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Tennessee Commission on Education Recovery and Innovation

November 5, 2021

We have two primary goals for our time together today

There are two primary goals for today:
1) Discuss outstanding content issues in the Year 2 report and Year 1 addendum
2) Make final line edits to the Year 2 report and Year 1 addendum

Friday, November 5	
Start	**Activity**
9:00	Gaveling, roll call, business items
9:15	Overview of goals and agenda
9:20	Where we've been and where we're going
9:40	Update from THEC re: textbook cost study
10:10	Discuss outstanding content issues in the report and make final revisions/line edits as necessary
12:30	Lunch/break
1:00	Discuss outstanding content issues in the addendum and make final revisions/line edits as necessary
2:30	Vote to adopt final versions of report and addendum
2:45	Closing and next steps
3:00	Adjourn

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

May meeting (May 14th)	

Individual study

July meeting (July 7th-8th)

Individual study

August meeting (August 16th)

Individual study

November meeting (November 5th)

December meeting (December 3rd)

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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November meeting (November 5th)

December meeting (December 3rd)

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

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December meeting (December 3rd)

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

May meeting (May 14th)
Individual study
July meeting (July 7th-8th)
Individual study
August meeting (August 16th)
Individual study
November meeting (November 5th)
December meeting (December 3rd)

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 six months...

May meeting
(May 14th)

Individual study

July meeting
(July 7th-8th)

Individual study

**August meeting
(August 16th)**

Individual study

November meeting
(November 5th)

December meeting
(December 3rd)

August/September meeting overview

Due to a water main break, this meeting was split over two days.
On August 16th, commissioners:
- Heard a summary of state-level TCAP data
- Discussed state priorities with Senator Kelsey and Commissioner McCord

On September 2, commissioners:
- Discussed revisions to existing recommendations
- Discussed possible additions to the list of recommendations
- Voted on a set of recommendations that are included in the current version of the report

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

May meeting
(May 14th)

Individual study

July meeting
(July 7th-8th)

Individual study

August meeting
(August 16th)

Individual study

November meeting
(November 5th)

December meeting
(December 3rd)

Between the August and November meetings, commissioners reviewed and provided feedback on drafts of the Year 2 report and on the Year 1 addendum.

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...and have two big milestones to complete today

May meeting (May 14th)

Individual study

July meeting (July 7th-8th)

Individual study

August meeting (August 16th)

Individual study

November meeting (November 5th)

December meeting (December 3rd)

We have a lot to wrap up today:

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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Depending on whether we accomplish our objectives today, we may meet one more time in 2021

May meeting
(May 14th)

Individual study

July meeting
(July 7th-8th)

Individual study

August meeting
(August 16th)

Individual study

November meeting
(November 5th)

December meeting
(December 3rd)

If the report and/or addendum require substantial substantive revision after our discussion today, we'll use the next month to go through another round of revision and the December meeting to hold a final vote.

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Moving into 2022, we have a handful of items on our "to-do" list that we'll accomplish over a three-meeting cycle

Proposed "to-do" list for 2022	2022 meeting dates

1. Hear from additional guest speakers (e.g., Excel in Ed)
2. Talk with students (e.g., potential site visit)
3. Discuss new/additional content areas (e.g., curriculum)
4. Write, revise, and adopt a final report that includes updates or additions to content in the Year 2 report and/or new content

What would commissioners add to this list?

1. Friday, February 11, 2022
2. Friday, April 29, 2022
3. Friday, June 10, 2022

ERIC's third and final report is due to the legislature on June 30, 2022

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Update from THEC re: costs of course materials

In April, Senator Lundberg requested that ERIC work with THEC to study the costs of course materials

Key points from Senator Lundberg's letter:

- In 2018-19, students spent an average of $1,400 on course materials. These additional costs create more obstacles for students to enroll in and complete postsecondary courses.
- Senator Lundberg filed SB1019 in February 2021, which would have expanded Tennessee Promise to cover the cost of course materials; it was assigned to the General Subcommittee of Senate Education Committee in March 2021.
- In April, Senator Lundberg requested that ERIC work with THEC to study the issue and determine what the state can do to lower the costs of course materials. In particular, the study should:
  - explore cutting-edge technologies and the benefits of procuring solutions that drive down or eliminate costs of course materials
  - do a deep dive into the cost of implementing these programs and the cost savings for students
  - include the viability and benefit associated with digital course materials and open education resources (OER)
  - consult vendors, university bookstores, and other relevant parties throughout the process

THEC held the first meeting to address this issue in late August

Discuss Year 2 report feedback

As we discuss commissioners' feedback, there are three main options for addressing it

We are going to discuss this feedback by priority. We'll invite the commissioner who provided each piece of feedback to provide any additional voiceover or context that they feel would be helpful, and then we'll discuss as a group whether and how to address that feedback. As we discuss each piece of feedback, there are three primary ways commissioners can choose to address it:

1 Make the commissioner-suggested revision or addition (with additional edits if/as needed)

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

3 Remove the content from this report altogether, in order to revisit, refine, and strengthen it for inclusion in the third report due in June 2022

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Priority: Ensure students master literacy and numeracy skills (1/2)

Name	Suggested revision
Com. Swift	● Add a recommendation that the legislature *"allocate additional and/or reallocate existing funding to the reading and math priorities"*

Current recommendations included in this priority:
- Ensure recently enhanced and existing early literacy programs maintain financial viability, oversight, and accountability
- Establish rigorous and periodic evaluation of early literacy programs
- Create evidence-based professional development programs for teachers and leaders to improve math teaching and learning in order to respond to pandemic-related unmet learning, particularly for vulnerable populations
- Establish evidence-based curriculum recommendations for early numeracy

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Priority: Ensure students master literacy and numeracy skills (2/2)

There was a suggestion to broaden this set of recommendations to include subjects other than literacy and math...

Name	Suggested revision
Com. Gresham	● Broaden the existing set of recommendations beyond literacy and math
Com. Scarlett	● If there is interest in making recommendations around curriculum in subjects other than literacy and math, should append those in this priority

Given that we haven't talked about curriculum other than for literacy and math, we're proposing addressing this feedback in the Year 3 report, when there is more time to do research, discuss potential options, and align on content and recommendations. What thoughts, questions, or concerns do commissioners have about this approach?

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Priority: Address learning remediation and acceleration needs

Name	Suggested revision
Com. Gresham	● Add a recommendation to ***"ensure accountability measures are established for remediation and acceleration"***

Current recommendations included in this priority:
- Establish long-term funding for tutoring programs designed in alignment with research-supported best practices to address known gaps in literacy and math
- Expand access to, and continue in the long-term (including by providing long-term state funding for) programs created by recent legislation (e.g., bridge camps, after school learning mini-camps, and summer learning camps) demonstrating effectiveness at accelerating student learning
- Support early interventions and research-based materials and instruction for K-12 students to minimize the need for postsecondary remediation
- Create an early warning data system and corresponding interventions, ensuring integration across existing data systems and equal access and support (including funding) for implementation across districts

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Priority: Strengthen, retain, expand, and diversify the state's education professionals (1/2)

Name	Suggested addition
Com. Gresham	Add a recommendation to *"expand the Textbook and Instructional Materials Quality Commission's authority to include educator preparation curriculum"*
TDOE	Use existing state-collected data on educator preparation programs, including licensure pass rates, **job placement rates, and educator effectiveness data,** to inform program approval decisions

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Priority: Strengthen, retain, expand, and diversify the state's education professionals (2/2)

Current recommendations included in this priority:
- Strengthen the classroom-based clinical experience for all teacher candidates, across all preparation pathways, to include components of high-quality, research-based clinical experiences
- Strengthen the curriculum in educator preparation programs for both teachers and leaders to ensure they have the knowledge and skills to meet students' diverse academic and well-being needs.
- Create or expand high-quality, research-based, state-facilitated professional development opportunities to support teachers in using data to inform their instruction and meet the needs of individual students
- Use existing state-collected data on educator preparation programs, including licensure pass rates, to inform program approval decisions
- Increase educator compensation with the intent of elevating the profession and increasing competitiveness in Tennessee's educator labor market
- Expand and strengthen the existing Minority Teaching Fellows program
- Provide technical assistance to districts, in particular rural districts, to establish partnerships with local educator preparation programs to create local Grow Your Own programs
- Create a strong evaluation plan for Grow Your Own programs to ensure these programs result in high-quality educators being placed in Tennessee's classrooms
- Incentivize postsecondary institutions to work with their partner districts to cultivate new teacher pipeline programs
- Create new state-operated financial incentive programs for highly-effective teachers and leaders

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

Name	Suggested revisions
Com. Gresham	● Revise existing recommendation to read: Create a state grant program to support ~~local well-being initiatives~~ **the professional development of teachers to recognize and support student well-being needs including Adverse Childhood Experiences (ACEs)**
Com. Gresham	● Revisit the well-being priority and corresponding recommendations

Current recommendations included in this priority:
- Provide professional development to equip all staff to recognize students' well-being needs and know when and where to refer students for more support
- Fully fund school-based nurses, counselors, and social workers in line with Basic Education Program Review Committee 2021 recommendations
- Create a state grant program to support local well-being initiatives
- Incentivize partnerships between education systems and existing mental and behavioral support systems to help educators and community members understand and leverage existing resources
- Incentivize the expansion of existing, high-quality mentoring programs to support students' well-being

Priority: Optimize capacity for flexible, high-quality school options (1/3)

Name	Suggested revisions
Com. Gresham	• Require all curricula purchased by districts to have an integrated technology-based capability and that districts establish and/or maintain the infrastructure and training required to fully leverage curricular resources across modes to allow districts to seamlessly switch between delivery modes as necessary. **Ensure the Textbook and Instructional Materials Quality Commission retains oversight of all curricular materials.**
Com. Dickson	• ~~Require~~ **Strongly encourage** educator preparation programs to incorporate best practices for multiple modes of delivery, including remote instruction, into their instruction and field experiences for all teachers
Com. Youlanda Jones	• Add a recommendation to *"review alignment and preparation requirements from secondary to postsecondary"*
Com. Vaughn	• Remove the recommendation related to implementing the A-F system

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Priority: Optimize capacity for flexible, high-quality school options (2/3)

There were several comments related to the school choice recommendations in particular...

Name	Suggested revisions
Com. Gresham	• Add a recommendation to *"create new opportunities for parental choice in K-12"*
Com. Vaughn	• Revisit the recommendations related to charter schools
Com. Dickson	• Discuss the "oversight and transparency" issues related to charter schools
Com. Dickson	• Address funding inequities between public district and charter schools, **particularly related to facilities and special education.**

Given the complexity of school choice policies and the need for more research and time to discuss and deliberate, we're proposing removing all references to school choice from the Year 2 report and pushing this topic to Year 3, where we can address it more fully. What thoughts, questions, or concerns do commissioners have about this approach?

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Priority: Optimize capacity for flexible, high-quality school options (3/3)

Current recommendations included in this priority:

- Rigorously evaluate and hold current statewide internet infrastructure initiatives and future investments accountable to ensure goals and outcomes are met
- Incentivize the coordination and innovation of universal broadband access
- Require districts maintain infrastructure, including devices, integrated technology platforms, and connectivity solutions, to seamlessly transition modes of instruction, and provide ongoing support and state funding
- Require periodic virtual "drills" both to ensure schools, students, and families can move seamlessly between virtual and in-person delivery modes and to identify and address infrastructure-related challenges
- Hold online schools receiving public funding accountable through existing school accountability structures
- Require educator preparation programs to incorporate best practices for multiple modes of delivery, including remote instruction, into their instruction and field experiences for all teachers
- Provide ongoing professional development to K-12 educators to develop and strengthen remote instruction skills
- Require all curricula purchased by districts to have an integrated technology-based capability and that districts establish and/or maintain the infrastructure and training required to fully leverage curricular resources across modes to allow districts to seamlessly switch between delivery modes as necessary
- Clarify how enrollment, admissions, and financial aid policies classify graduates of virtual schools and communicate with students and families about the impact attending a virtual school has on eligibility and access
- Address funding inequities between public district and charter schools
- Address oversight and transparency issues related to charter schools
- Complete the rollout of the A-F school accountability system to enable comparison of performance across all public K-12 schools

Priority: Redesign high school to ensure students have access to flexible pathways to college and career (1/2)

Name	Suggested revision or addition
Com. Scarlett	• Evolve all high schools to offer multiple pathways for students, including both a technical credential pathway ~~(through a TCAT)~~ and a two- or four-year degree pathway, with integration to allow students to move among pathways if one isn't a good fit, and evolve funding streams to mitigate disincentives for the K-12 or postsecondary systems in enabling flexibility for students
Com. Youlanda Jones	• Add a recommendation to *"fully fund dual enrollment courses for high school juniors and seniors and expand dual enrollment courses to include qualified freshmen and sophomores."*
Com. Swift	• Add a recommendation to *"Develop a mandatory high school course that supports students in transition to postsecondary, assisting with understanding the breadth and requirements of opportunities across TCATs, community colleges, and universities and assisting with application and admissions, financial aid, and other processes, resulting in every student earning one credit hour of postsecondary credit."*

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Priority: Redesign high school to ensure students have access to flexible pathways to college and career (2/2)

Current recommendations included in this priority:

- Evolve all high schools to offer multiple pathways for students, including both a technical credential pathway (through a TCAT) and a two- or four-year degree pathway, with integration to allow students to move among pathways if one isn't a good fit, and evolve funding streams to mitigate disincentives for the K-12 or postsecondary systems in enabling flexibility for students
- Ensure every high school student has the opportunity to attend a Tennessee College of Applied Technology (TCAT) or to substantively complete sufficient early postsecondary coursework towards an institution or industry credential while in high school
- Incentivize districts to support students in accessing a meaningful senior year capstone experience such as an apprenticeship, a co-op, an internship, or another industry- or work-based learning experience
- Move to an hours-per-year minimum to give districts flexibility over their calendars, with some guardrails to ensure districts maximize quality instructional time for students
- Expand opportunities for students to demonstrate proficiency at their own pace:
- Create a high school equivalent to the College Level Examination Program (CLEP) Test to allow students to show proficiency in subjects at the secondary level for the necessary credits while altering the Basic Education Program to eliminate disincentives for districts for early graduation
- Conduct research to identify challenges with the Move on When Ready Act and developing a plan to strengthen it
- Leverage best practices from the Governor's Investment in Vocational Education (GIVE) Act 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

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Priority: Streamline postsecondary systems to facilitate lifelong learning

Name	Suggested revision or addition
Com. Gresham	● Revisit the recommendation related to addressing students' non-tuition costs in postsecondary

Current recommendations included in this priority:
- 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 which pathways transfer automatically between institutions without additional requirements or conditions (beyond earning a passing grade in coursework) and those that have additional requirements or conditions attached to transferability, and incentivize four-year institutions to partner with two-year institutions and TCATs in order to advance Transfer Pathways
- Expand the reach of TN Reconnect to accommodate additional alternative pathways and to reduce the eligibility gap between HOPE/TN Promise aid for traditional students and programs for independent adult learners
- Expand reverse articulation to include alternative credential pathways
- Expand existing models of on-time completion, in particular moving to full-time enrollment being 15 hours rather than 12 and evolve financial aid programs to support this shift
- Pilot competency-based delivery models in higher education to identify existing models and scalable best practices
- Conduct 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
- **Establish multi-stakeholder, multi-focused initiatives and policies designed to address students' non-tuition-based needs including textbook and inclusive access fees, non-tuition fees (auxiliary costs), and other success inhibiting costs around food security, transportation, and childcare**
- 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
- Develop a comprehensive advising/mentoring initiative not tied explicitly to sub-populations of financial aid recipients
- Task the Tennessee Higher Education Commission (THEC) with developing a workforce-responsive degree program and academic program approval policies at postsecondary institutions
- Incentivize postsecondary institutions to track the number of degrees leading to jobs in a related field

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

Name	Suggested revision or addition
Com. Chris Jones	● Revisit and make more specific the recommendations in this priority

Current recommendations included in this priority:
- Improve access to and use of the existing P-20 data system
- Align incentives across K-12 and postsecondary public funding systems to encourage systems to collaborate across systems, prioritize flexibility for students, maximize student success, and minimize the cost and time to degrees and certificates employers are seeking
- Incentivize the expansion of high-quality mentoring programs systemwide to support efforts related to student well-being, high school progression, and success in postsecondary

Priority: Incentivize locally-led innovation

Name	Suggested revision or addition
Com. C. Jones	● Revist and develop more fully the last priority around innovation
Com. Swift	● Consider whether this priority goes far enough to incentivize innovation

Current recommendation included in this priority:
● Create an innovation hub at the state level to support local innovation, including rigorous evaluation and robust dissemination and scaling opportunities for successful strategies

Given the breadth of this topic and the variety of approaches the Commission could take to make additional recommendations, we're proposing keeping this recommendation as-is in the Year 2 report, and including additional recommendations in the Year 3 report when we have more time to do research, discuss, and align on content to include. What questions, comments, or concerns do you have about this approach?

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Additional feedback items

Name	Section	Suggested revision
Multiple	Report title	● Revise the current title (*From Recovery to Renewal)* **Suggestions:** ● **Replace "Renewal" with "Transformed"** ● **Replace "Renewal" with "Renaissance"**
Com. Swift	Introductory section	● Add a discussion of the "social distractions" that are contributing to poor academic outcomes in K-12
Com. Gresham	Introductory section	● Add to the Commission's vision statement a reference to "engaged citizens"

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Additional feedback items

Name	Section	Suggested revision
Com. Swift	Intro section	● Add a list of metrics that the state should be measuring to determine the success of the recommendations the Commission is making
Com. Dickson	Intro section	● Add a list of questions or set of criteria to support the legislature in implementing the Commission's priorities

We recommend adding 1-2 sentences to the intro content recommending that the legislature develop a process to evaluate the success of each of the recommendations it implements.

We recommend including in the introductory section the set of criteria that the Commission used to evaluate recommendations for inclusion in this report (i.e., scale of impact, equity of impact, political feasibility, etc. → see Appendix slide 40)

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Summary of non-substantive changes based on feedback from TDOE and THEC

- Made minor **wordsmithing changes** throughout to conform with how the departments talk about data, programs, etc. For example:
  - changed "meeting proficiency benchmarks" to "scoring proficient or higher"
  - changed "clinical experience" to "clinical practice" when referring to student teaching experiences

- Included **additional references** in the explanation content (<u>not</u> in the recs) to policies, programs, and initiatives that are **already underway in the state**, such as:
  - Universal reading screener that was part of the Literacy Success Act
  - Reading 360 Research Center
  - Educator Diversity Policy
  - Well-being related initiatives through the Department of Mental Health and Substance Abuse Services
  - AP Access for All Initiative
  - Innovative High School Models Grant

- Added content to the executive summary about **how the state is already addressing pandemic-related challenges** (this content mirrors what's in the Year 1 addendum)

> Are there any questions or concerns about these changes?

Discuss Year 1 addendum feedback

Vote

Recap next steps and adjourn

Appendix

Summary of content-related feedback (1/3)

Name	Content to discuss
Commissioner Gresham	**Add**: ● Add a reference to "engaged citizen" to the vision statement ● Add a recommendation around creating more opportunities for choice within K-12 ● Add a recommendation expanding the Textbook Commission's authority to include education preparation curriculum ● Add a recommendation in the remediation and acceleration priority to ensure accountability measures are established for remediation and acceleration ● Broaden the curriculum recommendations beyond literacy and math **Amend**: ● Amend the recommendation related to requiring all district-purchased curricula to include an integrated tech-based capability to specify that the Textbook and Instructional Materials Commission retains oversight over all curricular materials ● Amend the "Create a grant program to support local well-being initiatives" recommendation to "Create a grant program to support training teachers to recognize evidence of Adverse Childhood Experiences (ACEs) " **Discuss**: ● Revist the well-being priority and related recommendations ● Revisit the recommendation related to addressing students' non-tuition costs in postsecondary

Summary of content-related feedback (2/3)

Name	Content to discuss
Commissioner Swift	**Add**: ● An explicit recommendation to put additional funding and/or reallocate existing funding to reading and math priorities ● Include a list of metrics that the state should be measuring to determine the success of the recommendations the commission is making ● Include a discussion of the "social distractions" that are contributing to poor academic outcomes in K-12 **Discuss:** ● Revist the title (e.g., replace "Renewal" with "Transformed") ● Consider whether the concept of innovation goes far enough
Commissioner Vaughn	**Discuss:** ● Revisit the two recommendations related to charter schools ● Revisit the recommendation related to the A-F system
Commissioner Youlanda Jones	**Add:** ● In the optimize flexibility priority, add: Review alignment and preparation requirements from secondary to postsecondary ● In the redesign high school priority, add: Fully fund dual enrollment courses for high school juniors and seniors and expand dual enrollment eligibility to include freshmen and sophomores

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Summary of content-related feedback (3/3)

Name	Content to discuss
Commissioner Chris Jones	**Discuss:** ● Revist and make more specific the recommendations in the "Strengthen alignment across K-12, postsecondary, and workforce systems" priority ● Revist and develop more fully the last priority around innovation
Commissioner Scarlett	**Add:** ● If there is interest in making recs around curriculum in subjects other than literacy and math, should append those to the literacy and numeracy priority **Amend:** ● Remove specific references to TCATs in the recommendation about evolving all high schools to include multiple pathways for students, in order to leave it more open and flexible
Commissioner Dickson	**Add:** ● Add specificity to the rec related to addressing funding inequities between public district and charter schools to reference facilities and special education ● Add a list of questions or criteria for the legislature to use to implement the Commission's priorities (e.g., Will this help economically disadvantaged children?) **Discuss:** ● Revist the newly added recommendation related to "new opportunities for K-12 choice" ● Discuss the "oversight and transparency" issues related to charter schools

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?