

2024-25 TISA Accountability Report Guidance

District Goal Statement(s):

Guidance for the 2024-25 accountability report:

- Goal statements from the 2023-24 TISA Accountability Report should be copied into the 2024-25 report without edits.
- Goals written in the 2023-24 school year were written based on district needs and priorities as determined at the local level. As district developed goals in 2023-24, they were encouraged to consider the achievement goals that exist within their 5-year strategic plan and aligning areas within their annual LEA plan to help in setting long-range goals. Alignment should exist between the 5-year and annual plan. This report can follow that same trajectory.

Guiding Questions/Helpful Tips:

- *Annual Outcome Targets*
 - Grade 3 ELA annual outcome targets:
 - The 2022-23SY data is the baseline year used to set the minimum annual targets needed to increase 3rd grade ELA proficiency rates by 15% of the gap to 70% over the three years. The end goal needed to reach 15% improvement from 2022-23 to 2025-26 will not change from the previous year to the current year report.
 - For annual outcome targets for other goal statements:
 - For the 2023-24 school year target row, include the actual results obtained.
 - For the remaining years, what number(s)/percentage(s) will be met by the end of each of the stated school years to move the district toward the long-range goal?

**Reminder of the Grade 3 ELA goal established in 2023-24 report:
Increasing proficiency by 15% in three years**

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

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

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

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

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

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

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

District has a 2022-23 3rd grade ELA TCAP proficiency of 42%. The target for 2025-26 is 46.2%.

- For the 2024-25SY, the district might consider how to align the annual outcome for this report with those established in the LEA plan.
- *Associated Metrics/Data*
 - From where will the number(s)/percentage(s) stated in the annual outcome be generated? What other specific information is needed to measure goal attainment? Specific data sources and details should be provided; vague descriptors should be avoided.

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

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

- *Action Plan: This should include descriptions of improvement strategies, programs, and intervention services that will be implemented by the district in the 2024-25SY to support meeting the goal.*
 - What are strategies or action steps the district will implement to reach the goal?
 - Consider how the specific and high-level strategies from the 2024-25 LEA plan might align to and support the goals established in this report.
- *Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.*
 - How will the district’s budget directly support the outlined action plan to reach the goal for the current year?
 - Responses should be specific to the action steps or strategies provided in the action plan.
 - Specific dollar amounts are not required.

Example Action Plan and Budget Narrative

Goal Statement 1 (3rd grade ELA proficiency):

<p>Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.</p>	<p>Consistent unit and lesson prep implementation of ELA HQIM K-12</p> <p>High dosage, low ratio tutoring for at-risk or retained 3rd grade students</p> <p>RTI²</p> <p>Summer programming</p>
<p>Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.</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, and the addition of a full-time assistant principal at each elementary school who supports PLCs and provides instructional support and feedback to classroom teachers.</p> <p>High dosage, low ratio tutoring: Funds will be used to support additional texts, materials, and tutoring resources and 6 grade band specific tutors.</p> <p>RTI²: Funds will be used to ensure all tiers have the necessary materials and resources. Additionally, these dollars will support the staffing of at least 2 interventionists per school.</p> <p>Summer programming: Funds will be paired with state-provided summer programming dollars to support summer programming for 3rd grade students. These dollars will specifically provide additional classroom resources and staffing.</p>

Local Board Approval

Local board approval and submitting document must be submitted with the report by Nov. 1. The department recognizes that some LEAs may require additional flexibility given the report timeline. Therefore, if a LEA does not have a local board meeting prior to Nov. 1, documentation



indicating when board approval will be acquired is required. Approval documentation and, if applicable, the revised TISA Accountability Report based on board approvals that take place after Nov. 1 should be uploaded to ePlan.

Submission

The TISA Accountability Report and board approval documentation must be uploaded to the TISA Accountability section of LEA Document Library for 2025.

Accessing the 2023-2024 TISA Accountability Report

The 2023-2024 TISA Accountability Report is located in the 2024 LEA Document Library.