

PURPOSE: The events of 2020 related to the COVID-19 pandemic are expected to affect the students of Tennessee for at least the next twelve years and has revealed the need for flexibility in how education is delivered to students now and in the years to come. Tennessee has an obligation to be prepared to educate its students in any event, including natural disasters and prepare its students for productive citizenship now.

Education recovery and innovation commission (ERIC) was created to examine the short- and long-term systematic effects that the COVID-19 pandemic and natural disasters of 2020 have had on the state's educational systems. It is expected that ERIC will advise and make recommendations on strategies to close educational gaps resulting from school closures, and to modernize the state's educational structure from kindergarten to career to create more flexibility in the delivery of education to students.

FIRST TASK: The commission shall submit an initial assessment of the effect the COVID-19 pandemic has had on Tennessee's educational systems no later than January 1, 2021. Tried to keep a the view from the student first, then the employee then the institution.

REPORT OUTLINE (DRAFT). *Estimated report length is 12 pages plus data appendices.*

- **EXECUTIVE SUMMARY (PAGE 1)**
- **LEGAL CHARGE AND THE SCOPE OF THE CHALLENGE (PAGE 2)**
- **EDUCATION IMPACT SUMMARY ON KINDERGARTEN THROUGH CAREER (PAGES 3-12)**
 1. **National comparison.** Where does Tennessee education compared to the rest of the USA on reading, math and postsecondary completion. Sources for appendix:
 - a. National Assessment on Educational Progress ([NAEP](#)) for K-12
 - b. [SHEEO](#) for post-secondary
 2. **Kindergarten through high school graduation**
 - a. **What does the National Research tell us?**
 - a. Sources for appendix: [CREDO](#), [McKinsey report](#)
 - b. **Effect on Students:** Provide overview of the three-year academic trends and what estimates we can make based on the above-mentioned research. Must clearly note where we are missing data and where we are estimating. Sources for appendix:
 - i. Three-year academic trends across 18/19, 19/20*, 20/21* for these six data points:
 - 3rd grade proficiency in reading
 - 8th grade proficiency math
 - ACT
 - Dual Enrollment
 - Graduation
 - Persistence – industry credential, Associates, Bachelor or Military pathways.
 - ii. Three-year administrative trends across 18/19, 19/20*, 20/21* for these four data points:
 - Enrollment

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- Absenteeism
- Lost Students
- Student who dropped out
- iii. Operational data specific to March 2020 to present.
 - Weeks out of school not including scheduled breaks. For example, out because of COVID but not online learning available
 - Weeks out of school with online learning available
 - Weeks in school
 - Home broadband connectivity
 - Digital tools provided:
 - o Hotspot
 - o Tablets
 - o Computers

**Most of this actual data will not be available. We can estimate or we can leave it blank to show the gap.*

- iv. Social and emotional effects on students, March 2020 to present.
Source for appendix:
 - a. [Child Wellbeing Task Force COVID 19 impact report](#)

c. Effects on Talent Provide overview on teacher and leader employment and distress trends from national and local research. We will likely not have this data specific for January report. Sources/requests for appendix:

- Total Employed teachers/leaders
- Total Teacher/ leader vacancies
- Teacher/ leader retention spring to fall 2020
- Teacher/leaders turnover directly or correlated to COVID-19
- Social and Emotional distress (may or may not be able to access data)
- Safety or district trust (may or may not be able to access data)
- Public reports of concerns raised about stress, burnout

- a. [TERA using Tennessee Educator Survey data](#)

3. Post-secondary

- a. **Effect on Students:** Provide overview of the three-year administrative trends and operational effect from March to present. Sources for appendix:
 - i. Three-year administrative trends across 18/19, 19/20, 20/21 for these four data points:
 - Enrollment
 - Persistence year over year
 - On time Graduation
 - Hired into living wage job
 - ii. Operational data specific to March 2020 to present.
 - Weeks out of school not including scheduled breaks. For example, out because of COVID but not online learning available

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- Weeks out of school with online learning available
 - Weeks in school
 - Home broadband connectivity
 - Digital tools provided:
 - o Hotspot
 - o Tablets
 - o Computers
 - iii. Social and emotional effects on students, March 2020 to present
 - iv. Covid-19 Real-time Response and return to school will provide institution and system response/transition from traditional on-ground to accelerated hybrid/on-line delivery and the plans for fall 2020 return to school including the TN Pledge, scenarios by sector and unified command exercises.
- b. Fiscal Implications:** share the fiscal impact by sector including associated costs of student loss/tuition loss, abbreviated semester, housing refunds, and early implications of revenue loss due to enrollment decline.

4. Key takeaways

##

APPENDICES (including but not limited to the following): Will be combination of links and graphs.

- National Assessment on Educational Progress ([NAEP](#)) for K-12
- [SHEEO](#) for post-secondary
- [CREDO](#)
- [McKinsey report](#)
- Three-year K-12 academic trends across 18/19, 19/20*, 20/21* for these six data points:
 - 3rd grade proficiency in reading
 - 8th grade proficiency math
 - ACT
 - Dual Enrollment
 - Graduation
 - Persistence – industry credential, Associates, Bachelor or Military pathways.
- Three-year K-12 administrative trends across 18/19, 19/20*, 20/21* for these four data points:
 - Enrollment
 - Absenteeism
 - Lost Students
 - Student who dropped out
- K-12 Operational data specific to March 2020 to present.
 - Weeks out of school not including scheduled breaks. For example, out because of COVID but not online learning available
 - Weeks out of school with online learning available
 - Weeks in school
 - Home broadband connectivity
 - Digital tools provided:

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- Hotspot
- Tablets
- Computers

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- [Child Wellbeing Task Force COVID 19 impact report](#)
- [TERA using Tennessee Educator Survey data](#)
- Total Employed teachers/leaders 2020
- Total Teacher/ leader vacancies 2020
- Teacher/ leader retention spring to fall 2020
- Teacher/leaders turnover directly or correlated to COVID-19, March to November 2020
- Social and Emotional distress on teachers (may or may not be able to access data)
- Safety or district trust from teacher to schools or districts (may or may not be able to access data)
- Three-year post-secondary administrative trends across 18/19, 19/20*, 20/21* for these four data points:
 - Enrollment
 - Persistence y/y
 - Graduation
 - Hired into living wage job
- Operational post-secondary data specific to March 2020 to present.
 - Weeks out of school not including scheduled breaks. For example, out because of COVID but not online learning available
 - Weeks out of school with online learning available
 - Weeks in school
 - Home broadband connectivity
 - Digital tools provided:
 - Hotspot
 - Tablets
 - Computers
- Social and emotional effects on post-secondary students, March 2020 to present
- Fiscal impact by sector: associated costs of student loss/tuition loss, abbreviated semester, housing refunds, and early implications of revenue loss due to enrollment decline
- Coronavirus Relief Fund: Higher Education funds associated with the CARES Act and K-12 Relief funds.
- K-12 and post-secondary policies reliefs tied to COVID-19