

Meeting Takeaways and Recommendations

Fiscal Responsibility

1. GENERAL INFORMATION

Date:	January 24, 2022	Time:	12:00 pm - 1:00 pm
Location:	Microsoft TEAMS		
Chair:	Justin Owen		
Members in Attendance:	<p> Justin Owen Katherine Hudgins Chris Littleton Tom Tunnicliffe Harry Brooks Michael Hendrix Jim Ethier Kate Thompson David Perdue Karen King Tara Bergfield Senator Shane Reeves Jeremy Faison </p> <p><i>*Member names in bold indicate those present for this meeting.</i></p>		

2. DIRECTIONS

Topic

Please consider policy questions outlined in this document. Subcommittees may provide more policy ideas or considerations as well.

Subcommittee Policy Reflections and Feedback

Policy Idea	Subcommittee Feedback
Policy: Definition of Economically Disadvantaged	Current: Direct Certification

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Policy: Definition of Concentration of Poverty	Current: Attending a Title I School
Policy: Definition of Sparsity	Current: Students per square mile (federal is 10, but the range is 10-25 students)
Policy: Teacher Salaries	<p>Question: What, if any, requirements should the formula require on investing new education dollars into existing educator salaries moving forward?</p> <p>Targeting the ideal student teacher ratio Keep it simple and easy to understand Certain percentage of pay raises set aside to fund existing teacher salaries rather than hire new teachers (Texas example)</p>
Policy: Teacher Salaries	<p>Question: Are there any other policies for teacher salaries that should be included?</p> <p>Incentivize teachers in creative ways – direct some outcomes funding from the school to teachers directly (highly effective)</p>
Policy: Tutoring	<p>Question: This is required for students who score at “Below” on the 3rd grade TCAP beginning SY23-24. Should there be funding included in the formula for this legally required support?</p> <p>Yes, this must be funded for the first two or three years in order to be effective.</p>
Policy: CTE	Question: Please review the CTE content and provide feedback on how TN may choose to address CTE considerations.
Policy: K-2 Weight	<p>Question from the Steering Committee: How might you consider a K-2 weight or additional investment in the earlier grades?</p> <p>Recommend a different direction (Florida example) – they target K-3 and then 9-12 (tweak the base for these two spans) and then keep then 4-8 funded at the base amount</p>
Policy: Outcomes	<p>Question from the Steering Committee: They would like to see outcomes options for middle school. What outcomes does your subcommittee recommend?</p> <p>Set appropriate outcomes for each content area in middle school</p>

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	<p>High School ready (some evaluation measure to see if they are ready) Career Exploration</p>
Policy: Outcomes	<p>Question from the Steering Committee: They would like to see other outcomes options for elementary school. What outcomes does your subcommittee recommend?</p> <p>Literacy proficiency should be the key outcome</p>
Policy: Accountability	<p>Question from the Steering Committee: What accountability measures should be included in any new formula proposal, or what ideas do you have?</p> <p>Regular reexamination on how effective the formula is at getting the money to the classrooms, high need districts, supporting students, etc. Transparency itself should lead to multiple layers of accountability Outcomes-based funding must be tied to accountability and vice versa (school level) Parent perspective – more interested in consistent transparency in reporting before accountability</p>
Policy: Reporting	<p>Question: What information should be included in public reporting for school and for district level financials?</p> <p>Reporting will lead to accountability How will we create consistent, transparent, digestible reporting before moving into the accountability?</p> <p>Report true per pupil expenditure (including what percentage/amount comes from state, local, and federal funds) both district-wide and at school level. Display results at the backpack level – source of dollars funding the student and what is being spent on that student. Include reporting in items such as instruction time and curriculum. Standardized reporting format- student management system linked to financial reporting – those two components linked to academic performance</p> <p>First create consistency in what has to be reported.</p>

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	<p>Second provide support needed for districts/schools to do this reporting.</p> <p>Then the Dept. create a dashboard from the data that is submitted</p> <p>The dashboard should be simple and digestible to properly display information.</p> <p>If we want to tie expenditures into this formula – revenues don't equal expenditures. We need to keep this in mind.</p> <p>Reporting/presenting data by districts should be funded or be done at the state level on behalf of districts.</p> <p>Reporting on both inputs (revenue sources) and outputs (expenditures and outcomes)</p> <p>Acknowledge the proper level of funding needed to support new reporting by districts.</p>
<p>Policy: Funding Year</p>	<p>Question: Should funding reflect the current year or the prior year (as it does now)? For fast-growing districts, it may be beneficial to receive the funds in real time to meet the costs of that year and for declining enrollment districts, it may be harder to adjust budgets in real time. Given that challenge, are there mitigation ideas?</p> <p>FTE student count based on demographic and school district projections and then do actual accounts during school year. By having good projections and consistently revising the dollars would actually be tied to students and tied to local needs.</p> <p>Semi-annual growth adjustment (end of first semester and again at end of 2nd semester).</p>
<p>Policy: ADM Shifts</p>	<p>Question: Student enrollment may fluctuate down in a given year (up or down). Should there be any consideration for hold harmless or fixed costs, or should the funding be specific and reflective of the actual enrollment?</p>
<p>Policy: Maintenance of Effort</p>	<p>Question: How should we consider Maintenance of Effort at the local level? (It provides consistent funding but may deter local investment because of the requirement to continue).</p>
<p>Policy: Professional Development and Training</p>	<p>Question: Are there any professional development opportunities or additional supports that should be provided?</p>

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