

History Log

Campbell County (070) Public District - FY 2026 - TISA Accountability Report - Rev 0

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|                       |                  |                                                                                                                                                                                                                                         |   |
|-----------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 10/28/2025 2:37:22 PM | CHRISTOPHER ENIX | Agreed to "By submitting this TISA Accountability Report, the LEA certifies that the information included is accurate to the best of its knowledge and will work with TDOE to resolve any issues identified in the submission process." | C |
| 10/28/2025 2:37:22 PM | CHRISTOPHER ENIX | Status changed to 'LEA TISA Accountability Report Director Draft Completed'.                                                                                                                                                            | S |
| 9/30/2025 8:04:50 AM  | CHRISTOPHER ENIX | Status changed to 'Draft Started'.                                                                                                                                                                                                      | S |
| 8/15/2025 1:49:18 PM  | ePlan Help       | Status changed to 'Not Started'.                                                                                                                                                                                                        | S |

## Overview

### Campbell County (070) Public District - FY 2026 - TISA Accountability Report - Rev 0

#### 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: 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.
- Explanation of 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. 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 [thedu.funding@tn.gov](mailto:thedu.funding@tn.gov).

Completed reports should be submitted in ePlan by **November 1, 2025**.

#### Resources

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

Cover Page

Campbell County (070) Public District - FY 2026 - TISA Accountability Report - Rev 0

Cover Page

\* District Name

Campbell County Public Schools

\* Director of Schools Name

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34.1 % of 3rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the most recent spring TCAP

(TISA) Previous Year Report

N/A

(TISA) Previous Year Report

Resources

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

District Goal Statements

Campbell County (070) Public District - FY 2026 - TISA Accountability Report - Rev 0

Goal Statement 1: - 3rd Grade ELA Proficiency

|  |      |                                                                |              |
|--|------|----------------------------------------------------------------|--------------|
|  | 70 % | of students will score proficient on the 3rd grade ELA TCAP by | Year<br>2033 |
|--|------|----------------------------------------------------------------|--------------|

District Goal Statements

**Goal Number**      **GOAL STATEMENT(S)**

Goal 2      75% of students will be College and Career Ready (CCR) by 2033. Note that this metric has changed from "Ready Graduate" to CCR to align with the State's goals for students and how the accountability metrics are calculated.

Goal 3      54.6% of students will be proficient in math by 2033. Currently, we are at 32.2% (2024-2025)

Goal 4      TVAAS Growth Metrics will improve for our 6th grade students to a Level 3 in all content areas. 6th grade student growth is a major concern for Campbell County, as our student growth drops significantly as students transition from elementary to middle school.

Goal 5

Goal 6

**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 #1

**Campbell County (070) Public District - FY 2026 - TISA Accountability Report - Rev 0**

**Goal Statement 1: 3rd Grade ELA Proficiency**

70 % of students will score proficient on the 3rd grade ELA TCAP by Year 2033

**District Goal 1**

| Year                                               | Annual Outcome Target(s) | Associated Metrics/Data                    |
|----------------------------------------------------|--------------------------|--------------------------------------------|
| Year 1: 2023-2024 school year (Previous outcome)   | 34.8                     | - Data Release from the 3rd Grade ELA TCAP |
| Year 2: 2024-2025 school year (Use actual outcome) | 34.1                     | - Data Release from the 3rd Grade ELA TCAP |
| Year 3: 2025-2026 school year                      | 38.6                     | - Data Release from the 3rd Grade ELA TCAP |
| Year 4: 2026-2027 school year                      | 43.1                     | - Data Release from the 3rd Grade ELA TCAP |
| Year 5: 2027-2028 school year                      | 47.6                     | - Data Release from the 3rd Grade ELA TCAP |

\* Check the response that best describes the progress made on the 2024-25 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 2024-25 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 will deepen support for HQIM implementation across K-3 classrooms, ensuring daily instruction is both standards-aligned and literacy-rich.

Data from classroom walkthroughs and universal screeners indicate that on grade-level, standards based instruction, decoding, and fluency remain the most consistent barriers to high achievement and comprehension, so upcoming plans emphasize instructional leader walkthroughs to focus on these areas, as well as, explicit foundational skills instruction, daily small-group reading, and high-frequency vocabulary integration.

We also recognize the need to strengthen vertical alignment between 2nd and 3rd grades, particularly around text-dependent writing and comprehension tasks. Professional learning will expand to include collaborative data analysis cycles every 4-6 weeks, allowing teachers to adjust instruction based on student performance. We have developed an in-house walkthrough tool to monitor progress and analyze trends.

**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.                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>High-Quality Instructional Materials (HQIM): Funds will be allocated to acquire decodable texts and state-adopted textbooks. Additionally, resources will be used to ensure every school is staffed with instructional coaches to assist teachers in preparing HQIM-aligned lessons and provide ongoing professional development. Tutoring: Funding will support the implementation of high-dosage, low-ratio tutoring programs across all elementary and middle schools to provide targeted academic support. Summer Learning Camps: Partnering with state grant initiatives, these funds will support summer learning camps for rising K-9 students, with a particular focus on students in grades 2, 3, and 4. Interventionists: Resources will be dedicated to providing support across all intervention tiers, including funding for additional staffing and instructional materials. State Partnership for Instructional Practice Guide (IPG) Walkthroughs: In collaboration with the state, an ongoing partnership is in place to conduct Instructional Practice Guide (IPG) walkthroughs. These walkthroughs aim to enhance instructional fidelity and promote greater collaboration between teachers, instructional leaders, and district staff, ensuring consistent and effective teaching practices across all schools. This is a no cost partnership.</p>                                                                                                                                                        | <p>\$ 980,000.00</p>             | <p>Although we did not meet our overall benchmarks, there are strong indications that Campbell County's initiatives are showing progress. When data was finalized from TCAP, we showed progress in 20 of 34 tested areas. While this is not exclusive to ELA, it does indicate progress. For 3rd grade ELA specifically, we did not see the progress we desired to see. However, HQIM, tutoring, and summer programming are still crucial in closing gaps and minimizing learning loss.</p> |
| <p><b>Action Plan:</b> List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.</p> <ul style="list-style-type: none"> <li>- Instructional Material Enhancement: <ul style="list-style-type: none"> <li>- Teachers are expected to utilize high-quality instructional materials (HQIM), including decodable texts and state-adopted textbooks, ensuring all teachers have access to effective resources.</li> <li>- District-wide instructional coaches have been assigned to every school to support teachers with lesson planning, preparation, and professional development based on HQIM guidelines.</li> </ul> </li> <li>- Targeted Tutoring Programs: <ul style="list-style-type: none"> <li>- Implement high-dosage, low-ratio tutoring programs in all elementary schools to provide personalized academic support to students needing additional help.</li> <li>- Monitor the progress of tutoring interventions and adjust strategies as needed to maximize student growth.</li> </ul> </li> <li>- Summer Learning Camps: <ul style="list-style-type: none"> <li>- Utilize state grant partnerships to run summer learning camps for rising K-9 students, with a special focus on grades 2, 3, and 4, to prevent summer learning loss and accelerate academic progress.</li> <li>- Track student attendance and academic performance during camps to measure the impact and effectiveness of the program.</li> </ul> </li> <li>- Intervention Supports:</li> </ul> |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <ul style="list-style-type: none"> <li>- Increase support for students across all intervention tiers by utilizing intervention staff and providing necessary materials for effective implementation.</li> <li>- Conduct ongoing assessments to identify students needing interventions and measure the success of the intervention programs.</li> <li>- Instructional Practice Guide (IPG) Walkthroughs: <ul style="list-style-type: none"> <li>- Continue the partnership with the state to conduct IPG walkthroughs in all schools, focusing on improving instructional fidelity.</li> <li>- Use data from walkthroughs to provide actionable feedback to teachers and instructional leaders, fostering collaboration and consistent improvement across the district.</li> </ul> </li> <li>- Professional Development and Collaboration: <ul style="list-style-type: none"> <li>- Offer regular, data-driven professional development sessions for teachers and staff, focusing on instructional best practices, student engagement, and differentiation strategies.</li> <li>- Promote collaboration among teachers, instructional leaders, and district staff through professional learning communities (PLCs) to share successful practices and strategies.</li> </ul> </li> <li>- Monitoring and Evaluation: <ul style="list-style-type: none"> <li>- Establish regular checkpoints to review progress toward the annual target, using student performance data and teacher feedback to make informed adjustments to the plan.</li> <li>- Present quarterly reports to stakeholders, including district leaders and community members, to maintain transparency and ensure continuous improvement</li> </ul> </li> </ul> <p>District Developed Walkthrough Tool:<br/>District leaders collaborated with school leaders to design a walkthrough tool that provides frequent snapshots into the instructional fidelity of classrooms. Instructional leaders are expected to frequently visit classrooms weekly to monitor and support teachers, and provide actionable feedback.</p> | <p><b>Budget Narrative:</b> Describe how your district intends to use their budget to execute the strategies and meet the stated goal.</p> <ol style="list-style-type: none"> <li><b>Instructional Material Acquisition:</b><br/>A significant portion of the budget will be allocated to the purchase of high-quality instructional materials (HQIM), including decodable texts and state-adopted textbooks. This investment ensures that all schools have access to resources aligned with state standards, which will directly support instructional fidelity and student achievement.</li> <li><b>Instructional Coaching Support:</b><br/>Funds will be used for district-wide instructional coaches for every school. These coaches will provide ongoing professional development, assist with lesson planning, and ensure teachers are effectively using HQIM. This line item includes salaries for coaches and training resources.</li> <li><b>Targeted Tutoring Programs:</b><br/>The budget will fund high-dosage, low-ratio tutoring programs, prioritizing hiring qualified tutors and providing them with the tools they need to deliver targeted support. The allocation will cover tutor salaries, materials for tutoring sessions, and monitoring software to track student progress.</li> <li><b>Summer Learning Camps:</b><br/>Partnering with state grants, a portion of the budget will support the operational costs of summer learning camps. This includes hiring additional teachers, providing curriculum resources, transportation, and meals for students participating in the camps. The goal is to ensure that rising K-9 students, especially those in grades 2, 3, and 4, have access to enriching summer educational opportunities.</li> <li><b>Intervention Support Staffing and Materials:</b><br/>To enhance interventions across all tiers, the district will allocate funds to hire classified intervention staff to provide necessary instructional materials. This budget will cover salaries, ongoing training for intervention specialists, and the purchase of specialized resources for students receiving Tier 2 and 3 interventions.</li> <li><b>Instructional Practice Guide (IPG) Walkthroughs:</b><br/>The district will continue to partner with the TDOE Core Office for walkthroughs. These walkthroughs will be a key part of ensuring instructional fidelity and</li> </ol> |
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identifying areas for improvement. The budget will cover training for staff participating in the walkthroughs, data analysis tools, and administrative costs associated with coordinating the walkthroughs.

7. Monitoring and Evaluation Systems:

The district will invest in data management and assessment tools to monitor the effectiveness of the implemented strategies. The budget will cover software costs, data analysis tools, and personnel to manage and evaluate student performance data, ensuring the district can make informed adjustments throughout the year.

**Goal #2****Campbell County (070) Public District - FY 2026 - TISA Accountability Report - Rev 0****Goal Statement 2:**

75% of students will be CCR (Ready Graduates) by 2033.

**District Goal 2**

| <b>Year</b>                                               |              | <b>Annual Outcome Target(s)</b>                                                                                                                                                     | <b>Associated Metrics/Data</b>                                                                                                                                                                                                                          |
|-----------------------------------------------------------|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1: 2023-2024 school year (Previous outcome)</b>   | 30.1%        |                                                                                                                                                                                     | TN Ready Graduate metrics include the following criteria: - ACT Composite Score of 21 or higher (SAT 1060 or higher) - Four EPSOs - Two EPSOs & Pass an Industry Credential - Two EPSOs & Earn a Qualifying Score on the ASVAB (Military Entrance Exam) |
| <b>Year 2: 2024-2025 school year (Use actual outcome)</b> | 57.95% (CCR) | The following metrics have been revised to reflect TDOE's transition to the CCR metric rather than Ready Graduate. This follows the gap closure rule as outlined in the guidelines. | TN Ready Graduate metrics include the following criteria: - ACT Composite Score of 21 or higher (SAT 1060 or higher) - Four EPSOs - Two EPSOs & Pass an Industry Credential - Two EPSOs & Earn a Qualifying Score on the ASVAB (Military Entrance Exam) |
| <b>Year 3: 2025-2026 school year</b>                      | 60.5%        |                                                                                                                                                                                     | TN Ready Graduate metrics include the following criteria: - ACT Composite Score of 21 or higher (SAT 1060 or higher) - Four EPSOs - Two EPSOs & Pass an Industry Credential - Two EPSOs & Earn a Qualifying Score on the ASVAB (Military Entrance Exam) |
| <b>Year 4: 2026-2027 school year</b>                      | 63.1%        |                                                                                                                                                                                     | TN Ready Graduate metrics include the following criteria: - ACT Composite Score of 21 or higher (SAT 1060 or higher) - Four EPSOs - Two EPSOs & Pass an Industry Credential - Two EPSOs & Earn a Qualifying Score on the ASVAB (Military Entrance Exam) |
| <b>Year 5: 2027-2028 school year</b>                      | 65.7%        |                                                                                                                                                                                     | TN Ready Graduate metrics include the following criteria: - ACT Composite Score of 21 or higher (SAT 1060 or higher) - Four EPSOs - Two EPSOs & Pass an Industry Credential - Two EPSOs & Earn a Qualifying Score on the ASVAB (Military Entrance Exam) |

\* Check the response that best describes the progress made on the 2024-25 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 2024-25SY 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?

While Campbell County Schools has made progress in improving College and Career Readiness, with a CCR rate of 57.95% in 2024-2025, we recognize that continued, intentional work is needed to close the gap toward our long-term target of 75%. This reflection has reaffirmed the importance of aligning our district's academic and career initiatives with measurable outcomes that lead to postsecondary success.

Moving forward, our action plan will prioritize the following:

**Early Postsecondary Opportunities (EPSOs):** We will continue to explore options to expand dual enrollment, TCAT, and Advanced Placement offerings across all high schools to increase the percentage of students earning college credit or industry-recognized credentials.

**Career and Technical Education Alignment:** Programs of study will continue to be strengthened to ensure each pathway culminates in a high-value credential aligned to regional labor market demand.

**Middle School Career Awareness:** Career exploration courses and exposure opportunities will be used to build earlier awareness of postsecondary pathways and credentialing opportunities.

**Data-Driven Monitoring:** School leaders will use quarterly data reviews to track individual CCR indicators, identify students close to meeting Ready Graduate criteria, and coordinate timely interventions.

## 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.                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| \$ 2,011,000.00                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Yes. These investments have contributed greatly by dramatically increasing our CCR metrics and student opportunities. |
| <p>1. College and Career Coaches: Investment: A significant portion of TISA funds was allocated to hiring College and Career Coaches for each high school. Reflection: This investment proved valuable as coaches were able to provide one-on-one guidance to students, helping them map out post-secondary plans. Coaches played a key role in assisting students with college applications, scholarships, and career planning. The personalized support offered by these coaches has contributed positively to students' readiness for graduation and postsecondary success. While we have seen some improvements, there is still room to expand engagement to more students, ensuring every student receives individualized planning. 2. Career Exploration Course: Investment: Funds were used to develop and implement a Career Exploration Course for high school students. Reflection: This course gave students an in-depth look at various career pathways, post-secondary options, and workforce opportunities. The course successfully exposed students to different industries and helped them connect academic learning to real-world careers. This initiative has had a positive impact on students' awareness and readiness for their future careers. However, continued refinement and more integration of local business partnerships will further strengthen the program and ensure students are receiving relevant, real-world experiences. These investments were crucial in driving progress toward the district's goal of increasing the Ready Graduate Rate. While they contributed positively, we will continue to monitor and refine these programs to ensure they are fully effective in supporting student success.</p> |                                                                                                                       |

**Action Plan:** List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

**1. College and Career Coaches:**

o Hiring and Placement: Recruit qualified College and Career Coaches for all high schools to provide one-on-one guidance to students, helping them identify career pathways, prepare for post-secondary education, and connect with resources such as internships and apprenticeships.

o Student Engagement: Establish regular touchpoints for coaches to meet with students starting in freshman year, ensuring all students have individualized post-graduation plans by their junior year.

o Professional Development: Provide ongoing training for coaches in college admissions trends, workforce demands, and career readiness tools to ensure they can offer up-to-date guidance.

**2. Career Exploration Course:**

o Curriculum Development: Create a comprehensive Career Exploration Course to be integrated into the curriculum for all high school students. The course should cover various career pathways, post-secondary options, financial literacy, and workplace readiness skills.

o Partnerships with Local Employers: Incorporate guest speakers, field trips, and internships from local businesses and industries to give students firsthand exposure to potential career paths.

o Career Planning Tools: Equip students with digital platforms to explore job opportunities, college programs, and certifications that align with their interests and skills.

**3. Career Interest Inventory:**

o Implementation in Early Grades: Administer career interest inventories to all middle and high school students to identify their strengths, preferences, and areas of interest.

o Guided Reflection: Schedule follow-up sessions with students and counselors to discuss the results of the inventories, helping them align their academic plans with potential career options.

o Data Tracking: Use inventory data to track shifts in student interests and tailor career-related programming, resources, and counseling to meet the evolving needs of students.

**4. Ayers Scholars Program:**

o Outreach and Awareness: Increase awareness of the Ayers Scholars Program among students and families by hosting informational sessions, distributing materials, and promoting the scholarship's benefits through social media and school announcements.

o Scholarship Application Support: Provide guidance workshops for students to complete the scholarship application process successfully, including essay writing, transcript requests, and financial aid navigation.

o Mentoring for Scholars: Offer ongoing mentoring and support for Ayers Scholars, focusing on college persistence and success strategies, including connecting scholars to alumni networks and resources.

5. Practice Tests and Resources: Provide students with practice exams, study materials, and access to online ACT preparation tools. Offer follow-up sessions to track progress and provide additional support if needed.

These action steps will strategically align investments with the goal of improving Campbell County Schools' Ready Graduate Rate, preparing students for post-secondary success in both college and career pathways.

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

**1. College and Career Coaches:**

o Salaries and Benefits: A portion of the budget will be dedicated to hiring full-time College and Career Coaches for each high school, ensuring they have the resources and support needed to provide personalized guidance to students. This includes salary, benefits, and training costs.

o Professional Development: Funds will also be allocated to ongoing professional development, equipping coaches with the latest knowledge in college admissions, career pathways, and workforce trends. This may involve attending state and national conferences, workshops, and online certification programs.

**2. Career Exploration Course:**

o Curriculum Development and Materials: The budget will support the creation and implementation of a robust Career Exploration Course. This includes purchasing digital platforms, software licenses, and textbooks, as well as developing course modules that cover a wide range of career paths and post-secondary options.

o Industry Partnerships: Funds will also be used to establish partnerships with local businesses for internships, guest speakers, and field trips, providing students with real-world exposure to various industries.

**3. Career Interest Inventory:**

o Software and Assessment Tools: The budget will cover the costs of administering career interest inventories, including software licenses and assessment tools

that allow students to explore their strengths and interests.

o Data Management: Additional resources will be allocated to analyze and manage inventory data, ensuring that career counselors and instructional staff can effectively use the results to guide students' academic and career plans.

4. Ayers Scholars Program:

o Student Outreach and Support: Funds will be allocated to promotional materials, informational sessions, and workshops to increase awareness of the Ayers Scholars Program. This will ensure that students and families are informed about the opportunities and benefits of the scholarship.

o Scholarship Application Workshops: The budget will also support hosting workshops to assist students in completing scholarship applications, including expenses for materials, guest speakers, and additional staffing if needed.

**Goal #3****Campbell County (070) Public District - FY 2026 - TISA Accountability Report - Rev 0**

This goal not established.

**Goal Statement 3:**

54.6% of students will be proficient in Math by 2033.

To reach our goal, we need to improve this achievement metric by 2.9% each year.

**District Goal 3**

| Year                                                          | Annual Outcome Target(s) | Associated Metrics/Data                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1: 2023-2024</b><br>school year<br>(Previous outcome) | 28.4%                    | Using 2024 as our baseline, we will need to achieve the following annually increases for each grade band: 3rd-5th: baseline of 33.7 with an increase of 2.32 per year 6th-8th: baseline of 26.8 with an increase of 3.09 per year 9th-12th: baseline of 13.2 with an increase of 4.6 per year |
| <b>Year 2: 2024-2025</b><br>school year (Use actual outcome)  | 31.3%                    | Using 2024 as our baseline, we will need to achieve the following annually increases for each grade band: 3rd-5th: baseline of 33.7 with an increase of 2.32 per year 6th-8th: baseline of 26.8 with an increase of 3.09 per year 9th-12th: baseline of 13.2 with an increase of 4.6 per year |
| <b>Year 3: 2025-2026</b><br>school year                       | 34.2%                    | Using 2024 as our baseline, we will need to achieve the following annually increases for each grade band: 3rd-5th: baseline of 33.7 with an increase of 2.32 per year 6th-8th: baseline of 26.8 with an increase of 3.09 per year 9th-12th: baseline of 13.2 with an increase of 4.6 per year |
| <b>Year 4: 2026-2027</b><br>school year                       | 37.1%                    | Using 2024 as our baseline, we will need to achieve the following annually increases for each grade band: 3rd-5th: baseline of 33.7 with an increase of 2.32 per year 6th-8th: baseline of 26.8 with an increase of 3.09 per year 9th-12th: baseline of 13.2 with an increase of 4.6 per year |
| <b>Year 5: 2027-2028</b><br>school year                       | 40.0%                    | Using 2024 as our baseline, we will need to achieve the following annually increases for each grade band: 3rd-5th: baseline of 33.7 with an increase of 2.32 per year 6th-8th: baseline of 26.8 with an increase of 3.09 per year 9th-12th: baseline of 13.2 with an increase of 4.6 per year |

\* Check the response that best describes the progress made on the 2024-25 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 2024-25SY 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?

Although we exceeded the target for 2024-2025, the achievement gains were very modest and not reflected in every grade level. We plan to continue with our current investments and supports to achieve higher achievement metrics and stronger TVAAS growth.

### 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.                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| -HQIM Adopted Materials for Math - District Math Coach (2 coaches) - District RTI Coordinator - Math IPG walkthroughs with TDOE Core Office and Access for All Learning Network Grant. - Core Office Math Supports - Edmentum - Mastery Connect (only at Campbell County High School) | \$ 980,000.00                    | Given our modest gains, we can determine that we had a net positive effect on these efforts. Overall, we believe the classroom walkthroughs and district math coaching were the most effective. |

**Action Plan:** List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

1. Data-Driven Instruction:
  - o Utilize Benchmark Assessments: Administer district-wide math benchmark assessments at the beginning, middle, and end of the year to identify student proficiency levels and gaps in understanding. Use this data to inform targeted instruction.
  - o Ongoing Data Analysis: Conduct regular data reviews through Professional Learning Communities (PLCs) to analyze student performance data, adjust teaching strategies, and provide differentiated support where necessary.
2. Targeted Math Interventions:
  - o Tiered Intervention Support: Provide tiered math interventions for struggling students, with additional focus on students scoring below grade level on assessments. Small group instruction, one-on-one tutoring, and after-school programs will be used to reinforce foundational math skills.
  - o Math Lab Support: Establish Math Lab sessions for students in need of extra help. These labs will provide focused, hands-on learning experiences during the school day to address individual student needs.
3. Professional Development for Teachers:
  - o Instructional Coaching: Continue to offer math-specific instructional coaching to support teachers in lesson planning, use of math manipulatives, and effective strategies for differentiating instruction.
  - o Standards-Based Training: Conduct workshops focused on state math standards, helping teachers align instruction to ensure students master the required content. Emphasize the development of conceptual understanding, procedural fluency, and problem-solving skills.
  - o Math Differentiation Training: Provide training for teachers in differentiated instruction, ensuring they can meet the diverse needs of students within their classrooms, including advanced learners and those needing remediation.
4. Continuous Monitoring and Adjustment:
  - o Monthly Progress Reviews: Hold monthly reviews with math teachers, instructional coaches, and school leaders to assess student progress and adjust strategies based on the data collected from assessments and classroom performance.
  - o Action Plan Adjustments: Use the data from benchmark assessments and ongoing progress monitoring to make real-time adjustments to the action plan as needed, ensuring that students who are not on track receive additional supports.

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

We will allocate funds to renew appropriate licenses for math programs and materials, budget allocations will be made for staff (certified and classified) to provide instructional coaching and TIER 2/3 interventions.

Via a grant, whole day planning sessions will be provided for teachers to work with Campbell County's district math coach to plan and conduct student work analysis.

**Goal #4****Campbell County (070) Public District - FY 2026 - TISA Accountability Report - Rev 0**

This goal not established.

**Goal Statement 4:**

**TVAAS Growth Metrics will improve across all content areas in 6th grade to a Level 3.**

**District Goal 4**

| <b>Year</b>                                                     | <b>Annual Outcome Target(s)</b>                                              | <b>Associated Metrics/Data</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1:</b><br>2023-2024 school year<br>(Previous outcome)   | ELA: Level 1<br>Math: Level 2<br>Social Studies: Level 1<br>Science: Level 1 | The Tennessee Value-Added Assessment System (TVAAS) measures the academic growth students make each year, highlighting the impact that schools and teachers have on student learning over time. Unlike proficiency scores that only reflect where a student is at the end of the year, TVAAS focuses on how much progress students make compared to their peers across the state who took the same assessment. For our TISA goal, we have identified Level 3 growth as the district expectation for all 6th grade content areas. A Level 3 represents expected growth, meaning students are making at least one full year of academic progress compared to their statewide peers. Achieving this level across all subjects ensures that our instructional programs are consistently moving students forward, maintaining steady academic progress, and laying the foundation for future success. |
| <b>Year 2:</b><br>2024-2025 school year<br>(Use actual outcome) | ELA: Level 1<br>Math: Level 1<br>Social Studies: Level 1<br>Science: Level 1 | The Tennessee Value-Added Assessment System (TVAAS) measures the academic growth students make each year, highlighting the impact that schools and teachers have on student learning over time. Unlike proficiency scores that only reflect where a student is at the end of the year, TVAAS focuses on how much progress students make compared to their peers across the state who took the same assessment. For our TISA goal, we have identified Level 3 growth as the district expectation for all 6th grade content areas. A Level 3 represents expected growth, meaning students are making at least one full year of academic progress compared to their statewide peers. Achieving this level across all subjects ensures that our instructional programs are consistently moving students forward, maintaining steady academic progress, and laying the foundation for future success. |
| <b>Year 3:</b><br>2025-2026 school year                         | ELA: Level 3<br>Math: Level 3<br>Social Studies: Level 3<br>Science: Level 3 | The Tennessee Value-Added Assessment System (TVAAS) measures the academic growth students make each year, highlighting the impact that schools and teachers have on student learning over time. Unlike proficiency scores that only reflect where a student is at the end of the year, TVAAS focuses on how much progress students make compared to their peers across the state who took the same assessment. For our TISA goal, we have identified Level 3 growth as the district expectation for all 6th grade content areas. A Level 3 represents expected growth, meaning students are making at least one full year of academic progress compared to their statewide peers. Achieving this level across all subjects ensures that our instructional programs are consistently moving students forward, maintaining steady academic progress, and laying the foundation for future success. |

|                                         |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 4:</b><br>2026-2027 school year | ELA: Level 3<br>Math: Level 3<br>Social Studies: Level 3<br>Science: Level 3 | The Tennessee Value-Added Assessment System (TVAAS) measures the academic growth students make each year, highlighting the impact that schools and teachers have on student learning over time. Unlike proficiency scores that only reflect where a student is at the end of the year, TVAAS focuses on how much progress students make compared to their peers across the state who took the same assessment. For our TISA goal, we have identified Level 3 growth as the district expectation for all 6th grade content areas. A Level 3 represents expected growth, meaning students are making at least one full year of academic progress compared to their statewide peers. Achieving this level across all subjects ensures that our instructional programs are consistently moving students forward, maintaining steady academic progress, and laying the foundation for future success. |
| <b>Year 5:</b><br>2027-2028 school year | ELA: Level 3<br>Math: Level 3<br>Social Studies: Level 3<br>Science: Level 3 | The Tennessee Value-Added Assessment System (TVAAS) measures the academic growth students make each year, highlighting the impact that schools and teachers have on student learning over time. Unlike proficiency scores that only reflect where a student is at the end of the year, TVAAS focuses on how much progress students make compared to their peers across the state who took the same assessment. For our TISA goal, we have identified Level 3 growth as the district expectation for all 6th grade content areas. A Level 3 represents expected growth, meaning students are making at least one full year of academic progress compared to their statewide peers. Achieving this level across all subjects ensures that our instructional programs are consistently moving students forward, maintaining steady academic progress, and laying the foundation for future success. |

\* Check the response that best describes the progress made on the 2024-25 target toward Goal 4.

Exceeded target

Met target

Increased but did not meet target

Did not make progress toward goal

End of year outcome data for the 2024-25SY 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?

This was a new goal for the 2024-2025 school year, and Campbell County did not meet the goal. We plan to maintain an emphasis on the existing action-plan.

**Goal 4 Prior Year Report: 2-3 Prior year, major TISA investments made toward this goal**

**Major TISA Investment**

| Expend<br>Amount (Rough<br>Estimate) | Reflection of<br>whether the<br>investment<br>contributed<br>to<br>progressing<br>toward the<br>goal or not,<br>and how so. |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |    |            |                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| High-Quality Instructional Materials (HQIM): The investment in HQIM played a crucial role in supporting the growth of students across ELA, math, science, and social studies. These materials, aligned with state standards and backed by research, helped teachers provide consistent, high-quality instruction. By utilizing structured resources that supported differentiation and targeted learning, student engagement improved, which in turn positively impacted TVAAS growth metrics. This investment contributed significantly to advancing toward our goals, as teachers were better equipped to address gaps in student understanding and adjust instruction accordingly. The district's new implementation of districtwide curriculum coaches has strengthened our system of continuous instructional improvement. Regular data chat updates between coaches and teachers have become a cornerstone of our instructional model, ensuring that student performance data is consistently analyzed and acted upon in real time. Through these structured conversations, teachers receive direct support in interpreting assessment trends, identifying skill gaps, and implementing targeted instructional strategies. This collaborative, data-driven approach has led to more responsive teaching and improved TVAAS growth across subjects. Coaches serve as instructional partners-bridging district initiatives with classroom practice-and help maintain a consistent focus on student learning outcomes. As we move forward, this districtwide coaching model will remain a critical component of our action plan to sustain and accelerate academic growth. | \$ | 980,000.00 | Although we did not see measurable progress in terms of TVAAS, we will maintain these investments, as they are research based indicators of system-wide improvement. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Action Plan:** List detailed strategies for the 2025-2026 school year that will be implemented to meet your annual target.

**1. High-Quality Instructional Materials (HQIM):**

- o Continued HQIM Use: Ensure all teachers have access to high-quality instructional materials aligned with state standards in ELA, math, science, and social studies. This includes ongoing support for using these materials in differentiated instruction to target student needs.
- o Teacher Training on HQIM: Provide additional professional development to deepen teachers' understanding of how to effectively integrate HQIM into daily lessons and assessments. Focus on strategies for using HQIM to improve engagement and mastery in core subjects.

**2. Data-Driven Instruction via Frequent Data Chats:**

- o Ongoing Data Chats: Continue the practice of frequent data chats between curriculum coaches and teachers across all subjects. These sessions will focus on analyzing benchmark assessment results and student work samples to identify strengths and areas of improvement.
- o Targeted Interventions Based on Data: Following data chats, teachers will implement targeted instructional strategies to address learning gaps. This includes small group instruction, reteaching key concepts, and offering differentiated support to students based on their performance in ELA, math, science, and social studies.

**3. Individual Goal Setting for Students:**

- o Student-Led Goal Setting: Expand the use of individual goal setting for students across all subjects. Teachers will help students set personalized academic goals based on assessment data and classroom performance, and track progress toward these goals throughout the year.
- o Regular Check-Ins on Goals: Schedule regular one-on-one conferences between teachers and students to review their goals, monitor progress, and adjust learning plans as needed. This will encourage student ownership of their growth in ELA, math, science, and social studies.

**4. Walkthroughs:**

Utilize the district walkthrough tool to increase frequency of principal classroom visits, monitored instructional fidelity, and provide actionable feedback.

- o Teacher Support Following Walkthroughs: Use IPG walkthrough results to provide targeted coaching and professional development to teachers, focusing on areas where instructional practices can be improved to drive TVAAS growth.

**5. Professional Development and Collaboration:**

- o Focus on Collaborative Learning: Strengthen Professional Learning Communities (PLCs) where teachers can collaborate and share best practices in ELA, math, science, and social studies. These sessions will provide opportunities for teachers to discuss effective strategies, review student data, and refine instructional methods.

- o Training on Differentiation and Student Engagement: Provide professional development on strategies for differentiation and increasing student engagement, particularly in ways that align with HQIM and data-driven instruction.

**6. Progress Monitoring and Adjustments:**

- o Frequent Assessments: Administer interim assessments and other formative evaluations in ELA, math, science, and social studies throughout the year to monitor student progress.

to Adjust Action Plan Based on Data: Use assessment data and IPG feedback to make real-time adjustments to instructional strategies, interventions, and professional development to ensure progress toward meeting the TVAAS growth targets.

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

**1. High-Quality Instructional Materials (HQIM):**

A portion of the budget will be dedicated to ensuring that teachers continue to have access to high-quality instructional materials in ELA, math, science, and social studies. This includes ongoing updates and professional development to support the effective use of these materials in the classroom. Funds will also be used to provide teachers with supplemental resources for differentiated instruction, ensuring all students receive targeted support.

**2. Data Chats and Curriculum Coaches:**

The budget will cover the costs of maintaining curriculum coaches in each school, who will lead frequent data chats with teachers. These funds will support staff salaries, training, and resources needed for data analysis. Additional funds will be allocated for tools that help track and analyze student performance data, allowing for timely instructional adjustments.

**3. Individual Student Goal Setting:**

Investments will be made to implement student goal-setting initiatives, including tools and platforms that allow teachers to track individual student progress. Budgetary support will also go toward professional development for teachers to effectively guide students in setting and achieving personalized academic goals.

**4. Professional Development and Teacher Collaboration:**

A significant part of the budget will be devoted to professional development focused on instructional best practices, differentiation, and student engagement. This includes workshops, PLC sessions, and expert-led training. Additionally, funds will be allocated for teacher collaboration time, allowing educators to work together in refining strategies for improving student outcomes across all subjects.

**5. Progress Monitoring and Adjustments:**

The budget will fund frequent formative assessments to monitor student progress in ELA, math, science, and social studies. Resources will also be allocated for data management tools and systems that allow teachers and administrators to make data-driven decisions throughout the year. This will ensure the district can adjust the action plan as needed to meet growth targets.

Goal #5

Campbell County (070) Public District - FY 2026 - TISA Accountability Report - Rev 0

This goal not established.

Campbell County (070) Public District - FY 2026 - TISA Accountability Report - Rev 0

This goal not established.

Public Comment and Board Approval

Campbell County (070) Public District - FY 2026 - TISA Accountability Report - Rev 0

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.

| Details                                                                                                                                 | Answer                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Date(s) of opportunity for local public comment                                                                                         | October 27, 2025-October 31, 2025                                                                                                   |
| Description of public comment opportunities (e.g. collection of written comments, public hearing, local board meeting discussion, etc.) | Link to public feedback survey: <a href="https://forms.cloud.microsoft/r/kq2qDsfSuH">https://forms.cloud.microsoft/r/kq2qDsfSuH</a> |
| Summary of public comment received. If no comments were received, state, "None received."                                               | None received as of submission date. Will update after Board approval.                                                              |
| Description of how your district did or did not incorporate public comment received into the final accountability report submission.    | None received as of submission date. Will update after Board approval.                                                              |

Board Approval

TISA accountability reports should be presented to the local school board for approval prior to its submission to the department by November 1. Please select the option that best describes the board approval status when submitting the TISA accountability Report to the department.

Board approval received. Minutes documenting board approval have been uploaded to the 'Related Documents' section.

Board approval to be received after Nov. 1. The board agenda for the upcoming meeting or a memo referencing the board meeting date for which the TISA accountability will be on the agenda has been uploaded to the 'Related Documents' section. Immediately upon approval, my district will upload the minutes documenting board approval to the 'Related Documents' section and adjust the response to this question.

Related Documents

Campbell County (070) Public District - FY 2026 - TISA Accountability Report - Rev 0

(TISA) Board Approval [Upload at least 1 document(s)]

N/A

- Board Minutes Showing Next Board Meeting will be 11/18/25. TISA Report will be approved at this meeting.

TISA Accountability Report Checklist

Campbell County (070) Public District - FY 2026 - TISA Accountability Report - Rev 0

No comments have been made at this time

**1. Report Status**

1.01 The LEA has completed all fields and upload(s).

Not Reviewed



**Campbell County School Calendar  
2026-2027**

|                                                           |                                                                                                                |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Monday, August 3<sup>rd</sup> .....</b>                | <b>In-Service #1 Teachers Report- No Students (8:00 a.m-3:00 p.m.)</b>                                         |
| <b>Tuesday, August 4<sup>th</sup> .....</b>               | <b>In-Service #2 Teachers Report- No Students (8:00 a.m-3:00 p.m.)</b>                                         |
| <b>Wednesday, August 5<sup>th</sup> .....</b>             | <b>Student Registration Day (abbreviated day 3.5 hrs. students and staff)</b>                                  |
| <b>Thursday, August 6<sup>th</sup> .....</b>              | <b>County Election- No School</b>                                                                              |
| <b>Friday, August 7<sup>th</sup> .....</b>                | <b>In-Service #3 Teachers Report- No students (8:00 a.m-3:00 p.m.)</b>                                         |
| <b>Monday, August 10<sup>th</sup> .....</b>               | <b>1<sup>st</sup> Full Day of Classes for Students</b>                                                         |
| <b>Thursday, September 3<sup>rd</sup> ....</b>            | <b>1<sup>st</sup> Month Ends</b>                                                                               |
| <b>Friday, September 4<sup>th</sup> .....</b>             | <b>1<sup>st</sup> Mid-Term Ends</b>                                                                            |
| <b>Monday, September 7<sup>th</sup> .....</b>             | <b>Labor Day Holiday- No School</b>                                                                            |
| <b>Friday, September 11<sup>th</sup> .....</b>            | <b>1<sup>st</sup> Mid-Term Reports Issued</b>                                                                  |
| <b>September 14<sup>th</sup>-17<sup>th</sup> .....</b>    | <b>Parent Conference Week (Mon-Elem, Tues-Middle, Thurs- High School)</b>                                      |
| <b>Friday, October 2<sup>nd</sup> .....</b>               | <b>2<sup>nd</sup> Month Ends</b>                                                                               |
| <b>Tuesday, October 6<sup>th</sup> .....</b>              | <b>1<sup>st</sup> 9 Weeks Ends</b>                                                                             |
| <b>October 12<sup>th</sup>-16<sup>th</sup> .....</b>      | <b>Fall Break – No School</b>                                                                                  |
| <b>Tuesday, October 20<sup>th</sup> .....</b>             | <b>1<sup>st</sup> 9 Weeks Report Card Issued</b>                                                               |
| <b>Tuesday, November 3<sup>rd</sup> .....</b>             | <b>State General Election – No School</b>                                                                      |
| <b>Monday, November 9<sup>th</sup> .....</b>              | <b>3<sup>rd</sup> Month Ends</b>                                                                               |
| <b>Wednesday, November 11<sup>th</sup></b>                | <b>Veterans Day Holiday- No School</b>                                                                         |
| <b>Monday, November 16<sup>th</sup> ....</b>              | <b>2<sup>nd</sup> Mid- Term Ends</b>                                                                           |
| <b>Monday, November 23<sup>rd</sup> .....</b>             | <b>2<sup>nd</sup> Mid-Term Reports Issued</b>                                                                  |
| <b>November 25<sup>th</sup>-27<sup>th</sup> .....</b>     | <b>Thanksgiving Holiday No School</b>                                                                          |
| <b>Friday, December 11<sup>th</sup> .....</b>             | <b>4<sup>th</sup> Month Ends</b>                                                                               |
| <b>Friday, December 18<sup>th</sup> .....</b>             | <b>2<sup>nd</sup> 9 weeks and 1<sup>st</sup> Semester Ends (Abb. Day 3.5 hrs students and staff)</b>           |
| <b>December 21<sup>st</sup>- Jan 1<sup>st</sup> .....</b> | <b>Christmas and New Year Holiday- No School</b>                                                               |
| <b>Monday, January 4<sup>th</sup> .....</b>               | <b>In-Service #4 Teachers Report- No Students (8:00 a.m-3:00 p.m.)</b>                                         |
| <b>Tuesday, January 5<sup>th</sup> .....</b>              | <b>Student 1<sup>st</sup> Day Back After Holidays</b>                                                          |
| <b>Friday, January 8<sup>th</sup> .....</b>               | <b>2<sup>nd</sup> 9 Weeks Report Card Issued</b>                                                               |
| <b>Tuesday, January 26<sup>th</sup> .....</b>             | <b>5<sup>th</sup> Month Ends</b>                                                                               |
| <b>Friday, February 5<sup>th</sup> .....</b>              | <b>3<sup>rd</sup> Mid- Term Ends</b>                                                                           |
| <b>Friday, February 12<sup>th</sup> .....</b>             | <b>3<sup>rd</sup> Mid-Term Reports Issued</b>                                                                  |
| <b>Monday, February 15<sup>th</sup> .....</b>             | <b>Presidents' Day Holiday- No School</b>                                                                      |
| <b>February 16<sup>th</sup>-18<sup>th</sup> .....</b>     | <b>Parent Conference Week (Tues-Elem, Thursday-Middle &amp; High School)</b>                                   |
| <b>Wednesday, February 24<sup>th</sup> .</b>              | <b>6<sup>th</sup> Month Ends</b>                                                                               |
| <b>Wednesday, March 10<sup>th</sup> ....</b>              | <b>In-Service #5 Teachers Report- No Students (8:00 a.m-3:00 p.m.)</b>                                         |
| <b>Monday, March 15<sup>th</sup> .....</b>                | <b>3<sup>rd</sup> 9 Weeks Ends</b>                                                                             |
| <b>Monday, March 22<sup>nd</sup> .....</b>                | <b>3<sup>rd</sup> 9 Weeks Report Card Issued</b>                                                               |
| <b>Thursday, March 25<sup>th</sup> .....</b>              | <b>7<sup>th</sup> Month Ends</b>                                                                               |
| <b>Friday, March 26<sup>th</sup> .....</b>                | <b>Good Friday Holiday- No School</b>                                                                          |
| <b>March 29<sup>th</sup>- April 2<sup>nd</sup> .....</b>  | <b>Spring Break- No School</b>                                                                                 |
| <b>Friday, April 23<sup>rd</sup> .....</b>                | <b>4<sup>th</sup> Mid- Term Ends</b>                                                                           |
| <b>Friday, April 30<sup>th</sup> .....</b>                | <b>8<sup>th</sup> Month Ends</b>                                                                               |
| <b>Friday, April 30<sup>th</sup> .....</b>                | <b>4<sup>th</sup> Mid-Term Reports Issued</b>                                                                  |
| <b>Friday, May 28<sup>th</sup> .....</b>                  | <b>9<sup>th</sup> Month Ends</b>                                                                               |
| <b>Friday, May 28<sup>th</sup> .....</b>                  | <b>Last Day of School (Abb 3.5 hrs students and staff) End of 2<sup>nd</sup> Sem. and 4<sup>th</sup> 9 Wks</b> |