

Goal 1: Grade 3 ELA (Required)

Tennessee Public Charter School Commission (987) Public District - FY 2027 - LEA Plan - Rev 1

☐ N/A The district does not serve grade 3 students or is a state special school therefore the grade 3 ELA goal does not apply.

- Pursuant to Tenn. Code Ann. § 49-3-112, the target must be at least 70%.

* 70 %	of students will score proficient on the 3rd grade TCAP by	* Year 2030
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Annual Target

Year	Annual Target - At a minimum, targets must be set to increase proficiency by 15% of the gap to 70% in three years.*	Data Sources
2026-27	* 51.4%	* 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.
2027-28	* 57.5%	* 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.
2028-29	* 62.8%	* 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.

* 15% increase in three years is not required for districts who have 70% or more of 3rd grade students proficient in ELA.

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description	Benchmark Indicator	Estimated TISA Amount, if applicable	Other funding source and amount, if applicable
Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Methods for checking progress of implementation and improvement throughout the year.	Enter \$0 if not applicable.	

The Commission will establish clear districtwide expectations for early literacy performance monitoring while preserving each charter school's authority over curriculum and instructional decision-making. Through structured data submission timelines and routine performance conversations, the Charter Commission will monitor Grade 3 ELA progress, identify schools that may be off track to meet proficiency targets, and ensure leaders are using data to inform school-level decisions. This strategy is intended to support early identification of risk trends and reinforce accountability for Grade 3 reading outcomes without directing how schools teach.	1. Grade 3 ELA interim and benchmark assessment data collected and reviewed quarterly to monitor progress toward proficiency across the academic year 2. Universal screener data submitted and reviewed three times per year (fall, winter, spring) 3. Formal Grade 3 ELA data review meetings conducted after each interim or screener window (minimum three times annually) with school instructional leadership and plan for correction if needed	\$ 0.00	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.
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The Commission will use its performance framework and annual evaluations to reinforce the importance of Grade 3 ELA achievement and early literacy growth as key indicators of school success. This strategy is intended to maintain consistent accountability expectations across schools while allowing each charter the flexibility to determine the instructional approaches used to achieve results.	1. TPCSC Performance Framework indicators, including Grade 3 ELA achievement, reviewed quarterly as part of routine performance monitoring 2. Performance Review Letters used to monitor progress toward accountability expectations prior to year-end evaluations, issued 3x per year. 3. TPCSC Annual Report produced annually, incorporating Grade 3 ELA outcomes and trend analysis, which is built from school submissions of ELA data at key intervals throughout the year, at least 3x/year.	\$ 0.00	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 Commission will use site visits and classroom walkthroughs to monitor conditions that support effective literacy instruction, such as instructional alignment, use of assessments, and learning environments, without prescribing specific literacy programs or teaching methods. This strategy is intended to ensure that schools have the structures in place to support strong reading outcomes while maintaining full instructional autonomy.

1. Site visits conducted between 1-3x per year per school, with select schools receiving additional mid-year visits based on existing performance indicators and oversight protocols 2. Observation of reading engagement, instructional alignment, and assessment use collected during each site visit as part of standard monitoring procedures; instructional walkthrough scores submitted at least quarterly. 3. Review of school-level data trends and interventions conducted semi-annually in connection with site visit activities and performance monitoring 4. TPCSC Site Visit Reports finalized after each visit and included in annual and year-over-year analyses; including results from instructional walkthrough scores submitted at least quarterly.

\$ 0.00

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.

Goal 2

Tennessee Public Charter School Commission (987) Public District - FY 2027 - LEA Plan - Rev 1

Goal 2

By the end of 2028-29 school year, the district will demonstrate above average growth in reading/ELA as shown by a TVAAS score of 3 or higher and 70% of students meeting or exceeding grade level-proficiency standards for reading/ELA with academic performance being comparable for all subgroups (within 3 percent).

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* 50.5%; TVAAS 3 or higher; subgroups within 3%	* 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; TVAAS.
2027-28	* 58.1%; TVAAS 3 or higher; subgroups within 3%	* 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; TVAAS.
2028-29	* 70%; TVAAS 3 or higher; subgroups within 3%	* 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; TVAAS.

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable

Provide students with access to highly qualified teachers who are supported through job-embedded professional development activities, mentoring programs, induction programs, etc. to support literacy development.	1. Reading/ELA teachers receive job-embedded professional development informed by existing effectiveness measures (e.g., surveys, classroom observations, prior-year TNReady/EOC results), with quarterly monitoring of PD implementation and impact using teacher feedback, observation evidence, and student performance data 2. School leadership conducts classroom observations and formative assessments of all Reading/ELA teachers, including effectiveness in serving ELs and SWDs, at least semi-annually 3. Targeted instructional coaching is provided to Reading/ELA teachers identified as not meeting expectations, with quarterly review of coaching progress and instructional improvement 4. Teacher effectiveness in Reading/ELA instruction is evaluated semi-annually through the number and percent of Reading/ELA teachers rated effective or higher on teacher evaluations	\$ 0.00	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.
Schools will implement a Response to Instruction and Intervention (RTI2) plan to provide skills-based and standards-based academic interventions and other focused supplemental supports to improve achievement and close identified gaps in literacy.	1. 100% of schools implement a RTI2 model consisting of a state-approved Universal Screener, skills-based and standards-based interventions, bi-weekly progress monitoring for students receiving Tier II and Tier III interventions, fidelity checks, and the identification of a site-based RTI2 team to monitor student growth and adjust interventions as needed 2. School RTI teams review RTI2 data and tier movement quarterly to evaluate student progress and adjust interventions 3. Formative assessment data (e.g., MAP, iReady, STEP, or other school-selected tools) are reviewed quarterly, with results disaggregated by subgroup to identify and address achievement gaps	\$ 0.00	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.
		\$ 0.00	

Goal 3

Tennessee Public Charter School Commission (987) Public District - FY 2027 - LEA Plan - Rev 1

Goal 3

By the end of 2028-29 school year, the district will demonstrate above average growth in math as shown by a TVAAS score of 3 or higher and 70% of students meeting or exceeding grade level-proficiency standards for math.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* 51%; TVAAS 3 or higher; subgroups within 3%	* 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; TVAAS.
2027-28	* 58.5%; TVAAS 3 or higher; subgroups within 3%	* 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; TVAAS.
2028-29	* 70%; TVAAS 3 or higher; subgroups within 3%	* 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; TVAAS.

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable

Provide students access to highly qualified teachers who are supported through job embedded professional development activities, mentoring programs, induction programs, etc. to support mathematics achievement.	1. Math teachers receive job-embedded professional development informed by existing effectiveness measures (e.g., surveys, classroom observations, prior-year TNReady/EOC results), with quarterly monitoring of PD implementation and impact using teacher feedback, observation evidence, and student performance data 2. School leadership conducts classroom observations and formative assessments of all Math teachers, including effectiveness in serving ELs and SWDs, at least semi-annually 3. Targeted instructional coaching is provided to Math teachers identified as not meeting expectations, with quarterly review of coaching progress and instructional improvement 4. Teacher effectiveness in Math instruction is evaluated semi-annually through the number and percent of Math teachers rated effective or higher on teacher evaluations	\$ 0.00	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.
Schools will implement a Response to Instruction and Intervention (RTI2) plan to provide skills-based and standards-based academic interventions and other focused supplemental supports to improve achievement and close identified gaps in mathematics.	1. 100% of schools implement a RTI2 model consisting of a state-approved Universal Screener, skills-based and standards-based interventions, bi-weekly progress monitoring for students receiving Tier II and Tier III interventions, fidelity checks, and the identification of a site-based RTI2 team to monitor student growth and adjust interventions as needed 2. School RTI teams review RTI2 data and tier movement quarterly to evaluate student progress and adjust interventions 3. Formative assessment data (e.g., MAP, iReady, STEP, or other school-selected tools) are reviewed quarterly, with results disaggregated by subgroup to identify and address achievement gaps	\$ 0.00	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.
		\$	

Goal 4

Tennessee Public Charter School Commission (987) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal 4

By 2028-29, students will have equal access to a safe learning environment by the following metrics:

- fewer than 12% of students will be chronically absent in the K-8 grade band(s) and fewer than 20% in 9-12 grade band with subgroup comparable within 3 percent and schools exhibit overall reduction in the percent of disciplinary actions resulting in suspension for each subgroup until comparable with all students at less than 7%.

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* Chronic Absenteeism: K-8: 15% 9-12: 32% Suspension Rates for subgroups (Black, Hispanic, Native; ED, SWD, Male): 12%	* Each individual charter school uses its own internal data to track chronic absenteeism, and the Commission staff monitors absenteeism data via PowerSchool and SWORD.
2027-28	* Chronic Absenteeism: K-8: 12.3% 9-12: 26.6% Suspension Rates for subgroups (Black, Hispanic, Native; ED, SWD, Male): 10%	* Each individual charter school uses its own internal data to track chronic absenteeism, and the Commission staff monitors absenteeism data via PowerSchool and SWORD.
2028-29	* Chronic Absenteeism: K-8: <12% 9-12: <20% Suspension Rates for subgroups (Black, Hispanic, Native; ED, SWD, Male): 8%	* Each individual charter school uses its own internal data to track chronic absenteeism, and the Commission staff monitors absenteeism data via PowerSchool and SWORD.

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable

Develop and support programs and initiatives that address identified behavior needs and provide appropriate student supports.	1. Professional development related to behavior supports and classroom management documented through sign-in sheets and implementation evidence reviewed quarterly as part of ongoing monitoring 2. Discipline data, including incidents, suspensions, and expulsions recorded in the SIS, reviewed quarterly to monitor trends, subgroup comparability, and progress toward reduction targets 3. Classroom management practices monitored through teacher walkthroughs and evaluation tools conducted at least semi-annually 4. School-level behavior data submissions reviewed quarterly as part of School Improvement Planning meetings to evaluate effectiveness of behavior supports and identify areas for adjustment 5. Site visit walkthrough and observation data collected between 1-3x/school with findings referenced during quarterly and annual reviews	\$ 0.00	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.
Develop and implement support systems to improve student attendance with ongoing monitoring of systems for effectiveness in tracking and reducing attendance issues.	1. School-level attendance tracking systems, including documented interventions, implemented and monitored daily, with effectiveness reviewed quarterly through existing reporting and data review processes 2. SIS attendance reports, including chronic absenteeism, truancy, and retention, reviewed quarterly to monitor attendance trends and subgroup comparability across grade bands 3. School-level attendance data submissions reviewed quarterly during School Improvement Planning meetings to assess progress toward attendance targets and identify needed adjustments	\$ 0.00	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.
		\$	

Goal 5

Tennessee Public Charter School Commission (987) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

Goal 5

By 2028-29, 100% of students (PK-12) will participate in school opportunities that support a well-rounded education and 100% of high school students (9-12) have 4-year high school plans that support their desired college and career pathways and are on track to graduate on time (or in a timeline appropriate for their IEP).

State the district's 3-year SMART goal aligned to the identified priorities. Ensure the goal statement includes what is being improved, the identified student group(s), and the expected amount of improvement.

Annual Target

Year	Annual Target - Include targets for All students and identified subgroups	Data Sources
2026-27	* 100% of all students, including subgroups	* Graduation Rates, Commission Student Records Audit of 11th grade class, Graduation plans for subgroups, APR indicators for transition section of IEPs, etc
2027-28	* 100% of all students, including subgroups	* Graduation Rates, Commission Student Records Audit of 11th grade class, Graduation plans for subgroups, APR indicators for transition section of IEPs, etc
2028-29	* 100% of all students, including subgroups	* Graduation Rates, Commission Student Records Audit of 11th grade class, Graduation plans for subgroups, APR indicators for transition section of IEPs, etc

Strategies: Include the goal-specific strategies that the district is implementing or intends to implement to reach the stated goal.

Strategy Description Defines what the strategy is and establishes areas of consistent, districtwide expectations for implementation.	Benchmark Indicator Methods for checking progress of implementation and improvement throughout the year.	Estimated TISA Amount, if applicable Enter \$0 if not applicable.	Other funding source and amount, if applicable

Provide students with well-rounded education through courses, activities, and subject programming that ensures students have access to an enriched curriculum and educational experience.	1. 100% of schools offer opportunities for a well-rounded education through enriched courses, activities, and/or integration of SEL, STEM, or the arts within subject programming as measured by variety of club or extra curricular offerings submitted at least once each semester. 2. 100% of students receive enriched curriculum in the arts, or other enrichment courses, or have participated in at least one enrichment activity or enriched subject programming as measured by schedules showing related arts classes or specials at least quarterly. 3. 80% percent of families express satisfaction with the school during parent interviews at the annual TPCSC onsite visit and on the schools' annual parent surveys measured at least twice annually. 4. Number and percent of students participating in activities outside of the regular school-day that support a well-rounded education measured quarterly.	\$ 0.00	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.
Provide students with college and career planning opportunities early in their school careers that assist students in identifying interests and career-explorations as well as opportunities for internships, apprenticeships, etc.	1. Number and percent of high school (9-12) students who have met with a school counselor or participated in a college-planning class assessed at least twice annually. 2. High school (9-12) class schedule showing classes that include components that address career and college planning and the number of enrolled students measured by powerschool/schedule audit at least twice annually. 3. District representative interviews of students who can explain how the high school helps them to plan for college and careers, at least once each semester. 4. Number and percent of high school (9-12) students participating in at least one college visit assessed at least twice annually. 5. All students in grades 5-8 are provided at least one opportunity to explore a college and/or career of interest each semester.	\$ 0.00	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.

Provide students with counseling and advisory services to develop high school plans aligned to their college/career pathways.	1. Schools offer all 7th and 8th grade students and families high school information sessions at least twice annually that outline high school options, selective admission requirements if applicable, and resources on how to apply. 2. Counselor and/or other relevant administrators will coordinate with the Exceptional Education case manager to complete the transition section of the IEP for all students with an IEP to ensure alignment between IEP, student needs and services, and high school plan at least twice annually. 3. Counselor will assist all 9th grade students to develop four-year (or aligned with their IEP timeline) high school plans that align their college/career pathways informed by their career interest inventory and review their plan at least twice annually. 4. Counselor, or teacher during a career/college planning session, will review all 10-12th grade students' high school plans with students and families at least twice annually.	\$ 0.00	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.
Implement early warning systems to track students' progress toward graduating in four years and implement interventions when students are off-track (for schools serving 9-12 grade).	1. Documentation of how many times the counselor (or other school staff) has reviewed all students' progress to meet four-year graduation system at least twice annually. 2. Number and percent of students who are on-track to graduate based on their course credits assessed at least twice annually. 3. Number and percent of students provided interventions when they are off-track assessed at least twice annually. 4. Pulse reports and desktop monitoring for addendum to IEP held for students with disabilities who are off-track quarterly. 5. Commission Student Records Audit of 11th grade class at least twice annually.	\$ 0.00	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.

Goal 1

Tennessee Public Charter School Commission (987) Public District - FY 2027 - LEA Plan - Rev 1

Goal Statement 1: 3rd Grade ELA Proficiency

70 %	of students will score proficient on the 3rd grade ELA TCAP by	Year 2030
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District Goal 1

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	27.9%	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.
Year 2: 2024-2025 school year (Use previous outcome)	32.4%	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.
Year 3: 2025-2026 school year (Use actual outcome)	28.2%	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.

* Check the response that best describes the progress made on the 2025-26 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 2025-26SY 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 Charter Commission's district did not meet the Year 3 outcomes target for 3rd grade proficiency, as the previous report had an annual target of 44.5% for SY25-26.

The Charter Commission will continue to hold schools accountable against its school performance framework which includes student proficiency and student academic growth. The Charter Commission's schools are evaluated on this framework annually, and an annual report is provided to the school and the Commission.

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.
100% of state and local funding	\$	In accordance with T.C.A. - 49-13-112 and State Board of Education rule, the Charter Commission allocates 100% of state and local funding to its authorized charter schools, and the charter schools have the autonomy to budget their funds on what their identified needs and priorities. The Charter Commission, in turn, holds its charter schools accountable for their academic outcomes based on the Charter Commission's performance framework with includes student proficiency and growth metrics. The estimated expended amount reflects TISA funds generated for Commission schools serving third grade students in SY25-26

Goal 2

Tennessee Public Charter School Commission (987) Public District - FY 2027 - LEA Plan - Rev 1

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.

District Goal 2

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	K-8: 24.5% 9-12: 46.4%	Each individual charter school uses its own internal data to track chronic absenteeism, and the Commission staff monitors absenteeism data via PowerSchool and SWORD.
Year 2: 2024-2025 school year (Use previous outcome)	K-8: 23.4% 9-12: 38.2%	Each individual charter school uses its own internal data to track chronic absenteeism, and the Commission staff monitors absenteeism data via PowerSchool and SWORD.
Year 3: 2025-2026 school year (Use actual outcome)	K-8: 20.4% (estimate) 9-12: 17.7% (estimate)	Each individual charter school uses its own internal data to track chronic absenteeism, and the Commission staff monitors absenteeism data via PowerSchool and SWORD.

* Check the response that best describes the progress made on the 2025-26 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 2025-26SY 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 Charter Commission's outcome target for SY25-26 was 16.1% in grades K-8 and 35% in grades 9-12. Although the district did not meet the Year 3 outcomes target for K-8, the Commission exceeded the target in 9-12 for chronic absenteeism. The charter schools within the Charter Commission's portfolio continue to make improvements in chronic absenteeism year over year. For schools where chronic absenteeism increased, the Charter Commission staff discusses strategies with the schools during site visits and end of year meetings.

The Charter Commission will continue to hold schools accountable against its school performance framework which includes tracking and evaluating schools based on student attendance rates and chronic absenteeism rates. The Charter Commission's schools are evaluated on this framework annually, and an annual report is provided to the school and the Charter Commission.

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.
100% of state and local funding	\$	In accordance with T.C.A. - 49-13-112 and State Board of Education rule, the Charter Commission allocates 100% of state and local funding to its authorized charter schools, and the charter schools have the autonomy to budget their funds on what their identified needs and priorities. The Charter Commission, in turn, holds its charter schools accountable for their academic outcomes based on the Charter Commission's performance framework with includes student attendance and chronic absenteeism rates. The estimated expended amount reflects TISA funds generated for all Commission schools in SY25-26.

Goal 3

Tennessee Public Charter School Commission (987) Public District - FY 2027 - LEA Plan - Rev 1

 ☐ This goal not established.

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.

District Goal 3

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	ELA 28.2% Math 28.8%	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.
Year 2: 2024-2025 school year (Use previous outcome)	ELA 30.8% Math 31.5%	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.
Year 3: 2025-2026 school year (Use actual outcome)	ELA 28.3% Math 28.5%	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.

* Check the response that best describes the progress made on the 2025-26 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 2025-26SY 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 Charter Commission's district did not meet the Year 3 outcomes target for overall academic proficiency growth in grades 3-8. However, the Charter Commission will continue to hold schools accountable against its school performance framework which includes student proficiency and student academic growth. The Charter Commission's schools are evaluated on this framework annually, and an annual report is provided to the school and the Charter Commission.

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.
100% state and local funding	\$	In accordance with T.C.A. - 49-13-112 and State Board of Education rule, the Charter Commission allocates 100% of state and local funding to its authorized charter schools, and the charter schools have the autonomy to budget their funds on what their identified needs and priorities. The Charter Commission, in turn, holds its charter schools accountable for their academic outcomes based on the Charter Commission's performance framework with includes student proficiency and growth metrics. The estimated expended amount reflects TISA funds generated for Commission schools with grades 3-8 in SY25-26.

Goal 4

Tennessee Public Charter School Commission (987) Public District - FY 2027 - LEA Plan - Rev 1

☐ This goal not established.

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.

District Goal 4

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	83%	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 quality and academic performance.
Year 2: 2024-2025 school year (Use previous outcome)	68.8%	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 quality and academic performance.
Year 3: 2025-2026 school year (Use actual outcome)	60%	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 quality and academic performance.

* Check the response that best describes the progress made on the 2025-26 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 2025-26SY 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?

Since the full SY25-26 accountability files have not yet been released by the Tennessee Department of Education, this outcome is not finalized. However, based on the assessment files, 60% of the Charter Commission's portfolio of charter schools will meet standard on the comparative performance section of the performance framework. The Year 3 target was 100% of schools receiving a meets standard on this portion of the performance framework.

The Charter Commission will continue to hold schools accountable against its school performance framework which includes comparative academic

performance. The Charter Commission's schools are evaluated on this framework annually, and an annual report is provided to the school and the Charter Commission.

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.
100% of state and local funding	\$	In accordance with T.C.A. - 49-13-112 and State Board of Education rule, the Charter Commission allocates 100% of state and local funding to its authorized charter schools, and the charter schools have the autonomy to budget their funds on what their identified needs and priorities. The Charter Commission, in turn, holds its charter schools accountable for their academic outcomes based on the Charter Commission's performance framework with includes comparative performance. The estimated expended amount reflects TISA funds generated for all Commission schools in SY25-26.

Goal 5

Tennessee Public Charter School Commission (987) Public District - FY 2027 - LEA Plan - Rev 1

 ☐ This goal not established.

Goal Statement 5:

The Tennessee Public Charter School Commission will maintain a TVAAS Composite Score of Level 4+ every year.

District Goal 5

Year	Annual Outcome Target(s)	Associated Metrics/Data
Year 1: 2023-2024 school year (Previous outcome)	Level 5	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.
Year 2: 2024-2025 school year (Use previous outcome)	Level 5	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.
Year 3: 2025-2026 school year (Use actual outcome)	TVAAS data for SY2025-26 has not yet been released.	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.

* Check the response that best describes the progress made on the 2025-26 target toward Goal 5.

- ☐ Exceeded target
- ☐ Met target
- ☐ Increased but did not meet target
- ☐ Did not make progress toward goal
- ☒ End of year outcome data for the 2025-26SY 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?

As of September 15, TVAAS data has not been released. The Commission expects TVAAS data to be released in early October and will update the report with findings upon release.

Goal 5 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.
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100% of state and local funding	\$	In accordance with T.C.A. - 49-13-112 and State Board of Education rule, the Charter Commission allocates 100% of state and local funding to its authorized charter schools, and the charter schools have the autonomy to budget their funds on what their identified needs and priorities. The Charter Commission, in turn, holds its charter schools accountable for their academic outcomes based on the Charter Commission's performance framework with school TVAAS composite rates. The estimated expended amount reflects TISA funds generated for all Commission schools in SY25-26.
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