Hickman County (410) 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.

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Cover Page

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Hickman County

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33.3 % 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

Documents

Type	Document Template	Document/Link
(TISA) Previous Year Report	N/A	(TISA) Previous Year Report

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 2030

District Goal Statements

Goal Number	GOAL STATEMENT(S)
Goal 2	Hickman County will show improvement in the ELA Success Rate: from 2023-24 to 2027-28 3-5 ELA 34.40% to 45.95%. 6-8 ELA 23.70% to 41.06%. 9-12 ELA 30.70% to 46.47%. as measured on the State achievement assessment and/or EOCs.
Goal 3	Hickman County will show improvement in the Math Success Rate: from 2023-24 to 27-28 3-5 Math 43.10% to 56.05%. 6-8 Math 24.50% to 41.68%. 9-12 Math 15.10% to 34.42%. as measured on the State achievement assessment and/or EOCs.
Goal 4	
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 2030

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	33%	2024 TCAP and EOC success rate all students as well as the gap formula for TISA
Year 2: 2024-2025 school year (Use actual outcome)	33.3%	2025 TCAP and EOC success rate all students as well as the gap formula for TISA
Year 3: 2025-2026 school year	48%	2026 TCAP and EOC success rate all students as well as the gap formula for TISA
Year 4: 2026-2027 school year	55.7%	2027 TCAP and EOC success rate all students as well as the gap formula for TISA
Year 5: 2027-2028 school year	63.5%	2028 TCAP and EOC success rate all students as well as the gap formula for TISA

* 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?

Progress toward the 2030 goal of 70% proficiency in 3rd grade ELA has remained flat, with 33.3% in 2024-25 compared to 33% in 2023-24. This indicates that current strategies have not yet produced measurable gains. Moving forward, the action plan will need to focus on stronger alignment to standards, targeted early literacy interventions, and consistent progress monitoring. Greater emphasis will be placed on instructional coaching, foundational skills in K-2, and differentiated supports to accelerate growth and ensure year-over-year improvement toward the long-term goal. We are continuing to work toward closing the gap from a baseline of 33% to 70%. Our goal for this year is to reach 39% to stay on track toward full gap closure.

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.
In the previous year, investments were directed toward testing software such as Mastery Connect, teacher planning tools like Planbook, and professional development focused on data analysis and standards-based instruction. These initiatives, along with ongoing efforts to strengthen instruction-through learning walks, development of instructional materials, and improved communication with educators-represented the primary investments aligned with this goal.	$ 250,000.00	While data is not showing improvement as originally forecasted, the investment will continue into the tools and professional development previously described. We will look at additional professional development and other software and strategies that can enhance the growth of staff and students.

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

Action Plan: 2025-2026: To meet our annual target and move toward 70% proficiency in 3rd grade ELA by 2030, the following strategies will be implemented:
1. K-2 Foundational Skills Focus - Partner with NIET to strengthen instruction and intervention in phonological awareness, phonics, fluency, and vocabulary through targeted walkthroughs, coaching, and feedback cycles.
2. Standards Annotations - Ensure that Tennessee ELA Standards remain the central focus by using standards annotation to drive instructional planning and walkthrough look-fors.
3. HQIM Rigor Checks - Compare the rigor of high-quality instructional materials (HQIM) to Tennessee ELA Standards, ensuring lessons consistently meet or exceed grade-level expectations.
4. PLC Standards Deconstruction - Use ELA Standards Guides in PLCs to deconstruct standards, identify instructional priorities, and align lesson planning to targeted student outcomes.
5. Progress Monitoring & Data Talks - Establish monthly data talks focused on early literacy progress, using multiple data points (universal screeners, running records, formative assessments) to guide tiered interventions and instructional adjustments.

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

The investment into defined strategies above will continue as we also look at additional professional development and other software and strategies that will complement the classroom instruction.

Goal #2

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Goal Statement 2:

Hickman County will show improvement in the ELA Success Rate:
from 2023-24 to 2027-28
3-5 ELA 34.40% to 45.95%.
6-8 ELA 23.70% to 41.06%.
9-12 ELA 30.70% to 46.47%.
as measured on the State achievement assessment and/or EOCs.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	34.40% 23.70% 30.70%	2024 TCAP and EOC success rate all students as well as AMO's for the following years
Year 2: 2024-2025 school year (Use actual outcome)	35.80% 24.10% 32.80%	2025 TCAP and EOC success rate all students as well as AMO's for the following years
Year 3: 2025-2026 school year	42.34% 32.94% 39.09%	2026 TCAP and EOC success rate all students as well as AMO's for the following years
Year 4: 2026-2027 school year	45.95% 37.13% 42.90%	2027 TCAP and EOC success rate all students as well as AMO's for the following years
Year 5: 2027-2028 school year	49.33% 41.06% 46.47%	2028 TCAP and EOC success rate all students as well as AMO's for the following years

* 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?

ELA Success Rates in grades 3-12 increased in 2024-25, demonstrating positive momentum but not yet meeting the overall target. This progress reinforces the importance of continuing to strengthen early literacy (K-2 foundational skills) while deepening alignment to Tennessee ELA standards across all grade bands. Moving forward, the action plan will emphasize rigorous use of HQIM, standards-focused PLCs, and ongoing walkthrough feedback to accelerate growth and close remaining gaps.

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.
Hickman County made two significant initial TISA investments to advance its ELA goals. First, funding supported initiatives such as learning walks, the development of instructional materials, and enhanced communication with educators. Second, the district allocated resources to improve student attendance and hire a district-level coach. This coach played a vital role in implementing a county-wide writing process and supporting the development of PLC structures throughout the district. These investments continued in the 2025 school year along with professional development and other training relating to early literacy foundational skills.	$ 130,000.00	Hickman County's initial TISA investments supported positive progress toward ELA goals. Increases in grades 3-12 ELA success rates during 2024-25 reflect the impact of initiatives like learning walks, instructional support, and the addition of a district coach. While the overall target was not yet met, the momentum reinforces the need to continue strengthening early literacy and aligning instruction to Tennessee ELA standards. Ongoing focus on HQIM, PLCs, and walkthrough feedback will be key to accelerating growth and closing remaining gaps.

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

Action Plan: 2025-2026
1. Early Literacy Emphasis - Strengthen K-2 instruction by embedding NIET coaching cycles and walkthrough feedback that focus on building strong foundational skills in phonics, fluency, and vocabulary.
2. Standards-Driven Planning - Ensure Tennessee ELA Standards guide instructional decisions by using standards annotation and prioritizing alignment during lesson planning and PLC discussions.
3. Curriculum & Rigor Checks - Regularly review HQIM lessons against state standards to confirm that the level of rigor meets or exceeds grade-level expectations, making adjustments where gaps are found.
4. PLC Focus on Student Evidence - Use PLC time to examine student work samples and assessments, identifying trends and refining instruction to better support mastery of grade-level standards.
5. Ongoing Data Conversations - Hold consistent school-level data talks to monitor progress, celebrate growth, and quickly respond with interventions when students are not meeting benchmarks.

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

The investment into defined strategies above will continue as we also look at additional professional development and other software and strategies that will complement the classroom instruction.

Goal #3

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- ☐ This goal not established.

Goal Statement 3:

Hickman County will show improvement in the Math Success Rate:
from 2023-24 to 27-28
3-5 Math 43.10% to 56.05%.
6-8 Math 24.50% to 41.68%.
9-12 Math 15.10% to 34.42%.
as measured on the State achievement assessment and/or EOCs.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	43.10% 24.50% 15.10%	2024 TCAP and EOC success rate all students as well as AMO's for the following years
Year 2: 2024-2025 school year (Use actual outcome)	42.80% 32.70% 19.20%	2025 TCAP and EOC success rate all students as well as AMO's for the following years
Year 3: 2025-2026 school year	49.99% 33.64% 25.38%	2026 TCAP and EOC success rate all students as well as AMO's for the following years
Year 4: 2026-2027 school year	53.12% 37.79% 30.04%	2027 TCAP and EOC success rate all students as well as AMO's for the following years
Year 5: 2027-2028 school year	56.05% 41.68% 34.42%	2028 TCAP and EOC success rate all students as well as AMO's for the following years

* 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?

Math outcomes for 2024-25 showed mixed results across grade bands. Grades 6-8 exceeded the target, while grades 9-12 increased but did not meet the target, and grades 3-5 declined slightly from the previous year. This uneven progress indicates that while some strategies are producing results, others need strengthening. Moving forward, the action plan will emphasize consistency in standards-based instruction, targeted support in elementary math, and deeper alignment between curriculum, assessments, and state expectations. Continued progress monitoring and PLC collaboration around student work will be critical to ensuring steady growth across all grade levels.

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.
For the 2024-2025 school year, Hickman County implemented three key strategies to strengthen numeracy instruction: structured lesson planning, classroom walkthroughs, and targeted professional learning. Lesson Plans: Teachers used structured plans to organize math instruction, ensuring clarity on what to teach and when, while allowing for differentiation based on student needs and progress monitoring. Classroom Walkthroughs: Frequent classroom observations provided actionable feedback to help teachers enhance their instructional practices and better support student learning. Professional Development (PD) and Professional Learning Communities (PLCs): Ongoing training and collaborative PLC sessions helped create opportunities for teachers to share effective strategies and continuously improve instruction. In addition, the district's coaching team met biweekly to refine coaching practices and analyze Mastery Connect benchmark data alongside TCAP results. This analysis was shared during monthly assistant principal and principal meetings, equipping school leaders to guide PLCs and support data-driven decision-making aligned with the district's Annual Measurable Objectives (AMOs).	$ 150,000.00	The TISA-funded strategies implemented in 2024-25-structured lesson planning, classroom walkthroughs, and professional learning-contributed to mixed progress in math outcomes. While grades 6-8 exceeded targets, gains in high school and declines in elementary suggest that instructional consistency and alignment remain areas for growth. The use of data through coaching meetings and PLCs supported informed decision-making, but targeted support in elementary math and continued focus on standards-based instruction will be essential to achieving consistent growth across all grade levels.

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

Action Plan: 2025-2026 - Math
1. Strengthen Conceptual Understanding - Teachers will use manipulatives, models, and multiple representations in daily lessons to help students move from concrete to abstract thinking in math.
2. Focus on Priority Standards - Grade-level PLCs will identify and emphasize the most tested and foundational Tennessee Math Standards, ensuring instruction spirals and builds across grade bands.
3. Align Tasks to Rigor - Regular reviews of classroom assignments and assessments will ensure that student tasks reflect the depth and rigor of TCAP and EOC expectations, especially at the "Level 3" benchmark.
4. Data-Driven Interventions - Schools will implement structured data talks each month to review student performance, identify those below benchmark, and provide targeted small-group or tiered support.
5. Professional Collaboration - Math coaches and teacher leaders will model lessons, co-plan, and facilitate collaborative scoring of student work so that all teachers build confidence in delivering rigorous, standards-aligned instruction.

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

The investment into defined strategies above will continue as we also look at additional professional development and other software and strategies that will complement the classroom instruction.