

Meeting Takeaways and Recommendations

Urban District

1. GENERAL INFORMATION

Date:	January 26, 2022	Time:	2:00 pm - 3:00 pm
Location:	Microsoft TEAMS Click here to join the meeting		
Chair:	Cato Johnson		
Members in Attendance:	Cato Johnson Terrence Patterson Cardell Orrin David Jordan Tyler Boldin Ted Cornelius Ryan Hughes Chris Henson Dr. Joris Ray Candy Johnson Angela Whitelaw Senator Raumesh Akbari Rep. Eddie Mannis Darrell Cobbins <i>*Member names in bold indicate those present for this meeting.</i>		

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
<p>Policy: Definition of Economically Disadvantaged</p>	<p>Current: Direct Certification</p> <p>Direct certification does not capture all ED students.</p> <p>Title 1 status uses a multiplier to capture all ED status that aren't captured by other means. Consider something similar.</p>
<p>Policy: Definition of Concentration of Poverty</p>	<p>Current: Attending a Title I School</p> <p>Concern: School districts have some discretion in the decision of which will be Title schools. This could create variability across districts and the state.</p> <p>Including in the definition of concentration of poverty to include student mobility or transiency, housing insecurity, ACES, and neighborhood safety.</p> <p>Suggestion/Resource: Consider looking at "Ability to pay index" - county data, potentially available at a granular level; Data provide by Univ. of TN https://utextensionced.tennessee.edu/ability-to-pay-index/</p>
<p>Policy: Definition of Sparsity</p>	<p>Current: Students per square mile (federal is 10, but the range is 10-25 students)</p>
<p>Policy: Teacher Salaries</p>	<p>Question: What, if any, requirements should the formula require on investing new education dollars into existing educator salaries moving forward?</p> <p>Start w/ teachers then move to teacher-like roles. Requiring or incentivizing that these investments are prioritized and used as intended when the funds flow to the local level.</p> <p>Sufficient amount for teacher salaries (i.e. Southeastern average) and increase for other roles. In addition to increasing the base, the cost of living should be recognized as this varies across the state</p>
<p>Policy: Teacher Salaries</p>	<p>Question: Are there any other policies for teacher salaries that should be included?</p>

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	<p>Performance based should focus on achievement and growth</p> <p>Funds to recognize teacher leadership pathways in the schools and district or school-level roles to connect students who are experiencing barriers with nonprofits who can support addressing those barriers</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</p>
Policy: CTE	<p>Question: Please review the CTE content and provide feedback on how TN may choose to address CTE considerations.</p> <p>Retention and/or recruitment bonuses for CTE teachers who remain in the field rather than leaving for industry</p> <p>Funds for career counselors and apprenticeships/internship opportunities AND a strategy for connecting students to the future workforce that is directly tied to each community</p>
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>Support the PK-3rd grade band and supports as defined on draft framework</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>Socioemotional development Achievement and growth Attendance (to reduce chronic absenteeism)</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>Achievement and growth</p>

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<p>Policy: Accountability</p>	<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>Parameters with some flexibility and allowance for variability that work to ensure the funds are going to those roles and resources that are defined in the formula</p>
<p>Policy: Reporting</p>	<p>Question: What information should be included in public reporting for school and for district level financials?</p> <p>Financial record - being able to compare similar district on a socio- economic level within the state and comparison to large urban districts outside the state. Comparisons made outside of the state should include the amount those states are spending on education.</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>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>Maintenance of effort is a super important component and should have an inflationary factor similar to higher education.</p> <p>Ensure state, local, and district equity for our students with the highest needs.</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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	<p>This is a vital component! PD is a yearlong, ongoing process and is crucial. Pk-2 and high school is priority. School staff need emotional support as well as the professional development supports.</p>
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