Data and Decision Making

Shannon Gordon, COO

Vijay Gollapudi, CIO

BEST FOR ALL

#TNBestforAll

TN Department of Education

Scan Here to Submit Your Questions!
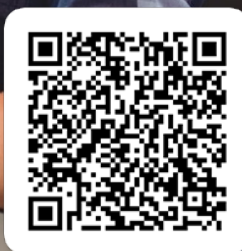
BEST for ALL

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
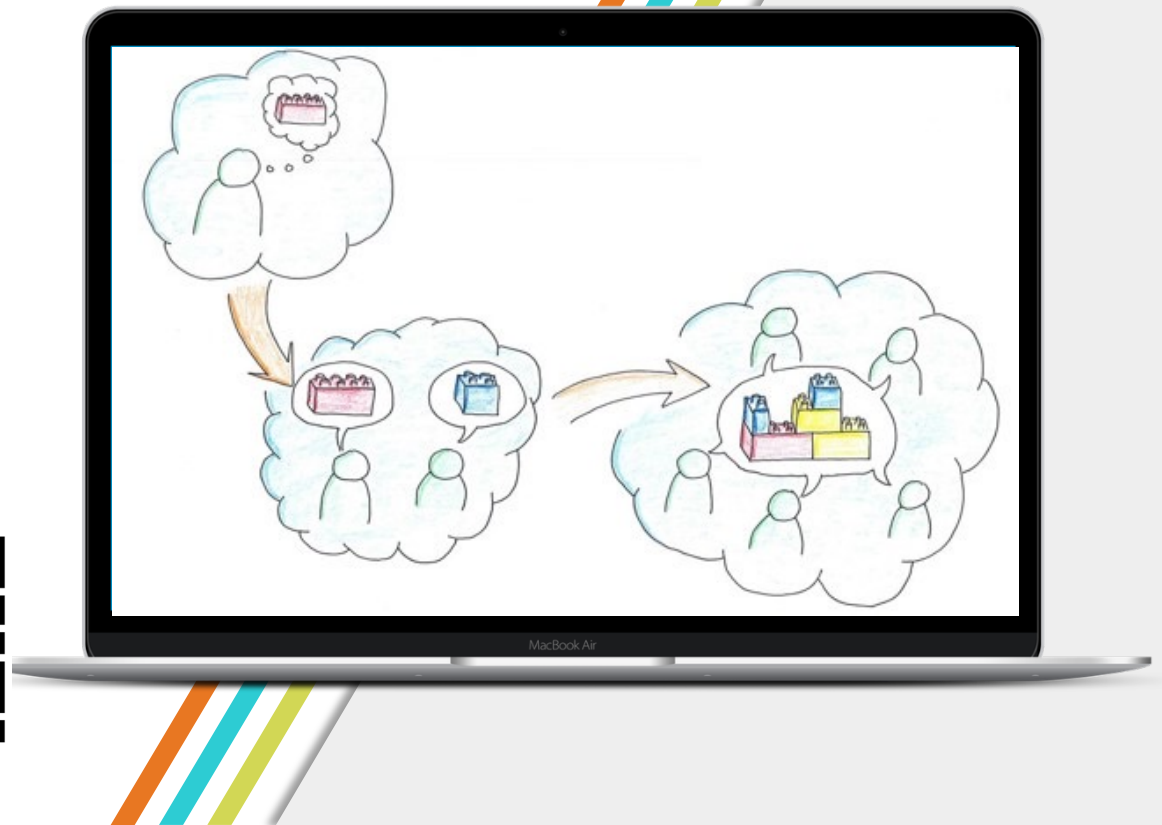
EDUCATORS

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

Three Questions

You came to the session today to get answers to what three questions?

Scan here to submit your questions

LEA Resources

Giving district and school leaders flexibility over their resources isn't what drives change; it's **what leaders do with those resources** that drives change.

Data Driven Decision-Making

- Data accuracy is a key attribute of high-quality data

- Inaccurate data needs to be identified, documented and fixed to ensure that teachers, administrators, stakeholders and other end users are working with good information

- Data consistency, where there are no conflicts between the same data values in different systems or data sets is important

- A lack of duplicate data records in databases; data currency, meaning that data has been updated as needed to keep it current; and conformity to the standard data formats created by an organization reduces conflicts between the same data values in different systems

- Meeting these factors helps produce data sets that are reliable and trustworthy and available to support data-based decision making when needed

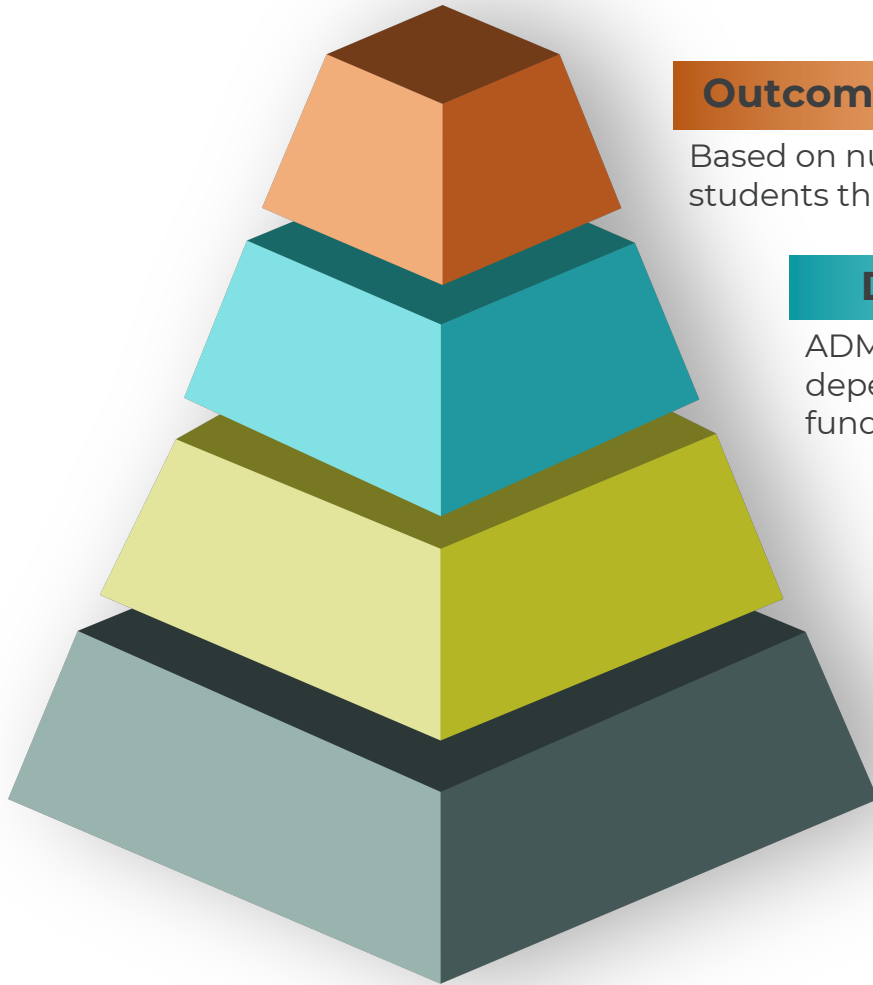- TISA will be calculated on the data submitted by LEAs

Scan here to submit
your questions

FOUNDATIONS

TISA Data Collection & Formula Calculation

Outcomes Funding

Based on number of students that meet criteria

Direct Funding

ADM or Enrollment based, depending on the type of funding

Weights

15 Elements that are ADM based for students that meet classification criteria

Base

Calculated using Average Daily Membership (ADM)

Scan here to submit your questions

TISA Data Collection & Formula Calculation

Element
Base ✓
WEIGHTS
Economically Disadvantaged
Concentrated Poverty
Small
Sparse
ULN 1
ULN 2
ULN 3
ULN 4
ULN 5
ULN 6
ULN 7
ULN 8
ULN 9
ULN 10
DIRECT
K-3 Literacy
4th Grade Tutoring
CTE
Charter
ACT

The calculated <u>PER PERIOD</u> **Average Daily Membership (ADM)** will be used

- Same calculation that is used today per period
- Per period length still the 20-day instructional period
- Primary enrollments only

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Weights

15 Elements that are ADM based for students that meet classification criteria

Economically Disadvantaged:

- I, J, H, U, FOS01 categorization
- Students with more than 1 of the classifications will be counted only once

Concentrated Poverty:

- Total ADM of all eligible Title 1 Schools in the district
- Title 1 eligible schools list comes from the Consolidated Funding Application in ePlan submitted by the LEA

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SMALL:

- If the base ADM is less than or equal to 1000, the base ADM value will be used

SPARSE:

- Means a county LEA located in a county with fewer than twenty-five (25) students per square mile
- For designated Sparse districts, the base ADM value will be used

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Unique Learning Needs: Sum of ADM of students receiving Special Education and Related Services

- Special Education Option 1 ADM
- Special Education Option 2 ADM
- Special Education Option 3 ADM
- Special Education Option 4 ADM
- Special Education Option 5 ADM
- Special Education Option 6 ADM
- Special Education Option 7 ADM
- Special Education Option 8 ADM
- Special Education Option 9 ADM
- Special Education Option 10 ADM

A student can have no more than 4 ULN's attributed to them.

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- **K-3 Literacy:** K – 3rd Grade ADM

- **4th Grade Tutoring:** 3rd Grade ADM & TCAP Performance Level Data

- **CTE:** Program of Study by Student & Course Membership ADM

- **Charter:** Public Charter Schools ADM

- **ACT:** 11th and 12th Grades ADM

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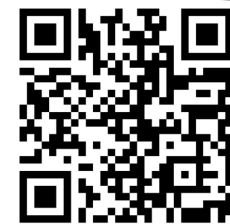
Outcome Bonuses

Elementary

A student who scored "meets expectations" or "exceeds expectations" on the 3rd grade ELA TCAP or any Student who scored "approaching" or "below" on the 3rd grade ELA TCAP but demonstrated Significant Growth on the 4th grade ELA TCAP generates an outcome bonus

Middle

A student who scored a combination of "meets expectations" or "exceeds expectations" on both the 8th grade ELA and math TCAP or who demonstrated Significant Growth from both the 7th grade ELA and math TCAP to both the 8th grade ELA and math TCAP generates an outcome bonus

Post Secondary Readiness Assessment: A Student who scored a composite score of 21 or higher on the ACT, or a Student who increases his or her composite ACT score by at least four (4) points between the first 11th grade ACT and a subsequent ACT

High School Industry Credential: A Student who earned a Tier II or Tier III industry credential

High School Students with Disabilities: A Student in a graduating class cohort who meets at least 3 of the 4 State Annual Performance Report Indicators

A student can generate one outcome bonus.

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- ADM for each component of the TISA formula shall be calculated using all nine (9) reporting periods, weighted equally

- ADM data shall include reporting data for early graduates, inclusive of all student attributes

- The Department shall ensure all LEAs can appeal and correct substantive reporting discrepancies by reporting period through a formal process to be detailed in the TISA guide

- The Department shall ensure all LEAs have the opportunity to appeal final TISA allocations due to an alleged error in the calculation process within fifteen (15) business days from the issuance of final allocations

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BEP Data Reporting- EIS Today

- Today, membership and attendance data is calculated and attested to for **each period** through the Attendance Funding application.

- After the attestation of data, the current system allows for ongoing error resolution, data changes, and "cleanup" that impacts prior period data – **our data is a moving target**

- Throughout the year, various interim period data is used for BEP calculations
  - Periods 2, 3, 6, and 7 data were used for BEP calculations

- Final "cleanup" is due in June

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TISA Data Reporting

- For school year 2022-2023, each data source will have "snapshots" taken for each reporting period

- Snapshots will hold the data static for the reporting periods as of when the snapshot is taken

  - Successful appeals will update impacted data snapshots

- For reporting, data collection elements will be reported for each period.

  - Reporting will also include the current "average" values across all elapsed and snapshot periods up to the reporting date

- Reporting at district and school level

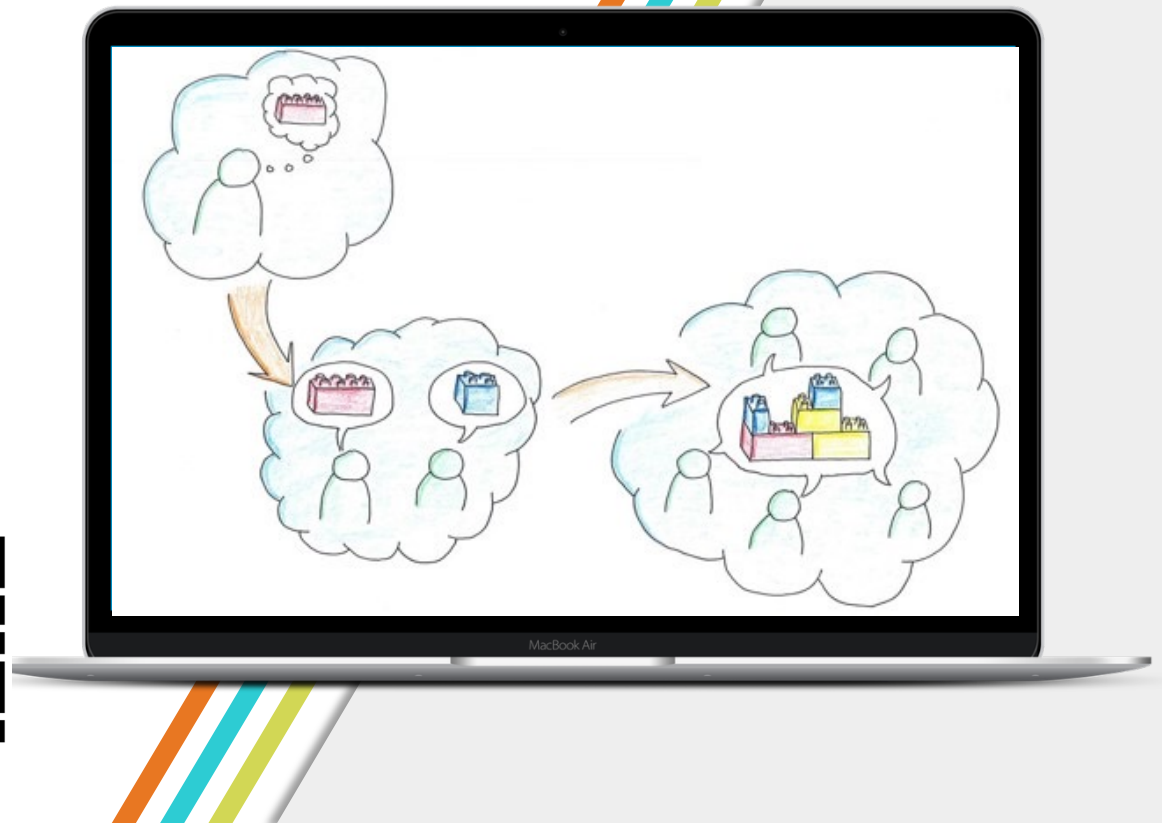Scan Here to
Submit Your Questions!

Think - Pair - Share

What resources do you need in your district to properly reconcile and resolve issues found in EIS?

What do you need from other districts to solve data issues you are seeing?

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EIS Errors

- 4 Stages of failure
  - Stage 1 – Loading of Files
  - Stage 2 – Snapshots to different copies of db for calculations reporting
  - Stage 3 – Calculations and Reporting
  - Stage 4 – Application/Front-end errors for EIS production
- This year, we have had:
  - 4 Stage 1 Errors
  - 2 Stage 2 Errors
  - 5 Stage 3 Errors
  - 3 Stage 4 Errors (App Unavailable)

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Block Approval Errors

- As of 9/21, across the state, there are ~46K block approval errors showing in EIS
  - 38K – Master Schedule block approval errors (Duration or Period not correct)
  - 6900 – Student Enrollment Codes/Duplicate Enrollments
  - 887 Calendar Issues

- These are errors that originate in the districts SIS packages that prevent ADM completely from calculating for the district.

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Impact on TISA Reporting (Failing to ensure ADM fully calculated)

Period Number	ADM	ADM2
Period 1	0	35897
Period 2	35879	35879
Period 3	35900	35900
Period 4	35901	35901
Period 5	35895	35895
Period 6	35890	35890
Period 7	35897	35897
Period 8	35900	35900
Period 9	35900	35900
Average for Funding Purposes	31,907	35,895

- Failing to make sure ADM can be calculated in a period will reduce the funding average
- In an extreme case, a whole period missing affects the average by almost 4,000 kids.

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Impact on TISA Reporting (Failing to ensure ADM fully calculated)

Period Number	ADM	ADM2
Period 1	31000	35897
Period 2	32789	35879
Period 3	34098	35900
Period 4	35901	35901
Period 5	35895	35895
Period 6	32000	35890
Period 7	33000	35897
Period 8	35900	35900
Period 9	35900	35900
Average for Funding Purposes	34,054	35,895

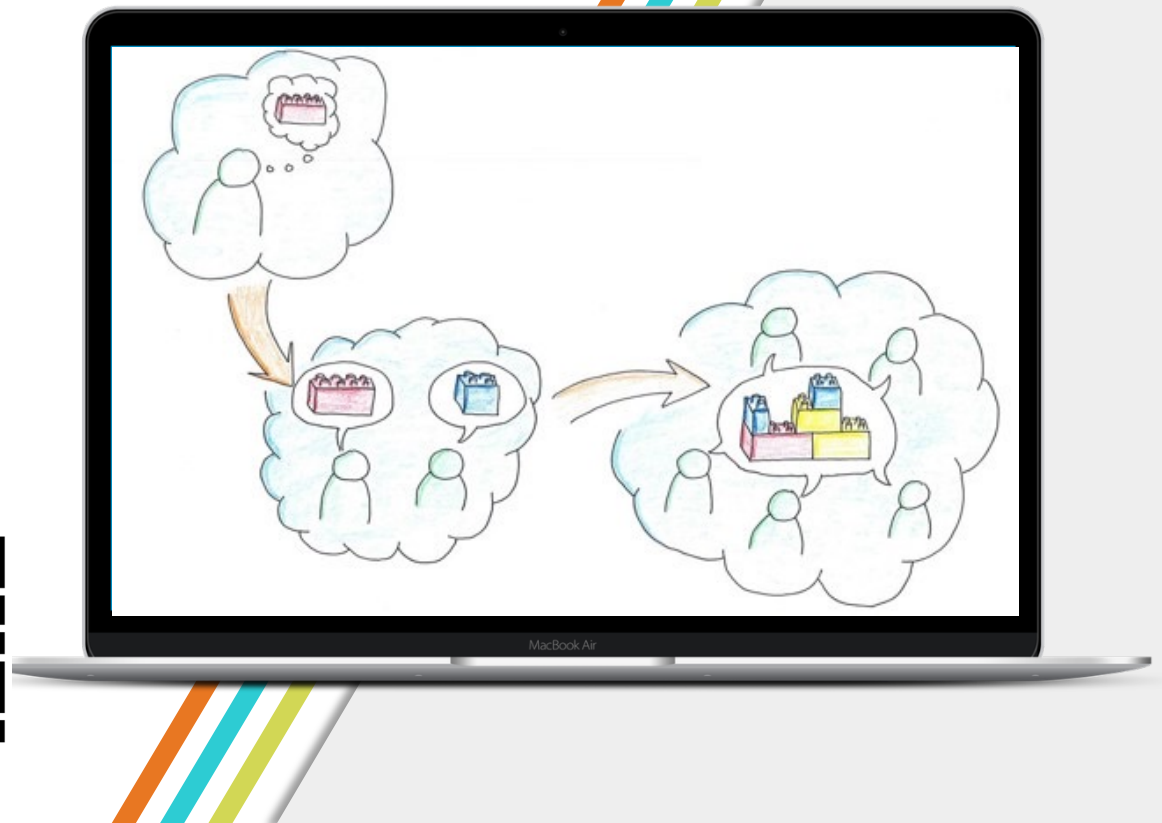- Delays in clearing errors that fully calculates ADM on all students can impact base funding

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Think - Pair - Share

Under what circumstances do you use Enhanced
Data Entry for EIS?

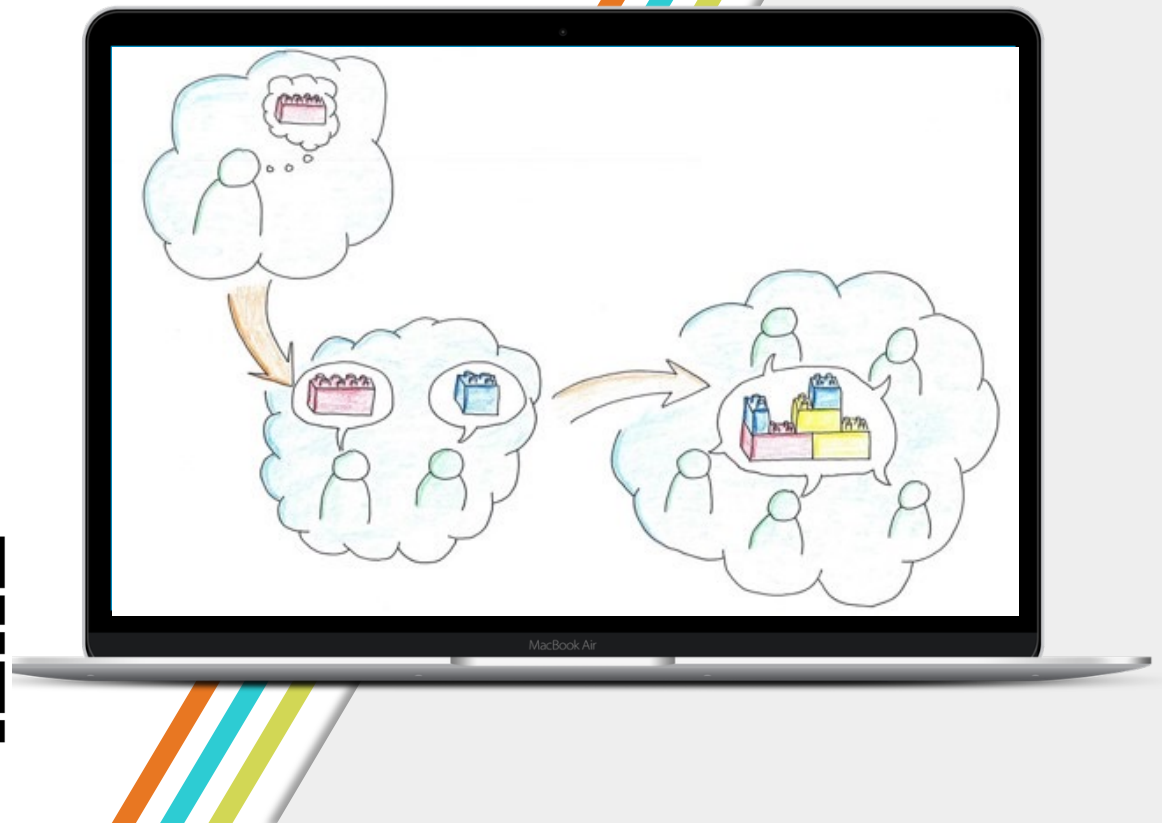Scan here to submit
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Think - Pair - Share

What additional resource (people, process, systems) do you need in your district to have the capacity to work on data quality?

What do you need TDOE to differently to better support your success?

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Strategic Budgeting Takes Work

- Adopt **data quality measures** to ensure accuracy, completeness, consistency, and up to date reliability

- Develop strategies to overcome **organizational resistance,** the most difficult hurdle to overcome

- <u>Avoid</u> the instinct to continue **using familiar processes**

- Cultivate a willingness across key stakeholders to **embrace new ideas and strategies** is critical

- **Establish a structure** for planning, preparation, decision-making and communication to happen

- Build a **shared effort across district leadership team members** to ensure alignment of resource allocations to instructional and other district priorities

- Provide **professional learning opportunities** to staff and key stakeholders on expectations and how to use resources effectively to achieve goals

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FOUNDATIONS

Student-Based Funding

EQUITY
Resources are distributed equitably based on student need

TRANSPARENCY
Clear and easily understood rules for where, how and why resources are allocated

FLEXIBILITY
Schools implement research-proven instructional strategies and allocate resources to support them

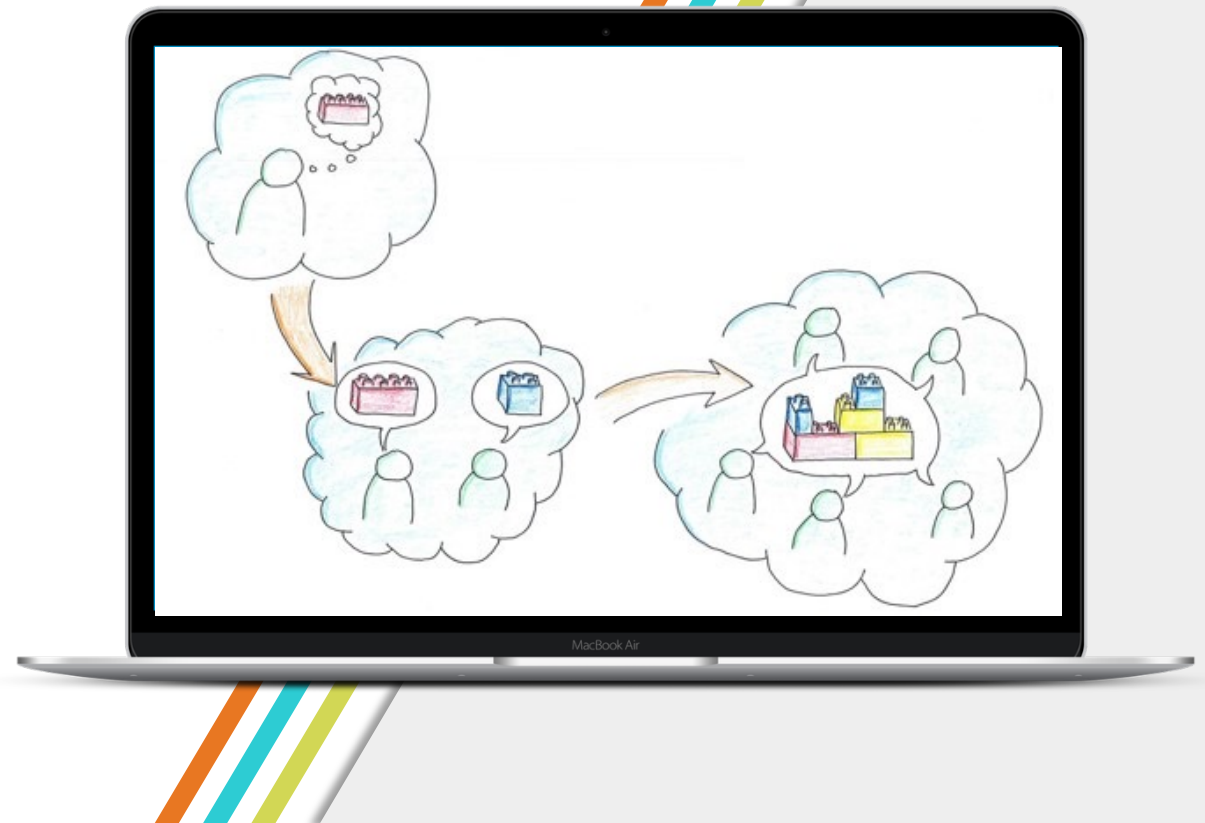Scan here to submit your questions

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FOUNDATIONS

Think - Pair - Share

What information/guidance do you want to see in the TISA guide?

What grain size or level of detail will assist you in communicating data quality needs and information to your colleagues?

Scan here to submit your questions

Questions?

Shannon Gordon
Chief Operating Officer

Vijay Gollapudi
Chief Information Officer

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