

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

Overview

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

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

- Goals for student achievement which are now addressed through the LEA plan. One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.
- Explanation of how the district's stated goals can be met within the district's budget which are now addressed through the LEA plan.
- For reports submitted starting in the 2024-25 school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals. Prior year reflection and expenditures are to be completed at the beginning of each school year as a separate section, now located within the LEA planning process.

Each district's TISA accountability report, including goals, strategies, and reflections, are required to be presented to the public for review and comment before the report is submitted to the department.

Additionally, the TISA Accountability must be presented for local school board approval. The report must be submitted annually to the department by November 1st.

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

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

Completed reports should be submitted in ePlan by November 1, 2026.

Resources

[Click here to open the guide.](#)

Goal 1: Grade 3 ELA (Required)

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

☐ ☐ N/A The district does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

- Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.

* <input type="text" value="75"/> %	of students will score proficient on the 3rd grade TCAP by	* Year <input type="text" value="2029"/>
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Annual Target

Year	Annual Target - At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*	Data Sources
2026-27	* 72.5%	* Percent of students scoring at the Met or Exceeded level on the 3rd grade ELA TCAP
2027-28	* 73.7%	* Percent of students scoring at the Met or Exceeded level on the 3rd grade ELA TCAP
2028-29	* 75%	* Percent of students scoring at the Met or Exceeded level on the 3rd grade ELA TCAP

* 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Increase High Quality Tier I Instruction MCS will strengthen Tier I instruction in Grade K-3 ELA by ensuring instruction is fully aligned to state standards and focused on foundational literacy skills and complex grade-level text. Teachers will implement evidence-based literacy practices, including explicit vocabulary instruction, structured reading strategies, and frequent checks for understanding. Ongoing professional development, coaching, and instructional framework reviews will support consistent, high-quality, instruction to improve Grade 3 ELA proficiency.	1. Quarterly instructional reviews conducted in 100% of K-3 ELA classrooms. 2. 100% of K-3 grade teachers will participate in at least 2 high-quality Tier I professional development sessions annually. 3. Tiger Teacher Evaluation Evidence. 4. Benchmark assessment results - quarterly reviewed by school and district administrators. 5. RTI caseload data.	\$ <input type="text" value="40,000.00"/>	

<p>Benchmark Data to Inform Instructional Progress MCS will strengthen its structured process for analyzing benchmark and progress monitoring data in Grades K-3 ELA to guide instructional decisions. Teachers and PLC teams will regularly review benchmark, formative, and progress monitoring data to identify student needs, adjust instruction, and provide targeted support in foundational reading skills and comprehension. Consistent use of data will help ensure timely interventions and instructional adjustments to support increased Grade 3 ELA proficiency.</p>	<p>1. Grades K-3 structured data review meetings following each benchmark assessments window. 2. Instructional action plans developed and monitored for students identified as below proficiency. 3. K-3 iReady Literacy Benchmark Data - achievement and growth. 4. AIMSWeb Benchmark Assessment Data - achievement and growth. 5. Increase of "bubble performance" students raising to proficiency. 4. Teacher use of and communication regarding data sources. 5. Data mining to the teacher level for points of variability - twice a year by district and school leadership. 6. RTI caseload data.</p>	<p>\$ 50,000.00</p>	
<p>Grades K-3 Teaching Assistants MCS will provide additional instructional support in Grades K-3 ELA through the strategic use of Teaching Assistants. Each Grades K-3 classroom is provided a teaching assistant for at least 50% of the school day. Having a second adult in elementary classrooms is one of the keys to our academic success, especially in 3rd grade ELA, as it allows for increased differentiated instruction, stronger classroom management, and ongoing academic support. This structure enables teachers to provide targeted small-group instruction and additional reading support.</p>	<p>1. Teaching assistants will be scheduled in Grades K-3 classrooms for at least 50% of the instructional day. 2. Teachers and teaching assistants will engage in documented collaborative monthly planning. 3. Progress monitoring on supported students to determine effectiveness. 4. Benchmark assessment data (iReady, TE21, etc.) achievement and growth. 5. RTI caseload data</p>	<p>\$ 2,360,000.00</p>	<p>Title IA - \$750,000</p>
<p>Mental Health Behavior and Support MCS will continue to strengthen mental health and behavior supports in Grades K-3 to promote positive learning environments and improve student readiness for literacy instruction. Each elementary school has added a second full-time school counselor and established a behavior support team consisting of teachers and Teaching Assistants to provide targeted support for students. The district also contracts with outside providers to serve students with the most significant mental health needs. These supports help reduce barriers to learning and allow students to remain engaged in instruction, contributing to improved Grade 3 ELA proficiency.</p>	<p>1. Behavior support teams will meet regularly at each elementary school to reviews and address havior needs. 2. Elementary staff will participate in an annual professional development training on behavior management and trauma informed practices. 3. K-3 discipline records quarterly reviewed by principals and district administrators. 4. Professional Development - Teacher Feedback and Evaluation 5. Counseling caseload reports for Tier 2 and Tier 3 (quarterly reviews)</p>	<p>\$ 735,000.00</p>	

Goal 2

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

Goal 2

ELA Outcomes: By May 2029, MCS will demonstrate a minimum of level 4 TVAAS growth on all 10 ELA state assessments, demonstrating sustained high-quality instruction and strong student growth across all grade levels.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* 60% (Minimum Level 4 on the following ELA assessments) 3rd Grade: 4 or 5 5th Grade: 4 or 5 6th Grade: 4 or 5 English I: 4 or 5 English II: 4 or 5 ACT Reading: 4 or 5	* TVAAS growth level on 3rd-8th TCAP ELA, English I EOC, English II EOC, ACT Reading, and ACT English
2027-28	* 80% (Minimum Level 4 on the following ELA assessments) 3rd Grade: 4 or 5 5th Grade: 4 or 5 6th Grade: 4 or 5 7th Grade: 4 or 5 English I: 4 or 5 English II: 4 or 5 ACT English: 4 or 5 ACT Reading: 4 or 5	* TVAAS growth level on 3rd-8th TCAP ELA, English I EOC, English II EOC, ACT Reading, and ACT English
2028-29	* 100% (Minimum Level 4 on the following ELA assessments) 3rd Grade: 4 or 5 4th Grade: 4 or 5 5th Grade: 4 or 5 6th Grade: 4 or 5 7th Grade: 4 or 5 8th Grade: 4 or 5 English I: 4 or 5 English II: 4 or 5 ACT English: 4 or 5 ACT Reading: 4 or 5	* TVAAS growth level on 3rd-8th TCAP ELA, English I EOC, English II EOC, ACT Reading, and ACT English

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
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<p>Increase High Quality Tier I Instruction MCS will strengthen core Tier I instruction in grades 3-12 by ensuring alignment to state standards, consistent use of complex grade-level texts, explicit instructional practices, and purposeful differentiation. Ongoing professional development and instructional framework reviews will support consistent high-quality instruction across classrooms.</p>	<p>1. Quarterly instructional reviews conducted in 100% of ELA 3-12 classrooms. 2. 100% of ELA teachers participate in at least 2 high-quality Tier I professional development sessions annually. 3. Tiger Teacher Evaluation evidence. 4. Benchmark assessment results - quarterly reviewed by school and district leadership. 5. MCS Summer School pre and post assessment. 6. RTI caseload data, grades K-12.</p>	<p>\$ 60,000.00</p>	
<p>Benchmark Data to Inform Instructional Progress MCS will maintain a structured process for analyzing benchmark data to inform instructional decisions. Schools will use consistent data protocols to identify student needs, adjust instruction, and monitor effectiveness of interventions to ensure continuous academic growth.</p>	<p>1. Structured PLC data meetings will occur 3 times per year in grades 3-8 (after each benchmark window). 2. Data-based instructional plans developed and monitored quarterly for students below proficiency. 3. Benchmark assessment data - achievement and growth (AIMSweb, TE21, iReady, etc) 4. Increase of "bubble performance" students to proficiency. 5. Alternative Assessment participation data. 6. Data mining to the teacher level for points of variability - twice per year by district and school leadership.</p>	<p>\$ 80,000.00</p>	
<p>3-12 Teaching Assistants MCS will strategically assign teaching assistants based on identified academic need areas to strengthen instructional support. Having a second adult available in the classroom allows for more differentiated instruction, better classroom management, and on-going academic support. Through strategic scheduling and collaborative planning, teaching assistants will enhance Tier I instruction and provide targeted assistance to improve ELA growth and outcomes.</p>	<p>1. Teaching Assistant assignments will be reviewed and adjusted based on current ELA performance data. 2. Teachers and Teaching Assistants will engage in documented collaborative monthly planning. 3. Progress monitoring on supported students to determine effectiveness. 4. Benchmark assessment data (iReady, TE21, etc.) achievement and growth. 5. RTI caseload data</p>	<p>\$ 1,850,000.00</p>	
<p>Mental Health and Behavior Support MCS will strengthen tiered mental health and behavior supports to promote positive learning environments and students engagement. Each grades 4-12 school has a behavior support team consisting of teachers and teaching assistants. The district contracts with outside providers to serve students with the most significant health needs. These services are a significant contributor to student well-being and academic success, including improved ELA outcomes.</p>	<p>1. Tiered behavior support framework reviewed quarterly. 2. Staff participate annually in professional development on behavior management and trauma-informed practices. 3. K-12 discipline records quarterly reviewed by principals and district administrators. 4. Professional Development - Teacher Feedback and Evaluation 5. Counseling caseload reports for Tier 2 and Tier 3 (quarterly reviews)</p>	<p>\$ 350,000.00</p>	

<p>Targeted Improvement in Grades 4 and 8 ELA Instruction MCS will conduct a focused review and improvement process for Grades 4 and 8 ELA, where performance has been consistently lower. This will include a comprehensive curriculum audit to evaluate alignment to state standards, rigor or instructional tasks, and effectiveness of current resources. MCS will analyze student work, benchmark data, and instructional practices to identify gaps and areas of improvement. Based on findings, targeted professional development and instructional support will be provided to teachers to strengthen Tier I instruction, increase rigor, and ensure alignment across classrooms. This work will focus on meeting the needs of all learners, including students performing below grade level and those in the top quartile, to ensure continued growth and achievement for all students.</p>	<p>1. Comprehensive curriculum audit completed by December 2026, including analysis of standards alignment, rigor, and instructional resources. 2. Teacher participation in at least two targeted professional development sessions focused on rigor, standards alignment, and instructional practices. 3. PLC teams analyze student work and benchmark data at least once per quarter to identify gaps in rigor and instructional alignment. 4. Revised or enhanced instructional materials and pacing guides for Grades 4 and 8 are implemented by Spring 2027. 5. Instructional strategies to support both below-grade-level students and students in the top quartile are documented and monitored in Grades 4 and 8 classrooms.</p>	<p>\$ 30,000.00</p>	
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Goal 3

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

Goal 3

Math Outcomes: By May 2029 MCS will earn a minimum of Level 4 TVAAS growth on all 10 Math state assessments, demonstrating sustained high-quality instruction and strong student growth across all grade levels.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* 60% (Minimum Level 4 on the following Math state assessments) Grade 3: 4 or 5 Grade 4: 4 or 5 Grade 7: 4 or 5 Algebra II: 4 or 5 Geometry: 4 or 5 ACT Math: 4 or 5	* TVAAS growth level on 3rd-8th grade TCAP Math, Algebra I EOC, Algebra II EOC, Geometry EOC, and ACT Math
2027-28	* 80% (Minimum Level 4 on the following Math state assessments) Grade 3: 4 or 5 Grade 4: 4 or 5 Grade 5: 4 or 5 Grade 6: 4 or 5 Grade 7: 4 or 5 Algebra II: 4 or 5 Geometry: 4 or 5 ACT Math: 4 or 5	* TVAAS growth level on 3rd-8th grade TCAP Math, Algebra I EOC, Algebra II EOC, Geometry EOC, and ACT Math
2028-29	* 100% (Minimum Level 4 on the following Math state assessments) Grade 3: 4 or 5 Grade 4: 4 or 5 Grade 5: 4 or 5 Grade 6: 4 or 5 Grade 7: 4 or 5 Grade 8: 4 or 5 Algebra I: 4 or 5 Algebra II: 4 or 5 Geometry: 4 or 5 ACT Math: 4 or 5	* TVAAS growth level on 3rd-8th grade TCAP Math, Algebra I EOC, Algebra II EOC, Geometry EOC, and ACT Math

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Increase High Quality Tier I Instruction MCS will strengthen Tier I math instruction in grades 3-12 by ensuring alignment to state standards, consistent use of rigorous grade-level tasks, explicit instructional practices, and purposeful differentiation. Ongoing professional development, coaching, and instructional framework reviews will support consistent, high-quality implementation across classrooms.	1. Quarterly instructional reviews conducted in 100% of Math K-12 classrooms. 2. 100% of Math teachers participate in at least 2 high-quality Tier I professional development sessions. 3. Tiger Evaluation Evidence 4. Benchmark assessment results (TE21, iReady) quarterly reviewed by principals and district leadership. 5. RTI caseload data	\$ 35,000.00	

Benchmark Data to Inform Instructional Progress MCS will implement a structured process for analyzing benchmark and progress monitoring data to inform instructional decisions in math. PLC teams will use consistent data protocols to identify student needs, adjust instruction, and monitor the effectiveness of interventions to ensure continuous academic growth.	1. Structured PLC Data meetings will occur three times per year in grades 3-8 (after each benchmark window). 2. Data-based instructional plans developed and monitored quarterly for students below proficiency in math. 3. Benchmark assessment data (iReady, TE21, etc.) achievement and growth. 4. Increase of "bubble performance" students raising to proficiency 5. Data mining to the teacher level for points of variability (twice a year by district and school leadership)	\$ 55,000.00	
Grades 3-12 Teaching Assistants MCS will strategically assign teaching assistants in grades 3-12 based on identified academic areas of need to strengthen instructional support in math. Having a second adult available in the classroom allows for more differentiated instruction, better classroom management, and on-going academic support. Through intentional scheduling and collaborative planning, teaching assistants will enhance Tier I instruction and provide targeted assistance to improve math growth and outcomes.	1. Teacher Assistant assignments reviewed and adjusted based on current math performance data. 2. Teachers and teaching assistants engage in documented collaborative monthly planning. 3. Progress monitoring on supported students. 4. Benchmark assessment data (iReady, TE21, etc.) achievement and growth. 5. RTI caseload data	\$ 1,350,000.00	
Mental Health and Behavior Support MCS will strengthen tiered mental health and behavior supports to promote positive learning environments and student engagement. Each grades 4-12 school has a behavior support team consisting of teachers and teaching assistants, and the district contracts with outside providers to serve students with the most significant mental health needs. These services are a significant contributor to student well-being and academic success, including improved math outcomes.	1. Tiered behavior support framework reviewed quarterly at each school. 2. Staff participate annually in professional development on behavior management and trauma-informed practices. 3. K-12 discipline records quarterly reviewed by principals and district administrators. 4. Professional Development - Teacher Feedback and Evaluation 5. Counseling caseload reports for Tier 2 and Tier 3 (quarterly reviews)	\$ 275,000.00	

Goal 4

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

☒ ☐ This goal not established.

Goal 4

College and Career Outcomes: By May 2029, MCS will have 87% of its graduates will demonstrate readiness on the College and Career indicator.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* CCR score of 85%	* District Level CCR Summary Data File
2027-28	* CCR score 86%	* District Level CCR Summary Data File
2028-29	* CCR score 87%	* District Level CCR Summary Data File

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable
Increase EPSO opportunities MCS will increase the number of EPSOs earned by students through expanded Local Dual Credit courses, industry credentials, and Modern States exams.	CCR Data Portal Number of local dual credit courses offered Number of courses offering industry credentials	\$ 40,000.00	N/A
Employ a full-time Ready Graduate Advisor at Maryville Junior HS and Maryville HS MCS will fund full time Ready Graduate Advisors in grades 8-12. These positions will be responsible for tracking CCR data for 8-12 cohorts, individual student college and career advisement, planning field experiences, Lunch and Learns, and job shadowing placements, and subgroup intervention.	SchoolLinks College and Career Readiness dashboard SchoolLinks WBL Partnership Database Tracking of Ready Graduate Advisor events	\$ 255,000.00	N/A
		\$	

Goal 1

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 1: 3rd Grade ELA Proficiency

70 %

of students will score proficient on the 3rd grade
ELA TCAP byYear
2024

District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	66.9%	Percent of students scoring at the Met or Exceeded level on the 3rd grade ELA TCAP for each year listed.
Year 2: 2024-2025 school year (Use previous outcome)	69.4%	Percent of students scoring at the Met or Exceeded level on the 3rd grade ELA TCAP for each year listed.
Year 3: 2025-2026 school year (Use actual outcome)	71.8%	Percent of students scoring at the Met or Exceeded level on the 3rd grade ELA TCAP for each year listed.

* Check the response that best describes the progress made on the 2025-26 target toward Goal 1.

- ☒ Exceeded target
☐ Met target
☐ Increased but did not meet target
☐ Did not make progress toward target
☐ End of year outcome data for 2025-26SY is unavailable at the time of this report

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

We had over 70% of 3rd graders score at the Met or Exceeded level for the first time since the 2022-23 school year. One of our three elementary schools had over 80% score proficient. The increase in proficiency rates tells us that our action plan is solid. Will continue to fine-tune it, but no significant changes.

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.

Professional development activities for K-3 teachers focused on high quality Tier 1 instruction	\$ 40,000.00	This investment contributed to progress toward our goal. Professional development focused on high-quality Tier 1 instruction strengthened K-3 instructional practices and supported consistent, standards-aligned ELA instruction. These results support continuing this investment while fine-tuning professional learning based on student performance data.
Implementation of iReady Benchmark Assessments in grades K-3. Growth scores from iReady count for individual teacher growth for teachers in grades K-2.	\$ 50,000.00	This investment contributed to progress toward the goal. Implementation of i-Ready Benchmark Assessments in grades K-3 provided teachers and administrators with consistent data to monitor student achievement and growth throughout the school year. Teachers used benchmark results to identify areas of need, adjust instruction, and provide targeted support prior to students reaching third grade. In grades K-2, i-Ready growth scores also serve as an individual teacher growth measure, reinforcing the importance of monitoring student progress and responding to data throughout the year.
Each K-3 classroom teacher is provided a teaching assistant for at least 50% of the school day. Having a second adult in the elementary classrooms is one of the keys to our academic success, especially in ELA. It is a major contributor to achieving our TISA goal of 70% proficient in ELA by third grade. A total of 157 TA's served in grades K-3 in the 2025-26 school year. The cost was divided between the General Purpose and Title I budgets.	\$ 2,360,000.00	This investment contributed significantly to progress toward the goal. Providing each K-3 classroom teacher with a teaching assistant for at least 50% of the school day increases opportunities for small-group instruction, targeted intervention, differentiation, and individualized student support, particularly in ELA. Our district will continue this investment as a critical strategy for supporting early literacy and student achievement.
Mental Health Behavior and Support through a behavior team in each elementary school. Targeted professional development for K-3 teachers on behavior intervention. Outside providers provide mental health support.	\$ 735,000.00	This investment contributed to progress toward the goal. Elementary behavior teams, targeted professional development for K-3 teachers on behavior intervention, and mental health services provided through outside providers helped create supportive classroom environments where students were better able to engage in instruction and learning. These supports also equipped teachers with strategies to address behavioral needs while reducing disruptions to instructional time. By supporting students' behavioral and mental health needs, this investment strengthened the conditions necessary for effective Tier 1 ELA instruction and contributed to the district's overall academic success.

Goal 2

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 2:

The district will achieve a TVAAS score of 4 or 5 in all measured content areas

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	A growth score of 4 or 5 was achieved in 17 of the 30 subjects/grades.	TVAAS district growth scores from all TCAP assessments for each year listed.
Year 2: 2024-2025 school year (Use previous outcome)	A growth score of 4 or 5 was achieved in 17 of the 31 subjects/grades.	TVAAS district growth scores from all TCAP assessments for each year listed.
Year 3: 2025-2026 school year (Use actual outcome)	A growth score of 4 or 5 was achieved in 14 of the 31 subjects/grades.	TVAAS district growth scores from all TCAP assessments for each year listed.

* Check the response that best describes the progress made on the 2025-26 target toward Goal 2.

- ☐ Exceeded target
- ☐ Met target
- ☐ Increased but did not meet target
- ☒ Did not make progress toward goal
- ☐ End of year outcome data for the 2025-26SY is unavailable at the time of this report

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

Academic growth declined in some grades/subjects that had traditionally been strong (e.g., 5th and 6th grade Math). We will adjust our action plan to focus our energies on the areas with the lowest academic growth. A special emphasis will be on Tier 1 intervention for high achieving students.

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.
Professional development to increase high quality Tier 1 instruction	\$ 60,000.00	Professional development focused on high-quality Tier 1 instruction provided teachers with strategies and resources to strengthen classroom instruction; however, academic growth declined in some grades and content areas that had traditionally demonstrated strong growth. Based on 2025-26 TVAAS results, MCS will refine this investment by targeting professional learning to the grades and content areas demonstrating the greatest need. Additional emphasis will be placed on differentiation within Tier 1 instruction, including strategies to ensure high-achieving students are appropriately challenged and demonstrate continued academic growth.

Benchmark assessments in grades 4-8 to inform instructional progress.	\$ 80,000.00	This investment provided valuable data to monitor instructional progress but did not result in the level of academic growth anticipated. Benchmark assessments in grades 4-8 allowed teachers and administrators to monitor student performance throughout the year, identify areas of strength and need, and make instructional adjustments. However, 2025-26 TVAAS results indicate a need to strengthen how benchmark data is used to inform instruction and intervention.
Strategically place teaching assistants in 4-8 grade classrooms to support Tier 1 instruction.	\$ 1,850,000.00	This investment supported Tier 1 instruction but did not result in the level of academic growth anticipated. Teaching assistants provided additional instructional support in grades 4-8; however, the district's TVAAS results indicate a need to be more intentional in how teaching assistants are utilized within the classroom. Moving forward, the district will more clearly define and target the instructional responsibilities of teaching assistants, using student achievement and growth data to guide their work.
Mental health and behavior support by providing a behavior team at each school, increased school counseling, and outside support from Helen Ross McNabb.	\$ 350,000.00	This investment contributed to creating the conditions necessary for academic growth, although the district did not achieve the desired TVAAS outcomes. Behavior teams at each school, increased access to school counseling, and mental health support through Helen Ross McNabb helped address behavioral, social-emotional, and mental health needs that can interfere with student learning. These supports allowed schools to respond more effectively to individual student needs, reduce barriers to learning, and support productive classroom environments. While the district will continue this investment, the 2025-26 growth results indicate that additional adjustments to academic strategies, particularly Tier 1 differentiation and intervention, are needed to achieve the district's TVAAS goal.

Goal 3

Maryville City Schools (052) Public District - FY 2027 - LEA Plan - Rev 1

☒ ☐ This goal not established.

Goal Statement 3:

The percent of graduates meeting the College and Career Readiness criteria will be at least 80%

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	79.1%	Percent of students in each graduating cohort meeting the criteria to be College and Career Ready as defined by the TDOE.
Year 2: 2024-2025 school year (Use previous outcome)	78.0%	Percent of students in each graduating cohort meeting the criteria to be College and Career Ready as defined by the TDOE.
Year 3: 2025-2026 school year (Use actual outcome)	The preliminary percentage is 83.0%.	Percent of students in each graduating cohort meeting the criteria to be College and Career Ready as defined by the TDOE.

* Check the response that best describes the progress made on the 2025-26 target toward Goal 3.

- ☒ Exceeded target
- ☐ Met target
- ☐ Increased but did not meet target
- ☐ Did not make progress toward goal
- ☐ End of year outcome data for the 2025-26SY is unavailable at the time of this report

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

We saw tremendous growth in the percent of graduates meeting the College and Career Readiness criteria. We will continue to be very intentional in our work with each individual student to determine the best path towards CCR status.

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.

Increase the number of EPSOs earned by students through expanded Local Dual Credit courses, industry credentials, and Modern States exams.	\$ 40,000.00	This investment contributed significantly to progress toward the goal. Expanding Early Postsecondary Opportunities through Local Dual Credit courses, industry credentials, and Modern States exams provided students with additional pathways to meet College and Career Readiness criteria. Increasing both the number and variety of opportunities allowed MCS to better match individual students with options aligned to their interests, strengths, and postsecondary goals. This intentional focus on expanding access to EPSOs contributed to the significant increase in graduates achieving CCR status and to the district exceeding its 2025-26 target. The district will continue to expand and refine these opportunities while working individually with students to identify the most appropriate pathway to CCR status.
Provide full time Ready Graduate Advisors in grades 8-12. These positions will be responsible for tracking CCR data for 8-12 cohorts, individual student college and career advisement, planning field experiences, Lunch and Learns, and job shadowing placements, and subgroup intervention.	\$ 255,000.00	This investment contributed significantly to progress toward the goal. Full-time Ready Graduate Advisors in grades 8-12 provided consistent monitoring of CCR data and individualized support to help students identify appropriate pathways to College and Career Readiness. Advisors tracked progress by cohort and subgroup, provided college and career advisement, and coordinated career exploration opportunities. This intentional, student-by-student approach was a key contributor to MCS exceeding its 2025-26 CCR target.