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Tennessee Investment in Student Achievement

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## 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 3<sup>rd</sup> 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 3<sup>rd</sup> grade students proficient in ELA.<sup>1</sup>
- 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 1<sup>st</sup>.

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](mailto:tnedu.funding@tn.gov)

Completed reports should be submitted in ePlan by **November 1, 2023**.

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<sup>1</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> grade students proficient in ELA.

DISTRICT INFORMATION		
District Name	Johnson City Schools	
Director of Schools Name	Dr. Steve Barnett	
District Point of Contact for TISA Accountability Report	Name	Leia Valley
	Phone Number	423-434-5200
	Email Address	valleyl@jcschools.org
Percent of 3 <sup>rd</sup> grade students who scored proficient (“met expectations” or “exceeded expectations”) on the English Language Arts (ELA) portion of the spring TCAP	64.3%	

DISTRICT GOAL STATEMENT(S)	
<b>Goal Statement 1:</b> 3 <sup>rd</sup> Grade ELA Proficiency <sup>2</sup>	<b>75</b> % of students will score proficient on the 3 <sup>rd</sup> grade ELA TCAP by <b>2028</b> year
<b>Goal Statement 2:</b>	54% of students in super subgroup in grades 3-11 will score proficient on the math TCAP and EOC by 2028.
<b>Goal Statement 3:</b>	54% of the students in super subgroup grades 3-10 will score at the met expectations or exceeds expectations on the ELA TCAP and EOC by 2028.
<b>Goal Statement 4:</b>	65% of the graduating students will meet the Ready Graduate indicator by 2028.
<b>Goal Statement 5:</b>	

<sup>2</sup> **Note:** This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3<sup>rd</sup> grade students proficient on the ELA TCAP. If your district already has 70% or more of 3<sup>rd</sup> 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:</i> Provide a copy of your district's budget when submitting this report to the department.
<b>Goal Statement 1:</b> 3 <sup>rd</sup> grade ELA proficiency <sup>3</sup>		75% of students will score proficient on the 3 <sup>rd</sup> grade ELA TCAP by 2028.		
Year 1: 2023-24 school year	66%	Increase ELA TCAP proficiency by 2 points	<p>Consistent implementation of HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk or retained 3<sup>rd</sup> grade students</p> <p>RTI</p> <p>Summer programming</p> <p>Curriculum Coaches to provide job-embedded professional learning</p> <p>Formative assessment</p>	<p>HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation, 3 ELA instructional coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, and lead teachers.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and tutoring resources and grade band specific tutors.</p> <p>RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>Summer programming: Funds will be paired with state-provided</p>

<sup>3</sup> The annual outcome for 3<sup>rd</sup> grade ELA proficiency must include, but is not limited to, the district's goal to increase 3<sup>rd</sup> 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 3<sup>rd</sup> grade students proficient in ELA. If the district already has 70% or more of 3<sup>rd</sup> 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 3<sup>rd</sup> grade ELA proficiency rates and other stated district goals.

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				dollars to support summer programming for 3rd grade students. These dollars will specifically provide additional classroom resources and staffing.
Year 2: 2024-25 school year	68%	Increase ELA TCAP proficiency by 2 points	<p>Consistent implementation of HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk or retained 3rd grade students</p> <p>RTI</p> <p>Summer programming</p> <p>Curriculum Coaches to provide job-embedded professional learning</p> <p>Formative assessment</p>	<p>HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation, 3 ELA instructional coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, and lead teachers.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and tutoring resources and grade band specific tutors.</p> <p>RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>Summer programming: Funds will be paired with state-provided dollars to support summer</p>

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				programming for 3rd grade students. These dollars will specifically provide additional classroom resources and staffing.
Year 3: 2025-26 school year	70%	Increase ELA TCAP proficiency by 2 points	<p>Consistent implementation of HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk or retained 3rd grade students</p> <p>RTI</p> <p>Summer programming</p> <p>Curriculum Coaches to provide job-embedded professional learning</p> <p>Formative assessment</p>	<p>HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation, 3 ELA instructional coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, and lead teachers.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and tutoring resources and grade band specific tutors.</p> <p>RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>Summer programming: Funds will be paired with state-provided dollars to support summer programming for 3rd grade</p>

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				students. These dollars will specifically provide additional classroom resources and staffing.
Year 4: 2026-27 school year	72%	Increase ELA TCAP proficiency by 2 points	<p>Consistent implementation of HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk or retained 3rd grade students</p> <p>RTI</p> <p>Summer programming</p> <p>Curriculum Coaches to provide job-embedded professional learning</p> <p>Formative assessment</p>	<p>HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation, 3 ELA instructional coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, and lead teachers.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and tutoring resources and grade band specific tutors.</p> <p>RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>Summer programming: Funds will be paired with state-provided dollars to support summer programming for 3rd grade students. These dollars will</p>

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				specifically provide additional classroom resources and staffing.
Year 5: 2027-28 school year	75%	Increase ELA TCAP proficiency by 3 points	<p>Consistent implementation of HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk or retained 3rd grade students</p> <p>RTI</p> <p>Summer programming</p> <p>Curriculum Coaches to provide job-embedded professional learning</p> <p>Formative assessment</p>	<p>HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation, 3 ELA instructional coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, and lead teachers.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and tutoring resources and grade band specific tutors.</p> <p>RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</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</p>

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				classroom resources and staffing.
<b>Goal Statement 2:</b>	54% of students in super subgroup in grades 3-11 will score proficient on the math TCAP and EOC by 2028.			
Year 1: 2023-24 school year	42%	Increase percent of students in super subgroup scoring proficient in math TCAP/EOC proficiency by 3 points	<p>HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk students in grades 3-11</p> <p>RTI</p> <p>Summer programming for grades 3-11</p> <p>Curriculum Coaches to provide job-embedded professional learning</p> <p>Formative assessment</p> <p>Job-embedded math curriculum</p>	<p>HQIM Implementation: Funds used for professional development to be planned and provided by the district administrative team and math coaches throughout the school year 2023-2024. Initial training and additional support will also be provided by the textbook vendors during the 2023-24 school year in support of the newly adopted math materials.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional materials, tutoring resources and grade band specific tutors.</p> <p>RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>Summer programming: Funds will be paired with state-provided dollars to support summer</p>



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			labs at grades 9-11	programming for all students in grades 3-11  Funding for substitutes for high school job-embedded curriculum labs
Year 2: 2024-25 school year	45%	Increase percent of students in super subgroup scoring proficient in math TCAP/EOC proficiency by 3 points	<p>HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk students in grades 3-11</p> <p>RTI</p> <p>Summer programming for grades 3-11</p> <p>Curriculum Coaches to provide job-embedded professional learning</p> <p>Formative assessment</p>	<p>HQIM Implementation: Funds used for professional development to be planned and provided by the district administrative team and math coaches throughout the school year 2023-2024. Initial training and additional support will also be provided by the textbook vendors during the 2023-24 school year in support of the newly adopted math materials.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional materials, tutoring resources and grade band specific tutors.</p> <p>RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>Summer programming: Funds will be paired with state-provided</p>

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			Job-embedded math curriculum labs at grades 9-11	dollars to support summer programming for all students in grades 3-11  Funding for substitutes for high school job-embedded curriculum labs
Year 3: 2025-26 school year	48%	Increase percent of students in super subgroup scoring proficient in math TCAP/EOC proficiency by 3 points	<p>HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk students in grades 3-11</p> <p>RTI</p> <p>Summer programming for grades 3-11</p> <p>Curriculum Coaches to provide job-embedded professional learning</p> <p>Formative assessment</p>	<p>HQIM Implementation: Funds used for professional development to be planned and provided by the district administrative team and math coaches throughout the school year 2023-2024. Initial training and additional support will also be provided by the textbook vendors during the 2023-24 school year in support of the newly adopted math materials.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional materials, tutoring resources and grade band specific tutors. RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</p>

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			Job-embedded math curriculum labs at grades 9-11	<p>Summer programming: Funds will be paired with state-provided dollars to support summer programming for all students in grades 3-11</p> <p>Funding for substitutes for high school job-embedded curriculum labs</p>
Year 4: 2026-27 school year	51%	Increase percent of students in super subgroup scoring proficient in math TCAP/EOC proficiency by 3 points	<p>HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk students in grades 3-11</p> <p>RTI</p> <p>Summer programming for grades 3-11</p> <p>Curriculum Coaches to provide job-embedded professional learning</p>	<p>HQIM Implementation: Funds used for professional development to be planned and provided by the district administrative team and math coaches throughout the school year 2023-2024. Initial training and additional support will also be provided by the textbook vendors during the 2023-24 school year in support of the newly adopted math materials.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional materials, tutoring resources and grade band specific tutors.</p> <p>RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</p>

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			<p>Formative assessment</p> <p>Job-embedded math curriculum labs at grades 9-11</p>	<p>Summer programming: Funds will be paired with state-provided dollars to support summer programming for all students in grades 3-11</p> <p>Funding for substitutes for high school job-embedded curriculum labs</p>
<p><b>Year 5:</b> 2027-28 school year</p>	<p>54%</p>	<p>Increase percent of students in super subgroup scoring proficient in math TCAP/EOC proficiency by 3 points</p>	<p>HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk students in grades 3-11</p> <p>RTI</p> <p>Summer programming for grades 3-11</p> <p>Curriculum Coaches to provide job-embedded professional learning</p>	<p>HQIM Implementation: Funds used for professional development to be planned and provided by the district administrative team and math coaches throughout the school year 2023-2024. Initial training and additional support will also be provided by the textbook vendors during the 2023-24 school year in support of the newly adopted math materials.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional materials, tutoring resources and grade band specific tutors.</p> <p>RTI2: Funds will be used to ensure all tiers have the</p>

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			Formative assessment  Job-embedded math curriculum labs at grades 9-11	necessary materials and resources.  Summer programming: Funds will be paired with state-provided dollars to support summer programming for all students in grades 3-11  Funding for substitutes for high school job-embedded curriculum labs
<b>Goal Statement 3:</b>	54% of the students in super subgroup grades 3-10 will score at the met expectations or exceeds expectations on the ELA TCAP and EOC by 2028.			
Year 1: 2023-24 school year	42%	Increase percent of students in super subgroup scoring proficient in ELA TCAP/EOC proficiency by 3 points	Consistent implementation of HQIM supported by pacing guides  High dosage, low ratio tutoring for at-risk students in grades 3-10  RTI  Summer programming for grades 3-10	HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation, 4 ELA instructional coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, and lead teachers.  High dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and

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			<p>Curriculum Coaches to provide job-embedded professional learning</p> <p>Formative assessment</p> <p>Job-embedded ELA curriculum labs at grades 9-10</p>	<p>tutoring resources and grade band specific tutors. RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>Summer programming: Funds will be paired with state-provided dollars to support summer programming for all students in grades 3-10</p> <p>Funding for substitutes for high school job-embedded curriculum labs</p>
Year 2: 2024-25 school year	45%	Increase percent of students in super subgroup scoring proficient in ELA TCAP/EOC proficiency by 3 points	<p>Consistent implementation of HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk students in grades 3-10</p> <p>RTI</p> <p>Summer programming for grades 3-10</p>	<p>HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation, 4 ELA instructional coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, and lead teachers.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and</p>

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			<p>Curriculum Coaches to provide job-embedded professional learning</p> <p>Formative assessment</p> <p>Job-embedded ELA curriculum labs at grades 9-10</p>	<p>tutoring resources and grade band specific tutors. RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>Summer programming: Funds will be paired with state-provided dollars to support summer programming for all students in grades 3-10</p> <p>Funding for substitutes for high school job-embedded curriculum labs</p>
<p><b>Year 3:</b> 2025-26 school year</p>	<p>48%</p>	<p>Increase percent of students in super subgroup scoring proficient in ELA TCAP/EOC proficiency by 3 points</p>	<p>Consistent implementation of HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk students in grades 3-10</p> <p>RTI</p> <p>Summer programming for grades 3-10</p>	<p>HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation, 4 ELA instructional coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, and lead teachers.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and</p>

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			<p>Curriculum Coaches to provide job-embedded professional learning</p> <p>Formative assessment</p> <p>Job-embedded ELA curriculum labs at grades 9-10</p>	<p>tutoring resources and grade band specific tutors. RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>Summer programming: Funds will be paired with state-provided dollars to support summer programming for all students in grades 3-10</p> <p>Funding for substitutes for high school job-embedded curriculum labs</p>
<p><b>Year 4:</b> 2026-27 school year</p>	<p>51%</p>	<p>Increase percent of students in super subgroup scoring proficient in ELA TCAP/EOC proficiency by 3 points</p>	<p>Consistent implementation of HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk students in grades 3-10</p> <p>RTI</p> <p>Summer programming for grades 3-10</p>	<p>HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation, 4 ELA instructional coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, and lead teachers.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and</p>



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			<p>Curriculum Coaches to provide job-embedded professional learning</p> <p>Formative assessment</p> <p>Job-embedded ELA curriculum labs at grades 9-10</p>	<p>tutoring resources and grade band specific tutors. RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>Summer programming: Funds will be paired with state-provided dollars to support summer programming for all students in grades 3-10</p> <p>Funding for substitutes for high school job-embedded curriculum labs</p>
Year 5: 2027-28 school year	54%	Increase percent of students in super subgroup scoring proficient in ELA TCAP/EOC proficiency by 3 points	<p>Consistent implementation of HQIM supported by pacing guides</p> <p>High dosage, low ratio tutoring for at-risk students in grades 3-10</p> <p>RTI</p> <p>Summer programming for grades 3-10</p>	<p>HQIM Implementation: Funds will be used to support additional texts and consumable classroom materials for HQIM implementation, 4 ELA instructional coaches to support individual, small, and whole group coaching, professional development sessions for district leaders, principals, and lead teachers.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and</p>

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			<p>Curriculum Coaches to provide job-embedded professional learning</p> <p>Formative assessment</p> <p>Job-embedded ELA curriculum labs at grades 9-10</p>	<p>tutoring resources and grade band specific tutors. RTI2: Funds will be used to ensure all tiers have the necessary materials and resources.</p> <p>Summer programming: Funds will be paired with state-provided dollars to support summer programming for all students in grades 3-10</p> <p>Funding for substitutes for high school job-embedded curriculum labs</p>
<b>Goal Statement 4:</b>	65% of the graduating students will meet the Ready Graduate indicator by 2028.			
Year 1: 2023-24 school year	57%	Increase Ready Grad percentage by 2 points	<p>Increase embedded ACT skills opportunities in non-EOC classes</p> <p>Increase tutoring opportunities for students before the ACT</p> <p>Administer a Pre-ACT Assessment</p>	<p>Purchase IXL which includes ACT prep questions</p> <p>District will continue to pay for all AP exams (EPSOs) for all students</p> <p>Fund tutoring sessions led by SHHS teacher</p> <p>Purchase a Pre-ACT assessment for all sophomores</p>

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			Incorporate strong parent communication about ACT goals into parent nights, including conferences  Expand ASVAB testing for our students as another possible pathway to meeting the Ready Grad indicator  Expand industry certification pathways/AP to widen opportunities to meet the Ready Grad indicator  Track Ready Grad progress and meet with individual students	Use available funds to pay for CTE industry certification tests  Fund additional counseling position focused on CTE and students not meeting Ready Grad through ACT

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Year 2: 2024-25 school year	59%	Increase Ready Grad percentage by 2 points	<p>Increase embedded ACT skills opportunities in non-EOC classes</p> <p>Increase tutoring opportunities for students before the ACT</p> <p>Administer a Pre-ACT Assessment</p> <p>Incorporate strong parent communication about ACT goals into parent nights, including conferences</p> <p>Expand ASVAB testing for our students as another possible pathway to meeting the Ready Grad indicator</p>	<p>Purchase IXL which includes ACT prep questions</p> <p>District will continue to pay for all AP exams (EPSOs) for all students</p> <p>Fund tutoring sessions led by SHHS teacher</p> <p>Purchase a Pre-ACT assessment for all sophomores</p> <p>Use available funds to pay for CTE industry certification tests</p> <p>Fund additional counseling position focused on CTE and students not meeting Ready Grad through ACT</p>

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:</i> Provide a copy of your district's budget when submitting this report to the department.
			<p>Expand industry certification pathways/AP to widen opportunities to meet the Ready Grad indicator</p> <p>Track Ready Grad progress and meet with individual students</p>	
Year 3: 2025-26 school year	61%	Increase Ready Grad percentage by 2 points	<p>Increase embedded ACT skills opportunities in non-EOC classes</p> <p>Increase tutoring opportunities for students before the ACT</p> <p>Administer a Pre-ACT Assessment</p> <p>Incorporate strong parent communication about ACT goals</p>	<p>Purchase IXL which includes ACT prep questions</p> <p>District will continue to pay for all AP exams (EPSOs) for all students</p> <p>Fund tutoring sessions led by SHHS teacher</p> <p>Purchase a Pre-ACT assessment for all sophomores</p> <p>Use available funds to pay for CTE industry certification tests</p> <p>Fund additional counseling position focused on CTE and</p>

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			<p>into parent nights, including conferences</p> <p>Expand ASVAB testing for our students as another possible pathway to meeting the Ready Grad indicator</p> <p>Expand industry certification pathways/AP to widen opportunities to meet the Ready Grad indicator</p> <p>Track Ready Grad progress and meet with individual students</p>	students not meeting Ready Grad through ACT
Year 4: 2026-27 school year	63%	Increase Ready Grad percentage by 2 points	Increase embedded ACT skills opportunities in non-EOC classes	Purchase IXL which includes ACT prep questions

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			<p>Increase tutoring opportunities for students before the ACT</p> <p>Administer a Pre-ACT Assessment</p> <p>Incorporate strong parent communication about ACT goals into parent nights, including conferences</p> <p>Expand ASVAB testing for our students as another possible pathway to meeting the Ready Grad indicator</p> <p>Expand industry certification pathways/AP to widen opportunities to</p>	<p>District will continue to pay for all AP exams (EPSOs) for all students</p> <p>Fund tutoring sessions led by SHHS teacher</p> <p>Purchase a Pre-ACT assessment for all sophomores</p> <p>Use available funds to pay for CTE industry certification tests</p> <p>Fund additional counseling position focused on CTE and students not meeting Ready Grad through ACT</p>

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:</i> Provide a copy of your district's budget when submitting this report to the department.
			<p>meet the Ready Grad indicator</p> <p>Track Ready Grad progress and meet with individual students</p>	
Year 5: 2027-28 school year	65%	Increase Ready Grad percentage by 2 points	<p>Increase embedded ACT skills opportunities in non-EOC classes</p> <p>Increase tutoring opportunities for students before the ACT</p> <p>Administer a Pre-ACT Assessment</p> <p>Incorporate strong parent communication about ACT goals into parent nights, including conferences</p>	<p>Purchase IXL which includes ACT prep questions</p> <p>District will continue to pay for all AP exams (EPSOs) for all students</p> <p>Fund tutoring sessions led by SHHS teacher</p> <p>Purchase a Pre-ACT assessment for all sophomores</p> <p>Use available funds to pay for CTE industry certification tests</p> <p>Fund additional counseling position focused on CTE and students not meeting Ready Grad through ACT</p>



School Year	Annual Outcome(s)	Associated Metrics/Data	<b>Action Steps</b> This may include descriptions of district-based programs, staffing, and intervention services for students.	<b>Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</b> <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			Expand ASVAB testing for our students as another possible pathway to meeting the Ready Grad indicator  Expand industry certification pathways/AP to widen opportunities to meet the Ready Grad indicator  Track Ready Grad progress and meet with individual students	
<b>Goal Statement 5:</b>				
Year 1: 2023-24 school year				
Year 2: 2024-25 school year				
Year 3: 2025-26 school year				
Year 4: 2026-27 school year				

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:</i> Provide a copy of your district's budget when submitting this report to the department.
Year 5: 2027-28 school year				

### 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.	September 26, October 4, October 5-12, 2023
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	Discussion at district administrative meeting with principals and CO staff present (9-26); discussion at InformTN Districtwide Stakeholder Committee (10-4); Discussion at the Johnson City Public Schools Foundation meeting (10-4); and posting on district website for community review and input (10-5 through 10-12)
Summary of public comment received, if any.	Stakeholders supported targeting the achievement of specific subgroups to improve overall district outcomes.
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	Stakeholder input did not alter the goals or strategies of the final accountability report.