TISA Steering Committee Meeting

May 31, 2023, 2:00 PM CST, Microsoft Teams

Meeting Notes

Attendees

Debra Moody, House Education Instruction Chairlady
Warren Wells, Member, State Board of Education
Bo Griffin, Director of Schools, Millington Municipal Schools
Steve Barnett, Director of Schools, Johnson City Schools
Justin Robertson, Director of Schools, Hamilton County Schools
Jen Aprea, Parent, The Arc Tennessee
Melissa Collins, Teacher of the Year, Memphis-Shelby County Schools
Teresa Winter, CFO, Bartlett City Schools
Teresa Sloyan, Executive Director, Hyde Family Foundation
Jack Powers, Regional Legislative Director, ExcelinEd
Gini Pupo Walker, Executive Director, EdTrust

TDOE Staff Attendees

Penny Schwinn, Commissioner of Education
Chelsea Crawford, Chief of Staff
Sam Pearcy, Deputy Commissioner of Operations
Meghan McLeroy, Chief of Statewide Supports
Eve Carney, Deputy Commissioner of Districts and Schools
Aimee LaGrone, Senior Director of Engagement
Reed Cook, Director of Legislative Affairs
Grace Shelton, Asst. Commissioner of Program & Financial Performance & Evaluation
Kate Sanders, Manager of Engagement & External Partnerships
Nia Perry, Engagement Specialist

Greetings and Opening Comments

Commissioner Schwinn welcomed the committee members and shared that the conversation for the meeting would be around the framework, presentation, and how the department will communicate information to different audiences for TISA reporting.

There will be parents, school faculty and staff, district leaders, elected officials, and policymakers who will access this information. Each group will need a different user experience to get their input, so the goal is to create various user experiences within the

site. To accomplish this goal, Commissioner Schwinn encouraged the steering committee to speak candidly about what they believe will make the most sense for the framework.

Commissioner Schwinn stated there were three questions we needed to answer with TISA Reporting.

1. How much money is going to a school, district, etc.? How should we present information at the various grain sizes?
2. Do I understand or know how we spend the money? (i.e., academics, facilities, etc.) *Commissioner Schwinn noted that reporting must communicate that districts spend money as different schools generate and spend money differently.*
3. How do I work with the data provided to answer other questions? *An example question is, "How are other schools investing in students with disabilities or English learners"? Data should be in a numeric and written format. Having preprocessed tools such as charts, graphs, and graphics are also helpful.*

Commissioner Schwinn reiterated that this tool would track accountability and measure the return on investment, but it is not a teaching tool. The tool is student-facing to discover their needs and possibilities as we strive to do what is best for all students.

Priority 1: Data Reporting
Grace Shelton shared that data transparency is central to our mission at TDOE and for TISA Reporting. She stated that a primary goal is to place meaningful, actionable data in the hands of parents, teachers, and legislators so that they can make the most strategic investments and decisions on behalf of their students.

As the Assistant Commissioner of Program & Financial Performance & Evaluation, Grace's team works with data literacy and reporting for the department.

Best for All Central
- Best for All Central (BFAC) is a hub owned by the department with digital resources. This tool connects digital reporting platforms like the State Report Card and Professional Development at-home learning activities.
- Grace highlighted Best for All Central as an opportunity to connect the data, practice, and additional resources housed in the hub as it aligns with the department's mission to create a cohesive digital reporting suite to fill the accountability and transparency gap.

State Report Card
- The State Report Card informs stakeholders how Tennessee schools and districts are performing to inform decisions and strategic investments to best support students. In addition to the information available in previous years, the 2022 State

Report Card has sections to provide additional school and district data and indicators.
- The updated State Report Card includes the following:
  - TCAP results and participation rates
  - Designation flags to indicate Best for All Districts, Reward, Priority, ATSI & CSI schools
  - Improved accessibility across district and school pages
  - Redesigned overall performance and information pages

Finance Reporting
- The 2022-2023 Financial Report Card (BEP) will look different this year compared to next year. The immediate next release of the report card will include BEP expenditure data with a few elements to prepare stakeholders for TISA required reporting – a new way of reporting that dramatically increases transparency and understanding.

Grace reviewed requirements related to funding.
- Federal
  - Per-pupil expenditures must be reported for federal, state, and local funds.
  - This includes the actual personnel and non-personnel expenditures of federal, state, and local funds. There is no requirement to disaggregate by personnel and non-personnel.
  - There is disaggregated information by source of funds for each LEA and each school in the state for the preceding fiscal year.
  - These reports must also be included on the local state report card.
- State
  - There is a requirement to submit an annual report to the Governor
  - The statistical account of receipts and disbursements to public schools must be completed. This is currently satisfied through the annual statistics report.

There are a few additional requirements and considerations related to TISA Reporting, which include the following:

TISA Reporting
- LEA Level –Funding: Summary of the total amount funded
- LEA-Level-Spending: Summary of the total amount spent
- School Level
  - Certain limitations on funds as coded to the school or district
  - Tangible resources are coded to the school
  - Optional local funds

- Return on Investment: school and districts should be able to link spending to specific programs to allow for ROI calculations

Priority 2: Improved State Report Card

Graced shared that the State Report Card has been updated with new features such as:

- In addition to new metrics like letter grades, the 2022-23 Report Card will have new features, including a comparison tool, a "dive deeper" option, and a TISA Calculator.
- Users will also be directed to this year's TISA allocations and can read messages directly from school and district leaders about their strategic investments for next year.
- Additional pages will also be built out that align with TISA weights and outcomes bonuses.
    - Note that many components are under development.

Comparison Tool

A highly requested new function allows users to select multiple schools or districts and compare across various indicators.

- The homepage for the comparison tool includes:
    - About this school with overview information and designations
    - Academic insights
    - Demographics
    - Programs and extracurriculars
    - Finance data

- The Comparison tool page has a map showing where that school is located.
- There are various filtering options, such as schools within a five-mile radius and reward schools.
- Each search gives access to the specific schools for an in-depth comparison.
- There will be an ability to look at schools that generate similar amounts of TISA dollars.
- Users can see a school's overall letter grade, enrollment of educators, distinctions, and badges that schools and districts can earn, percentage of subgroups, TCAP and grade performance, extracurricular activities, etc.
- The Comparison Tool will look at TISA allocations from districts and schools also.
- Grace asked committee members to consider three questions when providing feedback for finance data:
    - What will a user expect to see in this tab?
    - What information is most useful to compare across schools?
    - What questions will stakeholders want to be answered here?
- Grace encouraged the committee to take time and think about these questions. The committee may contact Grace or Chelsea Crawford with feedback.

TISA Calculator

The TISA Calculator will display how much each student would generate under the TISA formula. The user can confidently answer yes or no to indicators showing how much their student receives under the TISA formula.

- The calculator lists what items receive additional funding, which is helpful for transparency in reporting.
- Grace asked committee members questions to consider when providing feedback for the TISA Calculator:
    - What should a parent gain from this report?
    - What questions should they have?
    - How can we connect them to the right resource if they have questions?

Discussion Items and Questions about the State Report Card

- A committee member shared that comparing BEP reporting to TISA reporting may take much work for stakeholders to understand. They believe it would be helpful to compare BEP and TISA reporting side by side.
    - The department shared that there are thoughts related to an expanded finance information page to explain how money generates under the BEP and TISA and clarify which year is reported.
- A committee member asked if the department planned to articulate the idea of TISA being a funding formula vs. a spending plan to stakeholders.
    - The department shared that TISA will be emphasized as a funding formula in communication with stakeholders. Schools and districts will explain how and why they invested funding in a specific way compared to another school or district.
- A committed member asked if guidance on the ROI is coming from the department or if districts will handle it themselves.
    - The department shared that guidance for the ROI will come from both the department and district. Outcomes funding is essential for TISA reporting. Legislators and other stakeholders are interested in how our investments reflect student outcomes like early literacy and post-secondary opportunities. TISA expenditures will speak to those items in the report. Districts and schools have specificities that vary from other counterparts. There are going to be decisions at the local level that will need validation or areas of exploration for potential new investments. The State Report Card will support that search.
- A committee member asked if the report would show the same outcome for every district. They highlighted that creating consistency seems complicated as the state is diverse. They recommend connecting districts' strategic plans and the key performance indicators within our strategic plan to each individual State Report Card.
    - The department shared that the State Report Card will be consistent. There also is constant feedback on connecting each local strategic plan and concerns about difficulty with reporting. The goal is to gather and analyze

feedback to find common themes to support districts with data literacy and storytelling.

- A committee member shared that transparency within the TISA formula will allow us to learn from each other in ways not available with the BEP. They recommended that the ROI components have the correct variables available to ensure users see fair comparisons because each district or school is unique demographically, academically, etc. An ROI tool can connect to each district's specific learning best practices and the increase in student achievement.
  - The department shared that the first year of the State Report Card will reflect BEP expenditures and TISA allocations. Clear communication from the department will help with understanding reporting.
- A committee member suggested that alongside the strategic plan for each district, there should be an LEA plan connected to each State Report Card.
- A committee member asked what role private schools will have in reporting public outcomes. They stated for transparency and accountability, the private school data is beneficial if they have vouchers to receive public school funding.
  - The department shared that currently, non-public schools are not represented on the State Report Card. There are requirements that non-public schools would need to meet to be able to participate in the ESA program or other choice programs.
  - Commissioner Schwinn highlighted that TISA dollars will never go to private schools. TISA dollars are only legally allowed for public and public charter schools. Private schools and non-public schools have a calculation on how much funding they generate through legislation, but that's not connected in the TISA formula. However, reporting the performance of students who receive vouchers is a fair point for accountability.
- A committee member shared their concerns about parents accessing such specific data, which may increase unwarranted questioning about fairness and opportunity. There is value in having the school's budget, how much a district generates, and unique learning needs percentages listed. Parents may question why their child isn't receiving money compared to another child.
- A committee member added the specificity of the TISA calculator is transformative. While there may be some concerns and sensitive matters to consider, this is an opportunity for parents to understand the formula by presenting them with the right tools to contextualize their findings. There will be different scenarios, but closing the gap of misunderstanding is vital.
- A committee member suggested that there should be consideration of what other data we should equip parents with to answer their questions. Also, there should be an insight into schools and districts prioritizing their spending and how that translates into the data. The data will help parents advocate for their students.
  - Grace responded and encouraged the committee to provide feedback on the right questions to ask that support their students, the funding they are receiving, and the investment districts and schools can make on their behalf.

Based on the information shared, data should not exist in a silo. There may be consideration of housing information else or providing more guidance.

- A committee emphasized the need to help stakeholders understand this is a funding formula vs. a spending plan will be beneficial. What guidance will be provided for explanation?
  - Grace shared that the department would like the committee's assistance on The TISA Calculator functionality so that understanding of the tool is noticed in translation.
- Grace asked if there were other comments or questions regarding The State Report Card.
  - A committee member would like APR indicators included on the State Report Card to track districts' performance, spending those unique learning need dollars towards improving student outcomes for students with disabilities.

Wrap Up/Announcements

- The following resources are examples of tools that can help the committee think about functionality and opportunity for The State Report Card.
  - [Oklahoma State Report Card](#)
  - [North Carolina State Report Card](#)
- Commissioner Schwinn explained that there is little finance reporting, but the links shared are a good starting point. North Carolina has the information portion and Oklahoma shows various ways to connect different data inputs.
- Commissioner Schwinn would like the steering committee to focus on the financial analysis data. If there are other resources to help with insight, please send those to [Grace Shelton](#) or [Chelsea Crawford](#).
- Commissioner Schwinn thanked the committee for their partnership and appreciated their work. This being her last meeting as Commissioner of Education, she is excited about the effort and outcomes of TISA implementation.

Adjourn

Next meeting: June 26, 2023, at 4:00-5:00 CT via Microsoft Teams