



TENNESSEE

PUBLIC CHARTER SCHOOL COMMISSION

**3.710 OPPORTUNITY
PUBLIC CHARTER SCHOOL
PERFORMANCE FRAMEWORK**

OCTOBER 7, 2025

OPPORTUNITY PUBLIC CHARTER SCHOOLS

- T.C.A. 49-13-133 establishes Opportunity Public Charter Schools (OPCS). As outlined, the schools' enrollment must be 75% at-risk students, and they may serve grades 6-12.
- OPCS framework must include multiple measures and include performance metrics and targets that ensure students are prepared for post high school success.



AT-RISK STUDENTS DEFINED

- An "at-risk student" is a member of a family with a household income that does not exceed 400% of the federal poverty level, and the student meets at least one of the following criteria:
 - Dropped out of school without diploma;
 - Adjudicated as a juvenile delinquent or is awaiting charges;
 - Previously been detained or incarcerated in a juvenile detention center; (cont.)



AT-RISK STUDENTS DEFINED

CONT.

- Retained at least twice in any of the grades K-8, or one or more years behind in obtaining the credit required for promotion to the next grade level;
- Chronically absent;
- Pregnant or a parent;
- Has a documented substance abuse issue;
or
- Has experienced circumstances of abuse or neglect;



OPPORTUNITY PUBLIC CHARTER SCHOOLS

- OPCS are public charter schools and are subject to open enrollment requirements and schools must accurately track students' at-risk status.
- OPCS are also held to the same requirements as other public charter schools such as:
 - School calendar and schedule
 - Teacher licensure
 - Health and safety
 - Service of special populations of students



ADJUSTED ACCOUNTABILITY

- The Tennessee Department of Education convened a working group that adjusted the state's letter grade calculation for OPCS.
- OPCS will also be held harmless for a letter grade in Year 1 of operation.
- Adjustments to the OPCS Letter Grade:
 - **Achievement:** Increases the weight of students with continuous enrollment for the achievement indicator
 - **Growth:** Shifts 5% from Achievement to Growth (MS) or College and Career Readiness (HS)
 - **Growth 25:** Includes an option for the Growth 25 indicator to be measured by either the lowest 25% or students with continuous enrollment, whichever is a better result for the school.
 - **College and Career Readiness:** Adds a criterion for CCR status for students who increase their ACT score from junior to senior year.



DEVELOPMENT PROCESS

- Met with the Tennessee State Board of Education (responsible for model performance framework), other authorizers, and operators of alternative schools both locally and nationally.
- Compiled resources of accountability frameworks for alternative charter schools in other states.
- Pressure tested data points within the framework to determine feasibility and thresholds.



POLICY 3.700 – PERFORMANCE FRAMEWORK

Section	Indicator	Percentage of Overall Score
Student Outcomes	<ul style="list-style-type: none"> School academic performance, as measured by the TDOE, letter grade 	25-35%
Mission-Specific Goal	<ul style="list-style-type: none"> Each school will define a mission-specific goal within their charter agreement. 	10%
Comparative Performance	<ul style="list-style-type: none"> Comparative performance to resident district overall Comparative performance to resident district by subgroup 	40%
TVAAS Composite	<ul style="list-style-type: none"> Tennessee’s growth measure composite index 	15-25%



POLICY 3.710 – OPCS

Section	Indicator	Percentage of Overall Score
Student Outcomes	<ul style="list-style-type: none">• School academic performance, as measured by the TDOE, letter grade (adjusted)	15-25%
Mission-Specific Goal	<ul style="list-style-type: none">• Each school will define a mission-specific goal within their charter agreement.	20%
Comparative Performance - Time in Model Analysis	<ul style="list-style-type: none">• Comparing the school to itself over time. Did the students who stayed in the model improve in terms of proficiency and performance level?• Includes optional College and Career Readiness comparison	40%
TVAAS Composite	<ul style="list-style-type: none">• Tennessee's growth measure composite index	15-25%



MISSION-SPECIFIC GOAL 20%

- OPCS will have additional weight for this portion of the academic framework because:
 - The populations they intend to serve may involve data and metrics that are not tracked by state accountability systems.
 - OPCS have specific missions serving specific populations. This section captures these internal measures and outcomes.
- Staff will work with operators to ensure these goals are measurable, rigorous, and consistent over time.
- These goals are part of the school's charter agreement and may be adjusted within the interim year.



COMPARATIVE PERFORMANCE

- There is no true comparison at this point for OPCS given this model does not exist in the same way in any other state or within this state.
- Therefore, staff is proposing to compare the school to itself as data sets begin to develop.
- As data becomes more readily available, this measure may adjust and change in the future.



TIME IN MODEL ANALYSIS 40%

- Answers the following questions:
 - “Of the students who stay in the school, how are they progressing?”
 - “Is the school closing achievement gaps for students who stay at the school over time?”
 - “Is the school increasing proficiency for students as they stay at the school over time?”
- This is also a persistence measure which is seen in many other alternative frameworks.



TIME IN MODEL ANALYSIS

Subsection	Weight
ELA: Comparative performance of students persisting in the model - Performance Level	Schools without CCR: 25% HS opting in to CCR: 20%
ELA: Comparative performance of students persisting in the model - Proficiency Rate	Schools without CCR: 25% HS opting in to CCR: 20%
Math: Comparative performance of students persisting in the model - Performance Level	Schools without CCR: 25% HS opting in to CCR: 20%
Math: Comparative performance of students persisting in the model - Proficiency Rate	Schools without CCR: 25% HS opting in to CCR: 20%



COLLEGE AND CAREER READINESS (“CCR”)

- Each school with a graduating class in the evaluated school year can opt in to including the comparative CCR rate with the resident district.
- CCR is the new state-wide measure for high school postsecondary readiness.
- The school’s CCR rate must fall within 5% of the resident district’s CCR rate.



COLLEGE AND CAREER READINESS

- This measure is optional for schools. Schools who are scaling opening year over year will not have this measure until they have a graduating class.
- To be counted as earning the CCR status, students must be a graduate who meet one of the following criteria:
 - Meets or exceeds a composite of 21 (ACT) or 1060 (SAT)
 - Increases ACT score from junior to senior year by at least four points
 - Earns a score of 31 or higher on the ASVAB AFQT
 - Earns a Tier 3 Industry Credential or earns a Tier 2 IC and at least one other IC
 - Earns one or more “postsecondary credits”



TVAAS COMPOSITE 15% - 25%

- This framework rewards growth much like Policy 3.700.
- Schools earning a TVAAS 4 or 5 will have additional weight taken from the “Student Outcomes” section and allocated to the TVAAS section.
- This weight distribution has often been helpful for schools who may have lower proficiency.



NEXT STEPS

- Once approved on first reading, Commission staff will engage further stakeholders for feedback on the framework.
- We will pressure test the framework to ensure data thresholds are sound and the framework is fair.
- The framework will be brought for final reading at the January 2026 Commission meeting.





TENNESSEE

PUBLIC CHARTER SCHOOL COMMISSION