



Memphis-Shelby County Schools Accountability Report 25-26

DRAFT

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.
- 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.

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		Memphis-Shelby County Schools (0792)
Director of Schools Name		Dr. Roderick F. Richmond
District Point of Contact for TISA Accountability Report	Name	William E. White II
	Phone Number	(901) 416-5533
	Email Address	whitewe@scsk12.org
Percent of 3 rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the most recent spring TCAP		29.8%

DISTRICT GOAL STATEMENT(S)

Goal Statement 1: 3 rd Grade ELA Proficiency ²	52 % of students will score proficient on the 3 rd grade ELA TCAP by 2030 year
Goal Statement 2:	51% of students in grades 3-12 will score proficient on the ELA TCAP by 2030.
Goal Statement 3:	47% of students in grades 3-12 will score proficient on the Math TCAP by 2030.
Goal Statement 4:	52% of students in grades 3-12 will score proficient on the Science TCAP by 2030.
Goal Statement 5:	51% of students in grades 3-12 will score proficient on the Social Studies TCAP by 2030.

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.

Goal Statement 1 (3rd grade ELA proficiency): 52% of students will score proficient on the 3rd grade ELA TCAP by 2030.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	Target: 29% Actual: 27.5%	TCAP Achievement & EOC Tests
Year 2: 2024-2025 school year	Target: 33% Actual: 29.8%	
Year 3: 2025-2026 school year	37%	
Year 4: 2026-2027 school year	41%	
Year 5: 2027-2028 school year	45%	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	Although ELA proficiency in grade 3 improved by 2.3 percentage points from 2023-2024, The Year 2 outcome target of 33% was not met. The actual for 2024-2025 was 29.8%	
	Given that outcomes were not met, MSCS will intensify its focus on the fidelity and depth of implementation of the existing five Academic Priorities to close the gap in 3rd grade. The primary strategy must be to strengthen the Instructional Core by doubling down on Job-Embedded Professional Learning & Leadership Coaching to immediately improve Tier I instruction, which the plan identifies as foundational to all other success. This means consistently executing high-leverage coaching cycles, such as the "See It. Name It. Do It." model, and ensuring that walkthrough protocols and fidelity rubrics are used not as compliance tools, but as direct drivers of specific, high-quality content delivery and teacher skill development in every classroom. Simultaneously, to address the system's most predictive milestone, we will demand non-negotiable fidelity to the Science of Reading instruction and the High-Quality Curriculum Implementation in every K-3 classroom, dedicating resources to increase the number of teachers fully certified and coached in the foundational literacy practices that support the ambitious 75% goal. The second critical strategy involves refining the approach to equity by making the Targeted Interventions through MTSS (Multi-Tiered System of Supports) far more precise and responsive. Since outcomes were not met, general supports are insufficient; therefore, MSCS must leverage integrated progress monitoring to quickly and accurately identify students, especially those furthest from opportunity, who require immediate and intensive Tier II/III supports. This requires a rapid review of the resource allocation and effectiveness of the SEA tutoring to ensure it is perfectly aligned to the deficits identified by early diagnostics and the Tier I curriculum. By strengthening both the high-quality instruction for all (Tier I) and the targeted, data-driven interventions for those falling behind, the district can better realize its Theory of Action, ensuring that all students receive "what they need to thrive" and accelerating the pace of positive change in student outcomes.	

Goal Statement 1 (3rd grade ELA proficiency): 52% of students will score proficient on the 3rd grade ELA TCAP by 2030.

	Based on the outcomes from the 2024-2025 school year, the district has identified specific actions to increase ELA outcomes in the 2025-2026 school year, as outlined in the district's Academic Plan. The instructional core must be executed with precision, coherence, and shared accountability across every layer of the system. These actions include committing to the effective implementation of the district's adopted high-quality instructional materials in all grade levels, implementing a questioning protocol, engaging teachers in the academic monitoring classroom routine, provide targeted professional learning based on school-regional needs, implementing the <i>See It, Name It, Do It</i> coaching model, organizing teachers and leaders into tier placements based on level of need, to engage in instructional coaching, provide teacher and leader labs to provide professional learning based on district-wide trends, facilitate classroom observations and debriefs, collaborate with community partners through the monthly Strategic Partners for Literacy (SPL) convening, and implement the Reading Horizons dyslexia-specific intervention for students identified with ILP-Ds. Finally, to support achievement outcomes in 3rd grade ELA, the district has implemented additional supports to ensure that Specialized Education Assistants (SEA) are supporting literacy instruction in grades K-5 to decrease teacher to student ratios.
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.	Memphis-Shelby County Schools (MSCS) has a strong focus on third-grade literacy, underscored by the "3rd Grade Commitment" initiative. This commitment recognizes that third grade is the pivotal point where students transition from "learning to read" to "reading to learn." The district's goal, in collaboration with parents and the community, is to ensure all students achieve reading readiness by this critical stage, acknowledging that a lack of proficiency can severely limit future academic success. MSCS utilizes the i-Ready Suite as a universal reading screener for K-5 students, and also administers aimswebPlus to 3rd graders in the spring. Based on screener data, the district provides tailored reading supports and interventions for students identified with a reading deficiency. For Tier 1 instruction, MSCS implements the McGraw-Hill Wonders curriculum for grades 3-5 foundational skills, allocating a 90-minute comprehensive literacy block for explicit, systematic instruction in key areas like morphology, phonics, fluency, vocabulary, and comprehension. All K-3 teachers are mandated to ground their instruction in foundational literacy skills using a phonics-based approach, aligning with the "science of reading." The district has identified clear areas for continued growth: • Strengthening Tier 1 Instruction: There is a recognized opportunity to further strengthen Tier 1 core instruction to proactively reduce the overall number of students who require intensive intervention. • Intervention Consistency: Ensuring the consistency of Tier 2 and Tier 3 intervention instruction across the district remains an area needing greater focus. Specific Supports and Professional Development To support the staff delivering these initiatives and to drive system-wide improvement, it has been proposed to allocate funds for substitute teachers to cover classrooms while current teachers attend professional learning

Goal Statement 1 (3rd grade ELA proficiency): 52% of students will score proficient on the 3rd grade ELA TCAP by 2030.

opportunities focused on instructional best practices. This ensures that essential professional development can occur without disrupting daily student instruction.

Curriculum Associates – Formative Assessments \$2.9M

Specialized Ed Assistants \$29M

MTSS Platform \$430K

Reading Horizon \$540K

Wonders \$7,699.80

Substitutes for K-5 Teachers Professional Development \$32K

Memphis-Shelby County Schools (MSCS) has a strong focus on third-grade literacy, underscored by the **"3rd Grade Commitment"** initiative. This commitment recognizes that third grade is the pivotal point where students transition from **"learning to read" to "reading to learn."** The district's goal, in collaboration with parents and the community, is to ensure all students achieve reading readiness by this critical stage, acknowledging that a lack of proficiency can severely limit future academic success. MSCS utilizes the **i-Ready Suite** as a universal reading screener for K-5 students, and also administers **aimswebPlus** to 3rd graders in the spring. Based on screener data, the district provides **tailored reading supports and interventions** for students identified with a reading deficiency. For Tier 1 instruction, MSCS implements the **McGraw-Hill Wonders curriculum** for grades 3-5 foundational skills, allocating a **90-minute comprehensive literacy block** for explicit, systematic instruction in key areas like morphology, phonics, fluency, vocabulary, and comprehension. All K-3 teachers are mandated to ground their instruction in foundational literacy skills using a **phonics-based approach**, aligning with the "science of reading."

Literacy Initiatives and Improvement Areas

Current data indicates a positive trend with the **percentage of students performing two or more grade levels below declining**. Intervention providers are effectively using **universal screener data** to design and deliver small-group instruction. The same technology platform used for assessments also supplies the curricular resources, creating a seamless connection between diagnosis and instruction.

However, the district has identified clear areas for continued growth:

- **Strengthening Tier 1 Instruction:** There is a recognized **opportunity to further strengthen Tier 1 core instruction** to proactively reduce the overall number of students who require intensive intervention.
- **Intervention Consistency:** Ensuring the **consistency of Tier 2 and Tier 3 intervention instruction** across the district remains an area needing greater focus.

In response to state requirements, MSCS implemented **school-day tutoring for identified 3rd grade students** as mandated by the **TN Learning Loss and Remediation and Student Acceleration Act**. This tutoring leverages **external community partners** (such as Literacy Mid-South) and **educational assistants**

Goal Statement 1 (3rd grade ELA proficiency): 52% of students will score proficient on the 3rd grade ELA TCAP by 2030.

	who use a district-provided intervention tool and supplemental resources. Furthermore, a new districtwide intervention program for students showing signs of dyslexia (in partnership with Reading Horizons) has been launched, emphasizing phonics and decoding strategies through targeted small-group tutoring. To support the staff delivering these initiatives and to drive system-wide improvement, it has been proposed to allocate funds for substitute teachers to cover classrooms while current teachers attend professional learning opportunities focused on instructional best practices. This ensures that essential professional development can occur without disrupting daily student instruction. • Substitutes for K-5 Teachers Professional Development Amount: \$32K The Office of Academics team facilitated (5) monthly teacher professional learning for Instructional leadership team content leads grounded in the core content areas, teacher planning, looking at student work and data analyses. Teachers worked within their zones practicing redelivery. This allowed the team to address any misconceptions and reiterated the common language to be used across the district. Content leads completed bridge to practice activities each month that provided feedback to the team of how to continue to support from month to month. Additionally, as a district team, we attended the redeliveries to support teacher leaders during their presentations. We were able to see from informal classroom walks where 53% of observed teacher lessons reflected the expectations of the instructional practices. • Allocate funds for before and after school tutoring. Amount: \$4.5M MSCS served over 11,000 students and employed over 1200 tutors for Before/After School tutoring to best support the focused tutoring suggested ratio of 1:8 (tutor to students). The number of tutors allocated to each school was based on 20% of each school's projected student population. Additionally, we compensated over 150 Tutoring Coordinators – a designee appointed by each school's principal - to monitor and manage the implementation of Before/After School tutoring at each site.
--	---

Goal Statement 1 (3rd grade ELA proficiency): 52% of students will score proficient on the 3rd grade ELA TCAP by 2030.

Action Plan: List detailed action steps or strategies for the 2025-2026 school year to meet your annual target.

Grades 3 through 5

- Curriculum Maps and Lesson Plans: Quarterly curriculum maps are provided to support teachers in implementing and pacing literacy instruction aligned to *Wonders* high-quality instructional materials. Lesson plans are completed and scripted for teachers.
- *Voices of Tomorrow* Oratory Ambassador Competition: This initiative aims to empower students to articulate their thoughts and ideas through oratory skills, while fostering confidence and creativity among students in 3rd through 12th grades.
- Literacy Implementation Network (LIN): In collaboration with TDOE, *The New Teacher Project (TNTP)*, and other school districts in the southwest region of the state, District and school level staff engage in professional learning and classroom observations to improve implementation of the high-quality instructional materials (HQIM).
- School Day Tutoring (State Mandated): Identified 3rd through 5th grade students participate in ELA tutoring with a 1:3 tutor-to-student ratio. Two thirty-minute sessions per week for 12 weeks per semester are required to meet TDOE guidelines.
- Cumulative Formative Assessments (CFAs): CFAs are created based on the standards that have been taught to provide teachers with data to guide instructional planning. Items are aligned with the state assessment item types.
- Leverage Specialized Education Assistants (SEAs) to provide individual support to students in K-5 classrooms.
- Leverage strategic community partnerships, including the Strategic Partners for Literacy, to provide families with aligned resources to support at-home reinforcement and enrichment of instruction.
- Respond to student needs through decision-making based on universal screeners, progress monitoring, short-cycle assessments, and classroom-based assessments.
- Increase student enrollment in before and after school tutoring.
- Ensure effective supports are in place for exceptional students, English language learners, and other students identified as needing additional supports.

Goal Statement 1 (3rd grade ELA proficiency): 52% of students will score proficient on the 3rd grade ELA TCAP by 2030.

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

Funding from the following areas is being used to support the Action Plan.

Wonders \$7,699

The New Teacher Project \$72,800

Curriculum and Instruction \$11.3M

Tutoring \$4.5M

Professional Development \$4.0M

Specialized Ed Assistants \$29M

Curriculum Associates – Formative Assessments \$2.9M

Goal Statement 2: 51% of students in grades 3-12 will score proficient on the ELA TCAP by 2030.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	Target: 28% Actual: 23.7%	TCAP Achievement & EOC Tests
Year 2: 2024-2025 school year	Target: 28.3% Actual: 25.0%	
Year 3: 2025-2026 school year	32.8%	
Year 4: 2026-2027 school year	37.4%	
Year 5: 2027-2028 school year	41.9%	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	Although ELA proficiency in grades 3-12 improved by 1.3 percentage points from 2023-2024, the Year 2 outcome target of 28.3% was not met. The actual for 2024-2025 was 25.0%.	
	Based on the outcomes from the 2024-2025 school year, the district has identified specific actions to increase ELA outcomes in the 2025-2026 school year, as outlined in the district's Academic Plan. The instructional core must be executed with precision, coherence, and shared accountability across every layer of the system. Action commitments include the following: committing to the effective implementation of the district's adopted high-quality instructional materials in all grade levels, implementing a common questioning protocol, engaging teachers in the academic monitoring classroom routine, providing targeted professional learning based on school-regional needs especially around understanding the state standards, implementing the <i>See It, Name It, Do It</i> coaching model, organizing teachers and leaders into tier placements based on level of need, to engage in intentional instructional coaching, providing teacher and leader labs focused on the professional learning based on district-wide trends, facilitating classroom observations and debriefs, collaborating with community partners through the monthly Strategic Partners for Literacy (SPL) convening, and implementing the Reading Horizons dyslexia-specific intervention for students identified with ILP-Ds.	

Goal Statement 2: 51% of students in grades 3-12 will score proficient on the ELA TCAP by 2030.

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.	• Provide high-quality Tier 2 and 3 interventions through the RTI2 Framework The percentage of students performing two or more grade levels below continues to trend down. Intervention providers leverage the universal screener data to plan small group instruction. The same platform utilized for the assessments is also used for the curricular resources. There is opportunity to continue strengthen Tier 1 to mitigate number of students needing intervention. Additionally, consistency of Tier 2 and 3 intervention instruction continues to be an area of opportunity. Students have the opportunity to participate in small group instruction aligned with their skill-deficit and engage in their Individualized Learning Path on the computer. Before and after school tutoring was provided to students in grades K-12. The external community partners, educational assistants, and teachers serving as tutors implemented the district provided intervention tool and supplemental resources.
Action Plan: List detailed action steps or strategies for the 2025-2025 school year to meet your annual target.	• Improve the implementation of standards-aligned curriculum in all subjects by utilizing the curriculum maps and scripted lesson plans. • Leverage Specialized Education Assistants (SEAs) to provide individual support to students in 3-5 classrooms. • Leverage strategic community partnerships to provide families with aligned resources to support at-home reinforcement and enrichment of instruction. • Respond to student needs through decision-making based on universal screeners, progress monitoring, short-cycle assessments, and classroom-based assessments. • Increase student enrollment in before and after school tutoring. • Ensure effective supports are in place for exceptional students, English language learners, and other students identified as needing additional supports.

Goal Statement 2: 51% of students in grades 3-12 will score proficient on the ELA TCAP by 2030.

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

Funding from the following areas is being used to support the Action Plan.

Online Platform and Training \$617K

RTI2B Specialist \$2.2M

Curriculum and Instruction \$11.3M

Tutoring \$4.5M

Exceptional Children \$96.2M

Multilingual Learners \$31M

Specialized Ed Assistants \$29M

Curriculum Associates – Curriculum Tools \$2.9M

Goal Statement 3: 47% of students in grades 3-12 will score proficient on the Math TCAP by 2030.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	Target: 21% Actual: 19.7%	TCAP Achievement & EOC Tests
Year 2: 2024-2025 school year	Target: 24.3% Actual: 21.2%	
Year 3: 2025-2026 school year	28.8%	
Year 4: 2026-2027 school year	33.4%	
Year 5: 2027-2028 school year	37.9%	

Goal Statement 3: 47% of students in grades 3-12 will score proficient on the Math TCAP by 2030.

Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?

Although Math proficiency in grades 3-12 improved by 1.5 percentage points from 2023-2024, the Year 2 outcome target of 24.3% was not met. The actual for 2024-2025 was 21.2%.

The inquiry-based instructional model continues to pose a challenge for teachers so a crosswalk to the GRR has been developed to assist with building teacher efficacy. Common instructional practices across content areas include the following: curriculum maps, scripted lesson plans, *See It, Name It, Do It* coaching model, academic monitoring, questioning protocol, leader and teacher learning labs, and leveraging a common assessment tool.

Academic Coordinators are assigned to each region of schools to provide consistent and timely coaching supports which can include planning, data-analysis, review of student work, and modeling or side-by-side teaching. The coordinators and district advisors collaborate to create and facilitate professional learning opportunities focused on the standards, instructional model, and Math Core Actions.

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.

- Leverage an evidence-based assessment and intervention curricular tool.

Amount: \$2.9M

Approximately 16,889 students were served through Tier 2 and 3 intervention support plans in Literacy and Math. Problem Solving is the greatest area of Math need. Some students did show positive tier movement while other students remained unchanged over the course of the school year. Teachers communicated progress to parents and made Diagnostic screening data available to families, encouraging iReady Personalized Instruction at home to extend the learning in the greatest area of need. While many students did engage in iReady Personalized Instruction to complement face-to-face small group instruction in the classroom, this is an area of opportunity where students meet the recommended weekly engagement of 45 minutes per week and is an area of focus, allowing a connection between small group instruction and computer-based learning.

- Leverage funding for professional learning for tutors.

Imagine Learning Math professional development courses were offered to high school tutors each semester covering the following topics:

- Planning specific small group lessons to address the learning targets
- Creating personalized learning experiences for tutoring

I-Ready Math professional development courses were offered to K-8 tutors each semester covering the following topics:

- Differentiated Instruction
- Best practices for using i-Ready Instructional Materials
- Using i-Ready Tools for Scaffolding Comprehension
- Planning and Evaluating Small Group Instruction - Math

- Supplemental resources include primary and secondary sources. Additionally, resources from Junior Achievement.

- Allocate funds for before and after-school tutoring.

Amount: \$4.5M

Goal Statement 3: 47% of students in grades 3-12 will score proficient on the Math TCAP by 2030.

	MSCS served over 11,000 students and employed over 1200 tutors for Before/After School tutoring to best support the focused tutoring suggested ratio of 1:8 (tutor to students). The number of tutors allocated to each school was based on 20% of each school's projected student population. Additionally, we compensated over 150 Tutoring Coordinators – a designee appointed by each school's principal - to monitor and manage the implementation of Before/After School tutoring at each site.
Action Plan: List detailed action steps or strategies for the 2025-2026 school year to meet your annual target.	• Provide curriculum maps and scripted lesson plans to support new, novice, and seasoned educators. • Improve the implementation of standards-aligned curriculum in all subjects by utilizing curriculum maps and scripted lesson plans, deepening teacher understanding of the inquiry-based instructional model, integrating the 5Es. • Leverage strategic community partnerships to provide families with aligned resources to support at-home reinforcement and enrichment of instruction. • Respond to student needs through decision-making based on universal screeners, progress monitoring, short-cycle assessments, and classroom-based assessments. • Organize and support graphing calculator sessions presented by a certified Texas Instruments Teacher Leader to enhance Algebra I teachers' use of the TI-84 calculator during instruction. • Increase student enrollment in before and after school tutoring. • Spring semester Reteaching Calendars are developed based on district-wide academic trends. Teachers are provided with assessment items aligned with the State assessment to provide students additional practice opportunity during the 'Do Now' portion of the daily agenda. • Ensure effective supports are in place for exceptional students, English language learners, and other students identified as needing additional supports.

Goal Statement 3: 47% of students in grades 3-12 will score proficient on the Math TCAP by 2030.

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

Funding from the following areas is being used to support the Action Plan.

Curriculum and Instruction \$11.3M

Tutoring \$4.5M

Exceptional Children \$96.2M

Multilingual Learners \$31M

Professional Development \$4.0M

Specialized Ed Assistants \$29M

Curriculum Associates – Curriculum Tools \$2.9M

Goal Statement 4: 52% of students in grades 3-12 will score proficient on the Science TCAP by 2030.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	Target: 29% Actual: 26.6%	TCAP Achievement & EOC Tests
Year 2: 2024-2025 school year	Target: 30.8% Actual: 27.7%	
Year 3: 2025-2026 school year	35.1%	
Year 4: 2026-2027 school year	39.3%	
Year 5: 2027-2028 school year	43.5%	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	Although Science proficiency in grades 3-12 improved by 1.1 percentage points from 2023-2024, the Year 2 outcome target of 30.8% was not met. The actual for 2024-2025 was 27.7%. The 2025-2026 school year will serve as the initial year of implementing updated Science standards and high-quality instructional materials (HQIM). Professional learning is ongoing throughout the school year and focuses on understanding the state standards, utilizing the standards guides, leveraging the HQIM, engaging students in the 5Es, performing consistent academic monitoring, implementing the questioning protocol, and using the curriculum maps and lesson plans. Additional biology specific teacher cohorts will engage in professional learning and coaching from the district team and Academic Coordinators.	
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.	Allocate funds to provide substitutes to cover classrooms as teachers attend professional learning Substitutes for K-12 Teachers Professional Development \$807K The Office of Academics team facilitated (5) monthly teacher professional learning for Instructional leadership team content leads grounded in the core content areas, teacher planning, looking at student work and data analyses. Teachers worked within their zones practicing redelivery. This allowed the team to address any misconceptions and reiterated the common language to be used across the district. Content leads completed bridge to practice activities each month that provided feedback to the team of how to continue to support from month to month. Additionally, as a district team, we attended the redeliveries to support teacher leaders during their presentations. We were able to see from informal classroom walks where 53% of observed teacher lessons reflected the expectations of the instructional practices.	

Goal Statement 4: 52% of students in grades 3-12 will score proficient on the Science TCAP by 2030.

Action Plan: List detailed action steps or strategies for the 2025-2026 school year to meet your annual target.

- Improve the implementation of standards-aligned curriculum in all subjects by curriculum maps and scripted lesson plans.
- Leverage strategic community partnerships to enhance the classroom learning space.
- Respond to student needs through decision-making based on universal screeners, progress monitoring, short-cycle assessments, and classroom-based assessments.
- Ensure effective supports are in place for exceptional students, English language learners, and other students identified as needing additional supports.
- Implement the 5E instructional model.

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

Funding from the following areas is being used to support the Action Plan.

Curriculum and Instruction \$11.3M

Tutoring \$4.5M

Exceptional Children \$96.2M

Multilingual Learners \$31.0M

Professional Development \$4.0M

Specialized Ed Assistants \$29M

Curriculum Associates – Curriculum Tools \$2.9M

Goal Statement 5: 51% of students in grades 3-12 (6-12) will score proficient on the Social Studies TCAP by 2030.

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Use actuals)	Target: 28% Actual: 25.1%	TCAP Achievement & EOC Tests
Year 2: 2024-2025 school year	Target: 29.4% Actual: 27.0%	
Year 3: 2025-2026 school year	33.7%	
Year 4: 2026-2027 school year	38.1%	
Year 5: 2027-2028 school year	42.4%	
Reflection: Did your district meet its Year 1 outcomes target(s)? How will this impact your action plan for the coming years?	Although Social Studies proficiency in grades 3-12 (6-12) improved by 1.9 percentage points from 2023-2024, the Year 2 outcome target of 29.4% was not met. The actual for 2024-2025 was 27.0%.	
	To continue the upward momentum, teacher supports focus on building content knowledge, student engagement, authentic connections to the content, and the State Standards. Teachers will continue to develop strength in utilizing the Social Studies practices to increase literacy and understanding of Social Studies content. In addition, the district will continue to provide individual teacher support for by working in tandem with building leaders to build capacity in implementing short cycle assessments, which will provide a base for teachers as they modify their classroom instruction to meet the needs of their students.	
	Developing student background knowledge is vital for students to be able to authentically connect to the content. Integrating supplemental standards-aligned resources, which include local historical events, figures, and locations will assist in students being able to see themselves in the content and enhance student engagement.	
	Providing cohort specific professional learning for the US History teachers to enhance efficacy with implementation of the state-standards, engagement of students with the content, and monitoring of student progress.	

Goal Statement 5: 51% of students in grades 3-12 (6-12) will score proficient on the Social Studies TCAP by 2030.

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.

- Allocate funds to provide substitutes to cover classrooms as teachers attend professional learning

Substitutes for K-12 Teachers Professional Development \$807K

The Office of Academics team facilitated (5) monthly teacher professional learning for Instructional leadership team content leads grounded in the core content areas, teacher planning, looking at student work and data analyses. Teachers worked within their zones practicing redelivery. This allowed the team to address any misconceptions and reiterated the common language to be used across the district. Content leads completed bridge to practice activities each month that provided feedback to the team of how to continue to support from month to month. Additionally, as a district team, we attended the redeliveries to support teacher leaders during their presentations. We were able to see from informal classroom walks where 53% of observed teacher lessons reflected the expectations of the instructional practices.

- Allocate funds for supplemental materials for Social Studies

Amount: \$750K

Supplemental materials were purchased to ensure relevant learning opportunities for Social Studies engagement. These supplemental materials included integration of Junior Achievement resources to extend learning aligned with Personal Finance and Economics. Additionally, texts reflecting local historical events, famous individuals, and landmarks continue to be integrated within the standards aligned instruction so that students can make sense of their community and impact of significant events.

Action Plan: List detailed action steps or strategies for the 2025-2026 school year to meet your annual target.

- Improve the implementation of standards-aligned curriculum in all subjects by curriculum maps and scripted lesson plans.
- Leverage strategic community partnerships to provide families with aligned resources to support at-home reinforcement and enrichment of instruction.
- Respond to student needs through decision-making based on universal screeners, progress monitoring, short-cycle assessments, and classroom-based assessments.
- Ensure effective supports are in place for exceptional students, English language learners, and other students identified as needing additional supports.
- Provide curriculum maps and scripted lesson plans.
- Facilitate teacher and principal learning labs.

Goal Statement 5: 51% of students in grades 3-12 (6-12) will score proficient on the Social Studies TCAP by 2030.

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

Funding from the following areas is being used to support the Action Plan.

Curriculum and Instruction \$11.3M

Tutoring \$4.5M

Exceptional Children \$96.2M

Multilingual Learners \$31M

Professional Development \$4.0M

Specialized Ed Assistants \$29M

Curriculum Associates – Curriculum Tools \$2.9M

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.

Date(s) of opportunity for local public comment.	October 22 through October 26
Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.)	Memphis-Shelby County Schools posted the report to the District Website and provided a link and form on that same page to allow for public comment. The Shelby County Board of Education will approve the report at their November meeting.
Summary of public comment received, if any.	TBD
Description of how your district did or did not incorporate public comment received into the final accountability report submission.	The Shelby County Board of Education will approve the report during their November meeting. Information regarding public comments will be shared and revisions and a resubmission will be made if necessary.