# Tennessee Education Recovery and Innovation Commission
*June meeting*

June 10, 2022

# Today's goals and agenda

**We have three primary goals for our time together today:**
1. Adopt a success metric for the "incentivize locally led innovation" priority
2. Discuss revisions to the Year 3 report and revised Year 2 appendix
3. Vote to adopt the Year 3 report and authorize BW to make minor edits and format changes

| Friday, June 10th – Conference Room 1A, Davy Crockett Building | | |
|---|---|---|
| **Start** | **Activity** | **Facilitator** |
| 9:00 | Gaveling, roll call, business items | Chair Tara Scarlett |
| 9:10 | Goals and agenda | Ms. Jennifer Schiess |
| 9:20 | Discuss outstanding content issues in the Year 3 report and revised appendix; Make final revisions as necessary | Ms. Jennifer Schiess/Dr. Paul Beach |
| 11:30 | Lunch | |
| 12:00 | Discuss outstanding content issues in the Year 3 report and revised appendix; Make final revisions as necessary | Ms. Jennifer Schiess/Dr. Paul Beach |
| 2:00 | Break | |
| 2:15 | Vote to adopt final versions of the Year 3 report and revised appendix | Chair Tara Scarlett |
| 2:30 | Closing and next steps | Chair Tara Scarlett |
| 2:55 | Adourn | Chair Tara Scarlett |

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

| | |
|---|---|
| **February 11 Meeting** | ● Discuss content and recommendations related to remaining topic areas<br>● Guest speakers on innovation, workforce readiness, & postsecondary pathways |
| Independent work | ● Bellwether creates preliminary framework for the Year 3 report; gathers feedback from commissioners<br>● Bellwether tracks the legislative session and updates commissioners |
| **March 4 Meeting** | ● Finish content discussion from February meeting<br>● Align on framework for Year 3 report |
| Independent work | ● Bellwether creates preliminary Year 3 outline<br>● Follow-up 1:1s with commissioners<br>● Bellwether tracks the legislative session and updates commissioners |
| **April 11, 2022** | ● Site visit to West Creek HS and Nashville State Community College - Clarksville |
| **April 29 Meeting** | ● Finalize policy recommendations<br>● Finalize success metrics<br>● Finalize Year 3 report outline |
| Independent work | ● Bellwether drafts the Year 3 report; gathers 1:1 feedback; and revises report<br>● Bellwether tracks the legislative session and updates commissioners |
| **June 10 Meeting (Final)** | ● Discuss feedback and make final revisions to the Y3 report and revised Y2 appendix<br>● Adopt the Y3 report and revised Y2 appendix |
| Remainder of June | ● Professionally copy edit the Y3 report and revised Y2 appendix<br>● Submit the Y3 report and revised Y2 appendix to the legislature |

# Adopting a success metric for the "incentivize locally led innovation" priority

# Reminder: We left our April 29th meeting with "near final" success metrics for 8 of the Commission's 9 priorities

We will **consider feedback on some of those previously adopted draft metrics** based on 1:1 conversations we held with commissioners in May.

One priority doesn't have a success metric tied to it, which is the focus of this time: **Incentivize locally led innovation.**

**We will finalize and vote on all success metrics later today.**

The **success metrics** are meant to describe what success will look like based on the Commission's vision, which suggests that they should be:

- Focused on outcomes wherever possible
- Small in number
- Measurable
- Ambitious and attainable

# Today, the Commission needs to adopt a success metric for the "incentivize locally led innovation" priority

**Below are three potential types of metrics for the innovation priority:**

- **Number of grants**: "More than 10 grants per year fully funded, implemented, and tracked."

- **Funding amount:** "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."

- **Process-focused**: "By 2025, Tennessee will design and establish an innovation grant and support a process that seeds innovative ideas, embeds data-driven improvement and evaluation of success, and scales successful innovations."

**These options are meant to provide examples and start the conversation**

## The Commission currently has one recommendation for the innovation priority

**Recommendation #83**: Create an innovation hub representing a partnership of education and industry organizations from the public, private, and nonprofit sectors.
- **NEW**: This independent agency will have authority and accountability, and will interact with TDOE, THEC, and the Department of Labor and Workforce Development to focus on educational innovation across the kindergarten to career continuum.
- **NEW**: This work will include establishing grant opportunities to encourage entrepreneurs to innovate in support of student success (e.g., postsecondary transitions, early literacy and math).

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# Making final revisions to the Year 3 report and revised appendix

# Today, we will discuss individual revisions to the Year 3 report and revised appendix

## We've divided today's discussion into two parts: **substantive** and **non-substantive** edits

**Substantive** edits
- change the meaning of the text
- introduce a new idea or concept
- require that additional content be added in
- result in meaningful text being cut

**We will spend the majority of our time on substantive edits,** which will require discussion before settling on a revision decision

**Non-substantive** edits are relatively inconsequential and do not change meaning
- removing extraneous words
- ensuring terms are used consistently
- correcting factual inaccuracies

**We will present non-substantive edits and plan to make these changes** unless we hear otherwise from commissioners today

We will make **live edits** as needed throughout today's meeting

After the meeting, we will have both the Year 3 report and revised appendix **professionally copy edited**, which we expect will result in additional non-substantive edits. We will also ask the commission to **authorize BW to make the resulting copy edits and formatting changes** after today's meeting and before all materials are submitted to the legislature.

**Any question or concerns about the process we've laid out?**

# Substantive
# Year 3 revisions

# As we discuss commissioners' substantive feedback, there are two options for addressing each potential revision

**We are going to discuss each potential substantive revision roughly in the order that it appears in the Year 3 report and revised Year 2 appendix**

- We'll invite the commissioner who provided each piece of feedback to provide any additional voiceover or context that they feel would be helpful
- We will then discuss as a group whether and how to address that feedback

**As we discuss each piece of feedback, there are two primary ways commissioners can choose to address it:**

**1** Make the commissioner-suggested revision, addition, or cut (with additional edits if/as needed based on discussion)

**2** Don't make the commissioner-suggested revision, addition, or cut

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# **Section**: Executive summary

| Name | Feedback and potential revision(s) |
|---|---|
| Com. C. Jones | "There is a hard truth that Tennessee leaders must grapple with: **most** students in the state are not receiving the education they need to thrive academically or meet the needs of employers in a dynamic state economy." (Page 4)<br>● **Feedback**: "Is this true? Most?"<br>● **Context**: Tennessee measures a "success rate" for students that reflects the percentage of students that scored "on track" or "mastered" on annual state tests. In 2021, only 27.8% scored "on track" or "mastered" on annual state tests.* Also, the Tennessee Ready Graduate rate is at 40.5%. |
| Com. C. Jones<br><br>Com. Dickson | "The state's most marginalized students, including Black Students, Hispanic students, economically disadvantaged students, English language learners, and students with disabilities, experienced the worst outcomes prior to the pandemic and were hit hardest in its aftermath." (Page 4)<br>● **Feedback (Dickson):** change "Black students, Hispanic students" to "students of color" to represent the diversity of the student population.<br>  ○ **Proposed revision**: "The state's most marginalized students, including **students of color**, economically disadvantaged students, English language learners, and students with disabilities, experienced the worst outcomes prior to the pandemic and were hit hardest in its aftermath."<br>● **Feedback (Jones)**: Do we need to be specific? I think it runs the risk of missing groups on the one hand or over-generalizing on the other.<br>  ○ **Context**: Tennessee disaggregates state test data for the following subgroups: economically disadvantaged, English language learners, students with disabilities, and Black/Hispanic/Native American.* |

*Source: https://reportcard.tnedu.gov/state/0/achievement

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# **Section**: How to read and use this report

| Name | Feedback and potential revision(s) |
|------|-----------------------------------|
| Com. Swift | The second paragraph, which begins "The Year 3 report is divided into…" (Page 5)<br>● **Feedback:** "I still would like to see reference to our success metrics as guideposts to determine value of expenditures required to implement recommendations. The metrics are measures of 'worth what's paid for.'"<br>● **Proposed addition**: "The purpose of these success metrics is to demonstrate what can be achieved if the Commission's recommendations are adopted. **"These metrics will help lawmakers understand if state investments are producing ambitious outcomes for all Tennesseans."** |
| Com. Gresham | "Individual districts, schools, and teachers are not responsible for achieving these outcomes, rather lawmakers and executive agencies tasked with adopting and implementing education policy are the entities ultimately accountable for achieving success for Tennesseans." (Page 5)<br>● **(Paraphrased feedback):** If I'm a legislator, I would stop reading here. This should emphasize how lawmakers, state officials, and educators all share accountability in achieving positive outcomes for students. There also needs to be an emphasis on ensuring the recommendations are implemented with fidelity and integrity.<br>● **Proposed revision**: **"Legislators, executive agencies, and individual districts, schools, and teachers all share accountability in achieving success for Tennesseans. Legislators are tasked with passing laws aligned to ERIC's recommendations while executive agencies are responsible for adopting corresponding regulations and supporting successful implementation in schools. Individual districts, schools, and teachers are responsible for student outcomes."** |

# Sections: Measuring Success and Conclusion

| Name | Feedback and potential revision(s) |
|------|-----------------------------------|
| Com. Gresham | "The Commission does not envision that individual districts, schools, and teachers are accountable for achieving success on each of these metrics. Rather, Tennessee lawmakers are responsible for adopting policies that set the conditions and provide the tools and resources required to support success in schools, institutions, and communities across the state. With these tools in hand, state agencies in charge of implementation and support for these policies are **ultimately accountable for results**." (Page 13)<br>● **Feedback**: Work in shared accountability across the sector.<br>● **Proposed revision**: "The Commission does not envision individual districts, schools, and teachers **can achieve success on each of these metrics by themselves**. Rather, Tennessee lawmakers are responsible for adopting policies that set the conditions and provide the tools and resources required to support success in schools, institutions, and communities across the state. With these tools in hand, state agencies **must implement these policies with fidelity and integrity**." |
| Com. Gresham | "...Tennessee legislators have made progress in enacting many of these policies. However, they must not rest until the Commission's vision is fully realized. Yet, this job is not only that of the legislature. **Everyone has a part to play**, starting with strong implementation from the executive agencies tasked with carrying out the Commission's recommendations." (Page 28)<br>● **Feedback:** Clarify/strengthen "everyone," regarding shared accountability.<br>● **Proposed revision**: "...is fully realized. **Everyone shares accountability for achieving success for Tennesseans, starting with** strong implementation from the executive agencies tasked with carrying out the Commission's recommendations. **Schools, leaders, teachers, parents, and even students ultimately share responsibility for putting these policies into practice and achieving successful outcomes.**" |

# **Sections**: Measuring Success and Conclusion

| Name | Feedback and potential revision(s) |
|------|-----------------------------------|
| Com. Dickson | [Optimize capacity for flexible, high-quality school options priority area]<br><br>**Current success metric**: "By 2025, 100% of students will have access to a device (other than a cell phone) that is connected to high-speed internet." (Pages 8, 14, and 19-20).<br><br>● **Feedback**: Consider adding one or more additional metrics to this priority area.<br><br>● **Context:** This particular area has a wide range of recommendations, including two Year 2 recommendations related to virtual drills and educator preparation for virtual instruction that have been adopted by 2022 legislation. In addition to Year 2 recommendations in this priority area, the commission has added new recommendations about high-quality curriculum, open enrollment, transportation, charter school authorizers and facilities, alternative school models (i.e., homeschools, microschools, learning pods), supplemental learning, and public school accountability reporting. Commissioners acknowledged that coming up with one metric to represent this entire priority area posed a challenge.<br><br>● **Proposed addition: By 2030, 80% of districts will adopt and implement high-quality curriculum in English language arts and mathematics.** |

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# Substantive revisions to the revised Year 2 appendix

| Name | Feedback and potential revision(s) |
|------|-----------------------------------|
| Com. Vaughn | "Tennessee only offers one retirement option. The existence and quality of retirement plan options is important because it dictates whether teachers who move, or do not plan to stay in teaching for the long term, can select a plan that meets their needs. The legislature should require TDOE to create additional retirement options for teachers that don't penalize them financially from moving into or out of the state, or out of the profession. Adding more flexible alternatives could help Tennessee attract and potentially retain teachers." (Page 7; current description of retirement options in appendix for recommendation #24 about increasing retirement options).<br><br>● **Feedback**: Tennessee offers more than one plan and the Department of Treasury is the agency we should cite. The plan's options are relatively good.<br>● **Proposed revision: Tennessee teachers are either in the Legacy Plan or the Hybrid plan based on whether they started before July 1, 2014 or after, respectively. Both plans combine aspects of the defined benefits provided through the Tennessee Consolidated Retirement System (TCRS), the state's 401K, and "retirement readiness education." The main difference is Legacy retirees collect an "unreduced monthly retirement benefit" at age 60, whereas Hybrid retirees must be 65 to receive this benefit. The Tennessee Department of Treasury should continue to assess these plans to determine if additional retirement options could improve flexibility and portability for teachers. Adding more flexible and portable alternatives could help Tennessee attract and potentially retain teachers.** |

# Non-substantive Year 3 revisions

# For non-substantive feedback, we will describe the revisions we've made and ask if there are any questions or concerns

**We are going to discuss each proposed non-substantive revision in roughly the order that it appears in the Year 3 report and revised appendix**

- We will describe the revision we've made based on commissioner feedback
- We'll invite the commissioner who provided each piece of feedback to provide any additional voiceover or context that they feel would be helpful
- We will then open it up for any questions or concerns about the revision

**If there are no questions or concerns from commissioners, we will make the revision as it appears on the slide**

You can follow along as we discuss non-substantive edits using the **printed out Year 3 report and revised Year 2 appendix**

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# **Section**: Executive summary

| Name | Feedback and revisions made |
|------|------------------------------|
| Com. C. Jones | "There is a hard truth that **Tennessee leaders** must grapple with:" (Page 4)<br>● **Feedback**: Change to "Tennesseans"<br>● **No revision:** The commission has previous discussed how this report is targeted to the specific leaders responsible for this work and is designed to be aspirational. |
| Com. Chisholm-Burns | "There is a mental health crisis among students made worse by a lack of robust **well-being supports** in schools." (Page 4)<br>● **Feedback**: Change "well-being supports" to "support for well-being."<br>● **Revision**: "There is a mental health crisis among students made worse by a lack of robust **support for well-being** in schools." |
| Chair Scarlett | "Many of our **K-12** and postsecondary education systems are better suited…" (Page 4)<br>● **Feedback**: Change K-12 to k-12 throughout the report per input from TDOE.<br>● **Revision**: "Many of our **k-12** and postsecondary education systems are better suited…"<br>   ○ All other "K-12" references were changed to "k-12" throughout the Year 3 report and revised appendix. |

# **Section**: How to read and use this report

| Name | Feedback and revisions made |
|------|------------------------------|
| Com. Chisholm-Burns | "While the Commission believes **that** all of the recommendations are important and **that** combining them will offer the best chance of fully addressing…" (Page 5)<br>● **Feedback**: Remove "that" and "that."<br>● **Revision**: **"While the Commission believes all of the recommendations are important and combining them will offer the best chance of fully addressing…"**<br><br>"Finally, **it is important to note that** the Commission does not believe **that** innovation should be prevented because promising practices…" (Page 5)<br>● **Feedback:** Remove "it is important to note that" and "that."<br>● **Revision**: "Finally, the Commission does not believe innovation should be prevented because promising practices…" |
| several | "A few quick notes. First, there is a glossary on page 30 of this report where key terms and acronyms are defined." (Page 5)<br>● **Feedback**: Terms that are in the glossary should be bolded upon first usage.<br>● **Revision**: "A few quick notes. First, there is a glossary on page 30 of this report where key terms and acronyms (**bolded the first time they appear in the report**) are defined." |

# **Sections**: List of priorities, recommendations, and success metrics (also repeated later in the document)

| Name | Feedback and revisions made |
|------|------------------------------|
| Com. C. Jones | #5. "Fund Tennessee's k-12 system and focus funding in the classroom on literacy and math initiatives, ensuring, through rigorous external evaluation and public reporting, that those dollars are resulting in significantly improved student literacy and math achievement." (Pages 6 and 16)<br>● **Feedback**: "Does this indicate increased funding?"<br>● **No revision**: This is from the Year 2 report where commissioners decided that "fund" meant fully and adequately. |
| Com. Gresham | #48. "NEW: In public accountability reporting (school report cards, etc.), include additional contextual information related to school quality and success, including well-being… " (Pages 9 and 21)<br>● **Feedback**: Add "websites" to the parenthetical language.<br>● **Revision**: "NEW: In public accountability reporting (school report cards, **websites,** etc.), include additional contextual information related to school quality and success, including well-being…" |
| Com. Gresham and Com. Y. Jones | #59. "NEW: Strengthen the individualized learning plan process to include deliberate postsecondary and career planning aspects beginning no later than sixth grade." (Pages 10 and 23)<br>● **Feedback:** Clarify that an individualized learning plan is not an IEP.<br>● **Revision**: "NEW: Strengthen the individualized learning plan **(not to be confused with an individualized educational program or IEP)** process to include deliberate postsecondary and career planning aspects beginning no later than sixth grade." |

# **Section**: About the Education Recovery and Innovation Commission (sidebar)

| Name | Feedback and revisions made |
|------|------------------------------|
| Com. Chisholm-Burns | "The Year 1 and **2** reports describe the Commission's activities in its first two years." (Page 13)<br>● **Feedback:** Add "Year" to "2."<br>● **Revision**: "The Year 1 and **Year** 2 reports describe the Commission's activities in its first two years." |

# **Section**: Measuring Success section

| Name | Feedback and revisions made |
|------|------------------------------|
| Com. Gresham | "The success metrics in the table below are designed to show legislators what the Commission believes can be achieved if its recommendations are adopted and implemented **well.**" (Page 13)<br>● **Feedback**: Change "well" to "with fidelity and integrity."<br>● **Revision**: "The success metrics in the table below are designed to show legislators what the Commission believes can be achieved if its recommendations are adopted and implemented **with fidelity and integrity.**" |

# Non-substantive revisions to the revised Year 2 appendix (slide 1 of 2)

| Name | Feedback and revisions made |
|------|------------------------------|
| Com. Vaughn | "The legislature must require districts to have in place, on an ongoing basis, the technology necessary to support online modes of instruction and, importantly, must provide the funding and technical assistance necessary to establish and maintain that technology." (Page 10)<br>● **Feedback**: Clarify this sentence by adding "the legislature" before the funding part of the sentence.<br>● **Revision**: "The legislature must require districts to have in place, on an ongoing basis, the technology necessary to support online modes of instruction and, importantly, **the legislature** must provide the funding and technical assistance necessary to establish and maintain that technology." |
| Com. Vaughn | "Tennessee legislators **could** strengthen accountability for charter schools by revising the state's charter law to specify authorizer roles, powers, and responsibilities." (Page 14)<br>● **Feedback:** Change "could" to "should" in "Supportive Evidence" text box for the new charter school accountability recommendation (#44).<br>● **Revision**: "Tennessee legislators **should** strengthen accountability for charter schools by revising the state's charter law to specify authorizer roles, powers, and responsibilities." |
| Com. Vaughn | ● **Feedback**: Elevate the six pieces of legislation by having them in one place.<br>● **Revision**: A table with the six bills was added to the last page of the appendix. (Page 30) |

# Non-substantive revisions to the revised Year 2 appendix (slide 2 of 2)

| Name | Feedback and revisions made |
|------|-----------------------------|
| Com. Vaughn | The narrative associated with the recommendation (#36) to develop common definitions of high-quality curriculum includes the recommendation to "convene a working group of teachers, practitioners, and/or experts…" (Page 12)<br>● **Feedback**: I like this language and we should consider adding it elsewhere, if applicable.<br>● **Revision**: Similar language was added to the narrative about TDOE initiating a study on supplemental learning options (Recommendation #47 on page 15). "TDOE should initiate a study of the supplemental learning options to determine what opportunities are available to students, what barriers to access exist for students, and which opportunities have a positive effect on student outcomes. **TDOE should also convene a working group of teachers, practitioners, and/or experts to provide input into the effectiveness of supplemental learning options**." |

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# Voting and adoption

# Next steps

**Adjourn**