

The Tennessee Investment in Student Achievement (TISA)





BEST FOR
ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE
ACCESS TO A HIGH-QUALITY EDUCATION,
NO MATTER WHERE THEY LIVE

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE
EQUIPPED TO SERVE THE ACADEMIC
AND NON-ACADEMIC NEEDS OF ALL
STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR
THE EDUCATION PROFESSION AND BE
THE TOP STATE IN WHICH TO BECOME AND
REMAIN A TEACHER AND LEADER FOR ALL

49-3-103: Tennessee Investment in Student Achievement is designed to...



Empower each student to read proficiently by third grade.



Prepare each high school graduate to succeed in the postsecondary program or career of the graduate's choice.



Provide each student with the resources needed to succeed, regardless of the student's individual circumstances.

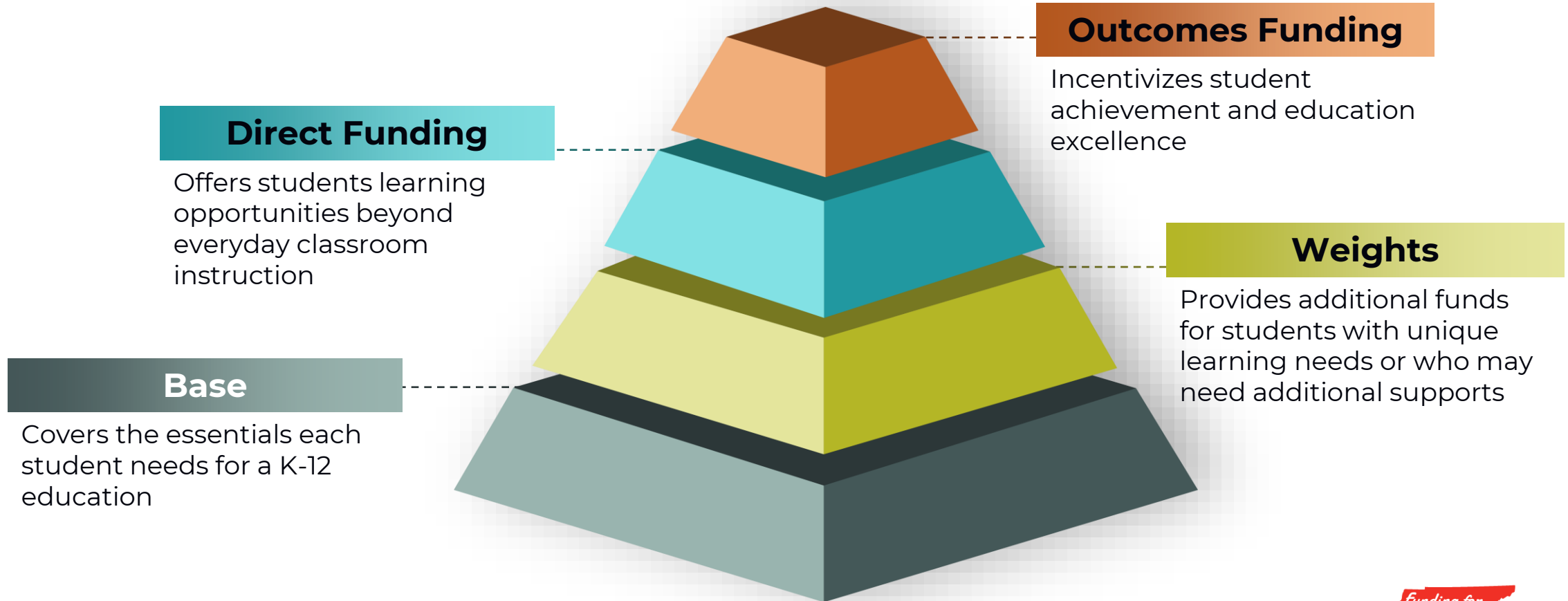
49-3-103: TISA Guide

By July 1 each year, the department shall create and publish a **TISA guide** outlining the department's procedures for administering the TISA. At a minimum, the TISA guide must:

- (1) Identify the **data that the department must receive** from each LEA for purposes of administering the TISA;
- (2) Explain **how and when the data identified** must be submitted;
- (3) Explain **how an LEA may dispute** an alleged error in an allocation;
- (4) State that the comptroller shall not approve a local government budget that fails to include the local contribution; and
- (5) Identify each LEA that qualifies as a **sparse district or a small district**.

49-3-105: Base, Weighted, Direct

Base + Weights + Direct + Outcomes



TISA - FY24 Projections			
Element	Amount	Students/Services	Funding
Base	\$ 6,860.00	# of eligible students	
WEIGHTS	Weight	Students/Services	Funding
Economically Disadvantaged	25%	# of eligible students	\$6860 x 25% x # of eligible students
Concentrated Poverty	5%	# of eligible students	\$6860 x 5% x # of eligible students
Small	5%	# of eligible students	\$6860 x 5% x # of eligible students
Sparse	5%	# of eligible students	\$6860 x 5% x # of eligible students
ULN 1	15%	# of eligible students	\$6860 x 15% x # of eligible students
ULN 2	20%	# of eligible students	\$6860 x 20% x # of eligible students
ULN 3	40%	# of eligible students	\$6860 x 40% x # of eligible students
ULN 4	60%	# of eligible students	\$6860 x 60% x # of eligible students
ULN 5	70%	# of eligible students	\$6860 x 70% x # of eligible students
ULN 6	75%	# of eligible students	\$6860 x 75% x # of eligible students
ULN 7	80%	# of eligible students	\$6860 x 80% x # of eligible students
ULN 8	100%	# of eligible students	\$6860 x 100% x # of eligible students
ULN 9	125%	# of eligible students	\$6860 x 125% x # of eligible students
ULN 10	150%	# of eligible students	\$6860 x 150% x # of eligible students
DIRECT			
K-3 Literacy	\$ 500.00	# of eligible students	\$ 500 x # of eligible students
4th Grade Tutoring	\$ 500.00	# of eligible students	\$ 500 x # of eligible students
CTE	\$ 5,000.00	# of eligible students	\$ 3,500-\$6,000 x # of eligible students
ACT	\$ 185.34	# of eligible students	\$ 185.34 x # of eligible students
Charter Facility	Existing Recurring	# of eligible students	\$22M / # of eligible students
OTHER FUNDING			
Outcomes	Varies		
Fast-Growing	Varies		
Cost Differential Factor	Varies		
Salary Equity	Varies		
TOTAL			

70/30 Split Each
State/Local

49-3-105:
Base, Weighted, Direct

All State

49-3-105: Base, Weighted, Direct

- **Rules:** Unique Learning Needs (SPED, EL, characteristics of dyslexia)
- **Rules:** CTE program (by year and value)
- **Salary Increases:**
 - A portion of any annual increase in the base funding amount may be restricted for the sole purpose of providing salary increases to existing educators
 - The state board shall increase the minimum salary based on the amount of funds restricted for salary increases

49-3-106: Student Outcome Incentives

- Subject to appropriations and rulemaking for what the outcomes measures will be (using prior year data)
- Commissioner must convene an advisory group:
 - 3 directors of schools (urban, suburban, rural)
 - 1 teacher
 - Chair - Education committee of the senate
 - Chair - Education administration committee of the house of representatives
 - Chair - Education instruction committee of the house of representatives
 - Chair of the state board of education
 - 1 parent of a student enrolled in a Tennessee public school
 - 1 resident of this state
 - 1 private business leader in this state
 - 1 member of a local school board.

49-3-107: Fast-Growing Stipends

- **Fast-Growing Student Stipend**

LEAs with current-year growth above 1.25% from the prior year will receive same-year funding for the additional students.

- **Fast-Growing Infrastructure Stipend**

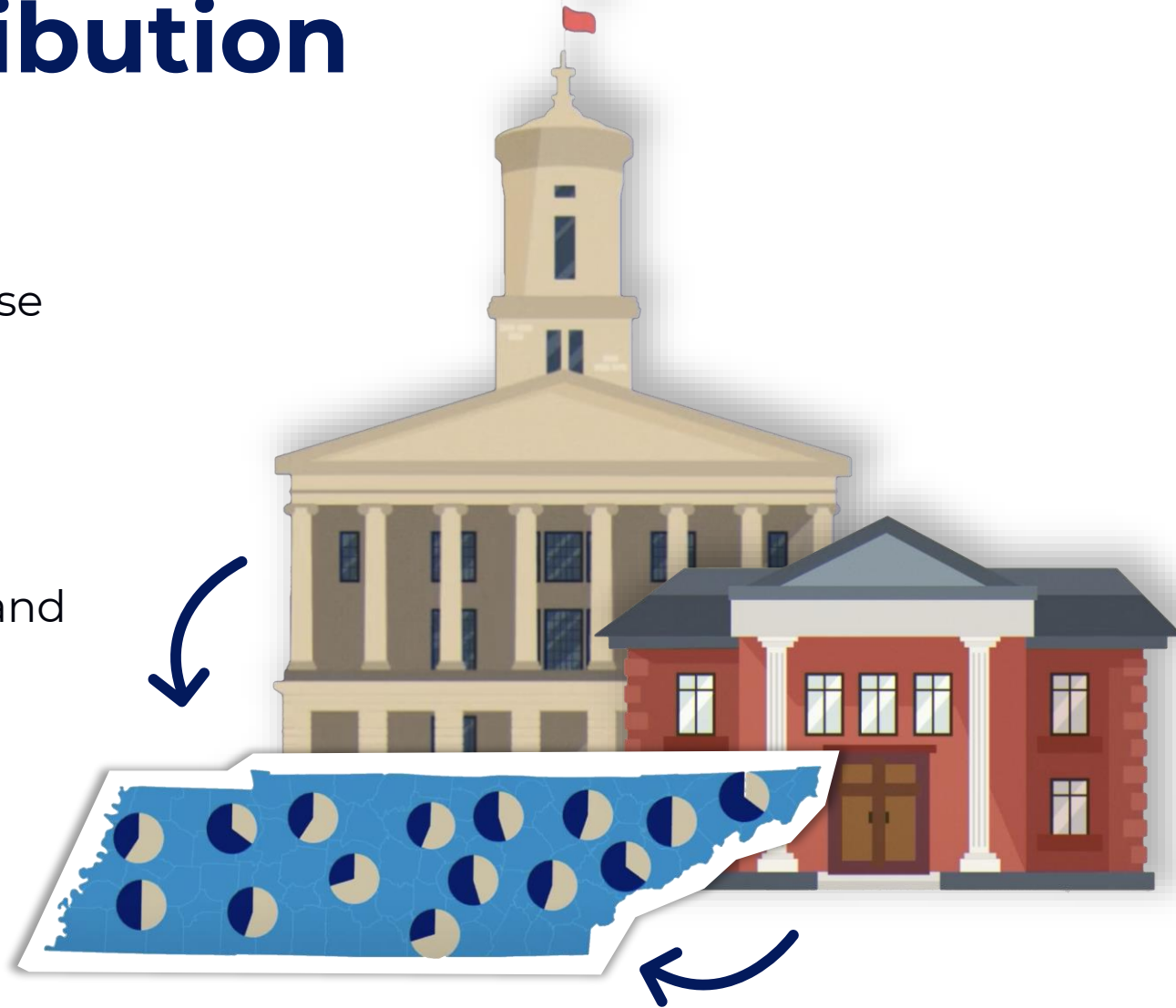
LEAs with 2% growth each year for three consecutive years may also receive an infrastructure stipend with remaining funds.

49-3-108: Distribution of funds

- Distribute periodically throughout the year (plan: same 10 periods).
- **LIMITED:** Districts who are not receiving more under TISA, will receive 100% of FY23 amount in Y1 of TISA, and then reduce by 25% each year (only as needed).
- LEAs may only experience a 5% decrease from the prior year, or the state will make up the difference of anything above that amount.
- Distressed or at-risk counties do not need to increase their MOE as a result of fiscal capacity. The state will cover that difference.
- Exception for Sevier County specifically because of prior legislative restrictions and an existing bond.
- Establishes a cost differential factor (CDF).

49-3-109 Local Contribution & Fiscal Capacity

- State and local share is split 70/30 for the base and weights only.
- The state will cover 100% of direct funding, outcomes and fast-growing.
- Fiscal capacity will be established by CBER and TACIR.
- Annually evaluated by the Comptroller and approved by the State Board of Education.



49-3-110: Professional Development

- **A no-cost professional development series on TISA will include training on:**
 - The TISA and TISA Guide
 - How to budget to increase achievement
 - How to connect achievement with investments
 - How to hold decision-makers accountable
- **Professional development for:**
 - Directors, state and local school board or governing board members, ED of SBE and Charter Commission, and state and local employees responsible for LEA and school budgets.
- **Optional professional development** will be provided at no cost for school employees related to maximizing investment to increase achievement



49-3-111: Improving Reporting

In addition to a committee, every LEA will have the opportunity to provide feedback and recommendations.

The department will produce a report each year, to include:

- An academic analysis
- Accountability report cards
- Executive summary of the feedback Reviews of experts (incl. Comptroller)

Detailed reporting on funding and spending will be publicly posted at the school and district levels, per federal requirements, and be included on the annual report cards.

Comptroller to complete in-depth study by December 31, 2024.



49-3-112: Transparency and Accountability

- **LEAs and School Boards**
 - Establish student achievement goals and explain how the goals can be met
 - Describe how the LEA's budget and expenditures enable the LEA to make progress (incl. return on investment of the prior year)
 - Must be presented for public comment
- **Districts and Public Charter Schools**
 - An LEA or public charter school with a D or F school may be asked to present to the State Board (or SBE committee) to discuss funding and outcomes
 - The results of that hearing may lead to the SBE asking the TDOE to: (1) take no action, (2) require a corrective action plan, or (3) require the TDOE to audit and investigate academic programming and spending.



49-3-112 and 49-3-114: Literacy and Progress Review Board (PRB)

- Establishes goals for student achievement, including the goal of seventy percent (70%) of the LEA's students in 3rd grade taking the ELA portion of the TCAP achieving a performance level rating of "on track" or "mastered"
- Board membership: commissioner, SBE chair, 2 members each appointed by speakers of the senate and house (2-year terms)
- 70% is the goal and each LEA must close the gap to 70% by 15% over each 3-year period.
- Reviewed annually
- At the end of 3 years, the PRB may recommend the commissioner to require training

49-3-112: Accountability Requirements

- Beginning in the 2024-25 school year, an LEA, or a public charter school and its authorizer, may be required to appear for a hearing before the state board, or a committee of the state board appointed by the board chair, if the LEA or public charter school operates a school that receives a “D” or “F” letter grade pursuant to § 49-1-228.
- At the conclusion of the hearing the SBE may recommend the department impose one (1) of the following corrective actions:
 - Require the LEA or public charter school implement and submit a corrective action plan to the department for approval. Corrective action plans may include recommendations from the SBE or department. The department shall report on the LEA or public charter school’s implementation of the corrective action plan to the state board.
 - Require the department to audit and investigate the LEA or public charter school’s academic programming and spending. The department shall report the outcomes of the audit and investigation to the SBE.

49-3-113: TISA Review Committee

- Beginning in 2026, SBE shall establish a TISA review committee which includes the executive director of SBE, commissioners of education and F&A, comptroller, TACIR director, House and Senate education committee chairs, and the director of the office of legislative budget analysis, and at least 1 member from each of the following groups: teacher, school board member, director of schools, county government, municipal government that operates an LEA, finance director of an urban/suburban/rural school system.
- Meets 4x per year and shall review the base, weights, direct funding, and outcomes funding (incl. revisions, additions, or deletions)
- Provides an annual report on November 1 of each year with recommendations on TISA, as well as an analysis of instructional salary and benefits disparity among LEAs.

TISA Rulemaking

- TISA requires the department to promulgate rules on the following components:
 - 10 categories of unique learning needs (49-3-105)
 - Direct allocation amounts (49-3-105)
 - Student-generated outcomes goals (49-3-106)
- SBE must issue a positive, neutral, or negative recommendation on any rules established by the department to effectuate TISA.
- On June 6th, the Department released the [proposed TISA rules](#) to collect public feedback.

TISA Rulemaking Timeline

- **June 6:** Proposed TISA rules released, and public comment period begins.
 - All public comment should be submitted to Tisa.Rules@tn.gov.
- **July 21:** Department presentation at the State Board workshop on the proposed TISA rules.
- **July 28:** Public rulemaking hearing at 9:00 a.m. CT at the Ed Jones Auditorium in the Ellington Agricultural Center (416 Hogan Road, Nashville, TN 37220).
- **August 2:** Deadline to submit public comment on the proposed TISA rules.
- **August 11:** State Board special called meeting to issue a positive, neutral, or negative recommendation on the proposed TISA rules.

Thank you & Questions

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