Germantown (796) Public District - FY 2026 - TISA Accountability Report - Rev 0

Overview

The Tennessee Investment in Student Achievement (TISA) public school funding formula marks a significant change in how Tennessee invests in public education. The TISA funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed for all students to ensure they succeed.

As part of TISA, T.C.A. § 49-3-112 requires each school district, starting in the 2023-24 school year, to submit an annual accountability report to the Tennessee Department of Education (department). This report must include:

• Goals for student achievement: One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.

• Explanation of how the district's stated goals can be met within the district's budget.

• For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. Additionally, the TISA Accountability must be presented for local school board approval. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve their stated goal.

For questions, please review the TISA Accountability Report Guidance document or contact tnedu.funding@tn.gov.

Completed reports should be submitted in ePlan by **November 1, 2025**.

Resources

Click here to open the guide.

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Cover Page

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Germantown Municipal School District

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75.9 % of 3rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the most recent spring TCAP

Documents

Type	Document Template	Document/Link
(TISA) Previous Year Report	N/A	(TISA) Previous Year Report

Resources

Click here to open the guide.

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Goal Statement 1: - 3rd Grade ELA Proficiency

75 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2026

District Goal Statements

Goal Number	GOAL STATEMENT(S)
Goal 2	65% of all students will be proficient in math by 7th grade, as measured by the 2025-26 TCAP math assessment.
Goal 3	75% of Germantown Municipal graduates will meet the criteria for College & Career Readiness by the 2025-2026 school year.
Goal 4	
Goal 5	
Goal 6	

Note: This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

Goal #1

Germantown (796) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: 3rd Grade ELA Proficiency

75 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2026

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Target: 80% of students will score proficient on the 3rd grade ELA TCAP assessment. Actual: 79.6% of students scored proficient on the 3rd grade ELA TCAP assessment. Subgoal: By the end of May 2024, we will decrease our chronic absenteeism percentages by 2%. Chronic Absenteeism in GMSD went from 8.88% in 2022-2023 to 6.80% in 2023-2024, noting a 2.08% decrease and meeting our subgoal.	3rd grade ELA TCAP results MVPA ELA benchmark assessments (Fall/Winter/Spring): Students in grades 2-3 Early Star Literacy/Star Literacy: K-3 students are quarterly progressed. Aimsweb benchmark/progress monitoring data: K-3 students ILPs: K-3 ELL student plans and progress ILP-Ds: K-3 student plans and progress IEPs: K-3 students present levels of performance and measurable annual goals. Target-Based Report Cards: Students in K-3 quarterly progressed and will provide a present level of student's literacy proficiency. 1= With Support. 2= Approaching 3= Proficient Skyward Daily attendance: K-3 daily attendance report and Tier 1-3 attendance contracts EIS Weekly Data Reports on Absent Students Health Clinic Reports: Return to class % for each school. Behavioral data: Skyward daily attendance and behavioral data reports.
Year 2: 2024-2025 school year (Use actual outcome)	Target: 75% of students will score proficient on the 3rd grade ELA TCAP. Actual: 75.9% of students scored proficient on the 3rd grade ELA TCAP assessment.	3rd grade ELA TCAP results MVPA ELA benchmark assessments (Fall/Winter/Spring): Students in grades 2-3 Early Star Literacy/Star Literacy: K-3 students are quarterly progressed. Aimsweb benchmark/progress monitoring data: K-3 students ILPs: K-3 ELL student plans and progress ILP-Ds: K-3 student plans and progress IEPs: K-3 students present levels of performance and measurable annual goals. Target-Based Report Cards: Students in K-3 quarterly progressed and will provide a present level of student's literacy proficiency. 1= With Support. 2= Approaching 3= Proficient Skyward Daily attendance: K-3 daily attendance report and Tier 1-3 attendance contracts EIS Weekly Data Reports on Absent Students Health Clinic Reports: Return to class % for each school. Behavioral data: Skyward daily attendance and behavioral data reports.
Year 3: 2025-2026 school year	Target: 75% of students will score proficient on the 3rd grade ELA TCAP assessment.	3rd grade ELA TCAP results MVPA ELA benchmark assessments (Fall/Winter/Spring): Students in grades 2-3 Early Star Literacy/Star Literacy: K-3 students are quarterly progressed. Aimsweb benchmark/progress monitoring data: K-3 students ILPs: K-3 ELL student plans and progress ILP-Ds: K-3 student plans and progress IEPs: K-3 students present levels of performance and measurable annual goals. Target-Based Report Cards: Students in K-3 quarterly progressed and will provide a present level of student's literacy proficiency. 1= With Support. 2= Approaching 3= Proficient Powerschool Daily attendance: K-3 daily attendance report and Tier 1-3 attendance contracts EIS Weekly Data Reports on Absent Students Health Clinic Reports: Return to class % for each school. Behavioral data: Powerschool daily attendance and behavioral data reports.

Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		

* Check the response that best describes the progress made on the 2024-25 target toward Goal 1.

- ○ Exceeded target
- ◉ Met target
- ○ Increased but did not meet target
- ○ Did not make progress toward target
- ○ End of year outcome data for 2024-25 is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

During the 2024-2025 school year, Germantown Municipal School District made meaningful progress toward increasing the percentage of students reading on grade level by the end of third grade. TISA-funded investments in literacy tutors, reading interventionists, and foundational literacy programs provided targeted small-group support and strengthened Tier I instruction across all elementary schools. Early assessment data from STAR reading and MVPA ELA benchmarks show that more students are closing gaps and subgroup performance has also improved where additional supports were provided.

While the district is encouraged by these gains, continued attention is needed to ensure consistency in implementation across schools and to reduce the percentage of students entering 3rd grade below grade-level expectations. Ongoing coaching, professional development, and expansion of evidence-based literacy supports will help GMSD remain on track to achieve the 2025-2026 goal of 75% proficiency.

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.
1. GMSD provides each of our elementary schools a full-time reading interventionist.	$ 330,000.00	The district saw a benefit to further supporting students in ELA through the use of a Reading Interventionist in each of our elementary schools for the 2024-2025 school year. The Reading Interventionists focus on our K-2 students; however, they do also work with some of our 3rd graders. Their target group are students not receiving small group instruction from a SPED teacher, EL teacher, High Impact Tutor, or an RTI coach (characteristics of dyslexia), but are reading below grade-level. These students met with the Reading Interventionist five days a week during the grade level's intervention period and used UFLI and Heggerty curriculum to support reading outcomes. Based on student data, STAR reading scale scores improved through the use of this reading support partnered with Tier 1 instruction.

2. The use of High Impact Tutors to further support students in ELA.	$ 260,000.00	The High Impact Tutors met with small groups of three students two days a week for 45 minute sessions. Tutors utilized Orton Gillingham strategies to reinforce core phonics instruction. Based on student data, STAR reading scale scores improved over the course of the 3 benchmark assessments, through the use of this additional reading support partnered with Tier 1 instruction.

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

High-Quality Instructional Materials (HQIM): Consistent unit and lesson prep implementation of ELA HQIM K-12.

Foundational Literacy Instruction: Students in grades K-2 will receive explicit, systematic phonics instruction through daily Saxon Phonics lessons. These lessons include phonemic awareness, decoding, encoding, and the use of decodable books.

Literacy Coaching: The district ELA Instructional Coach will be utilized in schools as needed for PLCs, data digs, professional development, lesson modeling, curriculum/standards clarification, and guidance for supporting at-risk readers. The literacy coach will also check in with teachers quarterly to discuss students who scored 1s and 2s on the report card to ensure interventions and supports are in place quickly so that we can begin closing literacy gaps. GMSD's literacy coach will participate in literacy professional development that will help build knowledge and understanding of current best practices, communication skills, coaching styles, and meeting the needs of diverse learners. The literacy coach will share knowledge and strategies learned with teachers during grade-level planning or PD sessions.

Tier 1 Small Group Reading: In addition to whole class phonics, comprehension, and writing instruction, K -2 students who are identified as reading 2 or more months below grade level (Star) will receive targeted, specific instruction in a small group setting with their general education teacher. Instruction will include phonemic awareness activities, reinforcing/reteaching previously learned phonics skills (Saxon), encoding (based on previous skills learned in Saxon), decoding words in isolation and in texts (decodable books), and comprehension.

Professional Learning Communities: Grade level teams will meet weekly to discuss data on common formative assessments to determine next steps (reteaching, enrichment, Tier 1 RTI). Success criteria will be discussed and identified during these PLC meetings. Teachers will bring work samples to discuss. These assessments/work samples will be used to determine a student's quarterly target score. PLC discussions will provide teachers time to share effective strategies/resources that have been used and to ask questions on how to best support students who have not mastered the targeted standards/skills. Each elementary school has a kindergarten, first, and second grade PLC lead that facilitates the weekly PLC meetings.

Professional Development: GMSD will offer PD sessions to teachers throughout the year. Sessions will include: Understanding Star Reports, Using Social Studies Texts to Support ELA Standards, Courageous Conversations with Parents, Writing Across the Content Areas, Vertical Alignment, OG Your Saxon, How to Use Reading Records to Inform Instruction. By building teachers' capacity, they will better understand the essential components of strong literacy instruction, they will recognize the value of the district-provided resources and then apply that knowledge daily. PLC leads and admin will participate in additional PLC training led by district administrators and Solution Tree to help refine and support our PLCs.

Attendance: Students with multiple unexcused and excused absences will be monitored. School and district officials will communicate with students and families with multiple absences to discuss the absences, policies pertaining to chronic absenteeism, and establish a multitier plan of action to support student attendance. The schools also use a procedure to monitor student health through a return to class % report, monitored by the school nurses and LEA representative for Coordinated School Health. School leaders and district personnel will also monitor student behavioral concerns and utilize best practices to support the student and staff in a given situation.

RTI2: Students who flag in AimsWeb for reading will receive daily, targeted small group instruction that addresses specific skills gaps that are identified. Teachers and/or building RTI coaches are provided with instruction to these small groups of students. Students will be progress monitored on AimsWeb weekly or bi-weekly to evaluate whether the selected interventions are being successful. If not, the RTI coach will adjust the interventions students are receiving. GMSD provides each building with an RTI coach that oversees aimsweb testing, RTI meetings, appropriate interventions, and progress monitoring. Having a designated

person in each building helps us to ensure that needs are being addressed and gaps are being closed.

Tutoring: Tutors will provide high dosage/ low-ratio reading instruction to at-risk students in grades 1-5, with the goal of helping students close gaps so that they are reading on grade level. Students identified as at risk according to Star/MVPA will receive additional support with tutors. Tutors will meet with small groups of three students two days a week for 45 minutes.

Reading Interventionists: GMSD provides each of our elementary schools a full-time reading interventionist that works with students in K-3 who are considered low Tier 1. These students meet with the reading interventionist five days a week during the grade level's RTI period. Our reading interventionists use UFLI and Heggerty curriculum.

ILP/ILP-D: Students who meet the state eligibility criteria for ELL will receive interventions and support from a certified ESL teacher, through an Individualized Learning Plan (ILP). Students who meet the state eligibility criteria displaying characteristics of dyslexia will receive reading support for the RTI coaches, through an Individualized Learning Plan Dyslexia (ILP-D). All K-5 teachers will participate in a Dyslexia for a Day PD session. The goal of this training is to help teachers better understand the struggles and fears a student with dyslexia has as they navigate throughout the school day. Teachers will also be provided a list of ways they can help support students with dyslexia.

Special Education Intervention: Research based reading interventions will be provided to students with disabilities according to their individual IEP. Such interventions could include Orton Gillingham, Spire, Edmark, and/or Reading Mastery. To provide an additional layer of support within each school, one ESE Lead Teacher will be selected at each elementary school. Lead teachers will be responsible for providing monthly feedback on IEP compliance and best practices, and building level support for teachers and administrators.

Target-Based Grading: K-3 teachers will use target-based grading to assess specific targets quarterly. Parents and students will receive a more precise report that details a child's specific strengths and challenges. Teachers/district offices will create specific, measurable success criteria for each target.

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

1. High- Quality Instructional Materials (HQIM): TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
2. Foundational Literacy Instruction: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
3. Literacy Coaching: TISA Funded through budget tag: REGULAR INSTRUCTIONAL SUPPORT (72210)
4. Tier 1 Small Group Reading: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
5. Professional Learning Communities: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
6. Professional Development: TISA Funded through budget tag: REGULAR INSTRUCTIONAL SUPPORT (72210).
7. Attendance: TISA Funded through budget tag: ATTENDANCE & PLANNING (72110).
8. RTI2: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
9. Tutoring: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
10. Reading Interventionists: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
11. ILP/ILP-D: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
12. Special Education Intervention: TISA Funded through budget tag labeled SPECIAL EDUCATION INSTRUCTION (71200).
13. Target-Based Grading: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).

Goal #2

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Goal Statement 2:

65% of all students will be proficient in math by 7th grade, as measured by the 2025-2026 TCAP math assessment.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	2nd grade students: increase math proficiency to 81% based on the Spring TCAP math assessment. Actual: 79% proficient of students scored or exceeded on the 2nd grade Spring TCAP math assessment. 3rd grade students: increase math proficiency to 82.2% based on the Spring TCAP math assessment. Actual: 79% proficient of students scored or exceeded on the 3rd grade Spring TCAP math assessment. 4th grade students: increase math proficiency to 86.8% based on the Spring TCAP math assessment. Actual: 83.9% proficient of students scored or exceeded on the 4th grade Spring TCAP math assessment. 5th grade students: increase math proficiency to 84.7% based on the Spring TCAP math assessment. Actual: 85.3% proficient of students scored or exceeded on the 5th grade Spring TCAP math assessment. 6th grade students: increase math proficiency to 72.5% based on the Spring TCAP math assessment. Actual: 78% proficient of students scored or exceeded on the 6th grade Spring TCAP math assessment. 7th grade students: increase math proficiency to 70.0% based on the Spring TCAP math assessment. Actual: 64% proficient of students scored or exceeded on the 7th grade Spring TCAP math assessment. Subgoal: By the end of May 2024, we will decrease our chronic absenteeism percentages by 2%. Actual: Chronic Absenteeism in GMSD went from 8.88% in 2022-2023 to 6.80% in 2023-2024, noting a 2.08% decrease and meeting our subgoal.	2nd grade through 7th grade Math TCAP results MVPA Math benchmark assessments: (Fall/Winter/Spring) Students in grades 2-8 Aimsweb benchmark/progress monitoring data: Students in grades 2-8 Mastery Connect: used to develop small common assessments by target (Grades K-3) or by standard (Grades 4-8). IEPs: 2nd-8th grade students present levels of performance and measurable annual goals for math deficit areas. Skyward Daily attendance 2nd grade- 8th grade student report and Tier 1-3 attendance contracts. Health Clinic Reports: Return to class % for each school. Behavioral data: Skyward daily attendance and behavioral data reports.

Year 2: 2024-2025 school year (Use actual outcome)	2nd grade students: Score or exceed 80% proficient as measured on the 2025 TCAP Math Assessment Actual: 79% proficient of students scored or exceeded on the 2nd grade Spring TCAP math assessment. 3rd grade students- 5th grade students: Score or exceed 82% success rate as measured on the 2025 TCAP Math Assessment Actual: 82.7% of students scored or exceeded on the 3rd-5th grade TCAP Math Assessment 6th grade students- 7th grade students: Score or exceed 65% success rate as measured on 2025 TCAP Math Assessment Actual: 75.5% of students scored or exceeded on the 6th-7th grade TCAP Math Assessment	2nd grade through 7th grade Math TCAP results MVPA Math benchmark assessments: (Fall/Winter/Spring) Students in grades 2-8 Aimsweb benchmark/progress monitoring data: Students in grades 2-8 Mastery Connect: used to develop small common assessments by target (Grades K-3) or by standard (Grades 4-8). IEPs: 2nd-8th grade students present levels of performance and measurable annual goals for math deficit areas. Skyward Daily attendance 2nd grade- 8th grade student report and Tier 1-3 attendance contract. Health Clinic Reports: Return to class % for each school. Behavioral data: Skyward daily attendance and behavioral data reports.
Year 3: 2025-2026 school year	2nd grade students: Score or exceed 80% proficient as measured on the 2026 TCAP Math Assessment, 3rd grade students- 5th grade students: Score or exceed 82% success rate as measured on 2026 TCAP Math Assessment. 6th grade students- 7th grade students Score or exceed 65% success rate as measured on 2026 TCAP.	2nd grade through 7th grade Math TCAP results MVPA Math benchmark assessments: (Fall/Winter/Spring) Students in grades 2-8 Aimsweb benchmark/progress monitoring data: Students in grades 2-8 Mastery Connect: used to develop small common assessments by target (Grades K-3) or by standard (Grades 4-8). IEPs: 2nd-8th grade students present levels of performance and measurable annual goals for math deficit areas. Powerschool Daily attendance 2nd grade- 8th grade student report and Tier 1-3 attendance contracts Health Clinic Reports: Return to class % for each school. Behavioral data: Powerschool daily attendance and behavioral data reports.
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		

* Check the response that best describes the progress made on the 2024-25 target toward Goal 2.

- ○ Exceeded target
- ◉ Met target
- ○ Increased but did not meet target
- ○ Did not make progress toward goal
- ○ End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

Germantown Municipal School District continues to make progress toward increasing 7th grade math proficiency. During the 2024-2025 school year, implementation of high-quality instructional materials combined with targeted small-group supports and benchmark monitoring resulted in measurable growth across grade levels.

The district recognizes that continued success will depend on maintaining consistency in Tier I instruction while expanding access to intervention and enrichment opportunities. Strategic use of instructional coaching, professional learning communities, and data-driven supports will help ensure that all students are on track to meet the 2025-2026 TCAP proficiency goal.

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.
GMSD Math Instructional Coach & Math Instructional Supervisor	$ 190,000.00	GMSD's Math Instructional Coach and Math Instructional Supervisor are instrumental in interpreting standards, effective implementation of high-quality instructional materials, training teachers in standards and instructional strategies, analyzing data to drive instruction, and developing common assessments. The instructional coach collects and organizes data and survey results that inform district math goals, coaching strategies, and other programming decisions. The instructional coach and supervisor meet regularly to monitor progress of the district program and adjust action steps aimed at meeting or exceeding the performance measures defined in Goal 2: Algebra I Readiness
2.Research-based math software programs (Dreambox, Reflex, Frax, IXL, Zearn)	$ 130,000.00	Math software such as Zearn, Reflex, IXL, Frax, and Dreambox supported student achievement in grades K-8 by providing personalized, adaptive learning experiences that meet students where they are. These platforms are aligned to state standards and offer engaging, interactive practice that helps students master key skills in number sense, operations, fractions, and problem-solving. Students receive immediate feedback to strengthen their understanding, while teachers gain detailed progress reports to inform instruction and interventions. The software not only helps close skill gaps but also provides enrichment for advanced learners, building confidence and preparing students for long-term success in middle school math and beyond.

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

High-Quality Instructional Materials (HQIM) and Implementation: Consistent unit and lesson prep implementation of Math HQIM K-12. GMSD math teachers will be expected to implement the adopted math program with fidelity to pacing, routines, activities, materials, and assessments as intended by the developers of the adopted programs. GMSD supervisors will routinely monitor the fidelity of HQIM implementation in the classroom through observations, planning meetings, school administration and teacher feedback, and professional learning community meetings.

RTI2: Students who flag in AimsWeb for math will receive daily, targeted small group instruction that addresses specific skills gaps that are identified. Students will be progress monitored at least bi-weekly using aimswebPlus to determine whether the selected interventions are being successful. If the interventions are not successful, the building RTI coach will make necessary adjustments to the tiered intervention after at least 4 weeks. During independent practice, students engage in adaptive math software programs such as Reflex, Dreambox, Frax, IXL, and Zearn to build fluency, reinforce grade-level standards, and address

individual skill gaps identified through RTI² progress monitoring. Teachers review usage data and student performance reports to inform targeted small-group instruction.

Essential Work: Through a collaborative process involving multiple stakeholders, GMSD has identified essential work of each grade level to focus our district's efforts on preparing GMSD math students to be proficient on the Algebra I EOC. Grades K-3 selected targets and Grades 4-8 selected standards that will have the most impact on the students' progression to Algebra I. Instructional supervisors and teachers organized this essential work into curriculum guides that clearly defines the scope, sequence, and pacing needed to effectively provide quality instruction within the district's instructional calendar. Throughout the year, instructional supervisors have collect feedback through surveys and communication. This feedback will be used to refine the essential work, scope and sequence, and pacing in order to further improve the quality of math instruction.

Gifted and Enrichment math classes: Students in grades 2-5, who are eligible as intellectually gifted for the state of Tennessee, are offered the opportunity to take advanced math during their intervention time. Middle school students reaching above grade level standards are encouraged to take high level math enrichment courses throughout their middle school career.

Math Instructional Coaching: GMSD's Math Instructional Coach maintains a weekly rotation in the district's schools as well as schedules collaborative meetings with teachers, school leaders, and PLCs. During these visits and meetings, the instructional coach trains teachers and school leaders in high-impact, content-specific instructional strategies grounded in the state standards and utilizing the district's high-quality instructional materials.

Professional Learning Communities: Professional Learning Communities, or PLCs, meet monthly and use protocols to analyze data from classroom assessments to determine which standards need reteaching and individual students that need intervention or enrichment. PLCs also use protocols to conduct standards analyses to determine general areas of strength and weakness. Based on the data, PLC members plan next instructional steps and build common assessments to monitor the impact of these prescribed next steps.

Professional Development: GMSD will continue to offer professional development to deepen an understanding of the coherence of the revised standards and mathematically-appropriate representations and strategies. Classroom observations guided by the Instructional Practice Guide (IPG) for Mathematics will provide instructional supervisors, the instructional coach, and classroom teachers the opportunity to observe and reflect upon the standards in action and make connections among instructional strategies and representations across the grade levels.

Math Tutoring: High Impact Math Tutors will provide High-Dosage, Low-Ratio instruction to students who are at risk in math with the goal of helping students close gaps so that they are proficient in math. Students who are determined to be at risk according to the MVPA math benchmark and math TCAP assessments will receive additional instructional support through tutoring. Tutors will meet with small student groups at least twice per week for 45 minutes.

6-8 Math Intervention: Students who are determined to be at risk but not in RTI according to the MVPA math benchmark, math TCAP assessments, and classroom performance will receive additional instructional support through intervention. Interventionists will meet daily with small student groups in grades 6-8 to provide High-Dosage, Low-Ratio instruction with the goal of helping students close gaps so that they meet math proficiency goals in grades 6-8.

Special Education Intervention: All students with disabilities who have an identified math deficit will be provided research based math interventions. Progress will be closely monitored to determine the effectiveness of the intervention being used and changes will be made as needed.

Attendance: Students with multiple unexcused and excused absences will be monitored. School and district officials will communicate with students and families with multiple absences to discuss the absences, policies pertaining to chronic absenteeism, and establish a multitier plan of action to support student attendance. The schools also use a procedure to monitor student health through a return to class % report, monitored by the school nurses and LEA representative for Coordinated School Health. School leaders and district personnel will also monitor student behavioral concerns and utilize best practices to support the student and staff in each situation.

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

1. High- Quality Instructional Materials (HQIM): TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
2. RTI2 (Response to Instruction & Intervention): TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).

3. Essential Work: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
4. Gifted and Enrichment math classes: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
5. Professional Learning Communities: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
6. Professional Development; TISA Funded through budget tag: REGULAR INSTRUCTION SUPPORT (72210).
7. Math Tutoring: TISA Funded through budget tag: REGULAR INSTRUCTIONAL PROGRAM (71100).
8. Special Education Intervention: TISA Funded through budget tag: SPECIAL EDUCATION INSTRUCTION (71200).
9. Attendance: TISA Funded through budget tag: ATTENDANCE & PLANNING (72110).

Goal #3

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This goal not established.

Goal Statement 3:

75% of Germantown Municipal graduates will meet the criteria for College & Career Readiness by the 2025-2026 school year

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Class of 2024: 75% of students will have an ACT composite of 21 or greater. Actual: 71.8% of students have a 21 or higher on the ACT composite. Class of 2024: will have a Graduation Rate of at least 95% for a General Diploma. Actual: 96.9% of students graduated with a General Diploma. Class of 2024: will have a Ready Graduate Rate of 80%. Actual: 71.6% Ready Graduate Rate Class of 2024: will have a AAD Diploma successful student completion rate of 90%. Actual: 7 students attempted and completed the requirements for an AAD Diploma. 100% completion rate. Subgoal: By the end of May 2025, we will decrease our chronic absenteeism percentages by 2%. Chronic Absenteeism in GMSD went from 8.88% in 2022-2023 to 6.80% in 2023-2024, noting a 2.08% decrease and meeting our subgoal.	Cohort matriculation through LEAs: Identify/maintain cohort size across grade bands. Naviance Assessment Reports: Helps to identify the engagement of middle and high school students in relation to activities and their career and college interests as they progress through GMSD. Stakeholder surveys: From events and activities Enrollment Data in Dual Enrollment and EPSO: Shows how students in grades 9th-12th are progressing and accessing courses labeled as EPSO's. Industry Credential success rates: This data will tell if these specific EPSO opportunities are being accomplished for students in high school. Student Data Tracking System: The district will use a system to track progress of student specific Ready Graduate goals, including courses taken, planned pathways, ASVAB, ACT composite and sub score data. Skyward Daily attendance: 6th-12th grade daily attendance reports and Tier 1-3 attendance contracts Health Clinic Reports: Return to class % for each school. Behavioral data: Skyward daily attendance and behavioral data reports. Aimsweb benchmark/progress monitoring data: 9th-12th grade students ILPs: 6th-12 grade ELL student plans and progress IEPs: 6th-12th grade students present levels of performance and measurable annual goals.

Year 2: 2024-2025 school year (Use actual outcome)	Class of 2025: 73% of students will have an ACT Composite of 21 or greater. Actual: Anticipate getting an official rate later this fall. Class of 2025: will have a Graduation Rate of at least 95%. Actual: Anticipate getting an official rate later this fall. Class of 2025: will have a Ready Graduate Rate of 73%. Actual: Ready Graduate data is "lag year" data and currently unavailable for the Class of 25. We are projecting to meet the goal of 73%. Class of 2025: will have a AAD Diploma successful student completion rate of 95%. Actual: Anticipate getting a rate later in the fall.	Cohort matriculation through LEAs: Identify/maintain cohort size across grade bands. Naviance Assessment Reports: Helps to identify the engagement of middle and high school students in relation to activities and their career and college interests as they progress through GMSD. Stakeholder surveys: From events and activities Enrollment Data in Dual Enrollment and EPSO: Shows how students in grades 9th-12th are progressing and accessing courses labeled as EPSO's. Industry Credential success rates: This data will tell if these specific EPSO opportunities are being accomplished for students in high school. Student Data Tracking System: The district will use a system to track progress of student specific Ready Graduate goals, including courses taken, planned pathways, ASVAB, ACT composite and sub score data. Skyward Daily attendance: 6th-12th grade daily attendance reports and Tier 1-3 attendance contracts Health Clinic Reports: Return to class % for each school. Behavioral data: Skyward daily attendance and behavioral data reports. Aimsweb benchmark/progress monitoring data: 9th-12th grade students ILPs: 6th-12 grade ELL student plans and progress IEPs: 6th-12th grade students present levels of performance and measurable annual goals.
Year 3: 2025-2026 school year	Class of 2026: 75% of students will have an ACT Composite of 21 or greater. Class of 2026: will have a Graduation Rate of at least 95.5% for a General Diploma. Class of 2026: will have a College & Career Readiness rate of 75%. Class of 2026: will have a AAD Diploma successful student completion rate of 100%.	Cohort matriculation through LEAs: Identify/maintain cohort size across grade bands. Naviance Assessment Reports: Helps to identify the engagement of middle and high school students in relation to activities and their career and college interests as they progress through GMSD. Stakeholder surveys: From events and activities Enrollment Data in Dual Enrollment and EPSO: Shows how students in grades 9th-12th are progressing and accessing courses labeled as EPSO's. Industry Credential success rates: This data will tell if these specific EPSO opportunities are being accomplished for students in high school. Student Data Tracking System: The district will use a system to track progress of student specific Ready Graduate goals, including courses taken, planned pathways, ASVAB, ACT composite and sub score data. Powerschool Daily attendance: 6th-12th grade daily attendance reports and Tier 1-3 attendance contracts Health Clinic Reports: Return to class % for each school. Behavioral data: Powerschool daily attendance and behavioral data reports. Aimsweb benchmark/progress monitoring data: 9th-12th grade students ILPs: 6th-12 grade ELL student plans and progress IEPs: 6th-12th grade students present levels of performance and measurable annual goals.
Year 4: 2026-2027 school year		
Year 5: 2027-2028 school year		

* Check the response that best describes the progress made on the 2024-25 target toward Goal 3.

- ○ Exceeded target
- ○ Met target

- ○ Increased but did not meet target
- ○ Did not make progress toward goal
- ◉ End of year outcome data for the 2024-25SY is unavailable at the time of this report

Reflection: Based on progress toward the goal, how will this impact your action plan for the coming years?

During the 2024-2025 school year, Germantown Municipal School District continued to make steady progress toward increasing the percentage of graduates meeting College & Career Readiness benchmarks. Early Postsecondary Opportunities (EPSOs) such as Advanced Placement, Dual Enrollment, and Industry Certifications saw increased student participation, and the district expanded access to Career and Technical Education pathways aligned to high-demand careers. Additionally, improvements in ACT readiness and the implementation of targeted supports through counselors and interventionists helped more students stay on track to graduate prepared for postsecondary options.

While the district is on pace to meet the 75% readiness goal by 2025-2026, ongoing work will focus on ensuring equitable access to EPSOs across all student subgroups, strengthening supports for ACT performance, and continuing to build partnerships that provide authentic career experiences.

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.
Expansion of Career & Technical Education (CTE) Programs	$ 1,500,000.00	These funds cover CTE teachers, equipment, and program materials that align with high-demand occupations and provide students with Early Postsecondary Opportunities (EPSOs), including industry certifications, dual enrollment, and hands-on career pathways. This investment directly supports Goal #3 by preparing students with the skills and credentials needed for both college and career readiness.
Naviance Student Platform (Middle & High School)	$ 19,000.00	The district also utilizes Naviance as a comprehensive college, career, and life readiness platform to help every middle and high school student explore interests, set academic and postsecondary goals, and develop individualized plans aligned to future pathways through counselor-led sessions and student progress monitoring. Students have easy access to ACT study materials, the ability to research colleges across the country, and the ability to use career interest information to help them make the best decision for their future.

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

K-12 College and Career Awareness and Exploration: We believe that creating comprehensive and shared College and Career awareness and exploration events activities for students across all grade levels for our entire district will have a significant impact on our college and career readiness metrics. This action step will help form a College and Career Exploration Committee for the district to help communicate our College and Career readiness goals and expectations. The committee will be crucial in developing and executing our K-12 initiatives and will include staff, students, parents, and community stakeholders.

Middle School student transition to High School: Middle school and high school counselors meet to review transition data for rising 9th graders, ensuring alignment of academic plans, intervention supports, and student services. Rising 9th grade students will then create their own course selection and 4 year plan that follows them into their first year of high school.

College & Career Counselors: College & Career counselors guide students in grades 9-12 with identifying and pursuing their career pathways. They also assist students with exploring postsecondary options, align coursework with future goals, and connect students with resources such as internships, dual enrollment, and college advising opportunities.

Student Level Data Tracking: A system for students to track progress in reaching their specific College & Career Readiness goals, including courses taken, planned pathways, ACT composite and sub score data will continue to be utilized to further support student programming decisions. The district also utilizes Naviance as a comprehensive college, career, and life readiness platform to help every middle and high school student explore interests, set academic and postsecondary goals, and develop individualized plans aligned to future pathways through regular counselor-led sessions and student progress monitoring.

Industry and Community Partnerships: Increasing industry and community partnerships will allow us to provide more authentic experiences for all students. Guest speakers, career fairs, job shadowing, and even student internships are all essential in creating meaningful experiences for students to expand and refine their vision for post-secondary life.

Partnership with Transition TN: GMSD ESE Staff will partner with Transition TN to provide ESE case managers with training and resources related to post secondary outcomes for student with disabilities including: age and ability appropriate transition assessments, continuing education, family and community resources, job exploration, and best practices in transition planning.

ACT Integration and Innovation: Teachers will utilize best practices in ACT integration across all disciplines to ensure that students are being supported in improving ACT scores. The district will work creatively to ensure we make the best use of ACT test days, bootcamps, or other interventions that occur outside of the regular class time.

Professional Learning Communities: PLC meetings currently vary based on content area. Non-tested teachers generally meet monthly as required by our FLEX PD model. The core tested PLCs meet weekly during an intentionally scheduled common planning period. Each Monday, our PLC Instructional Coach meets with the PLC Lead teachers to develop the agenda for that week's meeting. Meetings are then attended by the Instructional Coach, teachers, co-teachers, and interventionists, along with the assigned administrator and Secondary Instructional Supervisor. PLC teams discuss data, student performance, and teaching strategies as well as plan common tasks, activities, and assessments.

Professional Development: Provide PD opportunities to staff and stakeholders over College & Career Readiness expectations. This action step will assist staff and stakeholders in better understanding student goals and would seek to close that gap in ensuring that all students have an advocate to help plan for future success.

RTI2: Students who flag in AimsWeb for reading and math will receive daily, targeted small group instruction that addresses specific skills gaps that are identified.

Special Education Career & Post Secondary Focused Classes: At the high school level, students in grade 9-12 who are served under an IEP outlining transition deficits have the option to enroll in Career Exploration, Focus on Adulthood, Post-Secondary Transition, and/or Intro to Self Determination to further explore and plan for life after high school.

Attendance: Students with multiple unexcused and excused absences will be monitored. School and district officials will communicate with students and families with multiple absences to discuss the absences, policies pertaining to chronic absenteeism, and establish a multitier plan of action to support student attendance. The schools also use a procedure to monitor student health through a return to class % report, monitored by the school nurses and LEA representative for Coordinated School Health. School leaders and district personnel will also monitor student behavioral concerns and utilize best practices to support the student and staff in each situation.

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

1. K-12 College & Career Awareness and Exploration: TISA Funded through budget tag: OTHER STUDENT SUPPORT/GUIDANCE (72130).
2. Student Level Data Tracking: TISA Funded through budget tags: REGULAR INSTRUCTION (71100) and REGULAR INSTRUCTION SUPPORT (72210).
3. Industry and Community Partnership: TISA Funded through budget tags: CAREER & TECHNICAL EDUCATION PROGRAM (71300) & CAREER & TECHNICAL EDUCATION SUPPORT (72230).
4. Partnership with Transition TN: TISA Funded through budget tag: SPECIAL EDUCATION SUPPORT (72220).
5. ACT Integration and Innovation: TISA Funded through budget tags: REGULAR INSTRUCTION (71100) and REGULAR INSTRUCTION SUPPORT (72210).
6. Professional Learning Communities: TISA Funded through budget tag: REGULAR INSTRUCTION (71100).

7. Professional Development: TISA Funded through budget tag: REGULAR INSTRUCTION SUPPORT (72210).
8. RTI2: TISA Funded through budget tag: REGULAR INSTRUCTION (71100).
9.Special Education Career & Post Secondary Focused Classes: TISA Funded through budget tags: SPECIAL EDUCATION INSTRUCTION (71200) & SPECIAL EDUCATION SUPPORT (72220).
10. Attendance: TISA Funded through budget tag: ATTENDANCE & PLANNING (72110).
11. Middle School student transition to High School: TISA Funded through budget tag: OTHER STUDENT SUPPORT/GUIDANCE (72130).
12. Naviance Student Platform: TISA Funded through budget tag: REGULAR INSTRUCTION (71100)

Goal #4

Germantown (796) Public District - FY 2026 - TISA Accountability Report - Rev 0

This goal not established.

Goal #5

Germantown (796) Public District - FY 2026 - TISA Accountability Report - Rev 0

This goal not established.

Goal #6

Germantown (796) Public District - FY 2026 - TISA Accountability Report - Rev 0

This goal not established.

Germantown (796) Public District - FY 2026 - TISA Accountability Report - Rev 0

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	October 7th, October 10th, October 13th through October 28th.
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	GMSD is committed to providing opportunities for the public to provide feedback on TISA funding. The district has implemented a variety of public comment opportunities including: For educators: - Discussion at the district leadership meeting. - The superintendent's weekly communication will highlight the opportunity to provide feedback. For parents: - Placement of survey and explanation of the plan on the district website. - The superintendent's weekly communication will highlight the opportunity to provide feedback. For the local community: -School board discussion which is open to the public and televised on GMTV, as well as published on the district's YouTube channel. - GEF and GMSD PTO members met to discuss and provide feedback on the TISA Accountability Report. For students: - Educational Funding & Compliance Supervisor will meet with a subgroup of students to solicit feedback through a focus group.
Summary of public comment received. If no comments were received, state, "None received."	Germantown Municipal School District collected stakeholder feedback through a TISA Funding Plan online survey distributed to parents, teachers, students, administrators, and community members. The survey served as a structured opportunity for written public comment aligned to the district's three TISA goals: 1. 3rd Grade English Language Arts Proficiency 2. 7th Grade Math Proficiency 3. College and Career Readiness A total of 75 responses were submitted during this collection window. Respondents represented a diverse cross-section of the community, including students, parents (54%), teachers (15%), and district or community stakeholders (31%). Participants provided written comments related to instructional supports, class sizes, literacy and math interventions, and college and career readiness initiatives. In addition to the online survey, public comment opportunities were provided through conversations with the district leadership team, the Germantown Education Foundation, GMSD PTO, students, and regular board meeting, where the TISA Funding Plan was discussed and reviewed. Feedback from this period was reviewed by district leadership and incorporated into the FY26 TISA plan update to ensure alignment between stakeholder priorities and funding strategies. Summary of Themes from Public Comment: 1. Continued emphasis on early literacy and small class sizes in grades K-3. 2. Requests for aligned math instruction and intervention supports across grade levels. 3. Interest in expanding career awareness, EPSOs, and counseling opportunities for secondary students.
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	GMSD incorporated stakeholder feedback from the October 2025 public comment period into the final TISA Accountability Report by reaffirming funding priorities for literacy intervention, math instructional supports, and career readiness initiatives. Input from parents, teachers, students, administrators, and community members guided adjustments to narrative language and emphasize areas within the final report to ensure continued alignment between public priorities and TISA funding strategies. We heard feedback with regards to internships and college & career counselors being utilized to support student pathways and incorporated that feedback into the College & Career action steps.

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.

- [x] 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.