



TENNESSEE

PUBLIC CHARTER SCHOOL COMMISSION

**OPPORTUNITY PUBLIC
CHARTER SCHOOL
FRAMEWORK FINAL READ**

JANUARY 22, 2026

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;



DEVELOPMENT PROCESS

- Met with the Tennessee State Board of Education (responsible for model performance framework), other authorizers, other national stakeholders, 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.
- Met with The Rock Academy to garner feedback.



CHANGES BETWEEN FIRST AND FINAL READ

- Based on pressure testing, adjustments were made to Time in Model Analysis thresholds.
- Addition of Postsecondary Readiness section for high schools - 10% weight.
 - College and Career Readiness Measure
 - One-Year Graduation Rate
 - Credit Attainment Progress



ADJUSTMENTS TO TIME IN MODEL ANALYSIS

- From outcomes of the pressure test, the following changes were made:
 - To meet standard, a school needs to increase the percentage of students proficient by an average of zero to ten percentage points.
 - To meet standard, a school needs to decrease the percentage of students scoring in the below expectations performance level by an average of between zero and ten percentage points.



POSTSECONDARY READINESS

- For high schools, this will hold 10% of the academic section. For middle schools, this will be reallocated to the Time in Model Analysis section.
- Aims to answer the following questions:
 - For students on a standard graduation timeline, are they ready for postsecondary life?
 - For students not on a standard graduation timeline, are they reaching graduation?
 - For all students, regardless of timeline, are they moving toward graduation appropriately?



POSTSECONDARY READINESS

- College and Career Readiness (CCR) - 5%:
For students on a standard graduation timeline, are they ready for postsecondary life?
 - School's CCR rate is compared to the resident district's CCR rate.
 - School must fall within ten percentage points of the resident district's rate.
 - CCR includes items such as:
 - ACT score, ASVAB scores, obtaining industry credentials, and postsecondary credits.
 - The denominator for the CCR calculation is students graduating in four years and a summer.



POSTSECONDARY READINESS

- One-Year Grad Rate - 2.5%: For students not on a standard graduation timeline, are they reaching graduation?
 - Measures the rate of eligible students actually graduating.
 - This is not held to the traditional four-year timeline. Analyzes by year which students are eligible to graduate within a year and how many of those students graduated.
 - 70-84% of students graduating in this measurement meets standard.



POSTSECONDARY READINESS

- Credit Attainment Progress - 2.5%: For all students, regardless of timeline, are they moving toward graduation appropriately?
 - Measures the credit earning rate for progress toward graduation. This measure looks at of the credits attempted, how many are earned.
 - 75%-90% of credits attempted are earned meets standard.
 - This can be measured every year, regardless of graduating class.



SBE MODEL FRAMEWORK CROSSWALK

| SBE Model OPCS Framework | | Commission OPCS Framework | |
|---|-----|--|--------|
| Student Outcomes - School Letter Grade | 20% | Student Outcomes - School Letter Grade | 15-25% |
| Student Engagement - Includes Attendance and Postsecondary Measures | 40% | Comparative Performance - Time in Model Analysis | 30% |
| Growth- TVAAS Composite | 30% | Growth- TVAAS Composite | 15-25% |
| | | Postsecondary Readiness | 10% |
| Mission-Specific Goal | 10% | Mission-Specific Goal | 20% |



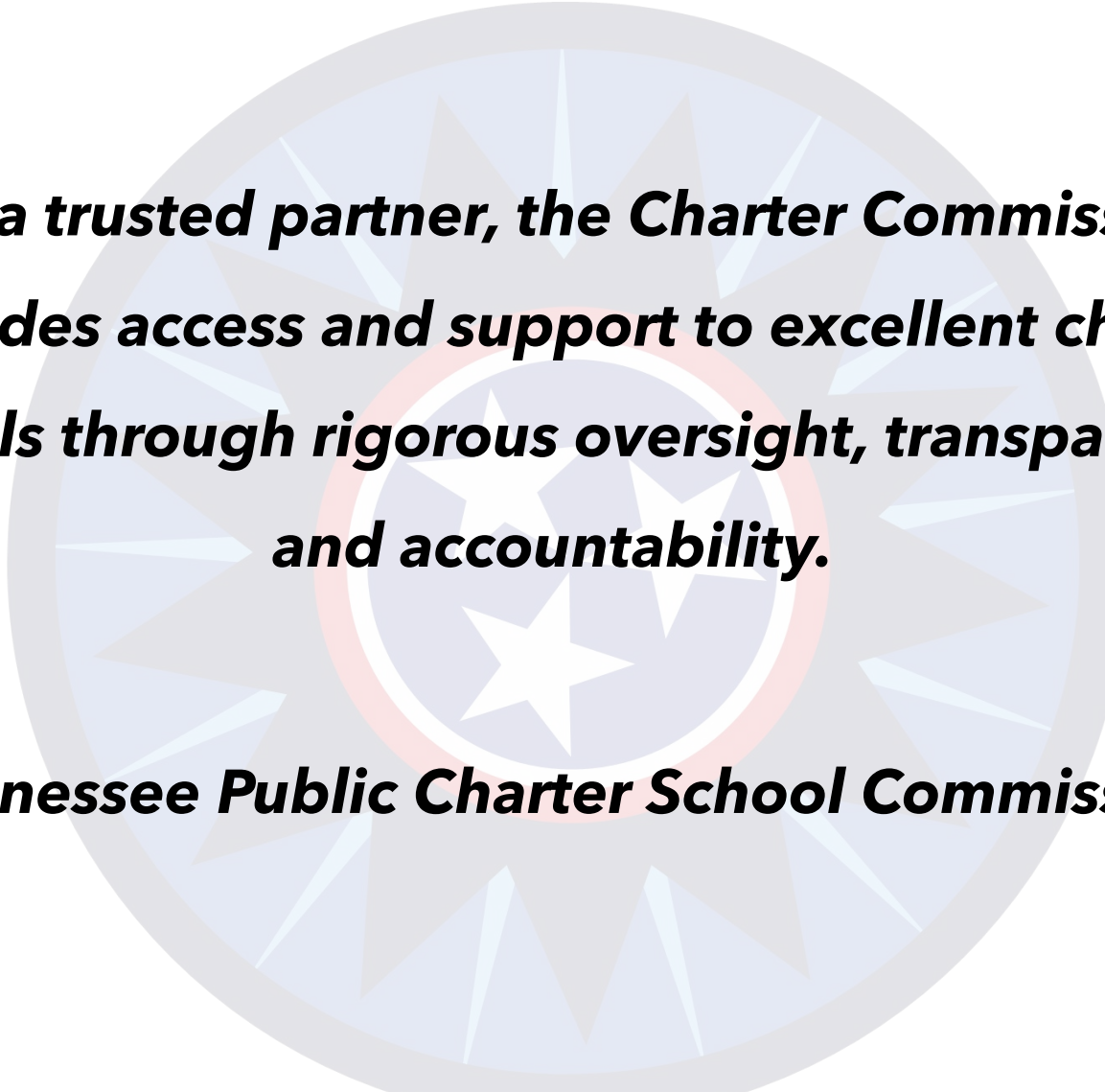
COMMISSION FRAMEWORKS CROSSWALK

| Commission Framework | | Commission OPCS Framework | |
|--|--------|--|--------|
| Student Outcomes - School Letter Grade | 25-35% | Student Outcomes - School Letter Grade | 15-25% |
| Comparative Performance | 40% | Comparative Performance - Time in Model Analysis | 30% |
| Growth- TVAAS Composite | 15-25% | Growth- TVAAS Composite | 15-25% |
| | | Postsecondary Readiness | 10% |
| Mission-Specific Goal | 10% | Mission-Specific Goal | 20% |



QUESTIONS?





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-Tennessee Public Charter School Commission





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