

LEA Plan and TISA Accountability Report

Ginger Leach & Maryanne Durski

2025 Annual Fiscal Workshop



Agenda

- Overview of Transition Timeline
- 2025-26 Report
- Looking Ahead: 2026-27 Report & Beyond
- Detailed Transition Timeline



Transition Timeline

- 2025-26 TISA Accountability Report
 - Reflection of 2024-25 goals, strategies, and **expended funds** from the 2024-25 accountability report
 - Share the plan for meeting 2025-26 goals and **describe how the budget supports the 2025-26 annual targets of the long-term goals**
 - Submission in ePlan
 - **Expectation of cost centering by strategies begins with the 2025-26 budget**



Transition Timeline

- 2026-27 TISA Accountability Report
 - Goals, strategies, and **estimated funds** are integrated into the LEA planning process. (January – February 2026)
 - TISA Accountability Report established as part of the 3-year planning process
 - Plans, including funding sources and amounts, can and should be updated as needed
 - Submitted as the LEA plan through the planning platform
 - Reflection of goals, strategies, and **expended funds** from the 2025-26 report (July – September 2026)
 - Submission process TBD.



Transition Timeline

- 2027-28 TISA Accountability Report
 - Goals, strategies, and estimated funds integrated into the LEA planning process (January – February 2026)
 - Established in January – February 2026 as part of the 3-year planning process
 - Plans, including **funding sources and amounts**, can and should be updated as needed
 - Exists as the LEA plan through the planning platform
 - Reflection of goals, strategies, and **expended funds** for 2026-27 report (July – September 2027)
 - Submitted in the planning platform with previously submitted information prepopulated



2025-26 Report

Summer/Fall 2025

Purpose & Opportunity

- Identifies what you intend to improve, how you intend to improve it, and how the improvement efforts are supported from a TISA budgetary perspective.
- Tells both how you will and how you have prioritized resources to implement strategic improvement efforts toward identified performance areas.
- Provides insight into the progress toward those prioritized improvement areas.



TISA Accountability Report

Goal Statement:		
Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)		
Year 2: 2024-2025 school year		
Year 3: 2025-2026 school year		
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?		
Prior Year Report: What were the 2-3 major TISA investments you made in the prior year toward this goal? For each, please note the amount expended (rough estimate) and reflections on whether or not the investment contributed to progressing toward the goal or not, and how so.		
Action Plan: List detailed action steps or strategies for the 2024-2025 school year to meet your annual target.		
Budget Narrative: Describe how your district intends to use their budget to execute the action steps and meet the stated goal.		

Action Plans & Budget Narrative

- The strategies defined in the LEA plan (InformTN) that align to goals outlined in the TISA Accountability Report should drive the identified expenditures included in expenditure reporting.
- Literacy
 - Focus on K-3 English Language Arts
 - High quality instructional materials implementation
 - District programs
 - Tutoring
 - Summer learning camps
- College and Career Readiness
 - ACT preparation
 - Access to EPSOs and Industry Credentials
 - May be beyond Career and Technical Education (CTE)
 - Post-secondary focus



Reflection of Expenditures

- Cost center expenditures
 - Readily identifiable
 - Facilitates reporting
 - If an expenditure supports more than one initiative, split the expenditure – do not count the same expenditure
- For FY25, districts will report on expenditures and program results independently



Looking Ahead: 2026-27 Report & Beyond

Beginning January 2026

Purpose & Opportunity

- Identifies what you intend to improve, how you intend to improve it, and how the improvement efforts are supported from a TISA budgetary perspective.
- Tells both how you have and how you will prioritize resources to implement strategic improvement efforts toward identified performance areas.
- Provides insight into the progress toward those prioritized improvement areas.
- Completely align the goals and strategies of the LEA plan with the TISA Accountability report while incorporating the identification of funding sources to better and more transparently guide resource allocation.



January 2026

TISA Accountability Report

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LEA Plan

[G 1] Literacy: Increase the percentage of students scoring at or above grade level in literacy by the end of the 2028-29 SY. The district will continue to support literacy improvements in all grade bands in K-12. Support for literacy improvements will include continued focus on providing quality Tier I instruction through the implementation of HQIM of the ELA curriculum adoption. Intentional use of data will identify supports needed for students who are scoring below grade level including the SWD and EL subgroups.

Performance Measures: By the end of the 2028-29 SY:

- Increase the number of students in K-2 who reach their growth target on i-Ready and score at or above the 50th percentile to 55%.
- Increase all 3-5 students who score met or exceeded on the ELA TCAP to 58% and subgroup SWD 30%.
- Increase all 6-8 students who score met or exceeded on the ELA TCAP 45% and subgroup SWD 20%.
- Increase all 9-12 students who score met or exceeded on the English EOCs 50% and subgroup SWD 25%.
- 70% of English Learners will meet the appropriate growth standards on ELPA.

S 1.1 Strategy 1: Support ELA teachers to effectively implement ELA HQIM: To achieve our goal for PK-12 ELA Sample County Schools will support ELA teachers to effectively implement HQIM ELA materials to increase the quality of instruction and to increase student outcomes. We will support teachers by:

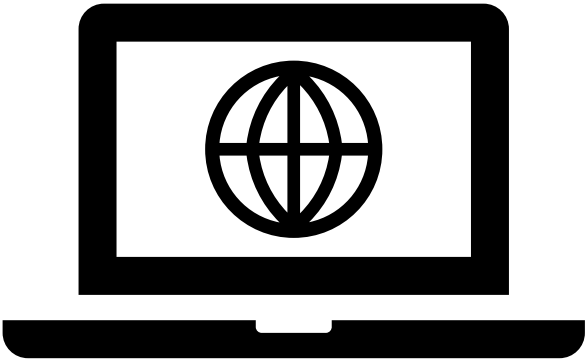
- Utilize grade-level collaborative planning, Instructional Leadership Teams (ILTs), and strengths-based coaching strategies to allow teachers, coaches, and administrators to continually work toward a successful implementation of the ELA curriculum.
- Provide ongoing professional development on HQIM and provide opportunities for teachers to develop success criteria for lessons to increase students' ownership of learning goals.
- Analyze ELA data (including i-Ready data) to make informed decisions and plan for next steps for instruction within the HQIM.

Benchmark Indicator

- K-8 i-Ready diagnostic assessments/ i-Ready Growth Reports will be analyzed at MOY and EOY to monitor if students are meeting the expectation of making one year of growth including EL and SWD's subgroups SWD's intentional focus.
- 9-12 Early Warning System (EWS) is used to monitor students and identify students who need additional support to meet their goals including students at risk, SWD, and ELL students.
- K-12 ongoing reviews of multiple sources of data including TCAP, EQC, and Standards Check Data occur throughout the school year with instructional decisions made based on skill deficits found with the data review.
- K-12 Literacy Walks will be conducted at least monthly to monitor the strength of curriculum implementation, student engagement, and student understanding of the learning goal in connection to the classroom activities. Data from the walks will be collected, analyzed, and communicated to stakeholders in service of planning for future planning sessions, ILTs, needed PD, or coaching support.

Funding Source	FY27 Estimated Amount	FY28 Estimated Amount	FY29 Estimated Amount

New Planning Platform



TISA Accountability Report

LEA Planning

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1

Planning window (January – February):
3-year goal statements with target metrics (structure for all goals)

Performance Measures

- 1st year Annual Target
- 2nd year Annual Target

In addition to the goals determined by the needs assessment, districts would be required to include a 3rd grade ELA goal.



Beginning January 2026 & beyond:
Completed in the planning platform

1

Reflection window (July – September):
Report progress toward previous year's goals and impact of strategies on goal progress.



2026 Only:
Completed outside of the planning platform

2

Reflection window (July – September):
Report on the expended funds for Funding Sources and Amounts (estimated) tied to of the previous year's plan.

2027 & beyond:
Questions tied to goals and strategies within the planning platform

2

Planning window (January – February):
Strategies aligned to the goal and intended to support annual goal progress toward 3-year target.

3

Planning window (January – February):
Each strategy will have linked Funding Sources and Amounts (estimated)

Planning Window (January – February 2026): Support Planning Team with Estimated Funding Sources & Amounts



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Funding sources and estimated amounts are included at the strategy level to “explain how the goals can be met within the LEA’s budget” as required by TISA Accountability Report. This also supports the federal funding requirements that are already in place.

Space for three years of estimated amounts are included to support long range, strategic budgeting and to better support other funding sources that might be utilized (e.g. multi-year grants). Districts would have the flexibility to include 1 to 3 years of funding information but would be required to update the next year’s funding information if only a single year is included.

Timeframe for reporting:

- Funding sources and estimated amount(s) would be initially determined during the establishment of the 3-year plan.
 - Updates/Revisions could be completed any time but should be specifically considered or required at least annually.
- K-12 Early Warning System (EWS) is used to monitor students at risk, SWD, and ELL students.
 - K-12 ongoing reviews of multiple sources of data including Standards Check Data occur throughout the school year with instructional decisions made based on skill deficits found.
 - K-12 Literacy Walks will be conducted at least monthly to monitor the strength of curriculum implementation, student engagement, and student understanding of the learning goal in connection to the learning activities. Data from the walks will be collected, analyzed, and communicated to stakeholders in service of planning for future planning sessions, ILTs, needed PD, or coaching support.

Funding Source	FY27 Estimated Amount	FY28 Estimated Amount	FY29 Estimated Amount



Reflection Window (July - September): Support the Planning Team with Expended Funds



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- Utilize grade-level collaborative planning, Instructional Leadership Teams (ILTs), and strengths-based coaching strategies to allow teachers, coaches, and administrators to continually work toward a successful implementation of the ELA curriculum.

Reflection on previous year expended funds is required.

The TISA Accountability Report requires a description of how the LEA's budget and expenditures for prior year enabled the LEA to make progress toward the prior year student achievement goals.

- K-12 ongoing reviews of multiple sources of data including TCAP, EOC, and Standard Achievement Test Data occur throughout the school year with instructional decisions made based on skill deficits found with the data review.
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Thank You!

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