

TISA Accountability Report Guidance

District Goal Statement(s):

- Depth, breadth, number of goals, and number of years to reach goals are based on district needs and priorities and are determined at the local level. As a reminder, the 3rd grade ELA proficiency goal must be included.
- When writing goals, districts could consider the achievement goals that exist within their 5-year strategic plan and aligning areas within their annual LEA plan as helpful for setting a long-range goal. Alignment should exist between the 5-year and annual plan and this report can follow that same trajectory.

Guiding Questions/Helpful Tips:

- *Annual Outcomes*
 - What number(s)/percentage(s) will be met by the end of the stated school year that will move the district toward the long-range goal?
 - For the 2023-24SY, the district might consider how to align the annual outcome for this report with those established in the LEA plan.

Updated: Increasing proficiency by 15% in three years

Step 1: Determine the gap: $70\% - 2023 \text{ Proficiency} = \text{Gap}$

Step 2: Determine amount of increase: $15\% * \text{Gap} = \text{Amount of Increase}$

Step 3: Expected proficiency by 2025-26:
 $2023 \text{ Proficiency} + \text{Amount of Increase} = \text{Proficiency by 2025-26}$

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Example: District has a 2022-23 3rd grade ELA TCAP proficiency is 42%.

Step 1: Determine the gap: $70 - 42 = 28$

Step 2: Determine amount of increase: $.15 * 28 = 4.2$

Step 3: Expected proficiency by 2025-26: $42 + 4.2 = 46.2\%$

District has a 2022-23 3rd grade ELA TCAP proficiency of 42% and would set the minimum goal for 2025-26 to be 46.2%.

- *Associated Metrics/Data*

- From where will the number(s)/percentage(s) stated in the annual outcome be generated? What other specific information is needed to measure goal attainment? Specific data sources and details should be provided; vague descriptors should be avoided.

Goal Title	Nonexample <i>Descriptors without details to clearly define measurement of the yearly goal should be avoided.</i>	Example <i>Specific data sources and details to support clear measurement of the goal should be included.</i>
3 rd grade ELA proficiency	ELA TCAP Improve this descriptor by including a reference to the specific year from which the data should be collected.	Stated year 3 rd grade ELA TCAP
College & Career Readiness	ACT Improve this descriptor by including grade level/student group of focus, reference to the specific year from which the data should be collected, and the measurement that will constitute success on ACT and for which administration(s) of the exam. EPSO attainment Improve this descriptor by including grade level/student group of focus, reference to the specific year from which the data should be collected, and the measurement that will constitute EPSO success. Armed Services Improve this descriptor by including grade level/student group of focus, reference to the specific year and the measurement that will constitute Services Vocational Aptitude	<ul style="list-style-type: none"> ▪ Eleventh grade students in the stated year who score a 21 or higher composite on the ACT, or increased their composite ACT score by at least four (4) points between the first 11th grade ACT and a subsequent ACT; or ▪ Students who graduate in the stated year who earned 3 EPSO credits; or ▪ Students who graduate in the stated year who scored 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT) and earned EPSO Credit in at least two (2) EPSOs

	<p>Battery (ASVAB) Armed Forces Qualifying Test (AFQT).</p> <p>Course enrollment Improve this descriptor by including grade level/student group of focus, reference to the specific year, and courses from which the data should be collected.</p>	
3 rd – 11 th grade math proficiency	<p>Math TCAP and EOC Improve this descriptor by including a reference to the specific year and courses from which the data should be collected.</p>	Measured by the stated year grade-level math TCAP and fall/spring Algebra I, II and Geometry EOC

- *Action Steps: This may include descriptions of district-based programs, staffing, and intervention services for students.*
 - What are the single and multi-year strategies or action steps the district will implement to reach the goal?
 - Consider how the specific and high-level strategies from the 2023-24 LEA plan might align to and support the goals established in this report.
- *Describe how your district intends to use their budget to execute the action steps and meet the stated goal. Optional: Provide a copy of your district's budget when submitting this report to the department.*
 - How will the district's budget directly support the single and multi-year work you intend to do to meet each goal?
 - Responses should be specific to the action steps or strategies provided in the previous column.

School Year	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. Optional: Provide a copy of your district's budget when submitting this report to the department.
Goal Statement 1: 3 rd grade ELA proficiency	70% of students will score proficient on the 3rd grade ELA TCAP by 2030	
Year 1: 2023-24 school year	Consistent unit and lesson prep implementation of ELA HQIM K-12	HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation, 3 ELA instructional coaches to support individual,

School Year	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. Optional: Provide a copy of your district's budget when submitting this report to the department.
	<p>High dosage, low ratio tutoring for at-risk or retained 3rd grade students</p> <p>RTI²</p> <p>Summer programming</p> <p><i>What other single and multi-year strategies or action steps will be implemented in 2023-24 to reach the goal?</i></p>	<p>small, and whole group coaching, professional development sessions for district leaders, principals, and lead teachers, and the addition of a full-time assistant principal at each elementary school who supports PLCs and provides instructional support and feedback to classroom teachers.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and tutoring resources and 6 grade band specific tutors.</p> <p>RTI²: Funds will be used to ensure all tiers have the necessary materials and resources. Additionally, these dollars will support the staffing of at least 2 interventionists per school.</p> <p>Summer programming: Funds will be paired with state-provided dollars to support summer programming for 3rd grade students. These dollars will specifically provide additional classroom resources and staffing.</p>