



Tennessee Investment in Student Achievement

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**.

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.

DISTRICT INFORMATION		
District Name		Clarksville-Montgomery County Schools
Director of Schools Name		Dr. Jean Luna-Vedder
District Point of Contact for TISA Accountability Report	Name	Dr. Kimmie Sucharski
	Phone Number	(931)553-1142
	Email Address	kimmie.sucharski@cmcss.net
Percent of 3 rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the spring TCAP		42.1% [ETT data]

DISTRICT GOAL STATEMENT(S)		
Goal Statement 1: 3 rd Grade ELA Proficiency ²	70 % of students will score proficient on the 3 rd grade ELA TCAP by	2030-2031 year
Goal Statement 2:	70% of students in 3-5, 6-8, and HS will achieve proficiency on the ELA TCAP by 2030. (37.6% currently)	
Goal Statement 3:	70% of students in 3-5, 6-8, and HS will achieve proficiency on the math TCAP by 2030.(27% currently)	
Goal Statement 4:	70% of graduating HS students will be identified as Ready Graduates by 2030. (36.4% currently)	
Goal Statement 5:		

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. <i>Optional: Provide a copy of your district's budget when submitting this report to the department.</i>
Goal Statement 1: 3 rd grade ELA proficiency ³	70% of 3 rd grade students will score proficient by 2030-2031.			
Year 1: 2023-24 school year	46.3% of 3 rd grade students will score proficient. [reduce the gap by .15]	TCAP Proficiency for 3rd grade students each year.	<p>1. Consistent implementation of ELA HQIM</p> <p>2. High dosage, low ratio tutoring for at-risk or retained 3rd grade students</p>	<p>1. HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation. Teacher training will be provided to ensure fidelity of implementation and time for collaborative planning and data chats.</p> <p>2. High dosage, low ratio tutoring: Master schedule training and HDT training will be provided to ensure that teachers have the skills needed to successfully implement high dosage, low ratio tutoring.</p>

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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		students each year	identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.
Year 3: 2025-26 school year	52.9% of 3 rd grade students will score proficient. [reduce the gap by .15]	TCAP Proficiency for 3rd grade students each year	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include

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. <i>Optional: Provide a copy of your district's budget when submitting this report to the department.</i>
			tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.
Year 4: 2026-27 school year	59.1% of 3rd grade students will score proficient [reduce the gap by .25]	TCAP Proficiency for 3rd grade students each year	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior

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			monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.
Year 5: 2027-28 school year	61.8% of 3rd grade students will score proficient [reduce the gap by .25]	TCAP Proficiency for 3rd grade students each year	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team,	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of

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			Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	progress and reviews of data from the work will occur every four weeks.
Year 6: 2028-2029	65.9% of 3rd grade students will score proficient [reduce the gap by .50]	TCAP Proficiency for 3rd grade students each year	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.

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. <i>Optional: Provide a copy of your district's budget when submitting this report to the department.</i>
			the work will occur every four weeks.	
Year 7: 2029-2030	70% of 3rd grade students will score proficient [reduce the gap by .50]	TCAP Proficiency for 3rd grade students each year	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.
Year 8: 2030-2031	70% of 3rd grade students will score proficient	TCAP Proficiency for	Continuous monitoring of progress toward	Continuous monitoring of progress toward achieving

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		3rd grade students each year	achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.
Goal Statement 2:	70% of students in 3-5, 6-8, and HS will achieve proficiency on the ELA TCAP by 2030. (37.6% currently)			
Year 1: 2023-24 school year	47.3% of 3 rd - 5th grade students will score proficient. [reduce the gap by .15]	TCAP/EOC Proficiency for students in 3rd grade through English II	1. Consistent implementation of ELA HQIM K-12	1. HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM

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. <i>Optional: Provide a copy of your district's budget when submitting this report to the department.</i>
				state-provided dollars to support summer programming for at risk students. These dollars will specifically provide additional classroom resources and staffing.
Year 2: 2024-25 school year	50.7% of 3 rd - 5th grade students will score proficient. [reduce the gap by .15] 42.5% of 6 th - 8th grade students will score proficient. [reduce the gap by .15] 51.7% of HS students will score proficient. [reduce the gap by .15]	TCAP/EOC Proficiency for students in 3rd grade through English II	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.

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. <i>Optional: Provide a copy of your district's budget when submitting this report to the department.</i>
			report-outs of progress and reviews of data from the work will occur every four weeks.	
Year 3: 2025-26 school year	53.6% of 3 rd - 5th grade students will score proficient. [reduce the gap by .15] 46.7% of 6 th - 8th grade students will score proficient. [reduce the gap by .15] 54.5% of HS students will score proficient. [reduce the gap by .15]	TCAP/EOC Proficiency for students in 3rd grade through English II	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.

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Year 4: 2026-27 school year	56% of 3 rd - 5th grade students will score proficient. [reduce the gap by .25] 50.2% of 6 th - 8th grade students will score proficient. [reduce the gap by .25] 56.8% of HS students will score proficient. [reduce the gap by .25]	TCAP/EOC Proficiency for students in 3rd grade through English II	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.
Year 5: 2027-28 school year	59.5% of 3 rd - 5th grade students will score proficient. [reduce the gap by .25]	TCAP/EOC Proficiency for students in 3rd grade through English II	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on

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. <i>Optional: Provide a copy of your district's budget when submitting this report to the department.</i>
	55.1% of 6 th - 8th grade students will score proficient. [reduce the gap by .25] 60.1% of HS students will score proficient. [reduce the gap by .25]		to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.
Goal Statement 3:	70% of students in 3-5, 6-8, and HS will achieve proficiency on the math TCAP by 2030.(27% currently)			
Year 1: 2023-24 school year	46.6% of 3 rd - 5th grade students will score proficient. [reduce the gap by .15] 37.5% of 6 th - 8th grade students will score proficient. [reduce the gap by .15]	TCAP/EOC Proficiency for 3rd grade through Algebra II	1. Consistent implementation of Math HQIM K-12	1. HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation along with teacher, leaders, and academic coach training.

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				specifically provide additional classroom resources and staffing.
Year 2: 2024-25 school year	<p>50.1% of 3rd - 5th grade students will score proficient. [reduce the gap by .15]</p> <p>42.4% of 6th - 8th grade students will score proficient. [reduce the gap by .15]</p> <p>35.3% of HS students will score proficient. [reduce the gap by .15]</p>	TCAP/EOC Proficiency for 3rd grade through Algebra II	<p>Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels.</p> <p>Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.</p>	<p>Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels.</p> <p>Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.</p>

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Year 3: 2025-26 school year	53.1% of 3 rd - 5th grade students will score proficient. [reduce the gap by .15] 46.5% of 6 th - 8th grade students will score proficient. [reduce the gap by .15] 40.5% of HS students will score proficient. [reduce the gap by .15]	TCAP/EOC Proficiency for 3rd grade through Algebra II	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.
Year 4: 2026-27 school year	55.6% of 3 rd - 5th grade students will score proficient. [reduce the gap by .25]	TCAP/EOC Proficiency for 3rd grade through Algebra II	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on

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. <i>Optional: Provide a copy of your district's budget when submitting this report to the department.</i>
	50.1% of 6 th - 8th grade students will score proficient. [reduce the gap by .25] 44.9% of HS students will score proficient. [reduce the gap by .25]		to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.
Year 5: 2027-28 school year	59.2% of 3 rd - 5th grade students will score proficient. [reduce the gap by .25] 55.0% of 6 th - 8th grade students will score proficient. [reduce the gap by .25]	TCAP/EOC Proficiency for 3rd grade through Algebra II	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for

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	51.2% of HS students will score proficient. [reduce the gap by .25]		and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.
Goal Statement 4:	70% of graduating HS students will be identified as Ready Graduates by 2030. (36.4% currently)			
Year 1: 2023-24 school year	41.4% of the graduating class will be Ready Graduates.	Ready Graduate Measures	<p>1. Implementation of High Quality ACT curriculum materials (English III, Chemistry)</p> <p>2. Provide appropriate interventions for students approaching ACT composite score of 21.</p>	<p>1. Funding will be used to provide ACT PLCs for secondary level (English III and Chemistry) during Summer Professional Learning and throughout the year.</p> <p>2. Funding will support Lead teacher training and materials for the implementation of ACT</p>

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			and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.
Year 3: 2025-26 school year	49.4% of the graduating class will be Ready Graduates.	Ready Graduate Measures	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level

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			Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.
Year 4: 2026-27 school year	52.5% of the graduating class will be Ready Graduates.	Ready Graduate Measures	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data

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			administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	from the work will occur every four weeks.
Year 5: 2027-28 school year	56.8% of the graduating class will be Ready Graduates.	Ready Graduate Measures	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.	Continuous monitoring of progress toward achieving the goal identified will result in appropriate adjustments to the work based on continuous formative and summative data tracked on multiple levels to include district and school levels. Individuals responsible for leading and monitoring the work include the Chief Academic Officer, Senior Instructional Team, Accountability Team, Level and Curriculum Directors, and building administrators. Regular report-outs of progress and reviews of data from the work will occur every four weeks.

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.	