

Overview

Clinton (011) 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.](#)

Cover Page		
Clinton (011) Public District - FY 2026 - TISA Accountability Report - Rev 0		
Cover Page		
* District Name	Clinton City Schools	
* Director of Schools Name	Kelly Johnson	
* District Point of Contact for TISA Accountability Report Name	Kelly Johnson	
* District Point of Contact for TISA Accountability Report Phone Number	854-457-0225	
District Point of Contact for TISA Accountability Report Email Address	johnsonk@clintonschools.org	
49.6 % 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

Clinton (011) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: - 3rd Grade ELA Proficiency

70	%	of students will score proficient on the 3rd grade ELA TCAP by	Year 2032
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District Goal Statements

Goal Number	GOAL STATEMENT(S)
Goal 2	80% of students in K-2 will score proficient on iReady and 65% of students in grades 3-6 will score proficient in ELA TCAP by 2030.
Goal 3	75% of students in grades K-2 will score proficient on iReady and 65% of students in grades 3-6 will score proficient in Math TCAP by 2030.
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

Clinton (011) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: 3rd Grade ELA Proficiency

70 % of students will score proficient on the 3rd grade ELA TCAP by Year 2032

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	43.8% of students will score proficient on the 3rd grade ELA TCAP.	Stated year 3rd grade TCAP Test Data
Year 2: 2024-2025 school year (Use actual outcome)	49.6 of students will score proficient on the 3rd grade ELA TCAP.	Stated year 3rd grade TCAP Test Data
Year 3: 2025-2026 school year	53% of students will score proficient on the 3rd grade ELA TCAP.	Stated year 3rd grade TCAP Test Data
Year 4: 2026-2027 school year	56% of students will score proficient on the 3rd grade ELA TCAP.	Stated year 3rd grade TCAP Test Data
Year 5: 2027-2028 school year	58% of students will score proficient on the 3rd grade ELA TCAP.	Stated year 3rd grade TCAP Test Data

* 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?

CCS had a proficiency rate of 49.6% which was an increase from the previous year's 43.8%. We met our target for the 2025 school year in third grade. This year, we are placing a large focus on rebooting foundational literacy instruction in K-3 across the district. This will be the focus of our professional learning communities, walk-throughs, and feedback. The district has used Foundations as our core literacy program for several years. The instructional coach and teachers will work this year to determine if this is the best curriculum to meet the needs of our students. Out of the eight third grade teachers, four of them will be out on leave this year. Intense efforts will be made to provide continuity in rigorous instruction and differentiation in all classrooms. CCS will also increase the usage of Really Great Reading in additional intervention groups. Data will be tracked of all intervention programs with a mid-year ROI to be completed. Changes will be made as needed. CCS is cutting into achievement gaps as the students progress through our programming. Fourth grade proficiency was 59.7%, fifth grade proficiency was 57.7 and sixth grade proficiency was 62.5.

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.
Level Up Learning Program - provides 45 minutes of individualized, differentiated learning to all grade levels (including intervention and enrichment).	\$ 350,000.00	The intervention data indicated that the Level Up Learning is assisting in closing gaps. CCS had strong movement upward from tier 2 and tier 3. The end of the year data showed that CCS showed a 31% increase in the number of Tier 1 students in Kindergarten and a 41% increase in the number of Tier 1 students in first grade. (teaching assistant salaries prorated to K-3 intervention groups and intervention materials)
Purchased Really Great Reading for intervention (received excellent scores on EdReports)	\$ 40,000.00	Students who participated in Really Great Reading showed excellent growth. This program will be expanded in the 25-26 school year to additional student groups. (Really Great Reading materials for grades K-2)
Implemented HQIM ELA materials in all third grade classrooms with an uninterrupted ELA block of at least 120 minutes led by a level 3 or higher teacher.	\$ 1,200,000.00	Providing an uninterrupted block of ELA time allows both the students and the teachers to focus on rigorous instruction daily. The HQIM materials assist the teachers in providing materials that match the rigor of the standards. CCS increased 3rd grade proficiency by approximately 6% in 2025. (half of teacher salaries in grades K-3 and HQIM materials)
Partnership with NIET to continue implementing high quality professional learning communities that build capacity and teacher content knowledge through the lens of student work and ownership.	\$ 230,000.00	This work has been instrumental in increasing our ELA scores. There is a seamless line of common vocabulary, expectations, and collaboration from the district level to the classroom. The five steps are used in district instructional leadership teams, building instructional leadership teams, and professional learning communities. This framework for professional learning has allowed our new teachers to increase effectiveness through job embedded PD and feedback. (NIET partnership, ELA Coach, Supervisor of Curriculum and Instruction)
Transitioned from Easy CBM to AIMSWeb for universal screener and progress monitoring.	\$ 5,000.00	This transition was a learning curve for the staff. However, making this move aligned our universal screener to the state. It provided the necessary data to make decisions regarding response to intervention. (AIMSWeb enhancement)
Provided a Chromebook to all third graders as well as access to iReady, an individualized instructional program that reinforces ELA standards at each student's instructional level.	\$ 96,000.00	Students who met the goal of 45 minutes of iReady personalized instruction per week showed great gains. Many met their individualized stretch growth by the end of the year. While this program does not replace the quality instruction from the teacher and HQIM, it reinforces the learning and assists in closing academic gaps. End of the year data showed that the average gains in ELA on iReady was 157 (one year and five months). (student devices in K-3 and annual subscriptions to personalized learning platforms)

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

The CCS action plan for 2025-26 includes the following:

1. Reboot foundational literacy skills teacher content knowledge.
2. Assess the effectiveness of Foundations and ensure our curriculum meets the rigor needed for third grade proficiency.
3. Utilize professional learning communities to increase teacher content knowledge, analyze student work, and plan for differentiation.
4. Implement instructional walk-throughs, coupled with specific feedback to increase teacher capacity.
5. Expand the use of Really Great Reading to additional intervention groups.
6. Conduct an audit of current intervention programs to determine ROI.

Budget Narrative: Describe how your district intends to use their budget to execute the strategies and meet the stated goal.
TISA funds will be used in the following ways to address ELA in 3rd grade:

1. Effective educators in K-3 keeping class sizes small.
2. Employing teaching assistants and providing necessary training to deliver high quality interventions as part of the Level Up Learning Program.
3. Purchase of additional interventions, including Really Great Reading, which will be expanded into additional intervention groups.
4. Continue partnership with NIET to develop capacity with staff and student ownership.
5. Utilize instructional coach, New Teacher Academy, professional learning communities, instructional walk-throughs, and feedback to increase quality of instruction to students.
6. Purchase individual devices to provide personalized learning instruction to assist in filling in academic gaps.

Goal #2

Clinton (011) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 2:

80% of students in K-2 will score proficient on IReady and 65% of students in grades 3-6 will score proficient in ELA TCAP by 2030.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	57% of students in K-2 scored proficient on IReady and 50.8% of students in grades 3-6 scored proficient on ELA TCAP.	Stated Year TCAP Test Data
Year 2: 2024-2025 school year (Use actual outcome)	78% of students in K-2 scored proficient on IReady and 56.9% of students in grades 3-6 scored proficient on ELA TCAP.	Stated Year TCAP Test Data
Year 3: 2025-2026 school year	80% of students in K-2 will score proficient on IReady and 58% of students in grades 3-6 will score proficient on ELA TCAP.	Stated Year TCAP Test Data
Year 4: 2026-2027 school year	80% of students in K-2 will score proficient on IReady and 59% of students in grades 3-6 will score proficient on ELA TCAP.	Stated Year TCAP Test Data
Year 5: 2027-2028 school year	80% of students in K-2 will score proficient on IReady and 60% of students in grades 3-6 will score proficient on ELA TCAP.	Stated Year TCAP Test Data

* 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?

In grades 3-6, Clinton City Schools exceeded the annual target. CCS saw an increase in proficiency in each advancing grade, indicating that students are closing gaps through our programming. Third grade proficiency was 49.6%, fourth grade proficiency was 59.7%, fifth grade proficiency was 59.7%, sixth grade proficiency was 62.5%. In ELA achievement, CCS ranked 10th in the state of TN (56.9%). The systems and structures that we are putting into place are yielding results. CCS plans to continue on a similar path with a focus on continuous improvement and support for our new staff members who need to develop capacity for rigorous instruction quickly.

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.
Level Up Learning Program - provides 45 minutes of individualized, differentiated instruction to all grade levels (includes intervention and enrichment).	\$ 500,000.00	The intervention data indicates that the Level Up Learning Program is assisting in closing gaps. CCS had strong movement upward from tier 2 and tier 3. The end of the year data showed a 31% increase in the number of tier 1 students in Kindergarten, a 41% increase in the number of tier 1 students in first grade, and more than 75% of students third grade and above are on tier 1 in literacy. (3/4 salary of teaching assistants for intervention and materials)
Purchase Really Great Reading for intervention (received excellent scores on EdReports).	\$ 40,000.00	Students who participated in Really Great Reading showed excellent growth. This program will be expanded in the 25-26 school year to additional student groups. (Really Great Reading program materials)
Level 3 teacher or above implemented HQIM ELA materials in all third grade classrooms with an uninterrupted ELA block of at least 120 minutes (6th grade 70 minutes).	\$ 3,000,000.00	Providing an uninterrupted block of ELA time allows both the students and the teachers to focus on rigorous instruction daily. The HQIM materials assist the teachers in providing instruction that match the rigor of the standards. CCS increased ELA proficiency in grades 3-6 by 6.7%. (half of teacher's salaries for ELA instruction and HQIM)
Partnered with NIET to continue implementing high quality professional learning communities that build capacity and teacher content knowledge through the lens of student work and ownership.	\$ 230.00	This work has been instrumental in increasing our ELA scores. There is a seamless line of common vocabulary, expectations, and collaboration from the district level to the classroom. The five steps are used in district instructional teams, building instructional teams, and professional learning communities. This framework for professional learning has allowed our new teachers to build capacity through job embedded PD and feedback. (NIET partnership, ELA Coach, Supervisor of Curriculum and Instruction)
Transitioned from Easy CBM to AIMSWeb universal screener and progress monitoring platform.	\$ 5,000.00	This transition was a learning curve for the staff. However, making this move aligned our universal screener to the state. It provided the necessary data to make decisions regarding response to intervention. (District cost for AIMSWeb enhancement)
Provided an iPad or Chromebook to all students as well as access to iReady, an individualized instructional program that reinforces ELA standards at each student's instructional level.	\$ 155,000.00	Students who met the goal of 45 minutes of iReady personalized instruction per week showed great gains. Many students met their individualized stretch growth by the end of the year. While this program does not replace the quality instruction from the teacher and HQIM, it reinforces learning and assists in closing gaps. End of the year iReady data showed that CCS students averaged a 1 year and five month academic gain (157 growth points). CCS was a level 4 in Literacy TVAAS. (student devices and annual subscription for personalized learning programs)

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

The CCS Action Plan for 2025-26 includes the following:

1. Continue the Level Up Learning program where students receive 45 minutes of intervention/enrichment on their instructional level daily.
2. Implement HQIM materials by a qualified teacher with an uninterrupted ELA block (120 minutes daily in K-5; 70 minutes in 6th).
3. Utilize NIET, district instructional leadership team, professional learning communities, instructional walk-throughs, and feedback to build teacher capacity and student ownership.
4. Purchase additional Really Great Reading intervention to expand to additional groups.
5. Continue up to date technology and iReady personalized learning to assist in filling in academic gaps and reaching student stretch growth.
6. Reboot teacher content knowledge of foundational literacy skills.
7. Assess the effectiveness of Foundations to ensure that it is meeting the rigor for student achievement by third grade.
8. Conduct an audit of current intervention programs to determine ROI.

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

TISA funds will be used in the following ways to address ELA across the district:

1. Salaries for teachers in Pre-K through 6 with reasonable class sizes.
2. Teaching assistants that are well trained to provide quality intervention as part of the Leveled Up Learning Program.
3. Really Great Reading (and other intervention) materials to expand the scope to additional groups.
4. Partnership with NIET to build on the success of district instructional leadership team, building instructional leadership team, professional learning communities, instructional walk-throughs, feedback, student work, and student ownership.
- 5 Utilize academic coach to assist with instructional strategies and teacher content knowledge.
6. Provide current technology devices to students with access to high quality supportive programs that focus on individualization and closing gaps.

Goal #3

Clinton (011) Public District - FY 2026 - TISA Accountability Report - Rev 0

- This goal not established.

Goal Statement 3:

75% of students in grades K-2 will score proficient on iReady and 65% of students in grades 3-6 will score proficient in Math TCAP by 2030.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	50% of students in grades K-2 scored proficient on iReady and 52% of students in grades 3-6 scored proficient on Math TCAP.	Stated Year TCAP Test Data
Year 2: 2024-2025 school year (Use actual outcome)	69% of students in grades K-2 scored proficient on iReady and 57.9% of students in grades 3-6 scored proficient on Math TCAP.	Stated Year TCAP Test Data
Year 3: 2025-2026 school year	71% of students in grades K-2 will score proficient on iReady and 59% of students in grades 3-6 will score proficient on Math TCAP.	Stated Year TCAP Test Data
Year 4: 2026-2027 school year	72% of students in grades K-2 will score proficient on iReady and 60% students in grades 3-6 will score proficient on Math TCAP.	Stated Year TCAP Test Data
Year 5: 2027-2028 school year	73% of students in grades K-2 will score proficient on iReady and 61% students in grades 3-6 will score proficient on Math TCAP.	Stated Year TCAP Test Data

* 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?

Clinton City Schools exceed the Math goal on 2025 end of year data. CCS increased the overall math proficiency by 6.4%. We see an increase in proficiency with each advancing grade which indicates that students are responding to our programming as they progress through CCS. Third grade math was 48.1%, fourth grade math was 53%, fifth grade math was 65.9%, and sixth grade math was 68%. CCS ranked 14th across the districts in the state (57.9%). This data proves that the work we are doing is reaping benefits. We need to build on this work to make stronger with a focus on building capacity in our new teachers quickly.

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.
Implemented HQIM math materials in all grades with an uninterrupted block (K-1: 60 minutes; 2nd: 75 minutes; 3-5: 90 minutes; 6th: 70 minutes).	\$ 1,100,000.00	Providing an uninterrupted block of math time allows both the students and the teachers the opportunity to focus on rigorous instruction daily. The HQIM materials assist the teachers in providing materials that match the rigor of the standards. CCS increased math proficiency by 6.4%. (quarter of teacher salaries and HQIM materials)
Increased the number of math intervention groups across the district as part of Level Up Learning.	\$ 145,000.00	As CCS is closing the gaps in ELA, students are able to receive more assistance in math during the Level Up Learning 45 minute daily intervention/enrichment time. We are providing more math intervention groups that in previous years. CCS saw a dramatic increase of students testing as tier 1 in math across grades 2-4. (1/4 teaching assistant salaries and intervention materials)
Transitioned from Easy CBM to AIMSWeb for universal screener and progress monitoring	\$ 5,000.00	This transition was a learning curve for the staff. However, making this move aligned our universal screener to the state. It provided the necessary data to make decisions regarding response to intervention. (AIMSWeb enhancement)
Partnered with NIET to continue implementing high quality professional learning communities that build capacity and teacher content knowledge through the lens of student work and ownership.	\$ 230,000.00	This work has been instrumental in increasing our math scores. It has assisted us in continuing the work of the state Math Implementation Grant with the new standards. There is a seamless line of common vocabulary, expectations, and collaboration from the district level to the classroom. The five steps are used in district instructional leadership teams, building instructional leadership teams, and professional learning communities. This framework for professional learning has allowed new teachers to receive job embedded PD and feedback which increases capacity quickly. (NIET Partnership, Math Coach, Supervisor of Curriculum and Instruction)
Provided an iPad or Chromebook to every student as well as access to iReady, an individualized instructional program that reinforces math standards at each student's instructional level.	\$ 155,000.00	Students who met the goal of 45 minutes weekly on iReady Math showed great gains. Many met their individualized stretch growth by the end of the year. While this program does not replace the quality instruction from the teacher and HQIM, it reinforces learning and assists in closing academic gaps. End of the year iReady data showed that CCS averaged one year and three months growth in math (131 points). CCS also scored a level 5 in Numeracy on TVAAS. (student devices and annual subscription to personalized learning programs)

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

The CCS action plan for 2025-26 includes the following;

1. Continue to increase the number of math intervention groups during Level Up Learning.
2. Implement HQIM materials by a qualified teacher with an uninterrupted Math block as outlined by TDOE.
3. Utilize NIET, district instructional leadership team, building level leadership team, professional learning communities, instructional walk-throughs, and feedback to build teacher capacity and student ownership.
4. Continue to purchase technology to support direct instruction through personalized learning platforms.
5. Support new staff members on the conceptual understanding of the grade level standards and appropriate strategies for instruction.

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

TISA funds will be used in the following ways to address Math across the district:

- 1 Salaries for teachers in Pre-K through 6 with reasonable class sizes.
2. Teaching assistants that are well trained to provide quality intervention.
3. Staffing and resources to increase the number of math intervention groups across district.
4. Partnership with NIET to build on the success of district instructional leadership team, building instructional leadership team, professional learning communities, instructional walk-throughs, feedback, student work, and student ownership.
- 5 Utilize academic coach to assist with instructional strategies and teacher content knowledge.
6. Provide current technology devices to students with access to high quality supportive programs that focus on individualization and closing gaps.