

TISA – Moving into Year 2

Maryanne Durski

Chief Financial Officer | Finance Division

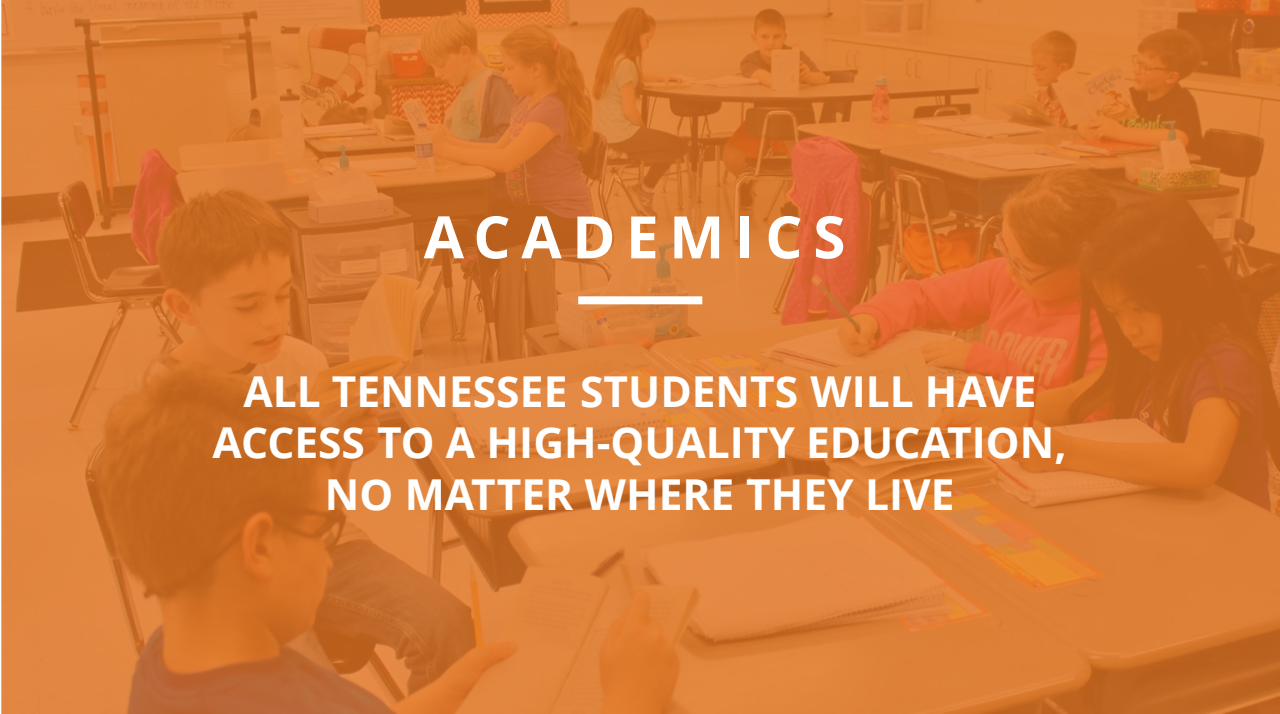
Spring Fiscal Workshops 2024





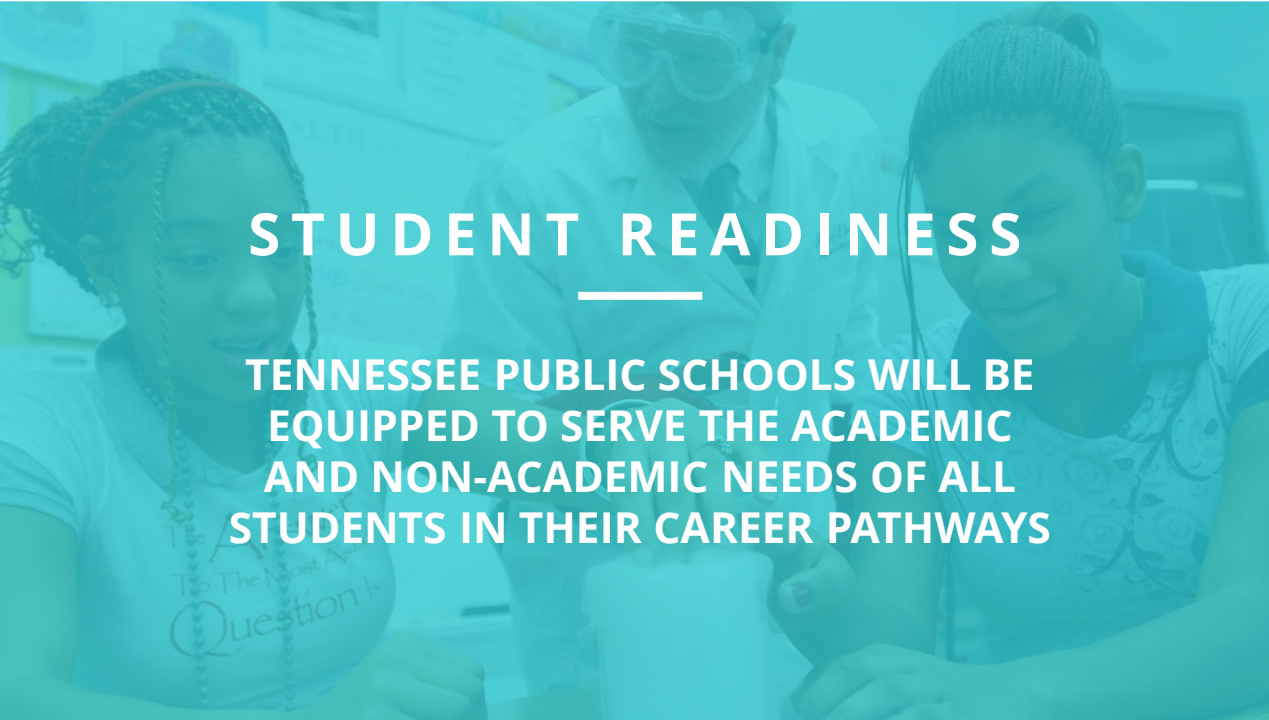
BEST FOR ALL

We will set all students on a path to success.



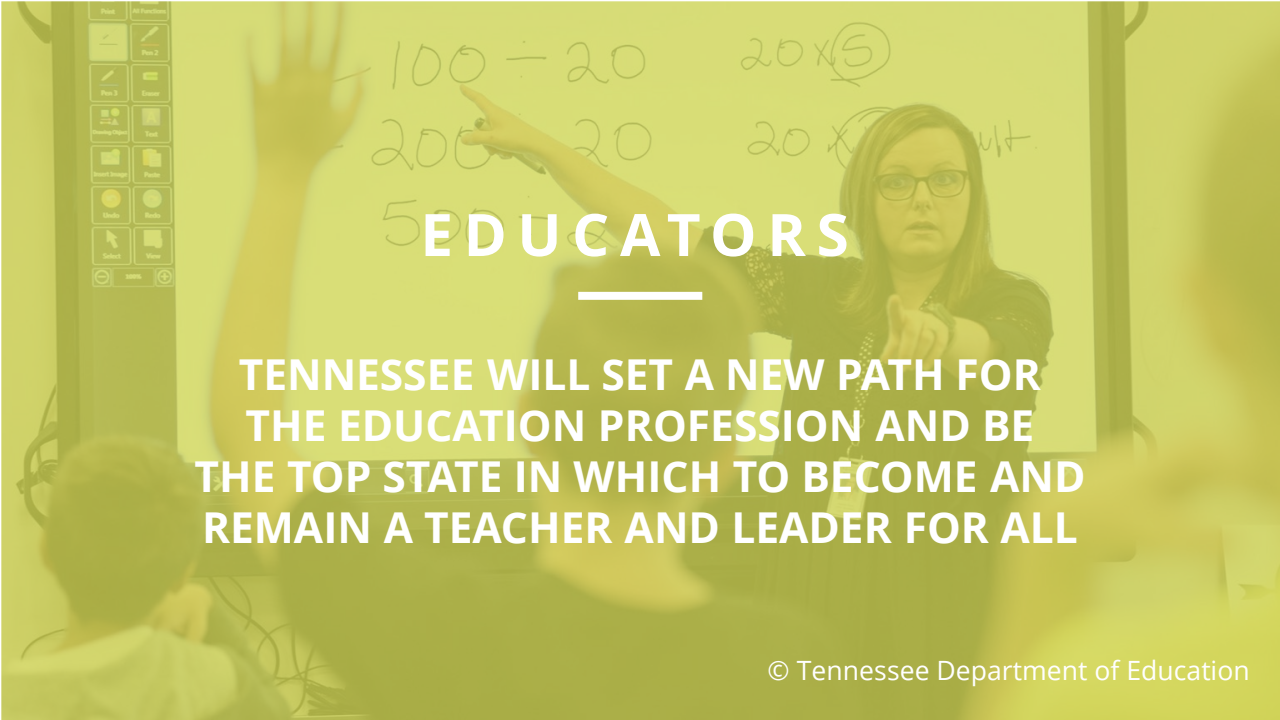
ACADEMICS

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



Agenda

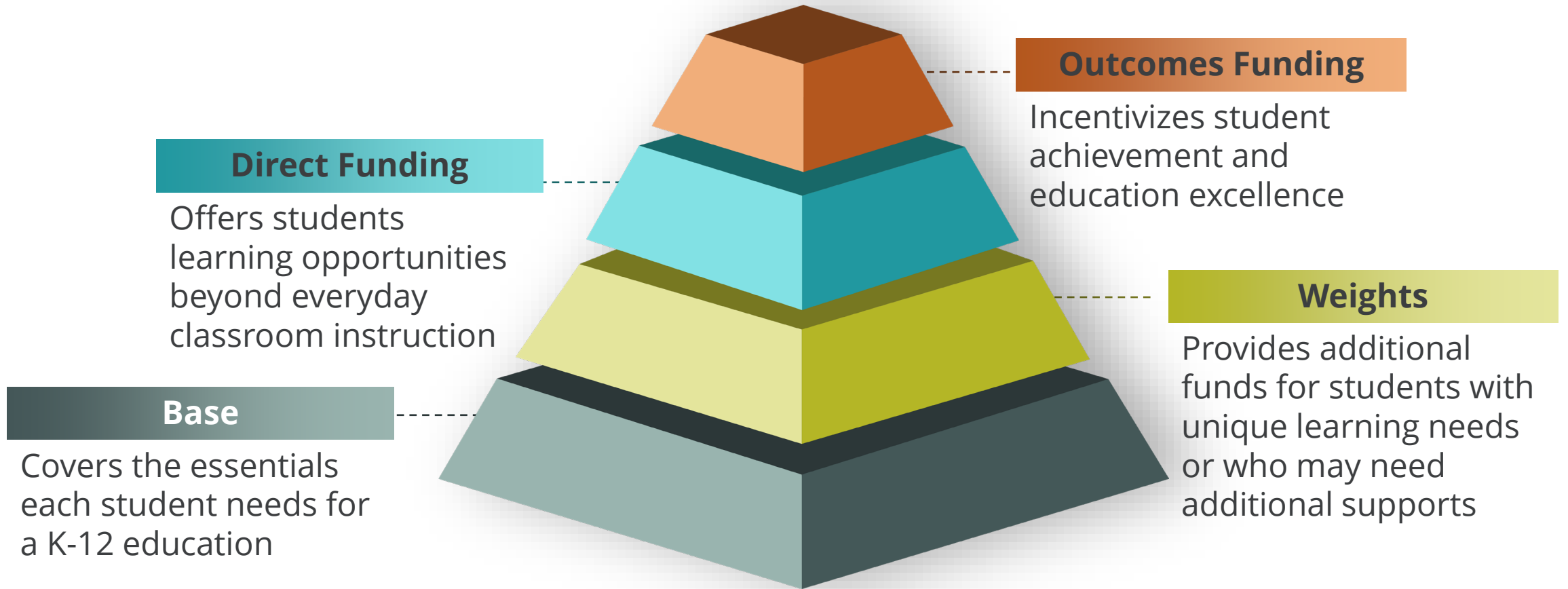
- TISA Formula – What’s new and what’s the same?
- Local Contribution
- Supports for Districts
- Questions
- Resources



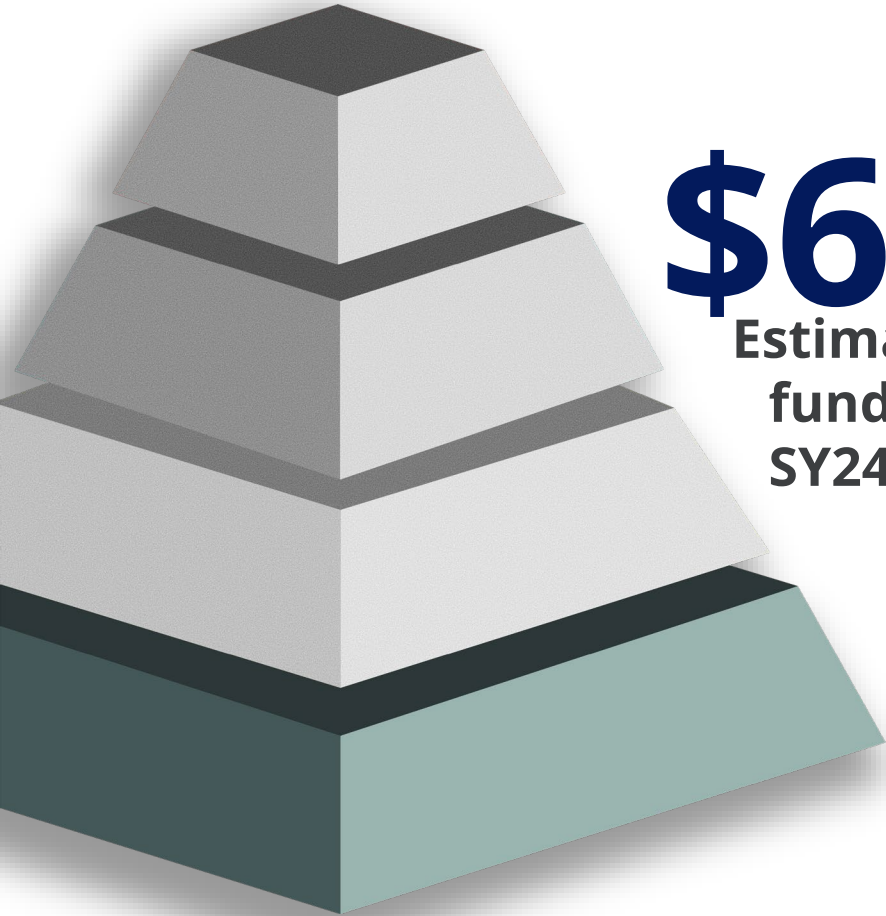
TISA Formula – What’s new and what’s the same?

TISA Student-Based Funding Formula

Base + Weights + Direct + Outcomes



Overview: Base Funding



\$6.8B

Estimated base
funding for
SY24-25

- Covers the basics of education needs such as teachers, school counselors, principals, facility operations, and more
- Gives every student the same, strong education foundation
 - Schools are funded on a student basis
 - Base funding is the same for every student in the state, regardless of student's geographic location
- Base is \$7,075 in FY2025



\$125M

**included in the TISA base to further
increase public school teachers'
salaries in FY25**

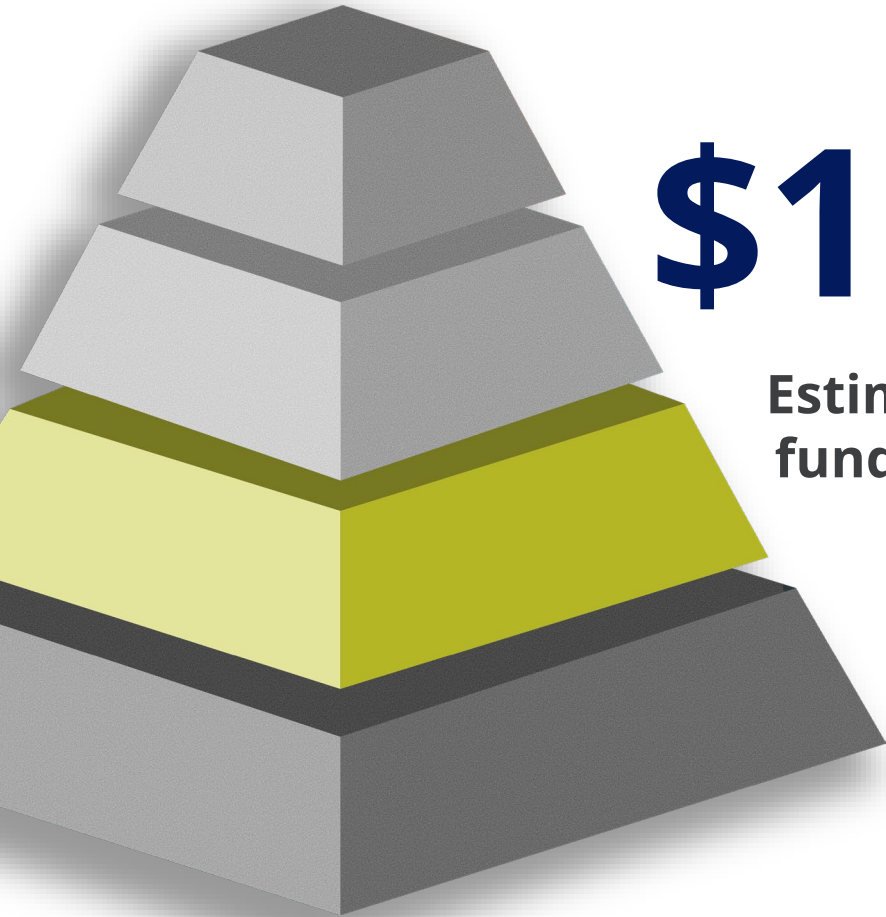
Supporting Teachers

- TISA law provides for the Governor and General Assembly to target education funding increases to go to raises for existing educators
- Requires increases in education funding to also trigger increases to state minimum salary schedules, raising wages for educators and making Tennessee a strong state to become and remain an educator
- \$125 million included in base funding for FY25
- Restricted for increases to the salaries of existing educators
- Minimum salary will increase to \$44,500 in FY25 per law passed in 2023

Existing Educators

- TCA § 49-3-104 (11) “**Existing educator**” means an individual who is evaluated pursuant to § 49-1-302(d)(2) and who provides direct service to students at school sites;
- Any person holding a license issued by the State Board of Education that is evaluated to receive a level of effectiveness **AND** provides direct services to students could fall within the definition: school counselors, school psychologists, librarians, etc.
- Administrators and supervisors would not fall within this definition.

Overview: Weight Funding



\$1.8B

**Estimated weights
funding for SY24-25**

- Ensures every student's education needs are supported by providing additional funds as multipliers onto the base funding
- Provides additional resources for:
 - Economically disadvantaged students
 - Concentrated poverty
 - Students living in small or sparse communities
 - Unique Learning Needs
 - Students with Disabilities
 - English Learners
 - Students Experiencing Characteristics of Dyslexia

Individual Needs - Definitions

- **Economically Disadvantaged:** Current definition – direct certification, homeless, migrant, runaway and foster
 - Note: Students who are **only** coded Medicaid Free or Medicaid Reduced are **not** included in Economically Disadvantaged for funding
- **Concentrated Poverty:** Students attending a Title I eligible school
- **Small:** District with 1,000 or fewer students
- **Sparse:** District with fewer than 25 students per square mile
- **Unique Learning Needs (ULN):** Current 10 special education options of service, students with characteristics of dyslexia and English learners

ULNs in TISA Law & Rule

TISA Law

- ULNs are divided into 10 categories ranging from ULN 1 through ULN 10, aligned to higher levels of support necessary to meet the student's unique learning needs.
- Each ULN has a weight percentage assigned to correspond to services needed.
- The ULN's weight is multiplied by the base funding amount to generate additional funds for students.

ULN	Weight
ULN 1	15%
ULN 2	20%
ULN 3	40%
ULN 4	60%
ULN 5	70%
ULN 6	75%
ULN 7	80%
ULN 8	100%
ULN 9	125%
ULN 10	150%

Students with Disabilities

Assessment

Initial Evaluation
and Annual
Reevaluation

Plan: Individualized Education Program (IEP)

- IEPs capture services and hours needed to support the student's instructional needs as determined by the IEP team
- Services and hours are translated into special education option codes in the state system
- A student may generate both a primary and secondary option code, if applicable
- Option codes are then assigned into specific ULNs based on the TISA Rule

Students with Disabilities

Special Education Option Code	Services / Hours Descriptions	Unique Learning Need Assignment
Option 1	Consultation - Minimum of 2 contacts/month, except OT/PT (minimum of 3 contacts/year). Time must be reported. Direct Services equal to or less than 1 hour/week. Related Services equal less than 1 hour/week.	ULN 1
Option 2	Direct Services more than or equal to 1, but less than 4 hours/week; or any one Related Service more than or equal to 1, but less than 4 hours/week.	ULN 2
Option 3	Direct Services more than or equal to 4, but less than 9 hours/week; or any one Related Service more than or equal to 4, but less than 9 hours/week.	ULN 3
Option 4	Direct Services more than or equal to 9, but less than 14 hours/week; or any one Related Service more than or equal to 9, but less than 14 hours/week.	ULN 6
Option 5	Direct Services more than or equal to 14, but less than 23 hours/week; or any one Related Service more than or equal to 14, but less than 23 hours/week.	ULN 7
Option 6	Ancillary Services - Attendant provided so that the student can have at least 4 hours/day in less restrictive and general education settings.	ULN 8
Option 7	Direct Services - Special Education services 23 or more hours/week; or, any one Related Service 23 or more hours/week.	ULN 9
Option 8	Self-Contained or CDC - The sum of all direct services plus related services listed below plus up to 10 hours/week of special education educational assistant in the general program equals 32.5 or more hours/ week. In addition, at least two Related Services from those specified below must be received for at least the minimum times listed. <ul style="list-style-type: none"> •1 Hour/Week: Psychological Services, Counseling Services, Speech/Language Services, Vision Services, Hearing Services •3 contacts/year, with time span reported: Occupational Therapy, Physical Therapy 	ULN 9
Option 9	Residential Services - Provided 24 hours/day.	ULN 10
Option 10	Hospital/Homebound - Provided 3 or more hours/week.	ULN 10

English Learners

Assessment

Home Language,
Entry Screener,
WIDA

Plan

Individual
Learning Plan (ILP)
in TN PULSE

Data Used to Inform TISA

- English Learner status
 - Receiving direct services
 - Receiving indirect services
 - Transition Year 1 or 2
- Number of years receiving English Learner (EL) services
- WIDA scores

Funding

- In FY25 funding will be provided for all students who meet the criteria as defined in rule **and** who have a finalized ILP in TN PULSE.
- Funding will be based on the full ADM generated based on the student's **enrollment** date in FY25.

English Learners

TIER 1: *English Learners*

- Transition Year 1 or 2 students OR
- Students receiving indirect services OR
- Long-term English learners (7+ years of ESL services)

TIER 2: *English Learners*

- Receives direct ESL services AND
- Meets one of the following
 - Has received ESL services for 4+ years OR
 - WIDA score above 3

TIER 3: *English Learners*

- Receives direct ESL services AND
- Has received ESL services for a maximum of 3 years AND
- WIDA score of 3 or lower

EL Tier	Assigned ULN
EL Tier 1	ULN 2
EL Tier 2	ULN 4
EL Tier 3	ULN 5

Students with Characteristics of Dyslexia

Assessment

Composite on universal reading screener or an LEA's Early Warning System, **and** deficiencies in 50% or more of the grade-appropriate subtests

Plan

ILP – Characteristics of Dyslexia (ILP-D)

- Characteristics of dyslexia is an identification of a unique set of reading challenges and is not synonymous with a specific learning disability in reading.
- Students whose parent/guardian decline an ILP-D or a student who has an IEP to support deficiencies in basic reading, reading fluency, or reading comprehension do not qualify for Characteristics of Dyslexia ULN
- All students with active ILP-Ds are assigned to ULN 2
- In FY25 funding will be provided for all students who meet the criteria as defined in rule and who have a finalized ILP-D in TN PULSE
- Funding will be based on the full ADM generated based on the student's **enrollment** date in FY25

ULN Funding

- Students may generate up to four ULNs
 - Two for special education services (primary and secondary option codes)
 - One for English Learner Tier
 - One for Characteristics of Dyslexia
- Students may generate the same ULN more than once



Overview: Direct Funding



\$465M

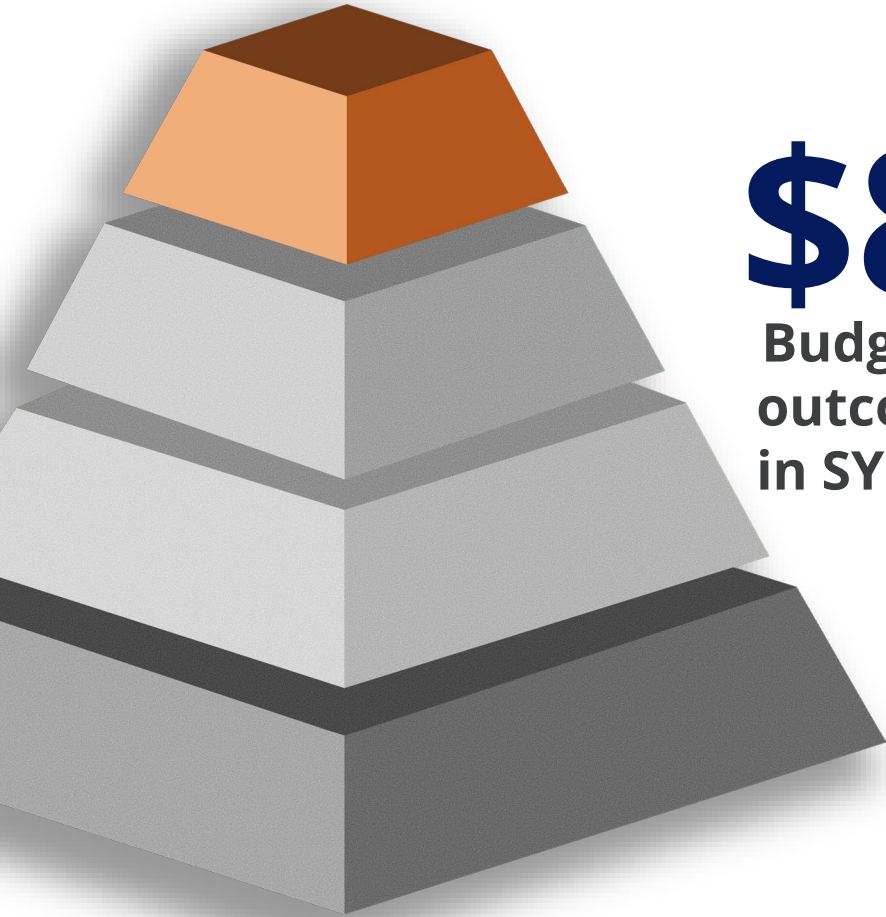
**Estimated direct
funding for SY24-25**

- Supports programs that offer students learning opportunities beyond everyday classroom instruction
- Targets funding to high priority educational areas
 - K-3rd grade literacy
 - 4th grade literacy supports for students who need more support
 - Career & Technical Education
 - Post-secondary assessments (ACT & Retake Opportunity)
 - Charter supports

Direct Funding

- CTE funding will remain at \$5,000 per CTE ADM in FY24-25.
- CTE portion of the TISA rule is currently undergoing a rule change.
- The funding level will be held constant with expected differentiation levels implemented gradually in future funding years.

Overview: Outcomes Funding



\$80M

**Budgeted for
outcomes funding
in SY24-25**

- Incentivizes achievement and education excellence by awarding student-based bonuses when students demonstrate success in educational careers
- Acknowledges student academic success and improvement for
 - Early literacy in elementary schools
 - Math and ELA in middle schools
 - College and career readiness benchmarks in high school

Outcomes Overview

- Capture student-based performance indicators
- 100% state-funded, no local contribution
- Awarded once per year based on outcomes from prior year
- Students may generate one outcome bonus in elementary school, one in middle school, and one in high school



Outcomes Targets

- Broken down by grade bands
- Expressed as a percentage of the TISA base



Outcome Targets

Elementary School

Target

- Student scores “meets expectations” or “exceeds expectations” on 3rd grade ELA TCAP; OR
- Student scored “approaching” or “below” on the 3rd grade ELA TCAP and demonstrates significant growth on the 4th grade ELA TCAP

Source

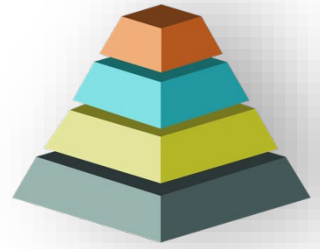
- State TCAP results (or reaching higher performance level on state alternate assessment)

Value

- Generates bonus of **10%** of the base funding amount
- Generates bonus of **20%** of the base funding amount if student is identified as ED, EL, or SWD

Outcome Targets

Middle School



Target

- Student scores “meets expectations” or “exceeds expectations” on **both** the ELA and Math sections of the 8th grade TCAP; OR
- Demonstrates significant growth from 7th grade TCAP to the 8th grade TCAP on both the ELA and Math sections

Source

- State TCAP results (or reaching higher performance level on state alternate assessment)
- For students with disabilities, may also include the student’s alternate assessment, when taken in lieu of the TCAP, should the student score at the highest performance level

Value

- Generates bonus of **10%** of the base funding amount
- Generates bonus of **20%** of the base funding amount if student is identified as ED, EL, or SWD

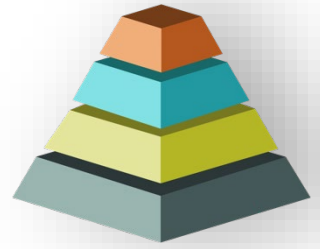
Outcome Targets

High School

- Earned EPSO Credit in at least two (2) Early Post-Secondary Opportunities (EPSOs) and either scored a composite score of 21 or higher on the ACT, or increased his or her composite ACT score by at least four (4) points between the first 11th grade ACT and a subsequent ACT; or
- Earned EPSO Credit for three (3) EPSOs; or
- Scored 31 or higher on the Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT) and earned EPSO Credit in at least two (2) EPSOs.

Outcome Targets

High School



- Available for graduating class of students identified as students with disabilities who did not generate bonus funds on above criteria
- District must meet state goal for the percentage of students receiving instruction 80% of the day in the general education setting as defined in the state's Annual Performance Report (APR Indicator 5); and
- Student achieves at least 2 of the targets below:
 - Graduation with a general education diploma
 - Proficiency on state's alternate assessment
 - Meets post-school outcome goals such as enrollment in higher education, participation in other postsecondary or training program, or obtaining competitive employment
- Generates bonus of **10%** of the base funding amount



Outcomes Funding

- Available funding level set annually in state budget
- Outcome bonuses are pro-rated if the statewide total generated exceeds state budget
- If statewide total bonuses generated is less than state budget, excess funds roll into next year's outcomes funding

Outcomes Funding

- In FY24, 3 payments were made
 - December 2023
 - Elementary School Outcomes
 - Middle School Outcomes
 - High School Goal 1 Outcomes (old rule)
 - February 2024
 - High School Goal 2 Outcomes (old rule)
 - March 2024
 - High School Goal 1 Outcomes (new rule)
 - Any additional students who earn a bonus under the new rule who did not previously earn a bonus under the old rule
- In FY25, 1 payment will be made in December

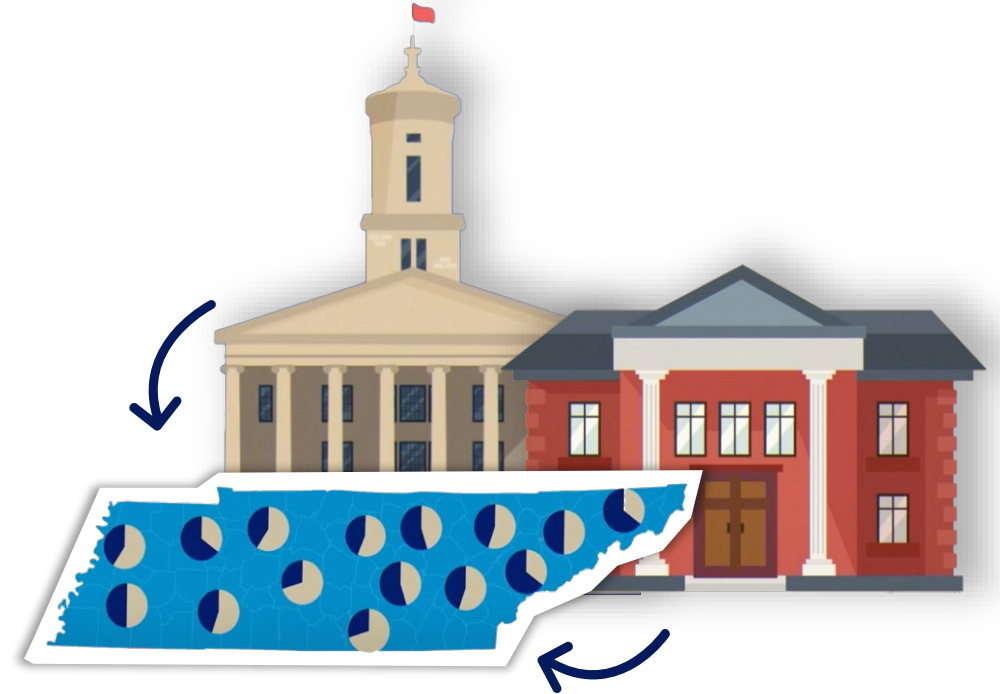


Local Contribution

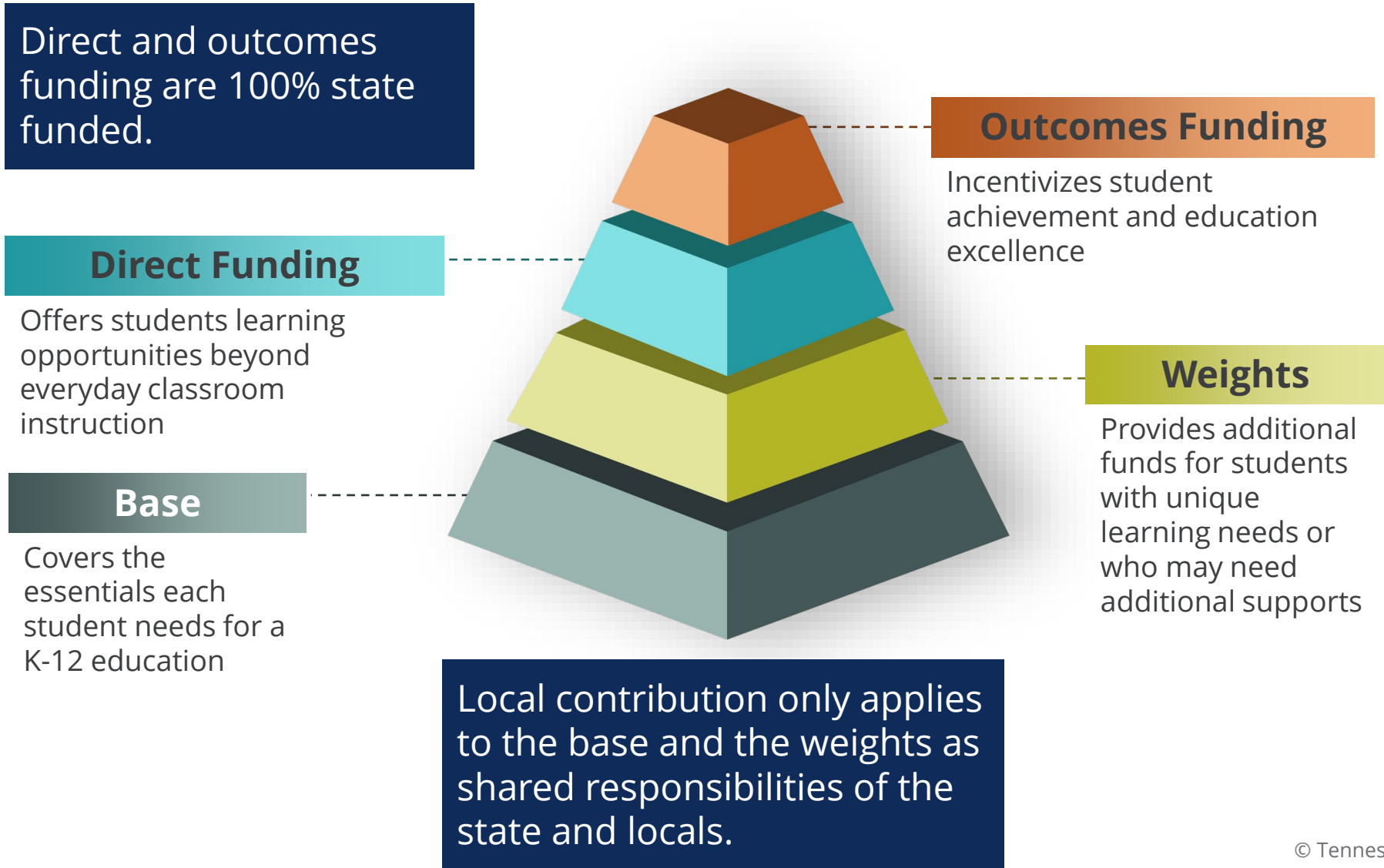


Local Contribution

- Funding is a shared responsibility between the state and local governments.
- TISA first calculates the total formula education dollars.
- Local contribution calculates how much of the total funding will be provided by the state and how much will be provided by each local government.



TISA - Local Contribution Elements



Key Terms

Local Share:

Set percentage of *all* funds statewide generated for the base and weights for which local governments are responsible (30%)

Fiscal Capacity:

Calculation using CBER and TACIR to measure each county's ability to raise funds to support education

Local Contribution:

Funding amount each individual district is expected to receive from its local funding entity

Maintenance of Effort:

Requires local funding bodies to budget the same or more funds to education as in the immediately prior year (not changed under TISA)

Steps to Calculation

1. Determining Local Share
2. Applying Fiscal Capacity
3. Multi-System County Calculation
4. Totaling Base & Weights Local Contributions

Step 1 - Determining Local Share

TISA State & Local Contributions Estimate					
		BASE			WEIGHTS
1. Calculation of Statewide Local Share					
Statewide Total		\$6,600,000,000			\$1,700,000,000
Multiply by Local Share %	x	30%		x	30%
Statewide Local Share	=	\$1,980,000,000		=	\$510,000,000

The total of all funds statewide generated for the base and weights respectively multiplied by the legal requirement of the 30% local share.

Step 2 - Applying Fiscal Capacity

TISA State & Local Contributions Estimate					
		BASE			WEIGHTS
1. Calculation of Statewide Local Share					
Statewide Total		\$6,600,000,000			\$1,700,000,000
Multiply by Local Share %	x	30%		x	30%
Statewide Local Share	=	\$1,980,000,000		=	\$510,000,000
2. Application of County Fiscal Capacity					
Statewide Local Share		\$1,980,000,000			\$510,000,000
Sample County Fiscal Capacity	x	0.75%		x	0.75%
Sample County Local Contribution (All Systems)	=	\$14,850,000		=	\$3,825,000

The TISA formula uses Fiscal Capacity indices from the Tennessee Advisory Commission on Intergovernmental Relations (TACIR) and the Boyd Center for Business and Economic Research (CBER) at the University of Tennessee provided no later than May 1 each year, weighted equally, to determine the Fiscal Capacity of each county.



Step 3 - Multi-System County Calculation

TISA State & Local Contributions Estimate					
		BASE			WEIGHTS
2. Application of County Fiscal Capacity					
Statewide Local Share		\$1,980,000,000			\$510,000,000
Sample County Fiscal Capacity	x	0.75%		x	0.75%
Sample County Local Contribution (All Systems)	=	\$14,850,000		=	\$3,825,000
3. Multi-System County Calculation					
		Base Funds Generated			Weight Funds Generated
Sample County		\$30,000,000			\$8,500,000
All Systems within County Total	/	\$70,000,000		/	\$15,000,000
Sample County % of County Total Funds	=	42.86%		=	56.67%

For each the base and the weights, the multi-system county calculation determines what proportion of overall base funding and weights funding was generated by each individual district within the county out of the county's total generated funds.

Step 3 - Multi-System County Calculation

Continued

TISA State & Local Contributions Estimate					
3. Multi-System County Calculation					
		Base Funds Generated			Weight Funds Generated
Sample County		\$30,000,000			\$8,500,000
All Systems within County Total	/	\$70,000,000		/	\$15,000,000
Sample County % of County Total Funds	=	42.86%		=	56.67%
Sample County % of County Total Funds		42.86%			56.67%
County Local Contribution (All Systems)	x	\$14,850,000		x	\$3,825,000
Sample County Local Contribution	=	\$6,364,710		=	\$2,167,627.50

The sample district's proportional share of the county's total base funds is then multiplied by the county's total local contribution for the base to get the district specific local contribution. The math is repeated for the weights.

Step 4 - Totaling Local Contribution

TISA State & Local Contributions Estimate					
3. Multi-System County Calculation					
Sample County Local Contribution	=	\$6,364,710		=	\$2,167,627.50
4. Total Local Contribution					
Adding Local Contribution Totals		\$6,364,710		+	\$2,167,627.50
			=		\$8,532,337.50
		Total Funding (Base, Weights, Direct)			\$41,000,000.00
			Local	-	\$8,532,337.50
			State	=	\$32,467,662.50

The local contribution determined for the base is added to the total determined for the weights to generate the overall required local contribution. Subtracting this amount from the TISA allocations for the base, weights, and direct funding lines provides the total state funding generated for the district.

Supports for Districts



Purpose of Support Funding

Significant shifts year to year in student data may impact funding allocations. Support funding provides for predictability by controlling how much funding may shift in a given year.

TISA includes two key provisions to support financial predictability:

- 1 5% Safety Net**
Any district that would experience more than a 5% decrease of funding from one year to the next qualifies for a safety net provision and will receive 95% of the funding from the prior year.
- 2 BEP Transition**
Any district that is slated to receive less funds in the first year of TISA will receive up to four years of gradual stepped down funding to provide time to adjust to the new allocations.

5% Safety Net

- This provision will go into effect beginning with TISA allocations for the 2024-25 school year.
- Eligibility is determined by comparing final TISA allocation with the prior year TISA allocation.
- Based on the two allocations' total funding of the base, weights, and direct funding lines. Outcomes funding is not included.
- Qualifying districts will then receive adjusted Safety Net allocations reflecting 95% of the prior year's TISA allocation.

EXAMPLE

Sample District	Funding
2024-25 TISA Allocation	\$59,000,000
2023-24 TISA Allocation	\$64,000,000
% Decrease	-7.8%
Eligible for Safety Net?	Yes
Application of Safety Net	$\$64,000,000 \times 95\%$ =
2024-25 Safety Net Final Allocation	\$60,800,000

5% Safety Net *Continued*

- Eligibility test is conducted annually against each district's TISA allocations received in the prior year (including a safety net adjusted TISA allocation).
- Any district that projected themselves to qualify for this provision can plan on at least 95% of the funding from the prior year.



BEP Transition Funding

- Ensures districts received at least as much funding in the first year of TISA, the 2023-24 school year, as was received in the 2022-23 school year
- Provides qualifying districts with up to four years of stepped down funding, giving the district time to adjust.

Key Notes:

- If in any given year of the BEP transition funding, the district's TISA allocation exceeds the baseline, then the district will come off transition funding and be on the standard TISA allocation path.
- To qualify for BEP transition funding, the district must qualify in the first year of TISA implementation.
- A district on BEP transition funding may not also receive the safety net provision funding.

BEP Transition Funding *Continued*

▪ Eligibility

- Determined if a district has a 2023-24 TISA allocation less than the district's baseline funding level from 2022-23 (inclusive of Coordinated School Health, School Safety, & Family Resource Center Grants)

▪ Stepped Down Funding

- For the 2023-24 school year, the district will receive the same amount of funding that it did for the prior year (100% of the gap to the baseline covered)
- Over the course of the next three school years, the district will receive scaled down funding
 - 2024-25: 75% of the gap to the baseline covered compared to 2024-25 TISA Allocation
 - 2025-26: 50% of the gap to the baseline covered compared to 2025-26 TISA Allocation
 - 2026-27: 25% of the gap to the baseline covered compared to 2026-27 TISA Allocation

Growth Funding

- **Fast-Growth Student Stipend**

LEAs with current-year growth in allocation above 1.25% from the prior year will receive additional funds to support growing student population and needs.

- **Fast Growing Infrastructure Stipend**

LEAs with 2% growth in ADM each year for three consecutive years may also receive an infrastructure stipend to support longer-term needs of consistent high growth.

Fast-Growth Stipends

- Based on a comparison between:
 - Actual TISA allocations (based on prior year data) and
 - Growth comparison allocations which run current year student data through the TISA formula
- Factors in only the base, weights, and direct funding lines
- Only includes non-virtual students in counts
- Measured at 5 points throughout the year



Fast-Growth Stipends *Continued*

- **Eligibility**

Districts with an increase between actual TISA allocation and the growth comparison allocation of over **1.25%** are eligible

- **Calculation**

Step 1: Determine excess funding over 1.25% eligibility threshold

Step 2: Calculate state portion of excess funding



Fast-Growth Stipends *Continued*

Step 1: Determine excess funding over 1.25%

Sample District		
	TISA Allocation	Growth Comparison Allocation
Base	\$10,000,000	\$10,350,000
Weights	\$2,500,000	\$2,600,000
Direct	\$1,500,000	\$1,650,000
TOTAL	\$14,000,000	\$14,600,000
Full % Increase	4.29%	
Excess Over 1.25% Threshold	4.29% - 1.25% = 3.04%	
Excess \$ Over Threshold	3.04% x \$14,000,000 = \$425,000	

Fast-Growth Stipends *Continued*

Step 2: Calculate state portion

TISA State & Local Contributions				
4. Total Local Contribution				
Adding Local Contribution Totals		\$2,300,000	+	\$700,000
			=	\$3,000,000
		Total Funding (Base, Weights, Direct)		\$14,000,000
		Local	-	\$3,000,000
		State	=	\$11,000,000

- State Portion:
 $\$11,000,000 / \$14,000,000 = 78.57\%$
- State Portion of Excess Funds:
 $78.57\% \times \$425,000 = \$333,929$
- The initial amount of the fast-growth stipend for Sample District is **\$333,929**.

Infrastructure Stipends

- Subset of fast-growth funds designed to support districts with sustained growth over a three-year period
- Provided only if there are available funds remaining in the state budget after paying out the fast-growth stipends
- For the 2023-24 school year, the state budget provides up to \$10 million for infrastructure stipends



Infrastructure Stipends *Continued*

Eligibility

- Districts with an increase in average daily membership (ADM) of non-virtual students over 2% in each of the prior 3 school years

Calculation

- Step 1:** Determine excess ADMs over 2% eligibility threshold from current year to prior year
- Step 2:** Calculate district's proportion of all growth ADMs statewide from Step 1
- Step 3:** Multiply district proportion by available funds in state budget



Infrastructure Stipends *Continued*

Eligibility & Step 1 – Determine excess ADMs over 2%

Sample District				
	Year 1	Year 2	Year 3	Year 4
Non-Virtual ADMs	1,000	1,025	1,150	1,300
Growth % From Prior Year	-	2.5%	4.5%	13%
Above 2%?		Yes	Yes	Yes

- Eligibility:
District has three consistent years of growth of over 2%
- Excess ADMs:
 $13\% - 2\% = 11\%$
 $11\% \times 1,150 = 126.5$ ADMs

Infrastructure Stipends *Continued*

Step 2 – Calculate district's proportion of all growth ADMs statewide

- Sample statewide count of growth ADMs: 2,500
- $126.5 / 2,500 = 5.06\%$
- District's growth makes up 5.06% of all eligible growth for infrastructure stipends

Step 3 - Multiply district proportion by available funds in state budget

- $5.06\% \times \$10,000,000 = \$506,000$
- District is eligible for \$506,000 in infrastructure stipend funds

Note: The total budget available for infrastructure stipends is dependent on the amount already allocated to fast-growth stipends.

Timing & Funding

Fast-Growth Stipends

- Five payments throughout the year
- Final payment as a true-up to account for the final students served
- Pro-rated if the statewide total exceeds the budget
- Growth threshold may be lowered if statewide total is less than budget

Infrastructure Stipends

- Payment made once a year in October
- Represents the prior year's calculations after all fast-growth stipends are paid out



Both fast-growth stipends and infrastructure stipends are 100% state funded

Moving Forward

- Blending TISA funds with other state grants, federal and local funds
 - Budget time allows opportunity to evaluate district goals against district budget
- ESSER grants ending
 - Time to evaluate
 - Programs to maintain with another funding source
 - Programs to scale down to maintain
 - Programs to eliminate



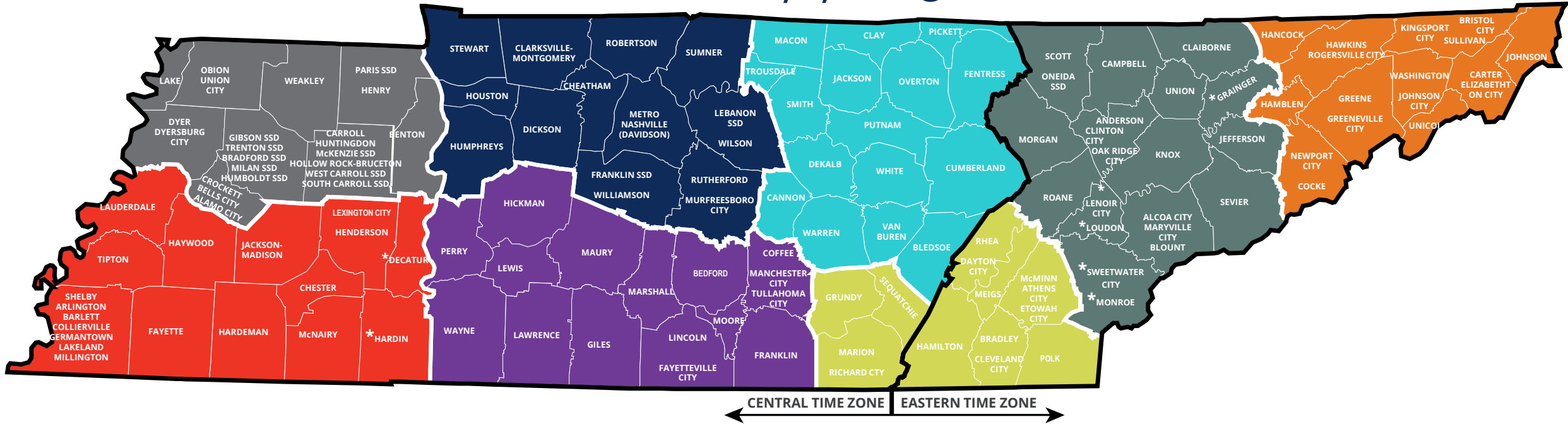
Questions?



Resources

Regional Finance Consultant District Map

As of 11/1/2023



Northwest	Southwest	Mid Cumberland	Upper Cumberland	South Central	Southeast	East TN	First TN
Joshua Dehnz	Meribeth Carpenter	Rob Mynhier	Brian Trisdale	Jasmine Taylor	Taffe Bishop	Shelby Ownbey	Jill Lewis
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*Districts that are assigned to a finance consultant in a different CORE region.

Regional Finance Consultant District Assignment

As of 11/1/2023

Northwest	Southwest	Mid Cumberland	Upper Cumberland	South Central	Southeast	East TN	First TN
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Districts: Alamo City Bells City Benton County Bradford SSD Carroll County Crockett County Dyer County Dyersburg City Gibson County SSD Henry County Hollow Rock-Bruceton SSD Humboldt SSD Huntingdon SSD Lake County McKenzie SSD Milan SSD Obion County Paris SSD South Carroll SSD Trenton SSD Union City Weakley County West Carroll SSD	Districts: Achievement Schools Arlington SSD Bartlett SSD Chester County Collierville SSD Fayette County Germantown SSD Hardeman County Haywood County Henderson County Jackson-Madison County Lakeland SSD Lauderdale County Lexington City McNairy County Millington Shelby County Tipton County WTSD	Districts: Cheatham County Charter Schools Commission Dickson County Dept. of Children Services Dept. of Corrections Franklin SSD Houston County Humphreys County Lebanon SSD Metro-Nashville Montgomery County Murfreesboro City Robertson County Rutherford County Stewart County Sumner County TN School for Blind Williamson County Wilson County *Jackson County	Districts: Alvin York Institute Bledsoe County Cannon County Clay County Cumberland County DeKalb County Fentress County Macon County Overton County Pickett County Putnam County Smith County Trousdale County Van Buren County Warren County White County *Sequatchie County	Districts: Bedford County Coffee County Fayetteville City Franklin County Giles County Hickman County Lawrence County Lewis County Lincoln County Manchester City Marshall County Maury County Moore County Perry County Tullahoma City Wayne County *Decatur County *Hardin County	Districts: Athens City Bradley County Cleveland City Dayton City Etowah City Grundy County Hamilton County Marion County McMinn County Meigs County Polk County Rhea County Richard City *Lenoir City *Loudon County *Monroe County *Sweetwater City	Districts: Alcoa City Anderson County Blount County Campbell County Claiborne County Clinton City Jefferson County Knox County Maryville City Morgan County Oak Ridge Oneida SSD Roane County Scott County Sevier County TSDK Union County	Districts: Bristol City Carter County Cocke County Elizabethton City Greene County Greeneville City Hamblen County Hancock County Hawkins County Johnson City Johnson County Kingsport City Newport City Rogersville City Sullivan County Unicoi County Washington County *Grainger County

*Districts that are assigned to a finance consultant in a different CORE region.

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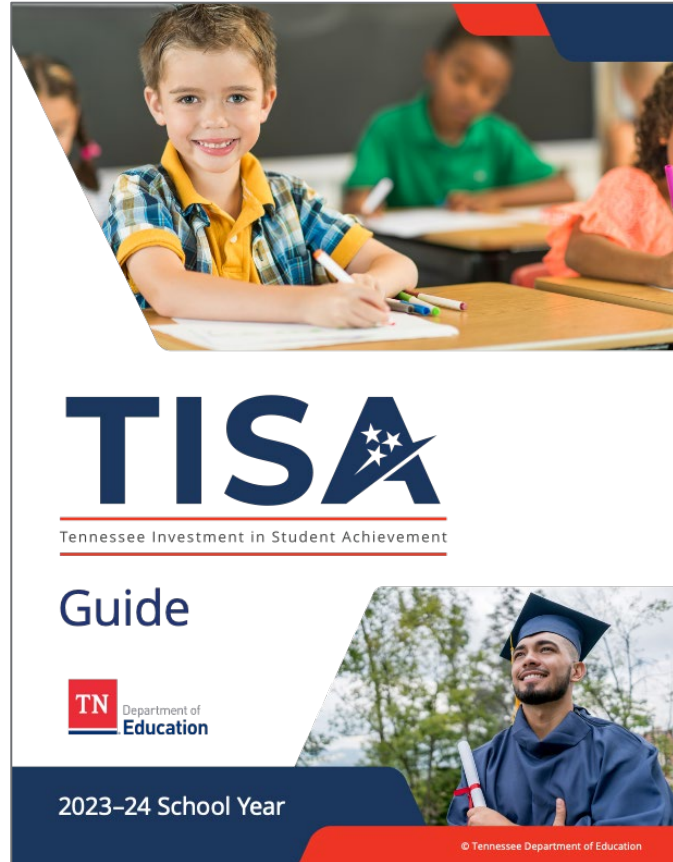
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More TISA Information



<https://www.tn.gov/education/best-for-all/tnedufunding.html>

Resources

- **Tennessee Department of Education** [Education \(tn.gov\)](https://education.tn.gov)
- **Tennessee State Board of Education** [Rules, Policies and Guidance \(tn.gov\)](https://rules.tn.gov)
- **ePlan TDOE Resources** <https://eplan.tn.gov/>
- **Tennessee Comptroller of the Treasury** [Comptroller of the Treasury - Comptroller.TN.gov](https://comptroller.tn.gov); [Manuals \(tn.gov\)](https://manuals.tn.gov)
- **Tennessee Consolidated Retirement System** <https://treasury.tn.gov/Retirement/Information-and-Resources/TCRS-Overview-and-Self-Service>
- **Tennessee General Assembly** [Legislation - TN General Assembly](https://legis.tn.gov)
- **County Technical Assistance Service (CTAS) Record Retention** <https://www.ctas.tennessee.edu/eli/departments-education-records>
- **Electronic Code of Federal Regulations** [eCFR :: Home](https://www.ecfr.gov)
- **Tennessee Code Annotated** [Tennessee Code Unannotated – Free Public Access | Main Page \(lexis.com\)](https://www.legis.tn.gov/research/tn-code-annotated)

Fraud, Waste or Abuse

Citizens and agencies are encouraged to report fraud, waste, or abuse in State and Local government.

NOTICE: This agency is a recipient of taxpayer funding. If you observe an agency director or employee engaging in any activity which you consider to be illegal, improper or wasteful, please call the state Comptroller's toll-free Hotline:

1-800-232-5454

Notifications can also be submitted electronically at:

comptroller.tn.gov/hotline