Tennessee Commission on Education Recovery and Innovation

August meeting

August 16, 2021

We have two primary goals for our time together today

There are two primary things we'll need to do during the August meeting:
1) Share and discuss feedback on the report outline
2) Determine whether there are additional recommendations to add (e.g., from the new topics identified in July)

Agenda	
Start	**Activity**
9:00	Gaveling, roll call, business items
9:15	Overview of goals + agenda
9:20	Recap where we've been/ set the stage for the upcoming discussions
10:00	Discussion with Senator Kelsey, Representative White, and Commissioner McCord
11:00	Discuss feedback on report outline/new policy ideas
12:30	Lunch
1:00	Discuss feedback on report outline/new policy ideas (con't)
2:30	Vote if/as needed
3:00	Recap next steps + adjourn

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Context: What we know so far about the effects of COVID

The state released state-level TCAP results earlier this month; there are a couple important notes about the data

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TCAP Participation Rate

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District Operating Models

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- **95%** of Tennessee's students **took the TCAP** in spring 2021
- **100%** of districts **met the "hold harmless" target** (at least 80% of students participating in the TCAP)
- Students in **urban communities, Black students, and students with disabilities** are most likely to be **underrepresented** in the data

Note: The following slides summarize state-level data. The state released LEA-level data on 8/12; we will analyze and share that with you in the coming weeks

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All school districts were asked to self-identify how the **majority of students learned for the majority of the school year**. There were six possible models they could choose from:
- Hybrid - parent choice
- Hybrid - alt schedules
- Hybrid - grade bands
- In-person - parent choice
- In-person
- Remote only

For the purposes of **TCAP reporting**, these six operating models were **collapsed into three**:
1. Hybrid (includes hybrid - parent choice, hybrid - alt schedules, and hybrid - grade bands)
2. In person (includes in-person only and in-person - parent choice)
3. Remote only

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TCAP data show higher rates of students scoring "Basic" in districts that operated in hybrid and remote models


Student Proficiency by Operating Model
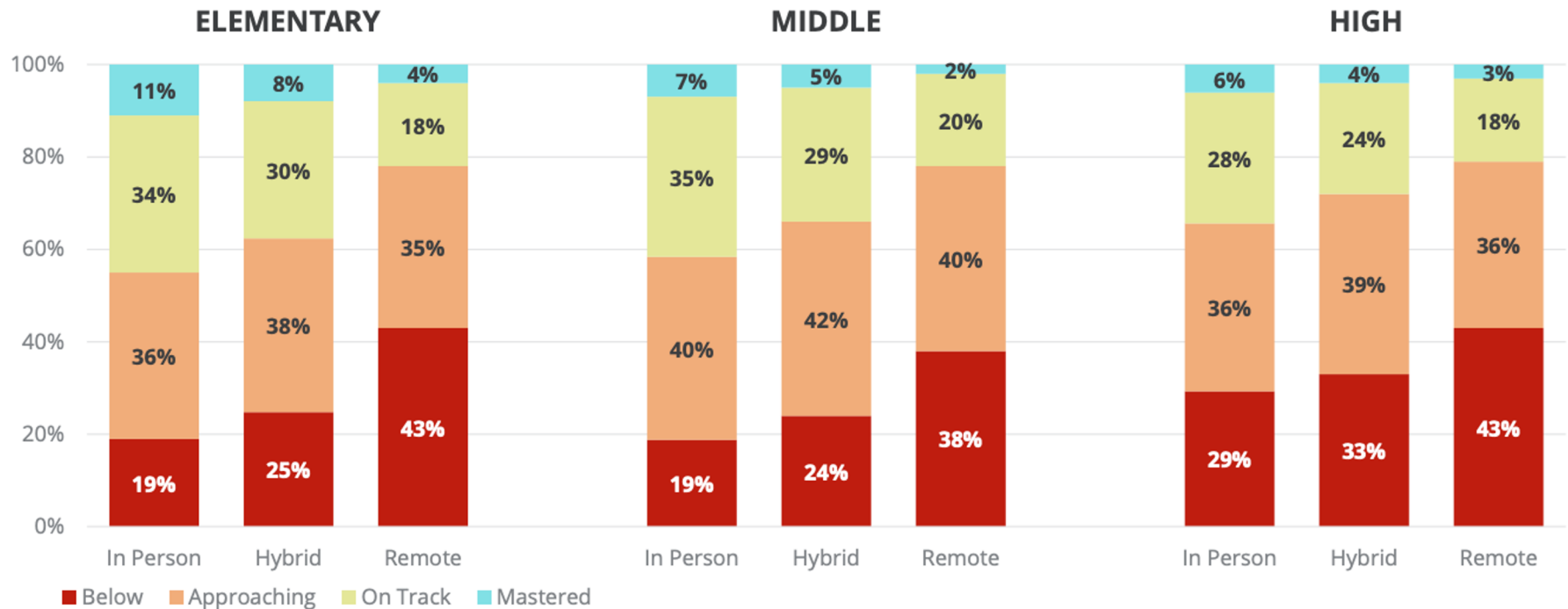
Across all three grade bands, students in schools that were remote-only had substantially higher rates of students scoring Below compared to those attending schools opting for In-Person or Remote models.

The data show overall **decreases** in the percent of students scoring proficient, particularly for underserved student groups

- In 2021, 69% of students were not proficient across all subject areas and grade levels, up from 63% in 2019.
- Students whose scores were most negatively impacted were economically disadvantaged students, urban and suburban students, English language learners, and students of color.

Combined Proficiency for All Grades and Subject Areas, by Student Group

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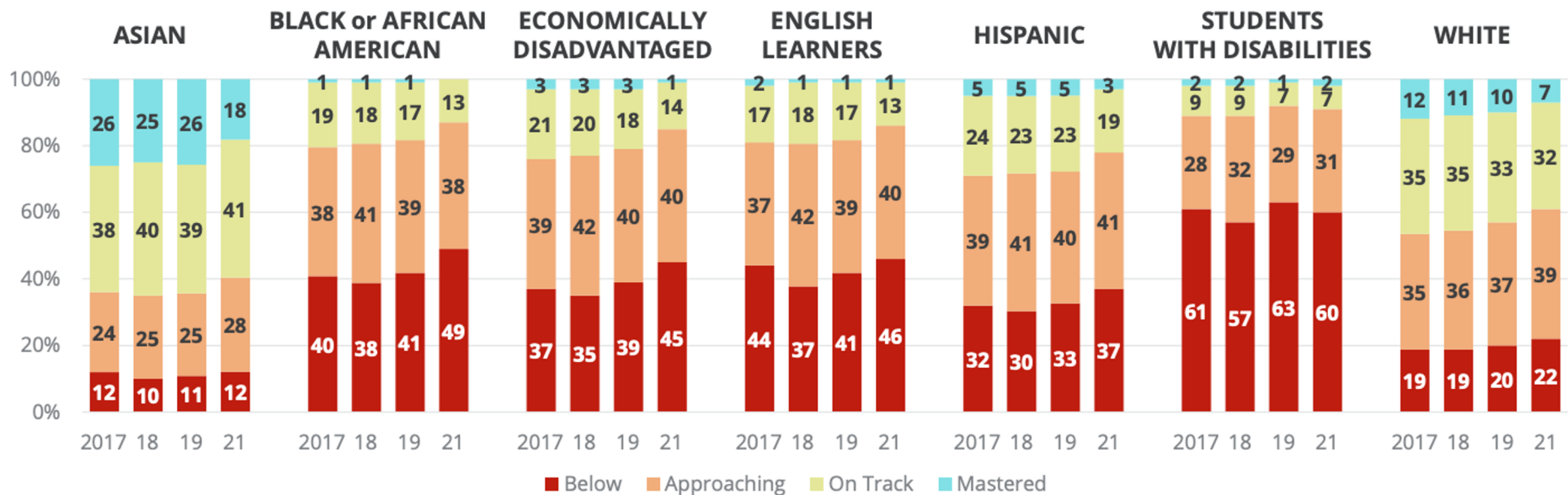
Proficiency rates decreased across all racial and ethnic groups in ELA...

- 71% of students are not proficient in ELA, up from 65% in 2019.
- 86% of economically disadvantaged students are not proficient in ELA, up from 82% in 2019 (compared to 62% of non-economically disadvantaged students in 2021).
- ELA proficiency rates dropped between 4 and 6 percentage points across all racial and ethnic student groups.
- Achievement gaps that existed before the pandemic have persisted or worsened.
- While all grade levels saw decreases in proficiency rates, the drop was most significant in Grade 2 *(Note that the Grade 2 ELA TCAP is an optional test and data represent about half of all second grade students in Tennessee)*

Combined ELA Proficiency for All Grades, by Student Group
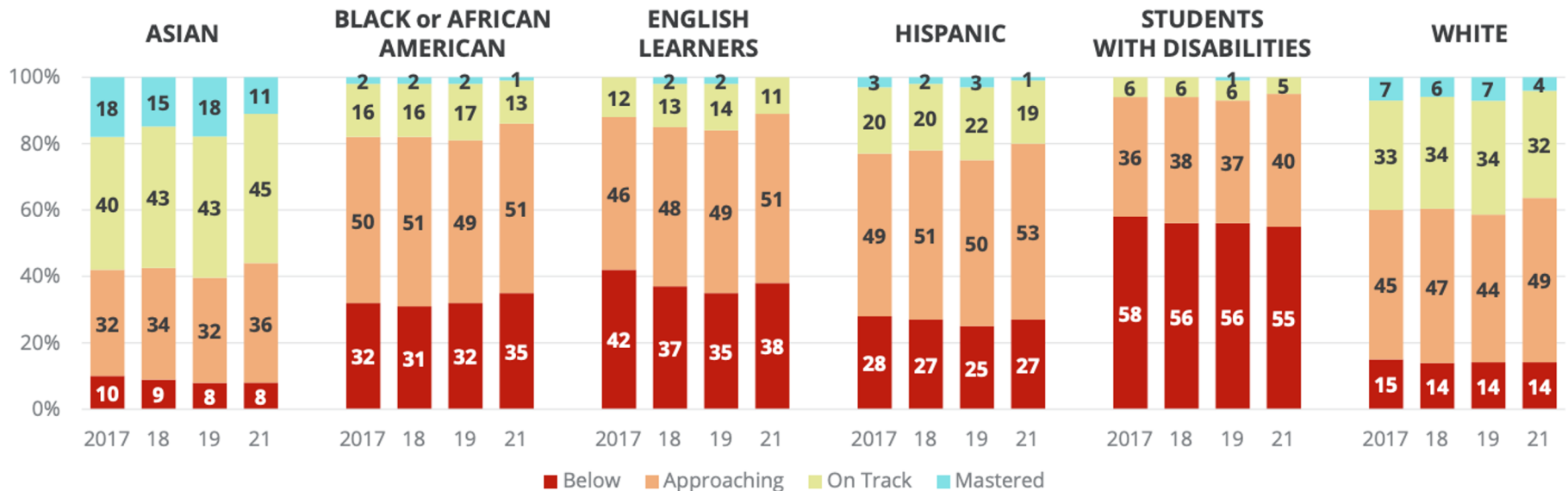
...and math

- 74% of students are not proficient in math, up from 63% in 2019.
- 88% of economically disadvantaged students are not proficient in math, up from 79% in 2019 (compared to 68% of non-economically disadvantaged students in 2021).
- Black students were most impacted in math, with 67% scoring below and just 9% meeting grade-level expectations. Hispanic and Asian students had 12- and 13-point declines from 2019, and White students had an 11-point decline from 2019.

Combined Math Proficiency for All Grades, by Student Group

Legend: Below | Approaching | On Track | Mastered
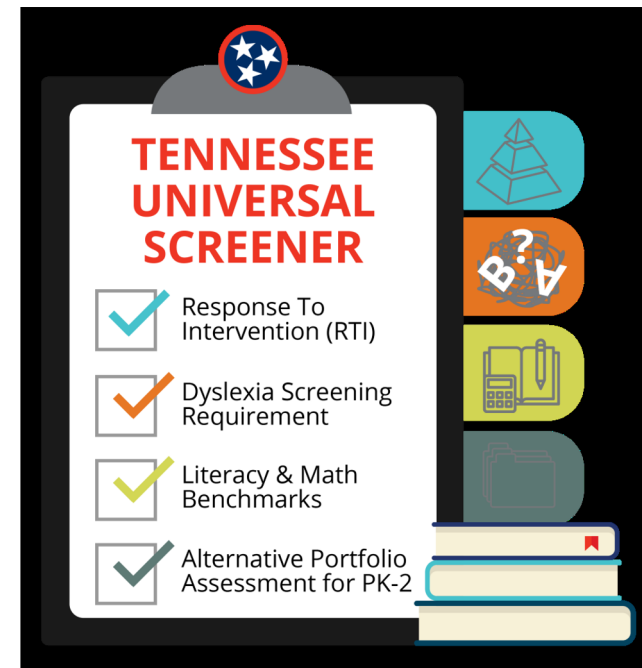
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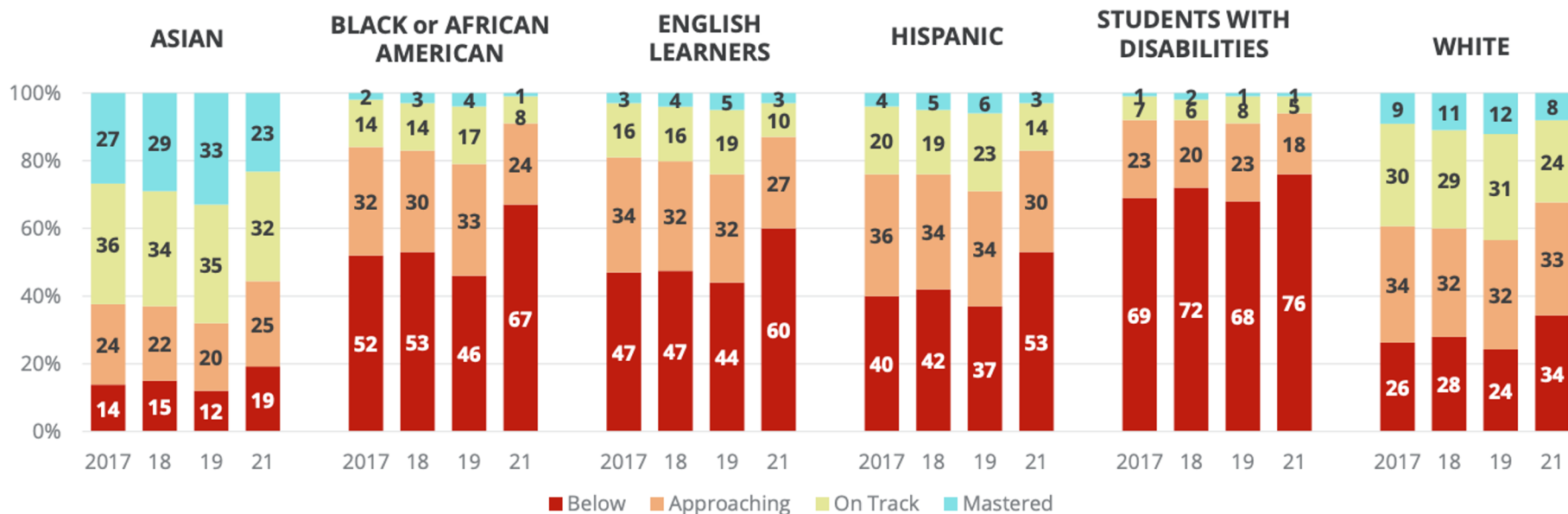
Tennessee has a plan in place to help districts accelerate learning for their students over the next several years

Provide instruction **using grade level appropriate content**, rather than repeating material from previous year. **Build in the prerequisite skills and knowledge as is needed** to understand the content of the school year.

Measure learning regularly and provide feedback to students often. Teachers should have the tools and information to best meet the needs of their students, and the state has provided a **free universal reading screener** and other **free diagnostic assessments** to support teachers and districts.

Use time and resources for **high impact supports** for students most in need, such as **high dosage/low ratio tutoring or extra time outside of regular class.**

Understand that the **recovery period from the pandemic and prior declines in academic achievement is likely to take 3-5 years,** and districts should **maximize federal relief spending on student academic acceleration.**

TENNESSEE UNIVERSAL SCREENER

✓ Response To Intervention (RTI)

✓ Dyslexia Screening Requirement

✓ Literacy & Math Benchmarks

✓ Alternative Portfolio Assessment for PK-2

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Recap: Where we've been since May

We've covered a lot in the past three months...

May meeting (May 14th)	
Individual study	
July meeting (July 7th-8th)	
Individual study	
August meeting (August 16th)	
Individual study	
November meeting (November 5th)	

May meeting overview

We heard from two guest speakers:
- Dr. Bill Fox on the current state of the economy, changing technology, and what that means for the future of the workforce in Tennessee
- Julie Lammers about how work-based learning can address two parallel challenges: workforce skills gaps and student engagement

We discussed:
- Measurable characteristics of a successful Tennessee graduate
- The fact base of data on the kindergarten-to-workforce spectrum
- Where along the kindergarten-to-workforce spectrum students are diverging from the end goal
- Policy ideas that commissioners wanted to learn more about

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Between the May and July meetings, Bellwether provided content modules on a variety of topics that surfaced in the December, February, and May meetings and in 1:1 conversations with each commissioner. Topics covered included:

- Competency- based education
- K-12, postsec, and industry linkages
- Senior year service year
- Non-tuition barriers
- Transferability and stackability
- Supports for nontraditional students
- ILPs
- Mentoring
- SEL
- Trauma-informed education

- Alternative scheduling
- Technology infrastructure
- Online learning
- School-level autonomy
- System coordination
- Expanding, diversifying, and strengthening the educator workforce
- Early literacy
- Funding and accountability
- Pandemic response

Research on these topics formed the basis of the 70+ recommendations we discussed in the July meeting

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May meeting (May 14th)
Individual study
July meeting (July 7th-8th)
Individual study
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Individual study
November meeting (November 5th)

July meeting overview

We heard from two guest speakers and a panel of teachers:
- Jack Powers on state-collected student achievement data and the timeline for reporting those data
- Dr. Jared Bigham on preparing students for postsecondary success, business partnerships/programs, and the ten-year outlook for the state
- Teacher panelists on a variety of topics including literacy, technology, data, teacher well-being, and teacher recruitment and retention

We discussed more than 70 different potential policy recommendations:
- Identified which of the 70+ where "in," which were "out," and where commissioners needed additional information before making a decision
- Discussed new topics and ideas that were not captured in this initial list that commissioners wanted to learn more about
- Voted on a preliminary set of ~50 recommendations

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Individual study	
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Individual study	
November meeting (November 5th)	

Between the July and August meetings, commissioners reviewed and provided feedback on a draft outline of the Year 2 report, gathered stakeholder input on the draft outline, and reviewed additional content modules on new topics that surfaced during the July meeting.

Bellwether gathered and compiled feedback on a draft of the Year 2 report:
- From each commissioner
- From stakeholders that commissioners engaged with (via commissioners)

Commissioners reviewed content modules on a handful of topics that surfaced in the July meeting, including:
- Student remediation
- Computer science policies
- Numeracy instruction
- Instructional time requirements
- Innovation
- Financial incentives for educators
- Financial aid

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We've covered a lot in the past three months...

May meeting
(May 14th)

Individual study

July meeting
(July 7th-8th)

Individual study

**August meeting
(August 16th)**

Individual study

November meeting
(November 5th)

Today's meeting

We have two primary goals for our time together today
1) Share and discuss feedback on the report outline
2) Determine whether there are additional recommendations to add (e.g., from the new topics identified in July)

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...and have a lot left to do

May meeting (May 14th)
Individual study
July meeting (July 7th-8th)
Individual study
August meeting (August 16th)
Individual study
November meeting (November 5th)

Between the August and November meetings, we'll be working on two documents in parallel and requesting individual review time and feedback from commissioners on both.

Year 2 report:
- Draft the full report, incorporating feedback and new ideas from today's meeting
- Provide the draft to commissioners for review and feedback
- Incorporate feedback and revise report

Year 1 addendum:
- Complete necessary data analysis
- Draft the full addendum
- Provide the draft to commissioners for review and feedback
- Incorporate feedback and revise addendum

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...and have a lot left to do

May meeting (May 14th)	
Individual study	
July meeting (July 7th-8th)	
Individual study	
August meeting (August 16th)	
Individual study	
November meeting (November 5th)	

We'll have a lot to wrap up at the November meeting:

Year 2 report:
- Address outstanding issues related to content
- Complete any final line-editing
- Vote on final version of report

Year 1 addendum:
- Address outstanding issues related to content
- Complete any final line-editing
- Vote on final version of addendum

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Today, we're going to focus most of our time working through feedback on the draft outline

Here is the current set of eight high-level recommendations

1. Continue state-level support for literacy instruction and ensure strong implementation of and accountability for recently enacted state policies.
2. Continue and expand state-level support and accountability for high-quality programs that address learning remediation and acceleration.
3. Strengthen, expand, and diversify the educator workforce, as the most critical component, other than students themselves, in educational recovery and success now and in the future.
4. Support schools and districts in addressing students' well-being in order to support their executive functioning, academic success, and preparation for career.
5. Optimize capacity for flexible, high-quality options for instructional delivery to maximize opportunity for students and ensure an adaptive and resilient education system.
6. Strengthen existing and create new opportunities and pathways for students to progress through high school at their own pace.
7. Streamline existing and create new opportunities for learners of all ages to access and succeed in postsecondary opportunities to support lifelong learning and an adaptive and responsive workforce within the state.
8. Strengthen alignment across K-12 and postsecondary systems through career.

Discussion with Senator Kelsey, Representative White, and Commissioner McCord

Discuss Year 2 report outline feedback and new ideas

We've organized feedback from commissioners into three buckets

Feedback on existing recs

- There is an existing GYO grant program that is not well used and there is no capacity in the rural communities to support such a program.
- The recommendation to move from 12 to 15 credits as "full time" removes flexibility for students
- Add bullet points to 7a
- EPPs partner with local districts which all have required diversity goals, so EPPs don't need their own goals; Requiring diversity targets will lead to discrimination
- Some of the bullet points in Recommendation 6 are too granular and the full set doesn't fully capture the idea of completely rethinking high school.
- There is no evidence to support the recommendation to raise educator preparation program standards (e.g., GPA or ACT scores) to increase the quality of the teacher workforce, and doing so may actually exacerbate existing teacher shortages.
- The well-being recommendations aren't quite right

New topics/ potential recs from July

- Student remediation
- Computer science
- Numeracy instruction
- Minimum instructional time
- Innovation
- Financial incentives for educators
- Financial aid

> **We are going to start by discussing detailed feedback on specific recs before moving into the big-picture feedback**

Big-picture feedback

- Elevate the gaps in the data across racial/ethnic, socioeconomic, and geographic subgroups of students and more clearly connect each recommendation back to how it will address those gaps.
- Include an executive summary at the beginning of the report that includes top takeaways and sets a clear vision for the state
- The eight recommendations aren't in an obvious order; either say that explicitly or order them in a deliberate way (even if not by importance).
- Use stronger and more compelling language/action verbs for the eight recommendations

As a reminder, in July we aligned on a framework for whether an option or idea should be included, refined, or eliminated

We asked you for suggestions on criteria. This is what you said....

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?

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Feedback on specific recommendations

Note: for line-edits on specific recommendations, please refer to the track-changes version of the draft outline that we sent; we will not be discussing those line edits today unless commissioners have particular concerns they'd like to raise.

Feedback: There is an existing GYO grant program that is not well used and there is no capacity in the rural communities to support such a program.

Current state	Suggested revision(s)
Recommendation 3b: Expand the educator pipeline by supporting the creation and expansion of programs that recruit and retain diverse, high-quality educators. • Further increase the financial support of local, high-quality Grow Your Own programs (GYOs) and/or incentivize local GYO partnerships with additional funding, technical assistance, best practices, and other resources	***Recommendation 3b: Expand the educator pipeline by supporting the creation and expansion of programs that recruit and retain diverse, high-quality educators.*** • Provide rural communities with technical assistance to establish partnerships with local, high-quality educator preparation programs in order to create local GYO programs

What thoughts, questions, or reactions do you have about this piece of feedback or our suggested approach to addressing it?

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Recommendation-specific feedback (2/7)

Feedback: The recommendation to move from 12 to 15 credits as "full time" removes flexibility for students

Current state	Suggested revision(s)
Recommendation 7a: Streamline systems and processes to enable students to move seamlessly between institutions, regardless of type. • Expand existing models of on-time completion, in particular moving to full-time enrollment being 15 hours rather than 12	• Remove this recommendation

What thoughts, questions, or reactions do you have about this piece of feedback or our suggested approach to addressing it?

Feedback: Add bullet points to 7a

Current state	Suggested revision(s)
Recommendation 7a: Streamline systems and processes to enable students to move seamlessly between institutions, regardless of type. • Develop scalable, non-linear credentialing pathways across TCAT, Community Colleges, and University pathways, including on- and off-ramps that are not fixed in a perceived order based on credential type • Create an automatic dual admissions option for students entering two-year institutions that are partnering with four-year institutions to facilitate seamless transfer and degree alignment • Conduct a full assessment and redesign of Tennessee Transfer Pathways including clarification of clean pathways from those that are conditionally transferable • Expand the reach of TN Reconnect to accommodate additional alternative pathways • Expand reverse articulation to include alternative credential pathways • Develop a common application for admissions across public higher education including a one-stop module for students to access financial aid/college admissions • Expand existing models of on-time completion, in particular moving to full-time enrollment being 15 hours rather than 12 • Explore competency-based delivery models in higher education to identify existing models and scalable best practices	Commissioners suggested two potential additions: • Incentivize four-year institutions to partner with two year and TCATs to advance Transfer Pathways • Create tracks that include liberal arts education and a trade (e.g., an English major with HVAC minor)

What thoughts, questions, or reactions do you have about this piece of feedback or our suggested approach to addressing it?

Feedback: EPPs partner with local districts which all have required diversity goals, so EPPs don't need their own goals

Feedback: Requiring diversity targets will lead to discrimination

Current state	Suggested revision(s)
Recommendation 3b: Expand the educator pipeline by supporting the creation and expansion of programs that recruit and retain diverse, high-quality educators. • Require teacher preparation programs to set diversity goals around enrollment and completion and report on annual progress	Potential approaches: • Require EPPs to match their partnered district(s) goals rather than creating new ones OR • Remove this bullet point

What thoughts, questions, or reactions do you have about this piece of feedback or the potential approaches to addressing it?

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Feedback: Some of the bullet points in Recommendation 6 are too granular and the full set of bullet points doesn't fully capture the idea of completely rethinking high school.

Current state	Suggested revision(s)

Recommendation 6: Strengthen existing and create new opportunities and pathways for students to progress through high school at their own pace.
• Ensure every high school student has access to a TCAT
• Create a senior year capstone option that includes a co-op, WBL, internship, or other industry- or work-based experience
• Expand opportunities for students to demonstrate proficiency at their own pace by:
  o Creating a high school equivalent to the CLEP Test to allow students to show proficiency in subjects at the secondary level for the necessary credits while altering the BEP to eliminate disincentives to early graduation
  o Conducting research to identify challenges with the Move on When Ready Act and developing a plan to strengthen it
  o Leveraging best practices from Tennessee GIVE initiative to create scalable work-based learning and apprenticeship models statewide
• Explore competency-based delivery models in high school to identify existing models and scalable best practices
• Incentivize the expansion of existing mentoring programs to support students in exploring and aligning their career goals and postsecondary pathways
	A handful of ideas/options:
	• Call for a full overhaul of the high school experience to focus on creating access to and encouraging students to pick among different pathways and school models to better integrate high school and postsecondary
	  o This would need to be a long-term rec that includes rethinking credits, funding, time requirements, partnerships, etc. beginning in 8th grade
	• Evolving all high schools to offer both a technical track (through a TCAT) and a "professional" track (college) – with some integration to allow students to move between tracks if one isn't a good fit

What thoughts, questions, or reactions do you have about this piece of feedback or our suggested approach to addressing it?

Recommendation-specific feedback (6/7)

Feedback: There is no evidence to support the recommendation to raise educator preparation program standards (e.g., GPA or ACT scores) to increase the quality of the teacher workforce, and doing so may actually exacerbate existing teacher shortages.

Current state	Suggested revision(s)
Recommendation 3a: Strengthen the educator preparation and training/professional development opportunities to ensure more high-quality teachers are in classrooms. • Increase educator compensation and raise standards for entry to the profession with the intent of elevating the profession and increasing competitiveness in the teacher labor market	Two potential options: • Remove the "raise standards for entry to the profession" portion of the recommendation and focus only on increasing salaries OR • Eliminate this recommendation altogether

What thoughts, questions, or reactions do you have about this piece of feedback or our suggested approach to addressing it?

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Current state

Recommendation 4: Support schools and districts in addressing students' well-being in order to support their executive functioning, academic success, and preparation for career.
- Task the textbook commission with creating a curated, evidence-based list of developmentally appropriate curricula, resources, and programs to aid local decision-making over what resources best meet the needs of their students
- Expand professional development opportunities related to student well-being
- Create additional funding streams to support schools in implementing high-quality, research-based student well-being initiatives
- Incentivize partnerships between education systems and existing mental and behavioral support systems to help communities understand what tools already exist
- Incentivize the expansion of existing, high-quality mentoring programs to support students' well-being

What we heard from commissioners:
- Focus the well-being recommendations only on ACEs (as well-being and social-emotional learning should happen at home, except in instances of abuse).

- Broaden the focus of the well-being recommendations to include the well-being of families (through family engagement strategies), teachers, administrators, and school staff.

- Ensure well-being recommendations support meaningful integration of well-being into the school day, rather than a "circle time" approach.

What we need to discuss and align on:
- What is the ultimate goal commissioners want to see accomplished through their well-being recommendations?

- What is the role of state policy in helping districts and schools meet that goal?

- Given that goal and the commission's belief about the role of state policy in student well-being, what is the best high-level recommendation to make? What are potential supporting recommendations?

Potential new recommendations

A number of new potential recommendations surfaced in the most recent set of content modules (1/2)

Topic	Potential recommendations
Student remediation	- Support early interventions and high-quality materials and instruction for K-12 students to minimize the need for postsecondary remediation. - Enact relevant recommendations currently under consideration related to literacy, well-being, and mentoring. - Create an early warning data system and corresponding interventions. - Develop senior year "catch up" programming.
Computer science	- Elevate and promote one or more of the recommendations made in 2020 by the computer science task force. - Recommend that the state track and analyze computer science course enrollment data to ensure proportionate participation across student demographics (race/ethnicity, gender, geography) and use those data to inform continuous program improvement.
Numeracy instruction	- Create programs for leaders and teachers to improve math teaching and learning to respond to pandemic-related unmet learning, particularly for underserved populations. - Establish high-quality, evidence based curriculum recommendations and professional development programs. - Encourage districts not using year-round assessments to establish a comprehensive assessment system.

Do commissioners want to add any of these recommendations to the report?

A number of new potential recommendations surfaced in the most recent set of content modules (2/2)

Topic	Potential recommendations
Minimum instructional time	● Recommend moving to an hours-per-year minimum to give districts flexibility over their calendars (with some quality guardrails to ensure districts maximize quality instructional time for students, given the dearth of evidence for or against this).
Innovation	● Create a process for the state to support locally-led innovation, such as: 　○ state-level innovation fund 　○ rigorous evaluation of ideas 　○ implementation funding
Financial incentives for educators	● Create new state-operated financial incentive programs for teachers
Financial aid	● Call for a full assessment of the state's financial aid portfolio for alignment with best practices, consistency across programs, and alignment with other state goals and initiatives

Do commissioners want to add any of these recommendations to the report?

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A few other ideas came up in our 1:1s with commissioners

Other suggested additions:
- Provide ongoing funding for ERIC to help institutionalize improvements, produce an annual report, act as the watchdog, and ensure continuous improvement.

- Revise data policies set up by TBR that make it difficult for anyone outside TBR to use the data to help students or to connect K-12 and postsecondary institutions.

- Complete the rollout of the A-F school accountability system to enable a quality comparison across all public K-12 schools.

- Something about school choice -- it's not covered at all within the current set of recommendations.

Other suggested revisions:
- Take a timeline filter to many of these recommendations (e.g., indicate "in the next five years…" or "by 2025…")

Are commissioners interested in addressing any of these ideas in the report?

Overarching feedback

Overarching feedback (1/4)

Feedback: Elevate the gaps in the data across racial/ethnic, socioeconomic, and geographic subgroups of students and more clearly connect each recommendation back to how it will address those gaps.

Suggested revision(s)

We will:
- Include data from the Year 1 report, recently-released state- and district-level data at the beginning of the report to clearly articulate the current state and impact of the pandemic. We'll disaggregate these data by student subgroup (e.g., race/ethnicity, socioeconomic status, geography, students with disabilities, ELL students) as possible.

- Begin each recommendation with a discussion of all relevant data on the current state and any data/research we have to demonstrate how that recommendation will address the gaps outlined at the beginning of the report.

What thoughts, questions, or reactions do you have about this piece of feedback or our suggested approach to addressing it?

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Feedback: Include an executive summary/one-pager at the beginning of the report that includes top takeaways and sets a clear vision for the state

Suggested revision(s)

Potential approaches suggested by commissioners:

1. Align around a clear vision and top takeaways:
   - Tennessee should be the smartest state in the south by 2030
   - Tennessee should be the fastest-improving state in the nation, again and consistently
   - Tennessee should move from just "recovery" to pushing the boundaries around reimagination, renewal, and a true renaissance in education and economic freedom

2. Highlight the core principles that underlie the recommendations
   - The state has a legitimate and compelling interest in the education of young people because 1) a literate society is a free society, and 2) it is in the interest of the Republic to create responsible citizens

3. Emphasize the common thread of "one student at a time" (i.e., the recommendations all support an individualized approach that ensures the state is meeting every student's unique needs)

ERIC's current vision statement: Every Tennessean will have high-quality education necessary for life and career.

Overarching feedback (3/4)

Feedback: The eight recommendations aren't in an obvious order; either say that explicitly or order them in a deliberate way (even if not by importance).

Current state	Suggested revision(s)
Close educational gaps: 1. Continue state-level support for literacy instruction and ensure strong implementation of recently enacted state policies. 2. Continue and expand state-level support for high-quality programs that address learning remediation and acceleration. 3. Strengthen, expand, and diversify the educator workforce, as the most critical component, other than students themselves, in educational recovery and success now and in the future. 4. Support schools and districts in addressing students' well-being in order to support their executive functioning, academic success, and preparation for career. **Modernize the education system:** 5. Optimize capacity for flexible, high-quality options for instructional delivery to maximize opportunity for students and ensure an adaptive and resilient education system. 6. Strengthen existing and create new opportunities and pathways for students to progress through high school at their own pace. 7. Streamline existing and create new opportunities for learners of all ages to access and succeed in postsecondary opportunities to support lifelong learning and an adaptive and responsive workforce within the state. 8. Strengthen alignment across K-12 and postsecondary systems through career.	**Potential approaches to consider:** • We note explicitly in the report that the recommendations are not in any particular order • Commissioners align on an order of importance for each set of recommendations (i.e., 1-4 and 5-8) • Rather than organizing the 8 high-level recommendations, organize the bullets that fall under each (e.g., start with the powerful low-hanging fruit/powerful first steps and then move the more transformative pieces that will require more time, research, and discussion)

What thoughts, questions, or reactions do you have about this piece of feedback or our suggested approach to addressing it?

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Feedback: Use stronger and more compelling language/action verbs for the eight recommendations

Current state	Suggested revision(s)
1. **Continue** state-level support for literacy instruction and ensure strong implementation of recently enacted state policies. 2. **Continue** and expand state-level support for high-quality programs that address learning remediation and acceleration. 3. **Strengthen, expand, and diversify** the educator workforce, as the most critical component, other than students themselves, in educational recovery and success now and in the future. 4. **Support** schools and districts in addressing students' well-being in order to support their executive functioning, academic success, and preparation for career. 5. **Optimize** capacity for flexible, high-quality options for instructional delivery to maximize opportunity for students and ensure an adaptive and resilient education system. 6. **Strengthen** existing and create new opportunities and pathways for students to progress through high school at their own pace. 7. **Streamline** existing and create new opportunities for learners of all ages to access and succeed in postsecondary opportunities to support lifelong learning and an adaptive and responsive workforce within the state. 8. **Strengthen** alignment across K-12 and postsecondary systems through to career.	1. **Ensure** strong implementation of recently enacted state literacy policies, **reinforcing literacy** as a foundational to student success. 2. **Expand** state-level support for existing high-quality programs that address learning remediation and acceleration. 3. **Strengthen, expand, and diversify** the educator workforce as the most critical component, other than students themselves, in educational recovery and success. 4. **Emphasize** the need for schools and districts to address students' well-being in support of their executive functioning, academic success, and preparation for career. 5. **Optimize** flexible, high-quality options for instructional delivery to maximize opportunity for students and ensure an adaptive and resilient education system. 6. **Create** new opportunities and **enhance** existing pathways for students to progress through high school at their own pace. 7. **Streamline** opportunities for learners of all ages to access and succeed in postsecondary settings to support lifelong learning and a resilient, responsive workforce within the state. 8. **Align** K-12 and postsecondary systems across Tennessee's K to career continuum.

What thoughts, questions, or reactions do you have about this piece of feedback or our suggested approach to addressing it?

Vote

Recap next steps and adjourn

Appendix

Research suggests that ACT scores and GPA do not predict teacher quality and negatively impact certain groups

Teacher effectiveness is **not predicted by** clinical practice observation ratings, portfolio assessments, scores on standardized exams, or GPA, ACT, or Praxis II scores.

- A growing body of research that suggests that **effective teachers are best identified** by their performance rather than by their background or experience (e.g., where they went to school, whether they are licensed, or how long they have taught).
- Most of the skills associated with effective teaching **are not directly related to standardized test scores or metrics**.
    - According to Georgetown University, an effective instructor is prepared, sets clear and fair expectations, has a positive attitude, is patient with students, and assesses their teaching on a regular basis. They are able to adjust their teaching strategies to fit both the students and the material (differentiated instruction).
    - An international study conducted by Pearson found that traits like the ability to develop trusting relationships, patience/caring, and the ability to engage students in learning were most highly valued.

Using measures such as ACT scores or GPA **disproportionately screen out** certain groups of prospective educators – in particular, teachers of color.

Post-July new ideas: Remediation and computer science

	Overview	Potential Policy Recs
Remediation	• Student remediation has implications related to equity, economics, and workforce preparation. • Only 41% of Tennessee students meet "Ready Graduate" benchmarks indicating college readiness • Roughly three-quarters of TBR students require remediation as do one quarter of UT system students • TN implemented math remediation for at-risk high school students through its SAILS program • TN eliminated postsecondary remediation and replaced it with corequisite remediation (TBR) and supplemental instruction (UT system)	• Support early interventions and high-quality materials and instruction for K-12 students to minimize the need for postsecondary remediation. • Enact relevant recommendations currently under consideration related to literacy, well-being, and mentoring. • Create an early warning data system and corresponding interventions. • Develop senior year "catch up" programming.
Computer Science	• Computer and information research fields are a fast-growing employment sector, with not enough students in the pipeline. • TN expects significant growth in STEM occupations through 2026. • About 50% of Tennessee high schools offer computer science courses, with disproportionate representation of white students and male students. • TDOE presented a Computer Science State Education plan in April 2020. • TN has implemented five of the nine recommended state-level policies established by Code.org	• Elevate and promote one or more of the state task force recommendations made in 2020. • Consider recommending that the state track and analyze computer science course enrollment data to ensure proportionate participation across student demographics (race/ethnicity, gender, geography) and use those data to inform continuous program improvement.

Post-July new ideas: Numeracy and minimum school year

	Overview	Potential Policy Recs
Numeracy	• Early numeracy is an often overlooked but it is a key foundational building block for later math achievement. • Only 35% of TN eighth-graders are proficient in math with lower rates for Black (20%), Hispanic (29%), and low-income (22%) students. • 68% of TBR and 22% of UT system students require remediation. • TN addressed pandemic era learning loss through summer and mini-camps, and bridge programs.	• Create programs for leaders and teachers to improve math teaching and learning to respond to pandemic-related unmet learning, particularly for underserved populations. • Establish high-quality, evidence based curriculum recommendations and professional development programs. • Encourage districts not using year-round assessments to establish a comprehensive assessment system.
Minimum School Year	• Nationally the trend is to mandate hours rather than number of days per year, and to increase the minimum amount of learning time. • High-quality instruction and materials is more important than time spent in determining student gains. • Tennessee requires a minimum of 180 days per year and a minimum number of hours per day of 4 for kindergartner and 6.5 for grades 1-12. • Students attending year-round school performed slightly better than students at traditional calendar schools, particularly low-income students.	• Consider an hours-per-year minimum to give districts flexibility over their calendars. However, with little evidence to support this recommendation, consider establishing quality guardrails to ensure districts maximize quality instructional time for students.

Post-July new ideas: Innovation hub, financial incentives, and financial aid

	Overview	Potential Policy Recs
Innovation	- Opportunities to innovate and test new ideas is critical to modernizing Tennessee's education system - One proposal for the state to support locally-led innovation is to create a three-pronged process: - state-level innovation fund - rigorous evaluation of ideas - implementation funding	Commissioners could recommend the state create a similar process
Financial incentives	- Tennessee educators are eligible for a variety of federal financial incentive programs (e.g., loan forgiveness, tax deductions) - The primary state-operated financial incentive for teachers is a 25% fee discount on undergraduate courses for dependents - The state recently eliminated two teacher loan forgiveness programs	Commissioners could recommend creating new state-operated financial incentive programs for teachers
Financial Aid	- Tennessee has more than 20 financial aid programs available to students - There are a number of strengths embedded in the state's financial aid portfolio, including FAFSA Frenzy, TN Reconnect, and TN Promise - There are also opportunities to improve it (e.g., shift to credit-bound rather than time-bound; create more flexibility in number of credits, etc.)	Commissioners could call for a full assessment of the state's financial aid portfolio for alignment with best practices, consistency across programs, and alignment with other state goals and initiatives

These topics and corresponding recommendations impact various points on the kindergarten-to-workforce spectrum

K-12, postsecondary, and workforce linkages

Early literacy

CBE
Senior service year

Non-tuition barriers
Financial Aid

	All Tennessee Students									

Vision — All Tennessee Students

Phase	**Readiness**				**Postsec Access**	**Persistence**		**Completion**	**Workforce**
Grades	0-3	PK	K-2	3-5	6-8	9-11	12	Y1	Y2	Up to Y6	Continuing edu.

	Early Childhood	Elementary		MS	HS		2 and 4 year college and industry training		Adult learning

ILPs; Mentoring
Well-being & trauma-informed
Alternative scheduling/School year
Educator workforce/incentives
Numeracy

Credit transferability & stackability
Nontraditional student supports

System coordination
Technology & online learning
School finance
Student Remediation