HQIM Implementation: Instructional coaches or academic chairs at each school to support unit and lesson preparation during PLCs and Learning Communities, conduct

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			RTI	learning walks to provide feedback and coaching to classroom teachers, tutors, and RTI instructors, and provide professional development sessions for leaders, teachers, and educational assistants. Program assistants at each elementary school to provide additional instructional support and feedback to classroom teachers. Funds to support professional development and training for HQIM as well as for a student learning management system, Canvas to enable student, teacher, and parent access. RTI: Funds will be used to support educational assistant staffing at each school and additional high-quality instructional materials for small groups to align to Tier I materials, Renaissance and AimsWeb subscriptions for Universal Screener and Progress Monitoring

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			Summer Programming	Summer Programming: Funds will be paired with state funding to support summer programming for rising K-12 students.
			Common Formative Assessments	Common Formative Assessments: Funds will be used for Mastery Connect, a platform to create and administer quarterly benchmarks and common unit assessments. In addition, the Brigance Assessment Tool is used as a pre-kindergarten screener.
			English Language Learner Support	Funding to provide an additional ELL teacher totaling 3 to better serve EL students across 8 schools. Funding to cover the cost of mileage for teacher to travel between schools. Funding for Volatia translation/interpretation services.
Year 3: 2025-26 school year	Increase ELA proficiency by 15% of the gap (56.2%) Increase math proficiency by 15% of the gap (55.8%)	2026 All Grades ELA TCAP 2026 All Grades Math TCAP	High-dosage, low-ratio tutoring for at-risk or retained students	High-dosage, low-ratio tutoring: Funds will be paired with grant funds to support additional high-quality instructional materials needed for tutoring groups and

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				certified teachers to serve as tutors.
			Consistent unit and lesson prep implementation of ELA and Math K-12 HQIM	HQIM Implementation: Instructional coaches or academic chairs at each school to support unit and lesson preparation during PLCs and Learning Communities, conduct learning walks to provide feedback and coaching to classroom teachers, tutors, and RTI instructors, and provide professional development sessions for leaders, teachers, and educational assistants. Program assistants at each elementary school to provide additional instructional support and feedback to classroom teachers. Funds to support professional development and training for HQIM as well as for a student learning management system, Canvas to enable student, teacher, and parent access.
			RTI	RTI: Funds will be used to support educational assistant staffing at each school and

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				additional high-quality instructional materials for small groups to align to Tier I materials, Renaissance and AimsWeb subscriptions for Universal Screener and Progress Monitoring
			Summer Programming	Summer Programming: Funds will be paired with state funding to support summer programming for rising K-12 students.
			Common Formative Assessments	Common Formative Assessments: Funds will be used for Mastery Connect, a platform to create and administer quarterly benchmarks and common unit assessments. In addition, the Brigance Assessment Tool is used as a pre-kindergarten screener.
			English Language Learner Support	Funding to provide an additional ELL teacher totaling 3 to better serve EL students across 8 schools. Funding to cover the cost of mileage for teacher to travel between schools. Funding for Volatia

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				translation/interpretation services.
Year 4: 2026-27 school year	Increase ELA proficiency by 15% of the gap (60%) Increase math proficiency by 15% of the gap (59.5%)	2027 All Grades ELA TCAP 2027 All Grades Math TCAP	High-dosage, low-ratio tutoring for at-risk or retained students Consistent unit and lesson prep implementation of ELA and Math K-12 HQIM	High-dosage, low-ratio tutoring: Funds will be paired with grant funds to support additional high-quality instructional materials needed for tutoring groups and certified teachers to serve as tutors. HQIM Implementation: Instructional coaches or academic chairs at each school to support unit and lesson preparation during PLCs and Learning Communities, conduct learning walks to provide feedback and coaching to classroom teachers, tutors, and RTI instructors, and provide professional development sessions for leaders, teachers, and educational assistants. Program assistants at each elementary school to provide additional instructional support and feedback to classroom teachers. Funds to support professional development and training for HQIM as well as for a student learning management

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				system, Canvas to enable student, teacher, and parent access.
			RTI	RTI: Funds will be used to support educational assistant staffing at each school and additional high-quality instructional materials for small groups to align to Tier I materials, Renaissance and AimsWeb subscriptions for Universal Screener and Progress Monitoring
			Summer Programming	Summer Programming: Funds will be paired with state funding to support summer programming for rising K-12 students.
			Common Formative Assessments	Common Formative Assessments: Funds will be used for Mastery Connect, a platform to create and administer quarterly benchmarks and common unit assessments. In addition, the Brigance Assessment Tool is used as a pre-kindergarten screener.

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			English Language Learner Support	Funding to provide an additional ELL teacher totaling 3 to better serve EL students across 8 schools. Funding to cover the cost of mileage for teacher to travel between schools. Funding for Volatia translation/interpretation services.
Year 5: 2027-28 school year	Increase ELA proficiency by 15% of the gap (63.7%) Increase math proficiency by 15% of the gap (63.2%)	2028 All Grades ELA TCAP 2028 All Grades Math TCAP	High-dosage, low-ratio tutoring for at-risk or retained students Consistent unit and lesson prep implementation of ELA and Math K-12 HQIM	High-dosage, low-ratio tutoring: Funds will be paired with grant funds to support additional high-quality instructional materials needed for tutoring groups and certified teachers to serve as tutors. HQIM Implementation: Instructional coaches or academic chairs at each school to support unit and lesson preparation during PLCs and Learning Communities, conduct learning walks to provide feedback and coaching to classroom teachers, tutors, and RTI instructors, and provide professional development sessions for leaders, teachers, and educational assistants. Program assistants at each

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				elementary school to provide additional instructional support and feedback to classroom teachers. Funds to support professional development and training for HQIM as well as for a student learning management system, Canvas to enable student, teacher, and parent access.
			RTI	RTI: Funds will be used to support educational assistant staffing at each school and additional high-quality instructional materials for small groups to align to Tier I materials, Renaissance and AimsWeb subscriptions for Universal Screener and Progress Monitoring
			Summer Programming	Summer Programming: Funds will be paired with state funding to support summer programming for rising K-12 students.
			Common Formative Assessments	Common Formative Assessments: Funds will be used for Mastery Connect, a platform to create and administer

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				quarterly benchmarks and common unit assessments. In addition, the Brigance Assessment Tool is used as a pre-kindergarten screener.
			English Language Learner Support	Funding to provide an additional ELL teacher totaling 3 to better serve EL students across 8 schools. Funding to cover the cost of mileage for teacher to travel between schools. Funding for Volatia translation/interpretation services.
Goal Statement 3:	Our goal is to create an individualized program that will allow students to be College Ready and/or have access to opportunities to join the workforce post-graduation. Each student will be supported by an individualized career plan to ensure they are Future Ready.			
Year 1: 2023-24 school year	Increase the percent of students scoring 21 or higher on the ACT Increase graduation rate from previous year. Increase Ready Grad Rate	Move percent of student scoring 21 on the ACT from 38% to 48% Increase graduation rate from 90% to 92%	Fully implement Alternative Career Center (Viking Academy) ACT Purchase Horizon, and	Support staffing at Viking Academy including 4 core teachers, alternative learning, intervention and special education services. Horizon Cost for all Junior and Seniors. Provide training and staff to teach the content using this program.

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		Increase Ready Grad Rate from 45.6% to 55%	provide access to practice ACT program for grades 10-12, Marketing plan for Ready Graduate, Access to Four Ways to be a Ready Graduate, Develop flyers for program of study CTE Hire grad coach and SPED grad coach, and General Population Grad coach Implement a career aptitude program, Allign Tier I instruction, Standards to connect ACT	Support from Public Relations staff and printing classes for Ready Graduate marketing plan and for CTE program of study flyers. Training and cost of programing to support career planning shift to district CTE support. Acedemic Chair Cost/Curriculum Coach cost and the cost of school level leadership in the 4 core subjects.

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			skills to Tier I instruction	Cost of HQIM and on going training.
Year 2: 2024-25 school year	Increase the percent of students scoring 21 or higher on the ACT Increase graduation rate Increase Ready Graduate	Move percent of student scoring 21 on the ACT from 48% - 53% Increase graduation rate 92%-94.2 Increase Ready Grad Rate from 55%-65%	Monitor Viking Academy Monitor grad coach support, Add and define career supports, Set expectations for individualized career plan, Develop parent conference plan and form Implement district ACT preparation plan including multiple testing opportunities Continue to allign ACT standard to Tier I instruction	Continue with list above. Add in staff like counselors to define career suports, to set goals with students, and create individual career plans. District staff and school staff to create and carry out a parent conference plan. Horizon materials and supplies Continue with purchasing and training on HQIM for all content areas covered on ACT.

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Year 3: 2025-26 school year	Increase the percent of students scoring 21 or higher on the ACT Increase Graduation Rate Increase Ready Graduate	Move percent of student scoring 21 on the ACT from 53%-58% Increase graduation rate 94.2%-95% Increase Ready Grad Rate from 65%-75%	-Monitor and adjust Viking Academy, sustaing program Track use of career support, 80% of students have active individualized career plans, Start parent conference monitored by district schedule, Monitor district ACT preparation plan Continue to allign ACT standard to Tier I instruction. Provide structure to teachers to share instructional practices that support Tier I instruction and ACT	Sustain Viking Academy additional postitions that were paid for in previous year by grant funds. Use all counseling staff to support the development and sustaining of the individual career plans.

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Year 4: 2026-27 school year	Increase the percent of students scoring 21 or higher on the ACT Maintain Grad Rate Continue to improve graduation rate	Move percent of student scoring 21 on the ACT from 58%-60% Maintain graduation rate of 95% or greater Increase Ready Grad Rate from 75%-80%	Monitor and adjust Viking Academy sustaing program 100% of students have active individualized career plans, 100% of all schools are following parent conference schedule and using the district form, 100 % of our schools are following the ACT preparation schedule 100% of our schools are following the parent conferencing schedule.	Similar to above and School level leadership will monitor parent conference shedule, Preparation schedule, and ensure that all schools are using data to adjust Tier I instruction as needed.

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			Curriculum teams in each school continue to use data to determine the adjustments needed in Tier I instruction (consider ACT outcomes)	
Year 5: 2027-28 school year				
Goal Statement 4:				
Year 1: 2023-24 school year				
Year 2: 2024-25 school year				
Year 3: 2025-26 school year				
Year 4: 2026-27 school year				
Year 5: 2027-28 school year				
Goal Statement 5:				
Year 1: 2023-24 school year				
Year 2: 2024-25 school year				
Year 3: 2025-26 school year				
Year 4: 2026-27 school year				

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Year 5: 2027-28 school year				

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 each year.	
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.	