



Tennessee Investment in Student Achievement

Accountability Report Template

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

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

- Goals for student achievement
 - One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 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.¹
- Explanation how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals.

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. The report must be submitted annually to the department by November 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.

This template is intended to assist districts in submitting their accountability reports to the department.

For questions, please contact tnedu.funding@tn.gov

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

¹ T.C.A. § 49-3-114 requires the TISA Progress Review Board to review district TISA accountability reports and set a district's minimum goal to increase the district's 3rd grade proficiency by 15% of the gap to 70% in 3 years, starting with the 2022-23 TCAP results. This does not apply to districts who have 70% or more of 3rd grade students proficient in ELA.

DISTRICT INFORMATION		
District Name		Cleveland City
Director of Schools Name		Dr. Russell Dyer
District Point of Contact for TISA Accountability Report	Name	Autumn O'Bryan
	Phone Number	(423) 472-9571
	Email Address	aobryan@clevelandschools.org
Percent of 3 rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the spring TCAP		33.3%

DISTRICT GOAL STATEMENT(S)	
Goal Statement 1: 3 rd Grade ELA Proficiency ²	Cleveland City Schools will increase the percentage of third-grade students that are proficient on the ELA section of TCAP each year for the next 5 years from 33.3% to 38.8% .
Goal Statement 2:	Cleveland City Schools will increase by 3-5% the numbers of students that are proficient on the ELA section of TCAP each year for the next 5 years.
Goal Statement 3:	Cleveland City Schools will increase by 3-5% the numbers of students that are proficient in the Math section of TCAP each year for the next 5 years.

² **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.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
Goal Statement 1: 3 rd grade ELA proficiency ³		Cleveland City Schools will increase by the numbers of third-grade students that are proficient on the ELA section of TCAP each year for the next 5 years from 33.3% to 38.8% .		
Year 1: 2023-24 school year	Cleveland City Schools will increase the numbers of third-grade students that are proficient on the ELA section of TCAP for the 2024 school year to 34.4%	TNReady/ TCAP Data	1. Identify students who are at-risk of not reaching proficiency based on all available data sources. 2. Develop General Education Intervention (GEI) Plans for at-risk students to provide in-time support. 3. Strategically identify, recruit, and support at-risk students for high-dosage tutoring and summer learning opportunities in grades K-3.	District budget will provide/support through: Summer Learning opportunities for students in grades K-3 Additional classroom teaching positions to reduce student to teacher ratios Additional ULN teaching positions Increased pay and benefits to attract and retain high-quality educators in grades K-3 Additional school-based and district-based positions to support teacher effectiveness and student success Additional classroom resources and materials
Year 2: 2024-25 school year	Cleveland City Schools will increase the numbers of third-grade students that are proficient on the ELA section of TCAP for the 2024 school year to 35.5%			
Year 3: 2025-26 school year	Cleveland City Schools will increase the numbers of third-grade students that are proficient on the ELA section of TCAP for the 2024 school year to 36.6%			
Year 4: 2026-27 school year	Cleveland City Schools will increase the numbers of third-grade students that are proficient on the ELA section of TCAP for the 2024 school year to 37.7%			
Year 5: 2027-28 school year	Cleveland City Schools will increase the numbers of third-grade students that are proficient on the ELA section of TCAP for the 2024 school year to 38.8%			

³ The annual outcome for 3rd grade ELA proficiency must include, but is not limited to, the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next 3 years, starting with the 2022-23 TCAP results, to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA. If the district already has 70% or more of 3rd grade students proficient in ELA, it is not required to state in your annual outcomes the 15% gap closure, but must still detail annual outcomes and metrics to either maintain or increase your district's 3rd grade ELA proficiency rates and other stated district goals.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
Goal Statement 2:	Cleveland City Schools will increase by 3-5% the numbers of students that are proficient on the ELA section of TCAP each year for the next 5 years.			
Year 1: 2023-24 school year	Cleveland City Schools will increase by 3-5% the numbers of students that are proficient on the ELA section of TCAP for the 2024 school year.	TCAP Easy CMB I-READY Curriculum Unit Tests	1) District Implementation of Cleveland Commits - A) Focus on Use of HQIM, B) Coaching C) Check-in (which focus on IPG) D) Collaborative Planning-(focus on Unit / Lesson Internalization) 2) PLCs that focus on identifying essential standards, creating Common Formative Assessment and Data Analysis to drive instruction.	Instructional Facilitators in each building to provide academic coaching and lead grade-level PLCs Instructional Facilitators for each grade level that provide extensive grade level curriculum support during district planning. District Elementary Coaches for ELA and Math to provide additional curriculum grade level support to Instructional Facilitators and Coaches Instructional Support Specialist to provide additional support to building level Instructional Facilitators
Year 2: 2024-25 school year	Cleveland City Schools will increase by 3-5% the numbers of students that are proficient on the ELA section of TCAP for the 2025 school year.	TCAP Easy CMB I-READY Curriculum Unit Tests	1) District Implementation of Cleveland Commits - A) Focus on Use of HQIM, B) Coaching C) Check-in (which focus on IPG) D) Collaborative Planning-(focus on	Instructional Facilitators in each building to provide academic coaching and lead grade-level PLCs Instructional Facilitators for each grade level that provide extensive grade level curriculum support during district planning.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			Unit / Lesson Internalization) 2)PLCs that focus on identifying essential standards, creating Common Formative Assessment and Data Analysis to drive instruction.	District Elementary Coaches for ELA and Math to provide additional curriculum grade level support to Instructional Facilitators and Coaches Instructional Support Specialist to provide additional support to building level Instructional Facilitators
Year 3: 2025-26 school year	Cleveland City Schools will increase by 3-5% the numbers of students that are proficient on the ELA section of TCAP for the 2026 school year.	TCAP AIMS Web SAVVAS Curriculum Unit Tests	1)District Implementation of Cleveland Commits - A)Focus on Use of HQIM, B)Coaching C) Check-in (which focus on IPG) D) Collaborative Planning-(focus on Unit / Lesson Internalization) 2)PLCs that focus on identifying essential standards, creating Common Formative Assessment and Data Analysis to drive instruction.	Instructional Facilitators in each building to provide academic coaching and lead grade-level PLCs Instructional Facilitators for each grade level that provide extensive grade level curriculum support during district planning. District Elementary Coaches for ELA and Math to provide additional curriculum grade level support to Instructional Facilitators and Coaches Instructional Support Specialist to provide additional support to building level Instructional Facilitators
Year 4: 2026-27 school year	Cleveland City Schools will increase by 3-5% the numbers of students that are	TCAP AIMS Web SAVVAS	1)District Implementation of Cleveland Commits -	Instructional Facilitators in each building to provide academic coaching and lead grade-level PLCs

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	proficient on the ELA section of TCAP for the 2027 school year.	Curriculum Unit Tests	A) Focus on Use of HQIM, B) Coaching C) Check-in (which focus on IPG) D) Collaborative Planning-(focus on Unit / Lesson Internalization) 2) PLCs that focus on identifying essential standards, creating Common Formative Assessment and Data Analysis to drive instruction.	Instructional Facilitators for each grade level that provide extensive grade level curriculum support during district planning. District Elementary Coaches for ELA and Math to provide additional curriculum grade level support to Instructional Facilitators and Coaches Instructional Support Specialist to provide additional support to building level Instructional Facilitators
Year 5: 2027-28 school year	Cleveland City Schools will increase by 3-5% the numbers of students that are proficient on the ELA section of TCAP for the 2028 school year.	TCAP AIMS Web SAVVAS Curriculum Unit Tests	1) District Implementation of Cleveland Commits - A) Focus on Use of HQIM, B) Coaching C) Check-in (which focus on IPG) D) Collaborative Planning-(focus on Unit / Lesson Internalization) 2) PLCs that focus on identifying essential standards, creating Common Formative	Instructional Facilitators in each building to provide academic coaching and lead grade-level PLCs Instructional Facilitators for each grade level that provide extensive grade level curriculum support during district planning. District Elementary Coaches for ELA and Math to provide additional curriculum grade level support to Instructional Facilitators and Coaches

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			Assessment and Data Analysis to drive instruction.	Instructional Support Specialist to provide additional support to building level Instructional Facilitators
Goal Statement 3:	Cleveland City Schools will increase by 3-5% the numbers of students that are proficient in the Math section of TCAP each year for the next 5 years.			
Year 1: 2023-24 school year	Cleveland City Schools will increase by 3-5% the numbers of students that are proficient in the Math section of TCAP for the 2024 school year.	TN Ready/TCAP Data	1) District Implementation of Cleveland Commits A) Focus on Use of HQIM, B) Coaching C) Check-ins (which focus on IPG) D) Collaborative Planning-(focus on Unit / Lesson Internalization) 2) PLCs that focus on identifying essential standards, creating Common Formative Assessment and Data Analysis to drive instruction.	Instructional Facilitators in each building to provide academic coaching and lead grade-level PLCs Instructional Facilitators/Teacher Leaders in each grade level that provide extensive grade level curriculum support during district planning. Instructional Support Specialist to provide additional support to building level Instructional Facilitators Support from the outside vendor: Instruction Partners.
Year 2: 2024-25 school year	Cleveland City Schools will increase by 3-5% the numbers of students that are proficient in the Math section of TCAP for the 2025 school year.	TN Ready/TCAP Data	1) District Implementation of Cleveland Commits - A) Focus on Use of HQIM, B) Coaching	Instructional Facilitators in each building to provide academic coaching and lead grade-level PLCs Instructional Facilitators/Teacher Leaders in each grade level that

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			C) Check-ins (which focus on IPG) D) Collaborative Planning-(focus on Unit / Lesson Internalization) 2)PLCs that focus on identifying essential standards, creating Common Formative Assessment and Data Analysis to drive instruction.	provide extensive grade level curriculum support during district planning. Instructional Support Specialist to provide additional support to building level Instructional Facilitators Support from the outside vendor: Instruction Partners.
Year 3: 2025-26 school year	Cleveland City Schools will increase by 3-5% the numbers of students that are proficient in the Math section of TCAP for the 2026 school year.	TN Ready/TCAP Data	1)District Implementation of Cleveland Commits - A)Focus on Use of HQIM, B)Coaching C) Check-ins (which focus on IPG) D) Collaborative Planning-(focus on Unit / Lesson Internalization) 2)PLCs that focus on identifying essential standards, creating Common Formative Assessment and Data	Instructional Facilitators in each building to provide academic coaching and lead grade-level PLCs Instructional Facilitators/Teacher Leaders in each grade level that provide extensive grade level curriculum support during district planning. Instructional Support Specialist to provide additional support to building level Instructional Facilitators Support from the outside vendor: Instruction Partners.

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			Analysis to drive instruction.	
Year 4: 2026-27 school year	Cleveland City Schools will increase by 3-5% the numbers of students that are proficient in the Math section of TCAP for the 2027 school year.	TN Ready/TCAP Data	<p>1) District Implementation of Cleveland Commits -</p> <p>A) Focus on Use of HQIM,</p> <p>B) Coaching</p> <p>C) Check-ins (which focus on IPG)</p> <p>D) Collaborative Planning-(focus on Unit / Lesson Internalization)</p> <p>2) PLCs that focus on identifying essential standards, creating Common Formative Assessment and Data Analysis to drive instruction.</p>	<p>Instructional Facilitators in each building to provide academic coaching and lead grade-level PLCs</p> <p>Instructional Facilitators/Teacher Leaders in each grade level that provide extensive grade level curriculum support during district planning.</p> <p>Instructional Support Specialist to provide additional support to building level Instructional Facilitators</p> <p>Support from the outside vendor: Instruction Partners.</p>
Year 5: 2027-28 school year	Cleveland City Schools will increase by 3-5% the numbers of students that are proficient in the Math section of TCAP for the 2028 school year.	TN Ready/TCAP Data	<p>1) District Implementation of Cleveland Commits -</p> <p>A) Focus on Use of HQIM,</p> <p>B) Coaching</p> <p>C) Check-ins (which focus on IPG)</p>	<p>Instructional Facilitators in each building to provide academic coaching and lead grade-level PLCs</p> <p>Instructional Facilitators/Teacher Leaders in each grade level that provide extensive grade level</p>

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			D) Collaborative Planning-(focus on Unit / Lesson Internalization) 2)PLCs that focus on identifying essential standards, creating Common Formative Assessment and Data Analysis to drive instruction.	curriculum support during district planning. Instructional Support Specialist to provide additional support to building level Instructional Facilitators Support from the outside vendor: Instruction Partners.

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1 each year.

Date(s) of opportunity for local public comment.	
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	
Summary of public comment received, if any.	

Public Comment

The TISA accountability report must be presented for public comment to parents, educators, and local community members prior to its submission to the department by November 1 each year.

Description of how your district did or did not incorporate public comment received into the final accountability report submission.