



Tennessee Investment in Student Achievement

Accountability Report Template

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

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

- Goals for student achievement
 - One of the goals must include the district's plan to pursue the goal of seventy percent (70%) or more of the district's third grade students to score "met expectations" or "exceeded expectations" on the English Language Arts (ELA) portion of the TCAP tests. This goal must also detail the district's goal to increase 3rd grade ELA proficiency rates by 15% of the gap over the next three years (starting with the 2022-23 TCAP results) to achieve the district's stated goal of at least 70% of 3rd grade students proficient in ELA.¹
- Explanation how the district's stated goals can be met within the district's budget.
- For reports submitted **starting in the 2024-25** school year, a description of how the district's budget and expenditures from the prior school year enabled the district to make progress toward the stated student achievement goals.

Each district's TISA accountability report is required to be presented to the public for review and comment before the report is submitted to the department. The report must be submitted annually to the department by November 1st.

Furthermore, each district's TISA accountability report is required to be reviewed annually by the TISA Progress Review Board pursuant to T.C.A. § 49-3-114 to determine whether the school district is taking the proper steps to achieve their stated goal.

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

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

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

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

DISTRICT INFORMATION		
District Name	Tennessee Public Charter School Commission	
Director of Schools Name	Tess Stovall	
District Point of Contact for TISA Accountability Report	Name	Tess Stovall
	Phone Number	615-532-6245
	Email Address	Tess.Stovall@tn.gov
Percent of 3 rd grade students who scored proficient ("met expectations" or "exceeded expectations") on the English Language Arts (ELA) portion of the spring TCAP	28%	

DISTRICT GOAL STATEMENT(S)	
Goal Statement 1: 3 rd Grade ELA Proficiency ²	70 % of students will score proficient on the 3 rd grade ELA TCAP by 2030 year
Goal Statement 2:	Less than 12% of students will be chronically absent in the K-8th grade band by 2030. Less than 20% of students will be chronically absent in the 9 th -12 th grade band by 2030.
Goal Statement 3:	70% of students will score proficient on the 3rd-8th grade Math TCAP by 2030. 70% of students will score proficient on the 3rd-8th grade ELA TCAP by 2030.
Goal Statement 4:	By 2026, 100% of schools authorized by the Tennessee Public Charter School Commission will earn an average rating of "Meets Standard" on Comparative Performance (3a and 3b) of the Academic Section of the School Performance Framework.
Goal Statement 5:	The Tennessee Public Charter School Commission will maintain a TVAAS Composite Score of Level 4+ every year.

² **Note:** This is a required goal pursuant to T.C.A. § 49-3-112 and must include 70% or more of 3rd grade students proficient on the ELA TCAP. If your district already has 70% or more of 3rd grade students proficient in ELA, please state a goal that either maintains or increases that proficiency rate.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
Goal Statement 1: 3 rd grade ELA proficiency ³		70% of students will score proficient on the 3 rd grade ELA TCAP by 2030		
Year 1: 2023-24 school year	34% of students will score proficient on the 3 rd grade ELA TCAP	Each individual charter school uses its own internal assessment data and approved universal screeners to track student progress throughout the year in advance of TCAP.	Commission staff will review internal data of charter schools during their annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.

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

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			Commission's website.	
Year 2: 2024-25 school year	40% of students will score proficient on the 3rd grade ELA TCAP	Each individual charter school uses its own internal assessment data and approved universal screeners to track student progress throughout the year in advance of TCAP.	Commission staff will review internal data of charter schools during their annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.
Year 3: 2025-26 school year	44% of students will score proficient on the 3rd grade ELA TCAP	Each individual charter school uses its own internal assessment data and approved	Commission staff will review internal data of charter schools during their	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated

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		universal screeners to track student progress throughout the year in advance of TCAP.	annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.
Year 4: 2026-27 school year	51% of students will score proficient on the 3rd grade ELA TCAP	Each individual charter school uses its own internal assessment data and approved universal screeners to track student progress throughout the year in advance of TCAP.	Commission staff will review internal data of charter schools during their annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally, schools will	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools

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			receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	accountable through its school performance framework.
Year 5: 2027-28 school year	57% of students will score proficient on the 3rd grade ELA TCAP	Each individual charter school uses its own internal assessment data and approved universal screeners to track student progress throughout the year in advance of TCAP.	Commission staff will review internal data of charter schools during their annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.

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			Commission's website.	
Goal Statement 2:		Less than 12% of students will be chronically absent in the K-8th grade band by 2030. Less than 20% of students will be chronically absent in the 9th-12th grade band by 2030.		
Year 1: 2023-24 school year	K-8: 20% 9-12: 55.3%	Each individual charter school uses its own internal data to track chronic absenteeism, and the Commission staff monitors absenteeism data via PowerSchool and EIS.	Commission staff will review internal absenteeism data of charter schools during their annual site visit and discuss strategies to decrease the percentage. Commission staff also discusses data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.

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			and posted on the Commission's website.	
Year 2: 2024-25 school year	K-8: 18.3% 9-12: 46%	Each individual charter school uses its own internal data to track chronic absenteeism, and the Commission staff monitors absenteeism data via PowerSchool and EIS.	Commission staff will review internal absenteeism data of charter schools during their annual site visit and discuss strategies to decrease the percentage. Commission staff also discusses data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.

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			Commission's website.	
Year 3: 2025-26 school year	K-8: 16.8% 9-12: 38.4%	Each individual charter school uses its own internal data to track chronic absenteeism, and the Commission staff monitors absenteeism data via PowerSchool and EIS.	Commission staff will review internal absenteeism data of charter schools during their annual site visit and discuss strategies to decrease the percentage. Commission staff also discusses data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.

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Year 4: 2026-27 school year	K-8: 15.4% 9-12: 32%	Each individual charter school uses its own internal data to track chronic absenteeism, and the Commission staff monitors absenteeism data via PowerSchool and EIS.	Commission staff will review internal absenteeism data of charter schools during their annual site visit and discuss strategies to decrease the percentage. Commission staff also discusses data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.
Year 5: 2027-28 school year	K-8: 14.1%	Each individual charter school uses	Commission staff will review	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a

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	9-12: 26.6%	its own internal data to track chronic absenteeism, and the Commission staff monitors absenteeism data via PowerSchool and EIS.	internal absenteeism data of charter schools during their annual site visit and discuss strategies to decrease the percentage. Commission staff also discusses data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.
Goal Statement 3:	70% of students will score proficient on the 3rd-8th grade Math TCAP by 2030. 70% of students will score proficient on the 3rd-8th grade ELA TCAP by 2030.			

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Year 1: 2023-24 school year	Math: 39.5% ELA: 36.7%	Each individual charter school uses its own internal assessment data and approved universal screeners to track student progress throughout the year in advance of TCAP.	Commission staff will review internal data of charter schools during their annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.
Year 2: 2024-25 school year	Math: 47.1% ELA: 44.6%	Each individual charter school uses its own internal assessment data and approved universal screeners to track student progress throughout	Commission staff will review internal data of charter schools during their annual site visit and review TCAP performance data	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy

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		the year in advance of TCAP.	with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.
Year 3: 2025-26 school year	Math: 53.7% ELA: 51.5%	Each individual charter school uses its own internal assessment data and approved universal screeners to track student progress throughout the year in advance of TCAP.	Commission staff will review internal data of charter schools during their annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.

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			Commission's performance framework which is publicly shared and posted on the Commission's website.	
Year 4: 2026-27 school year	Math: 59.5% ELA: 57.6%	Each individual charter school uses its own internal assessment data and approved universal screeners to track student progress throughout the year in advance of TCAP.	Commission staff will review internal data of charter schools during their annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.

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Year 5: 2027-28 school year	Math: 62.9% ELA: 62.9%	Each individual charter school uses its own internal assessment data and approved universal screeners to track student progress throughout the year in advance of TCAP.	Commission staff will review internal data of charter schools during their annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.
Goal Statement 4:	By 2026, 100% of schools authorized by the Tennessee Public Charter School Commission will earn an average rating of "Meets Standard" on Comparative Performance (3a and 3b) of the Academic Section of the School Performance Framework.			
Year 1: 2023-24 school year	80% of schools earn an average rating of "Meets Standard" on Comparative Performance (3a and 3b) of	Each individual charter school uses its own internal assessment data to	Commission staff will review internal data of charter schools	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of

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	the Academic Section of the School Performance Framework.	track student progress prior to TCAP. The Commission uses annual TCAP data for schools and residential school districts (including all students and subgroups of students) to track and evaluate school quality and academic performance.	during their annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.
Year 2: 2024-25 school year	90% of schools earn an average rating of "Meets Standard" on Comparative Performance (3a and 3b) of the Academic Section of the School Performance Framework.	Each individual charter school uses its own internal assessment data to track student progress prior to TCAP. The Commission uses annual TCAP data for schools and residential school districts (including	Commission staff will review internal data of charter schools during their annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally,	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools

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		all students and subgroups of students) to track and evaluate school quality and academic performance.	schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	accountable through its school performance framework.
Year 3: 2025-26 school year	100% of schools earn an average rating of "Meets Standard" on Comparative Performance (3a and 3b) of the Academic Section of the School Performance Framework.	Each individual charter school uses its own internal assessment data to track student progress prior to TCAP. The Commission uses annual TCAP data for schools and residential school districts (including all students and subgroups of students) to track and evaluate school quality and academic performance.	Commission staff will review internal data of charter schools during their annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.

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Year 4: 2026-27 school year	100% of schools earn an average rating of "Meets Standard" on Comparative Performance (3a and 3b) of the Academic Section of the School Performance Framework.	Each individual charter school uses its own internal assessment data to track student progress prior to TCAP. The Commission uses annual TCAP data for schools and residential school districts (including all students and subgroups of students) to track and evaluate school quality and academic performance.	Commission staff will review internal data of charter schools during their annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.
Year 5: 2027-28 school year	100% of schools earn an average rating of "Meets Standard" on Comparative Performance (3a and 3b) of	Each individual charter school uses its own internal assessment data to	Commission staff will review internal data of charter schools	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of

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	the Academic Section of the School Performance Framework.	track student progress prior to TCAP. The Commission uses annual TCAP data for schools and residential school districts (including all students and subgroups of students) to track and evaluate school quality and academic performance.	during their annual site visit and review TCAP performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.
Goal Statement 5:	The Tennessee Public Charter School Commission will maintain a TVAAS Composite Score of Level 4+ every year.			
Year 1: 2023-24 school year	District Wide Composite Level 4+	Each individual charter school uses internal assessment data to track student performance in advance of TCAP. The school/Commission then evaluates	Commission staff will review internal data of charter schools during their annual site visit and review TVAAS performance data	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in

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		TVAAS data on a subject/grade/school level to annually evaluate schools.	with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.
Year 2: 2024-25 school year	District Wide Composite Level 4+	Each individual charter school uses internal assessment data to track student performance in advance of TCAP. The school/Commission then evaluates TVAAS data on a subject/grade/school level to annually evaluate schools.	Commission staff will review internal data of charter schools during their annual site visit and review TVAAS performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.

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			review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	
Year 3: 2025-26 school year	District Wide Composite Level 4+	Each individual charter school uses internal assessment data to track student performance in advance of TCAP. The school/Commission then evaluates TVAAS data on a subject/grade/school level to annually evaluate schools.	Commission staff will review internal data of charter schools during their annual site visit and review TVAAS performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
			Commission's website.	
Year 4: 2026-27 school year	District Wide Composite Level 4+	Each individual charter school uses internal assessment data to track student performance in advance of TCAP. The school/Commission then evaluates TVAAS data on a subject/grade/school level to annually evaluate schools.	Commission staff will review internal data of charter schools during their annual site visit and review TVAAS performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.
Year 5: 2027-28 school year	District Wide Composite Level 4+	Each individual charter school uses internal assessment data to track student	Commission staff will review internal data of charter schools	Pursuant to T.C.A. 49-13-112, the Charter Commission, as a charter school authorizer and district, shall allocate 100% of

School Year	Annual Outcome(s)	Associated Metrics/Data	Action Steps This may include descriptions of district-based programs, staffing, and intervention services for students.	Describe how your district intends to use their budget to execute the action steps and meet the stated goal. <i>Optional:</i> Provide a copy of your district's budget when submitting this report to the department.
		performance in advance of TCAP. The school/Commission then evaluates TVAAS data on a subject/grade/school level to annually evaluate schools.	during their annual site visit and review TVAAS performance data with each school at the annual end-of-year meeting. Additionally, schools will receive an annual performance review on the Commission's performance framework which is publicly shared and posted on the Commission's website.	state and local funds generated by member students to the charter school. Charter schools have the flexibility and autonomy to use their allocated funds in alignment with their school's needs. The Charter Commission then holds its charter schools accountable through its school performance framework.

Public Comment

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

Date(s) of opportunity for local public comment.	9/21/23; 9/29/23; 10/5/23
Description of public comment opportunities (e.g. collection of	The Commission staff presented a draft TISA accountability report to the School Performance and Accountability Committee of the Commission on September 21 st to receive feedback on the goals. After this committee review,

Public Comment

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<p>written comments, public hearing, local board meeting discussion, etc.)</p>	<p>the Commission staff also presented a draft TISA accountability report to the full Commission at the October 5th meeting of the Commission where there was also a public comment opportunity. Additionally, the Commission staff shared the draft report with school operators in the bi-weekly school newsletter sent on September 29th and requested feedback on the report by October 13th.</p> <p>The Commission staff will receive delayed approval of the accountability report on a Commission meeting on December 4, 2023.</p>
<p>Summary of public comment received, if any.</p>	<p>The comments received focused on ensuring that the goals set were both high and attainable. The Commissioners specifically requested a goal on chronic absenteeism to be included in the report, and a school operator requested an additional focus on student academic growth and subgroup achievement.</p>
<p>Description of how your district did or did not incorporate public comment received into the final accountability report submission.</p>	<p>The Commission incorporated the feedback to include a chronic absenteeism goal that is focused by grade band the school serves. Additionally, the report was updated to include a goal around comparative achievement of schools (both all students and subgroups of students) in relation to the resident district.</p>