



Tennessee Education Recovery and Innovation Commission

April meeting

April 29, 2022

Today's goals and agenda

We have three primary goals for our time together today:

1. Determine the policy recommendations commissioners want to make in the Year 3 report
2. Finalize the success metrics for inclusion in the Year 3 report
3. Agree on an outline and framework for the Year 3 report

ERIC Meeting Agenda — Friday, April 29

Start	Activity	Facilitator
8:30	Gaveling, roll call, business items	Chair Tara Scarlett
8:35	Goals and agenda	Ms. Jennifer Schiess
8:40	Site visit summary	Ms. Lynne Graziano/Dr. Paul Beach
8:50	Discussion of new policy recommendations	Ms. Jennifer Schiess/Dr. Paul Beach
12:00	Lunch	
12:30	Discussion of new policy recommendations	Ms. Jennifer Schiess/Dr. Paul Beach
1:30	Discussion on success metrics	Ms. Jennifer Schiess/Dr. Paul Beach
2:30	Discussion on Year 3 report outline	Dr. Paul Beach/Ms. Lynne Graziano
3:00	Legislative updates	Chair Tara Scarlett/Nathan James
3:15	Vote on success metrics and recommendations	Chair Tara Scarlett
3:25	Closing + next steps	Ms. Jennifer Schiess
3:30	Adjourn	Chair Tara Scarlett

Review of where we've been and what we still need to accomplish in the commission's remaining months

February 11 Meeting	<ul style="list-style-type: none">● Discuss content and recommendations related to remaining topic areas● Guest speakers on innovation, workforce readiness, & postsecondary pathways
Independent work	<ul style="list-style-type: none">● Bellwether creates preliminary framework for the Year 3 report; gathers feedback from commissioners● Bellwether tracks the legislative session and updates commissioners
March 4 Meeting	<ul style="list-style-type: none">● Finish content discussion from February meeting● Align on framework for Year 3 report
Independent work	<ul style="list-style-type: none">● Bellwether creates preliminary Year 3 outline● Follow-up 1:1s with commissioners● Bellwether tracks the legislative session and updates commissioners
April 11, 2022	<ul style="list-style-type: none">● Site visit to West Creek HS and Nashville State Community College - Clarksville
April 29 Meeting	<ul style="list-style-type: none">● Finalize policy recommendations● Finalize success metrics● Finalize Year 3 report outline
Independent work	<ul style="list-style-type: none">● Bellwether drafts the Year 3 report; gathers 1:1 feedback; and revises report● Bellwether tracks the legislative session and updates commissioners
June 10 Meeting (Final)	<ul style="list-style-type: none">● Discuss feedback and make final revisions to the Year 3 report● Adopt the Year 3 report

Site visit summary

April 11, 2022

West Creek High School - Clarksville

Attendees: Chair Scarlett, Commissioner Rothermel, Nathan James, Nate Morrow, Ali Gaffey, Paul Beach, Lynne Graziano, TN SCORE team

Event	High-level themes
West Creek High School Student Panel #1	Students felt well supported in their pathways and each indicated they found a pathway they liked, often influenced by their middle school interests. Students found the ability to choose (and make informed choices) across the various sites and programs was helpful.
West Creek High School Tour	Attendees visited several specialized classrooms including the teaching academy, criminal justice and law, AVID (Advancement via Individual Determination), the arts academy, and JROTC.
West Creek High School Student Panel #2	Students shared that their pathways provided life skills (e.g., financial literacy, leadership skills, discipline) in addition to career- and college-specific skills. Students reported finding mentors in teachers, coaches, and parents as well as traditional college and guidance counselors. Students noted that switching pathways after grade 9 was challenging.
West Creek High School Staff Round Table Discussion	Administrators shared two main themes: teacher recruitment, retention, and diversification; and student behavioral and mental health issues. Both areas present challenges for the district.

Nashville State Community College - Clarksville

Attendees: Chair Scarlett, Commissioner Rothermel, Nathan James, Nate Morrow, Ali Gaffey, Paul Beach, Lynne Graziano, TN SCORE team

Event	High-level themes
Nashville State Community College Clarksville Lunch panel	The opening remarks and discussion highlighted the value of student-staff relationships as well as the vital partnerships that have been established among K-12, community colleges, higher ed institutions, and employers. NSCCC has also improved their student advising program by hiring student success advisers to work with students from enrollment to matriculation.
Nashville State CC Clarksville Student panel	Both non-traditional and traditional students emphasized the importance of mentorship and advising. Students indicated that the atmosphere at Nashville State felt inclusive and welcoming. That supportive environment helped them navigate pandemic-era learning and career planning.
Nashville State CC Clarksville campus tour	The NSCCC campus is expanding due to increased enrollment. Its classrooms, common spaces, and computer labs are designed to maximize student access to technology, faculty, and student success advisers.

Discussion of new policy recommendations

As a reminder, in our last meeting we reaffirmed our framework assessing recommendations for adoption

Criteria for inclusion in Year 3 are the same as in Year 2, but with the addition of the desire to ensure alignment with Year 2 and overall impact

1. **Scale of impact** → how many students/people are affected?
2. **Equity of impact** → which students/people are affected? how are students/people furthest from opportunity benefitting?
3. **Evidence base** → what does research tell us about the idea? exemplars from other places?
4. **Innovation** → leave room for a lower evidence threshold and new ideas (not contraindicated by evidence? consider any guardrails?)
5. **Policy feasibility** → is this something that policy can reasonably address?
6. **Political feasibility** → is this something that we can envision as politically possible?
7. **Practical feasibility** → can the idea be implemented?
8. **Necessity** → is the idea additive to what's already in place?
9. **Cost** → does the idea meet some threshold of reasonableness in terms of cost?
10. **Timeline of impact** → does the idea address an immediate or short-term challenge? does it contribute to long-term goals?
11. **Measurability** → can we track impact? can we know it's working?
12. **Accountability** → what structures are in place to ensure high-quality implementation?

In addition to these criteria, several commissioners have indicated they don't want to add many new recommendations to the Year 3 report to avoid diluting the report's overall visionary message

We've structured the rest of this morning around the content modules commissioners received in 2022

We'll follow a similar format for each content module we discuss:

- Where is there already considerable alignment among commissioners on this topic (based on survey data)?
- What questions or concerns need to be raised and discussed?
- Are there specific changes we could make to recommendations to improve them?
- What is the will of the commission on each recommendation (adopt, revise and adopt, do not adopt)?

Voting

- We will take votes on any additional recommendations for inclusion in the Year 3 report based on today's discussion.

Commissioners received the following content modules in 2022

1. Postsecondary course options
 - Core curriculum requirements
 - Hybrid learning
 - Non-degree credentials
2. School accountability
3. School choice
 - Open enrollment
 - Charter schools
 - Education savings accounts/school vouchers
 - Homeschooling
 - Virtual schools
 - Microschools/pods
 - Flexible funding for supplemental learning options

We have a lot to cover today, so we're going to do our best to keep us moving productively toward consensus

In an effort to keep us moving, **we are going to announce a "time check" at the 12 minute mark of each policy topic** (e.g., hybrid learning, charter schools) we discuss

Around the 12 minute mark, we will pause and decide to either:

- **continue the conversation** if it's heading toward resolution
- **make a decision** to recommend or not if we feel there is consensus
- **table the policy idea** and come back to it later if time allows

The following slides show the alignment between new recommendations and Y2 priorities and recommendations

This box will indicate whether the potential policy recommendations are aligned with

- any of the **nine priority areas** from the Year 2 report
- the **recommendations** made in the Year 2 report

Color-coding system for potential policy recommendations

We will focus most of our time on the yellow recommendations. These represent areas where there was a mix of “yes” and “maybe” votes with no more than two “no” votes. The goal will be to identify where uncertainty or disagreements exist to see if edits/refinements could build strong consensus.

We will briefly review light green. This color indicates a majority of commissioners support it, with only one “no” vote. The goal will be to identify potential tweaks to strengthen consensus or to identify and discuss strongly held, but limited (in terms of # of people) opposition.

If we have time, we will review light pink for possible inclusion. The voting by commissioners indicated a strong split of votes (lack of consensus).

We will not discuss green areas except to confirm they have commission support. These had zero “no” votes.

We will not review dark pink unless a commissioner wishes to advocate for one of them. These areas had little support from the commissioners.

Postsecondary course options: Core curriculum requirements (1 of 3)

Important recent events surrounding core curriculum requirements in TN:

- The University of Tennessee at Knoxville as well as other UT campuses have recently revised its core course requirements, effective fall of 2022. The revision process was initiated in 2017 and took five years to complete.
- TBR is currently reviewing core requirements for its colleges.

Commissioners must first decide if the current core requirements align with their vision for producing well-educated individuals prepared for life and citizenship.	Yes	Maybe	No
Do you believe the current TBR and University of Tennessee general (core) education requirements are aligned with producing well-educated individuals prepared for life and citizenship?	1	7	1

Postsecondary course options: Core curriculum requirements (2 of 3)

Priority alignment: *Streamline postsecondary systems to facilitate lifelong learning.*

Recommendation alignment: *Not applicable*

Commissioners who answered no or maybe considered the following recommendations:	Yes	Maybe	No
Add courses such as computing or coding that are aligned to the skills needed in many in-demand jobs.	5	2	1
Consider the balance of credits and suggest changes (e.g., currently 9 of the 41 required credits in the TBR system are in the field of communications, while just 3 are in math. Is that the right balance?).	5	2	1
Add courses such as foreign languages that are aligned to the needs of an increasingly globalized world.	3	2	3

Postsecondary course options: Core curriculum requirements (3 of 3)

Priority alignment: *Strengthen alignment across the K-12, postsecondary, and workforce systems.*

Recommendation alignment:

- *Develop a comprehensive advising/mentoring initiative not tied explicitly to subpopulations of financial aid recipients.*

If they answered no or maybe, commissioners considered the following recommendations:

Add a “first year experience”-type course to help support students as they transition to postsecondary.	4	2	2
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Postsecondary course options: Hybrid education

Priority alignment: *Streamline postsecondary systems to facilitate lifelong learning.*

Recommendation alignment:

- *Pilot competency-based delivery models in higher education to identify existing models and scalable best practices.*
- *Create a pilot program at a set of community colleges to test the success of alternative scheduling, such as block scheduling or year-round scheduling, in meeting the needs of nontraditional students.*
- *Task THEC with developing workforce-responsive/academic program approval policies at postsecondary institutions.*

Potential Policy Recommendations	Yes	Maybe	No
Recommend a review of TBR and state university system hybrid programs and courses to determine which institutions are offering them, evaluate their value to students and faculty, and identify how the state can best support hybrid learning.	7	2	0
Assess previous partnerships between EdX and University of Tennessee programs to evaluate how those programs or courses were received by students, and what lessons could be learned.	6	2	1
Identify an established online provider such as EdX to develop a pilot program in partnership with one or more public Tennessee universities and/or colleges, ideally in a high-demand career area.	6	1	2

Postsecondary course options: Non-degree credentials

Priority alignment: *Strengthen alignment across the K-12, postsecondary, and workforce systems.*

Recommendation alignment:

- *Align incentives across K-12 and postsecondary public funding systems to encourage systems to collaborate, prioritize flexibility for students, maximize student success, and minimize the cost and time to degrees and industry certificates employers are seeking, and remove disincentives for school districts to support students in accelerating high school completion.*

Potential Policy Recommendations	Yes	Maybe	No
Require THEC, TDOE, and the Department of Labor and Workforce Development to align work to avoid duplicating efforts and to ensure youth and adults seeking quality non-degree credentials receive consistent information.	9	0	0
Ensure that the agencies tasked with tracking non-degree credentials are collecting adequate data including industry trends, outcomes, and individual demographics.	9	0	0
Ensure that the agencies tasked with overseeing non-degree credentials develop partnerships with organizations outside of higher education that offer non-degree credentials as well as those that provide technical assistance and implementation support.	8	1	0

A note about the difference between school accountability policy and general accountability for the use of public funds

School Accountability

The federal Every Student Succeeds Act (ESSA) created the baseline expectations for states' **school accountability systems**, which includes but is not limited to:

- setting goals on specific measures of student performance
- rating schools according to performance on those measures
- identifying schools with persistently low ratings and intervening in those schools

In 2016, the Tennessee legislature adopted a statewide letter grade system for its public schools. However, Tennessee has delayed the implementation of the A-F system.

General Accountability

School accountability in policy should not be conflated with the **general idea of accountability for the use of public funds** by

- school districts
- public postsecondary institutions
- state agencies
- policymakers

The core principle of general accountability is that policymakers and governmental institutions are accountable for meeting goals and objectives using taxpayer dollars.

These systems may be supported with policy (e.g., required evaluations, sunsets on new initiatives pending evidence of positive impact) or may be more related to management and oversight.

The following recommendations are aligned with school accountability, whereas ERIC's draft success metrics are examples of potential general accountability metrics.

School Accountability (1 of 2)

Priority alignment: *None currently*

Recommendation alignment: *Not applicable*

We asked commissioners for their interest in revisiting a recommendation related to A to F and/or accountability	Yes	Maybe	No
Should commissioners consider a recommendation related to implementation of Tennessee's A-F accountability system and communicating with parents and stakeholders about what the ratings mean and how to use them?	6	2	0

School accountability (2 of 2)

Priority alignment: *None currently*

Recommendation alignment: *Not applicable*

Potential Policy Recommendations	Yes	Maybe	No
Create a different measure of school quality and success from that currently in Tennessee's ESSA plan. Examples of other potential indicators include suspension or expulsion rates, ratings of school safety, access to effective career guidance and counseling, or teacher attrition, retention, and mobility.	4	4	1
Consider other changes the state could make within its approach to federal accountability requirements under ESSA, which could include one, some, or all of the following: changes to the type of standardized testing the state uses to assess students and schools; adjustments to how the state identifies schools for comprehensive, targeted, and additional support; any other state-level choice where ESSA provides flexibility and discretion.	3	4	2

School choice: Open enrollment

Priority alignment: *Optimize capacity for flexible high-quality school options*

Recommendation alignment: *Not applicable*

Potential Policy Recommendations	Yes	Maybe	No
Require LEAs to prioritize admittance and provide transportation for low-income students seeking open enrollment.	4	3	2
Establish common open enrollment windows and application processes for all schools and districts.	4	3	2

School choice: Charter schools

Priority alignment: *Optimize capacity for flexible high-quality school options*

Recommendation alignment: *Not applicable*

Potential Policy Recommendations	Yes	Maybe	No
Require a comprehensive study that evaluates charter schools' access to public funding for facilities on a per student basis and that assesses the relationship between facilities expenditures and the revenue available specifically to cover facilities costs.	5	2	2
Strengthen charter school accountability by requiring charter school contracts to specify authorizer roles, powers, and responsibilities.	5	3	1
Increase statutory requirements for education service providers to align with district school requirements (e.g., performance contracts, transparency requirements on how public funds are spent, background checks for personnel).	5	3	1

School choice: Education Savings Accounts and School Vouchers

Priority alignment: *Optimize capacity for flexible high-quality school options*

Recommendation alignment: *Not applicable*

Potential Policy Recommendations	Yes	Maybe	No
Increase access to ESA programs by increasing eligible funding amounts and requiring participating private schools to accept ESA payments as full tuition.	4	1	4
Enhance accountability by requiring participating private schools to report student achievement data for ESA/voucher students.	5	4	0
Require the TBOE to establish a review process for ESA program administrators (e.g., state agency, scholarship funding organization) who distribute public funds to participating families to ensure public funds are used as intended and/or that administrators adhere to non-discriminatory practices.	6	3	0

School choice: Homeschooling

Priority alignment: *Optimize capacity for flexible high-quality school options*

Recommendation alignment: *Not applicable*

Potential Policy Recommendations	Yes	Maybe	No
Consider amending Tennessee’s current homeschool law to protect at-risk students by requiring providers to complete background checks and providing a system that flags providers with a history of abuse and/or neglect.	6	2	1
Provide homeschool students with an IEP with the same support and services available to students attending in-person schools.	4	2	3

School choice: Virtual schools

Priority alignment: *Optimize capacity for flexible high-quality school options*

Recommendation alignment: *Year 2 report recommendation by the commission: Enjoin educator preparation programs to incorporate best practices for multiple modes of delivery, including remote instruction, into their instruction and field experiences for all teachers.*

Potential Policy Recommendations	Yes	Maybe	No
Create a grant program or other funding stream for educator preparation programs to develop and implement new higher education courses for virtual instruction.	6	1	2

Important recent events surrounding virtual learning legislation in TN:

- Legislators passed **HB 1964**, currently on the Governor’s desk for action that includes the following: “requires a local education agency (LEA) to conduct a remote learning drill at least once, but not more than twice, each school year. **Requires each teacher training program to provide instruction on effective strategies for virtual instruction to candidates seeking licensure to teach or licensure as an instructional leader.** Requires the Department of Education (DOE) to review teacher training programs.” (amended version)

Source: <https://www.capitol.tn.gov/>

School choice: Microschools/learning pods

Priority alignment: *Optimize capacity for flexible high-quality school options*

Recommendation alignment: *Not applicable*

Potential Policy Recommendations	Yes	Maybe	No
For the purpose of establishing rules and regulations, include microschoools and learning pods (those serving as a substitute for school) in statute, defining each and establishing them as either homeschools or private schools.	4	2	3

School choice: Flexible public funding for supplemental learning opportunities

Priority alignment: *Optimize capacity for flexible high-quality school options*

Recommendation alignment: *Not applicable*

Potential Policy Recommendations	Yes	Maybe	No
Ask the State Board of Education to initiate a study to determine which student populations (e.g., special education, English learners, students with disabilities) lack access to supplemental learning options and why. Include a survey of parents of those student groups to determine what program design features would best enable access.	7	1	1

Discussion on success metrics

Bellwether has revised the success metrics based on feedback we heard during the February 11th ERIC meeting

Below is the timeline for the development of the success metrics

- During ERIC's **November 2021** meeting, commissioners discussed the need to provide legislators with metrics to support them in measuring the success of any of the adopted recommendations.
- During the **December 2021** meeting, commissioners decided to identify a set of metrics aligned to each of the nine priority areas identified in the Year 2 report.
- In **January of 2022**, Bellwether drafted an initial set of success metrics
- In **January and early February of 2022**, Bellwether held 1:1 interviews with every commissioner to gather feedback on the initial success metrics.
- During the **February 2022** meeting, we discussed nearly all of the success metrics.
- In **February and March**, Bellwether revised the success metrics based on the feedback that commissioners provided during the February 2022 meeting.
- In **March**, Bellwether surveyed commissioners to determine if they wanted to (a) include the revised metric as is, (b) revise the metric again, or (c) remove the metric.

Based on guidance from commissioners, the success metrics are designed to be:

- manageable in number at 13
- ambitious and achievable
- aligned to the nine priority areas
- connected to existing data sources, where possible, for establishing baseline data

We have a lot to cover today, so we're going to do our best to keep us moving productively toward consensus

In an effort to keep us moving, **we are going to announce a "time check" at the 10 minute mark of each success metric** we are discussing.

Around the 10 minute mark, we will pause and decide to either:

- **continue the conversation** if it's heading toward resolution
- **make a decision** to include or remove the metric if we feel there is consensus
- **table the metric** and come back to it later if time allows

We will use a color-coding system to show the level of commissioner agreement on the revised success metrics

Color-coding system for potential success metrics

We will focus most of our time on the yellow recommendations. These represent areas where there was a mix of “yes” and “revise” votes with no more than two “no” votes. The goal will be to identify where uncertainty or disagreements exist to see if edits and/or refinements could build strong consensus.

We will briefly review light green. This color indicates a majority of commissioners support including the metric as is, with only one “remove” vote. The goal will be to identify potential tweaks to strengthen consensus or to identify and discuss strongly held, but limited (in terms of # of people) opposition.

If we have time, we will review light pink for possible inclusion. The voting by commissioners indicated a strong split of votes.

We will not discuss green areas except to confirm they have commission support. These had zero “remove” votes.

We will not review dark pink unless a commissioner wishes to advocate for one of them. These areas had little support from the commissioners.

Success metrics (slide 1 of 3)

Priority	Draft success metrics
Ensure students master literacy and numeracy skills	<ol style="list-style-type: none"> <li data-bbox="376 368 1818 568">1. The percentage of fourth-graders scoring proficient in reading on NAEP will improve at a statistically significant rate (NAEP is typically administered every two years). Tennessee students will make progress across all race/ethnicity, income, disability, or status as an English learner subgroups, making statistically significant progress toward closing gaps in outcomes. <li data-bbox="376 596 1818 796">2. The percentage of eighth graders scoring proficient in math on NAEP will improve at a statistically significant rate (NAEP is typically administered every two years). Tennessee students will make equitable progress across all race/ethnicity, income, disability, or status as an English learner subgroups, making statistically significant progress toward closing gaps in outcomes.
Address learning remediation and acceleration needs	<ol style="list-style-type: none"> <li data-bbox="376 901 1818 972">3. The percentage of first-time freshmen attending community colleges requiring remediation in one or more subjects will decrease from 55% in 2020 to 28% by 2030.
Strengthen, retain, expand, and diversify the state's education professionals	<ol style="list-style-type: none"> <li data-bbox="376 1078 1818 1149">4. By 2030, Tennessee will provide the majority of students with effective teachers. Each district's evaluation composite will reflect an overall effectiveness level of 3, 4, or 5. <li data-bbox="376 1178 1818 1378">5. By 2030, at the district level, the percentage of educators who identify as people of color will represent a gap of no more than 5% below the percentage of students who identify as people of color (in 2021, the percentage of educators statewide who identify as people of color was 13% while the corresponding percentage of students was 37%, creating a gap of 24% statewide).

Success metrics (slide 2 of 3)

Priority	Draft success metrics
Equip schools and districts to address students' well-being needs	<ol style="list-style-type: none"><li data-bbox="401 368 1729 448">6. By 2030, all schools will have a chronic absenteeism rate of less than 10% with no significant gaps by student subgroups.<li data-bbox="401 472 1754 552">7. The four-year adjusted cohort graduation rate for Tennessee will reach 95% in 2030 compared to 89% in 2021, with no significant gaps across all subgroups of students.
Optimize capacity for flexible, high-quality school options	<ol style="list-style-type: none"><li data-bbox="401 639 1837 719">8. By 2025, 100% of students will be equipped with a device (other than a cell phone) that is connected to high-speed internet.
Redesign high school to ensure students have access to flexible pathways to college and career	<ol style="list-style-type: none"><li data-bbox="401 903 1779 983">9. By 2030, the percentage of high schoolers that demonstrate readiness for college and careers on Tennessee's Ready Graduate indicator will double from 41% to 82%.

Success metrics (slide 3 of 3)

Priority	Draft success metrics
Streamline postsecondary systems to facilitate lifelong learning	<ol style="list-style-type: none">10. By 2025, 55% of Tennesseans will hold a postsecondary degree or certificate.11. By 2030, 80% of Tennesseans will hold a postsecondary degree or certificate.
Strengthen alignment across the K-12, postsecondary, and workforce systems	<ol style="list-style-type: none">12. By 2025, Tennessee’s K-12, postsecondary, and workforce systems will be aligned on which agency is accountable for each of the success metrics outlined by ERIC and will have a process in place to track progress towards each metric.
Incentivize locally led innovation	<ol style="list-style-type: none">13. By 2030, Tennessee’s innovation hub will have provided at least \$X million in grants to districts, schools, and/or educators to support local innovation.

Priority: Ensure Students Master Literacy and Numeracy Skills

Potential Success Metric	Include	Revise	Remove
1. The percentage of fourth-graders scoring proficient in reading on NAEP will improve at a statistically significant rate (NAEP is typically administered every two years). Tennessee students will make progress across all race/ethnicity, income, disability, or status as an English learner subgroups, making statistically significant progress toward closing gaps in outcomes.	6	3	0
2. The percentage of eighth graders scoring proficient in math on NAEP will improve at a statistically significant rate (NAEP is typically administered every two years). Tennessee students will make equitable progress across all race/ethnicity, income, disability, or status as an English learner subgroups, making statistically significant progress toward closing gaps in outcomes.	6	3	0

Priority: Address learning remediation and acceleration needs

Potential Success Metric	Include	Revise	Remove
3. The percentage of first-time freshmen attending community colleges requiring remediation in one or more subjects will decrease from 55% in 2020 to 28% by 2030.	4	4	1

Priority: Strengthen, retain, expand, and diversify the state's education professionals

Potential Success Metric	Include	Revise	Remove
4. By 2030, Tennessee will provide the majority of students with effective teachers. Each district's evaluation composite will reflect an overall effectiveness level of 3, 4, or 5.	3	5	1
5. By 2030, at the district level, the percentage of educators who identify as people of color will represent a gap of no more than 5% below the percentage of students who identify as people of color (in 2021, the percentage of educators statewide who identify as people of color was 13% while the corresponding percentage of students was 37%, creating a gap of 24% statewide).	4	5	0

Priority: Equip schools and districts to address students' well-being needs

Potential Success Metric	Include	Revise	Remove
6. By 2030, all schools will have a chronic absenteeism rate of less than 10% with no significant gaps by student subgroups.	5	4	0
7. The four-year adjusted cohort graduation rate for Tennessee will reach 95% in 2030 compared to 89% in 2021, with no significant gaps across all subgroups of students.	4	4	1

Priority: Optimize capacity for flexible, high-quality school options

Potential Success Metric	Include	Revise	Remove
8. By 2025, 100% of students will be equipped with a device (other than a cell phone) that is connected to high-speed internet.	5	3	1

Priority: Redesign high school to ensure students have access to flexible pathways to college and career

Potential Success Metric	Include	Revise	Remove
9. By 2030, the percentage of high schoolers that demonstrate readiness for college and careers on Tennessee's Ready Graduate indicator will double from 41% to 82%.	5	4	0

Priority: Streamline postsecondary systems to facilitate lifelong learning

Potential Success Metric	Include	Revise	Remove
10. By 2025, 55% of Tennesseans will hold a postsecondary degree or certificate.	5	4	0
11. By 2030, 80% of Tennesseans will hold a postsecondary degree or certificate.	3	3	3

Priority: Strengthen alignment across the K-12, postsecondary, and workforce systems

Potential Success Metric	Include	Revise	Remove
12. By 2025, Tennessee's K-12, postsecondary, and workforce systems will be aligned on which agency is accountable for each of the success metrics outlined by ERIC and will have a process in place to track progress towards each metric.	6	2	1

Priority: Incentivize locally led innovation

Potential Success Metric	Include	Revise	Remove
13. By 2030, Tennessee's innovation hub will have provided at least \$X million in grants to districts, schools, and/or educators to support local innovation.	3	4	2

Discussion on Year 3 report outline

The goal for today is to settle on a framework for the Y3 report so the outline and drafting process can commence

April 29 Meeting

- Commissioners finalize the Year 3 report outline

Independent work in May

- Bellwether drafts the Year 3 report
- Bellwether conducts follow-up 1:1s with commissioners
- Bellwether revises the Year 3 report

June 10 Meeting

- Commissioners discuss feedback and make final revisions to the Year 3 report
- Commissioners adopt the Year 3 report

Finalizing the outline and framework for the Year 3 report today is necessary to ensure that there is sufficient time to conduct at least one review cycle for the report draft before the final June 10th meeting

Commissioners have been generally aligned on the overall direction and format for the final report

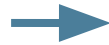
During 1:1 calls with commissioners, Bellwether heard that the Y3 report should:

- Begin with **framing around the purpose of the commission, its vision, and its charge**
- **Be shorter** than the Y2 report
- **Stand alone** from the Y2 report
- Provide a **short recap of the Y2 priorities** and a **discussion of any legislative actions** related to those priorities and corresponding recommendations
- **Include fewer policy recommendations** (i.e., describe the Y2 recommendations that have been revised and any new recommendations that come from the Y3 ERIC meetings)
- **Be forward looking** and make strong recommendations for the high-level areas of focus that the state needs to address in order for these recommendations to be realized
- **Include a strong focus on action** and **charge the state with not losing the momentum** the commission has created
- **Be visionary** and describe what is possible in the future (grounded in the success metrics) if the state takes up the commission's recommendations
- **Provide a narrative arc** that connects the Y1, Y2, and Y3 reports for readers

Bellwether used the overall direction and format suggested above to draft a preliminary outline that was shared with commissioners in March

The report narrative will be organized into four sections

Section I: Introduction



The first section will provide framing around the purpose of the commission, its vision, and its charge. This section will also briefly present a summary of ERIC's work to date to help connect the Year 1, 2, and 3 reports for readers.

Section II: Measuring Success for Tennesseans



The second section frames the purpose of the success metrics and how they should be used, describes how the success metrics were developed, and presents the success metrics in table format.

Section III: ERIC's Policy Recommendations



The third section will briefly summarize the Year 2 recommendations, describe those recommendations that have been enacted or proposed during the 2022 legislative session, and present new policy recommendations from the commission's 2022 meetings as well as any revisions to the Year 2 recommendations.

Section IV: Conclusion



The fourth section will conclude by asking for sustained action in the years ahead to enact and implement policy measures designed to meet Tennessee's vision for an educated and engaged citizenry prepared for work and life.

During 1:1 interviews, commissioners suggested specific tweaks to the outline, but did not recommend major changes

Commissioners are mostly aligned on how the Year 3 report should be structured as well as the contents of the introduction, success metrics section, and conclusion. There are some divergent ideas for how to present policy recommendations (Section III)

Section III will begin with a

- description of the approach the commission took to crafting recommendations and how that approach and the recommendations align to the overall vision
- brief overview of the nine priority areas
- brief 2-3 sentence recap of ERIC's presentations to state legislators

Section III body...



Section III will conclude with a

- high-level summary of what the legislature has accomplished thus far and what major areas (aligned to the priorities) still need to be addressed
- suggestions for what recommendations should be prioritized by legislators moving forward among those that have not been addressed by legislators (**should we prioritize recommendations for legislators or frame them as a simple menu to choose from?**)

The body will be organized by the commission's two charges

Each priority will be described in 1-2 pages and include the following:

- Paragraph overview of the priority
- A table of recs (**should this table include Y2 and Y3 recs? – should we describe who is accountable for each recommendation?**)
- A table that describes the enacted or proposed legislation (**should we describe legislation that is counter to ERIC recs or recs that were rejected by the General Assembly?**)

Should we present additions to the evidence base in a Y3 appendix or revise the Y2 appendix?

Legislative session updates

Legislative updates as of 4/27/22 - bills signed by the Governor

Bill Number	Sponsors	Aim	Priority Alignment	Status
SB 2531	Rep. Rick Eldridge (R) plus 6 others Sen. Ferrell Haile (R) and 6 others	Dual admissions to a 2-year and public university: "removes the geographic or programmatic considerations when THEC adopts a dual admissions policy in which a person who satisfies the admissions requirements of a two-year institution governed by the board of regents and a public university while pursuing a degree program within a transfer pathway program of study is authorized to be admitted to both such institutions"	Redesign high school to ensure students have access to flexible pathways to college and career	4/13/22 - HB 2115 comparable Senate bill became Pub. Ch. 794 4/08/22 - SB 2531 signed by Governor (Pub. Ch. 794)
SB 2370	Sen. Jon Lundberg (R) Rep. Dave Wright (R)	High school TCAT completion: "creates an opportunity for high school students to complete a state college of applied technology program by the student's graduation from high school."	Redesign high school to ensure students have access to flexible pathways to college and career	4/14/22 - SB 2370 signed by Governor. 4/4/22 - HB 1959 comparable Senate bill substituted
SB 2017	Sen. Jon Lundberg (R) Rep. Mark White (R)	Teacher training program expansion: "removes the exclusion that state colleges or universities may only contract with a local school board within the county or city in which the state college or university is located to operate a training school for pre-kindergarten through grade 12; authorizes state colleges or universities to contract with the state board of education to operate a training school."	Strengthen, retain, expand, and diversify the state's education professionals.	3/31/22 SB 2017 signed by Governor (Pub. Ch. 760) 4/4/22 - SB 2017 comparable Senate bill became Pub. Ch 760

Source: <https://www.capitol.tn.gov/>

Legislative updates as of 4/27/22 - bills moving forward

Bill Number	Sponsors	Aim	Priority Alignment	Status
HB 2300	Rep. Kirk Haston (R) Sen. Joseph Hensley (R)	Early graduates counted for LEA attendance: high school student who graduates early will be counted as enrolled in LEA for the remainder of school year for budget allocation purposes.	Redesign high school to ensure students have access to flexible pathways to college and career	4/19/22 - HB 2300 transmitted to the Governor for his action 4/12/22 - SB 2328 companion House Bill substituted
SB 2181	Rep. John Ragan (R) Sen. Ferrell Haile (R)	Literacy Success Act annual report: "requires the department of education to produce an annual report concerning the efficacy of training on reading instruction provided by educator preparation providers; requires revocation of state approval for educator preparation providers that fail to meet certain standards."	Ensure students master literacy and numeracy skills	4/14/22 - HB 2057 comparable Senate Bill substituted 4/21/22 - SB 2181 transmitted to the Governor for his action
HB 1865 SB 2663	Rep. Glen Casada (R) Rep. Scott Cepicky (R)	High school course test out: "requires LEAs to offer high school students high school credit for a course in which the student is not enrolled but for which the student has satisfied the course requirements through an examination."	Redesign high school to ensure students have access to flexible pathways to college and career	4/2022 - HB 1865 placed on Finance, Ways, and Means Subcommittee calendar for 4/26/22 4/14/22 - SB 2663 received from Senate; held on House desk
HB 1964	Sen. Jon Lundberg (R) Rep. Tim Rudd (R) (and 6 others)	Virtual Learning Drills/EPP: "requires a local education agency (LEA) to conduct a remote learning drill at least once, but not more than twice, each school year. Requires each teacher training program to provide instruction on effective strategies for virtual instruction to candidates seeking licensure to teach or licensure as an instructional leader. Requires the Department of Education (DOE) to review teacher training programs." (amended version)	Optimize capacity for flexible, high-quality school options	4/12/22 - SB 2369 companion House Bill substituted 4/19/22 - HB 1964 transmitted to Governor for his action

Legislative updates as of 4/27/22 - not advancing as bills

Bill Number	Sponsors	Aim	Priority Alignment	Status
HB 1863 SB 2578	Rep. Tandy Darby (R) (and 7 others) Sen. Rusty Crowe (R)	School nurses and counselors: increases BEP funded, full-time public school nurses from previous 1:3000 student ratio to 1:750; BEP formula for FT counselors at a ratio of 1:250 students or one full-time counselor per LEA, whichever is greater.	Equip schools and districts to address students' well-being needs	3/8/22 - HB 1863 taken off notice for the calendar of the K-12 subcommittee 2/7/22 - SB 2578 passed on second consideration

Overlap between ERIC recommendations and TISA (Tennessee Investment in Student Achievement)

TISA is in two different forms in the houses of the legislature at the moment.

In terms of ERIC priorities the following effects would be likely:

1. Emphasis placed on CTE and vocational programs via a funding differential. There is no requirement that these programs be developed in partnership with the TCATs.
2. Removal of the financial disincentive to early graduation.
3. The funding potential to get the nurse, counselor, and social worker ratios closer to best practices exists. However, TISA does not impose specific spending requirements.

TISA did advance through the budget finance sub committee on April 19, 2022. Differences persist in the versions.

Next steps

Adjourn