

Outcomes

The chart (below) reflects an initial version for the outcomes section of the proposed Tennessee Investment in Student Achievement (TISA). Please note that in the current TISA proposal, **this would need to go through a rule-making process between the Tennessee Department of Education and the General Assembly Government Operations Committee, which includes a public comment period.** Further, the statute also provides for the opportunity for the commissioner and stakeholders to come together for annual discussions on the outcomes section. Any annual changes to the outcomes section would also need to go through rule-making via the Government Operations Committee in the General Assembly.

The TISA is designed to support students reading on grade level by 3rd grade and post-high school success. As a result, the outcomes section prioritizes proficiency on the 3rd grade Reading TCAP, a college-ready score (21) on the ACT or significant improvement on the retake, and students who earn a Tier II or Tier III industry credential. The outcomes bonus is higher for those students who are economically disadvantaged as a way to acknowledge the additional support that may be needed for those students. Further, by providing a pathway in high school for the ACT or industry credentials, the outcomes component of the formula equally prioritizes those students who are on-track for a four-year university, a TCAT, or directly to a career.

To highlight the alignment throughout the formula, these areas are specifically named in the goals section of TISA, receive specific funding in the Direct Funding component of the formula and are also emphasized in the Outcomes section. Below is a chart of what it would look like if outcomes funding was provided last year, based on current data reported to the department.

Category		Outcome	Dollar Amount	Percent of Students
Literacy	Not Economically Disadvantaged	Base x 20%	\$1,372	45.9
	Economically Disadvantaged	Base x 40%	\$2,744	21.73
ACT Score of 21 ¹ or Industry Credentials	Not Economically Disadvantaged	Base x 20%	\$1,372	34.77
	Economically Disadvantaged	Base x 40%	\$2,744	6.93
Post High School	All Students	Base x 5%	\$343	42

Under these circumstances, the state would invest an additional \$104.4M in outcomes. This would be covered through an appropriation, and supplemented with the funding that is typically reverted each year (thereby maximizing dollars already budgeted for K-12 education).

¹ The department will work with stakeholders to determine the appropriate amount of growth for the ACT. These figures measure the number of students who reached a 21 (college-ready score) and/or who earned a Tier II or Tier III industry credential.

The department has also completed a five year projection that assumes a 150% increase in reading for non-economically disadvantaged (68.85%), doubling reading for economically disadvantaged (43.46%), doubling college and career readiness for non-economically disadvantaged seniors (69.54%) and tripling that same metric for economically disadvantaged seniors (20.79%). Assuming 50% of students matriculate to college or their aligned career, the total state investment would be \$150.8M.