Milan Special School District (272) Public District - FY 2027 - LEA Plan - Rev 1

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 which are now addressed through the LEA plan. 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 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 which are now addressed through the LEA plan.

• 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. Prior year reflection and expenditures are to be completed at the beginning of each school year as a separate section, now located within the LEA planning process.

Each district's TISA accountability report, including goals, strategies, and reflections, are 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, 2026.

Resources

Click here to open the guide.

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)	34.2% without retakes 38% with retakes	- 3rd-grade ELA TCAP Scores - 3rd-grade Mastery Predictive Assessment (MVPA) Results - K-3 aimswebPlus Literacy Composite Scores - Future TCAP ELA Scores for the stated years
Year 2: 2024-2025 school year (Use previous outcome)	40.8%	- 3rd-grade ELA TCAP Scores - 3rd-grade Mastery Predictive Assessment (MVPA) Results - K-3 aimswebPlus Literacy Composite Scores - Future TCAP ELA Scores for the stated years
Year 3: 2025-2026 school year (Use actual outcome)	44.7%	- 3rd-grade ELA TCAP Scores - 3rd-grade Mastery Predictive Assessment (MVPA) Results - K-3 aimswebPlus Literacy Composite Scores - Future TCAP ELA Scores for the stated years

* Check the response that best describes the progress made on the 2025-26 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 2025-26SY 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?

The district exceeded its annual 3rd grade ELA target, with 44.7% of students demonstrating proficiency on the TCAP assessment. Based on this progress, the district will continue and refine the strategies that have contributed to improved literacy outcomes.

A key component of our action plan will remain the use of cohort and individual student data to monitor progress and identify specific instructional needs. This process has strengthened our ability to determine when students require strategic, intensive, and/or explicit interventions and to adjust supports based on student response.

In the coming years, the district will continue providing professional development focused on effective scaffolds and instructional supports, targeted intervention practices, and the use of individual student data to inform instruction. We will also continue monitoring student performance throughout the year to ensure interventions are implemented early, adjusted as needed, and aligned to each student's identified needs. While we have surpassed our current goal, our focus will remain on sustaining this progress and increasing the percentage of students who meet or exceed grade-level expectations in literacy.

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.
Increased Teacher and Instructional Support Staff Salaries	$ 841,500.00	The district's investment in increased salaries for teachers and instructional assistants has strengthened our ability to attract and retain high-quality staff. Maintaining experienced and effective educators provides greater instructional consistency, supports stronger relationships with students, and builds the capacity of school teams to address individual academic needs. This investment contributed to progress toward the district's 3rd grade ELA goal by ensuring students had consistent access to qualified teachers and instructional support staff. The district surpassed its 3rd grade ELA goal, with 44.7% of students demonstrating proficiency on the TCAP assessment. In addition, students in grades K-4 are demonstrating continued growth on the aimswebPlus Literacy Composite, providing evidence of improving literacy outcomes across the elementary grades. These results indicate that investments in recruiting and retaining high-quality instructional staff are supporting the district's broader efforts to strengthen early literacy achievement.
Tutoring Salaries and Materials	$ 74,351.00	The district invested in tutoring salaries and instructional materials to provide targeted academic support to students identified using TN ALL Corps criteria. These services focused on students considered at risk of not meeting grade-level expectations and provided additional time, small-group instruction, and supplemental resources aligned to student needs. This investment contributed to progress toward the district's 3rd grade ELA goal. Students participating in tutoring demonstrated growth, including movement into the approaching proficiency and meeting proficiency performance levels on the 3rd grade ELA TCAP. These results indicate that targeted tutoring and aligned instructional materials were important components of the district's overall strategy to accelerate literacy achievement for students needing additional support.
Professional Development for Instructional Assistants	$ 8,900.00	The professional development for instructional assistants that was provided throughout the school year and during the summer improved the quality and consistency of academic and behavioral support provided to students. Because instructional assistants work directly with students in small-group, intervention, and classroom settings, this professional development increased their ability to reinforce effective instructional practices, respond to individual student needs, and support the whole child.
Restorative Classroom Salaries	$ 166,773.00	The investment in two restorative classrooms at Milan Elementary School contributed to progress toward the district's 3rd grade ELA goal by providing intensive behavioral and academic support to students with significant needs. These classrooms are staffed by a certified, experienced general education teacher, a certified special education teacher who is completing her licensure as a Board Certified Behavior Analyst, and two instructional assistants. This team provides targeted interventions designed to reduce behavioral barriers to learning and increase students' access to consistent academic instruction.

Goal 2

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Goal Statement 2:

70% of students will score proficient on the 7th grade math TCAP by the 29-30 school year.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	44.1%	- 7th-Grade Math TCAP Scores - 7th-Grade MVPA & Common Assessment Scores - 7th-Grade aimswebPlus Scores - Future TCAP Scores for the stated years
Year 2: 2024-2025 school year (Use previous outcome)	46.9%	- 7th-Grade Math TCAP Scores - 7th-Grade MVPA & Common Assessment Scores - 7th-Grade aimswebPlus Scores - Future TCAP Scores for the stated years
Year 3: 2025-2026 school year (Use actual outcome)	44.4%	- 7th-Grade Math TCAP Scores - 7th-Grade MVPA & Common Assessment Scores - 7th-Grade aimswebPlus Scores - Future TCAP Scores for the stated years

* Check the response that best describes the progress made on the 2025-26 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 2025-26SY 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?

Because the district did not meet this goal, we are making intentional adjustments to our action plan to strengthen instructional leadership, improve collaboration, and increase accountability for student outcomes. The original goal for the 2025-2026 school year was 47.8% 7th grade math proficiency. We had 44.4% proficiency. A new principal has been hired, and staff roles within the school have been reassigned to create a more cohesive approach to supporting the academic, behavioral, and social-emotional needs of the whole child.

Moving forward, a strong emphasis will be placed on high-quality Tier I instruction and intentional, ongoing support for both teachers and students. Regular accountability meetings will be used to monitor implementation, review progress toward identified goals, and determine where additional support or adjustments are needed. Content-area data meetings will also be conducted routinely to analyze student performance, identify specific areas of need, and ensure instructional decisions and interventions are responsive to the data.

These structures will provide greater consistency and accountability while allowing school and district leaders to identify concerns earlier, provide targeted support, and make timely instructional adjustments designed to accelerate student growth.

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.
Tutoring salaries	$ 8,900.00	This investment in tutoring yielded a partial rather than full impact due to attendance barriers and alignment with CORE HQIM. The Student participation in after-school sessions was voluntary, limiting reach among the most academically vulnerable students. Tutoring sessions were largely operating as isolated remediation rather than tightly aligned preview/review of daily Tier I Savvas math lessons.
NIET consulting and other instructional professional development opportunities.	$ 20,000.00	While Milan Middle School did not hit its ultimate proficiency benchmark for 7th-grade math, the academic growth measurements reflect a positive upward trajectory. 7th-grade math TVAAS growth measure accelerated from 1.77 in 2025 to 1.88 in 2026. We also received a level 3 TVAAS growth level for students with disabilities, economically disadvantaged, Black/Hispanic/ Native American, and English Learners in math at Milan Middle School.
Dedicated attendance specialist.	$ 47,000.00	The decision to fund an Attendance Specialist proved to be a high-yield investment in student engagement. While closing multi-year learning gaps in mathematics is a multi-step process, getting students into their seats for direct instruction was the necessary first step. As Milan Middle School moves forward, the foundation of consistent attendance (0.9% absenteeism) provides our math educators with the time and stability needed to translate year-over-year TVAAS growth gains into long-term student mastery.

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☐ This goal not established.

Goal Statement 3:

95% of of Milan graduates will continue to meet the criteria for Ready Graduates by the 2028 school year.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	92.2%	ACT scores EPSOs (Early Post-Secondary Options) Industry Credentials ASVAB (Armed Services Vocational Aptitude Battery) scores
Year 2: 2024-2025 school year (Use previous outcome)	96.4%	ACT scores EPSOs (Early Post-Secondary Options) Industry Credentials ASVAB (Armed Services Vocational Aptitude Battery) scores
Year 3: 2025-2026 school year (Use actual outcome)	N/A	ACT scores EPSOs (Early Post-Secondary Options) Industry Credentials ASVAB (Armed Services Vocational Aptitude Battery) scores

* Check the response that best describes the progress made on the 2025-26 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 2025-26SY 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?

Although final Ready Graduate outcome data for the 2025-2026 school year are not yet available, current student-level tracking indicates that the district is on track to exceed its goal of 95% of Milan graduates meeting Ready Graduate (College and Career Readiness) criteria. Based on this progress, we will continue and strengthen the strategies that have contributed to these outcomes.

The district has been intentional in expanding opportunities for students to earn industry-recognized credentials, postsecondary credits, and other College and Career Readiness indicators. We have also provided individualized ACT conferences and ACT boot camps to help students improve their performance and increase access to postsecondary opportunities and scholarship funding.

Moving forward, we will continue to closely monitor each student's progress toward College and Career Readiness criteria and intervene early when additional support or opportunities are needed. Our action plan will remain focused on ensuring that every student has multiple opportunities to demonstrate postsecondary and career readiness and graduates from Milan with a clear path and plan for success beyond high school.

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.
Stipends for advisors	$ 20,000.00	MSSD invested in Early Postsecondary Opportunity expansion and recruitment with in-demand pathways through CTE that produce strong living wage potential for our students. A Path and Plan was created for every student. Each member of the rising freshmen class and their parents/guardians meet with an advisor from Milan High School during the registration process to identify their course selection for their high school experience. The advisors are trained by the high school counselor and CTE director, and they receive a stipend for assisting in the advising program. We had 97% of our graduating class meet the TISA high school outcome bonus in 2025. We are still waiting for final results from class of 2026.
ACT Bootcamps	$ 11,000.00	Students were provided opportunities to work on their individual area of need with a trained ACT tutor. They were given tips, strategies, and time to practice working through sample test questions with support. Nearly 90% of our students met the TISA outcome bonus criteria from the class of 2025. We had several students that also increased their score by 4 or more points. We are still waiting on the final average ACT composite score for the class of 2026. We did increase from 19.1 in 2023-2024 to 19.8 in 2024-2025.
Supervisor of Student Support Services and Supervisor of Educational Funding and Accountability	$ 160,000.00	The Supervisor of Student Support Services investment has allowed us to improve the behavioral and mental health supports available to our students. We now have more resources available to our students, staff, and families. The BESS (Behavioral and Emotional Screening System) screener was purchased to identify any student needing social, emotional, or behavioral support. With early intervention, the negative impact on behavioral, emotional, social, and academic adjustment can be minimized or eliminated. This position has also helped to identify academic barriers associated with medical needs, as well as, vision and hearing deficits. Adding the Educational Funding and Accountability position provided the instructional supervisors the ability to focus on student outcomes. This supervisor position is responsible for data appeals for CCR, Ready Graduates, and all levels of TISA Outcomes, allowing the high school instructional supervisor/CTE supervisor to focus their attention on the implementation of these requirements. These positions contributed to the progress we made toward each of these goals. Since the first year of having this position, our Ready Grad rate increased from 73.1% to 95%. We have one of the highest Ready Grad, CCR, and high school TISA Outcome bonus rates in the state. We also have a 100% state graduation rate for 2026 which shows the level of support provided to our students and families.
Student Incentives	$ 10,000.00	Students received money for reaching specific goals at graduation as an incentive for post-secondary success. This was very motivating to students to make progress toward meeting Ready Grad criteria and having a strong resume when leaving high school.

Goal 4

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☑ This goal not established.

Goal 5

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This goal not established.

Goal 6

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This goal not established.

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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.

Details	Answer
Date(s) of opportunity for local public comment	September 17th -September 25th, 2026 posted on MSSD Website and all social media sites.
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	School Board Meeting to be held September 28th, 2026.
Summary of public comment received. If no comments were received, state, "None received."	Currently gathering public comments.
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	Currently gathering public comments.

Board Approval

TISA accountability reports should be presented to the local school board for approval prior to its submission to the department by November 1. Please select the option that best describes the board approval status when submitting the TISA accountability Report to the department.

- ☐ Board approval received. Minutes documenting board approval have been uploaded to the 'Related Documents' section.
- ☐ Board approval to be received after Nov. 1. The board agenda for the upcoming meeting or a memo referencing the board meeting date for which the TISA accountability will be on the agenda has been uploaded to the 'Related Documents' section. Immediately upon approval, my district will upload the minutes documenting board approval to the 'Related Documents' section and adjust the response to this question.

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Optional Documents		
Type	**Document Template**	**Document/Link**
(District Plan) Board Approval	N/A	