

Cover Page

**Murfreesboro (751) Public District - FY 2026 - TISA Accountability Report - Rev 0**

**Cover Page**

\* District Name

Murfreesboro City Schools

\* Director of Schools Name

Bobby (Trey) Duke

\* District Point of Contact for TISA Accountability Report Name

Trey Duke

\* District Point of Contact for TISA Accountability Report Phone Number

615-893-2313

District Point of Contact for TISA Accountability Report Email Address

trey.duke@cityschools.net

40.4 % 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

**Documents**

**Type**

**Document Template**

**Document/Link**

(TISA) Previous Year Report

N/A

 [\(TISA\) Previous Year Report](#)

**Resources**

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District Goal Statements

**Murfreesboro (751) Public District - FY 2026 - TISA Accountability Report - Rev 0**

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

	49 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2027-2028
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District Goal Statements

Goal Number	GOAL STATEMENT(S)
Goal 2	MCS will reduce the percentage of students scoring below the 25th percentile on the 1st grade TDOE approved spring universal reading screener by the year 2028. The goal is to have 25% or less of 1st grade students scoring below the 25th percentile.
Goal 3	MCS will increase the percentage of 3rd - 5th grade students meeting expectations or exceeding expectations on the TNReady ELA assessment to 66% by 2028.
Goal 4	MCS will increase the percentage of 3rd - 5th grade students meeting expectations or exceeding expectations on the TNReady Math assessment to 75% by 2028.
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

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Goal Statement 1: 3rd Grade ELA Proficiency

49 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2027-2028
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District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	40.4%	3rd Grade ELA TCAP assessment data by year.
Year 2: 2024-2025 school year (Use actual outcome)	40.4%	3rd Grade ELA TCAP assessment data by year.
Year 3: 2025-2026 school year	44.9%	3rd Grade ELA TCAP assessment data by year.
Year 4: 2026-2027 school year	47.1%	3rd Grade ELA TCAP assessment data by year.
Year 5: 2027-2028 school year	49.3%	3rd Grade ELA TCAP assessment data by year.

\* 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?

In 3rd grade, we maintained a proficiency rate of 40.4%. Our actions will be focused on meeting the academic needs of our non-proficient students. Early grades value added growth in literacy indicates we are showing growth with our 3rd grade students in literacy. However, we will continue to focus on those requiring additional academic support to move to proficiency.

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.

1. High Quality Instructional materials for Tier I and intervention. 2. School-wide interventions and tutoring programs for students. 3. District literacy staff

\$ 3,420,527.00

Although value-added data shows that students in 3rd grade literacy did grow, there was not a proficiency increase. Our district's demographic data has become increasingly at-risk, and we are making a renewed focus on our intervention and TNALL Corp Tutoring Program.

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

1. Ensure all PreK- 2nd grade teachers have access to high-quality professional development aligned to Sounds First and HQIM.
2. The ELA skills block benchmarks will be reviewed three times per year to monitor progress. This data will be used to help identify needed Tier 1, Tier 2, and Tier 2 interventions. Tier 1 interventions will follow the TNALL Corp model.
3. Ensure all students have access to high-quality instructional materials and these materials are implemented with integrity. The Literacy Coordinator will work with administrators, coaches and teachers during the school year to evaluate and revise identified grade-level curriculum scope and sequences and include curriculum resources that support standards-aligned instruction.
4. Increasing joint training opportunities for special education and general education teachers on increasing access to Tier I for students with disabilities through the AALN program.
5. Revise district instructional coordinator position to solely focus on interventions and tutoring programs.
6. Provide an intensive 5-day literacy professional development to grow teachers content knowledge and ability.

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

Funds will be used in the following ways to address the action steps:

- to provide for substitute teachers so that participants may attend the training during the contract time which guarantees participation.
- to provide needed materials and supplies for all participants.
- to provide interventionists at every building for intervention services for students.
- to provide high-quality instructional materials for every classroom as well as for any growth positions that may be added.
- to employ full-time, Intervention and Acceleration Specialist to provide technical and instructional assistance for intervention and tutoring programs.

Goal #2

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**Goal Statement 2:**

MCS will reduce the percentage of students scoring below the 25th percentile on the 1st grade TDOE approved spring universal reading screener by the year 2028.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	44.2%	State year's Aimsweb Spring Data for 1st grade students.
Year 2: 2024-2025 school year (Use actual outcome)	46%	State year's Aimsweb Spring Data for 1st grade students.
Year 3: 2025-2026 school year	30%	State year's Aimsweb Spring Data for 1st grade students.
Year 4: 2026-2027 school year	25%	State year's Aimsweb Spring Data for 1st grade students.
Year 5: 2027-2028 school year	Below 25%	State year's Aimsweb Spring Data for 1st grade students.

\* 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?

The Spring 2025 Assessment only consisted of the Oral Reading Fluency assessment prior to re-norming for the 2025-2026 school year. Based on new norms which include a full battery of assessments, 1st grade fall scores show only 20% below the 25th percentile vs. over 60% last fall before re-norming. This goal will continue to be updated as more data comes in with new scores.

**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.

1. High quality instructional materials and assessments 2. School-wide interventionists and tutors. 3. Professional development.

\$ 3,223,088.00

The district offered early literacy training to all new employees around the sounds first model and provided for academic interventionists to work with students. Additionally, the district's kindergarten teachers administer the 1st grade fall Aimsweb assessment in the Spring as an additional measure of closing the kinder to 1st grade gap. We will continue to invest in these areas to ensure our youngest learners are prepared with a foundation of success.

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

1. Ensure all PreK- 2nd grade teachers have access to high-quality professional development aligned to Sounds First and HQIM.
2. The ELA skills block benchmark will be reviewed three times per year to monitor progress. This data will be used to help identify needed Tier 1, Tier 2, and Tier 2 interventions. Tier 1 interventions will follow the TNALL Corp model.
3. Ensure all students have access to high-quality instructional materials and these materials are implemented with integrity. The Literacy Coordinator will work with administrators, coaches and teachers during the school year to evaluate and revise identified grade-level curriculum scope and sequences and include curriculum resources that support standards-aligned instruction.
4. Increasing joint training opportunities for special education and general education teachers on increasing access to Tier I for students with disabilities through the AALN program.
5. Revise district instructional coordinator position to solely focus on interventions and tutoring programs.

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

Funds will be used in the following ways to address the action steps:

- to provide for substitute teachers so that participants may attend the training during the contract time which guarantees participation.
- to provide needed HQIM materials and supplies for all participants.
- to provide interventionists at every building to provide intervention services to students.
- to provide high-quality instructional materials including decodables for every classroom as well as for any growth positions that may be added.
- to employ a full-time, Intervention and Acceleration Specialist to address the unique needs of at-risk learners.

Goal #3

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This goal not established.

**Goal Statement 3:**

MCS will increase the percentage of 3rd - 5th grade students meeting expectations or exceeding expectations on the TNReady ELA assessment to 50% by 2028 and maintain a level 4 or 5 in 6th Grade ELA TVAAS.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	42	3rd - 5th grade ELA TCAP assessment data by year and 6th grade TVAAS Scores
Year 2: 2024-2025 school year (Use actual outcome)	41.5	3rd - 5th grade ELA TCAP assessment data by year and 6th grade TVAAS Scores
Year 3: 2025-2026 school year	44.3%	3rd - 5th grade ELA TCAP assessment data by year and 6th grade TVAAS Scores
Year 4: 2026-2027 school year	47.1%	3rd - 5th grade ELA TCAP assessment data by year and 6th grade TVAAS Scores
Year 5: 2027-2028 school year	50%	3rd - 5th grade ELA TCAP assessment data by year and 6th grade TVAAS Scores

\* 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?

MCS decreased by .5% in our ELA scores. Previously we have seen increases year over year for the past three years. Additionally, the district continues to outperform the state average in ELA. The continued growth puts us on path to meet our goals. While the district did see a slight decrease in this percentage, our at-risk student population continues to grow.

We will continue to use funds around our core actions of materials, professional development, and intervention services.

**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.
1. High quality instructional materials and assessments 2. School-wide interventionists and tutors. 3. School-based Academic Coaches	\$ 4,551,348.00	We believe these strategies continue to put us on a pathway to success. Despite the minor decrease, our proficiency rates have seen an overall increase despite changing student populations.

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

Ensure all students have access to high-quality instructional materials and that they are implemented with integrity

Offer an intensive, five day, job-embedded, curriculum-aligned training on appropriate use of HQIM integrity.

Provide summer programming opportunities for at-risk students

Provide supports to students through an RTI Program that addresses the needs of students in Tiers 1, 2, and 3.

Provide high-dosage, low-ratio tutoring for students who are at-risk of retention or who need it to avoid retention.

Teachers will be able to participate in monthly early-literacy networks to provide cross-school, district-level collaboration based on needs.

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

Funds will be used in the following ways to address the action steps:

to provide for substitute teachers so that participants may attend the training during the contract time which guarantees participation or stipends for summer training opportunities

to provide academic coaches in all buildings to lead learning and teacher growth.

to provide appropriate diagnostic assessment materials for every classroom as well as for any growth positions that may be added.

to provide high-quality instructional materials for every classroom as well as for any growth positions that may be added.

to employ a full time literacy coordinator and intervention specialist to address the unique needs of students through Tier 1 and those needing intervention support.

to provide Tier 3 interventionist for every building to provide interventions to at-risk students.

to provide TNALL Corp tutors in all buildings

Goal #4

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This goal not established.

**Goal Statement 4:**

MCS will increase the percentage of 3rd - 5th grade students meeting expectations or exceeding expectations on the TNReady Math assessment to 58% by 2028 and maintain a level 4 or 5 with 6th grade math

District Goal 4

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	46.96%	3rd - 5th grade Math TCAP assessment data by year and 6th grade TVAAS Scores
Year 2: 2024-2025 school year (Use actual outcome)	48.5	3rd - 5th grade Math TCAP assessment data by year and 6th grade TVAAS Scores
Year 3: 2025-2026 school year	51.6%	3rd - 5th grade Math TCAP assessment data by year and 6th grade TVAAS Scores
Year 4: 2026-2027 school year	54.7%	3rd - 5th grade Math TCAP assessment data by year and 6th grade TVAAS Scores
Year 5: 2027-2028 school year	58%	3rd - 5th grade Math TCAP assessment data by year and 6th grade TVAAS Scores

\* 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?

MCS did show gains in our 3rd - 5th grade math scores. Additionally, the district continues to outperform the state average in math. The continued growth puts us on path to meet our goals.

We will continue to use funds around our core actions of materials, professional development, and intervention services.

**Goal 4 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.
1. High quality instructional materials and assessments 2. School-wide interventionists and tutors. 3. School-based Academic Coaches	\$ 3,654,476.00	We believe these strategies continue to put us on a pathway to success. Our proficiency rate increases and value-added scores indicate we are moving towards our goals.

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

Ensure all students have access to high-quality instructional materials and that they are implemented with integrity.

Offer job-embedded, curriculum-aligned training on appropriate use of HQIM integrity.

Provide summer programming opportunities for at-risk students

Provide supports to students through an RTI Program that addresses the needs of students in Tiers 1, 2, and 3.

Provide high-dosage, low-ratio tutoring for students who are at-risk of retention.

Teachers will be able to participate in monthly math networks and lesson studies to provide cross-school, district-level collaboration based on needs.

Implementation of a Math Leads program to provide additional in-depth professional development for math instructors.

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

Funds will be used in the following ways to address the action steps:

- to provide for substitute teachers so that participants may attend the training during the contract time which guarantees participation or stipends for summer training opportunities.
- to provide needed materials and supplies for all participants.
- to provide appropriate diagnostic assessment materials and adaptive instructional programs for every classroom as well as for any growth positions that may be added.
- to provide high-quality instructional materials for every classroom as well as for any growth positions that may be added.
- to employ a full-time Math Coordinator to address the unique needs of math instruction throughout the district and to lead professional development opportunities.

Goal #5

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This goal not established.