Robert E. Lee Progress Report

October 2017 – December 2017

Formwork & Rebar for The South Main Entrance

Main Entrance Concrete Pour

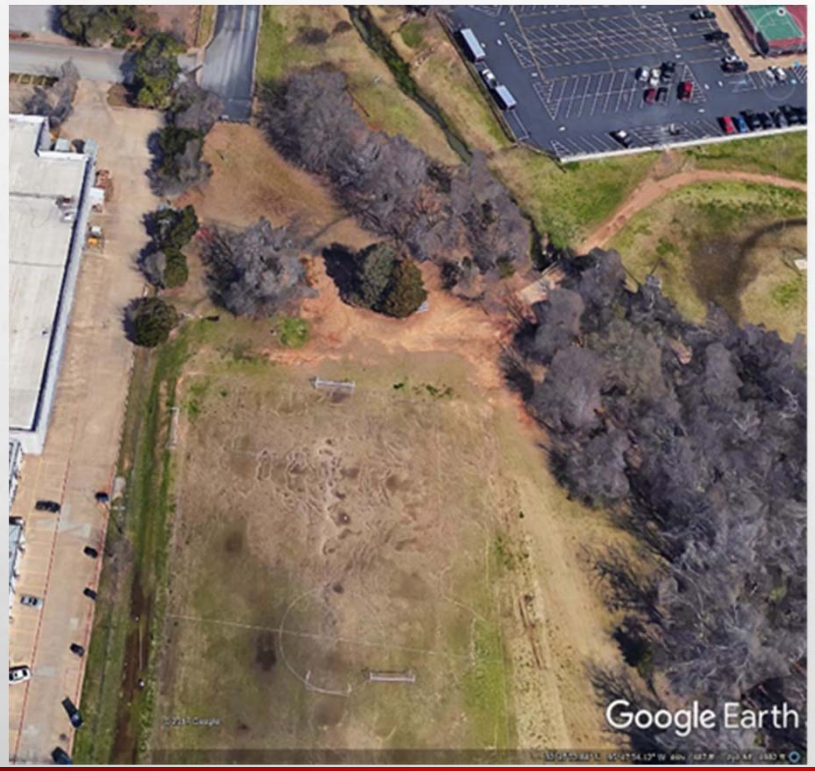
Red Raider Drive Extension

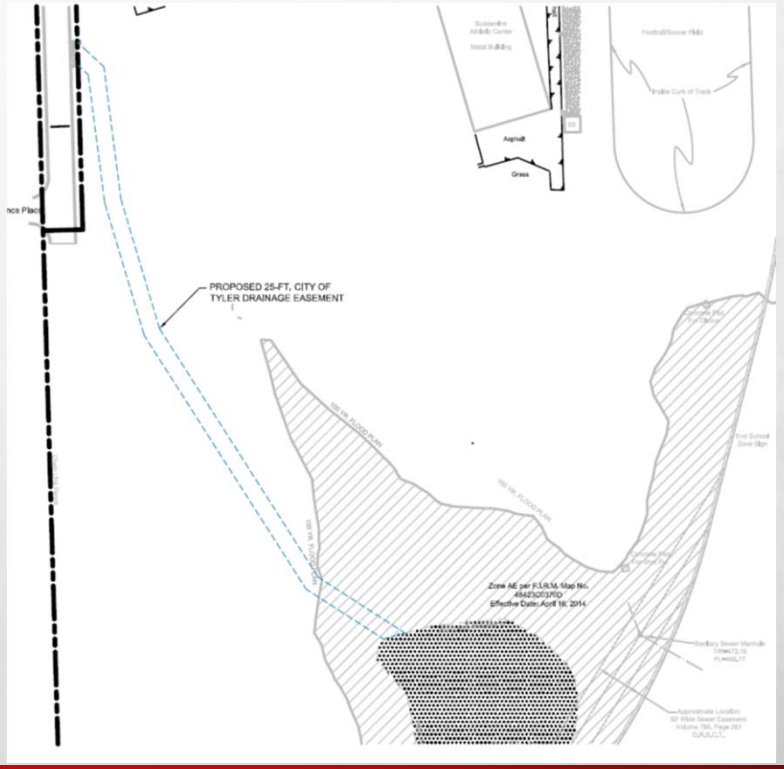
Red Raider Drive Extension

Red Raider Extension Drive Pour

Storm Drain Installation

Re-Routing Creek





Rock Rip-Rap Installation

5’x10’ Box Culvert Starter Piece

Box Culvert (1 thru 35)

Box Culvert Installation

Box Culvert Continuation 36-68

Rock Rip-Rap

Box Culvert Headwall

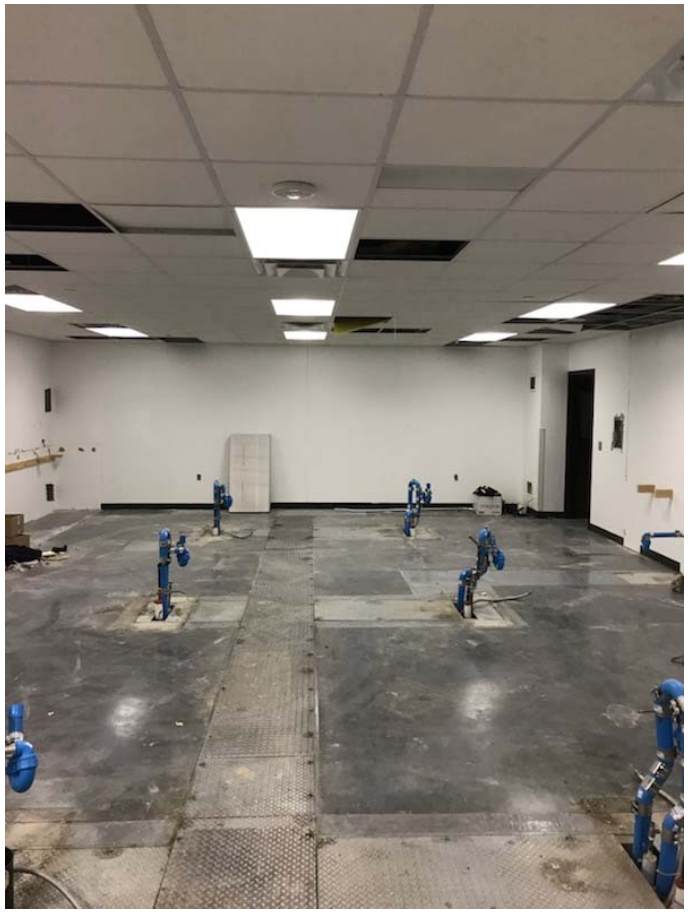
Foundation Fill for Building

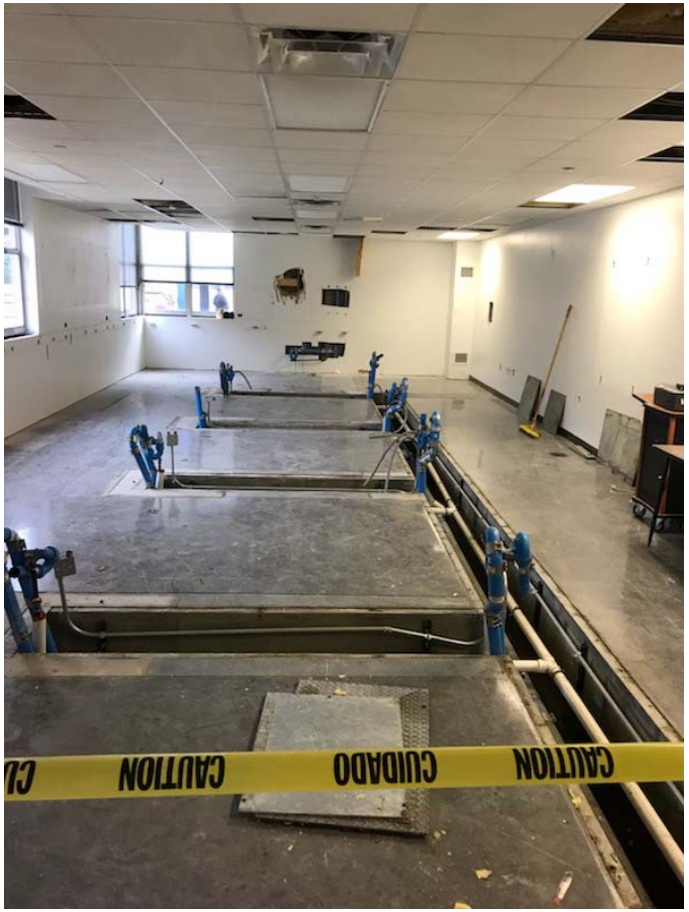
John Tyler High School

2017 BOND CONSTRUCTION PRESENTATION

12-18-17

Phase 1 – Selective Site and Demolition Package





Phase 1 – Selective Site and Demolition Package

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Phase 1 – Selective Site and Demolition Package

Tyler ISD

Curriculum and Instruction Update

Board Meeting

December 18, 2017

Tyler ISD Vision

We focus on successful student outcomes

District Goals

Goal 1: Early Literacy

- 85% of 3rd grade students reading on grade level by 2021.

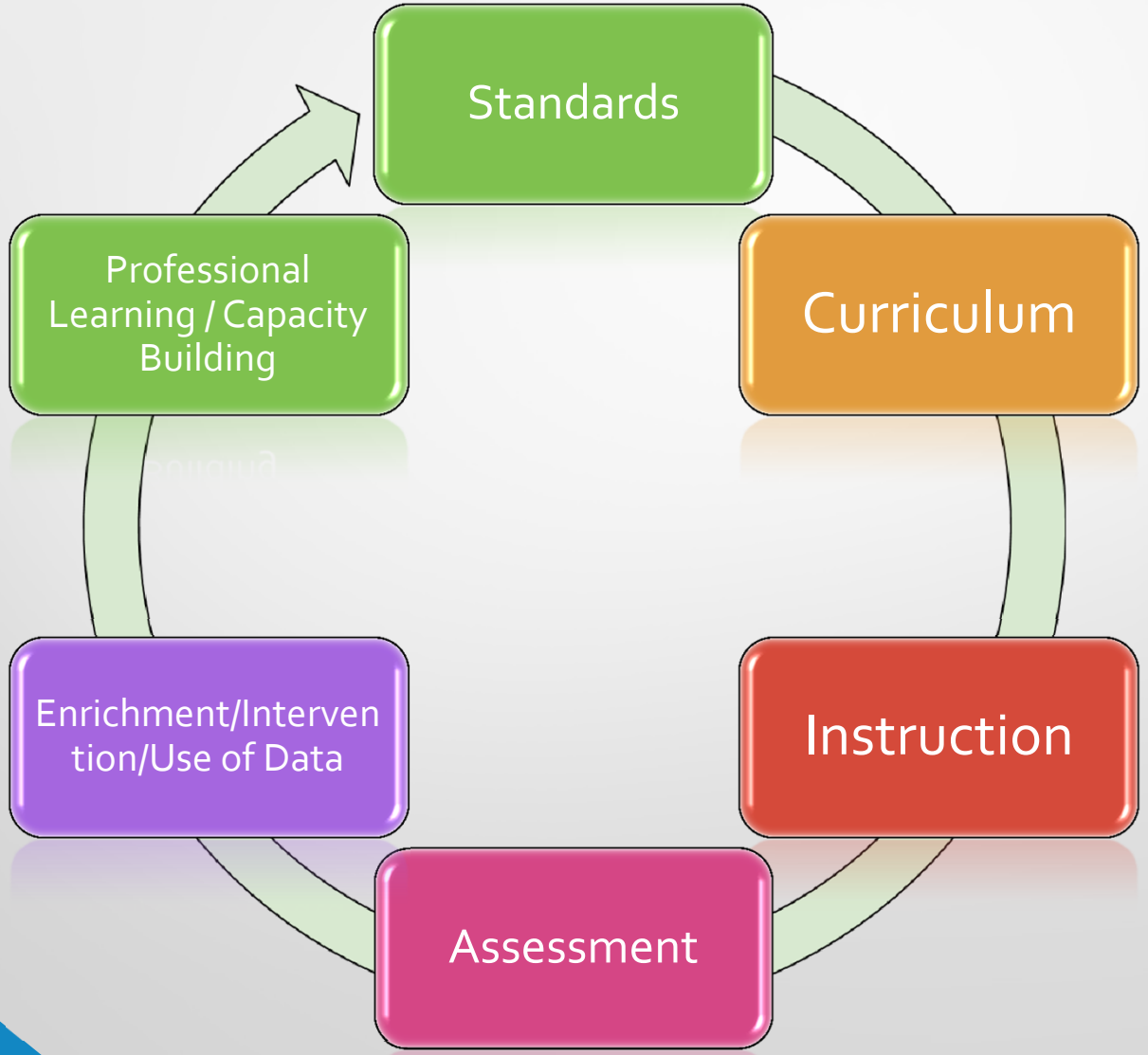
Goal 2: College Readiness

- 75% of graduates will be by college ready by 2021.

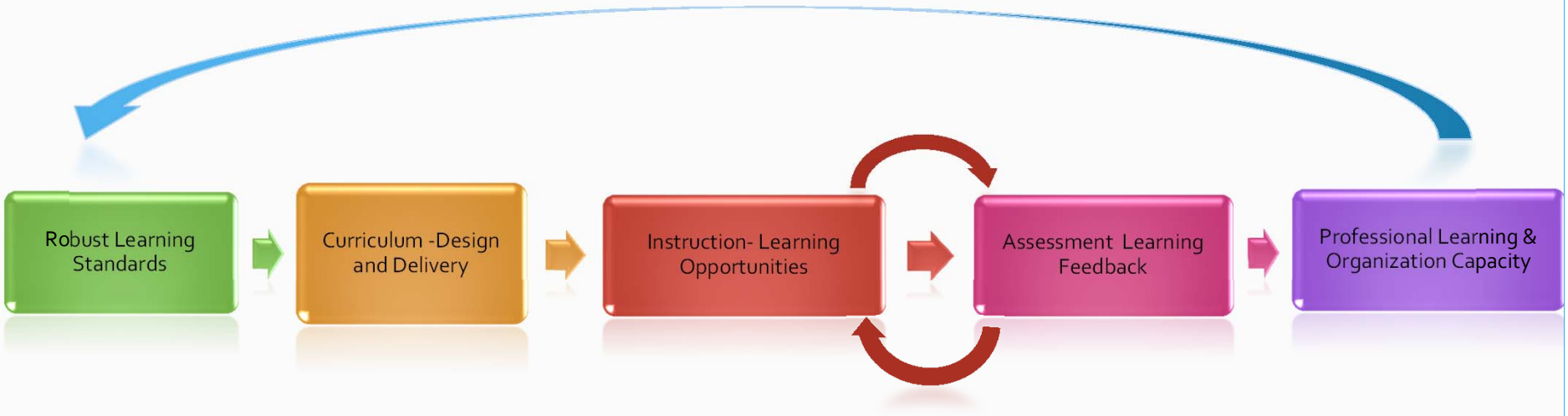
Goal 3: Career Technical Education

- 72% of of graduates will be complete a CTE pathway by 2021.

Improving teaching and learning—understanding the system

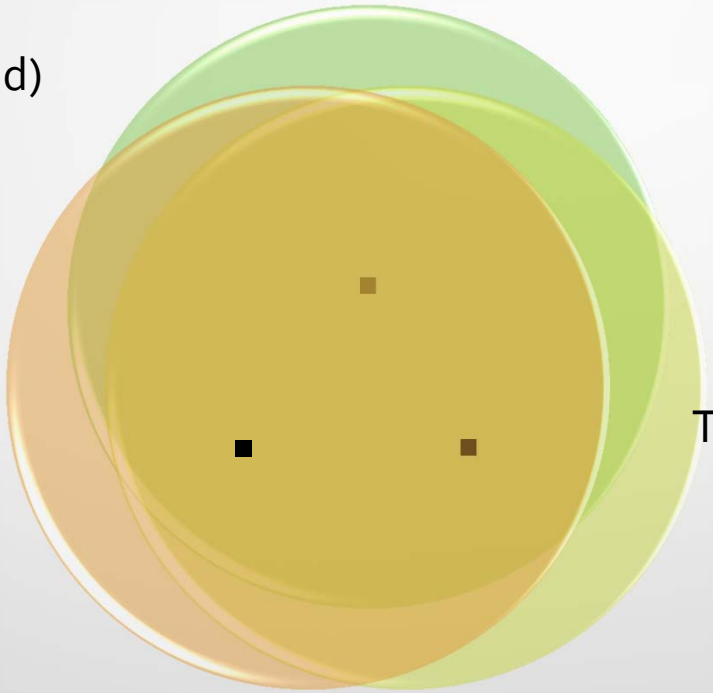


Describing the System



Curricular Coherence

Written (Intended)



Taught (Enacted)

Tested (Learned)

The Why

Tyler ISD Learner Profile

Tyler ISD Learner Profile

In Tyler ISD, we are committed to graduating all students with the knowledge, skills, and habits necessary for success in college, careers and life.

Learners in Tyler ISD are:

Prepared academically for post-secondary education

Prepared for work and careers of their choice

Prepared for life and their future

DRAFT

The How

Tyler ISD Theory of Action

What is a theory of action?

A theory of action sets forth the assumptions about how to move an organization from its current state to its desired future.

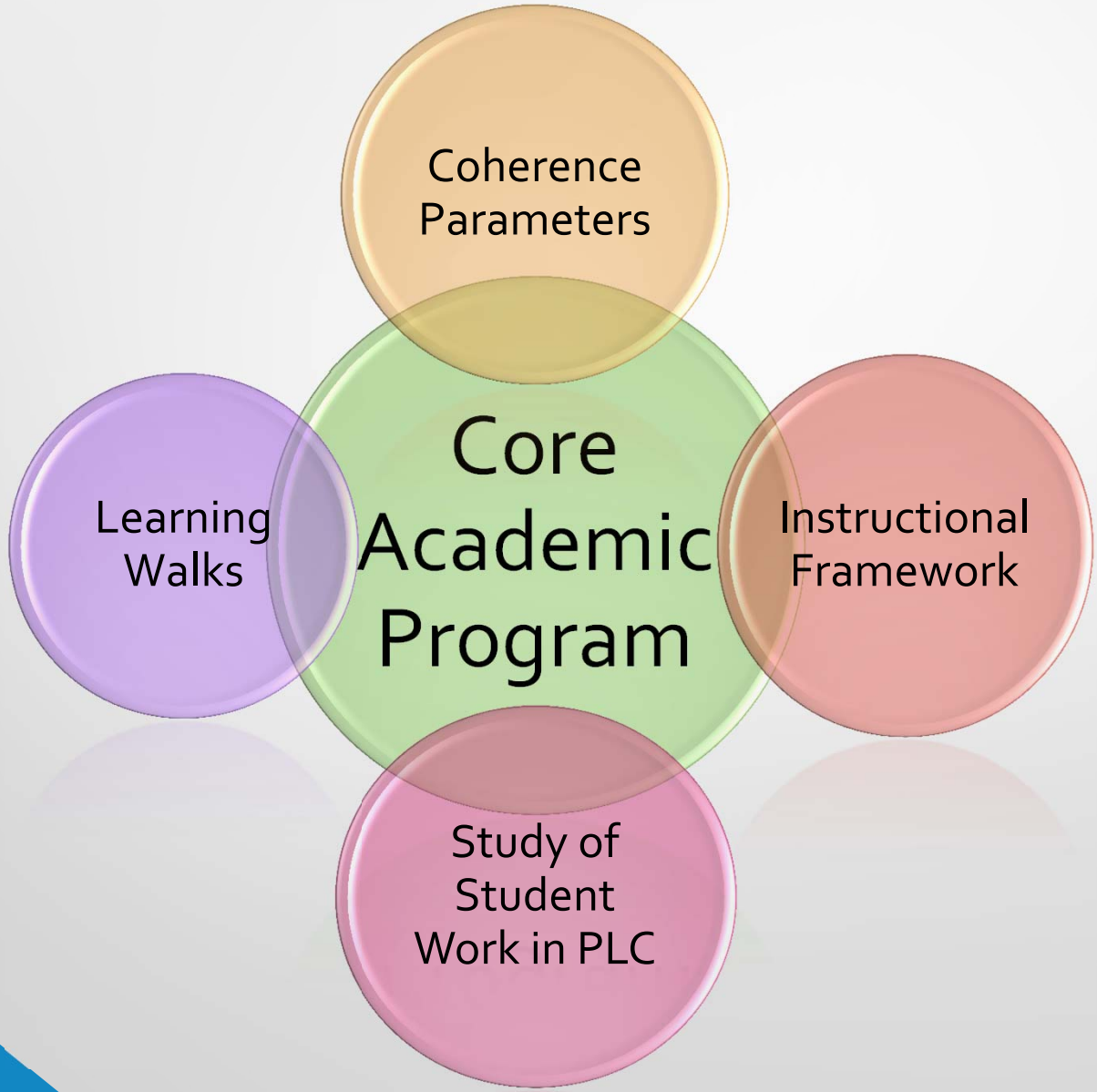
Adapted from
Instructional Rounds in Education, City, Elmore, Fiarman, and Teitel, 2011.

What does a theory of action do?

- Connects the district's direction (mission/vision) through a strategy to critical actions for teaching and learning improvement
- Grounds the work in research and evidence-based high leverage practices for achievement and equity
- States the causal relationship between what I/we do and what constitutes a good result in the organization

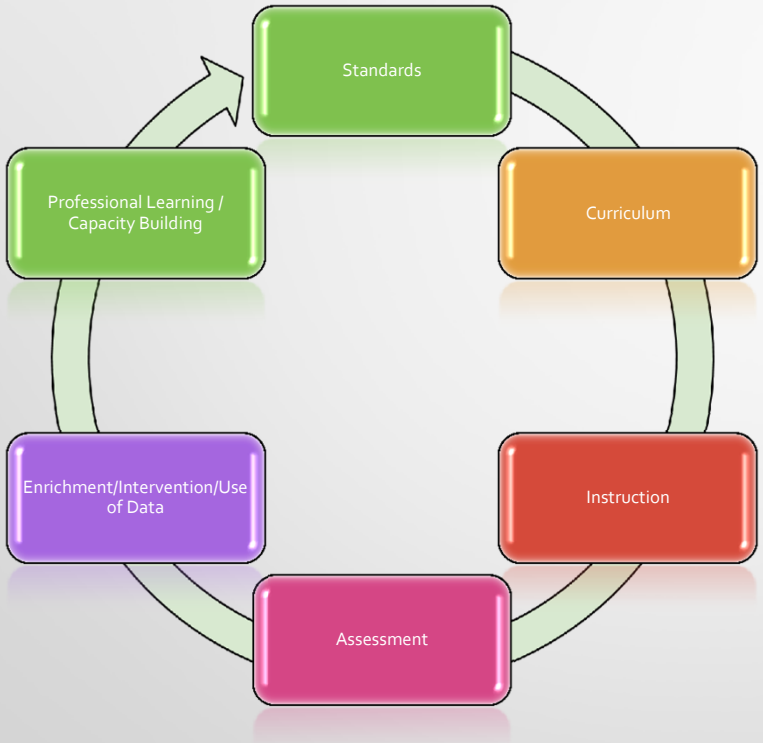
If we do this… then we will get that…

Leadership Strategic Framework



Group 1: Coherence Parameters

Ensuring coherence for equitable access to learning



What do we hold "tight" from classroom to classroom, school to school, and level to level?

Group 2: Instructional Framework

Developing a research-based architecture for high-quality instruction

The Five Dimensions of Powerful Classrooms				
The Content	**Cognitive Demand**	**Equitable Access to Content**	**Agency, Ownership, and Identity**	**Formative Assessment**
The extent to which classroom activity structures provide opportunities for students to become knowledgeable, flexible, and resourceful disciplinary thinkers. Discussions are focused and coherent, providing opportunities to learn disciplinary ideas, techniques, and perspectives, make connections, and develop productive disciplinary habits of mind.	*The extent to which students have opportunities to grapple with and make sense of important disciplinary ideas and their use. Students learn best when they are challenged in ways that provide room and support for growth, with task difficulty ranging from moderate to demanding. The level of challenge should be conducive to what has been called "productive struggle."*	*The extent to which classroom activity structures invite and support the active engagement of all of the students in the classroom with the core disciplinary content being addressed by the class. Classrooms in which a small number of students get most of the "air time" are not equitable, no matter how rich the content: all students need to be involved in meaningful ways.*	*The extent to which students are provided opportunities to "walk the walk and talk the talk" – to contribute to conversations about disciplinary ideas, to build on others' ideas and have others build on theirs – in ways that contribute to their development of agency (the willingness to engage), their ownership over the content, and the development of positive identities as thinkers and learners.*	*The extent to which classroom activities elicit student thinking and subsequent interactions respond to those ideas, building on productive beginnings and addressing emerging misunderstandings. Powerful instruction "meets students where they are" and gives them opportunities to deepen their understandings.*

Group 3: Learning Walk Protocol

Before the Learning Walk

- Determine your school/team problem of practice.
- Identify specific practices/questions/issues for feedback..
- Align PLC efforts to LW efforts.
- Develop shared understanding of LW purpose and process
- Determine LW team and set day/time
- Complete school portion (top) of the LW pre-planning/summary form
- Prepare school for LW (rooms, schedule, conference araa, etc.)
- Communicate LW plan and process to school staff

During the Learning Walk*

- Facilitate initial school orientation meeting to review LW task/goals and schedule -- include teachers to be visited and all LW team "walkers"
- Conduct LW according to process and schedule
- Collection of evidence by LW team
- Provide LW team debrief time and place for post-walk discussion
- LW team completes the summary form
- Facilitate LW debrief between teachers and LW team

After the Learning Walk

- Connect LW feedback to PLC efforts and next steps
- Debrief learning walk process and outcomes with teachers
- Recognize teachers

Group 4: Study of Student Work in PLCs

Purpose	Collaborative Norms	Key Features

Engaging in a collaborative process of looking at student work allows a group of educators to analyze the learning experiences they have designed for their students and determine their effectiveness, and help them make instructional decisions for improving student learning.

RIDE and the National Center for Educational Assessment, Inc. (Langer, G., Colton, A., and Goff, L. (2003). Collaborative Analysis of Student Work, ASCD.)

TYLER ISD
College & Career

2017-18
Advanced Placement Update

December 18, 2017

TYLER ISD
Successful Student Outcomes

TYLER ISD
College & Career

OUTLINE

- College Readiness Goal
- AP Enrollment Comparisons
- AP Exam Performance Targets

District Goal 2
Progress Measure 1

The percentage of TISD students taking AP exams who score 3 or higher will increase by an average of at least 2% annually over the next five years.

- **Baseline (2016) – 44.5%**
- **Year 1 Target (2017) – 46.5% (Actual 51.6%)**
- **Year 2 Target (2018) – 48.5%**

TYLER ISD
Successful Student Outcomes

AP

Student Enrollment

Fall 2015	Fall 2016	Fall 2017
983	1134	1254

Tyler ISD	Benchmark 2016	Target 2017	Target 2018
# of AP Students taking at least 1 AP Exam	490	523	578**
% of AP Exam-takers with at least one score of 3+	44.5%	46.5%*	48.5%
Target # of AP Exam-takers with a score of 3+	218	244*	281

*Actual was 270 students (51.6%) scoring 3+

**Projection for AP Exam-takers in May 2018

New for 2017-2018

- **AP World History at JT - 102**
- **AP European History at REL - 10**
- **AP Music Theory at REL - 13**

New for 2018-2019

- **AP Computer Science at JT & REL**

TYLER ISD

Successful Student Outcomes

TYLER ISD

College & Career

TYLER ISD
College & Career

Lone Star Governance Goals 2 & 3 Update

December 7, 2017

TYLER ISD
Successful Student Outcomes

TYLER ISD
College & Career

OUTLINE

- TISD/LSG Goals 2 & 3
- College & Career Ready Graduates
- Advanced Course Graduates
- CTE Coherent Sequence Graduates
- 2018 Targets

District Goal 2

The percentage of TISD graduates who are considered **College and Career Ready** will increase by an average of at least 4% annually over the next five years (2016-2021)*.

- Baseline (2016) – 55.8% (Class of 2015)*
- **Year 1 Target (2017) – 59.8% (Class of 2016)***
- Year 2 Target (2018) – 63.8% (Class of 2017)*

*Based on Texas Academic Performance Report (TAPR)

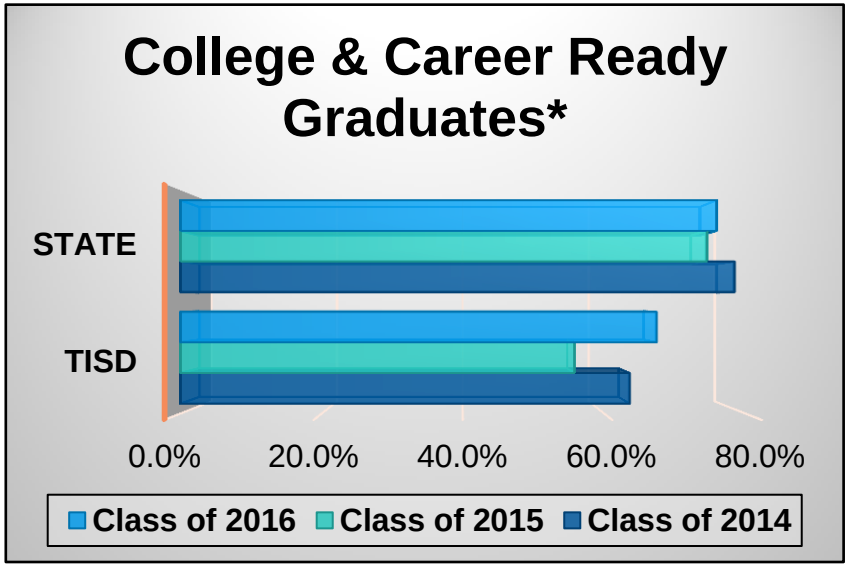
District Goal 2

The **College and Career Readiness Indicator Score** is calculated as the percent of annual graduates who accomplish at least one of the following:

- Met or exceeded the Texas Success Initiative (TSI) criteria in both reading and mathematics on the TSI assessment, SAT, or ACT
- Earned credit for at least two advanced/dual enrollment courses
- Enrolled in a coherent sequence of CTE courses

District Goal 2

College & Career Ready Graduates*			
	Class of 2014	Class of 2015	Class of 2016
TISD	63.6%	55.8%	**67.4%**
State	78.4%	74.5%	75.9%
Goal was 59.8% (+7.6%)			



*Based on Texas Academic Performance Report (TAPR)

TYLER ISD
Successful Student Outcomes

The percentage of TISD students completing **two or more advanced/dual credit courses** will increase by an average of at least 3% annually over the next five years (2016-2021)*.

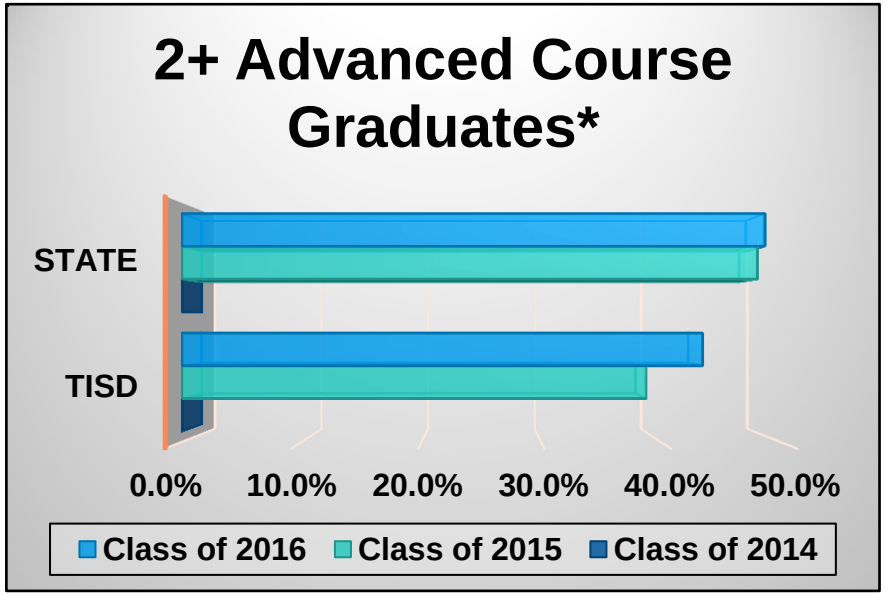
- Baseline (2016) – 38.8%*
- **Year 1 Target (2017) – 41.8%***
- Year 2 Target (2018) – 44.8%*

*Based on Texas Academic Performance Report (TAPR)

District Goal 2

Progress Measure 2

2+ Advanced Course Graduates*			
	Class of 2014	Class of 2015	Class of 2016
TISD	Not Reported	38.8%	**43.5%**
State	Not Reported	48.1%	48.7%
Goal was 41.8% (+1.7%)			



*Based on Texas Academic Performance Report (TAPR)

District Goal 3

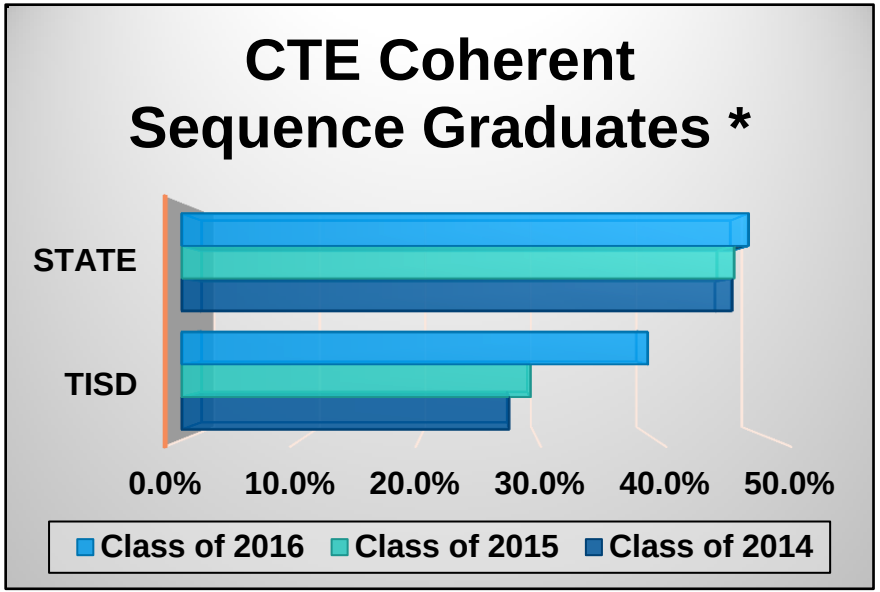
The percentage of TISD graduates completing a CTE coherent sequence of courses will increase by an average of at least 8.5% annually over the next five years (2016-2021)*.

- Baseline (2016) – 29.4% (Class of 2015)*
- **Year 1 Target (2017) – 37.9% (Class of 2016)***
- Year 2 Target (2018) – 46.4% (Class of 2017)*

*Based on Texas Academic Performance Report (TAPR)

District Goal 3

CTE Coherent Sequence Graduates*			
	Class of 2014	Class of 2015	Class of 2016
TISD	27.6%	29.4%	**39.3%**
State	46.4%	46.6%	47.8%
Goal was 37.9% (+1.4%)			



*Based on Texas Academic Performance Report (TAPR)

TYLER ISD
Successful Student Outcomes

TYLER ISD
College & Career

College and Career Readiness	**2017 Actual – 67.4%** **2018 Target – 63.8%**
2+ Advanced/Dual Credit Courses	**2017 Actual – 43.5%** **2018 Target – 44.8%**
CTE Coherent Sequence	**2017 Actual – 39.3%** **2018 Target – 46.4%**

TYLER ISD

Successful Student Outcomes

TYLER ISD

College & Career

Tyler Independent School District

FALL 2017
SPECIAL PROJECTS REPORT

Marty Crawford, Ed.D., Superintendent and Select Staff

BACKGROUND

- 2013-14 Strategic Plan Strategy #6.
- New superintendent hired in summer 2014.
- District declared unitary after 46 years of federal oversight.
- Eradicated almost all low performing labels; only one multi-year IR Campus remains in last year of MS/DNMS system.
- Housing and population patterns have shifted across city and district; 1,000 student growth over 10+ years.
- Tyler's…and Smith County's…rise as the cosmopolitan, population, health care and economic hub of East Texas (Diversity=Diverse Needs and Expectations).
- Student and parent choice; traditional vs. non-traditional experiences.
- May 2013: Passage of referendum to rebuild 2 MS, build 1 new MS, renovate 2 elementary campuses (Completes elementary school needs.)
- May 2017: Passage of referendum to rebuild both high schools.
- Community and taxpayers expect district leadership to use tools to manage enrollments administratively, and not request for more debt when housing patterns change.

PROJECT LIST

- **Middle School Re-Design**
- **6-12 Middle School/High School Feeder Alignment** (Attendance Zones)
- **High School Boundary Adjustment** (Attendance Zones)
- **Projects in Design**

MIDDLE SCHOOL RE-DESIGN

MIDDLE SCHOOL: **GOALS**

- Offer true magnet opportunities in middle school years.
- Inject choice and alternative curriculum.
- Increase high performing accessibility.
- Continue elementary choice and innovation as they grow into middle grades.
- Provide a K-12 continuation experience as part of Tyler ISD's Portfolio of Schools: Choice, Innovation, and Comprehensive.
- Continue to offer neighborhood schools, while providing additional opportunities.

COMPREHENSIVE SCHOOLS

- **BOULTER MIDDLE SCHOOL**
- **HUBBARD MIDDLE SCHOOL** (NAT'L AVID DEMONSTRATION SCHOOL)
- **MOORE MIDDLE SCHOOL** (NON-MAGNET PROGRAM)
- **THREE LAKES MIDDLE SCHOOL**

PORTFOLIO OF SCHOOLS

COMPREHENSIVE

- Traditional, Extracurricular and Co-Curricular
  - Band
  - Athletics
  - CTC
- Traditional Core and Elective Curriculum
- Zoned Attendance – Static, neighborhood schools

INNOVATION

- Zoned school with non-traditional learning model.
- Possible intradistrict transfer.
- Increased autonomy in identified areas.
- Accepts responsibility for improving learning outcomes and sharing results.
- Risk-taking is encouraged and supported.
- Personalized learning experience.

CHOICE

- Expanded education options (may be offered to students in low performing schools).
- Single school-wide anchor model.
- Application process (varies between programs and campuses):
  - Interdistrict
  - Intradistrict
  - Open Enrollment
- Non-traditional learning model (Zoned school not required)
- Addresses specific student needs.
- Flexible day and year schedule.

PLACEMENT OF CAMPUSES

COMPREHENSIVE SCHOOLS

- Three Lakes Middle School
- Hubbard Middle School
- Boulter Middle School
- Moore Middle School (Non-magnet)
- John Tyler High School
- Robert E. Lee High School
- All elementary campuses

INNOVATION SCHOOLS

- James S. Hogg Middle School
- Tyler Tech (Future)
- Career and Technical Center
- Boshears Center for Exceptional Programs
- Transformation Zone

CHOICE SCHOOLS

- MST Magnet
- Caldwell K-8 Arts Magnet
- Early College High School
- Language Immersion
- RISE Early Graduation

MOORE MIDDLE SCHOOL

Comprehensive School (Non-Magnet Program)

- 920 in 6-8

Math Science Technology Magnet

- School within a school
- Online learning platform/paperless/one to one flipped classroom
- College experience
- PBL/Experiential Learning with flexible scheduling and pacing
- Middle School Robotics Program
- MST specific extra-curricular requirements and experiences
- Field experiences
- Specific enrollment criteria

CALDWELL ARTS MAGNET

(Addition of Middle Years 6-8)

2018-2019

- K-3 to "new" zone
- 4-5 Grandfathered
- Add 6th FA Magnet

2019-2020

- 5th grandfathered
- 6th/7th FA Magnet

2020-2021

- No Zoned Students
- Full K-8 FA Magnet
- K-8th

Magnet Fine Arts Programming

- Unique Fine Arts Opportunities
  - Acapella Vocal Groups
  - Rock and Jazz Bands
  - Tap Dance Teams
  - Hip Hop Dance Teams
  - College Collaborative workshops for the Arts
  - Expanded production opportunities for students
  - Digital Arts/Technical Theatre
  - Community engagements
  - Tyler ISD Arts Gallery
- Unique Curricular and Instructional Approaches
  - Theory and classics coursework
  - Kennedy Center Arts Integration in all classes
  - Showcase campus for Arts Integration and Arts Lab for the district and East Texas
  - Flexible scheduling and Project Based Learning based on productions
  - Field Experiences around the arts
  - Extended year programming
  - Specific enrollment criteria

JAMES S. HOGG MIDDLE SCHOOL

Leadership Focus

- Single gender classrooms in specific content areas.

- Unique Electives
  - MS public service
  - Leadership and Citizenship
  - In depth college, career and military exploration
  - Speech, debate, oral and written communicative academy

- MS Languages from Elementary Language Immersion schools (i.e. Clarkston and Birdwell).

- Olympic sports and additional, curriculum specific, extra-curricular activities.

DOGAN CAMPUS OPPORTUNITIES

DOGAN CAMPUS RE-DESIGN: **GOALS**

- Remain resilient in student & campus performance, energy, effort, and results.
- Design and Open High Performing Seat Opportunities or alterations for students in transformation zone.
- Provide genuine student access to a 21st century comprehensive learning environment.
- Eradicate traditional district practices that have contributed to accountability gaps (PEG transfers, Intra-transfers, & Magnet).

DOGAN CAMPUS RE-DESIGN: **ACTIONS**

FEB. '17 – NOV. '18

- *(Complete)* Identify immediate high performing seat opportunities.
- *(Complete)* Identify attendance zone and grade configuration options.
- *(Complete)* Data review of past, current, and future accountability performance.
- *(Complete)* Presentation of plan as part of comprehensive district-wide project.

ON-GOING

- *(In progress)* Execute locally determined action that complies with 1842 Statute and resets accountability aligned with TEA guidance.
- *(In progress)* Perform rigorous performance reviews of staff with T-TESS and other District actions – TEC 39.107.
- *(In progress)* Merge Moore & Dogan attendance (comprehensive school) zones for 7th & 8th graders - Moore maintains (re-designed) magnet program.

DOGAN ZONE RE-DESIGN: **ACTIONS**

On-Going – Nov. '17 - 2019

- Accumulate more data.
- Determine zone options:
  - Prepare for reassignment of existing program: RISE Early Graduation at Dogan School.
- Determine budgets, staffing, and curriculum focus, etc.
- Consider application for innovative transformation grants if needed.

Future

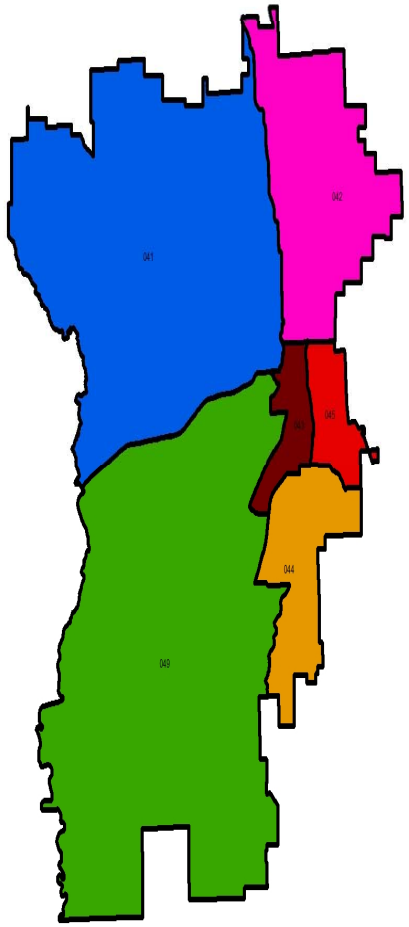
- Removal of portables and non-essential portions of facility plant.
- Design and execute appropriate updated facility enhancements for a non-traditional, non-comprehensive concept.
- Open campus in 2019-20 school year with viable, limited enrollment, non-comprehensive, student-centered, district goals-aligned, option.

6-8 MIDDLE SCHOOL ALIGNMENT

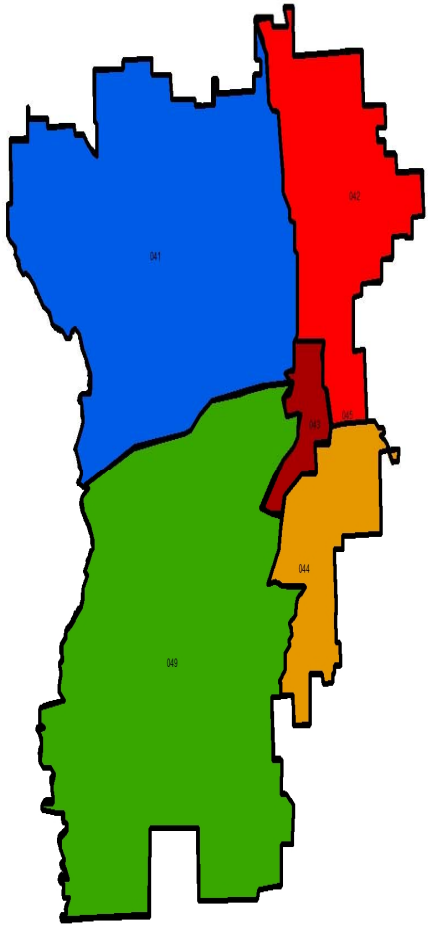
(ATTENDANCE ZONES)

MIDDLE SCHOOL ATTENDANCE ZONES

CURRENT



PROPOSED



HIGH SCHOOL BOUNDARY ADJUSTMENT

(ATTENDANCE ZONES)

CURRENT HIGH SCHOOL BOUNDARY LINE

West to East

An imposed (not following a roadway) line eastbound to CR 1125
CR 1125 northbound to Spur 364
Spur 364 eastbound to Loop 323
Loop 323 northbound to the Bellwood Rd. railroad
Bellwood Rd. railroad eastbound to N. Glenwood Blvd.
N Glenwood Blvd. northbound to Garden Valley Rd.
Garden Valley Rd. eastbound to N. Bonner Ave.
N. Bonner Ave. southbound to W. Elm St.
W. Elm St. westbound to S. Palace Ave.
S. Palace Ave. southbound to W. Front St.
W. Front St. westbound to Herndon Ave.
Herndon Ave southbound to S. Glenwood Blvd.
S. Glenwood Blvd. southbound to Shaw St.
Shaw St. eastbound to S. Broadway
S. Broadway short southbound to E. Lake St.
E. Lake St. eastbound to S. Porter Ave.
S. Porter Ave short northbound back to E. Lake St.
E. Lake St. eastbound to Holley St.

PROPOSED

Highway 31 eastbound to W. Front St.
W. Front St. eastbound to S. Beckham Ave.
S. Beckham Ave southbound to E. 5th St., eastbound to border

HIGH SCHOOL BOUNDARY PLAN

- Current boundary – 17 streets
- Proposed boundary – 4 streets
- The proposed border will serve as the dividing line between 4 of the middle schools, while splitting Hogg.
- *Moore & Boulter* will feed 100% into **John Tyler**
- *Three Lakes & Hubbard* will feed 100% into **Robert E. Lee**

- Updating current high school boundaries will serve many purposes. Including:
  - Drastically improve the amount of students in school together for at least 7 years (middle-high).
  - Greatly decrease the current border's number of streets and confusion.
  - Balancing the large student populations for our new high schools.

HIGH SCHOOL STUDENTS ARE DISTRICTED

Robert E. Lee High School

YEAR	GRADE	NOW	PROPOSED
18-19	8,9,10,11	2,268	2,439
19-20	7,8,9,10	2,357	2,526
20-21	6,7,8,9	2,369	2,527
21-22	5,6,7,8	2,431	2,627
22-23	4,5,6,7	2,536	2,761
23-24	3,4,5,6	2,564	2,801
24-25	2,3,4,5	2,587	2,850
25-26	1,2,3,4	2,562	2,796

MAX CAPACITY 2,750

John Tyler High School

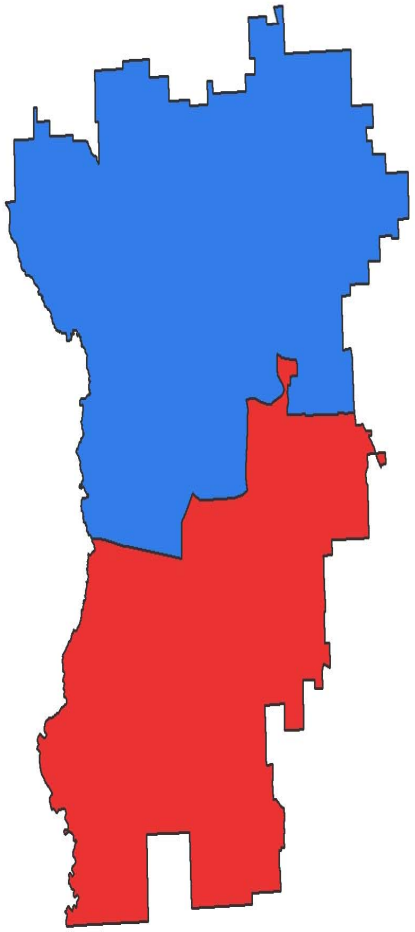
YEAR	GRADE	NOW	PROPOSED
18-19	8,9,10,11	2,707	2,536
19-20	7,8,9,10	2,823	2,654
20-21	6,7,8,9	2,863	2,705
21-22	5,6,7,8	2,935	2,739
22-23	4,5,6,7	2,988	2,763
23-24	3,4,5,6	3,010	2,773
24-25	2,3,4,5	3,076	2,813
25-26	1,2,3,4	3,057	2,823

MAX CAPACITY 2,750

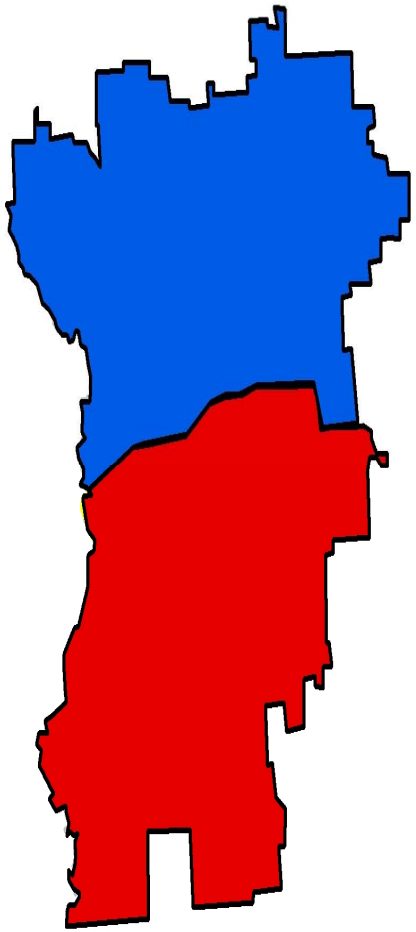
*These charts reflect only geo-coded Tyler ISD schools.
**These numbers do not reflect the natural attrition of students leaving/transferring out of our district.
***These numbers do not reflect transfers, nor do they reflect projected enrollments to high school choice or innovative programs at Early College High School, Early Graduation High School, Career & Technology Center or Tyler Technical School.

HIGH SCHOOL ATTENDANCE ZONES

CURRENT

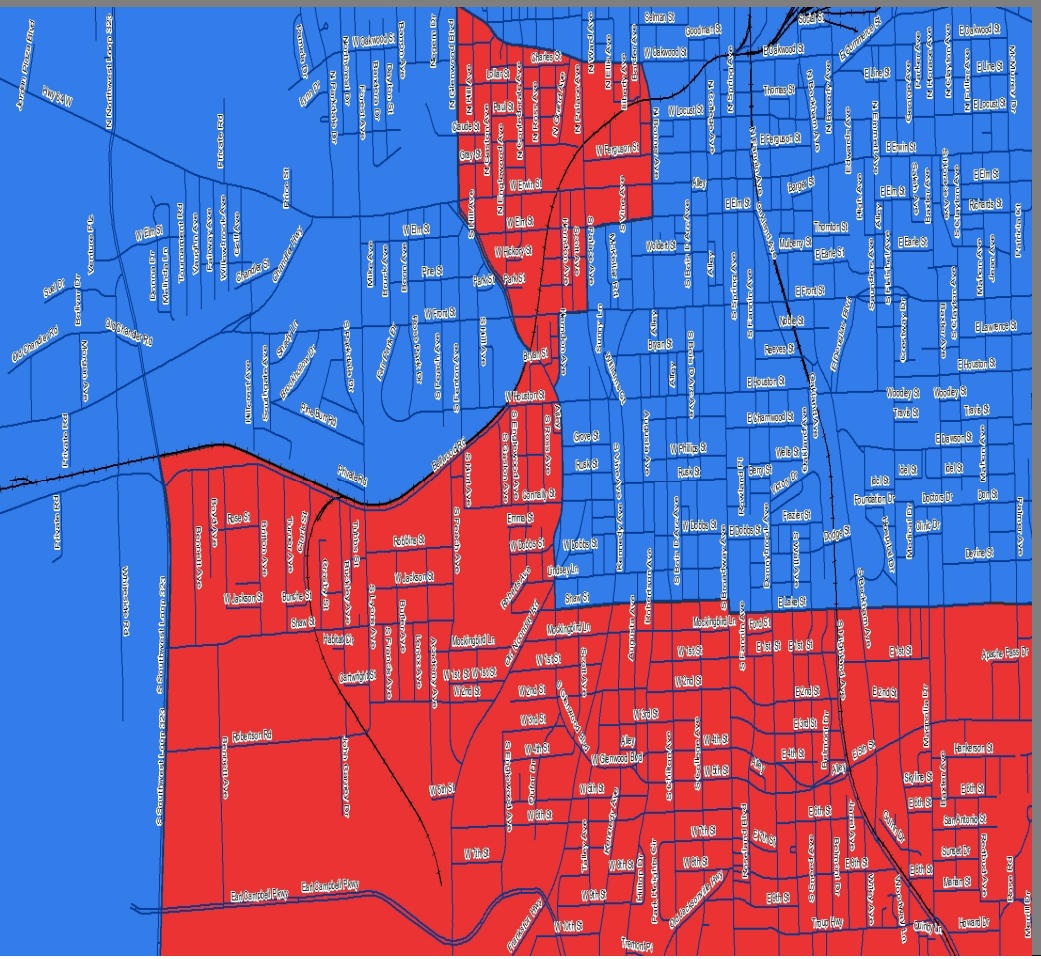


PROPOSED

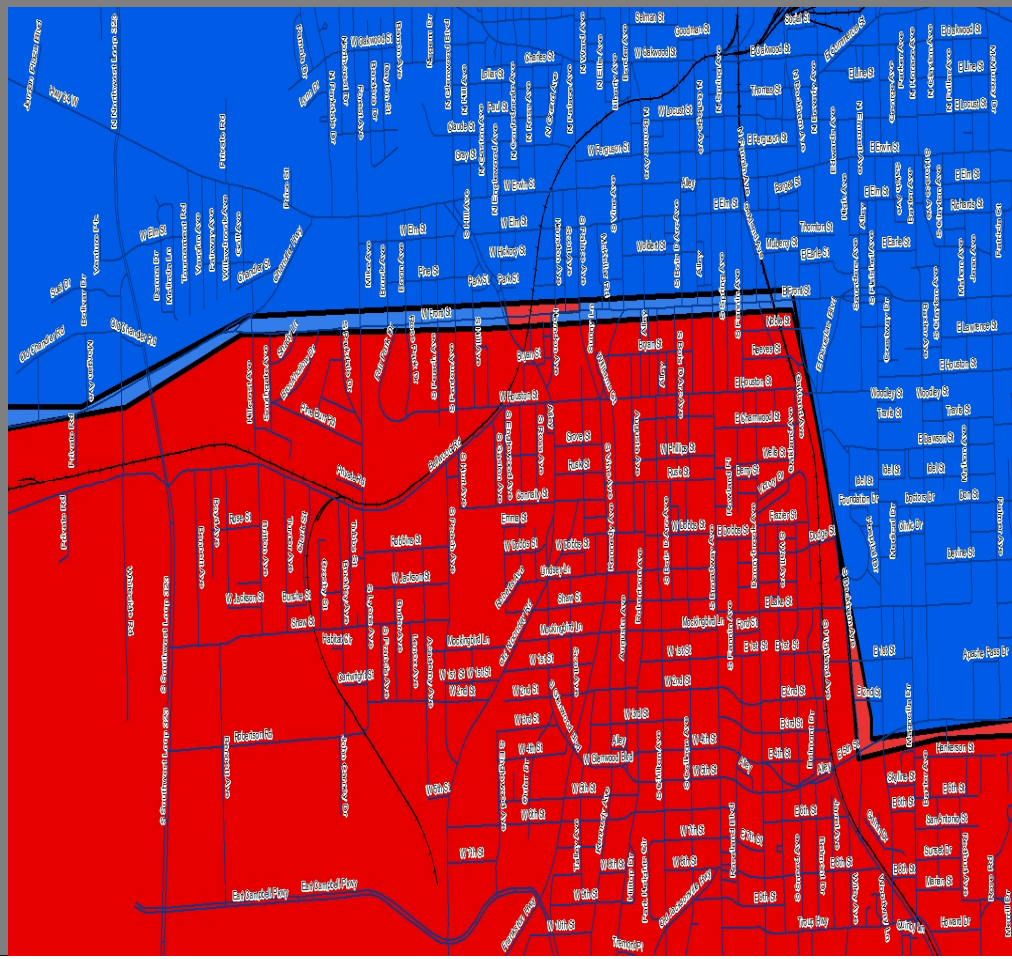


HIGH SCHOOL ATTENDANCE ZONES

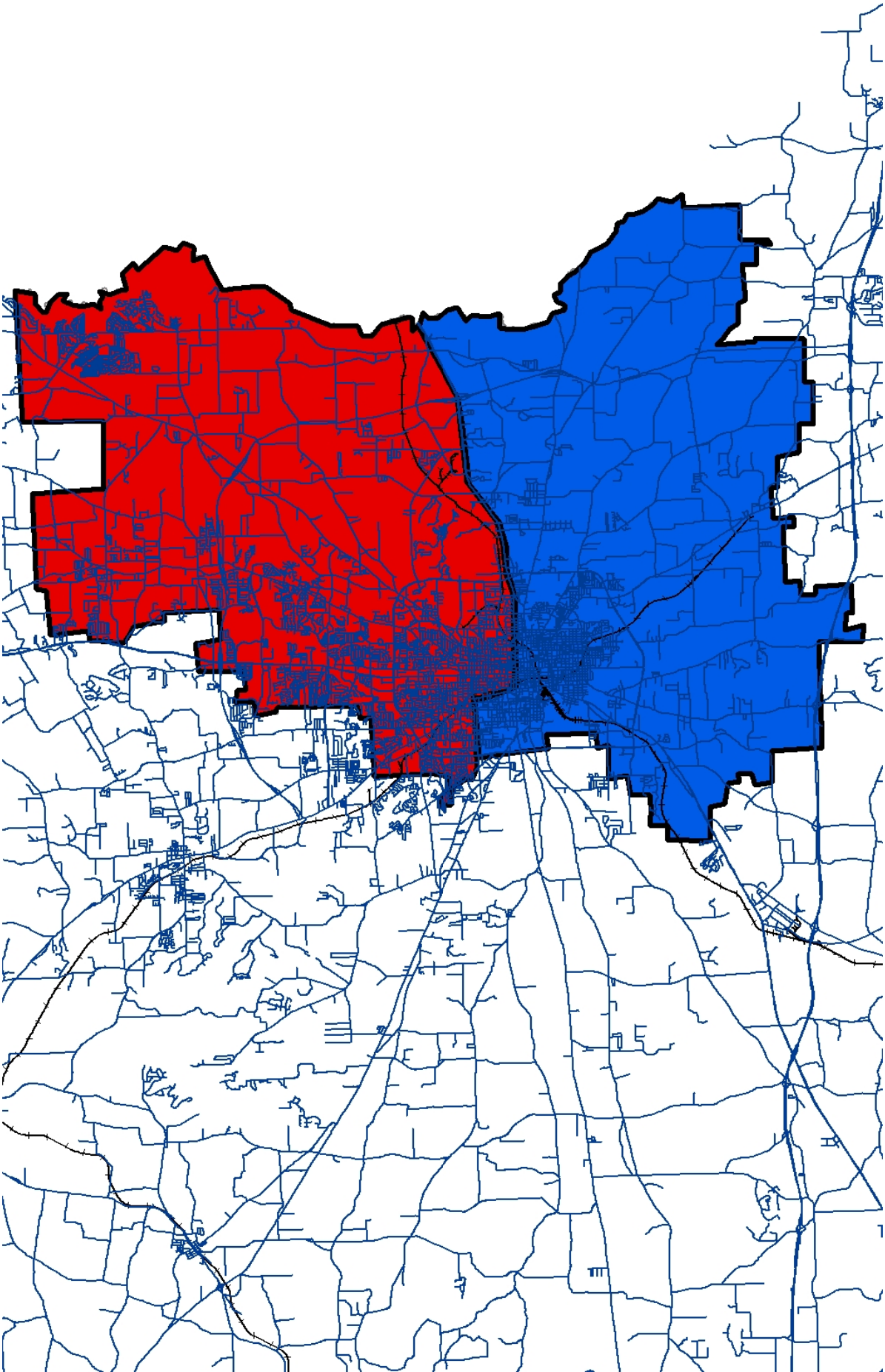
CURRENT



PROPOSED



HIGH SCHOOL ATTENDANCE ZONES



PROJECTS IN DESIGN

TYLER TECHNICAL SCHOOL

2018-2019

- Some advanced CTE courses currently at CTC return to JT and REL.
- Add core classes for 125-150 seniors to attend full day at CTC.
- Add sophomore level CTE classes at CTC as programming and space permits.
- Addition of Firefighting/Public Safety/EMT and Computer Science courses.
- Add food service options (breakfast & lunch) for 325-375 students.
- Develop classroom, lab, and food service options for following year.

2019-2020/Future

- Targeted CTE Clusters/Career Pathways added to CTC (9-12).
- Add core classes for 125-150 juniors to join 125-150 seniors for full day at CTC.
- Explore options for JROTC at REL (Air Force, Marines, or Navy).
- Class of 2020 graduates remain assigned to ECHS, JT, REL, and RISE.
- Preparation for addition of 10th grade core subject offerings in 2020-2021.
- Food service provided at CTC.

UPCOMING SPRING PROJECTS

UPCOMING SPRING PROJECTS

- Innovative Curriculum and Choice Expansion
- Northeast Transformation Zone
- Elementary Attendance Zones

QUESTIONS

2017-18 Beginning of the Year MAP Scores

Dr. Christy Hanson and Dr. James Cureton

TYLER ISD
Successful Student Outcomes

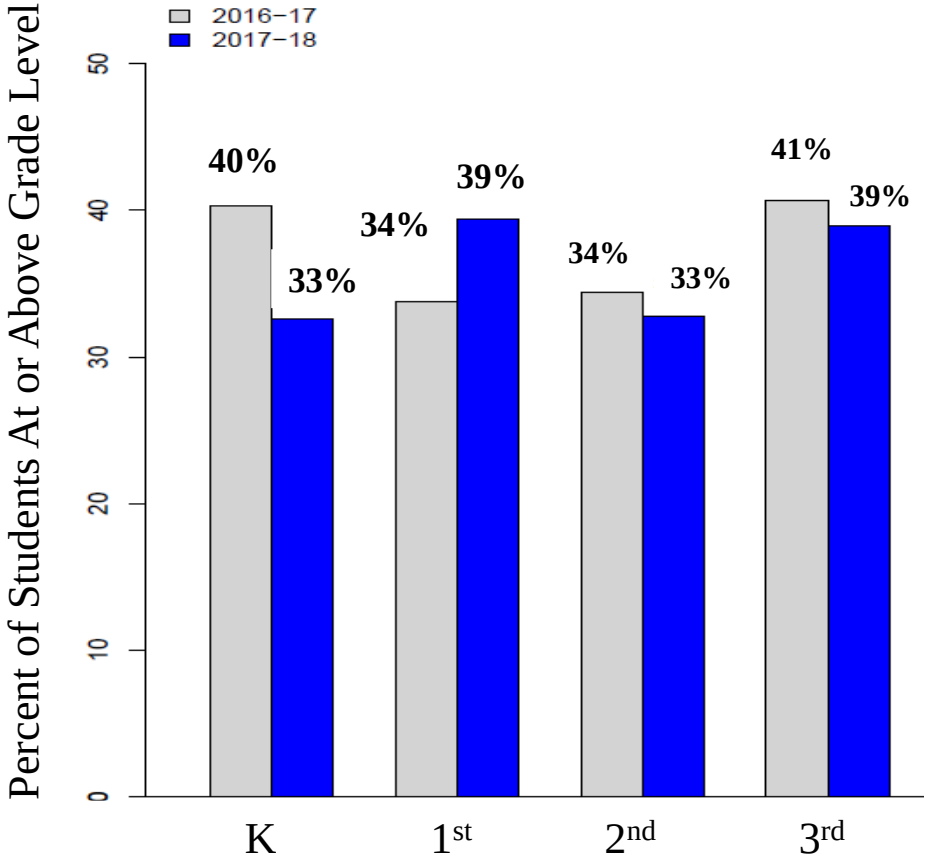
nwea™
Measuring What Matters

Tyler ISD Goal #1, PM 1.2

85% of K-3 students will be reading at grade level RIT by spring 2021

Reading

Grade	2017	2018	% Change
K	40%	33%	-7%
1	34%	39%	+5%
2	34%	33%	-1%
3	41%	39%	-2%



BOY: 36% of K-3 graders

EOY: Goal: 56% on GL

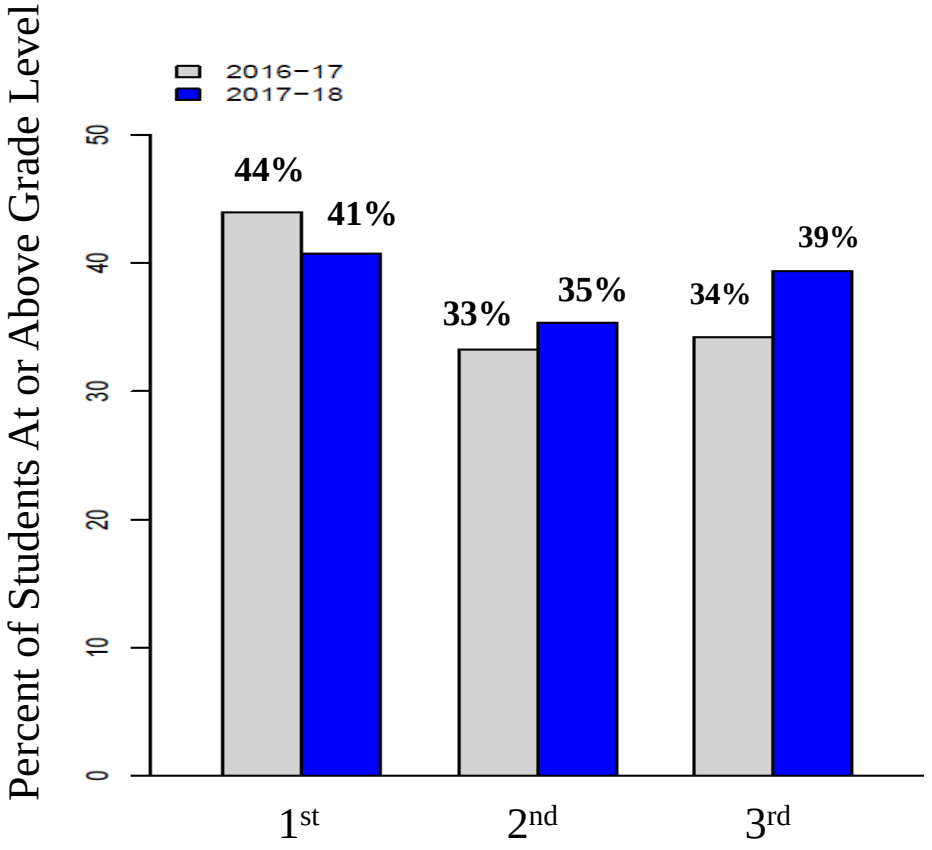
Tyler ISD Goal #1, PM 1.2

85% of K-3 students will be reading at grade level RIT by spring 2021

Reading

Grade	2017	2018	% Change
1	44%	41%	-3%
2	33%	35%	+2%
3	34%	39%	+5%

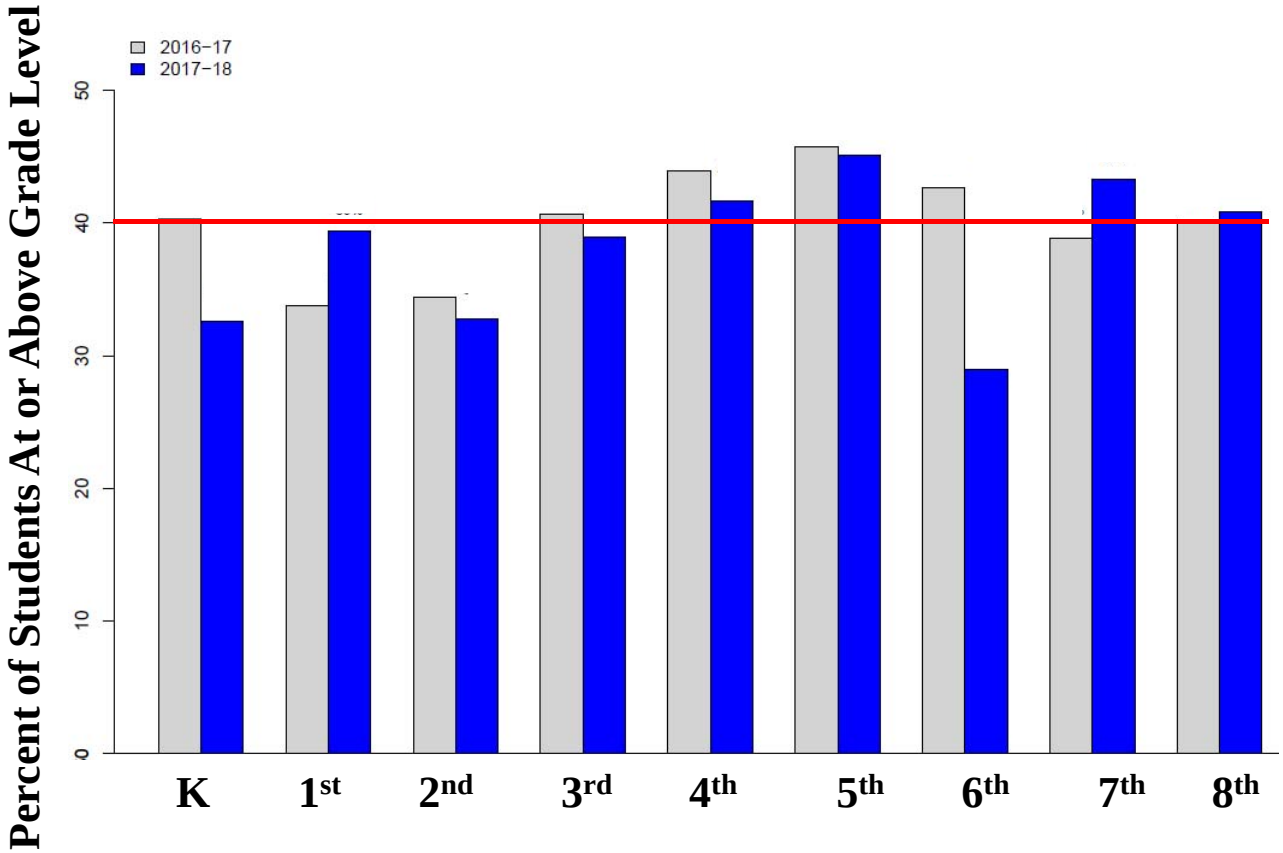
Why the contrasting pattern between scores for all students and cohort students?



Tyler ISD Goal #1, PM 1.2

85% of K-3 students will be reading at grade level RIT by spring 2021

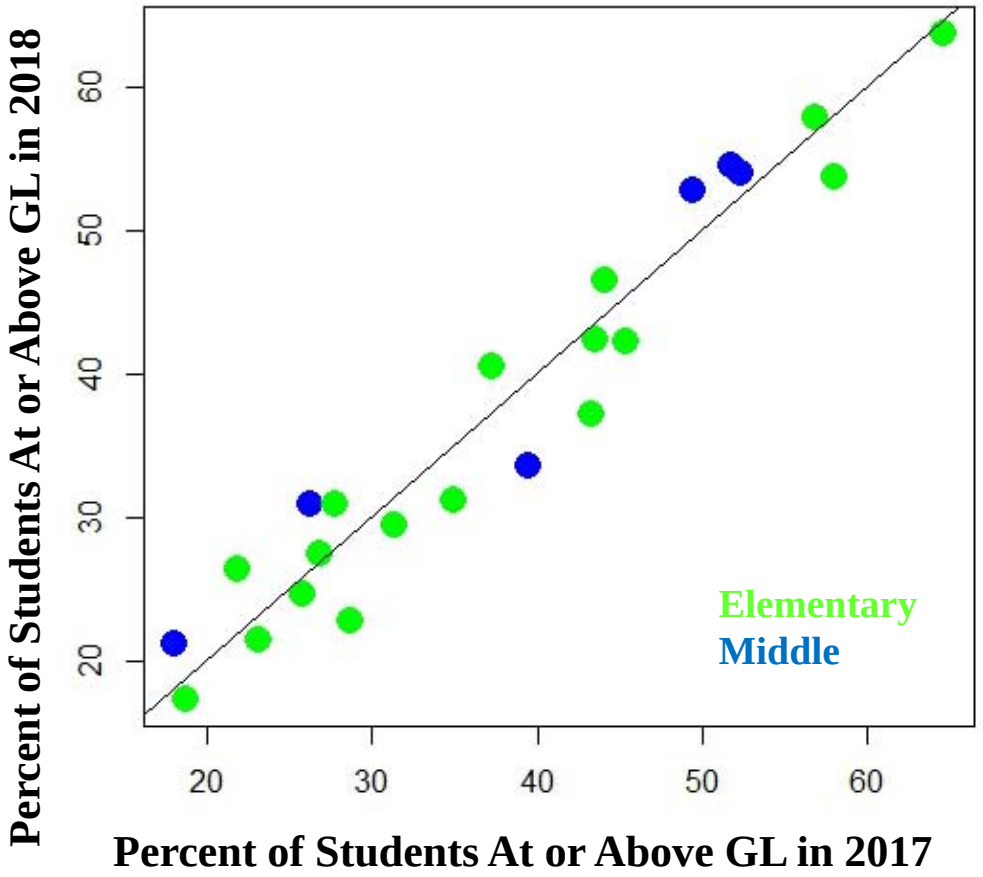
- Reading scores were ±2 RIT points in every grade (±1 RIT point in 7 of 9 grades)
- The percent of students grade-level ready compared to last year is lower in every grade except 1st, 7th, and 8th grades.



Tyler ISD Goal #1, PM 1.2

85% of K-3 students will be reading at grade level RIT by spring 2021

The percent of students on grade level in reading is similar to the beginning of the year last year for most campuses (± 6%).

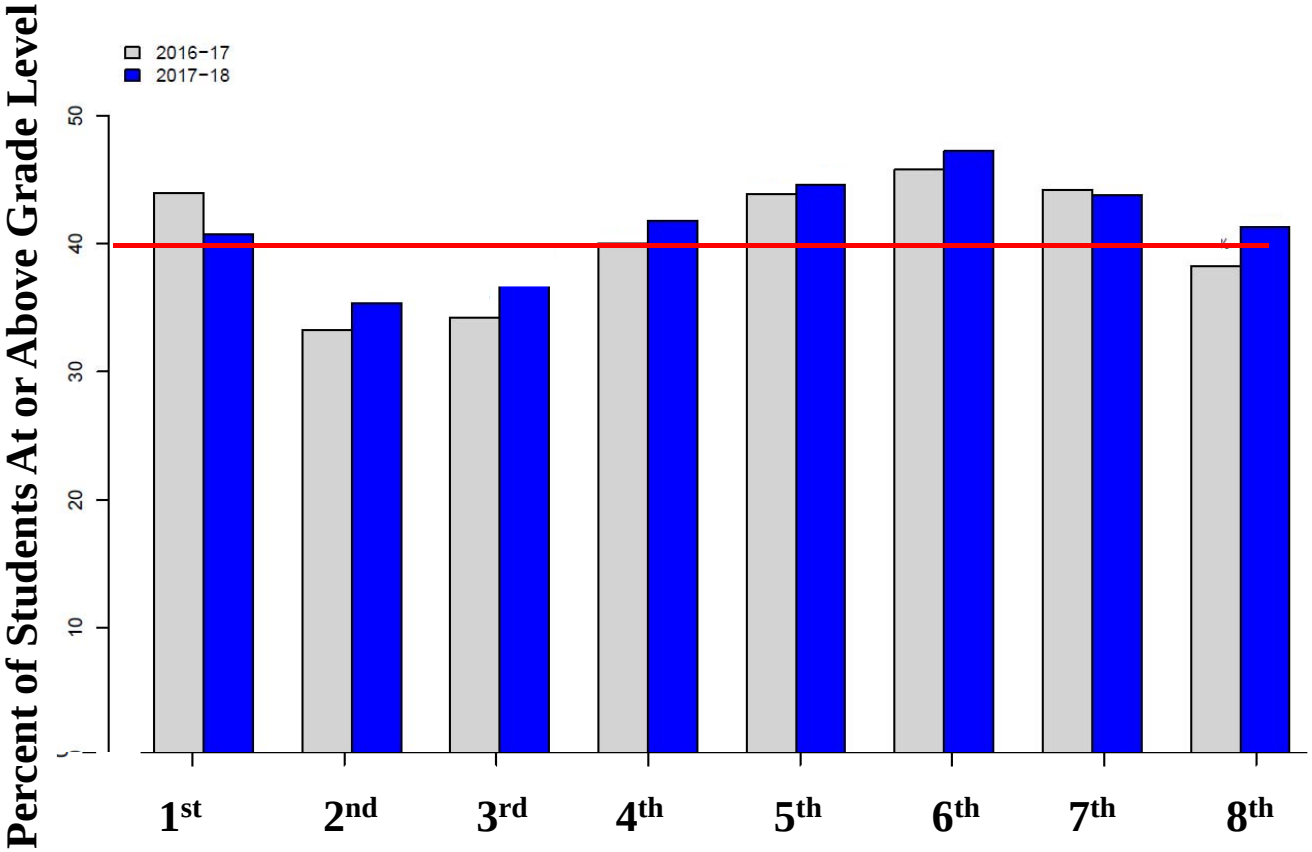


Tyler ISD Goal #1, PM 1.2

85% of K-3 students will be reading at grade level RIT by spring 2021

Reading

- Cohorts improved compared to last year in every grade except K.
- Most cohorts (6/8) are above this year's average (40%).

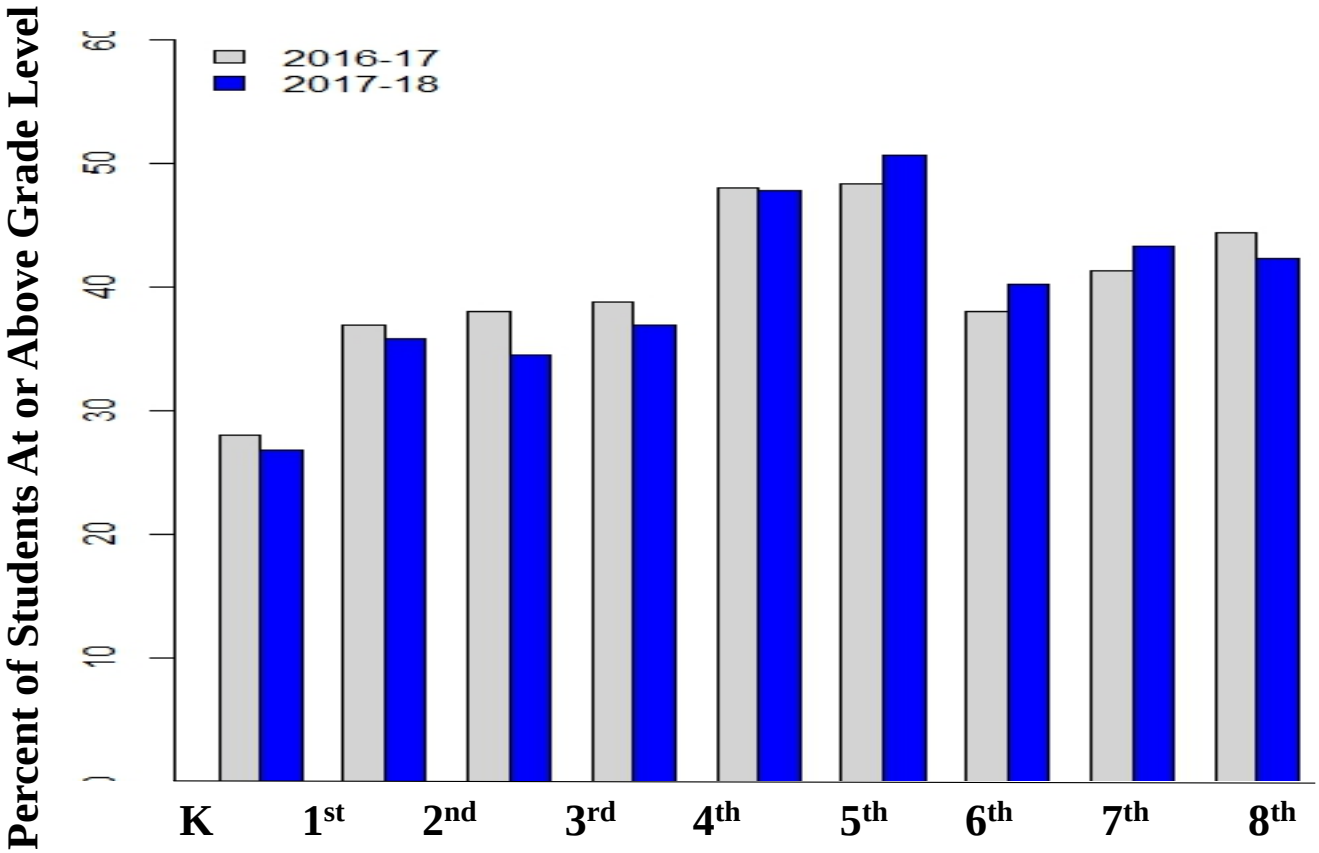


Tyler ISD Goal #1, PM 1.2

85% of K-3 students will be reading at grade level RIT by spring 2021

Math

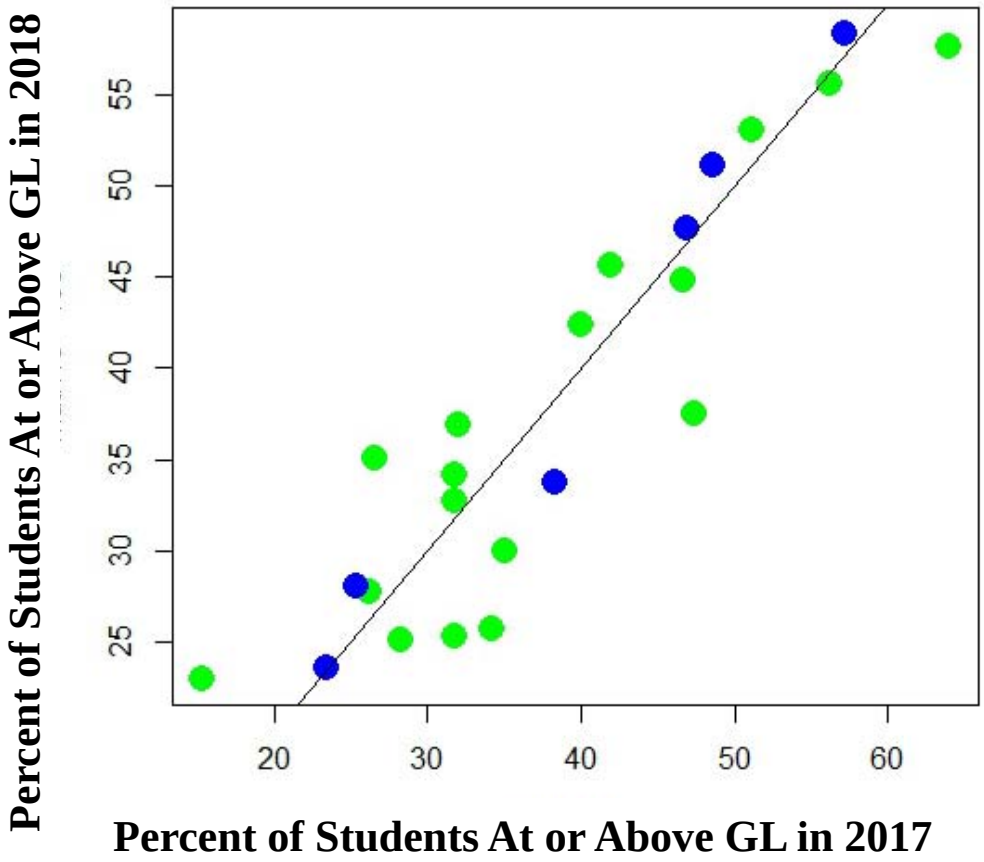
- Math scores were ±1 RIT point in every grade compared to last year
- The percent of students grade-level ready compared to last year is lower in every grade except 1st, 7th, and 8th grades.



Tyler ISD Goal #1, PM 1.2

85% of K-3 students will be reading at grade level RIT by spring 2021

The percent of students on grade level in math is similar to the beginning of the year last year for most campuses (± 10%).

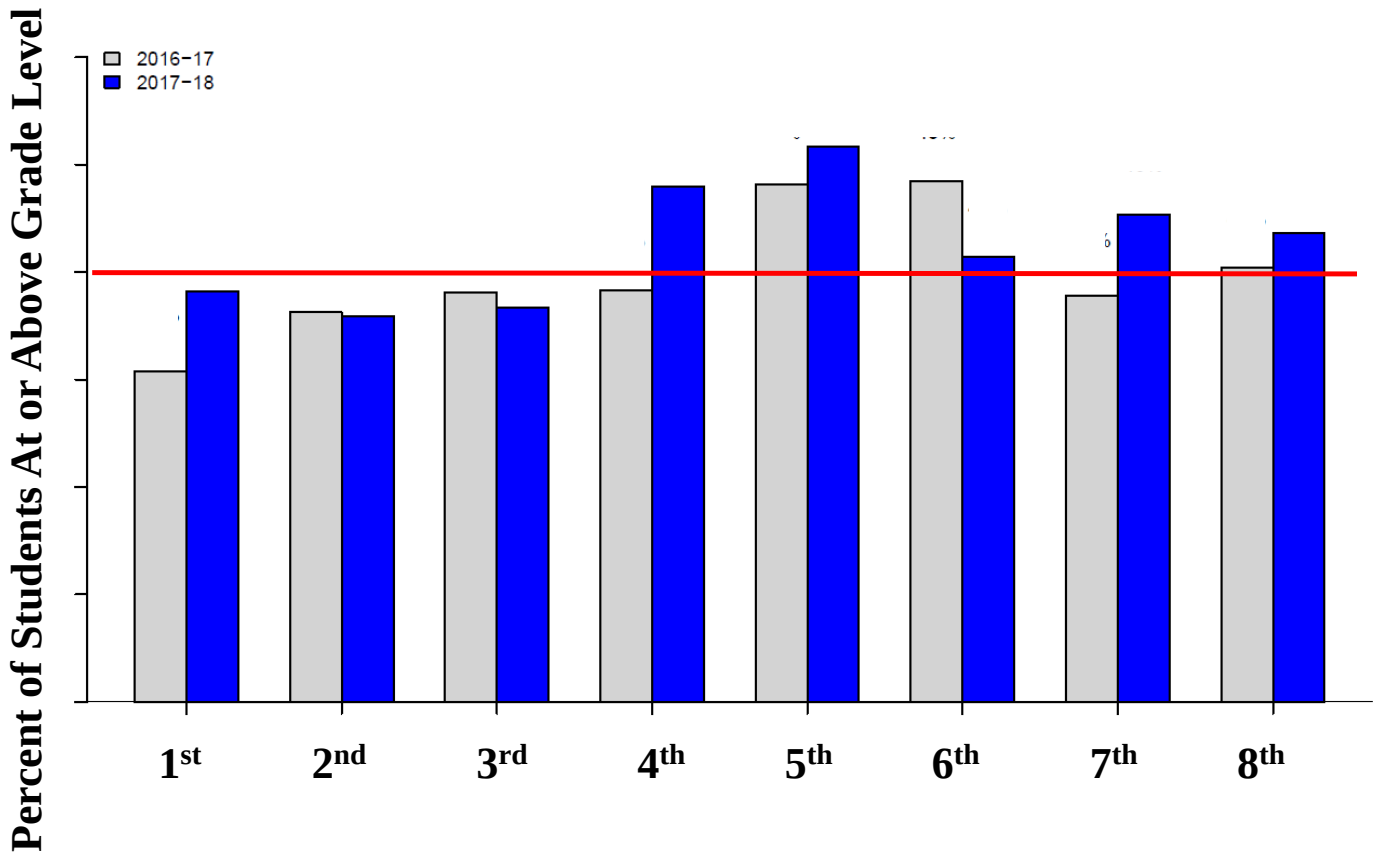


Tyler ISD Goal #1, PM 1.2

85% of K-3 students will be reading at grade level RIT by spring 2021

Math

- Cohorts improved compared to last year in every grade except 1st, 2nd, and 6th.
- Most of the cohorts (5/8) are above this year's average (40%).



What's next?

- To improve beginning and end of the year scores, we established "Growth Goals" for K-2 students and teachers
- Design of the goals is based on TISD MAP scores and district goals
- If all K-2 students meet growth goals, then each student will have at least an 84% chance of passing the 3rd grade STAAR Reading test (currently 61% of our students)
- Passing 3rd grade STAAR increases their confidence, readiness for subsequent grades, chance of passing future STAAR tests, and overall school accountability

Questions

TYLER ISD
Successful Student Outcomes

nwea
Measuring What Matters

TYLER ISD
College & Career

2017 AP & Dual Credit Update

September 18, 2017

TYLER ISD
Successful Student Outcomes

TYLER ISD
College & Career

OUTLINE

- College Readiness Goal 2.2
- AP/Dual Credit 11th & 12th
- AP/Dual Credit 10th
- New for AP/Dual Credit

TYLER ISD
Successful Student Outcomes

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The percentage of TISD students comlpleting two or more advanced/dual credit courses will increase by an average of at least 3% annually over the next five years.

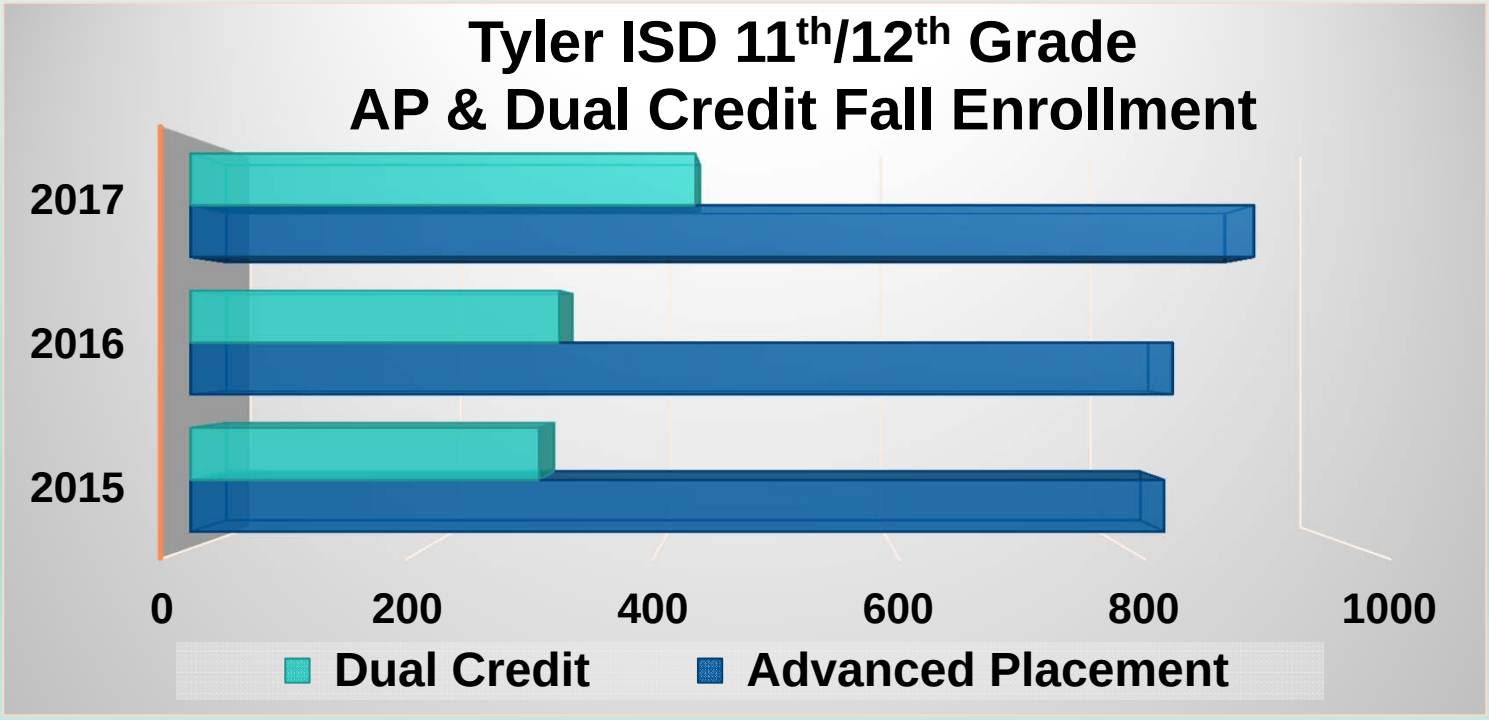
- Baseline (2016) – 38.8%*
- **Year 1 Target (2017) – 41.8%***
- Year 2 Target (2018) – 44.8%*

***Based on Texas Academic Performance Report (TAPR)**

TYLER ISD
Successful Student Outcomes

11th & 12th Grade Enrollment	Fall 2015	Fall 2016	Fall 2017
Advanced Placement	832	839	909
Dual Credit	298	315	431

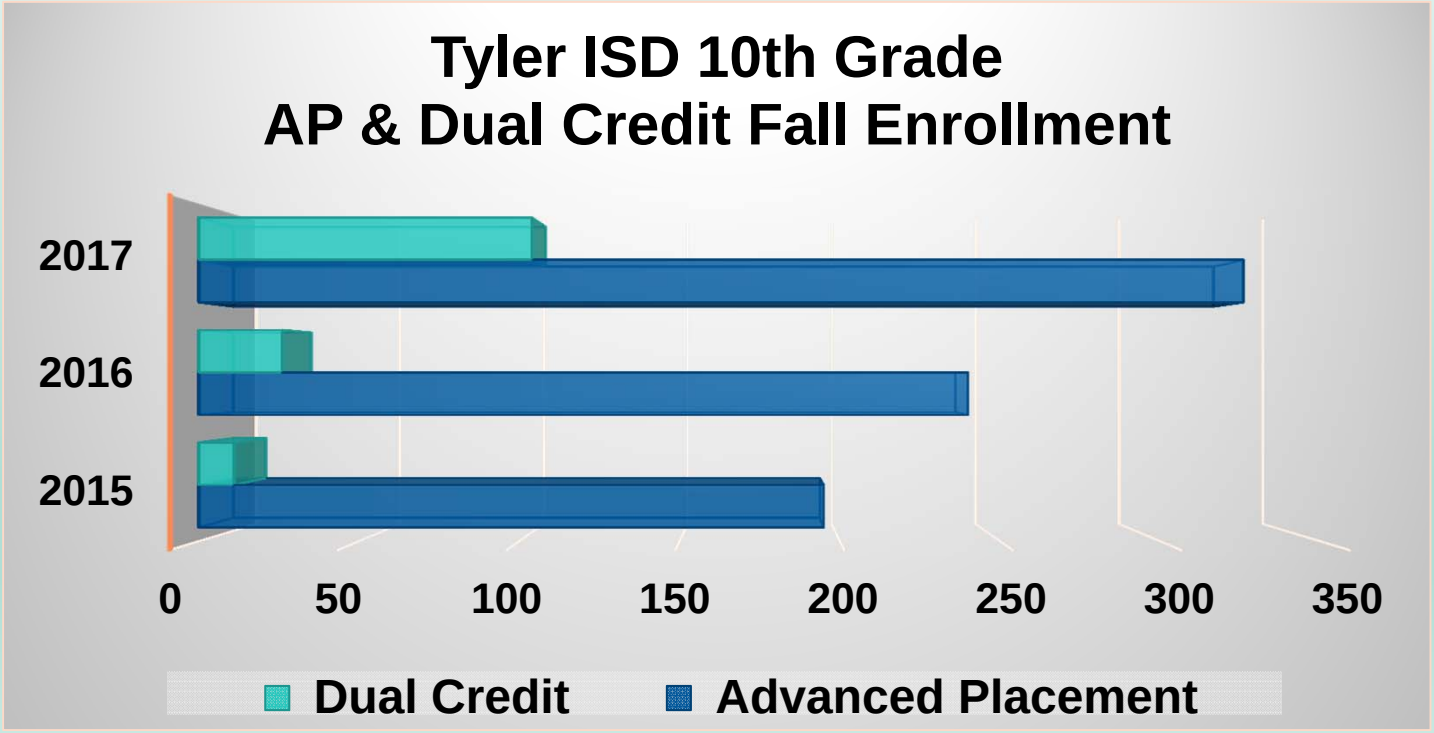
TYLER ISD
Successful Student Outcomes



TYLER ISD
Successful Student Outcomes

10th Grade Enrollment	Fall 2015	Fall 2016	Fall 2017
Advanced Placement	195	240	326
Dual Credit	11	26	104

TYLER ISD
Successful Student Outcomes



TYLER ISD
Successful Student Outcomes

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TYLER ISD

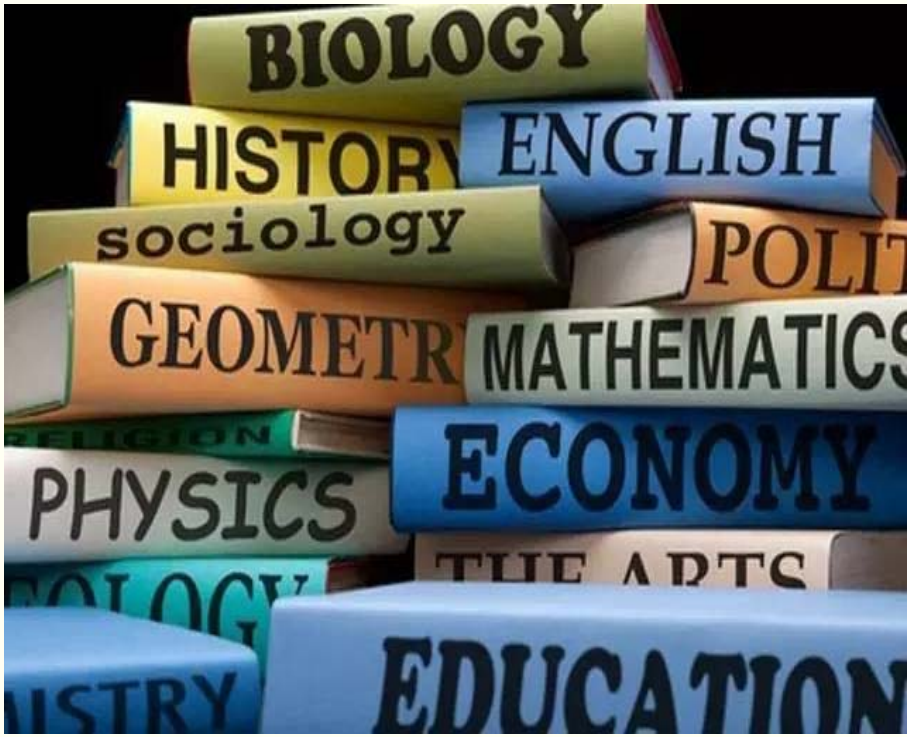
Successful Student Outcomes

TYLER ISD

College & Career

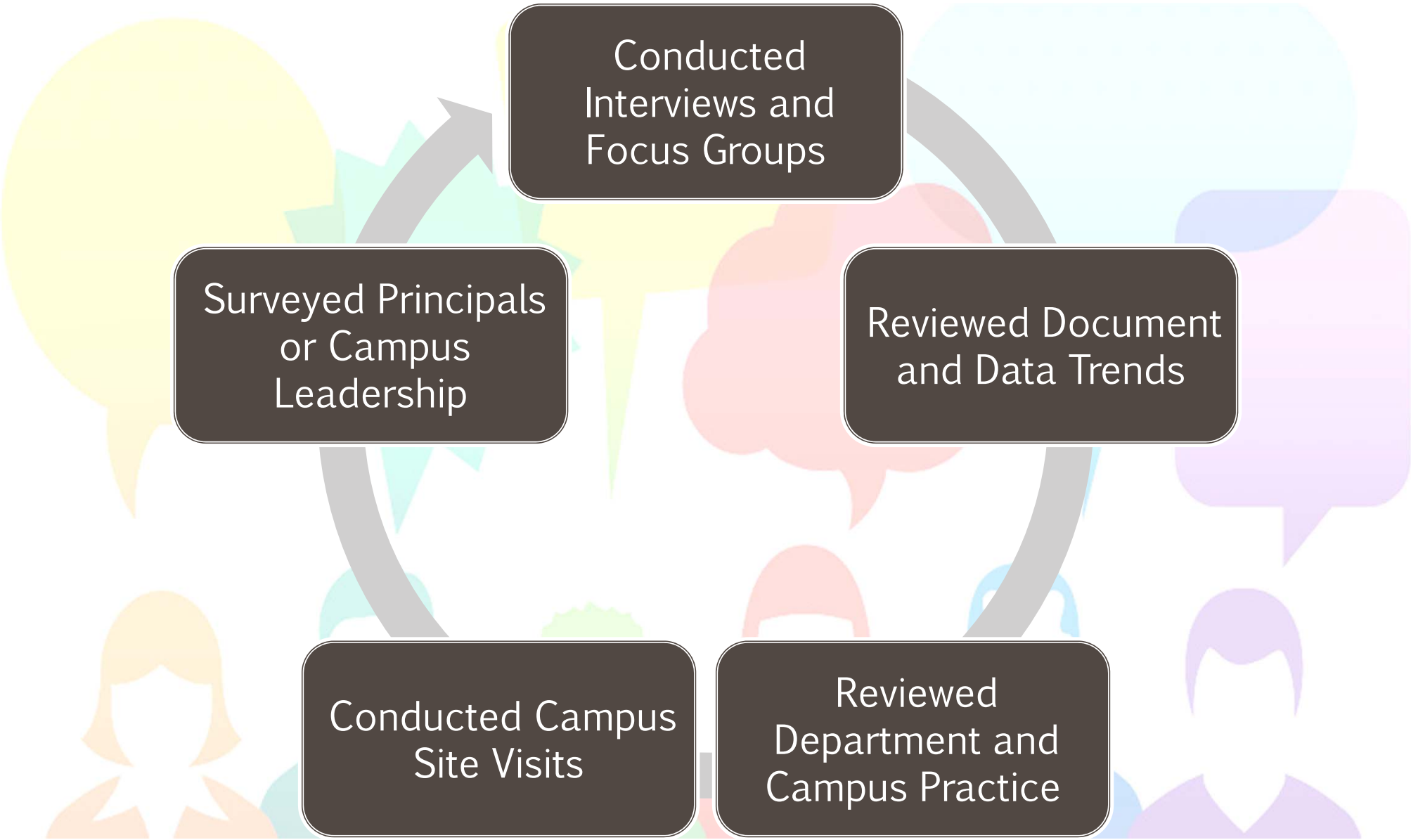
CURRICULUM & INSTRUCTION UPDATE

Dr. Christy Hanson



TIME FOR REVIEW

- Review curricular and instructional programs
- Review the district's teaching and learning theory of action
- Determine the scope and quality of the district's curriculum
- Determine current state of curriculum implementation in schools and classrooms
- Make recommendations for new/revised curricular guidance documents and tools.


Conducted Interviews and Focus Groups
Reviewed Document and Data Trends
Reviewed Department and Campus Practice
Conducted Campus Site Visits
Surveyed Principals or Campus Leadership

Development of an aligned, coherent curriculum across grades and content areas.

Creation of a curriculum design, development and management plan and timeline with an initial focus on literacy and mathematics.	Curriculum refinement to improve coherence from grade to grade across content areas, focusing on academic rigor, and providing clarity for implementation.

Ensuring consistency to the curriculum and academic programs

Increased opportunities for authentic engagement through teacher curriculum writing teams and feedback process.	Curriculum documents that are easy to access.

Capacity building and systems of support for shared accountability

Aligned professional development to curricular efforts.	Shared accountability for curriculum implementation.	Enhanced tiered supports to schools through staffing changes and targeting resources.

Questions?

Tyler ISD
Tomorrow's Education Today

BUDGET PROPOSAL

2017-2018

Tyler ISD
Tomorrow's Education Today

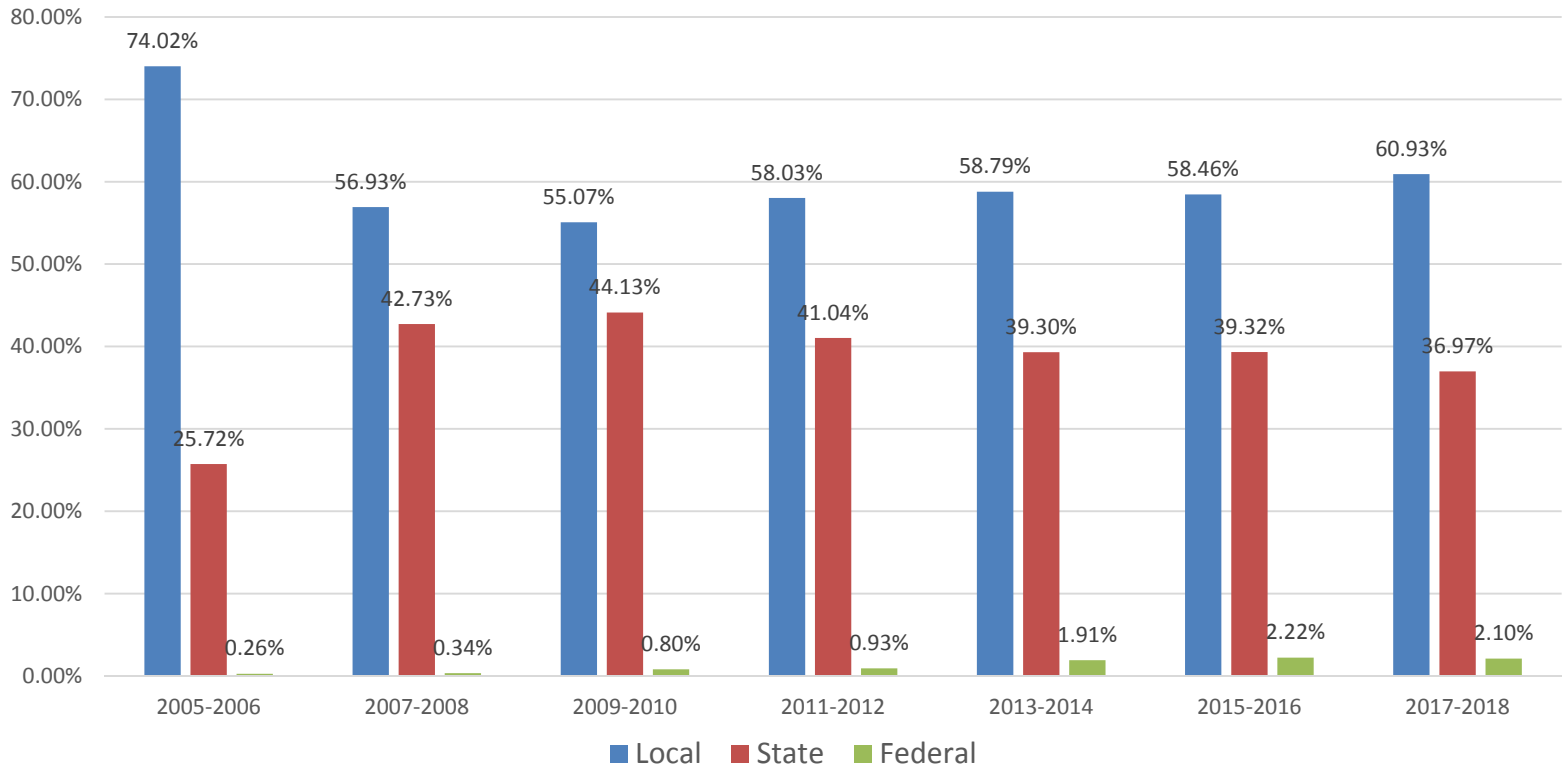
Revenue Sources

- State Formula Revenue (37.0%)
- Local Property Tax Revenue (61.0%)
- School Health & Related Services (SHARS) (1.6%)
- Other Miscellaneous (.4%)

Tyler ISD
Tomorrow's Education Today

Percentage of Revenue by Source

Note: M&O tax rate for 05-06 was $1.4245, $1.04 for all other years



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Tomorrow's Education Today

Revenue Sources

State Formula Revenue

- First year of biennium
- Local share increased because of property taxes; therefore state revenue decreased
- Austin yield increased from $77.53 to $99.41
- Net Decrease of approximately $598,000

Revenue Sources

Local Property Taxes

- Values are finalized
- Value increase – 3.8% increase
- Increase of $3.58 million

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Tomorrow's Education Today

Revenue Sources

Total Proposed Revenue Increase

$3.1 million

Tyler ISD
Tomorrow's Education Today

Proposed Uses of Funds

- Payroll and Benefits
  - Raise for Employees ($1,500 teachers, 3% of midpoint for all other employees
  - Beginning teacher pay to $42,000
  - Addition of 6 teachers net/CTE program/ECHS
  - $2.75 million net increase

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Tomorrow's Education Today

Proposed Uses of Funds

- Instruction and Instructional Support
  - Campus allotment increase
  - School improvement support increase
  - Instructional support software increase
  - Net increase of $368,000

Tyler ISD
Tomorrow's Education Today

Proposed Uses of Funds

- Departmental and Operating
  - Athletic officials pay increase/travel expense
  - Utilities expense decrease
  - Tax assessment and collection fee increase
  - Preventive Maintenance Fund increase
  - Net increase of $2,000

Tyler ISD
Tomorrow's Education Today

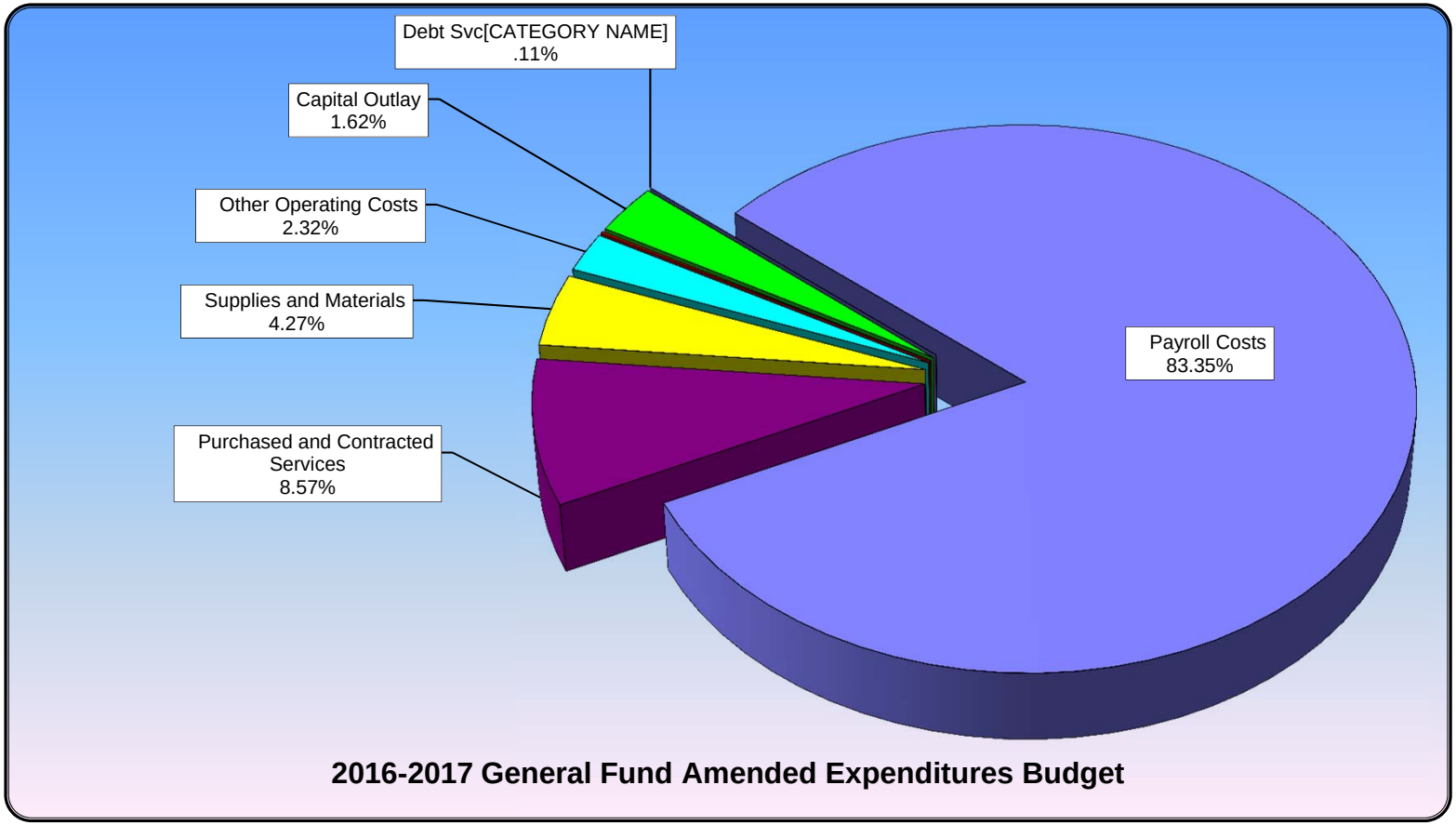
Expenditures

Total Proposed Expenditure Increase

$3.1 million

Tyler ISD
Tomorrow's Education Today

Expenditures



2016-2017 General Fund Amended Expenditures Budget

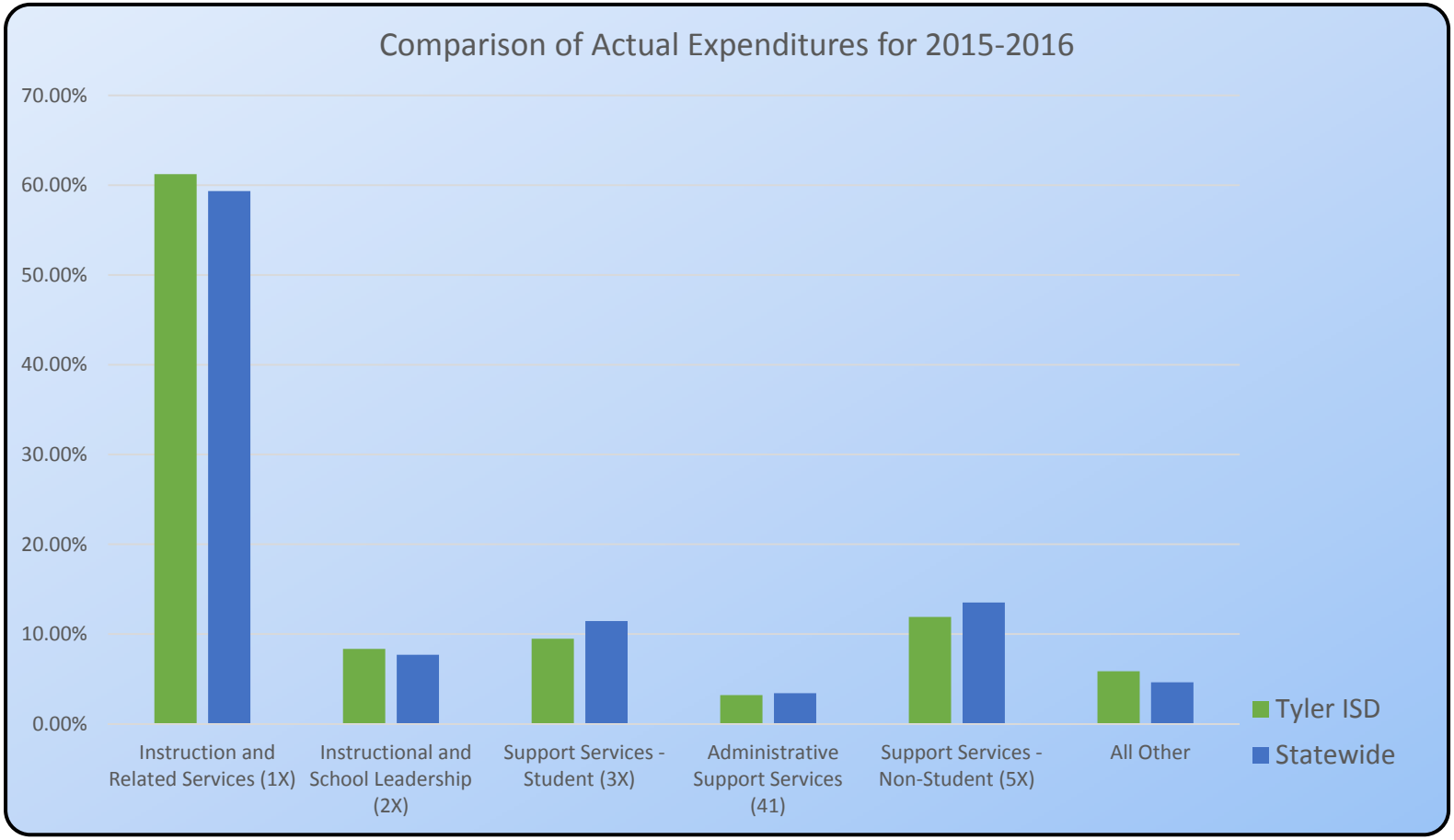
Tyler ISD Staffing Plan

Campus Based

- Separate for elementary, middle and high schools
- Staffing dependent on size
- Schools use Title 1 grant to supplement this staffing plan for instructional related staff only.

Tyler ISD
Tomorrow's Education Today

Tyler ISD Staffing Plan

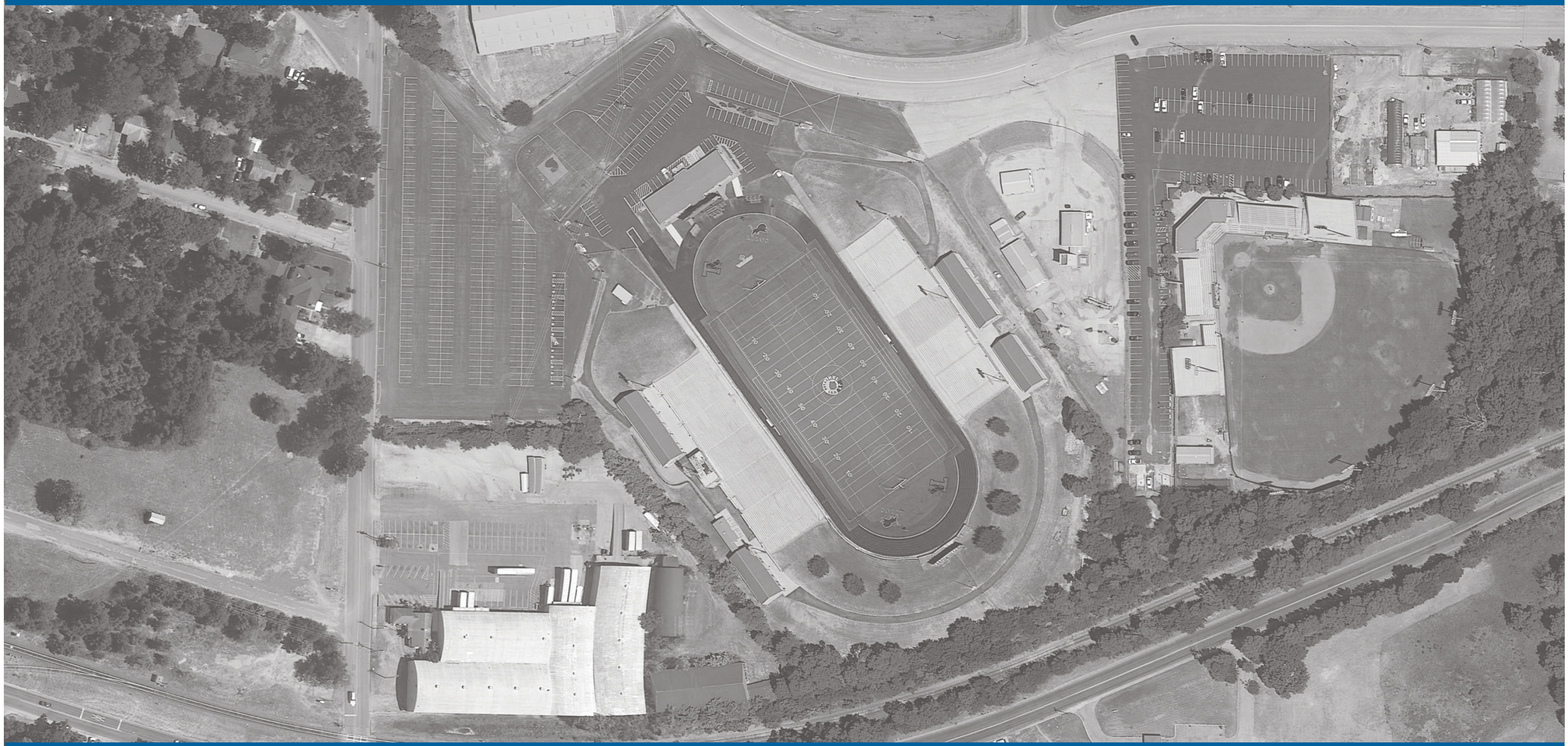


Tyler ISD
Tomorrow's Education Today

Tyler ISD Salary Scales

- Teachers are on a range of $42K to $64K with ability to receive various stipends
- Other pay ranges: administrative and professional, clerical, manual trades, and transportation
- Based on a minimum, midpoint, and max with raise given as % of midpoint

TYLER ROSE STADIUM



Proposed Site Plan - Phase 1

TYLER INDEPENDENT SCHOOL DISTRICT

N

DATE: 08.03.17

Typical Ticketbooth and Entry Gate - Option 2

TYLER INDEPENDENT SCHOOL DISTRICT

DATE: 08.03.17

Typical Ticketbooth and Entry Gate - Option 2

TYLER INDEPENDENT SCHOOL DISTRICT

DATE: 08.03.17

Pressbox Field View

TYLER INDEPENDENT SCHOOL DISTRICT

DATE: 08.03.17

Pressbox Aerial View 1

TYLER INDEPENDENT SCHOOL DISTRICT

DATE: 08.03.17

Pressbox Aerial View 2

TYLER INDEPENDENT SCHOOL DISTRICT

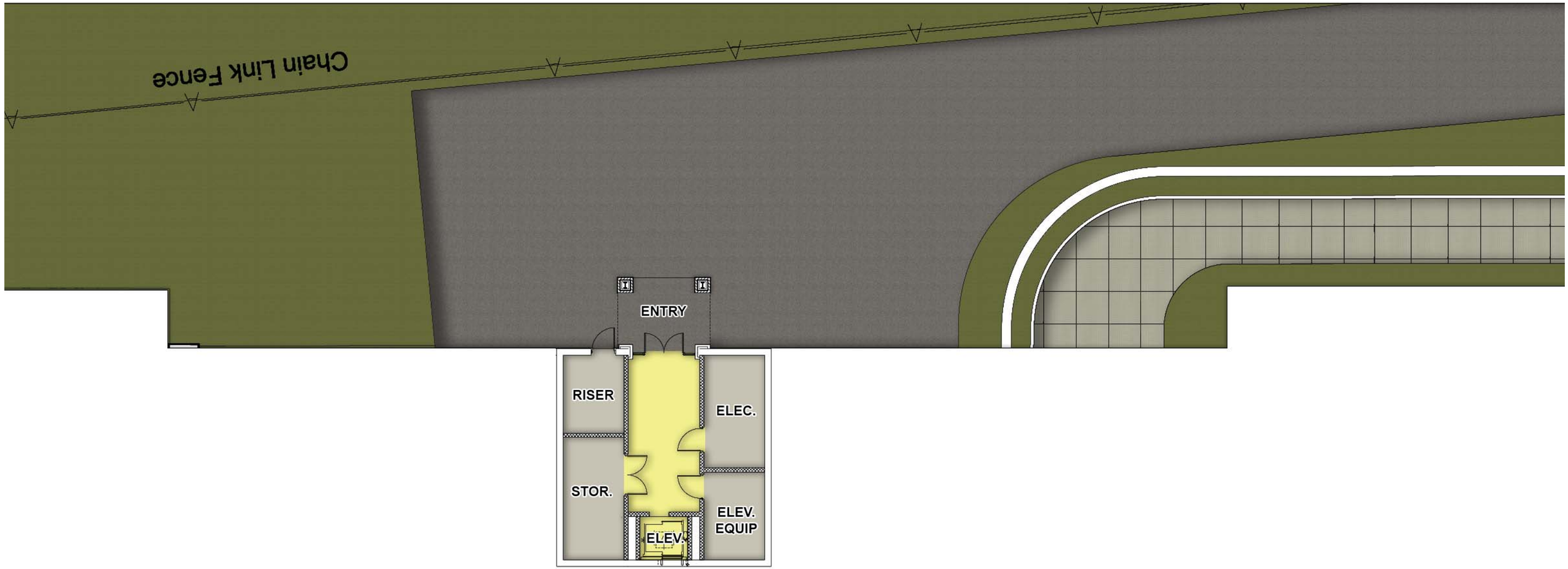
DATE: 08.03.17

Concourse Aerial View 1

Concourse Aerial View 2

TYLER INDEPENDENT SCHOOL DISTRICT

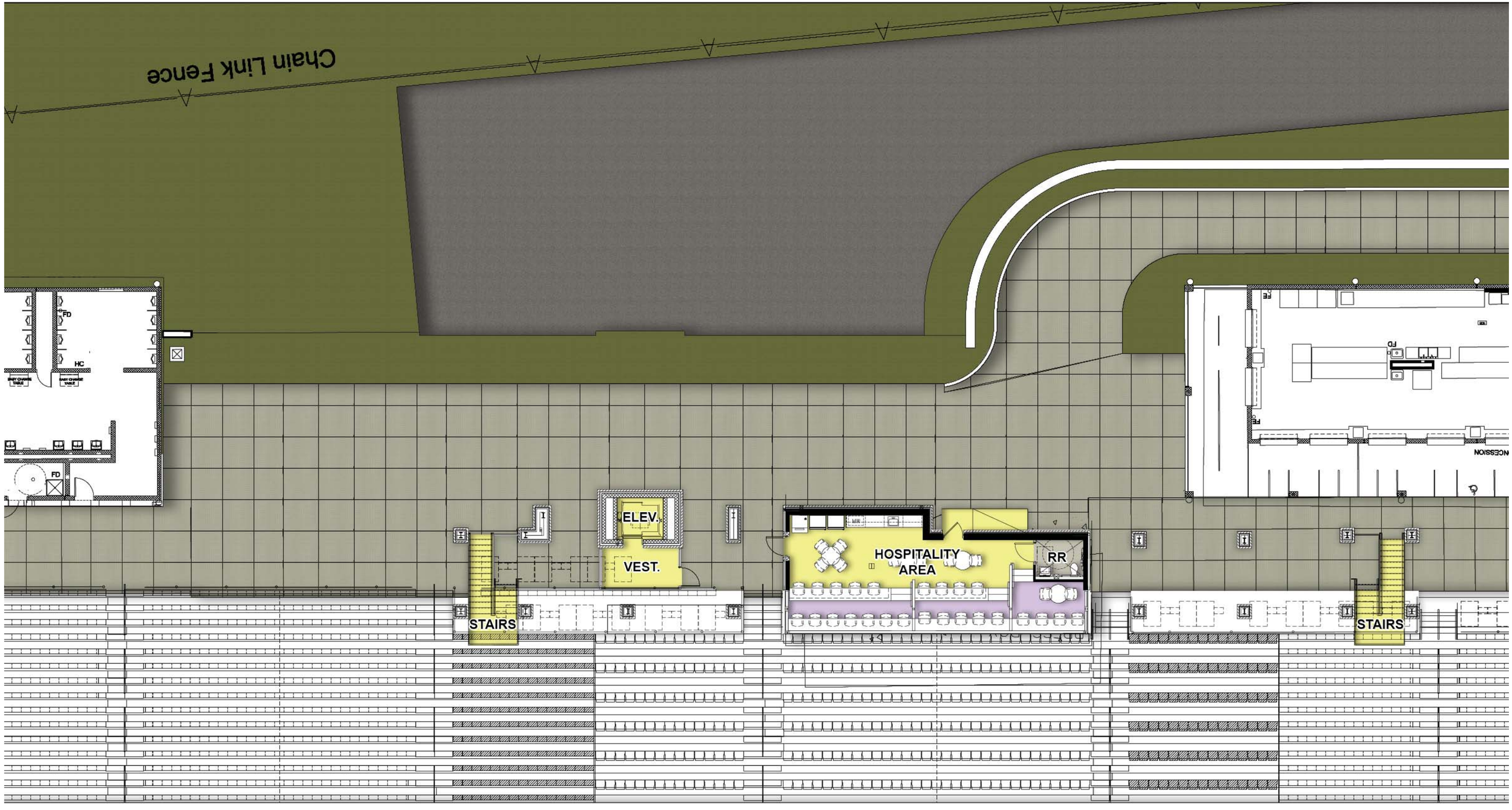
DATE: 08.03.17



Proposed Pressbox - Ground Level

TYLER INDEPENDENT SCHOOL DISTRICT

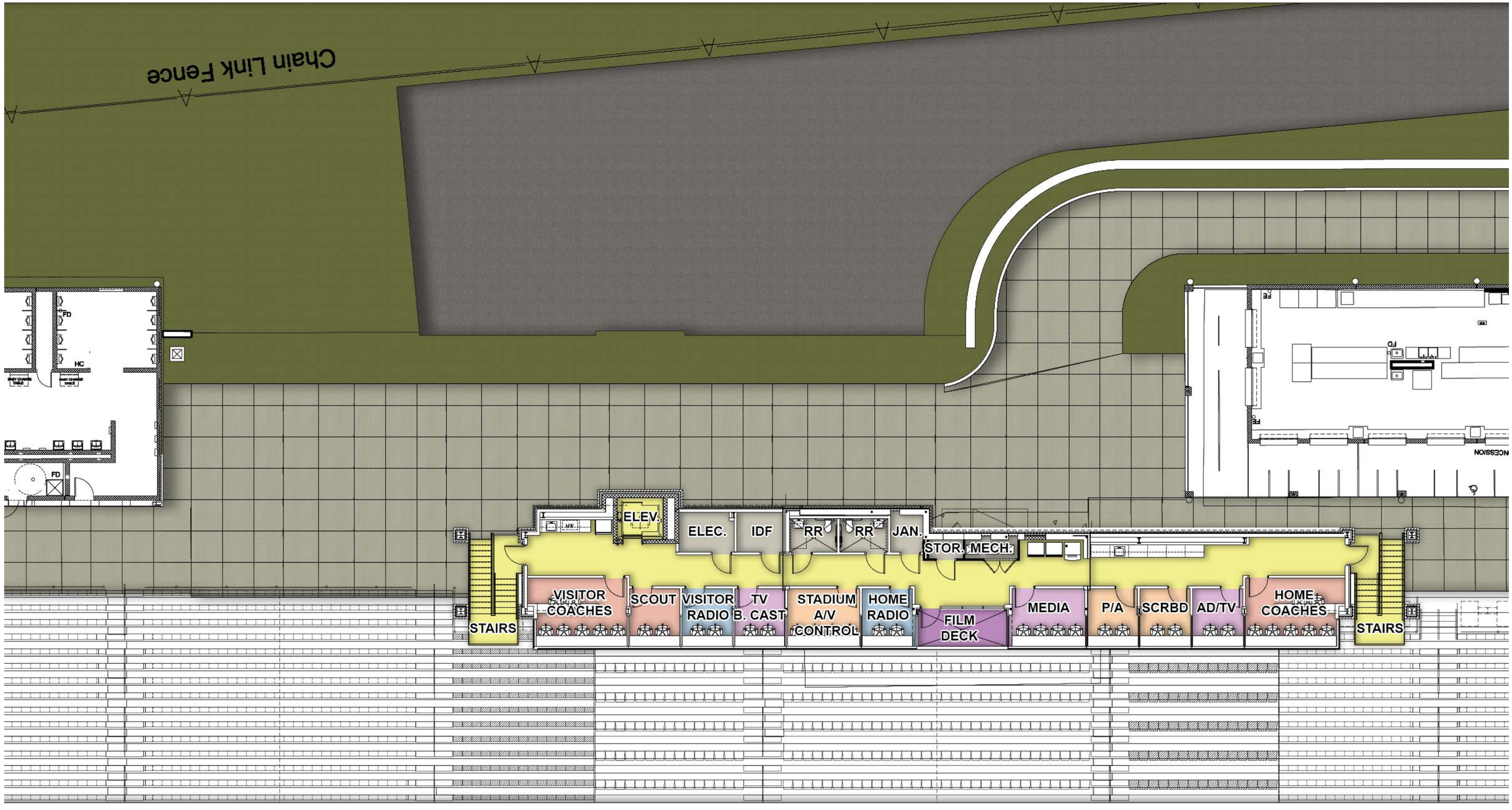
DATE: 08.03.17



Proposed Pressbox - Concourse Level

TYLER INDEPENDENT SCHOOL DISTRICT

DATE: 08.03.17



Proposed Pressbox Second Level

TYLER INDEPENDENT SCHOOL DISTRICT

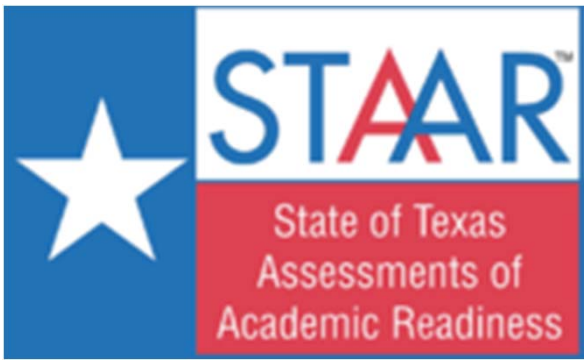
DATE: 08.03.17

CHRISTUS TRINITY MOTHER FRANCES ROSE STADIUM
TYLER INDEPENDENT SCHOOL DISTRICT

THANK YOU

Summary of 2017 3rd Grade Reading STAAR Data

Dr. Christy Hanson and Dr. James Cureton



Tyler ISD Goal #1: 85% of K-3 students will be reading at grade level RIT by spring 2021

Goal 1.1: 68% of students will meet standard on the 3rd grade reading test.

- Accountability currently only considers the percent of students **approaching** grade level (most of the data presented today).
- **Mastery** of a grade level is not considered in accountability for campuses or districts yet.***

***Mastery of grade level will be part of the 2018-2019 accountability ratings.

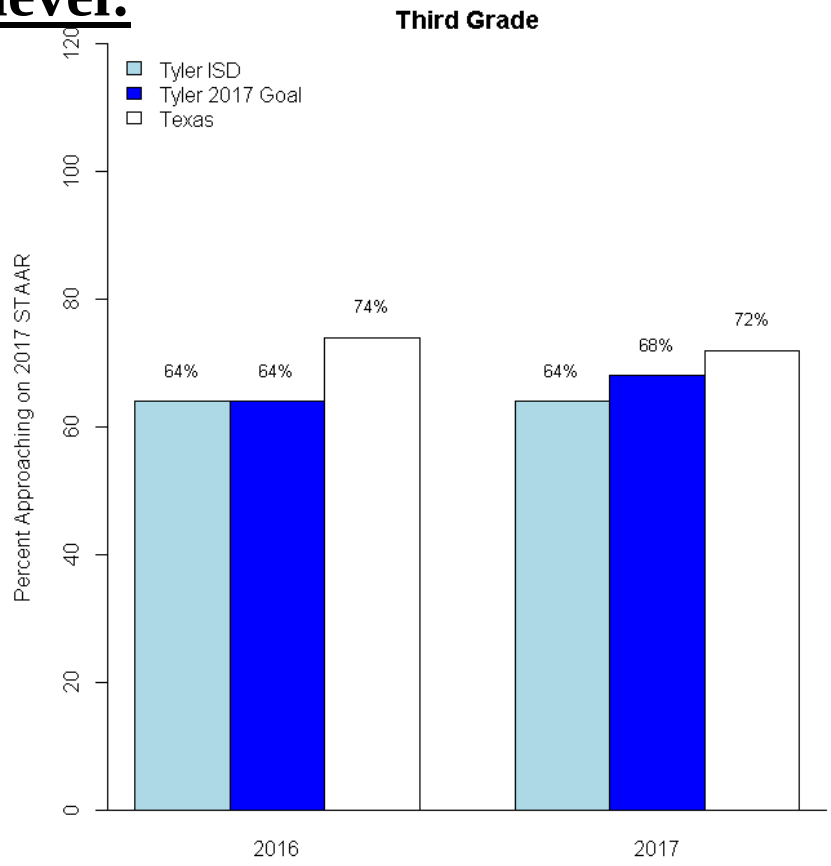
Goal 1.1: 68% of students will meet standard on the 3rd grade reading test.

Percent of students APPROACHING grade level:

1.1 - 3rd grade only:

Spring 2016 **base**: 64% Approaching
Spring 2017 **average**: 64% Approaching
Spring 2017 **target**: 68% Approaching

We are short of our 2017 Goal 1.1 target with 64% of 3rd graders meeting the STAAR standard in reading.



Goal 1.1: 68% of students will meet standard on the 3rd grade reading test.

Percent of students APPROACHING grade level:

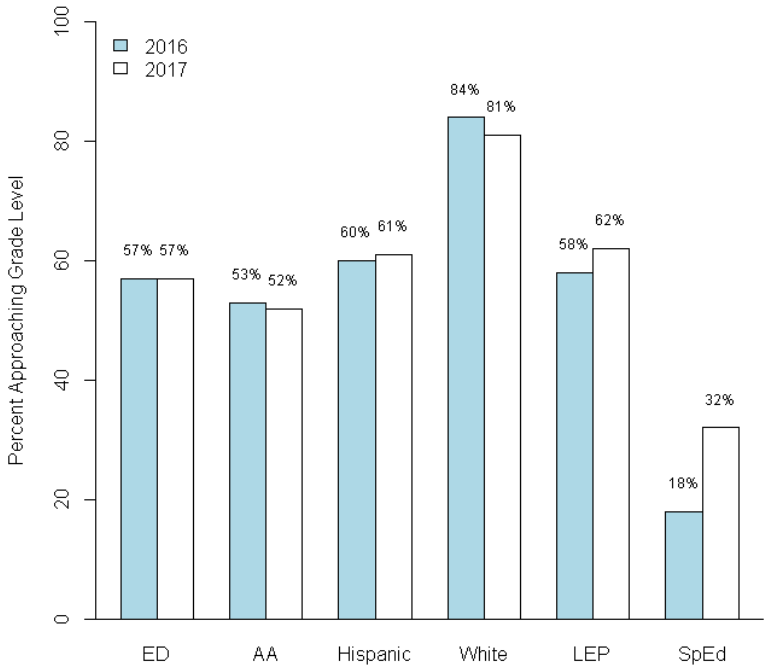
Campus Scores from 2016 to 2017	Percent Change	Number of Campuses
Declined	< -5%	5
No Change	-5% < & < 5%	5
Improved	< 5%	7

Schools that showed improvement in 2017

*Bonner Elementary School (+7%)
*Clarkston Elementary School (+6%)
*Douglas Elementary School (+7%)
*Griffin Elementary School (+13%)
*Jones Elementary School (+14%)
*Orr Elementary School (+14%)
*Ramey Elementary School (+26%)

Goal 1.1: 68% of students will meet standard on the 3rd grade reading test.

Percent of students APPROACHING grade level:

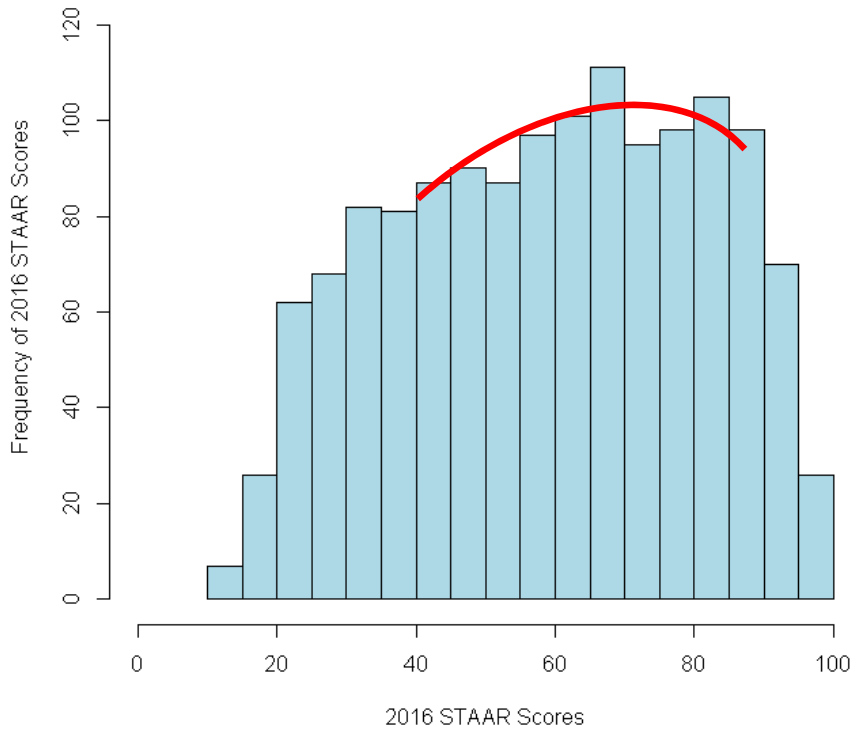


Notable subpopulation improvements:

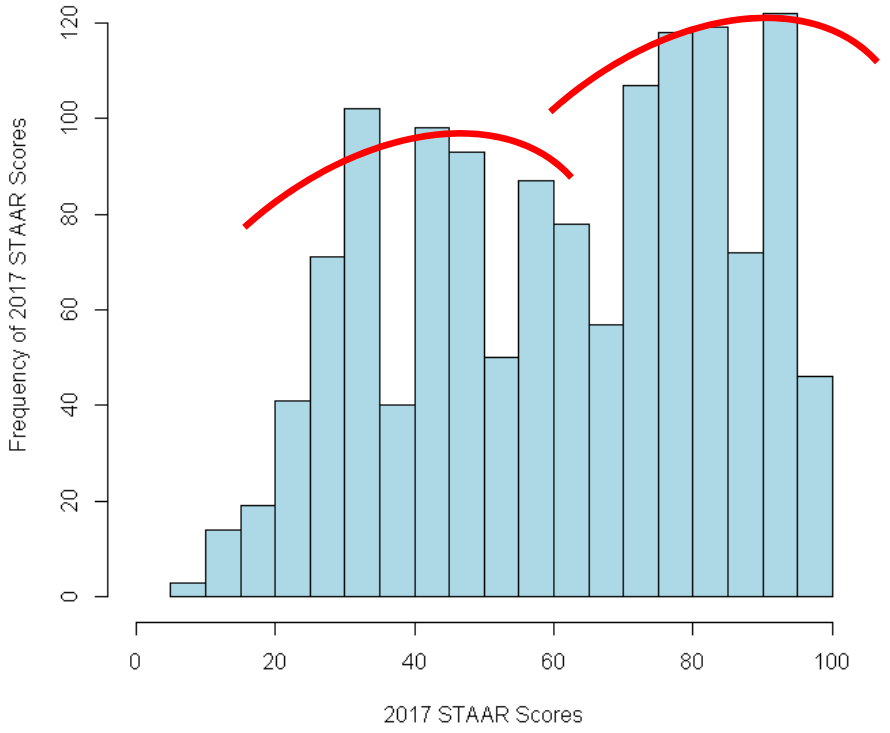
- The percent of LEP students approaching grade level increased by 4% in 2017
- The percent of Special Education students approaching grade level increased by **14%**!

Goal 1.1: 68% of students will meet standard on the 3rd grade reading test.

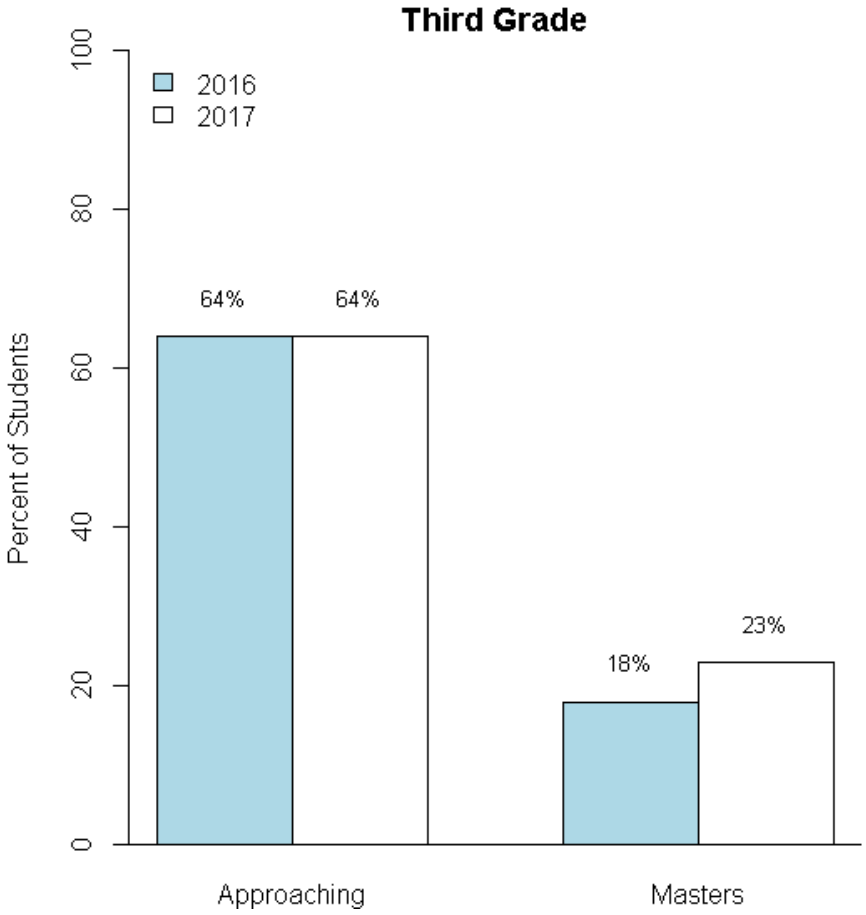
2016 STAAR Scores
Approaching: 64%
Mastery: 18%



2017 STAAR Scores
Approaching: 64%
Mastery: 23%



Goal 1.1: 68% of students will meet standard on the 3rd grade reading test.



- We saw a 5% increase in mastery from last year
- This equates to 70 more students mastering 3rd grade reading than the year before!

Goal 1.1: 68% of students will meet standard on the 3rd grade reading test.

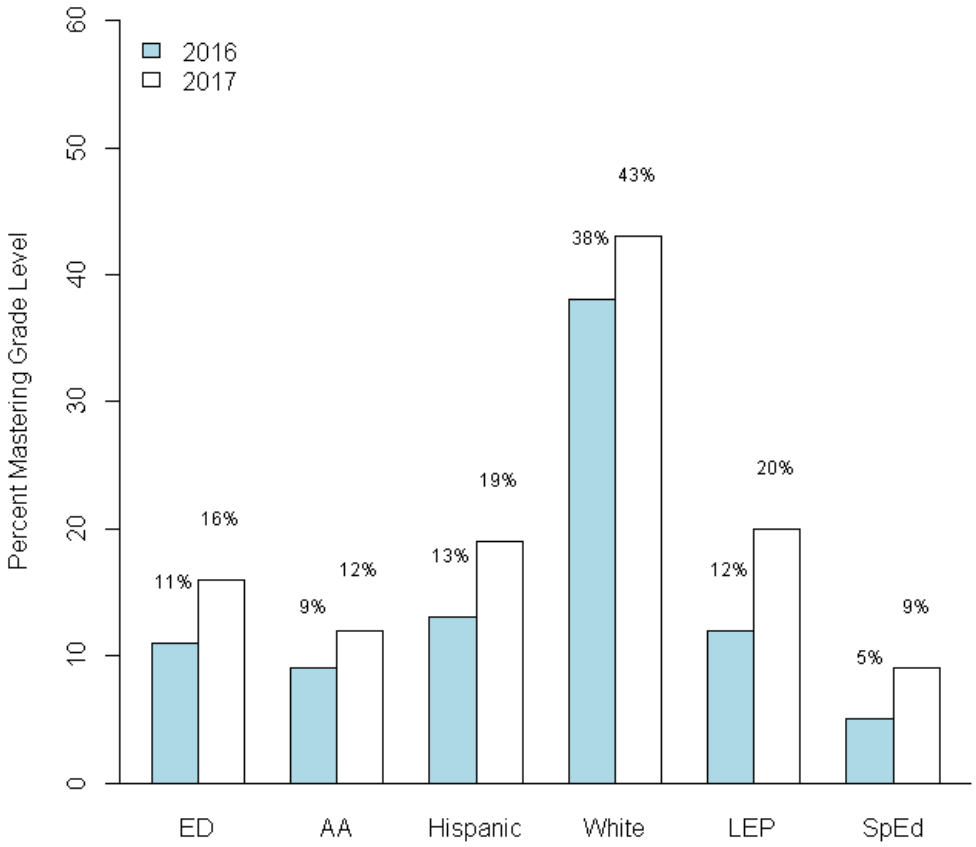
Percent of students APPROACHING grade level:

Campus Scores from 2016 to 2017	Percent Change	Number of Campuses
Declined	< -5%	5
No Change	-5% < & < 5%	5
Improved	< 5%	7

Percent of students MASTERING grade level:

Campus Scores from 2016 to 2017	Percent Change	Number of Campuses
Declined	< -5%	1
No Change	-5% < & < 5%	9
Improved	< 5%	7

Goal 1.1: 68% of students will meet standard on the 3rd grade reading test.



EVERY subpopulation improved MASTERY:

- Economically disadvantage (+5%)
- African American (3%)
- Hispanic (+6%)
- White (+5%)
- LEP (+8%)
- Special Education (+4%)

Goal 1.1: 68% of students will meet standard on the 3rd grade reading test.

TEK Progress	Percent Change	Number of TEKS
Declined	≤ -5%	6
No Change	-5% < & < 5%	3
Improved	≤ 5%	7

Biggest declines:

- 5.A: Paraphrase the themes and supporting details of fables, legends, myths, or stories
- 13: Analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding

Biggest improvements:

- 5: Students analyze, make inferences, and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence to support their understanding
- 10.A: Identify language that creates a graphic visual experience and appeals to the senses

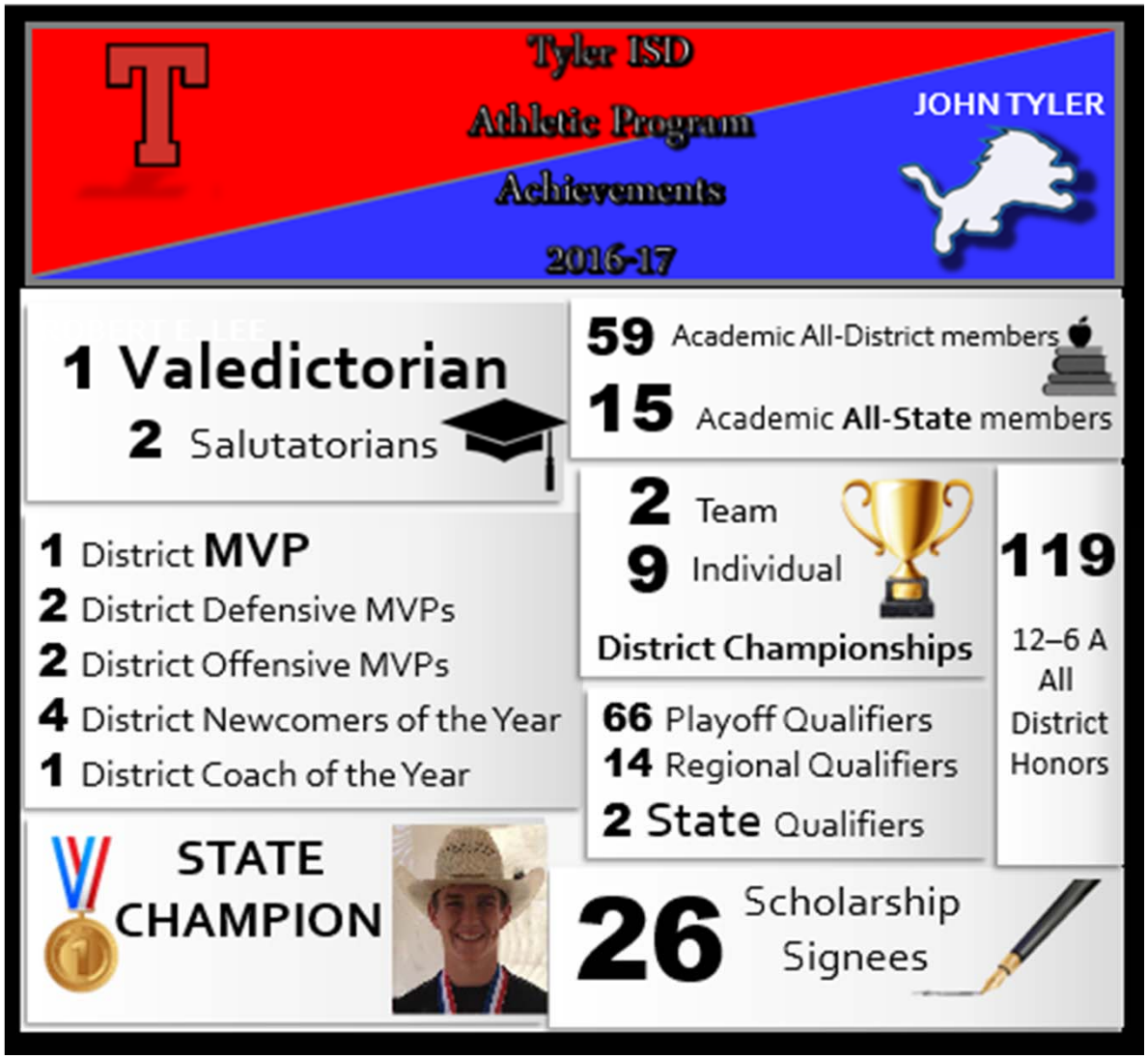
What does all of this mean for TISD?

- The percent of students approaching grade level **stayed the same** from 2016 to 2017
- The percent of students mastering grade level **increased** by 5% across the district.
- No subpopulation showed a significant decline in approaching, but every subpopulation increased mastery
- Focus needs to be on growing lower achieving students while continuing to challenge higher achieving students

TYLER INDEPENDENT SCHOOL DISTRICT
Athletics Update

July 27, 2017

Tyler ISD
Tomorrow's Education Today



Tyler ISD
Tomorrow's Education Today

Middle School

- Played a district schedule with Lufkin and the three Longview middle schools in all sports this year.
- Added cross country – each middle school ran in 3 meets each
- Added boys and girls soccer and had great participation for the first year.

Playoffs games hosted by TISD

- 3 football
- 8 soccer
- 4A Regional Boys and Girls Soccer and Golf Tournaments
- 6 baseball including UIL 4 Region 2 Regional Final

Tyler ISD
Tomorrow's Education Today

Facility Improvements

- Rose Stadium seating (ADA)
- Rose Stadium scoreboard
- Mike Carter scoreboard
- Added new backboards, wall padding, and refinished courts – JT and Lee JV Gyms

Tyler ISD
Tomorrow's Education Today

Aquatics Center

Tyler Lee Swimming – 45 athletes
Middle School programs (Hubbard, Three Lakes, Moore) – The middle school program grew from 20-25 to over 65 this season. Providing bus transportation from the schools to the pool had the biggest impact on the programs growth.

Tyler Rose Aquatic Club (TRAC) began in Sept of 2016. TRAC is a year-round, USA Swimming club for ages 5-18 that competes in the North Texas LSC (local swim committee). Membership has grown from approximately 50 in September 2016 to just over 100 in July of 2017. In January of 2017 we hired Ryan West to serve as the Head Coach for TRAC as well as serval hourly employees.

Additional programs offered

- *Masters swimming* program for ages 19 and older. (40 swimmers)
- *Tyler Aquadillos* is our summer league youth swim program for ages 5-18. (35 swimmers)
- *Swim Lessons* – offer (ages 4-18 and adults) swim lessons year-round. (90+ members)
- Swim instruction/water safety to the Willow Bend orphanage during June and July.
- Lifeguard training classes.

Events hosted

- 3 high school meets in the fall.
- 2 middle school meets in the spring.
- AquaRun hosted by East Texas Triathlon Club (100 participants)
- The Aquadillos/TRAC hosted four (4) East Texas Summer Swim League competitions (250 participants)
- TRAC/Aquadillos/Masters hosted the Red, White and Blue intrasquad meet.

Tyler ISD
Tomorrow's Education Today

TYLER ISD
College & Career

TYLER ISD
CAREER & TECHNOLOGY
CENTER

CTE Certifications Update

July 10, 2017

Overview

STAAR Accountability

CTE Pillars of Success

LSG Board Goal 3

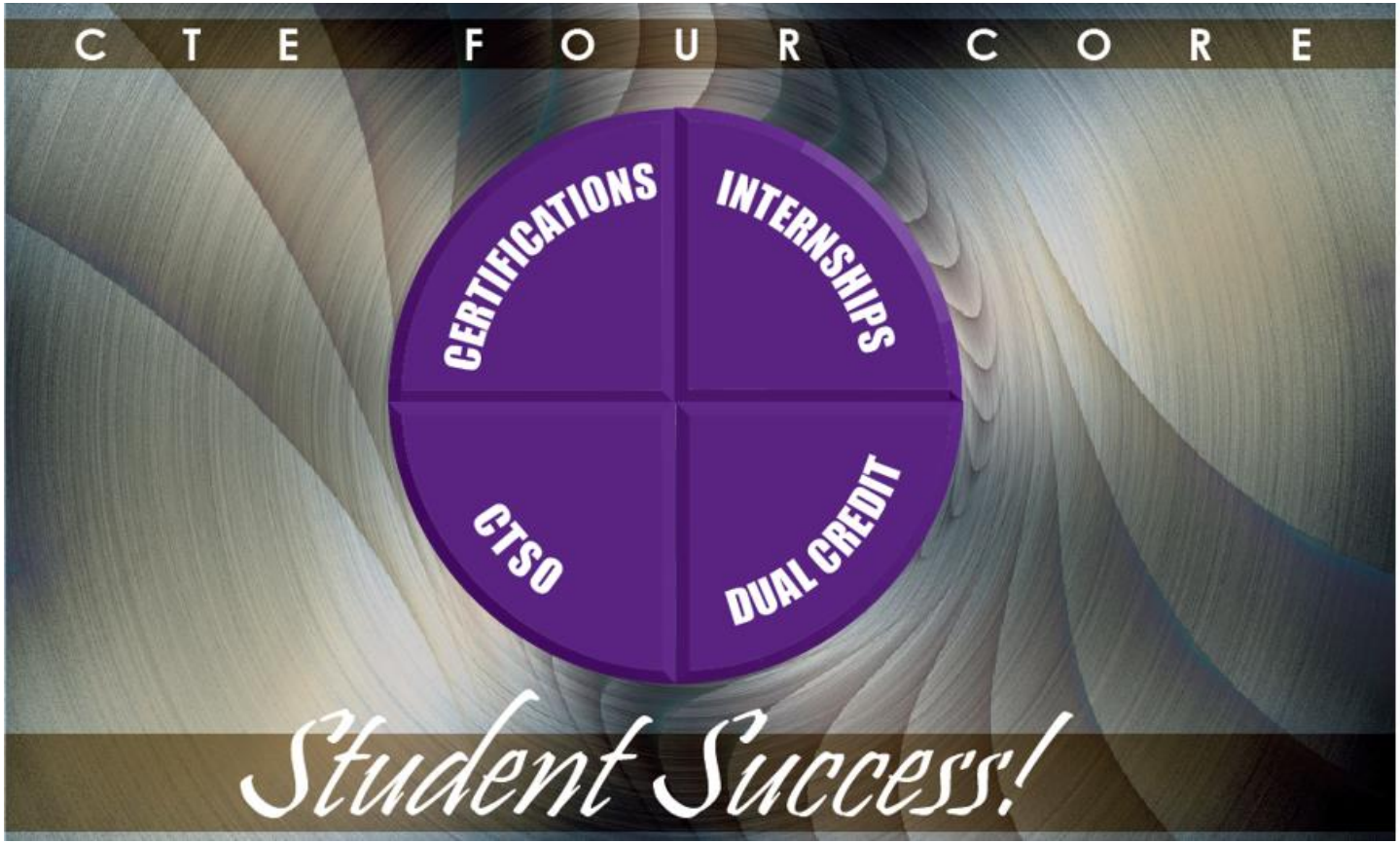
2017 CTE Certifications

STAAR A-F Accountability System

Recently adopted HB 22 modifies the accountability domains to now include **postsecondary readiness** in **Domain 1** with student achievement.

The attainment of **approved CTE certifications** is one measure of **postsecondary readiness**, along with AP/ACT/SAT/TSIA scores, dual credit completion, and enrollment in U.S. military service.

TISD CTE Pillars of Student Success



TISD Board Goal 3
Career Technical Education 60x30
Progress Measure 1

The total number of District high school students earning an industry-recognized certification will increase by an average of at least 20% annually over the next five years (from **26 in the spring of 2016** to 64 in the spring of 2021).

Year 1 (2017) Target - 31 Certifications

TISD 2016-17 CTE Certifications

1056 - Total Certifications (Community-driven)

228 (+202) - Federally Listed Certifications (Perkins)

43 - State Listed Certifications (A-F Accountability)

- A*S*K Institute - Marketing
- Adobe Flash
- Adobe Illustrator
- Adobe Photoshop
- Adobe InDesign
- Adobe Premiere
- ASE - Painting and Refinishing
- ASE - Non-structural Analysis & Damage Repair
- ASE - Structural Analysis and Damage Repair
- ASE - Automobile - Electric/ Electronic Systems
- ASE - Automobile - Engine Performance
- ASE - Automobile - Engine Repair
- AutoDesk Inventor
- AutoDesk Revit
- OSHA
- Barbicide Certification
- Certified Nursing Assistant (CNA)
- Certified Medical Assistant (MA)
- Certified Pharmacy Technician
- Cosmetology Operator License
- Guinot Skin Therapist Certificate
- CPR
- National Emergency Communications Certification (911)
- Federal Emergency Management Administration Certification
- Community Emergency Response Team Certification
- Certified Veterinary Assistant (CVA)
- Food Handler's Permit
- Pet Tech CPR & First Aid Certification

Tyler ISD
Tomorrow's Education Today

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Tyler Independent School District

Preliminary Sale Discussion and Underwriter Discussion

July 11, 2017

RBC Capital Markets

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robert.d.traylor@rbccm.com

Tyler ISD

RBC Capital Markets

Table of Contents

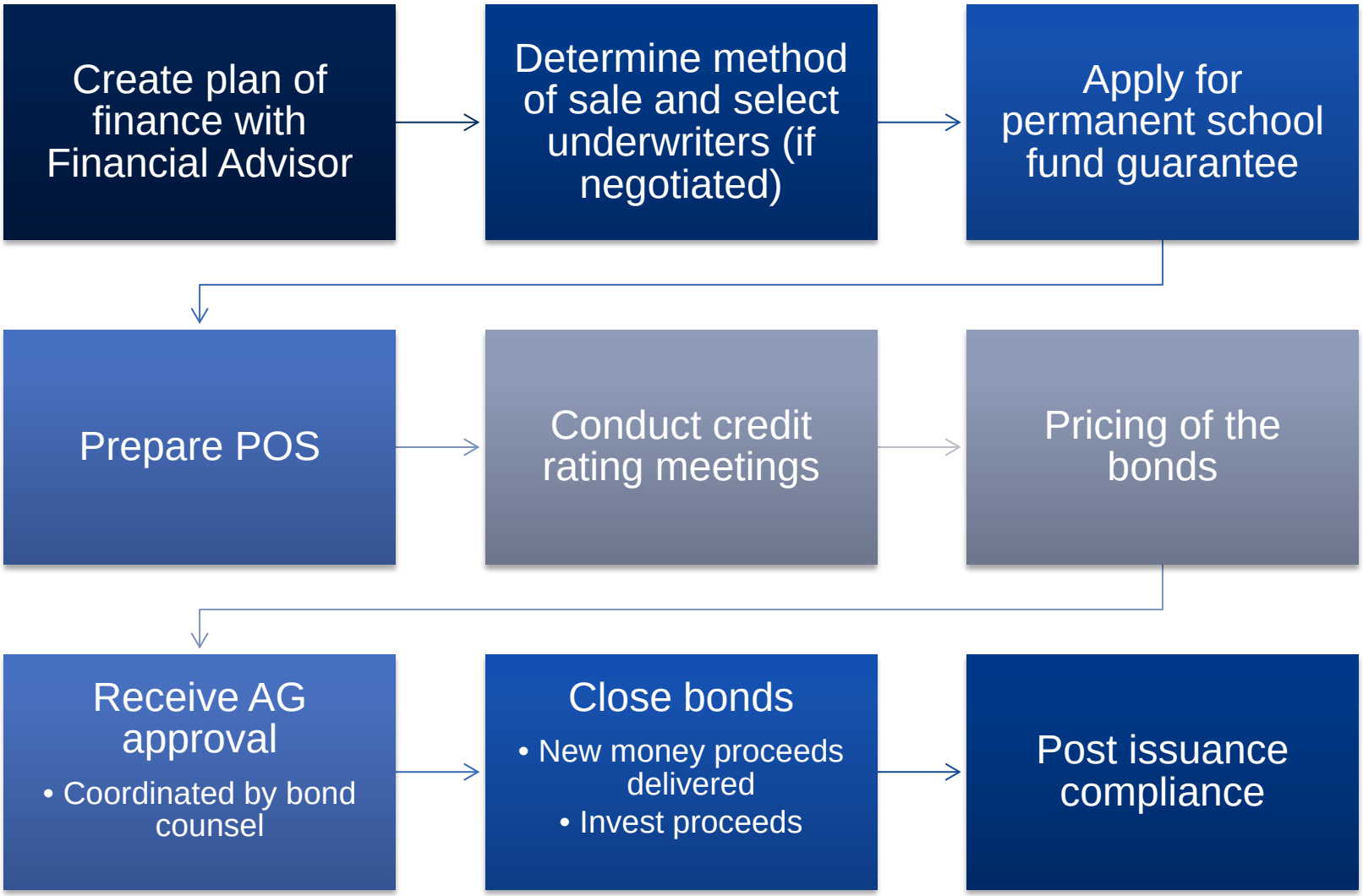
1. Post Election Discussion and Underwriter RFQ
2. Current Debt Profile and Pro-form 2017 Bond issue
3. Current Market Update

Post Election Discussion & Underwriter RFQ

SECTION 1

RBC Capital Markets

Flowchart of the Bond Issuance Process



Timing Considerations

- May 6, 2017 – Tyler ISD successfully passes $198.00MM bond election.
- Must wait at least 30 days from canvassing date to sell bonds
- PSF Guarantee provides a AAA rating on the bonds
- We made PSF application in May
- Posted RFQ for Underwriting services on May 11.
- Received responses to RFQ for Underwriters on June 16.
- Preliminary PSF approval was provided week of June 22
- District's timing requirements for starting construction and opening new facilities
- Bond market conditions
- District's I&S tax rate goal
- District must sell bonds prior to setting its tax rate for the 2017/18 fiscal year

Structuring Considerations

- Pro-Forma Structure considered 30 year structure
- Sell it all at once or break into multiple sales
- How will District proceed with construction timing?

RFQ for Underwriter Respondents

Received 21 Responses

- **Bank of America Merrill Lynch**
- **BOK Financial Securities**
- Citigroup Global Capital Markets Inc.
- Estrada Hinojosa & Co. Inc.
- **Frost Bank**
- FTN Financial Capital Markets
- George K. Baum & Company
- Hilltop Securities Inc.
- Jeffries
- JP Morgan Securities LLC
- Morgan Stanley
- Oppenheimer & Co., Inc.
- Piper Jaffray & Co.
- **Raymond James & Associates Inc.**
- SAMCO Capital Markets
- Siebert Cisneros Shank & Co., L.L.C.
- Stephens Inc.
- Stifel, Nicolaus & Company, Inc.
- UMB Bank, N.A.
- **Wells Fargo Securities**
- **William Blair & Company, L.L.C.**

Considerations

- **Underwriting experience**
- **Capital position**
- **Tyler presence**
- **Prior experience with TISD**

Tyler ISD – Debt Rating Summary

	Credit Rating Levels	Standard & Poor's	Fitch Ratings
Highest Quality (Lowest default risk)		AAA	AAA
High Grade / High Quality		AA+	**AA+**
		AA	AA
		AA-	AA-
Upper Medium Grade		A+	A+
		A	A
		A-	A-
Minimum Investment Grade		BBB+	BBB+
		BBB	BBB
		BBB-	BBB-
Speculative Grade		BB+	BB+
		BB	BB
		BB-	BB-
		B+	B+
		B	B
		B-	B-
Highly Speculative Grade		CCC (+,-), CC or C	CCC (+,-), CC or C
Imminent default or in default		SD or D	SD or D

Recent Rating Highlights

- Historically very strong financial position
- Moderate debt burden
- Stable enrollment trends
- Diverse manufacturing and service oriented economic base

Current Debt Profile and Pro-Forma 2017 Bond Issue

SECTION 2

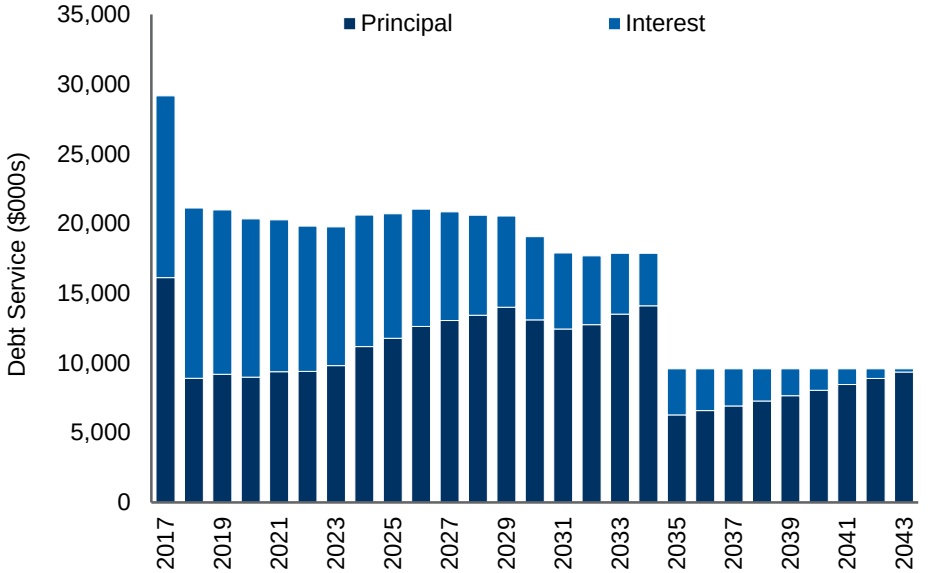
RBC Capital Markets

Tyler ISD Debt Profile

Tyler Independent School District

Issue	Issued Par Amount	Outstanding Par Amount	Coupon Range of Callable Bonds	First Call Date	Final Maturity
U/L Tax Sch Bldg Bds, Series 2005	$ 34,170,000	$ 2,220,000	4.750%	Anytime	02/15/2030
U/L Tax Ref Bds, Series 2005-A	14,309,996	1,100,000	4.250% - 4.375%	Anytime	02/15/2020
U/L Tax Sch Bldg Bds, Series 2007	18,355,000	6,610,000	5.000%	02/15/2017	02/15/2025
U/L Tax Sch Bldg Bds, Series 2009	123,140,000	18,045,000	4.000% - 5.00%	02/15/2018	02/15/2034
U/L Tax Ref Bds, Series 2010	7,660,000	4,120,000	N/A	N/A	02/15/2021
U/L Tax Ref Bds, Series 2012	16,350,000	16,170,000	3.000% - 5.000%	02/15/2022	02/15/2028
U/L Tax Sch Bldg Bds, Series 2013	152,020,000	145,105,000	4.125% - 5.000%	02/15/2023	02/15/2043
U/L Tax Ref Bds, Series 2014	7,125,000	7,125,000	4.500% - 5.000%	02/15/2024	02/15/2031
U/L Tax Ref Bds, Series 2015	74,970,000	74,040,000	3.000% - 5.000%	02/15/2025	02/15/2032
U/L Tax Ref Bds, Series 2016	8,690,000	8,690,000	4.000%	02/15/2025	02/15/2034
Totals	**$ 456,789,996**	**$ 283,225,000**			

Outstanding Unlimited Tax Debt by Principal & Interest



Scenarios and Assumptions

- 30-year amortization
- Assumes all bonds sold in August 2017
- Assumes the Bonds are sold Summer 2017, following May 2017 bond election.
- Assumes the District's current Interest & Sinking Fund tax rate is 33.5 cents. Any tax rate increase is based off of this amount.
- I&S tax rate increase associated with the Bonds would occur in 2017/18
- Assumes a tax collection rate of 99.0%.
- Assumes the District's 2016/17 net taxable assessed valuation of $7,357,946,996 and will grow as stated below:
    - **FYE 2018 assumed growth of 4.00%**
    - **FYE 2019 – 2022 assumed growth of 1.50%**
    - **No change thereafter**
- Assumes the District receives $2,577,258 per year for the I&S portion of its frozen levy revenues.
- Assumes current market rates + 22 bps (Approximately 3.95% TIC)
- Assumes the District receives the Permanent School Fund ("PSF") guarantee for the Bonds.

Note: TAV growth assumptions provided by DIstrict

Scenario 1 - $198MM Project Fund

$198,000,000 Preliminary Estimated Tax Rate Impact Analysis											
A	B	C	D	E	F	G	H	I	J	K	L
Tax Year Ending	"After Freeze" TAV (Billions)	Est TAV Growth	Total Oustanding D/S	Less Revenue from Frozen Levy	Less Other Revenue	Net Existing D/S	Est. I&S Tax Rate	$198MM Series 2017 DS	Net Total Debt Service	Est. Total I&S Rate	Est. I&S Rate Impact
8/31/17	$ 7.358	3.00%	$ 29,162,085	$ (2,577,258)	$(2,180,000)	$ 24,404,827	$ 0.3350		$ 24,404,827	$0.3350	
8/31/18	7.652	4.00%	21,111,206	(2,577,258)	(777,500)	17,756,448	0.2344	$ 9,898,700	27,655,148	0.3650	$ 0.030
8/31/19	7.767	1.50%	20,971,681	(2,577,258)	(250,000)	18,144,423	0.2360	9,915,525	28,059,948	0.3649	
8/31/20	7.884	1.50%	20,329,231	(2,577,258)		17,751,973	0.2275	10,196,775	27,948,748	0.3581	
8/31/21	7.962	1.00%	20,267,481	(2,577,258)	-	17,690,223	0.2244	10,245,525	27,935,748	0.3544	
8/31/22	8.042	1.00%	19,821,931	(2,577,258)	-	17,244,673	0.2166	10,677,275	27,921,948	0.3507	
8/31/23	8.042	0.00%	19,756,806	(2,577,258)	-	17,179,548	0.2158	10,745,650	27,925,198	0.3507	
8/31/24	8.042	0.00%	20,604,556	(2,577,258)		18,027,298	0.2264	9,897,525	27,924,823	0.3507	
8/31/25	8.042	0.00%	20,706,481	(2,577,258)	-	18,129,223	0.2277	9,797,900	27,927,123	0.3508	
8/31/26	8.042	0.00%	21,031,081	(2,577,258)		18,453,823	0.2318	9,474,275	27,928,098	0.3508	
8/31/27	8.042	0.00%	20,843,719	(2,577,258)	-	18,266,461	0.2294	9,659,650	27,926,111	0.3508	
8/31/28	8.042	0.00%	20,597,575	(2,577,258)	-	18,020,317	0.2263	9,899,525	27,919,842	0.3507	
8/31/29	8.042	0.00%	20,540,506	(2,577,258)	-	17,963,248	0.2256	9,971,025	27,934,273	0.3509	
8/31/30	8.042	0.00%	19,060,669	(2,577,258)	-	16,483,411	0.2070	11,446,775	27,930,186	0.3508	
8/31/31	8.042	0.00%	17,885,494	(2,577,258)	-	15,308,236	0.1923	12,611,400	27,919,636	0.3507	
8/31/32	8.042	0.00%	17,682,319	(2,577,258)	-	15,105,061	0.1897	12,813,650	27,918,711	0.3507	
8/31/33	8.042	0.00%	17,872,347	(2,577,258)	-	15,295,089	0.1921	12,611,150	27,906,239	0.3505	
8/31/34	8.042	0.00%	17,864,663	(2,577,258)	-	15,287,405	0.1920	12,647,400	27,934,805	0.3509	
8/31/35	8.042	0.00%	9,586,663	(2,577,258)	-	7,009,405	0.0880	12,914,775	19,924,180	0.2503	
8/31/36	8.042	0.00%	9,585,500	(2,577,258)	-	7,008,242	0.0880	12,917,900	19,926,142	0.2503	
8/31/37	8.042	0.00%	9,582,625	(2,577,258)	-	7,005,367	0.0880	12,917,400	19,922,767	0.2502	
8/31/38	8.042	0.00%	9,582,500	(2,577,258)	-	7,005,242	0.0880	12,917,400	19,922,642	0.2502	
8/31/39	8.042	0.00%	9,584,125	(2,577,258)	-	7,006,867	0.0880	12,916,900	19,923,767	0.2502	
8/31/40	8.042	0.00%	9,586,500	(2,577,258)	-	7,009,242	0.0880	12,914,900	19,924,142	0.2503	
8/31/41	8.042	0.00%	9,583,750	(2,577,258)	-	7,006,492	0.0880	12,915,275	19,921,767	0.2502	
8/31/42	8.042	0.00%	9,584,875	(2,577,258)	-	7,007,617	0.0880	12,916,775	19,924,392	0.2503	
8/31/43	8.042	0.00%	9,583,750	(2,577,258)	-	7,006,492	0.0880	12,916,900	19,923,392	0.2502	
8/31/44	8.042	0.00%	-	(2,577,258)	-	(2,577,258)	(0.0324)	12,918,400	10,341,142	0.1299	
8/31/45	8.042	0.00%	-	(2,577,258)	-	(2,577,258)	(0.0324)	12,915,200	10,337,942	0.1298	
8/31/46	8.042	0.00%	-	(2,577,258)	-	(2,577,258)	(0.0324)	12,911,375	10,334,117	0.1298	
8/31/47	8.042	0.00%	-	(2,577,258)	-	(2,577,258)	(0.0324)	12,848,375	10,271,117	0.1290	
Total			$452,370,120	$ (79,894,998)	$(3,207,500)	$ 369,267,622		$ 350,351,300	$ 719,618,922		

Current Market Review

SECTION 3

RBC Capital Markets

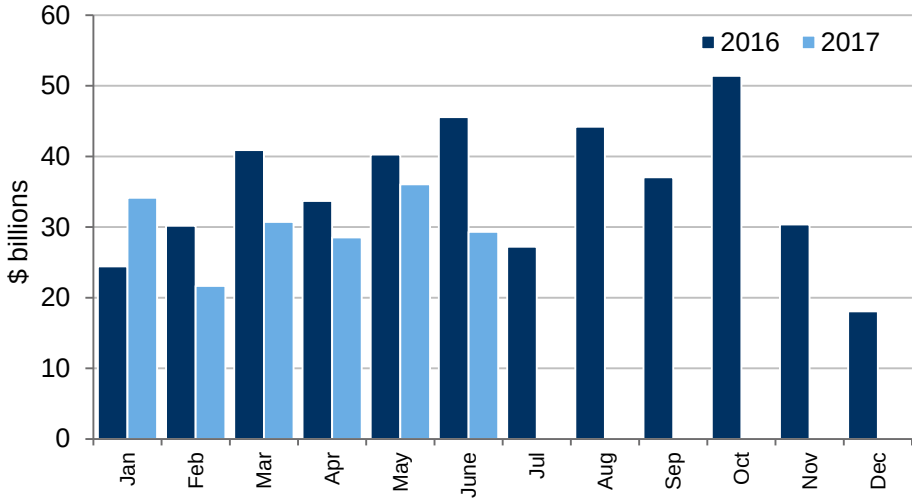
Economic Conditions and Market Update

Municipal Market Update

Municipal Market Overview

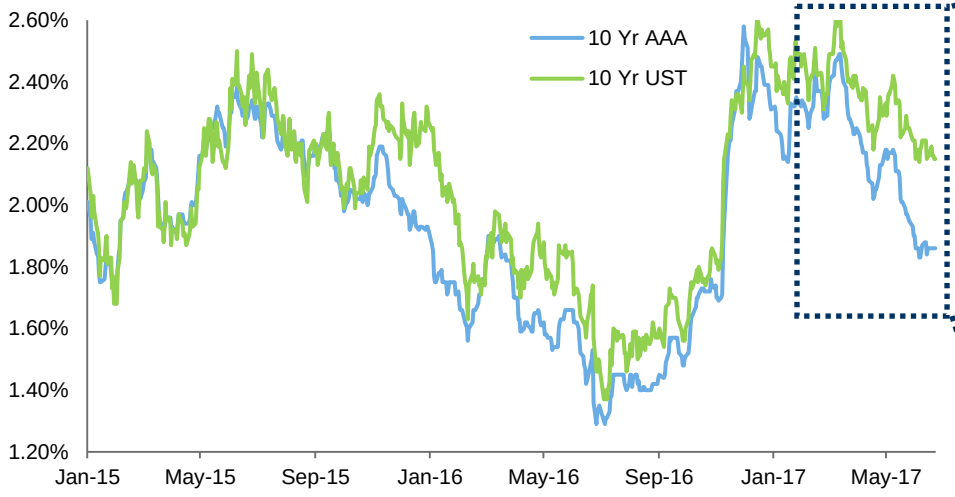
- **Municipal Supply in 2016:** $445 billion (includes private placements)
- **RBC Forecasted 2017 Municipal Supply:** $375-400 billion ($179.3 billion YTD)
- Municipal new-issue supply totaled $12.2 billion last week, marking the largest weekly volume of the year.
- Supply is expected to total $7.0 billion this week, with DASNY, MTA, and LA DWP leading the pack.
- Including this week, June's supply is expected tot total $38 billion, in line with the average since 2012.
- June reinvestment totaled $37.5 billion, leading to modest net positive supply for the month.
- July redemptions are expected to total $49 billion, up 13% from 2016; supply has average $30 billion since 2012.
- Thirty-day visible supply stands at $8.2 billion to start the week, down from $16.0 billion last Monday.

2016 – 2017 YTD Monthly Supply* ($ billions)



** Publicly offered municipal debt; excludes private placements.*

Tax-Exempt and Taxable Yield Trends

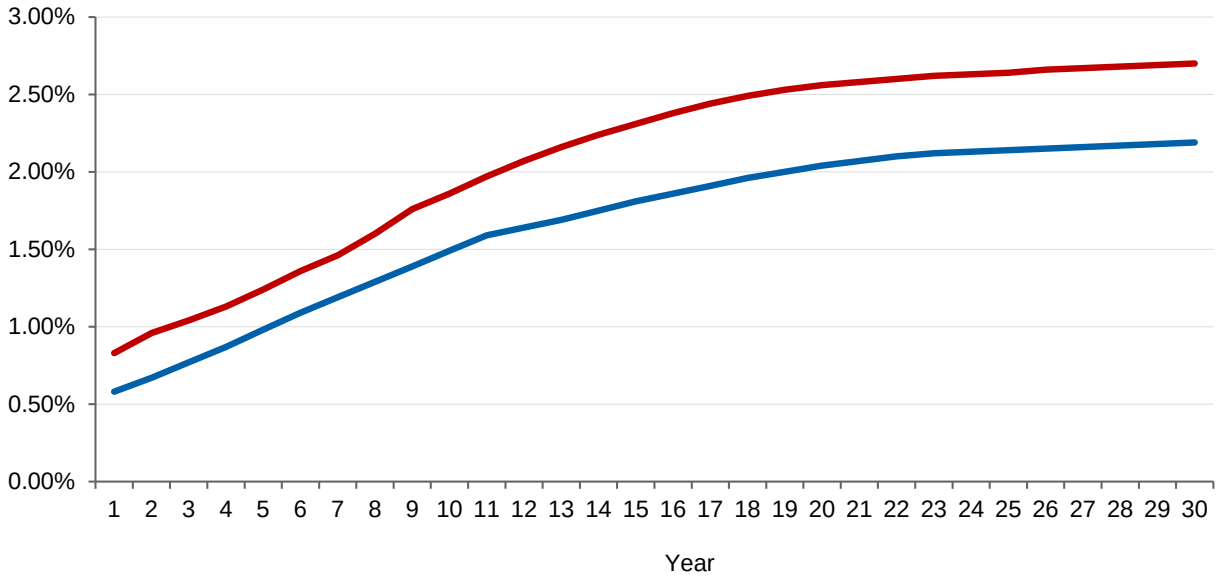


Tax-Exempt and Taxable Yield Trends: November 1, 2016 - Present

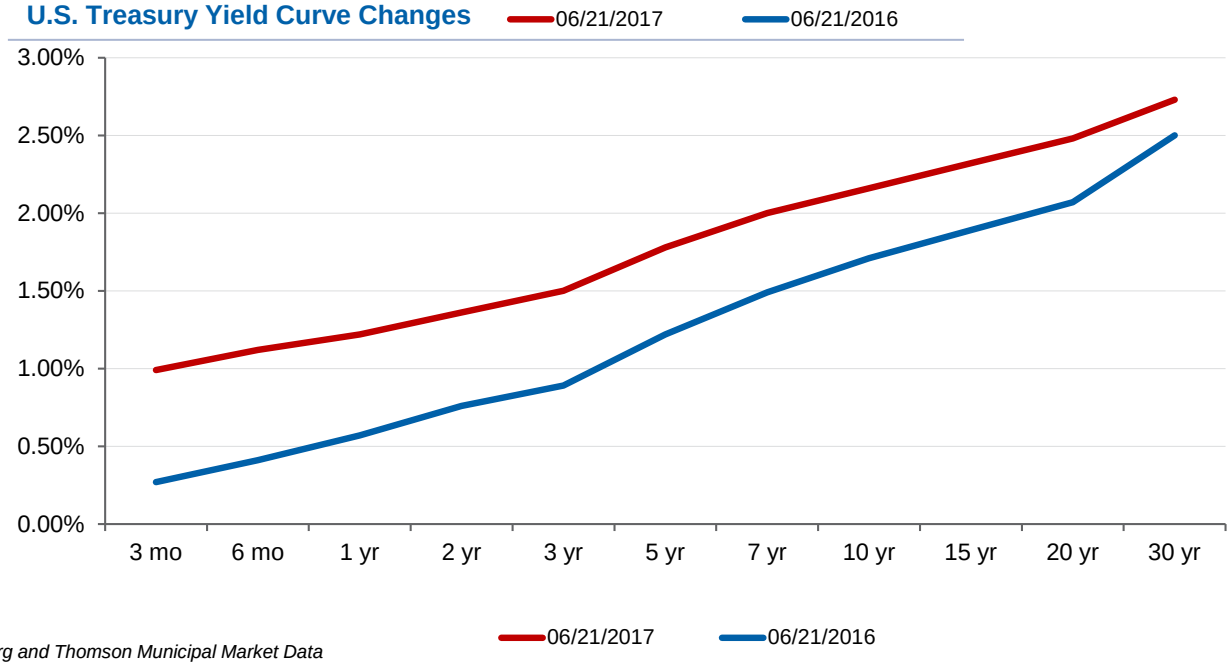
Long-Term Market

Market Overview

Municipal GO “AAA” MMD Yield Curve Changes



U.S. Treasury Yield Curve Changes



Source: *Bloomberg and Thomson Municipal Market Data*

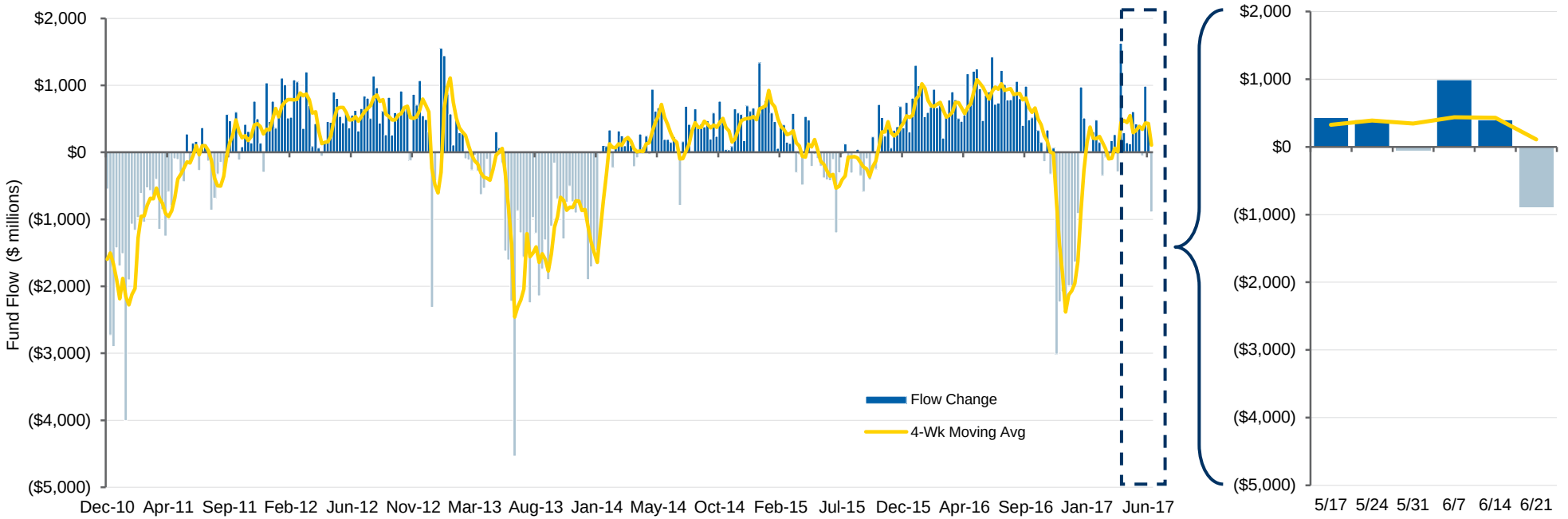
Municipal Market Fund Flows

Municipal bond funds see outflows

According to data from Lipper, for the week ended June 21st, 2017, weekly municipal bond funds reported $891 million of outflows, down from the previous week's $395 million of inflows

- Long-term muni bond funds also experienced outflows, losing $1.1 billion in the latest week, after inflows of $326 million in the previous week
- Four week moving average is currently positive at $110 million, down from last week's number of $431 million

Lipper Municipal Fund Flows

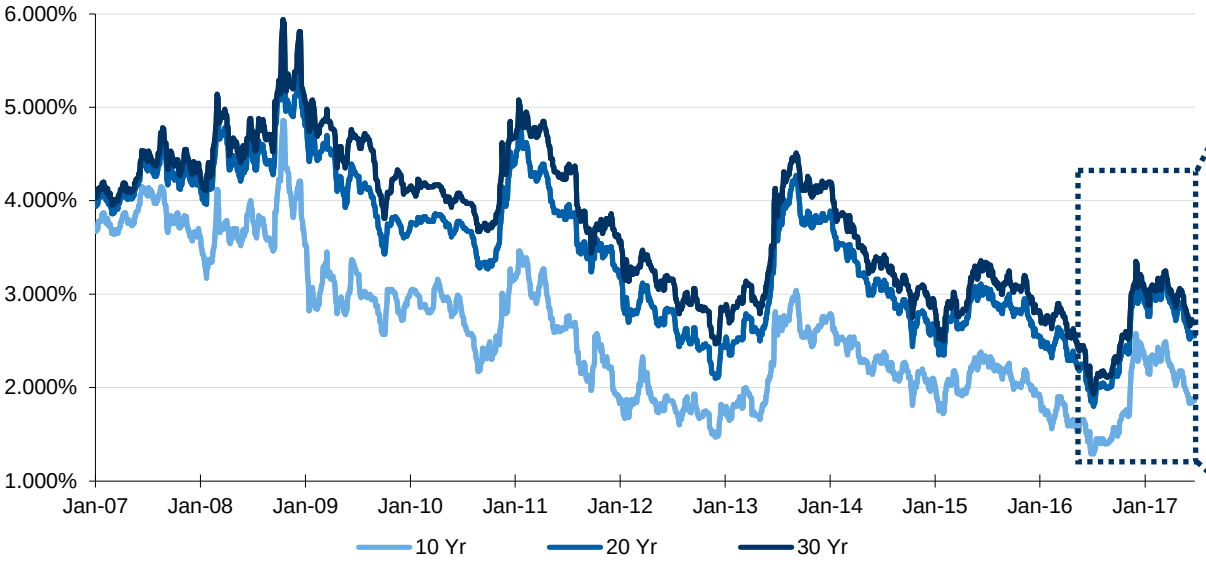


Period ended June 21, 2017

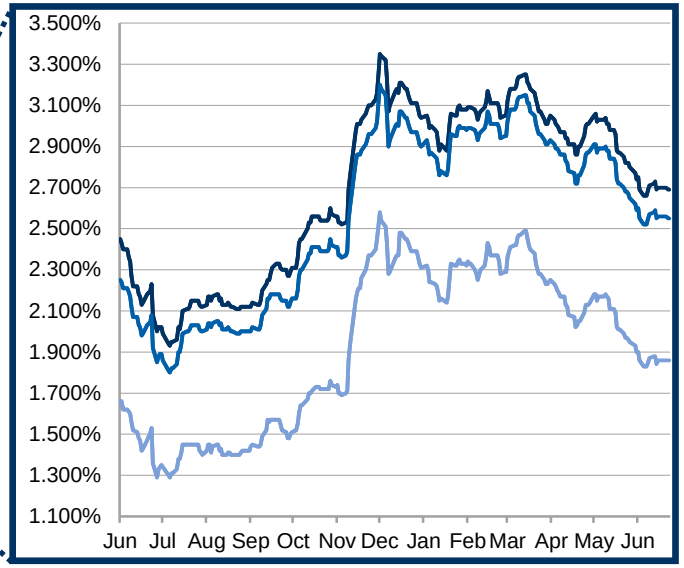
Current Municipal Market Conditions: “AAA” MMD

After closing at 2.70% the previous week, the 30-year “AAA” MMD decreased by 1 bp from June 16 – June 23.

“AAA” MMD January 1, 2007 to Present



Shift in “AAA” MMD Since June 2016



January 1, 2007 to Present

	10 Year	20 Year	30 Year
Maximum	4.860%	5.740%	5.940%
Minimum	1.290%	1.800%	1.930%
Current	1.860%	2.550%	2.690%

Shift in 30-year "AAA" MMD

2010	2011	2012	2013	2014	2015	2016
0.520%	-1.130%	-0.740%	1.330%	-1.340%	-0.010%	0.270%

June 1, 2016 to Present

	10 Year	20 Year	30 Year
Maximum	2.580%	3.200%	3.350%
Minimum	1.290%	1.800%	1.930%
Average	1.920%	2.558%	2.689%

Source: TM3, Thomson Reuters
10, 20, and 30 year “AAA” MMD shown to represent different average lives of municipal transactions
Rates as of June 23, 2017

Bond Buyer 20 General Obligation Bond Index

55 Year Historical Perspective

Bond Buyer 20 GO Index since January 1961

% of Time in Each Range Since 1961

Yield Range	
Less than 3.50%	10.08%
3.50% - 4.00%	9.03%
4.01% - 4.50%	10.99%
4.51% - 5.00%	10.25%
5.01% - 5.50%	14.29%
5.51% - 6.00%	9.94%
6.01% - 6.50%	7.70%
6.51% - 7.00%	7.02%
7.01% - 7.50%	6.35%
7.51% - 8.00%	3.73%
Greater than 8.00%	10.62%
Total	**100.00%**

Source: Bloomberg as of June 22, 2017
Weekly yields and indexes released by the Bond Buyer. Updated every Thursday at approximately 6:00pm EST. 20 Bond General Obligation Yield with 20 year maturity, rated AA2 by Moody's Arithmetic Average of 20 bonds' yield to maturity.

Today's 3.53% level is lower than 89.35% of historical rates since January 1961

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Tyler ISD
Tomorrow's Education Today

BUDGET PROPOSAL

2017-2018

Tyler ISD
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Revenue Sources

- State Formula Revenue (36.9%)
- Local Property Tax Revenue (61.0%)
- School Health & Related Services (SHARS) (1.6%)
- Other Miscellaneous (.5%)

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Tomorrow's Education Today

Revenue Sources

State Formula Revenue

- First year of biennium
- Local share increased because of property taxes; therefore state revenue decreased
- Austin yield increased from $77.53 to $99.41
- Net Decrease of approximately $721,000

Tyler ISD
Tomorrow's Education Today

Revenue Sources

Local Property Taxes

- Values not yet finalized
- Value increase – 4% increase
- Increase of $3.55 million

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Revenue Sources

Total Proposed Revenue Increase

$2.9 million

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Proposed Uses of Funds

- Payroll and Benefits
  - Raise for Employees ($1,500 teachers, 3% of midpoint for all other employees
  - Beginning teacher pay to $42,000
  - Addition of 6 teachers net/CTE program/ECHS
  - $2.75 million net increase

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Proposed Uses of Funds

- Instruction and Instructional Support
  - Campus allotment increase
  - School improvement support increase
  - Net increase of $185,000

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Tomorrow's Education Today

Proposed Uses of Funds

- Departmental and Operating
  - Athletic officials pay increase/travel expense
  - Utilities expense decrease
  - Tax assessment and collection fee increase
  - Preventive Maintenance Fund increase
  - Net increase of $5,000

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Expenditures

Total Proposed Expenditure Increase

$2.9 million

PreK – Grade 3 Literacy Plan

Board Report

June 19, 2017

2016 – 2017 End of the Year District Reading Data
Cohorts At or Above Grade Level RIT

Tyler ISD Vision Statement: We focus on successful student outcomes.

Research says…

…we now know that the majority of students can learn to read irrespective of their backgrounds – if their reading instruction is grounded in the converging scientific evidence about how reading develops, why many students have difficulties, and how we can prevent reading failure (Lyon, 2002; Moats, 1999; Shaywitz, 2003).

What does the data tell you?

- Accelerate classroom instruction to close achievement gaps.
- Curriculum/standards alignment is essential.
- Enhance teacher knowledge of grade level standards and language of instruction.
- Lessons must be well designed to increase student achievement.
- ***Explicit and direct instruction*** in phonological awareness, phonics and vocabulary is essential.

PreK – Grade 3 Foundational Skills

- Intentional phonological awareness instruction
  - PreK, K & 1st Grade
- Explicit routine for Phonics across district
  - Spelling
  - Word Work
- Explicit vocabulary instruction and oral language development
- Intentional fluency practice daily

Phonemic awareness is central in learning to read and spell. (Ehri, 1984)

PreK – Grade 3 Foundational Skills (cont.)

- Explicit teaching of comprehension strategies
  - Inferring
  - Creating mental images
  - Summarizing
  - Sequencing
  - Making connections
  - Questioning

How will we achieve this goal?

Teacher Expert Teams are working to develop a guaranteed and viable curriculum.

Marzano, R. J. (2003). What works in schools: Translating research into action. Alexandria, VA: Association for Supervision and Curriculum Development.

TYLER ISD
PreK – GRADE 3 LITERACY PLAN

Learning is not a spectator sport

We must have a systematic method of teaching with an emphasis on high-quality instruction in reading and writing with a laser focus on the foundational skills of reading to ensure that all students are reading on or above grade level by the end of 3rd grade.

Building the Foundations of Literacy

Ensuring Literacy Success for ALL Students

PreK—Grade 3

A Plan for Implementing a Comprehensive District/Campus—Based Literacy Plan

PreK—Grade 3

Tyler ISD Vision Statement: We focus on successful student outcomes.

TYLER ISD
PreK – GRADE 3 LITERACY PLAN

Ensures that every Tyler ISD student is reading on or above grade level by the end of third grade and is prepared for the literacy expectations needed to be successful throughout their academic career.

Foundations of
PreK – Grade 3 Literacy Plan

The majority of children who enter kindergarten and elementary school at risk for reading failure can learn to read at average or above-average levels—if they are identified early and given **systematic, intensive instruction in phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension strategies** (Lyon et al., 2001; Torgesen, 2002a).

Tyler ISD
PreK—Grade 3 Literacy Plan

Action Steps:

Provide a balanced literacy framework that includes the five components of effective reading instruction daily.

- Phonological Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Literacy Lesson Example

Tyler ISD

2017 – 18 1st Six Weeks

1st Grade - ELA

Opening Routines		Workshop Model					
Phonological Awareness/Book & Print Awareness 10-15 mins.	**Phonics/Word Study 15-20 mins.**	**Vocabulary 15-20 mins.**	**Comprehension 45 mins.**	**Fluency 30 mins.**	**Workstations Guided Reading Groups 55 mins.**	**TEKS**	**Resources**
Book & Print Awareness Students will identify the information that different parts of the book Lily's Purple Plastic Purse. Title Author Illustrator Phonological Awareness Teacher will use the PA Booklet Lesson 1 – Tasks 1-2 (rhyming) and Lesson 1 Tasks 4-5 (blending).	Master Phonics List – spelling pattern long a spelled a and a_e. (open syllable; silent e syllable). Phonics Routine – introduce spelling words. Guided practice – sort words in pocket chart using thumbs up/down strategy. Dictation – use dry erase boards. Dictate two 7-Up sentences. Students check and correct sentence.	Introduce new vocabulary from Lily's Purple Plastic Purse. Vocabulary Routine – introduce the word, provide student friendly definition, provide real-life example. Students create graphic organizer in their interactive notebooks for each definition. Graphic organizer – FCRR V.013.SS2	Comprehension Strategy: Make inferences and use textual evidence. Set comprehension focus: 'Sometimes the author doesn't tell us everything in a story. We have to be good readers and sometimes make inferences using what we know and what is in the story. Almost like detectives!' Show visual of a magnifying glass. Tell students to think about the Essential Question before reading the story, Lily's Purple Plastic Purse. p. 33 Have students listen as the story is read. Stop at the sticky notes in the story and have students think about and discuss the questions for inferencing.	Accuracy: Word Recognition Model fluent reading for students. How does reading fluently help you comprehend a story? Set the purpose for why fluency is important. Give an example of fluent reading and non-fluent reading. Have students discuss the differences and which sounded like a good reader. Students practice sight words for automaticity. Use leveled sight word lists for differentiated fluency practice. Students practice leveled readers and time each other. Students will check for accuracy.	Workstations • PA – Initial sound match • Phonics – Spelling sort • Vocabulary – Student friendly definitions • Comprehension – Leveled reading/create bookmark • Fluency – Leveled reading/graph fluency **Guided Reading Groups** Group 1 – Decoding/sight word fluency (Level C) Group 2 – Inferencing(Level F) Group 3 – Fluency practice (Level G) Group 4 – Blending phonemes	1.1F Identifying different parts of a book 1.2A Orally generate original rhyming words 1.2D Blend spoken phonemes to form one and two syllable word 1.3Aii Single letters, long vowels 1.3Civ Vowel-consonant silent 'e' words 1.6C Determine what words mean and how they are used in a sentence 1.6D Identify and sort words Fig.19D Make inferences and use textual evidence to support 1.5A Read aloud grade-level appropriate text with fluency 1.4C Establish a purpose for reading	www.fcrr.org **Journeys** Children's Learning Institute – PA All Day; Phonological Awareness Routine Vaughn Gross Center for Reading and Language Arts – Vocabulary Routine

Tyler ISD
PreK – Grade 3 Literacy Plan (cont.)

Action Steps:

- Provide all PreK—Grade 3 students literacy instruction that is aligned to state guidelines.
- Provide evidence-based writing instruction through the Writing Workshop Model.

Implementation Plan/District

- Restructuring Reading Workshop K – Grade 3
- Align reading/writing curriculum
- Monitor and assess progress
- Provide technical assistance visits
- Coordinates professional development
- Ensures continuity of service for all students, including special education and bilingual
- Organizes data protocols

Implementation Plan/Campus

Not a cookie-cutter model

Campus goals are set based on individual, identified campus needs.

- **Establish campus leadership teams focused on literacy implementation**
  - Assess campus needs
  - Create campus goals
  - Review data and progress toward literacy goals
- **Utilize accountability rubrics for assessing literacy implementation**
- **Plan monthly campus leadership team meetings**
- **Ensure professional development is aligned to the campus goals**

Conclusion

- Educators must understand and act on scientific evidence to promote student success in reading.

- The schools' fundamental responsibility is to ensure that all students read proficiently.

Thank you

Stacy Pineda
Director PK – Grade 3 Literacy

Summary of K-10th grade 2016-17 Math and Reading MAP Data

Dr. Christy Hanson and Dr. James Cureton

NWEA Northwest Evaluation Association

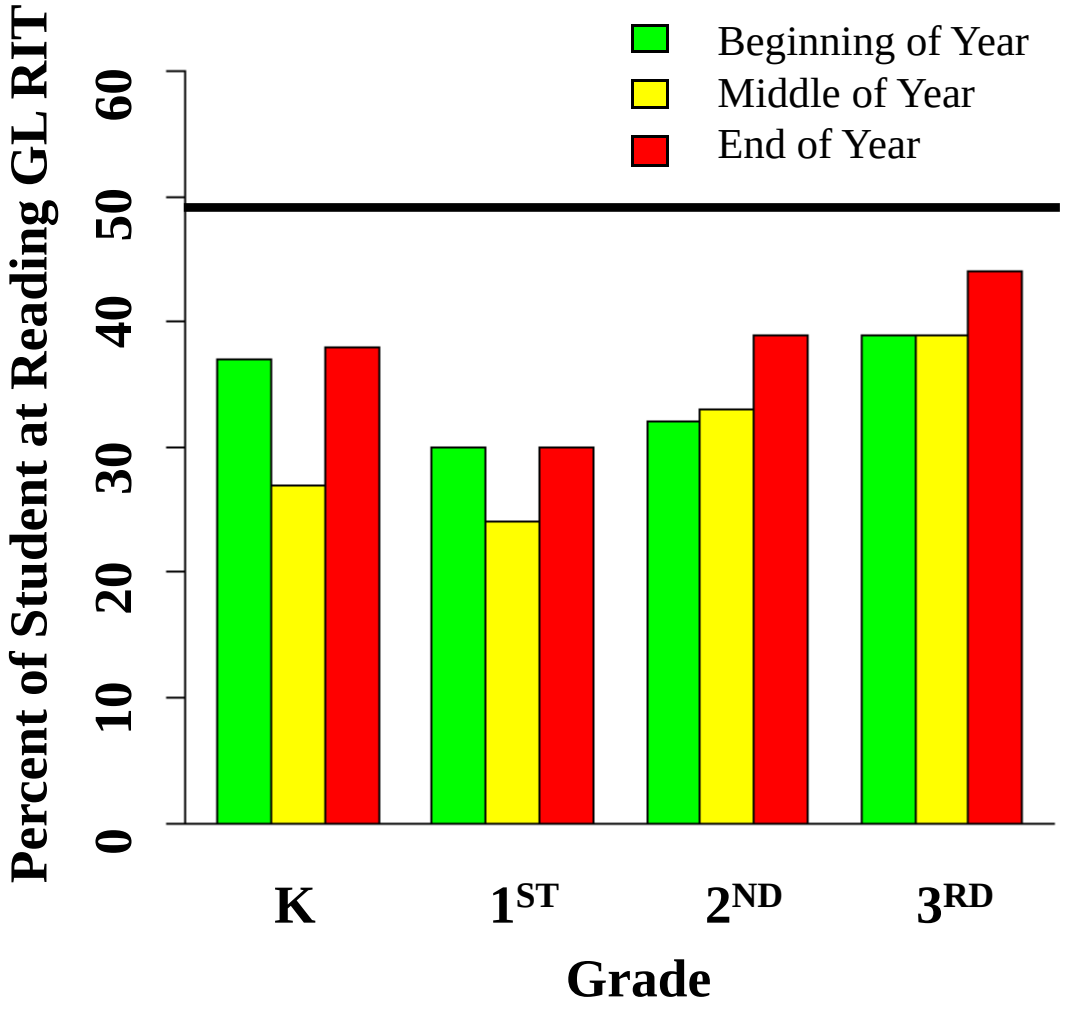
MAP Measures of Academic Progress

Tyler ISD

Tyler ISD Goal #1: 85% of K-3 students will be reading at grade level RIT by spring 2021

Grade	2015	2016	% Change
K	36%	38%	+ 5.5%
1	28%	30%	+ 7.1%
2	35%	39%	+ 11.4%
3	42%	44%	+ 4.8%

Every grade showed progress from last year to this year **and** from beginning to end of this year.



Tyler ISD Goal #1: 85% of K-3 students will be reading at grade level RIT by spring 2021

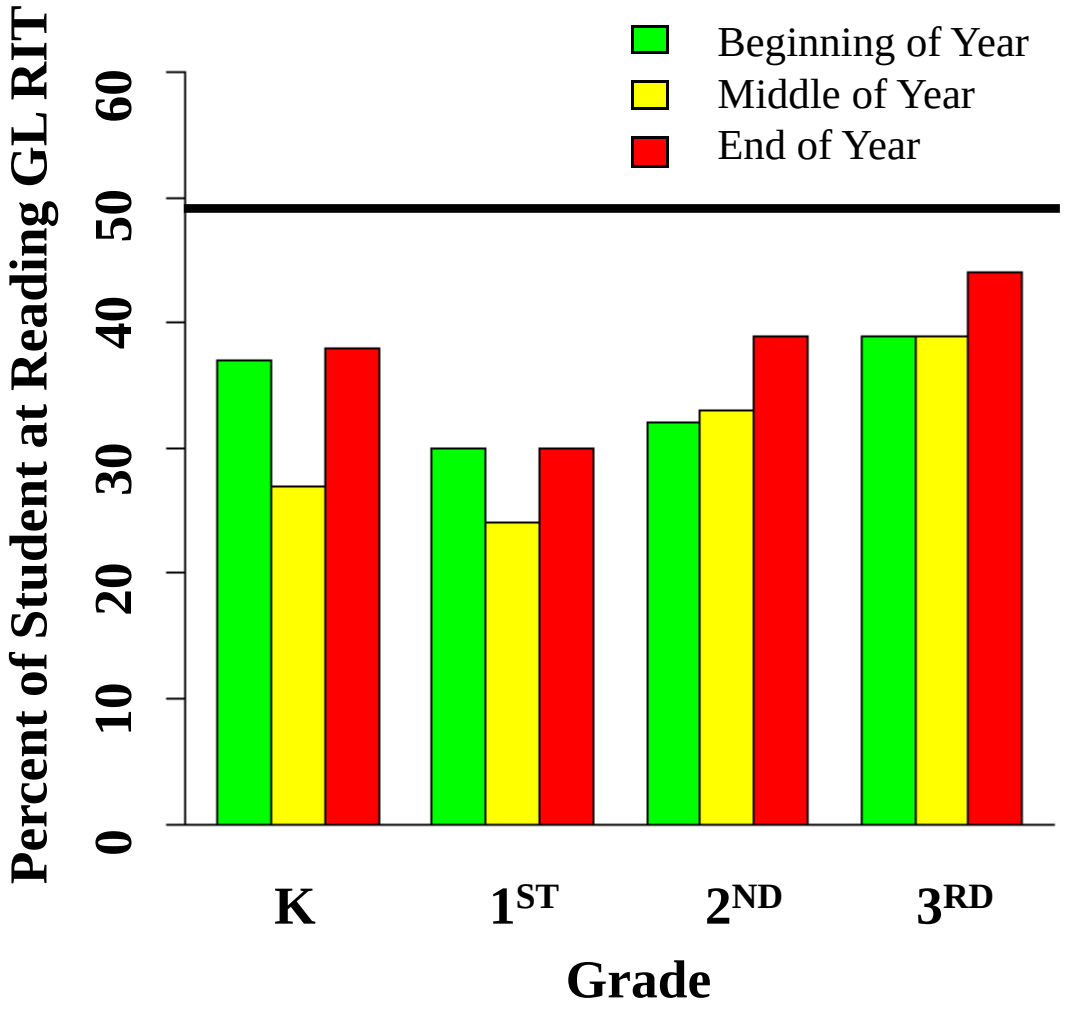
1- K–3rd grade:

Spring 2016 **base**: 35% ≥ GL RIT

Spring 2017 **average**: 38% ≥ GL RIT

Spring 2017 **target**: 49% ≥ GL RIT

We made steady progress from last year to this year and expect to see more significant growth this year.



Tyler ISD Goal #1: 85% of K-3 students will be reading at grade level RIT by spring 2021

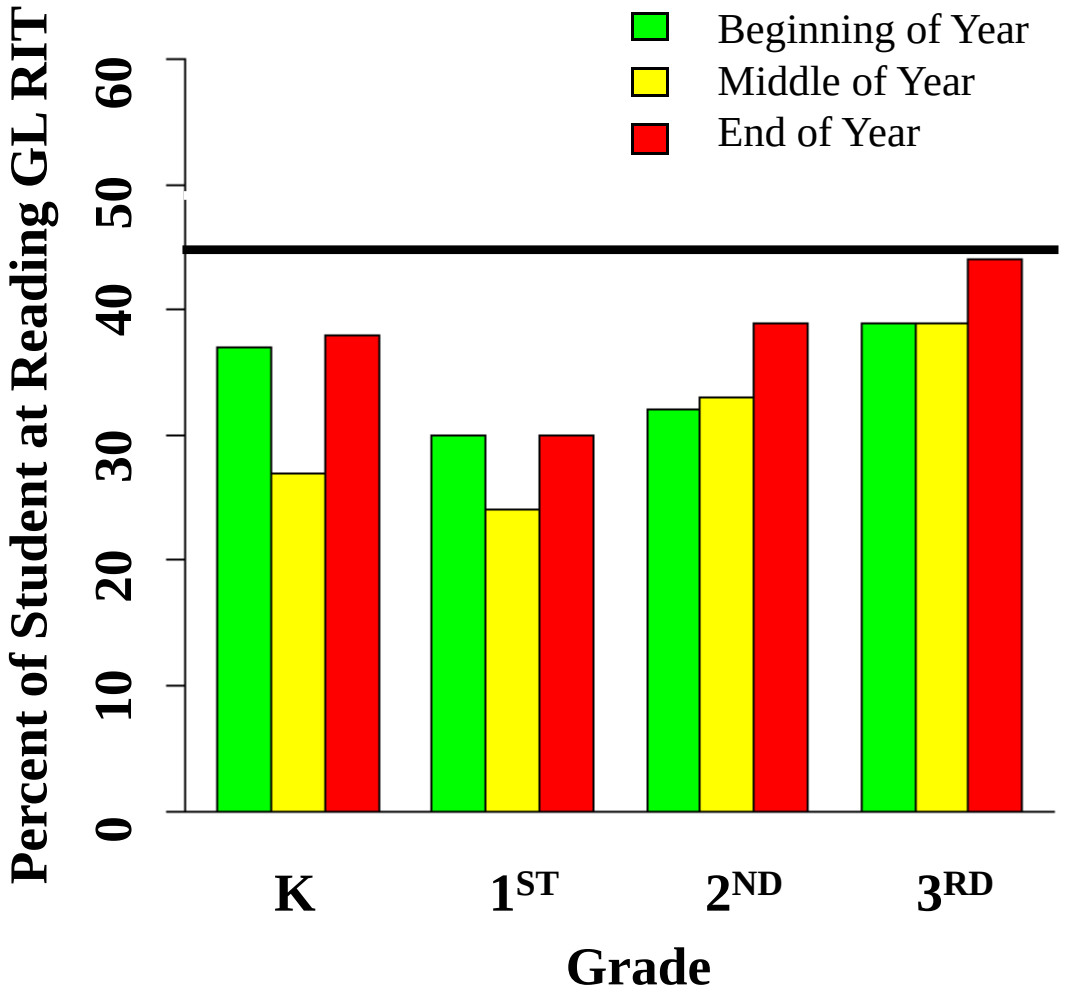
1.2 - 3rd grade only:

Spring 2016 **base**: 39% ≥ GL RIT

Spring 2017 **average**: 44% ≥ GL RIT

Spring 2017 **target**: 45% ≥ GL RIT

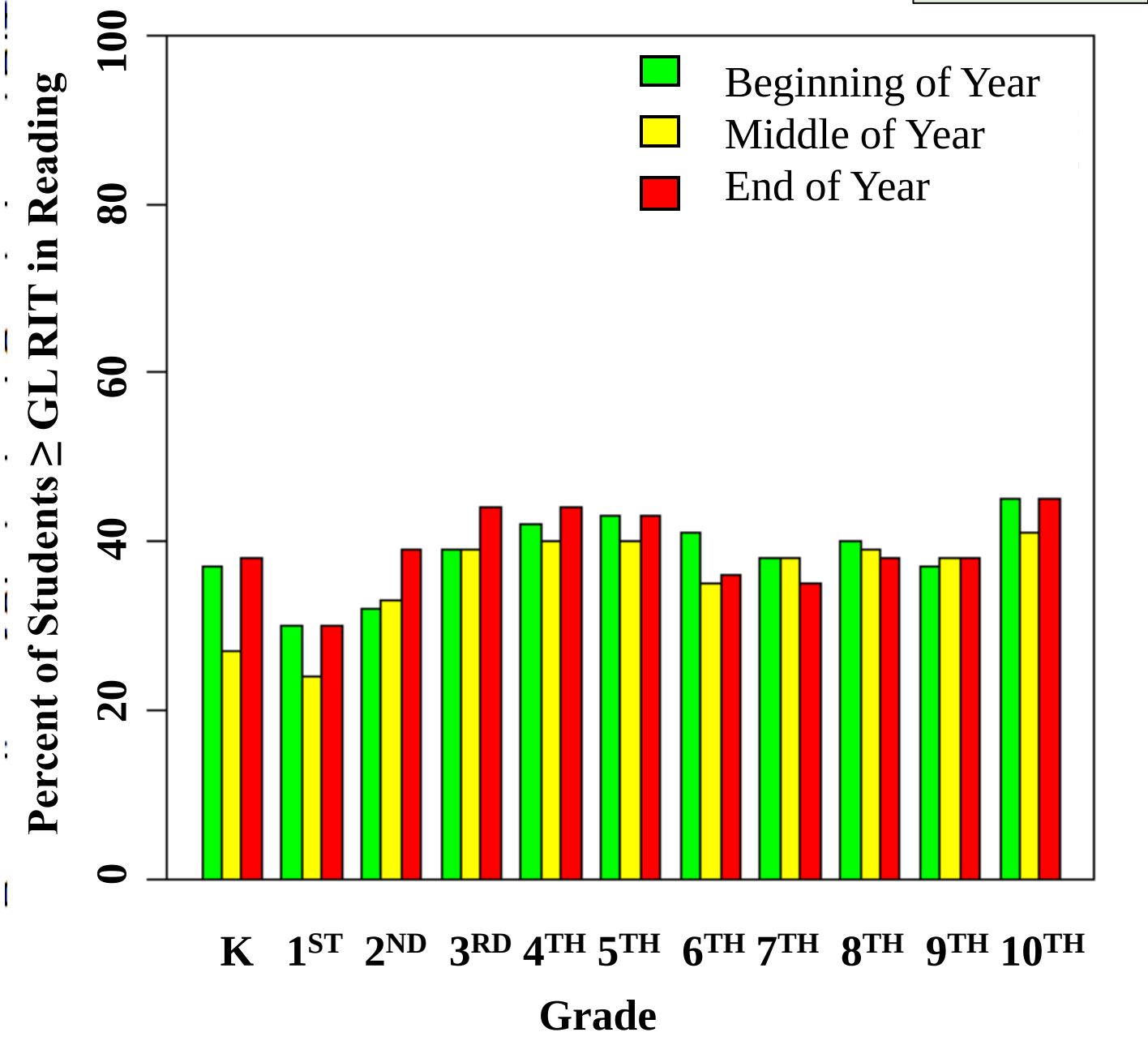
We effectively met our 2017 goal 1.2 with 44% of 3rd graders being at or above grade level in reading.



How many students are AT or ABOVE grade level in reading?

Reading

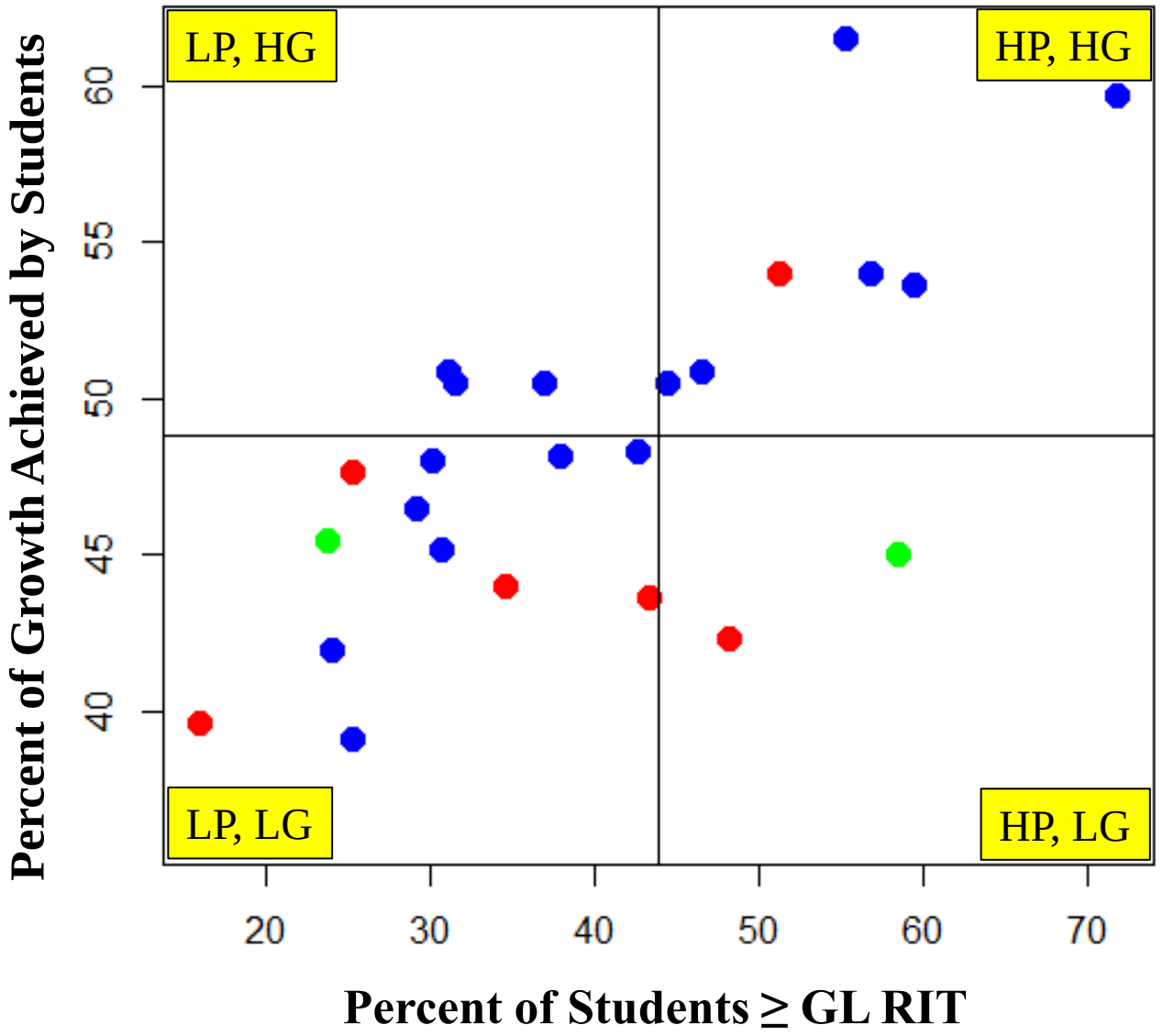
- Proportion of students at grade level in reading is consistent across all grades with the exception of 1st grade (which is slightly lower).
- RIT scores tend to improve as the school year progresses



Reading

Are students showing growth in reading?

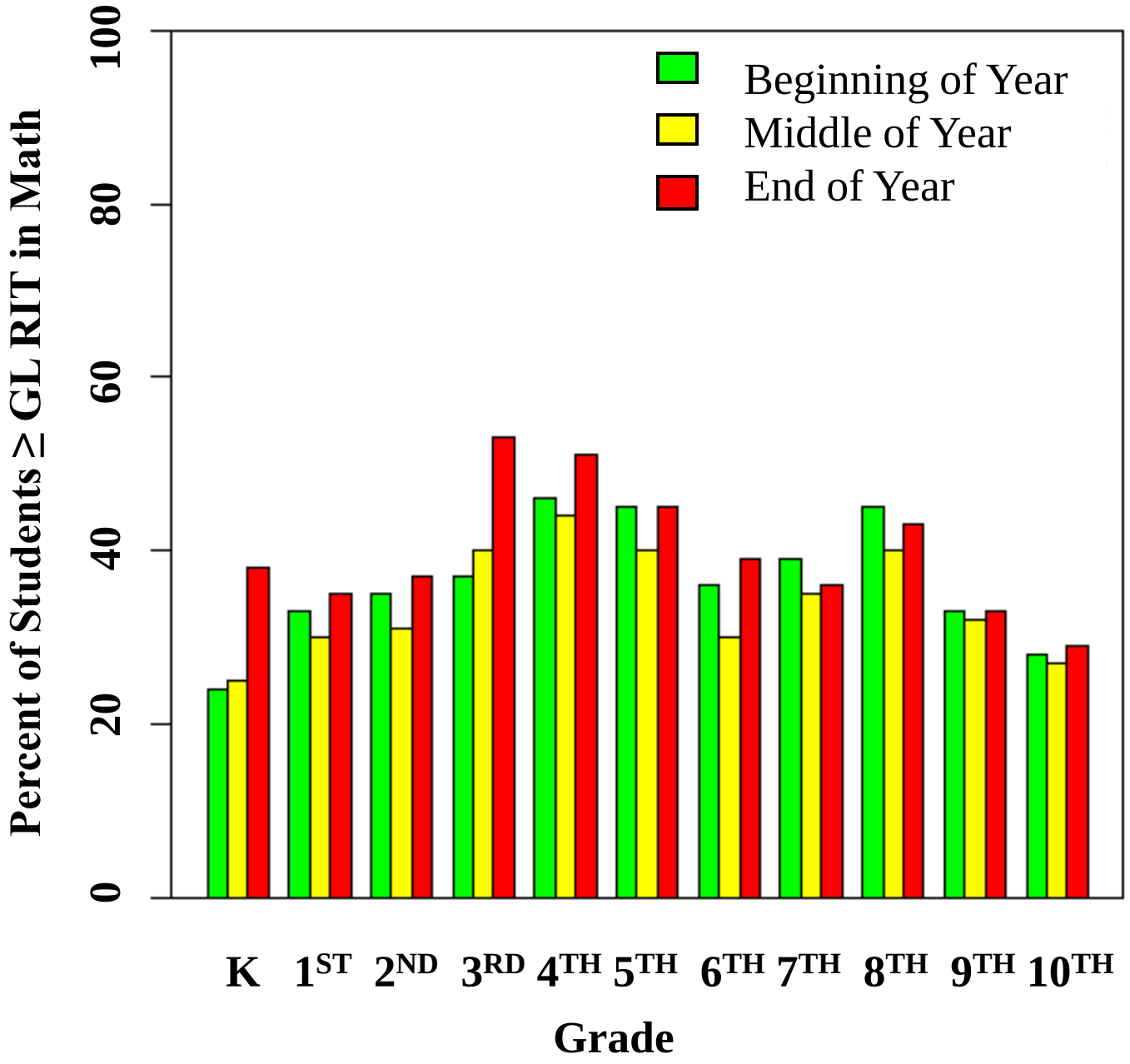
- All schools are showing at least 30% growth in reading RIT scores
- Most elementary schools are in “high growth” quadrats regardless of current performance
- High performing schools tend to show more growth than low performing schools



How many students are AT or ABOVE grade level in math?

Math

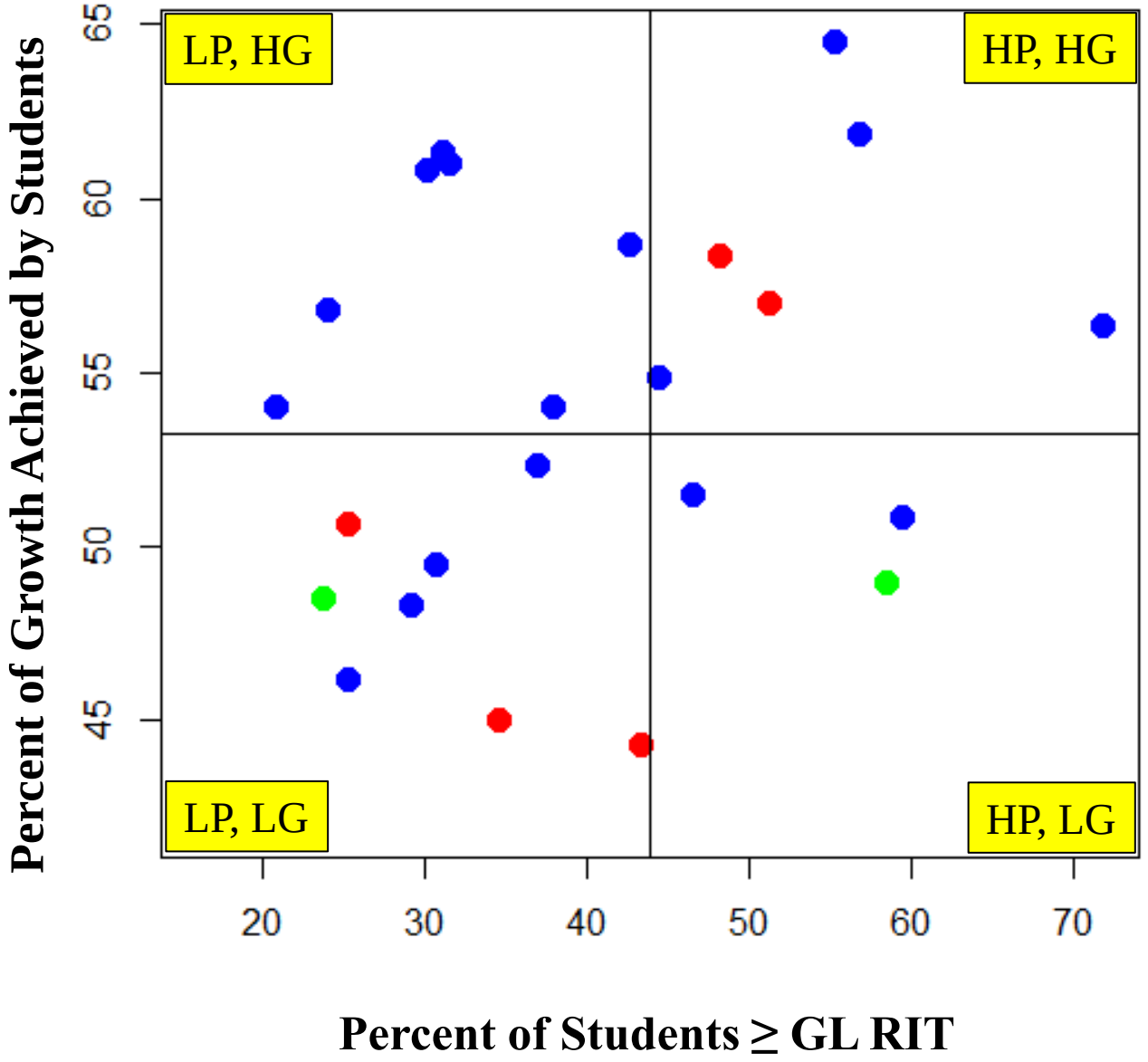
- Proportion of students at or above grade level in math is highest in 3rd-5th and 8th grades.
- RIT scores tend to improve as the school year progresses
- Math scores generally are higher than reading scores



Math

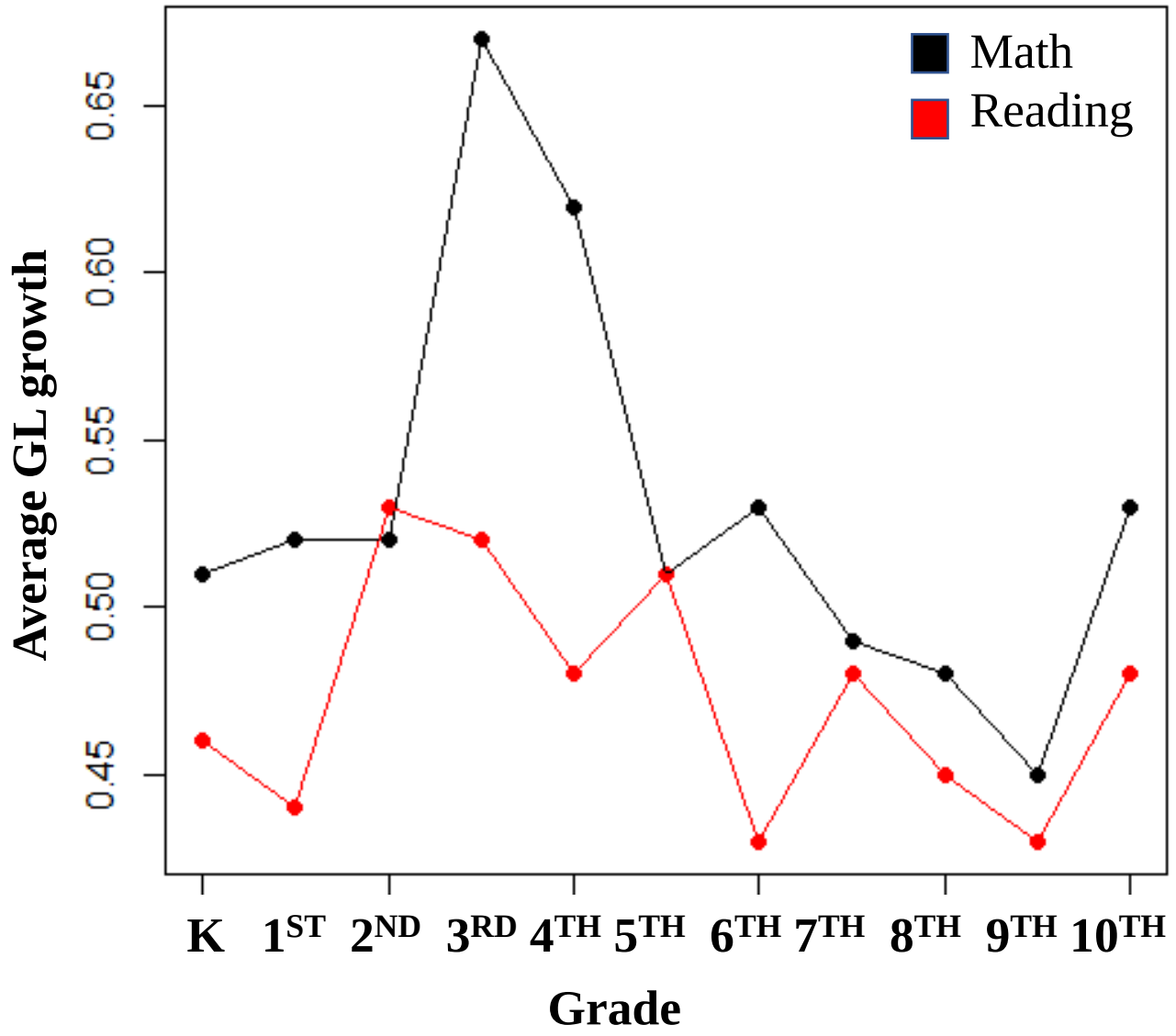
Are students showing growth in math?

- All schools are showing growth of at least 40% in math
- Most schools tend to show high growth regardless of the current percent of students ≥ GL RIT
- Elementary schools tend to show more growth than middle or high schools



Are students growing more in math than reading?

- Yes! Students grow more in math than reading in **ALMOST EVERY GRADE**.
- Why does this matter? Because there is a **VERY STRONG** correlation between student growth and RIT score (**higher growth = higher score**).

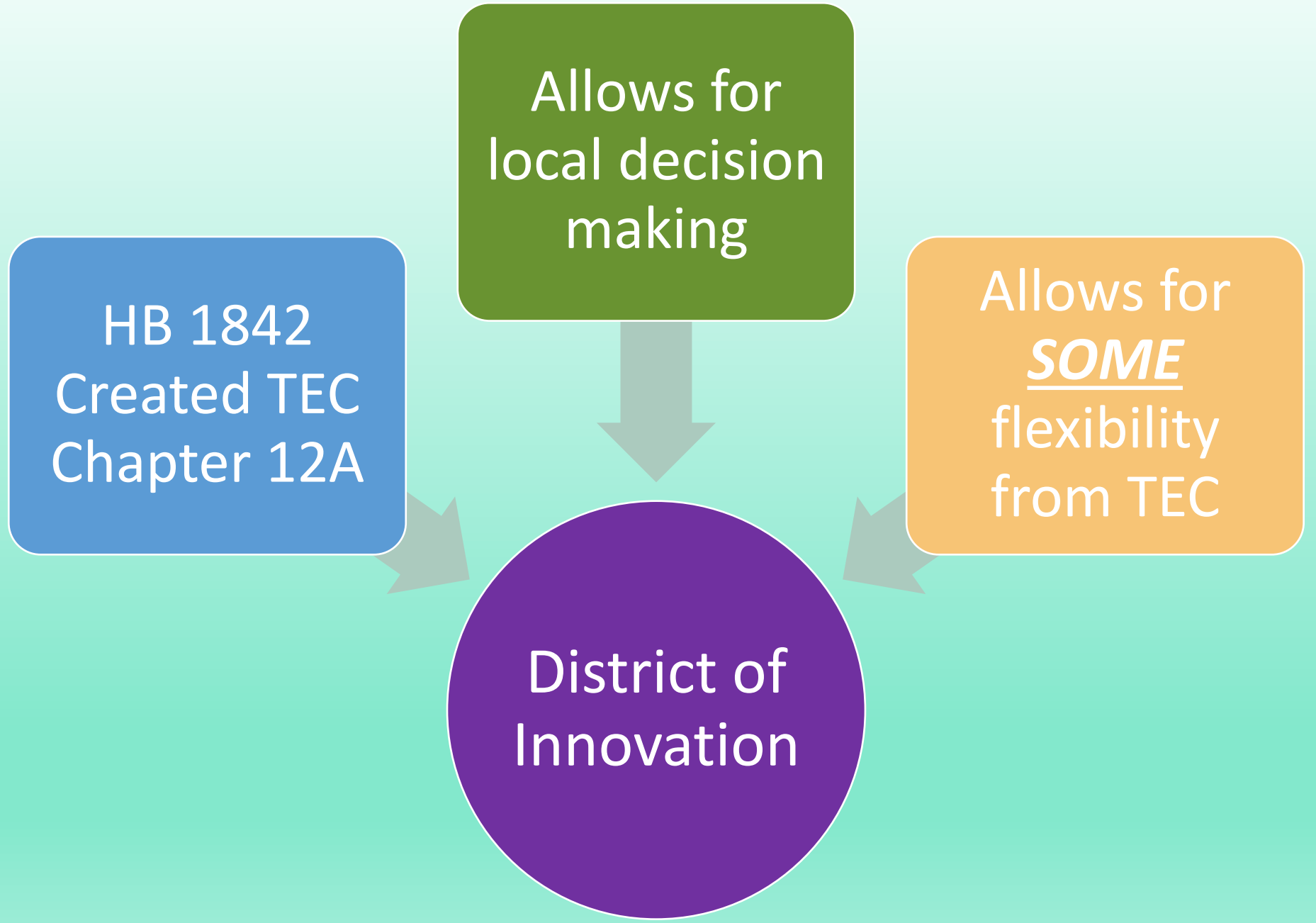


What does all of this mean for TISD?

- The majority of students are showing growth in most grades and schools.
- Primary focus needs to be on improving **reading** in early grades.
- If K-3 reading scores improve, we can accomplish District Goal #1 of getting 85% of K-3 students ≥ GL by 2021.

Tyler ISD
Tomorrow's Education Today

District of Innovation


Allows for local decision making
HB 1842 Created TEC Chapter 12A
Allows for ***SOME*** flexibility from TEC
District of Innovation

District of Innovation Committee

Member Name	Title
Ricardo Alvarez	Instructional Specialist
Gary Brown	Ex. Dir. of Advanced Academics
Gregory Buckner	Community Member
Laura Cano	Ex. Dir. of Human Resources
Alejandra Carmona	Teacher – Elementary
Rodney Curry	Principal – Middle School
Carol Davis	Parent
Paulette Ditto	Parent
Elicia Eckert	Parent
Brent Farmer	Assistant Principal
Christy Hanson	Chief Administrative Officer
Shauna Hittle	Ex. Dir. of Teaching and Learning
Amanda Hortman	Instructional Specialist
Ronald Jones	Chief of Staff
Steven Ladd	Assistant Principal

Member Name	Title
Loredo, Marc	Parent and Community Partner
Shannon Leisure	CTE Facilitator
Tracey Myers	Assistant Principal
Carlton Oby	Community Partner
Nick Jesina Jr.	Community Member
Shanequa Redd-Dorsey	Assistant Principal
Christy Roach	Principal
Rawly Sanchez	Chief Administrative Officer
Lauran Smith	Teacher
Melinda Tefteller	Teacher
Jason Wallace	Parent
André Williams	Teacher
Ivette Zavarce	Community Partner

Ad Hoc Members	
Marty Crawford	Superintendent
Tosha Bjork	Chief Financial Officer
Detrese Harkey	Community Member
Sharon Roy	Chief Human Resources Officer

District of Innovation Process

December 2016
Introduction Meeting

January 2017
Board Resolution

February 2017
Public Meeting &
Approve to Move Forward

February 2017 & March 2017
DOI Committee Meetings

April 2017
First Reading to the Board
Posted on the website

May 2017
- Notified the Commissioner
- Hold a Public Meeting
- DOI Committee Approves the DOI Plan

June 2017
Board Approval

First Day of Instruction

TEC §25.0811 states that a school district may not begin student instruction before the 4th Monday of August.

Innovation Plan:

- To allow for a school calendar that fits the local needs of our community, emphasizes active learning, college & career readiness, and social and emotional needs of students, Tyler ISD will:

First Day of Instruction

TEC §25.0811 states that a school district may not begin student instruction before the 4th Monday of August.

Innovation Plan (continued)

- Provide Tyler ISD Board of Trustees the flexibility develop a school calendar that meets the needs of the district.
- Continue to involve stakeholders to make recommendations to the Tyler ISD Board regarding the calendar.
- The committee will recommend a calendar that
  - Addresses student instruction
  - Allows for focused professional development plan
  - Ensures the statutorily required instructional minutes (75,600)
  - Aligns with the traditions and expectations of the community.

Minimum Minutes of Instruction

TEC §25.081 (HB 2610): For each school year, each school district must operate so that the district provides for at least 75,600 minutes of instruction, including intermissions and recesses.

Innovation Plan

- Pre K
- Dropout Prevention Programs

Minimum Attendance for Class Credit or Final Grade (the 90% rule)

TEC §25.092 a): Except as provided by this section, a student in any grade level from kindergarten through grade 12 may not be given credit or a final grade for a class unless the student is in attendance for at least 90 percent of the days the class is offered. (Board Policy Ref: FEC Attendance for Credit).

Innovation Plan

Tyler ISD will utilize local graduation plan procedures to establish off site internships, courses, and/or other organized learning opportunities that are of academic value that could be considered “in kind” seat time. In which case, the credit and or grade could be granted.

TEACHER CERTIFICATION: GENERAL EDUCATION

- *TEC §21.003(a)* states that a person may not be employed as a teacher by a school district unless the person holds an appropriate certificate or permit issued by the appropriate state agency. In the event a district cannot locate a certified teacher for a position or a teacher is teaching a subject outside of their certification, the district must request emergency certification from the Texas Education Agency and/or State Board of Educator Certification.

- *TEC§ 21.057* requires that a school district provide parental notification if the district assigns an inappropriately certified or uncertified teacher to the same classroom for more than 30 consecutive instructional days during the same school year.

TEACHER CERTIFICATION: GENERAL EDUCATION

Innovation Plan

Tyler ISD will continue its quest for highly effective educators. All decisions regarding teacher certification and assignments will be decided locally, to serve the needs of students, the district, and community.

- Request must be submitted to Superintendent or designee.
- District Teaching Certifications based on skills and experiences
- The Tyler ISD Board of Trustees will be notified no less than one (1) time per semester of the number of teachers who have District Teaching Certifications.
- An employee working under a District Teaching Certifications will work on a probationary contract.
- Determinations shall be made on a case-by-case basis.

PROBATIONARY CONTRACTS

TEC §21.102(b) states that a probationary contract may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment with the district.

Innovation Plan

For experienced teachers, counselors, librarians, or nurses new (Beginning the 2017-2018 academic and contract year) to Tyler ISD; that have been employed in a capacity that qualifies for a Ch. 21 contract in public education for at least five of the eight previous years, the probationary period when becoming employed by Tyler ISD shall be for a period of two (2) years with probationary contracts issued for each of the two (2) years.

PROBATIONARY CONTRACTS

TEC §21.102(b) states that a probationary contract may not exceed one year for a person who has been employed as a teacher in public education for at least five of the eight years preceding employment with the district.

Innovation Plan (continued)

After the first (1) year of the probationary period in Tyler ISD, a teacher could have an opportunity to move into a term contract if he/she meets 5 criteria.

CLASS SIZE –Submitting waivers for Kindergarten – 4

TEC §25.112 requires districts to maintain a class size of 22 students or less for Kindergarten – 4th Grade classes.
TEC §25.113 requires district to notify parents of waivers or exceptions to class size limits.

Innovation Plan

It is the philosophy of Tyler ISD that lower class sizes have a positive impact on Kindergarten - 4th grade students and the district does not seek to unilaterally create larger class sizes. We believe, however, that appropriate class sizes can be monitored and maintained at the local level without the necessity of waivers from the Texas Education Agency.

- Class size ratios will be reported to the Tyler ISD Board of Trustees at a minimum of once per semester.
- Hiring decisions will be based on projected 22:1 ratios.
- Tyler ISD will make every effort to start each school year with enough teachers to establish a homeroom student/teacher ratio of 22:1 per Kindergarten - 4th grade homeroom class.

CLASS SIZE –Submitting waivers for Kindergarten – 4

TEC §25.112 requires districts to maintain a class size of 22 students or less for Kindergarten – 4th Grade classes.
TEC §25.113 requires district to notify parents of waivers or exceptions to class size limits.

Innovation Plan (continued)

- Classrooms that reach a 23:1 ratio will be provided support through a paraprofessional position allowing incoming students to stay in their preferred or neighborhood schools rather than being transported to different campuses.
- If the student/teacher ratio averaged across a grade level needs to go over 24:1, parents of all students affected in each affected class will be notified.
- In the event that the class average across any given grade level (Kindergarten - 4) reaches 24:1 during the first grading period of the year or spring semester, Tyler ISD will actively seek an additional qualified teacher. Campus administration can make hiring decisions based on expertise and qualifications; rather than ratios.
- A teacher may be hired at any time during the school year; in accordance with district guidelines.

SHAC Year-at-a-Glance

2016-2017

2016-2017 Focus

- Health Services
- Safe Driving
- Inclusion of all students
- Tyler ISD Wellness plan

Health Services

- Nurse Family Partnership established partnerships with Tyler ISD nurses to assist pregnant students obtain health services

Social Media

- Tyler ISD student SHAC members created a social media video titled “Not leaving others out”
- Encouraging students to socially accept all students
- After approval, it will be released at secondary campuses as appropriate

Safety

- Collaborated with TISD-TV to develop an infomercial about cell phone use in school zones.
- The goal is to place the infomercial on every campus website, Tyler ISD-TV, and district social media sites at the beginning of the 2017-2018 school year to remind parents of school zone laws regarding cell phones usuage.

TISD Wellness Plan

- The Tyler ISD wellness plan was modified for board approval by SHAC to include the following new initiative:
  - Each elementary will have at least one activity per year to encourage physical activity in family events outside of the normal physical education class.
  - Offering additional healthy food choices

2017-2018

- New officers
  - Dr. Danny Price – President
  - Marissa Boerger – Vice President
- SHAC Parent involvement initiative 2017-2018
  - Goal – 1 parent representative from each campuses to be on SHAC committee by the end of 2017-2018

Internal Audit Services Update

Tyler ISD
Tomorrow's Education Today

- Last update was May 19, 2016
- Audit Committee Meetings Held Since Update
  - Audit year is October 1 – September 30
    - June 23, 2016- Quarterly Meeting
    - September 19, 2016 - Quarterly Meeting
    - January 11, 2017- Special Meeting
    - January 20, 2017 Quarterly Meeting

Internal Audit Services Update

Tyler ISD
Tomorrow's Education Today

Internal Audit Services Provides a Broad Range of Services

- General Audits Completed
  - Moore MST Magnet School Construction Review, Issued 9/30/16
  - Austin Elementary Campus Review, Issued 3/3/17

- Analytics, Investigations, and Special Requests Completed
  - Birdwell Elementary Campus Review, Issued 6/3/16
  - Analytics – Activity Fund Health Check, Issued 10/28/16
  - Analytics – Analysis of Employees Receiving W2s and 1099s, Issued 2/10/17
  - W-2 Data Incident, Issued 3/31/17

- Follow-ups Completed
  - Career and Technology Construction Audit, Issued 7/25/16
  - Fair Labor Standards Act Review, Issued 11/18/16
  - Facilities Rental and Usage Review, Issued 4/10/17
  - Visual and Performing Arts Review, Issued 5/17/17

- Training Completed
  - Special Request - Self-Audit Training for Early College High School Booster Club 11/1/16

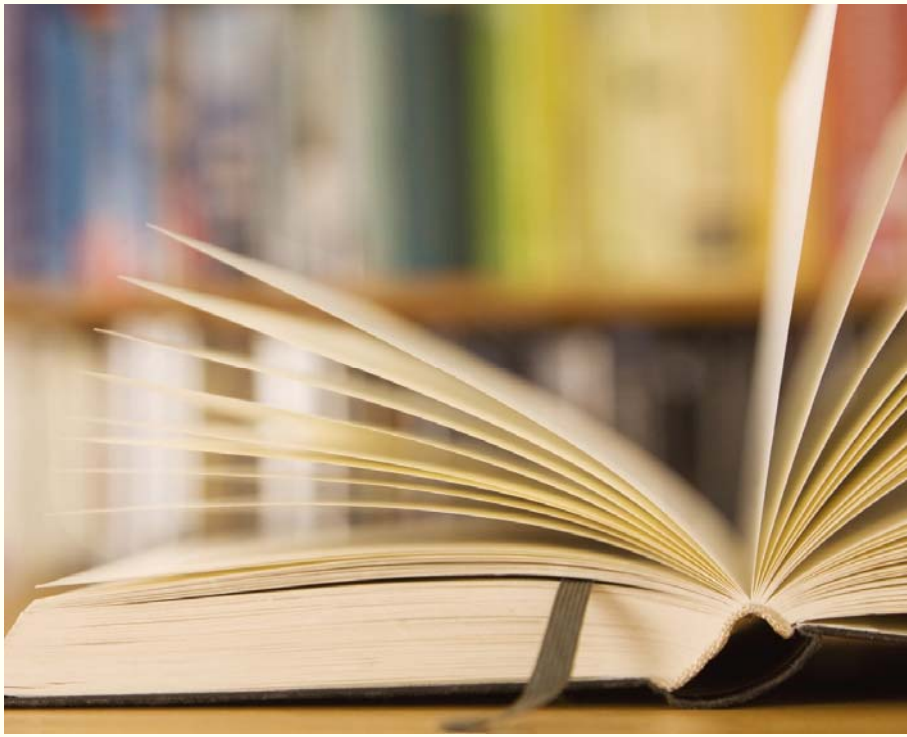
Internal Audit Services Update

Tyler ISD
Tomorrow's Education Today

- Special Projects:
  - Annual Financial Statement Review
  - Annual Risk Assessment, Annual Audit Plan, and Annual Audit Report
- Research – Hot Topics:
  - Research on Internet Crowdfunding, September 2016
- Projects – In Progress
  - Career and Technology Center Review
  - District Internal Controls – Parent Clubs
  - Payroll Analytics
  - New Risk Assessment
  - District Travel and Usage of District Cars
- Fraud, Waste and Abuse Hotline
  - Inception of Hotline - September 2015

TEACHING & LEARNING

Professional Learning Board Report



Professional Learning

At the core of our use of the term professional learning is the belief that there is an important relationship between the adults' professional learning environment and what students learn in school.

---National Commission on Teaching and America's Future, 2016

Tyler ISD Vision Statement: We focus on successful student outcomes.

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  - 200 hours within 5 years
- Clerical & Instructional Paraprofessionals
  - 50 hours within 5 Years
- Auxiliary Staff:
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Elementary Teachers	Secondary Teachers
701	547
40.5 % 5 Years or Less Experience	
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Professional Staff	Non-Professional Staff
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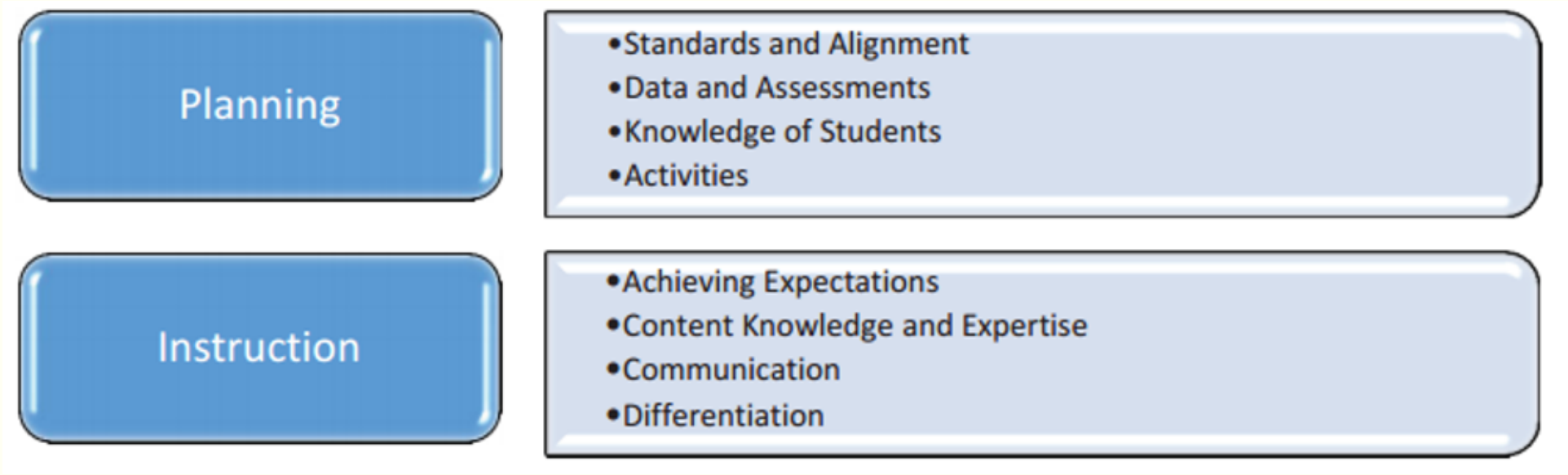
Four Domains of Texas Teacher Evaluation & Support System



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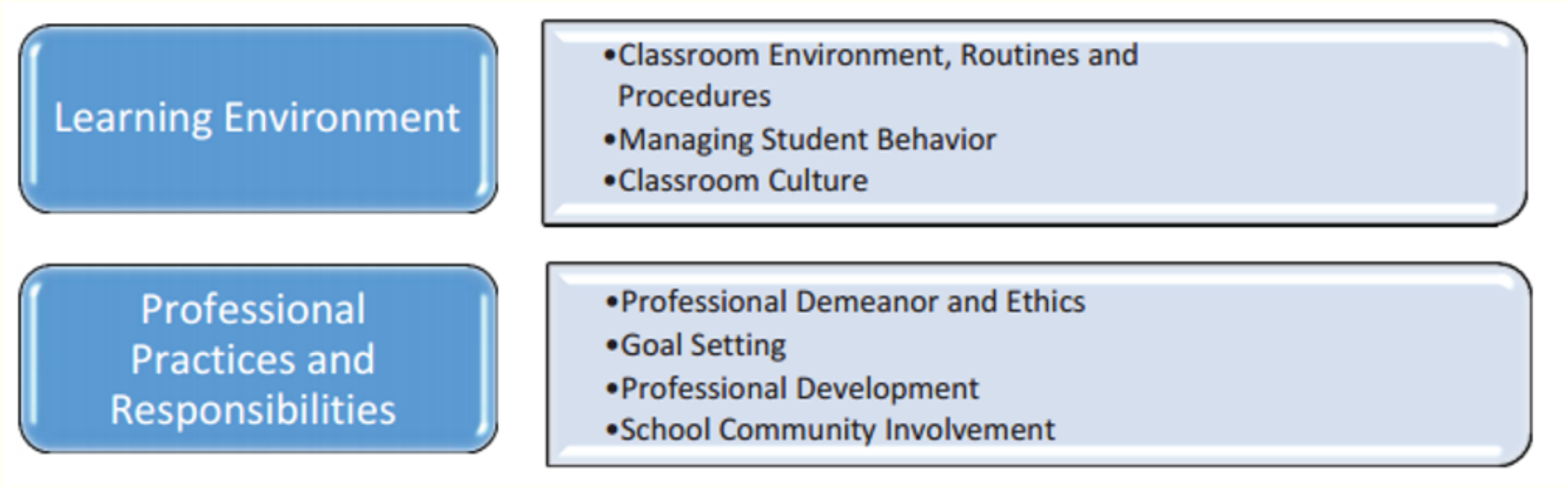

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Three Year Professional Learning Plan

Year 1

TTESS Domain I: Planning

6 Hours

TTESS Domain II: Instruction

12 Hours

TTESS Domain III: Learning Environment

6 Hours

LEA, State & Federal District Mandates

Year 2

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6 Hours

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District Required or Recommended Sessions

Year 3 And Beyond

TTESS Domain I: Planning

6 Hours

TTESS Domain II: Instruction

12 Hours

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6 Hours

More choice of recommended sessions or suggested by campus administrator

Mandates

LEA, State & Federal Mandates

Academic Intervention

Gifted/Talented

ESL/Bilingual

TTESS Domain I: Planning and Preparation for Secondary Teachers				
	Year 1	**Year 2**	**Year 3**	**Recommended List**
All Secondary Teachers	**Required:** Basic MAP Testing Overview (2) Choose at least 4 hours from the recommended list or other administrator approved training.	**Required:** Beyond the Basics of MAP Testing (3) Choose at least 3 hours from the recommended list or other administrator approved training.	**Required:** Aware Test Creation (2) Choose at least 4 hours from the recommended list or other administrator approved training.	➢ Assessment FOR Learning (6) ➢ Intro to Assessment FOR Learning (3) ➢ 7 Habits of Effective People (12) ➢ Six-Weeks Curriculum Overviews (2) ➢ Six-Weeks Lesson Planning (3) ➢ TEKS in Action (1) ➢ Technology: Basics (3)

Secondary Mathematics – Domain II - Instruction				
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Grade 6 - 7	**Required:** Introduction to the Math Workshop Model (3) Choose at least 9 hours from the recommended list or other administrator approved training.	**Required:** Choose at least 12 hours from the recommended list or other administrator approved training.	**Required:** Choose at least 12 hours from the recommended list or other administrator approved training.	
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SAMPLE

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  - Twitter
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THANK YOU

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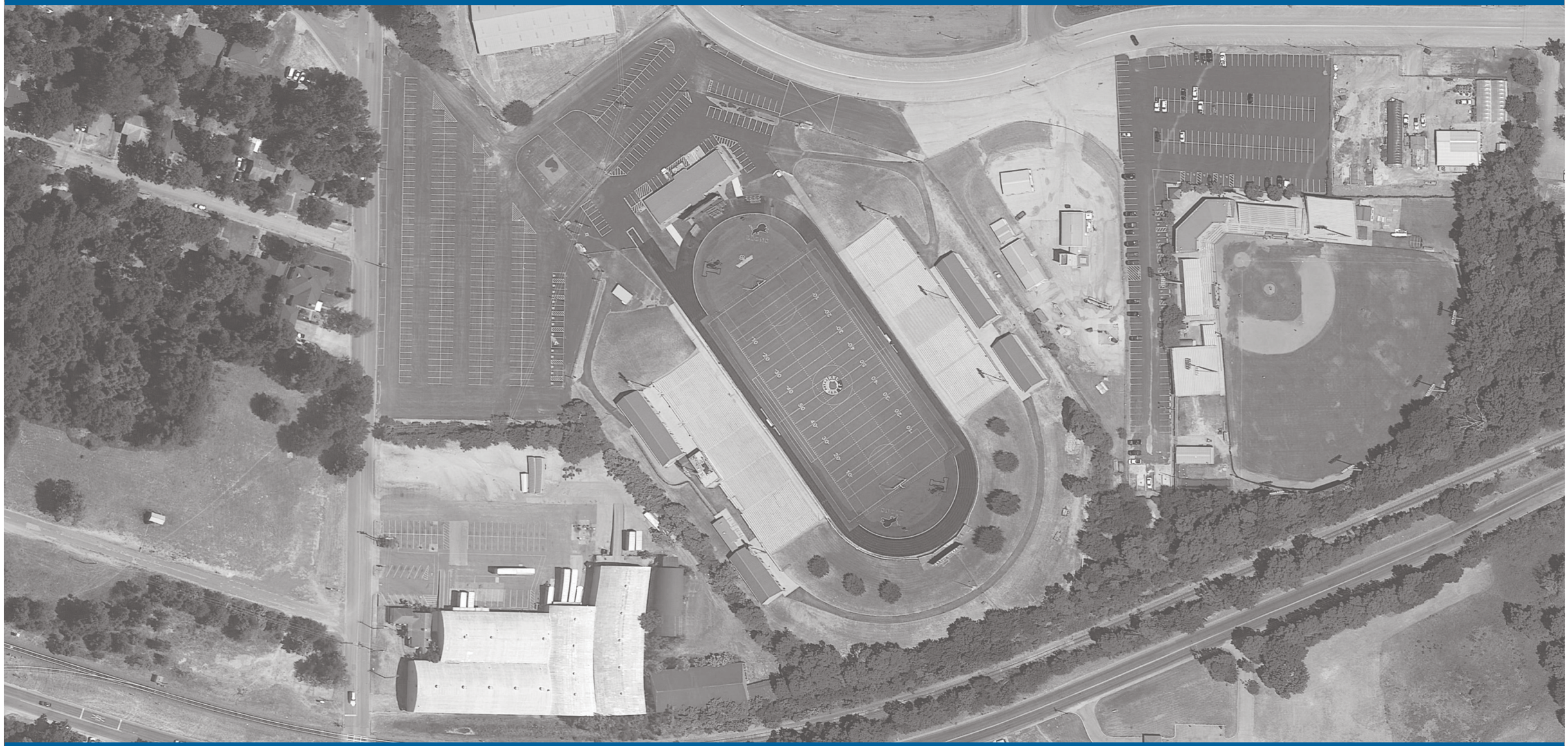
Executive Director of Teaching and Learning, Tyler ISD

TYLER ROSE STADIUM



Proposed Site Plan - Phase 1

TYLER INDEPENDENT SCHOOL DISTRICT

N

DATE: 05.10.17

Proposed Site Plan - Phase 2

TYLER INDEPENDENT SCHOOL DISTRICT

N

DATE: 05.10.17

Proposed Site Plan - Phase 3

TYLER INDEPENDENT SCHOOL DISTRICT

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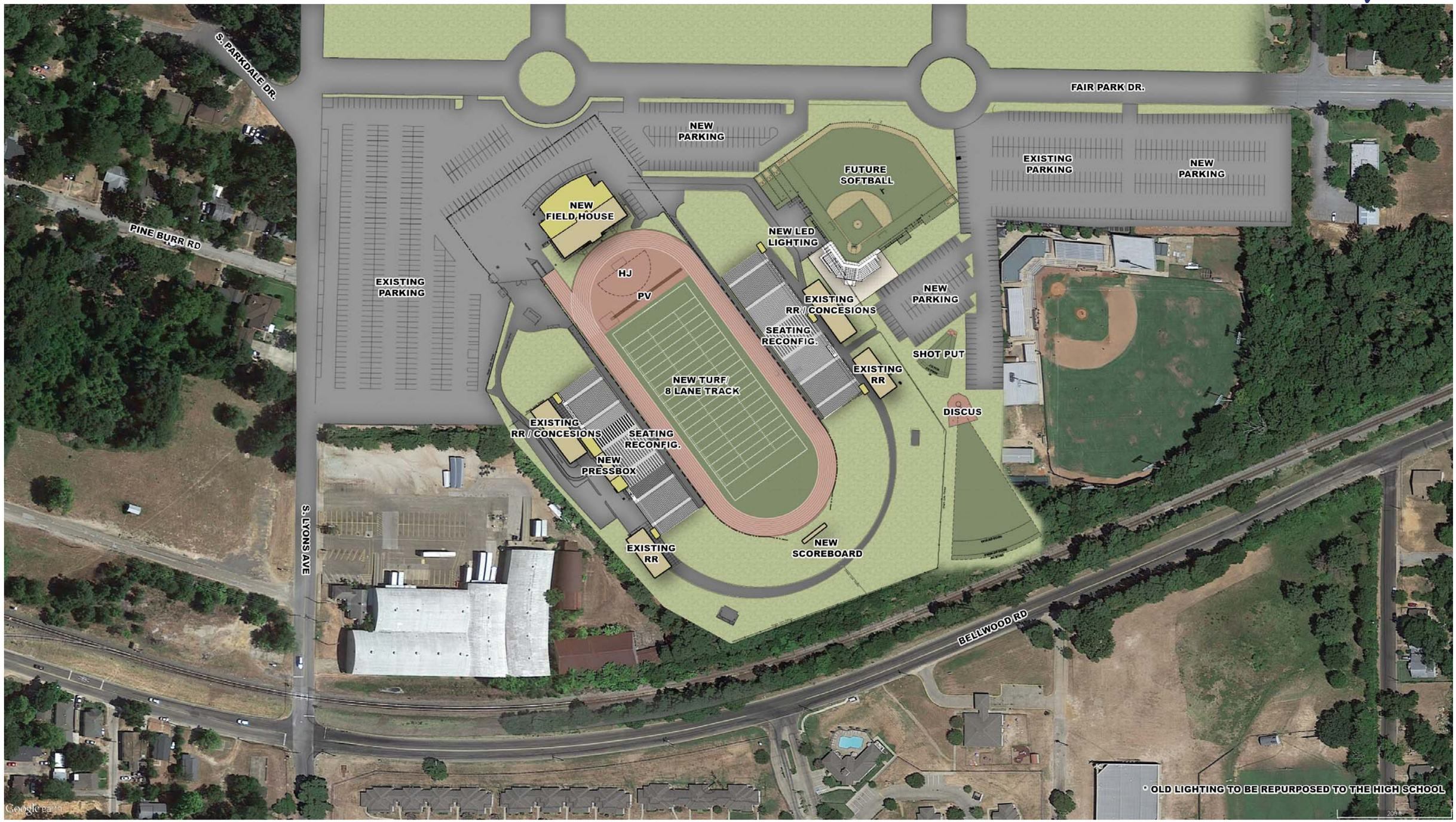

Proposed Site Plan - Phase 4

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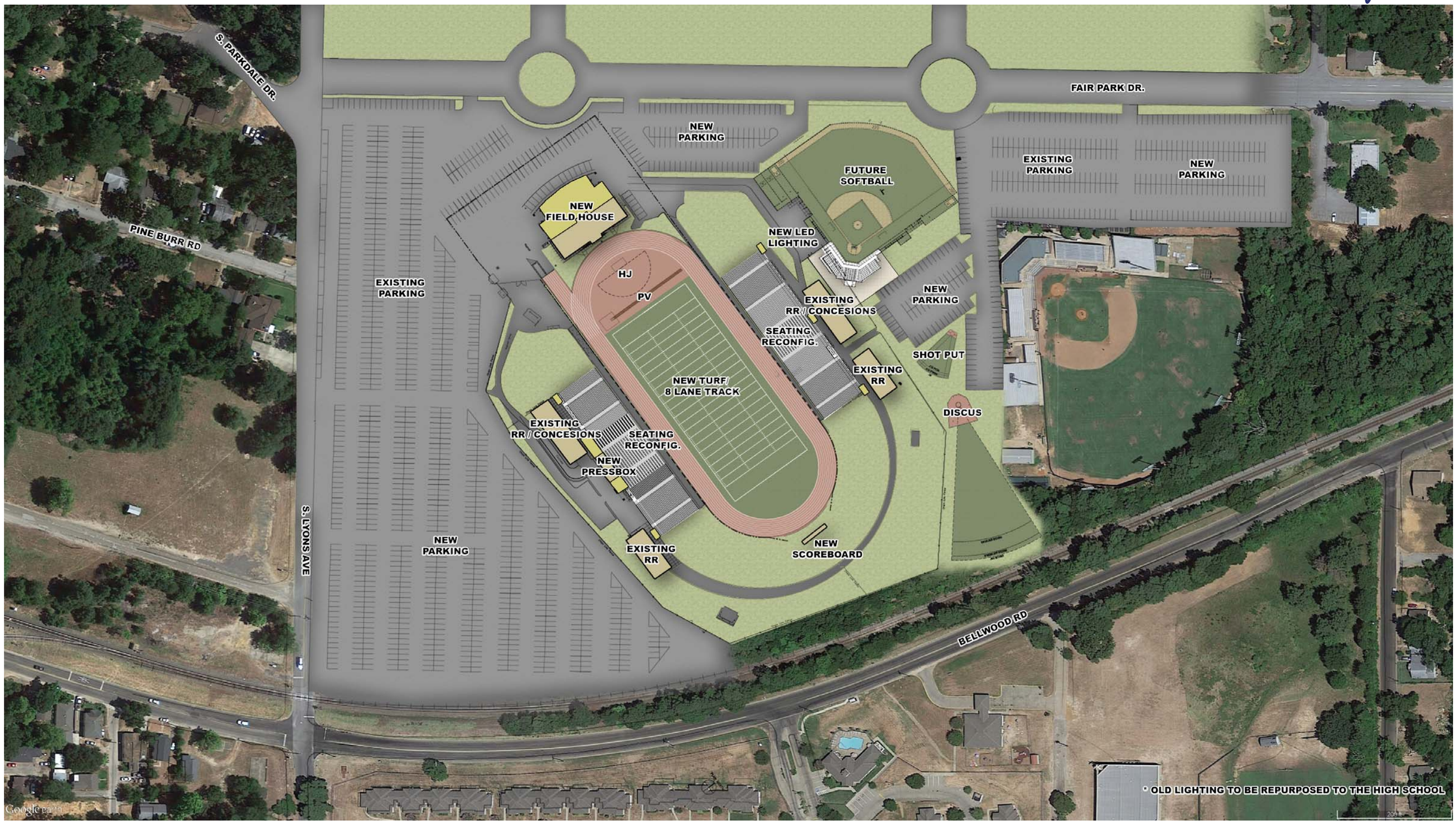

Proposed Site Plan - Phase 4 Option B

TYLER INDEPENDENT SCHOOL DISTRICT

N

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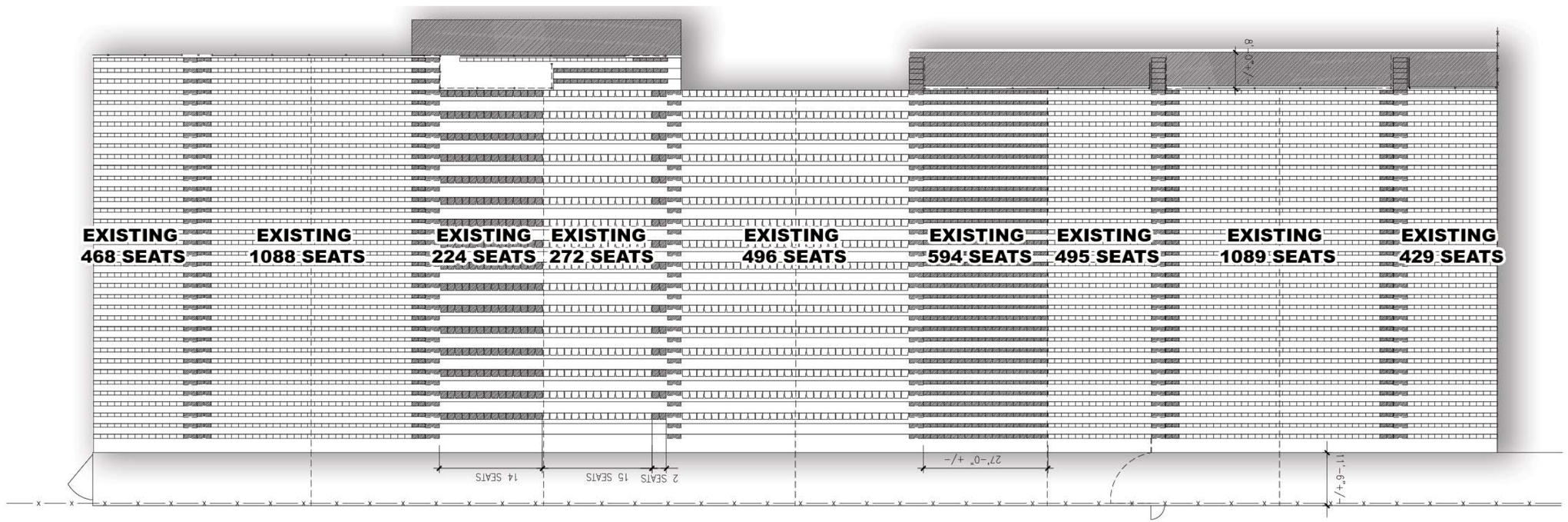
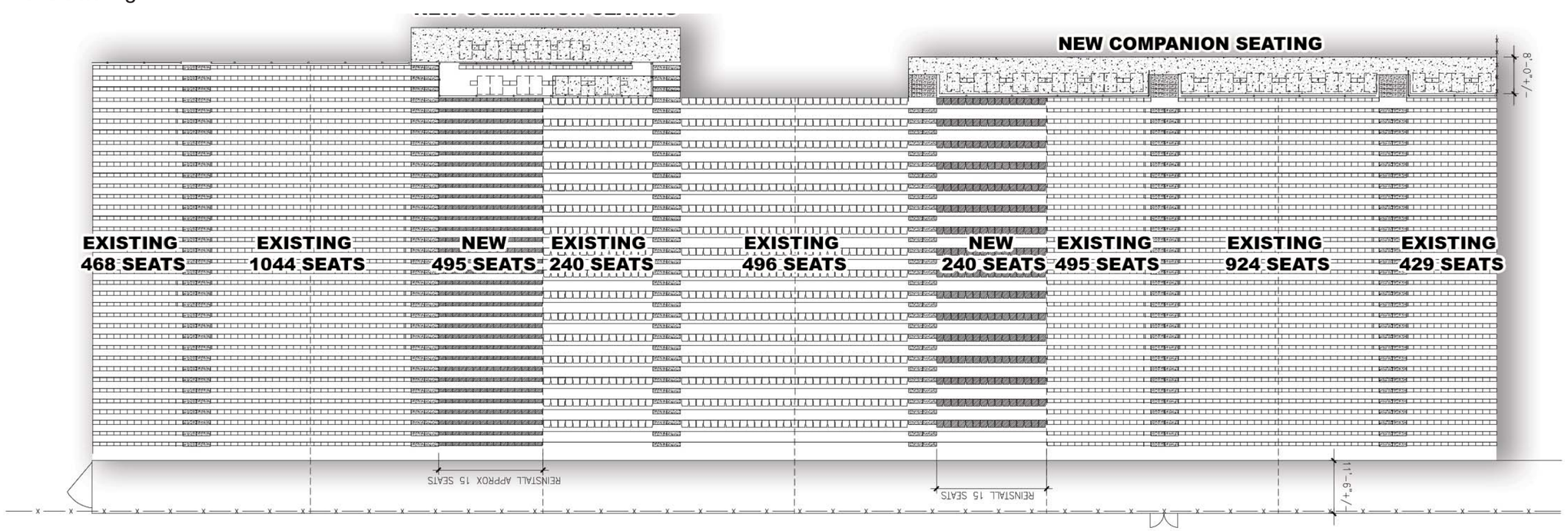
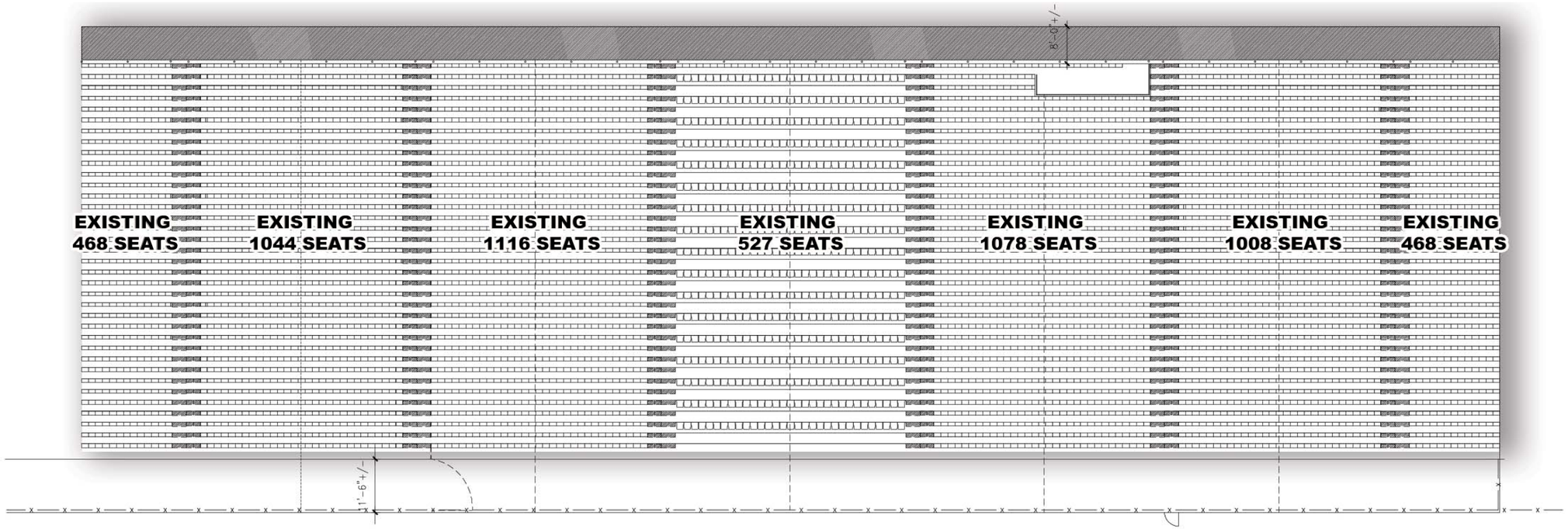


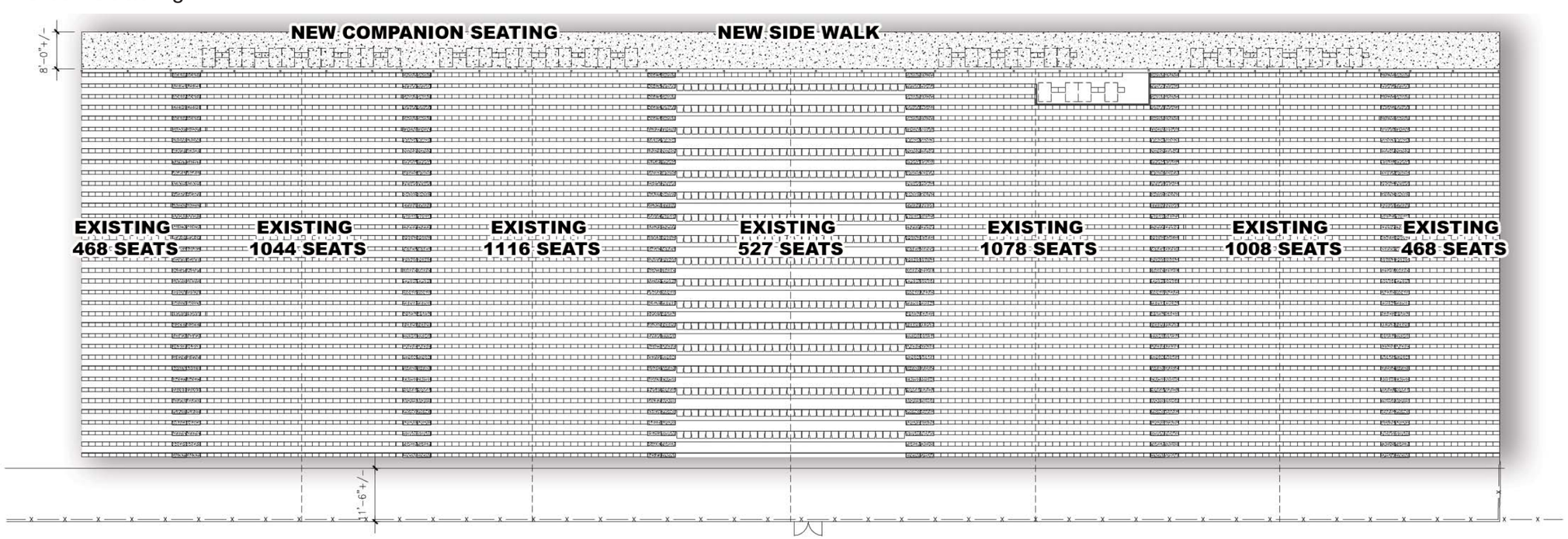
Existing Home Seating



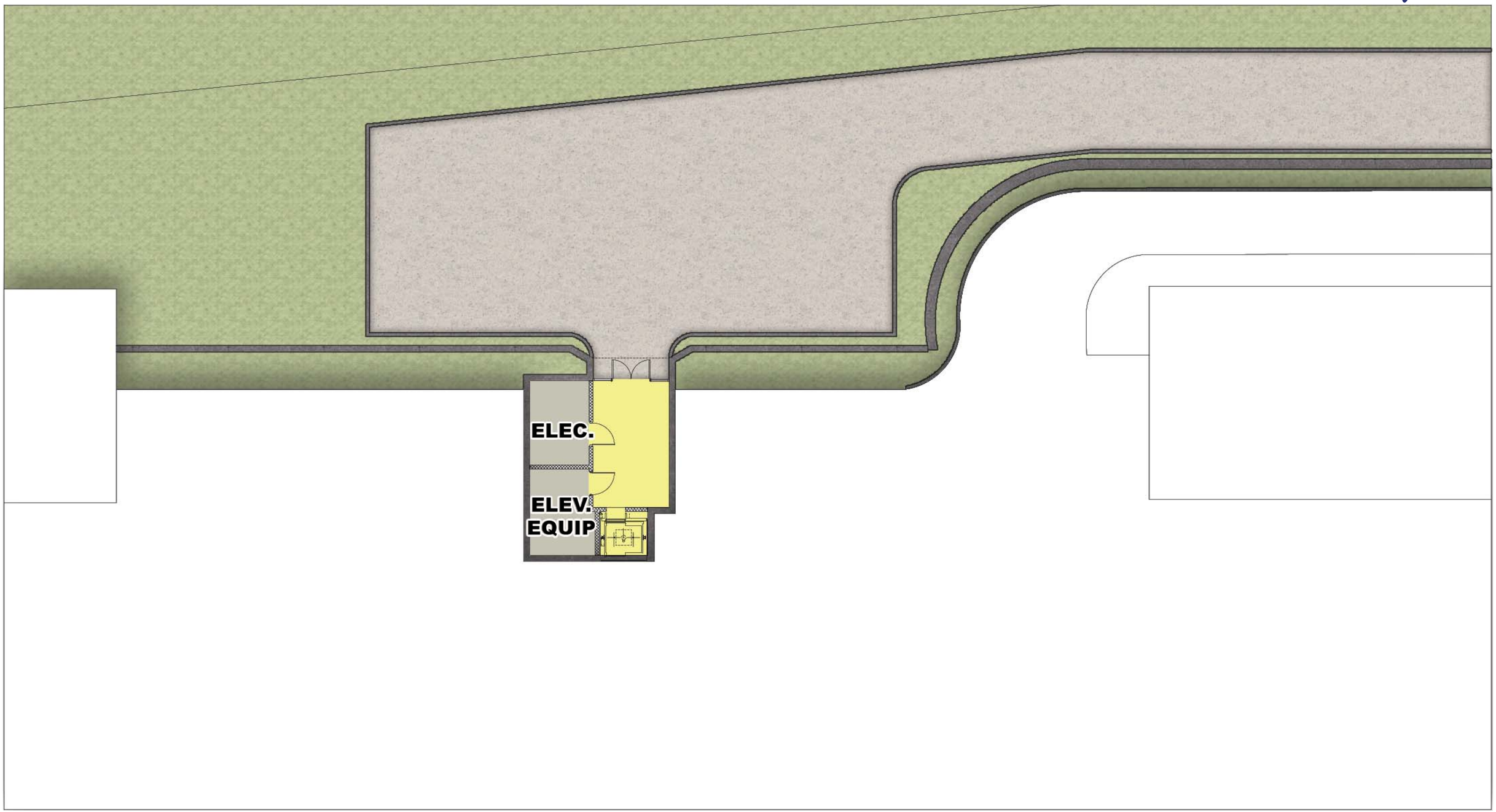
Reconfigured Home Seating



Existing Visitor Seating



Reconfigured Visitor Seating



Proposed Pressbox - Ground Level

TYLER INDEPENDENT SCHOOL DISTRICT

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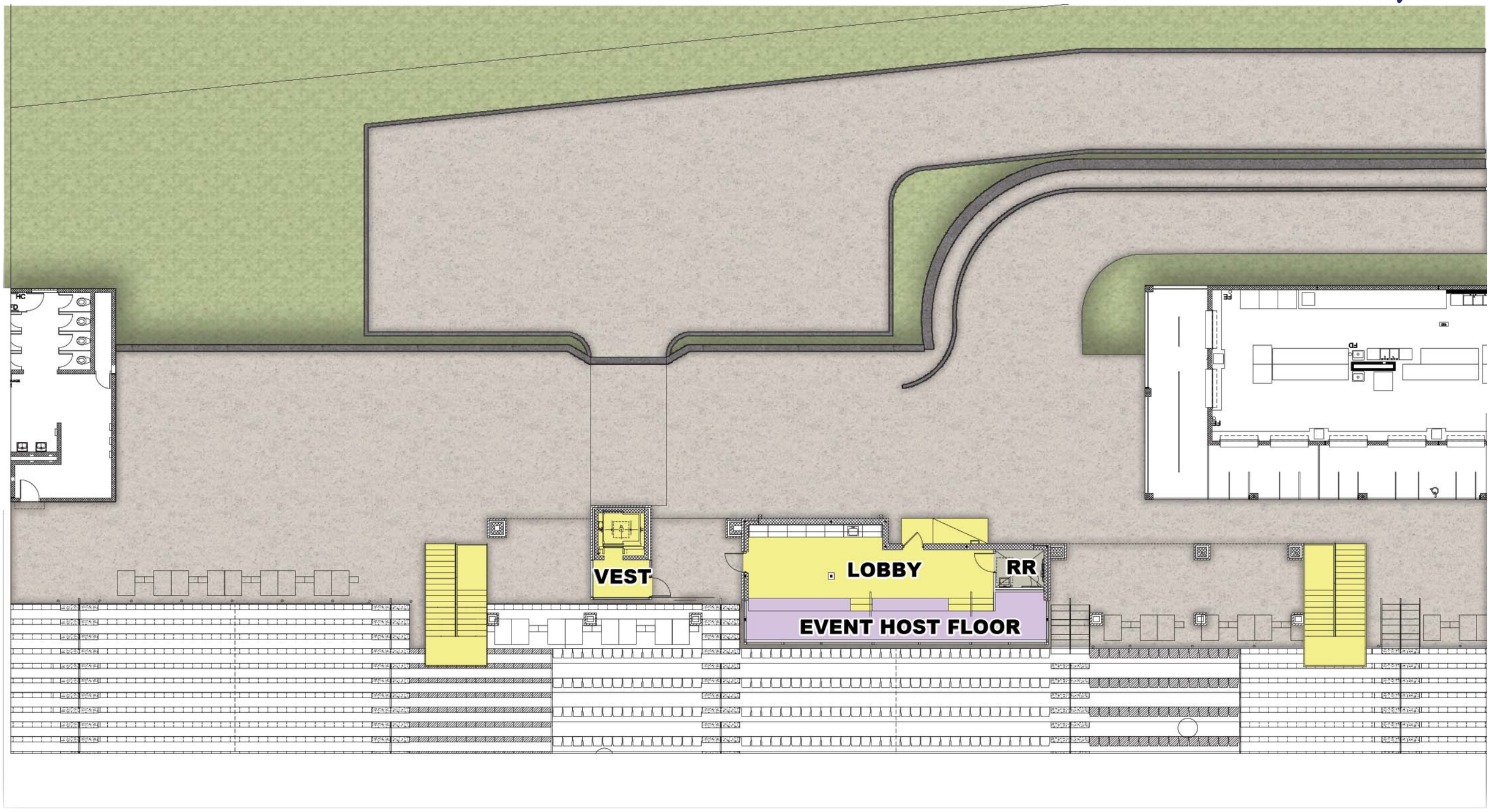

Proposed Pressbox - Concourse Level

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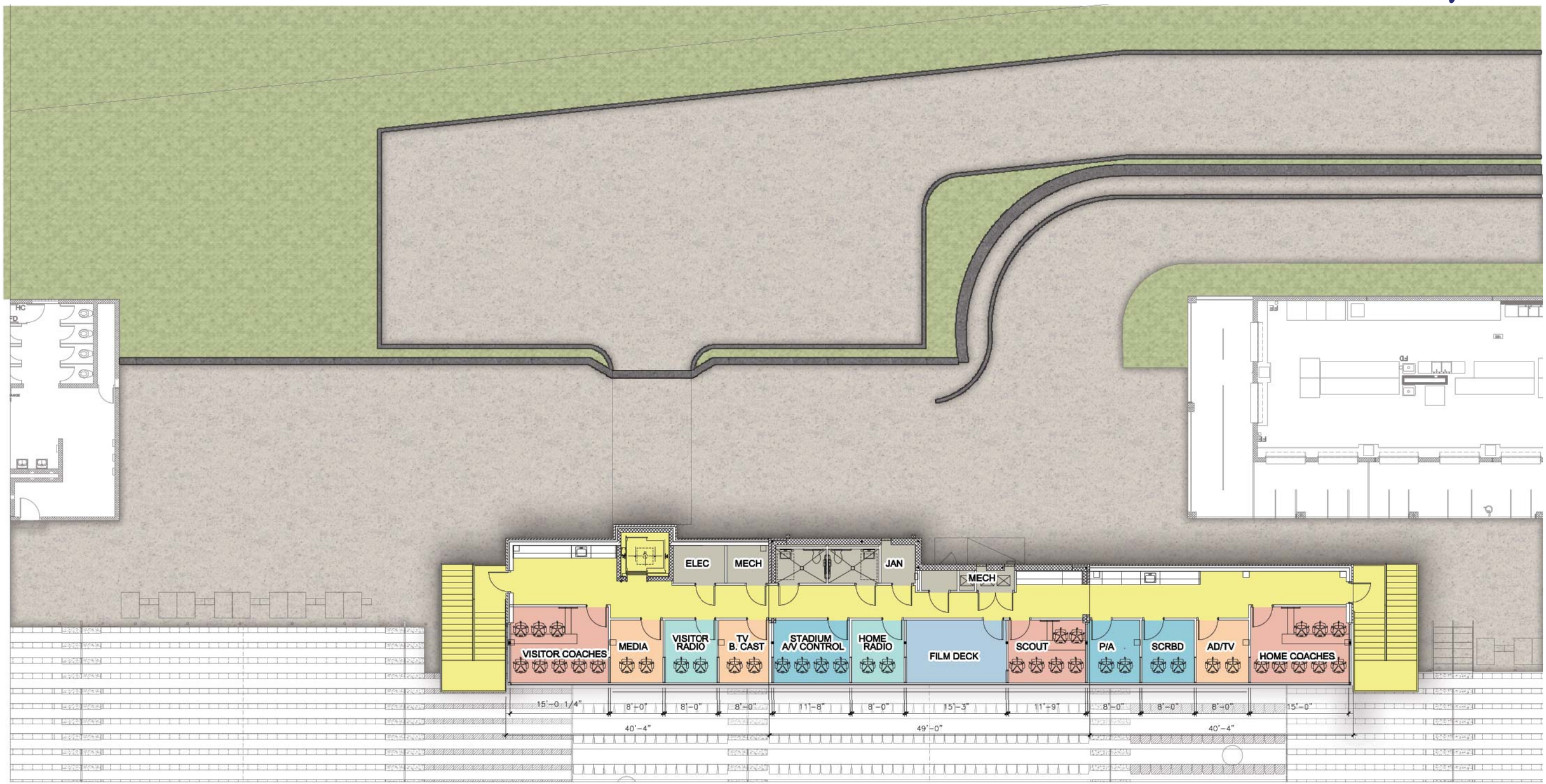

Proposed Pressbox Second Level

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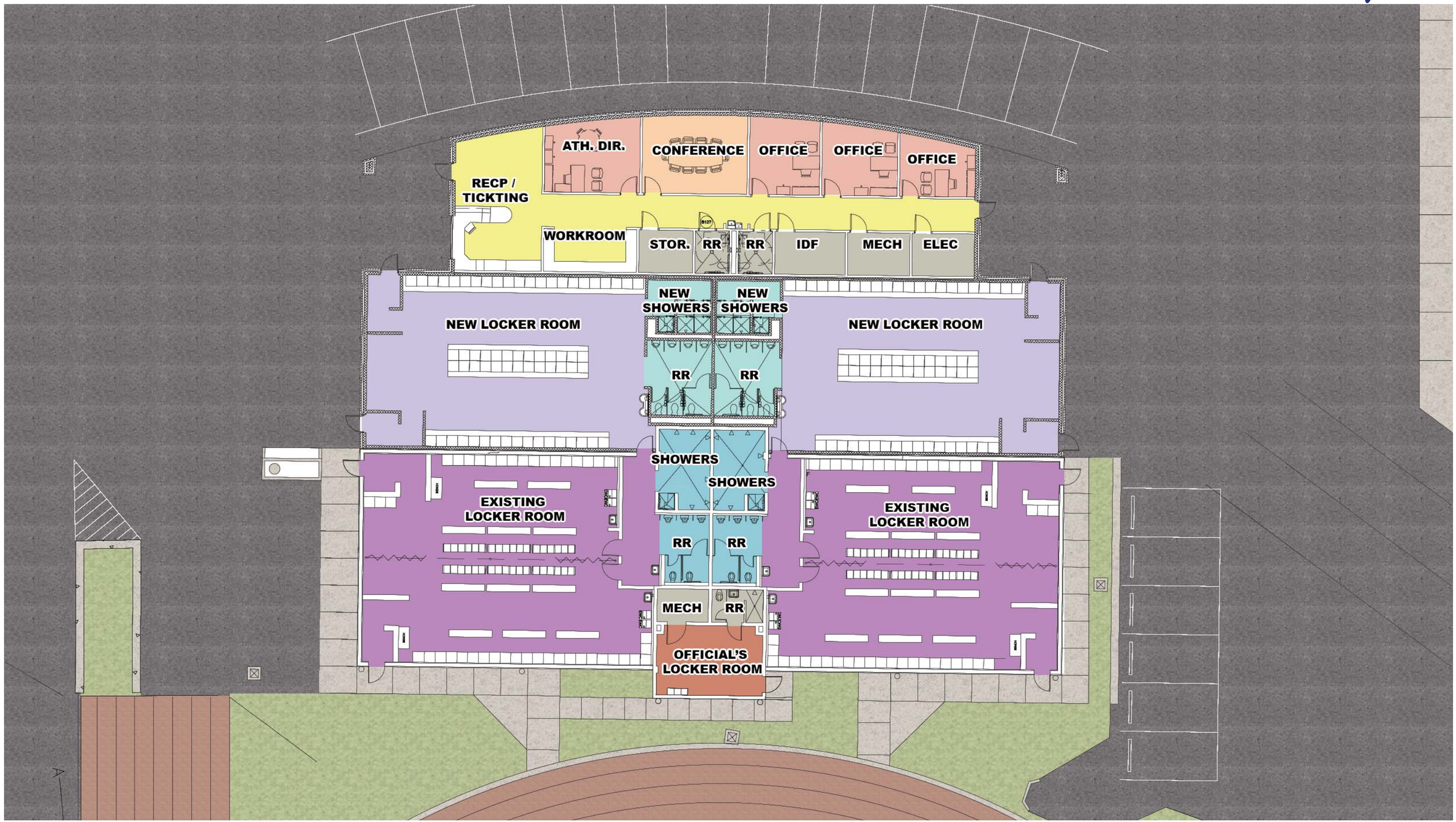

Proposed Field House Expansion

TYLER INDEPENDENT SCHOOL DISTRICT

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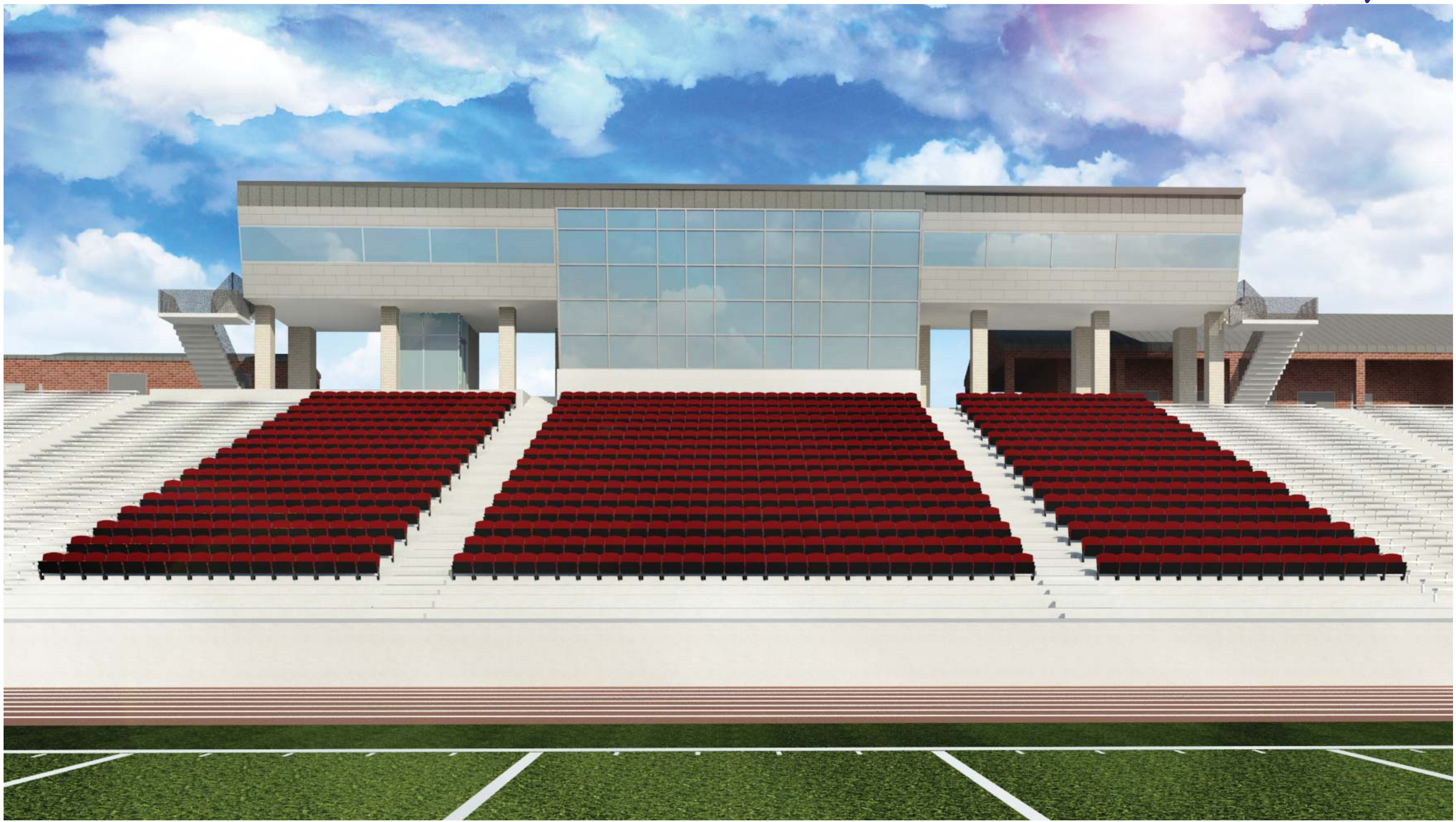

Pressbox Field View

TYLER INDEPENDENT SCHOOL DISTRICT

DATE: 05.10.17

Pressbox Aerial View 1

TYLER INDEPENDENT SCHOOL DISTRICT

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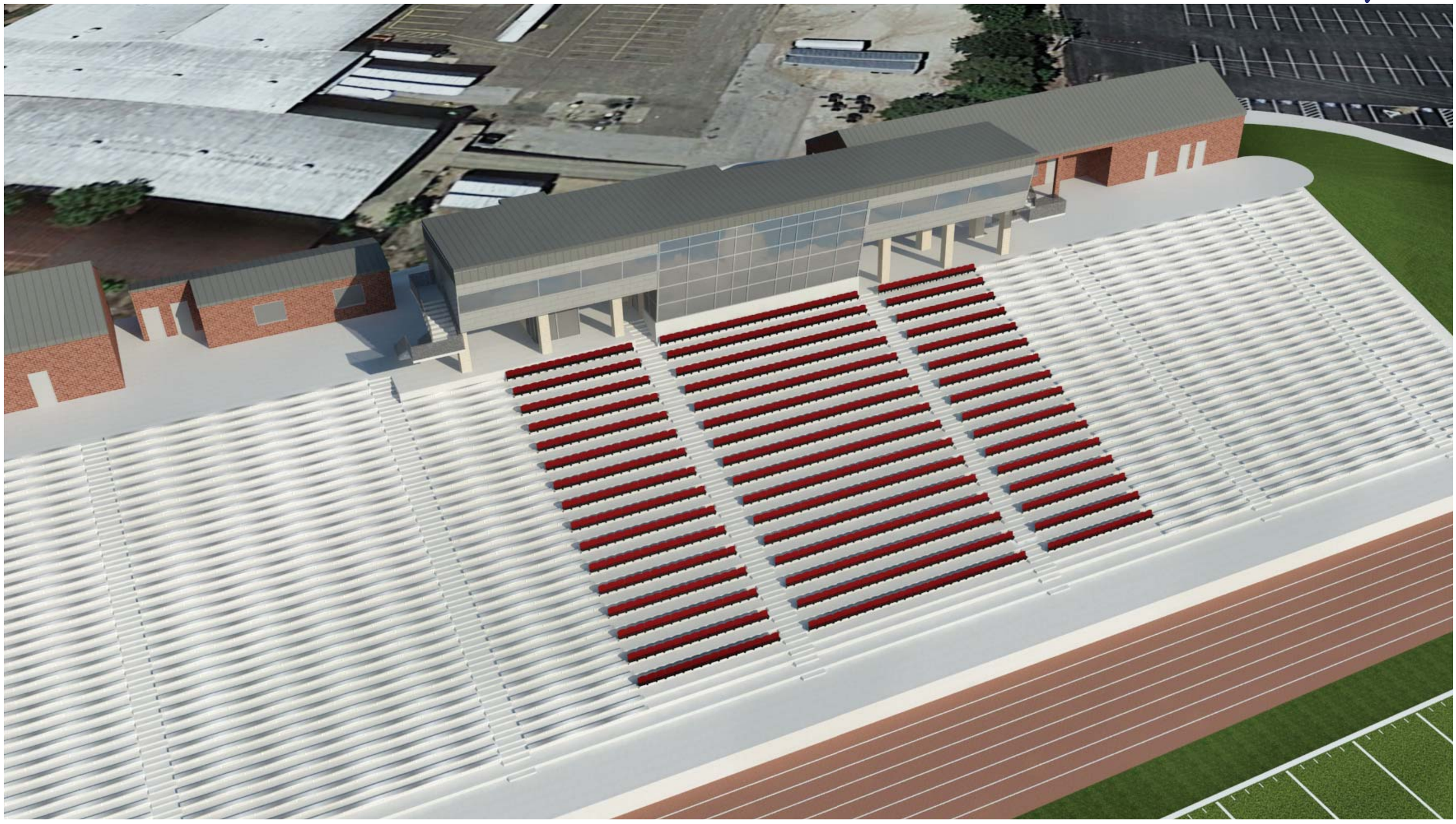

Pressbox Aerial View 2

TYLER INDEPENDENT SCHOOL DISTRICT

DATE: 05.10.17

Concourse Aerial View 1

TYLER INDEPENDENT SCHOOL DISTRICT

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Concourse Aerial View 2

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THANK YOU

Tyler ISD
Drug Testing Program for Athletics

The Purpose of the Drug-Testing Program

- Prevent injury, illness, and harm resulting from the use of illegal and performance enhancing drugs or alcohol;
- Help enforce a drug-free educational environment;
- Deter the use of illegal and performance-enhancing drugs or alcohol;
- Educate student-athletes regarding the harm caused by the use of illegal and performance-enhancing drugs or alcohol; and
- Offer student-athletes a credible means to resist peer pressure as it relates to the use of legal and illegal drugs, alcohol, and performance enhancing substances.

Who Will Be Tested and How Often?

- Any student in grades 7-12 who chooses to participate in a school sponsored UIL athletic program.
- No less than ten percent of student-athletes shall be randomly selected each 6 weeks of the school year.
- The parents voluntarily ask for their children to be included in the group.
- A student-athlete shows “reasonable suspicion” of drug use.
- Drug tests shall be conducted randomly during each six weeks throughout the school year.
- Number of student-athletes in Tyler ISD (2016-17) -
  John Tyler: 532
  Robert E. Lee: 621
  Middle School: 1090
  Total number of student-athletes: 2243

Recommended Panel of Drugs to Test

Alcoholic beverages, and harmful substances, and synthetic substance including herbal incense/K2/Spice for the purpose of intoxication, narcotic drug, or other controlled substance of any form, except as prescribed by a licensed physician for legitimate medical purposes for the students medical condition or disease.
Drugs to be tested but not limited to:

Cocaine
Opiates
Cannabinoids
Phencyclidine
Benzodiazepines
Amphetamine
Methamphetamine
Ecstasy
Barbiturates
Methadone
Alcohol/Ethylglucuronide
Synthetic stimulants and or depressants
Anobolic and Androgenic Steroids
Inhalants

Consequences of Positive Testing

Consequences of a FIRST confirmed positive test result shall be as follows:

1. Required conference with parent/guardian and student-athlete.
2. A minimum ten percent suspension from all athletic contests. During the suspension the student-athlete may participate in practice, attend team meetings, but may not travel or dress for any contest.
3. Prior to participating in any athletic contest, a negative test result must be obtained.
4. After regaining eligibility retesting for one year.

Consequences of a SECOND confirmed positive test result shall be as follows:

1. Required conference with parent/guardian and student-athlete.
2. Referral to an TISD approved counseling program for an assessment which will determine the length of counseling needed for the student. The student must fulfill the recommendation of the counseling program, and provide documentation confirming completion of the program.
3. A minimum 30 school day suspension from all athletic contests from the time of the parent/guardian conference. During the suspension the student-athlete may participate in practice, attend team meetings, but may not travel or dress for any contest.
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Consequences of a THIRD confirmed positive test result shall be as follows:

1. Required conference with parent/guardian and student-athlete.
2. Referral to an TISD approved counseling program for an assessment which will determine the length of counseling needed for the student. The student must fulfill the recommendation of the counseling program, and provide documentation confirming completion of the program.
3. A minimum of one full calendar year suspension from all athletic contests from the time of the parent/guardian conference. During the suspension the coach may allow the student-athlete to participate in practices, attend team meetings, but may not travel or dress for any contest.
4. Prior to participating in any practice or athletic contest, a negative test result must be obtained.
5. After regaining eligibility retesting for one year.

Consequences of a FOURTH confirmed positive test result shall be as follows:

1. Any offense beyond a third offense shall be treated as a third offense for the purposes of assigning consequences under this policy before a student regains eligibility to participate in athletics.

A positive test that results in a suspension in excess of the number of days remaining in the school year will continue on the first day of school of the next school year.

Refusal to participate in a drug test after signing the consent form shall count as a positive test.

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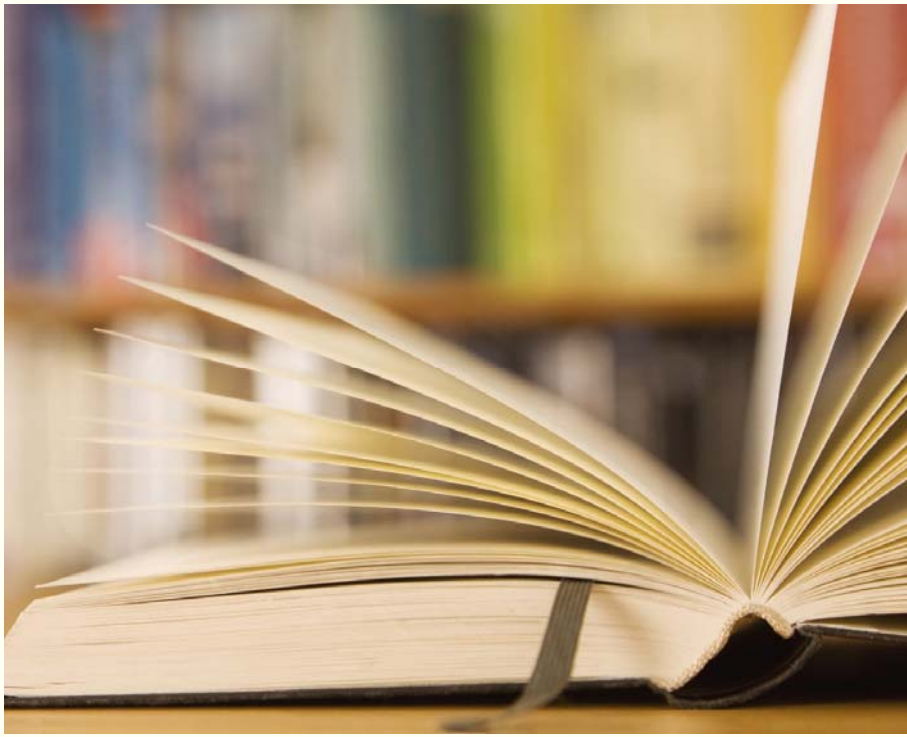

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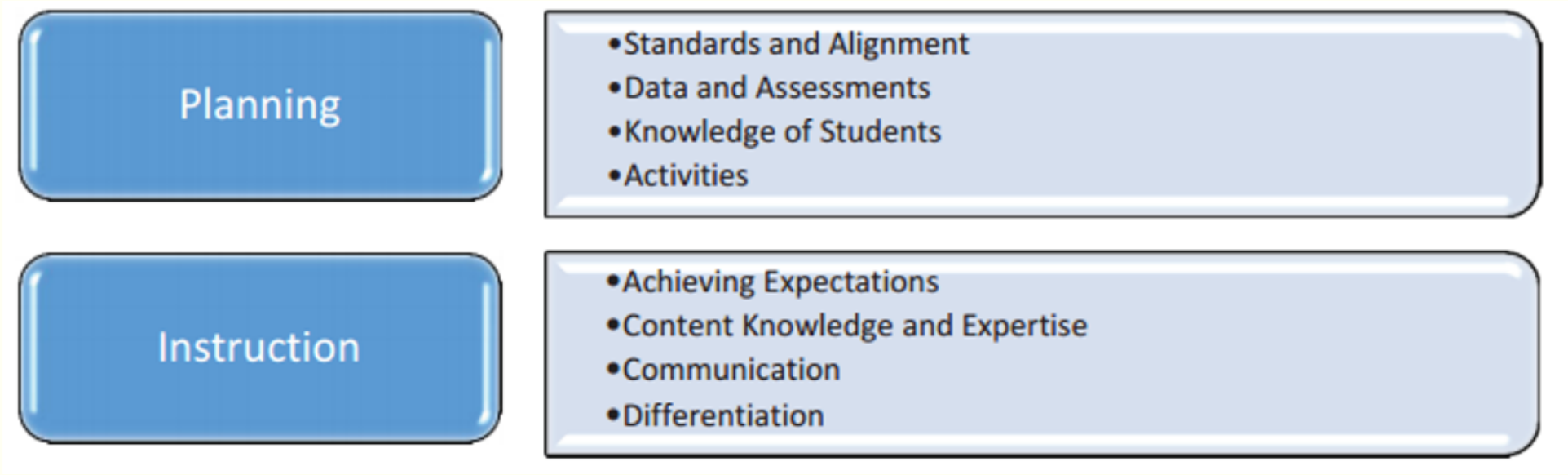

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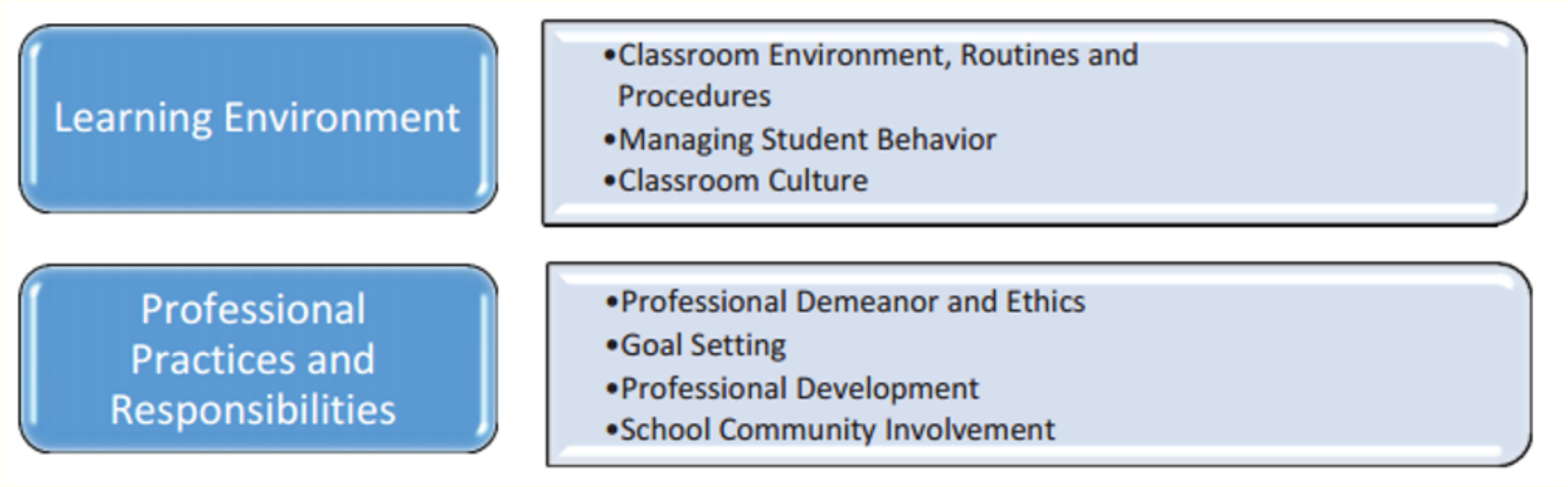

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Shauna Hittle
Executive Director of Teaching and Learning, Tyler ISD

GOAL I UPDATE

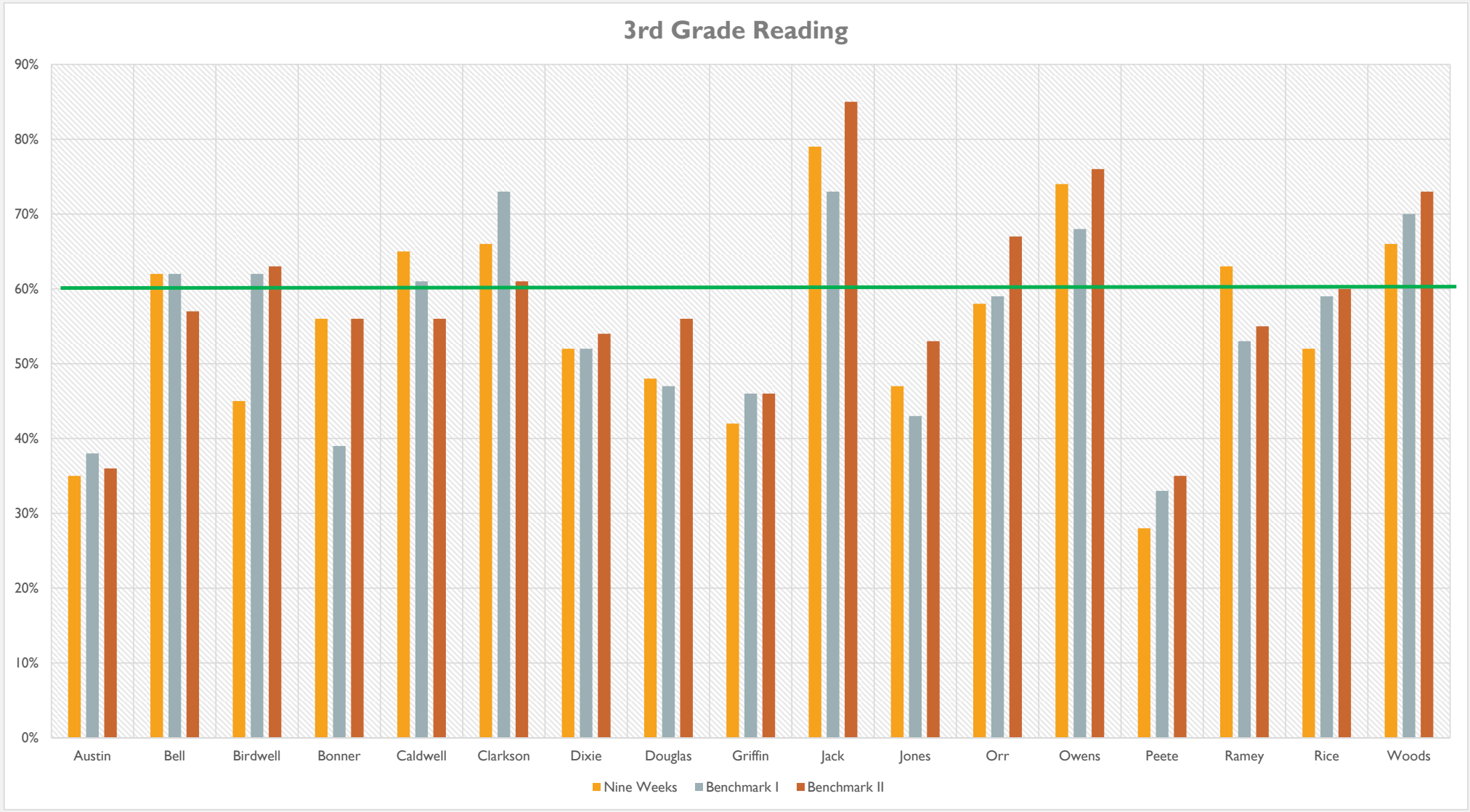
GOAL 1 – EARLY LITERACY

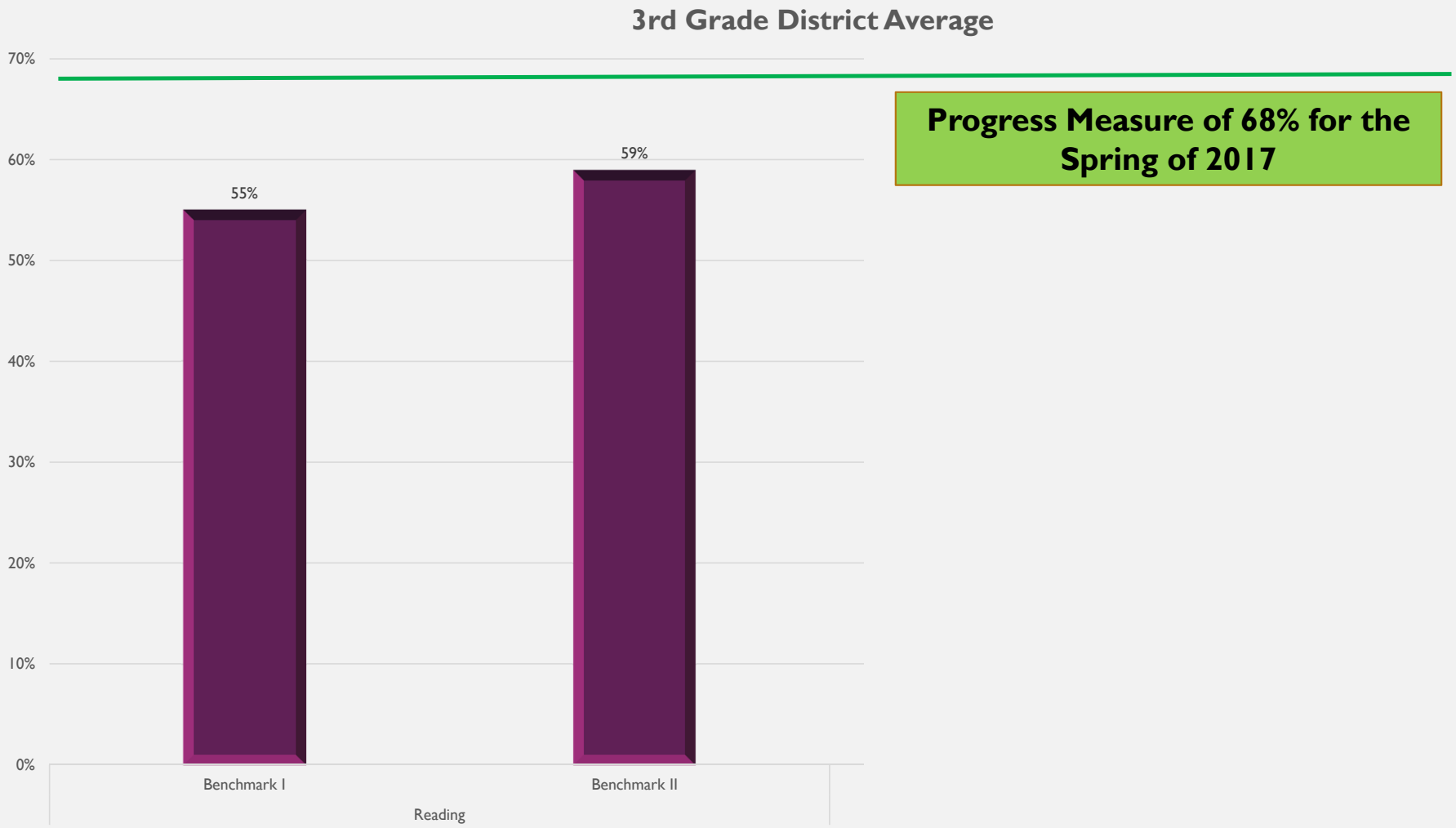
The number of students who are on grade level in reading at the end of 3rd Grade according to Rasch Unit Scale scores will increase from 39% in the spring of 2016 to 85% in the spring of 2021.

PROGRESS MEASURE 1

Percentage of students who meet the standard on the 3rd Grade state assessment will increase from 64% in 2016 to 85% in 2021.

- Year 1 Target (Spring 2017) – 68%

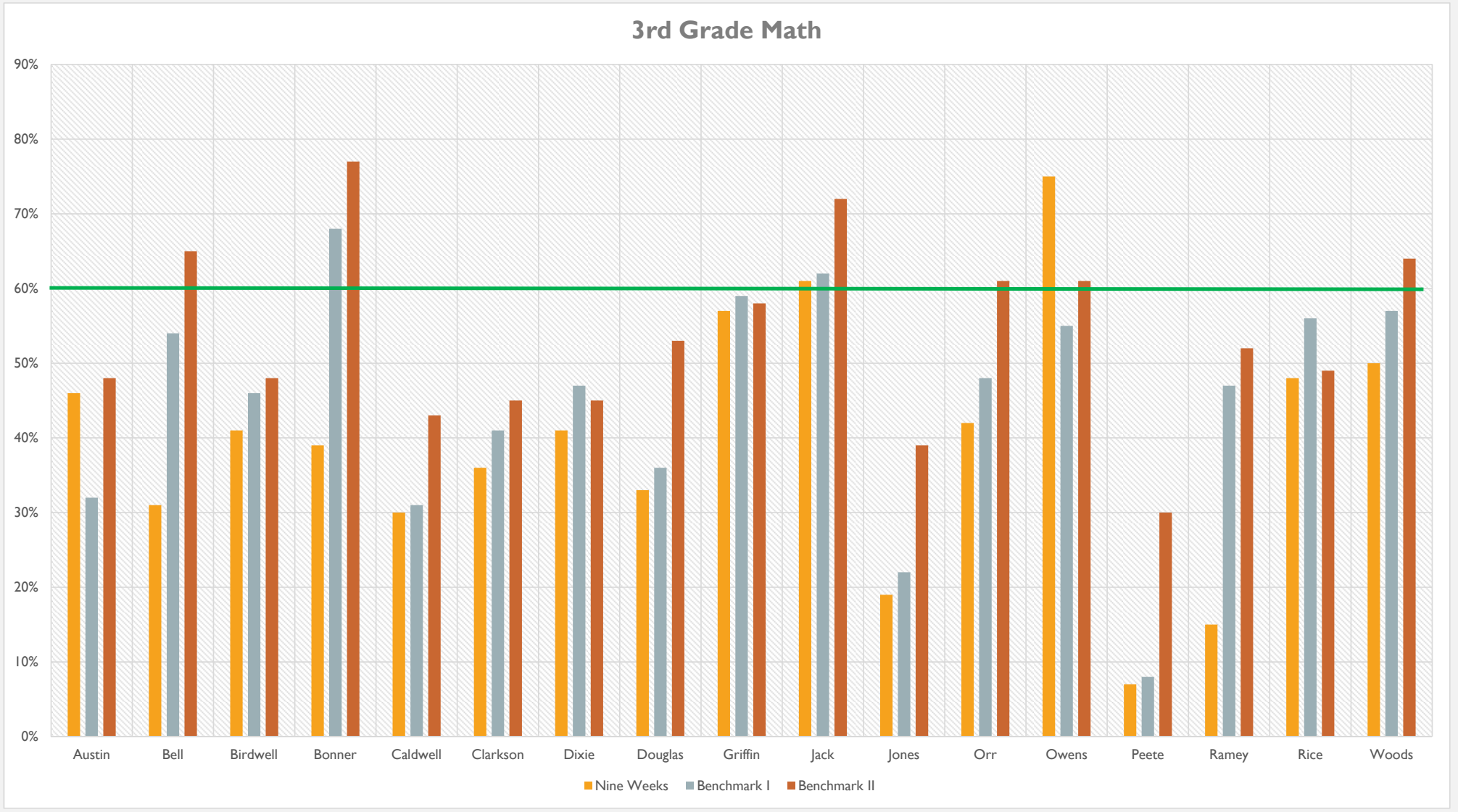

3rd Grade Reading
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkson
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
Nine Weeks
Benchmark I
Benchmark II

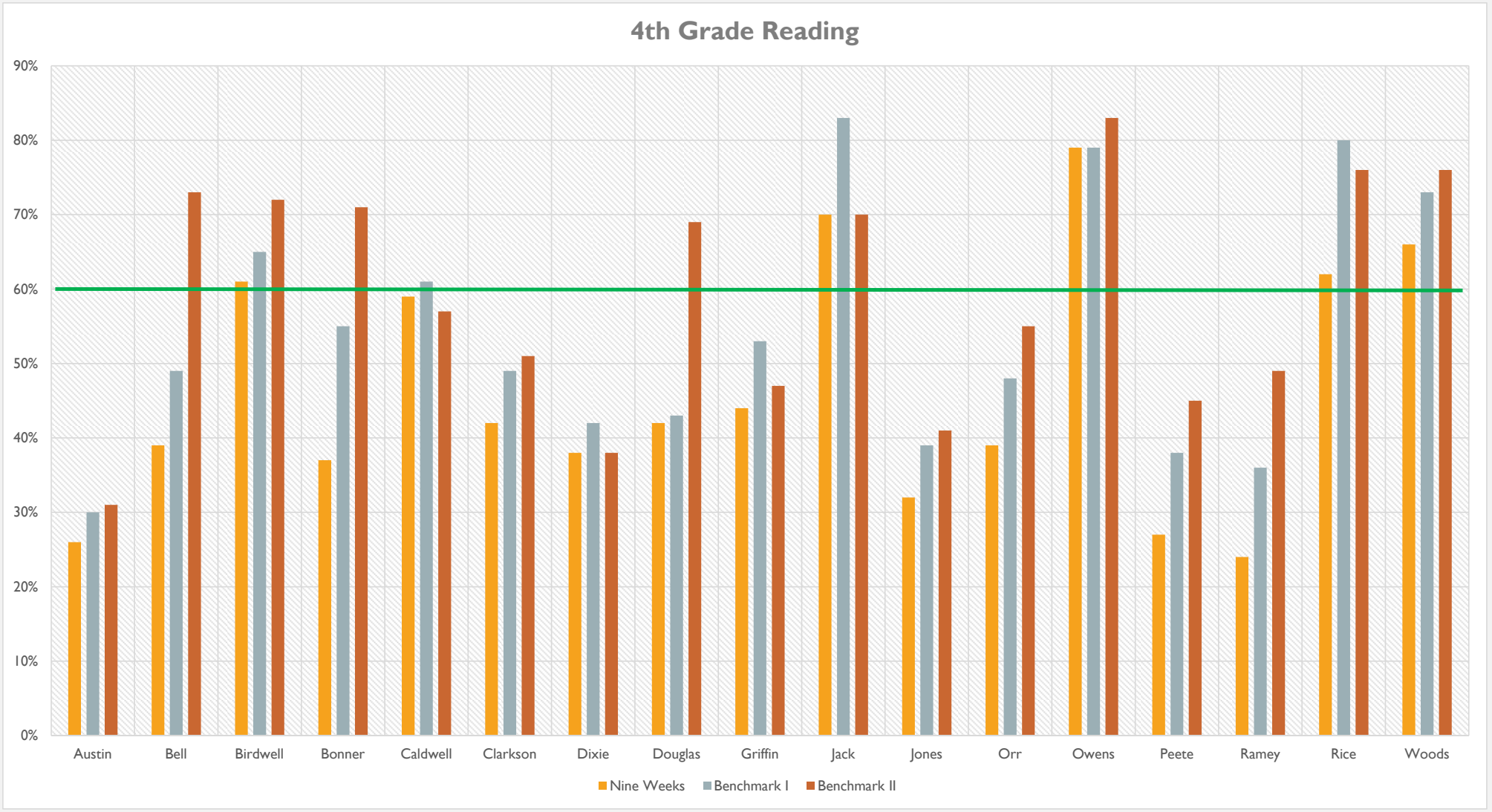


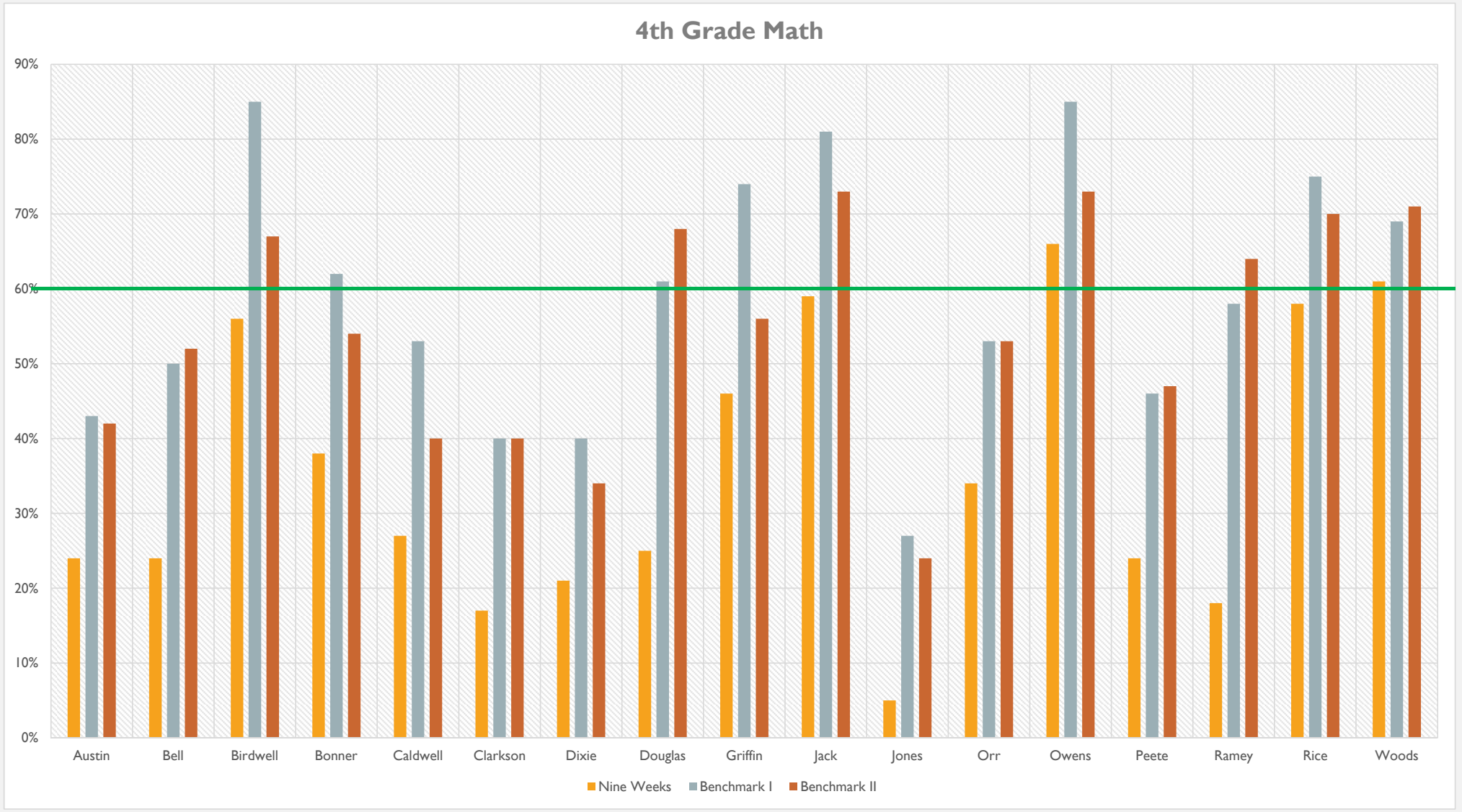
Progress Measure of 68% for the Spring of 2017

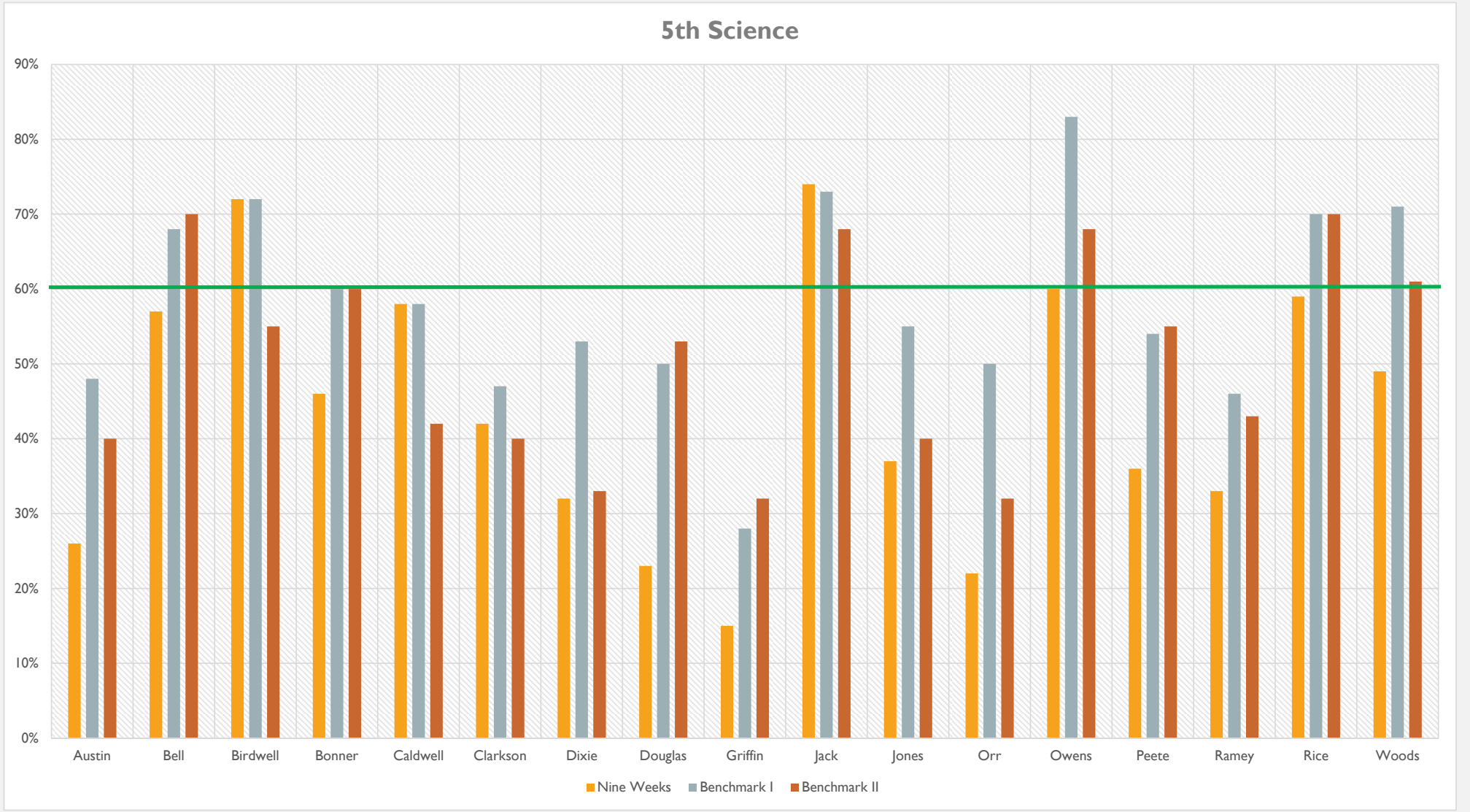
BENCHMARK II DATA

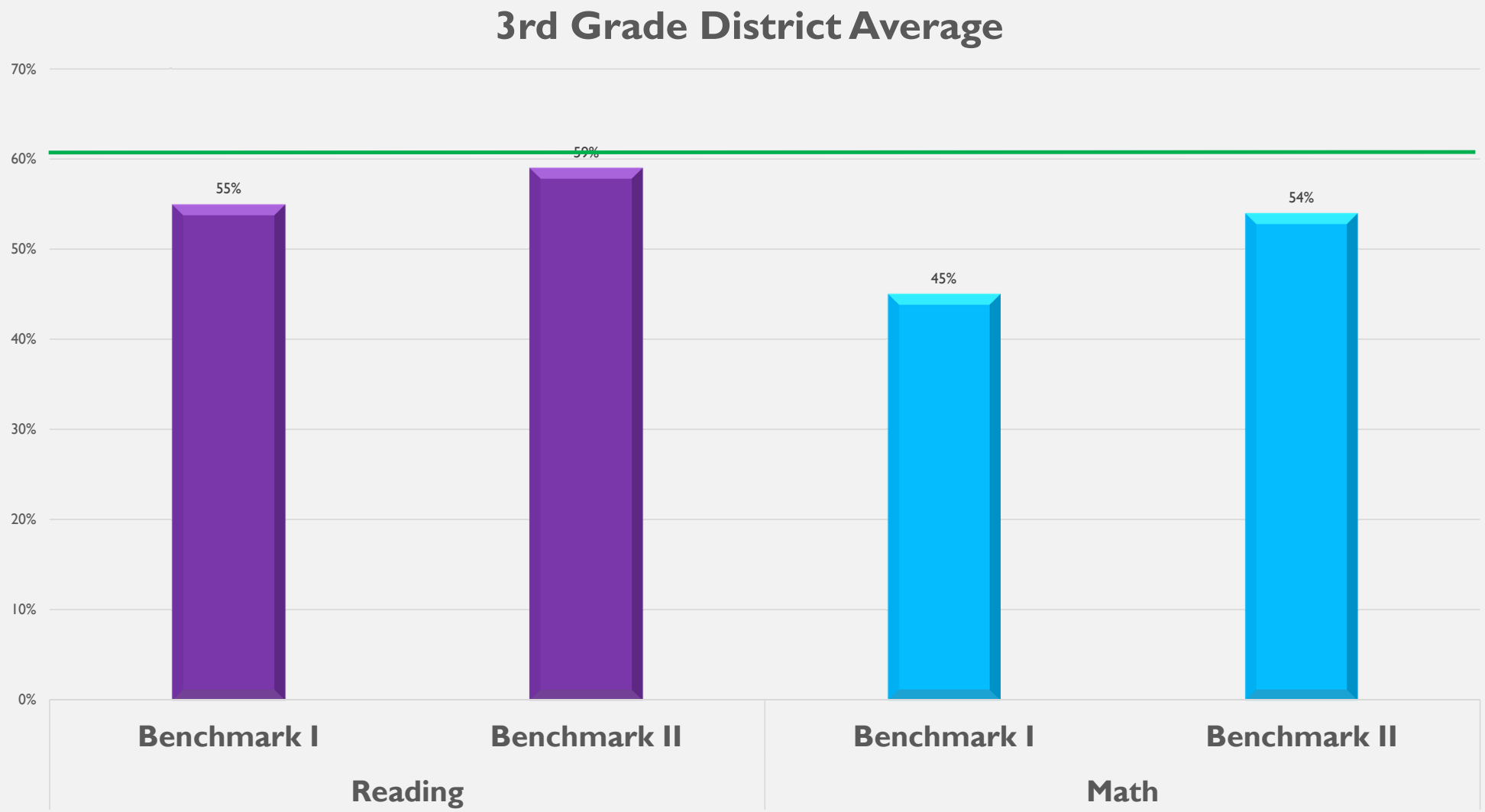
Elementary Schools

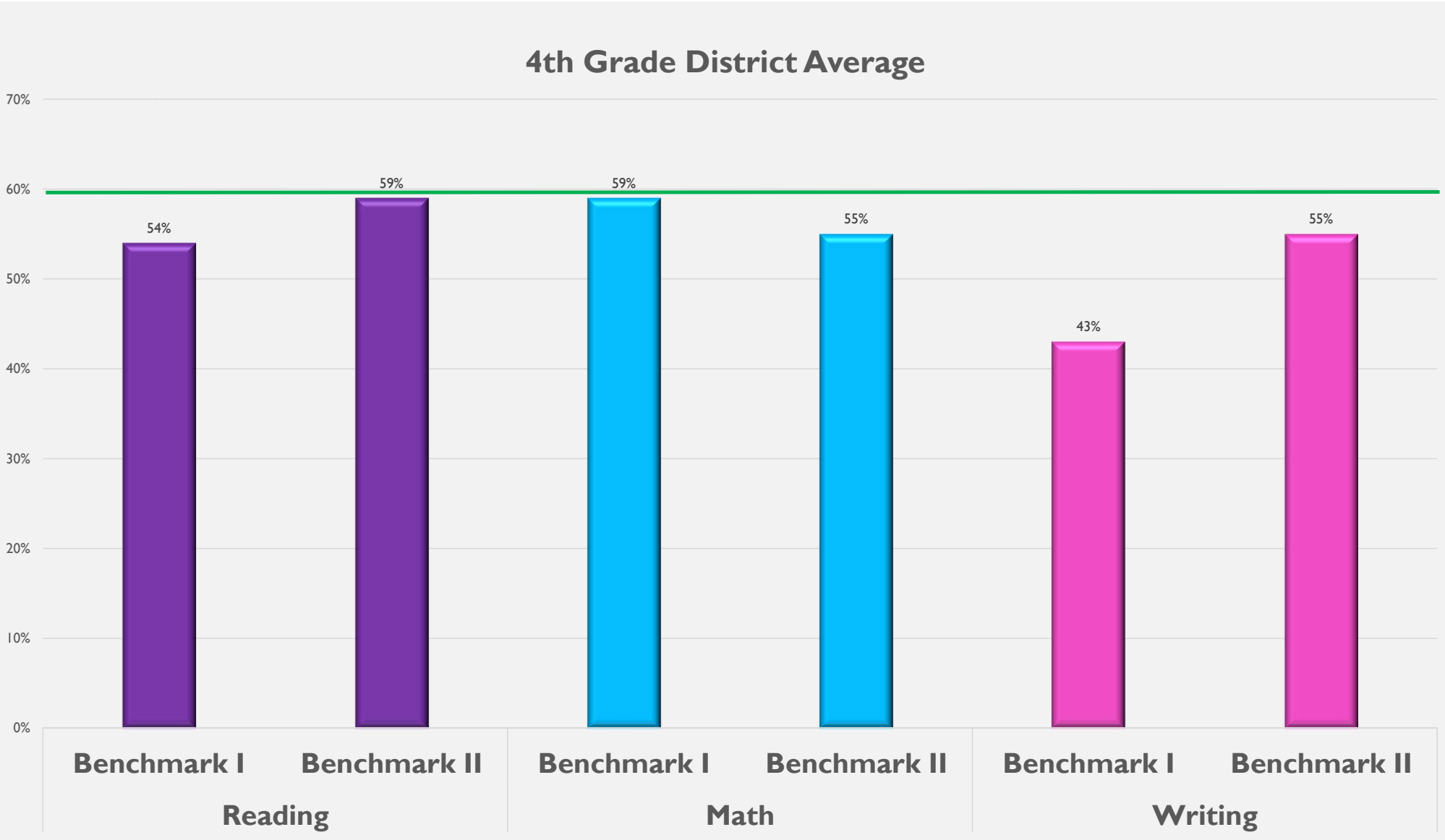

3rd Grade Math
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkson
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
Nine Weeks
Benchmark I
Benchmark II

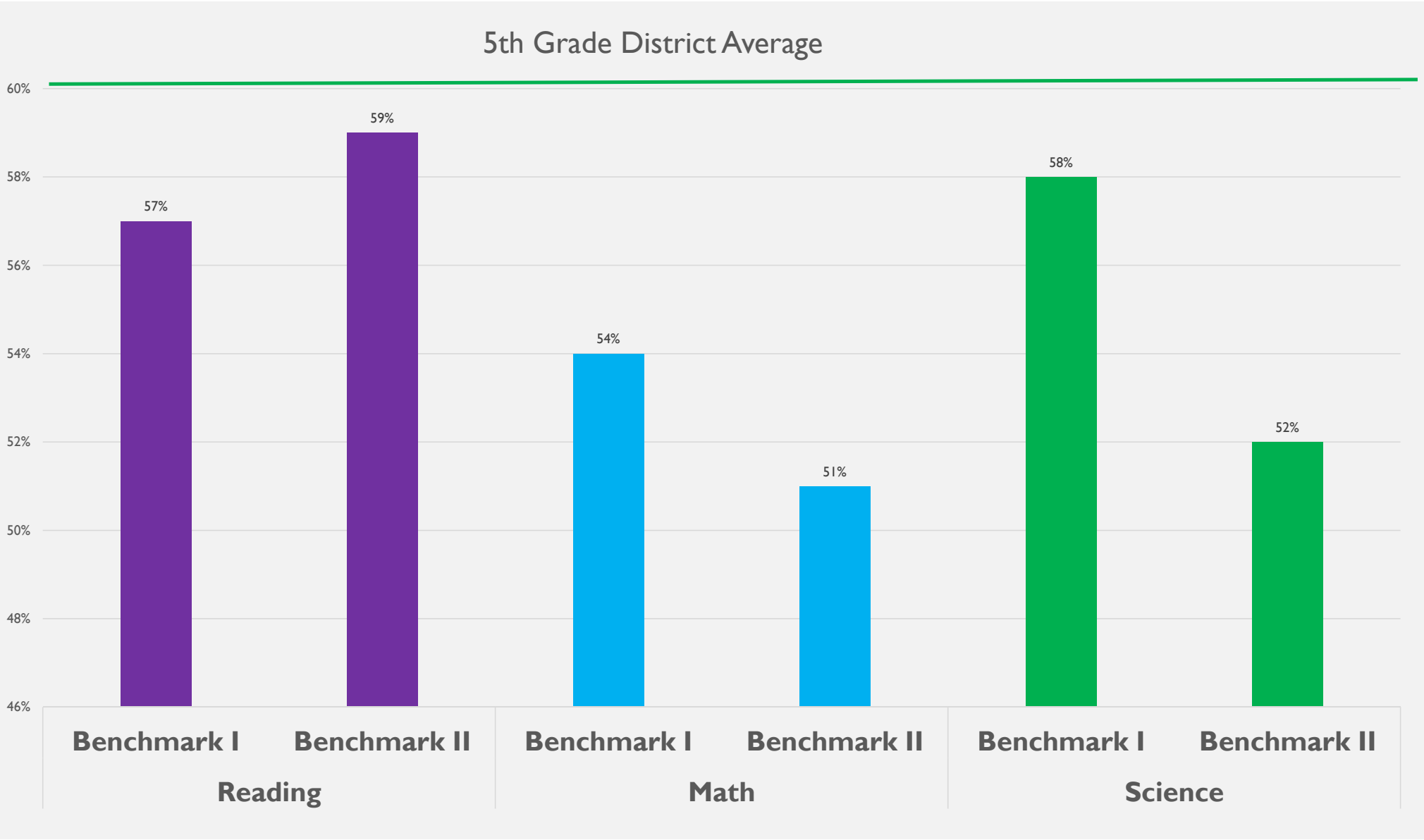

4th Grade Reading
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkson
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
Nine Weeks
Benchmark I
Benchmark II


4th Grade Math
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkson
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
Nine Weeks
Benchmark I
Benchmark II


5th Science
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkson
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
Nine Weeks
Benchmark I
Benchmark II


3rd Grade District Average
70%
60%
50%
40%
30%
20%
10%
0%
55%
59%
45%
54%
Benchmark I
Benchmark II
Benchmark I
Benchmark II
Reading
Math


4th Grade District Average
70%
60%
50%
40%
30%
20%
10%
0%
54%
59%
59%
55%
43%
55%
Benchmark I
Benchmark II
Benchmark I
Benchmark II
Benchmark I
Benchmark II
Reading
Math
Writing


5th Grade District Average
60%
58%
56%
54%
52%
50%
48%
46%
57%
59%
54%
51%
58%
52%
Benchmark I
Benchmark II
Reading
Benchmark I
Benchmark II
Math
Benchmark I
Benchmark II
Science

TYLER ISD
College & Career

AP & Dual Credit Update

Gary Brown • March 27, 2017

Overview

STAAR Accountability System

Domain 4 Criteria

Postsecondary Readiness

Dual Credit Update

AP Update

Upcoming

STAAR A-F Accountability System

First full rating based on 2017-2018 data, except for Domain 4, which will be based on 2016-2017 graduates.

Domain 1 (student achievement), **OR**
Domain 2 (student progress) - - - - - - - - - - - - - - - - - **35%**
Domain 3 (closing achievement gaps) - - - - - - - - - - **20%**
Domain 4 (postsecondary readiness) - - - - - - - - - - - - **35%**
Domain 5 (community and student engagement) - - - **10%**

STAAR A-F Accountability System

Domain 4 - - Postsecondary Readiness

35% of overall rating

- **High school diploma** (10/35 points) - - - - - - - - - - - - - - **29%**
- **Endorsement** on high school diploma (5/35 points) - - **14%**
- **Postsecondary readiness** (20/35 points) - - - - - - - - - **57%**

STAAR Postsecondary Readiness Criteria

A high school graduate is considered to be **postsecondary ready** if he/she meets **at least one** of the following six criteria:

1. Complete a CTE Coherent sequence of courses
2. Earn a nationally recognized (TEA approved) industry certification
3. Achieve the TSI benchmark score, or higher, on the TSIA (350 math and 350 reading), the ACT (23), OR the SAT (1550)
4. Complete at least 12 hours of dual credit
5. Achieve a score of 3, or higher, on at least one AP exam
6. Enlist in the U.S. armed forces

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4. Complete at least 12 hours of dual credit
5. Achieve a score of 3, or higher, on at least one AP exam
6. Enlist in the U.S. armed forces

Dual Credit Participation & Performance

Fall 2015 Dual Credit

TISD students were enrolled in **451** Dual Credit courses in Fall 2015.

Our students earned college credit in **414** of these courses for a passing rate of **91.8%**.

Fall 2016 Dual Credit

TISD students were enrolled in **681** Dual Credit courses in Fall 2016.

Our students earned college credit in **597** of these courses for a passing rate of **87.7%**.

AP Exam Participation & Performance

2016 AP Exams

490 TISD students took **882** AP exams in May 2016.

218 TISD students scored a 3, or higher, on at least one of these AP exams.

44.5% of TISD students who took an AP exam in May 2016 had at least one exam in which they scored a 3, or higher.

2017 AP Exams

541 TISD students are registered to take **938** AP exams in May 2017.

Our goal is to have at least **252** of these **541** students **(46.5%)** score a 3, or higher, on at least one of their AP exams.

May 2017 AP exam results should be received in July 2017.

AP Scholar Awards

AP Scholar - Students who receive scores of 3, or higher, on at least three, or more, AP exams.

AP Scholar with Honor - Students who receive an average score of at least 3.25 on all AP exams taken, and scores of 3, or higher, on four, or more AP exams.

AP Scholar with Distinction - Students who receive an average score of at least 3.5 on all AP exams taken, and scores of 3, or higher, on five, or more AP exams.

National AP Scholar - U.S. students who receive an average score of at least 4 on all AP exams taken, and scores of 4 or higher on eight, or more, AP exams.

2016 TISD AP Scholar Awards

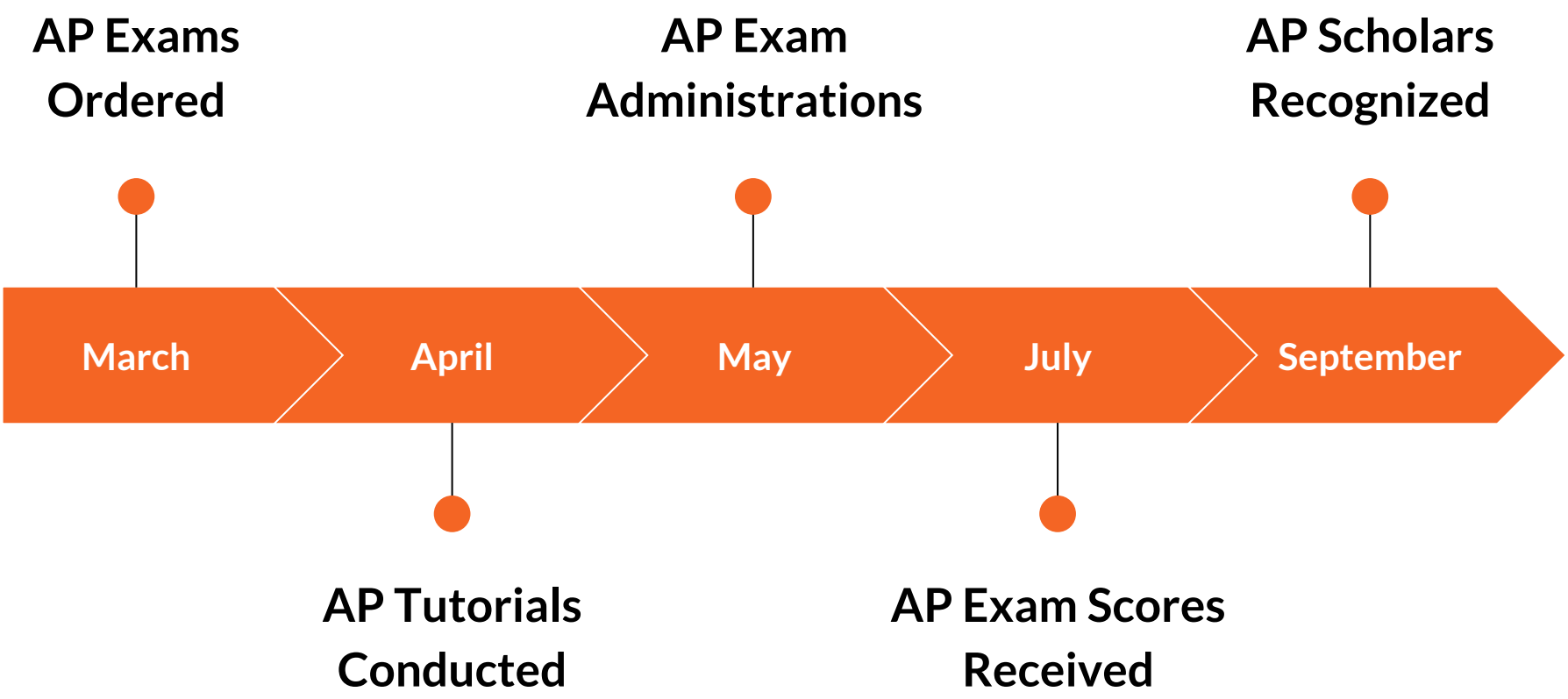
AP Scholars - 40

AP Scholars with Honor - 8

AP Scholars with Distinction - 14

National AP Scholars* - 3

***2016 TISD National AP Scholars are currently attending BYU, Rice University, and SMU.**


AP Exams Ordered
AP Exam Administrations
AP Scholars Recognized
March
April
May
July
September
AP Tutorials Conducted
AP Exam Scores Received

New for 2017-2018

AP European History

AP World History

AP Music Theory

Dual Credit Statistics / Math 1342

Dual Credit Precalculus / Math 2412

Exploring for 2018-2019

AP Capstone

Tyler ISD

Tomorrow's Education Today

TYLER ISD

College & Career

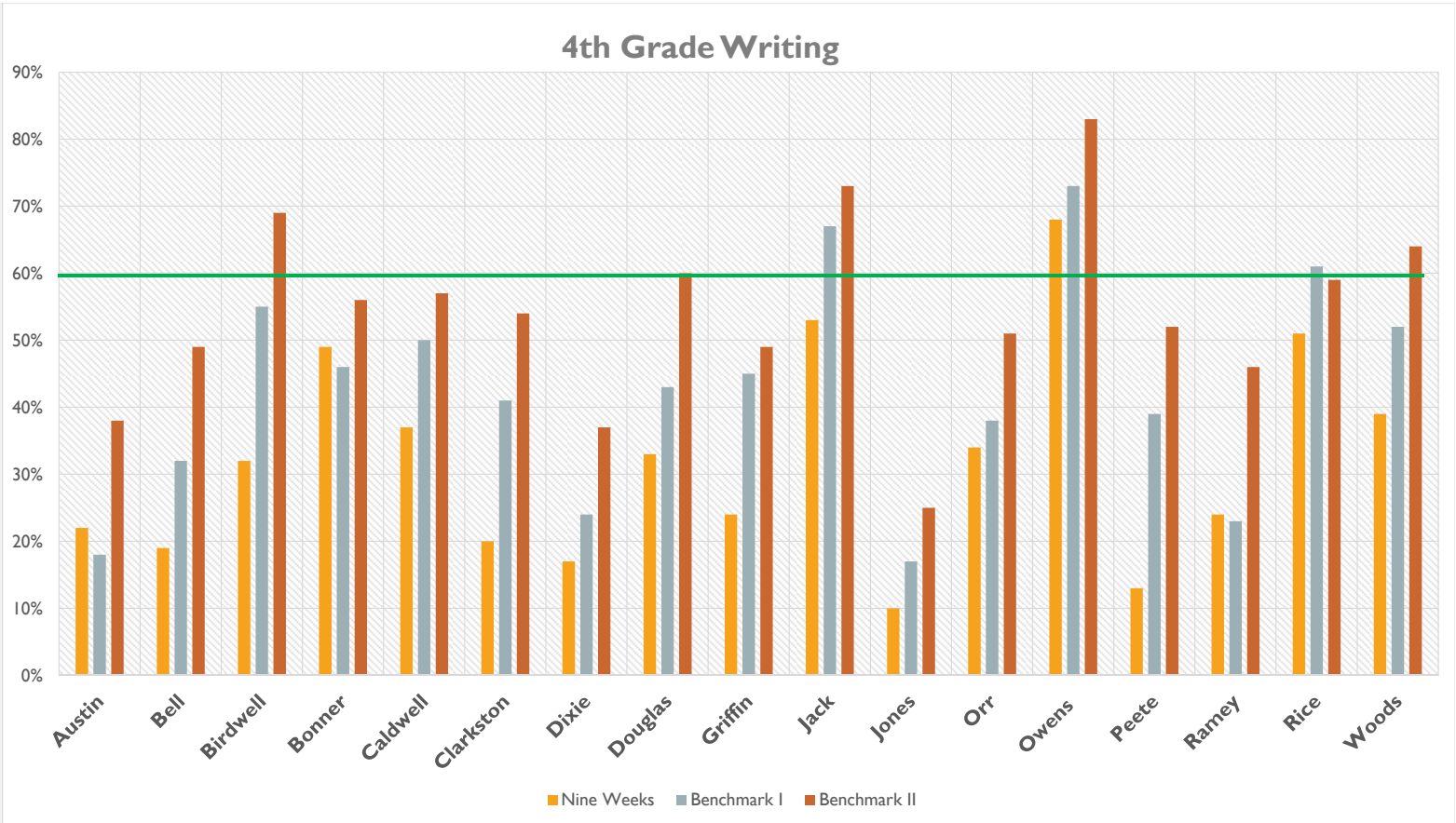
BENCHMARK II DATA

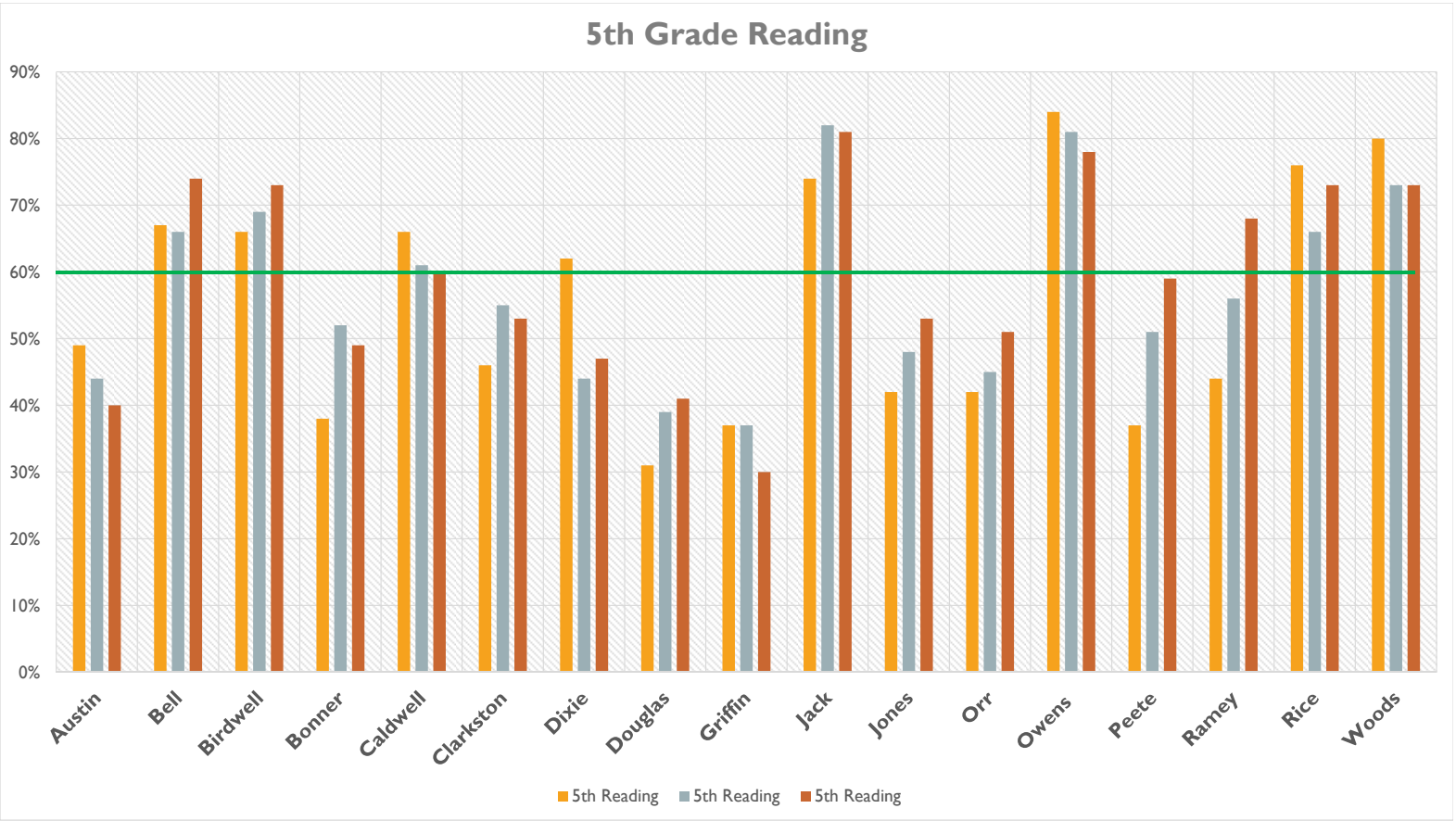
Early Tested Subjects and Grade Levels

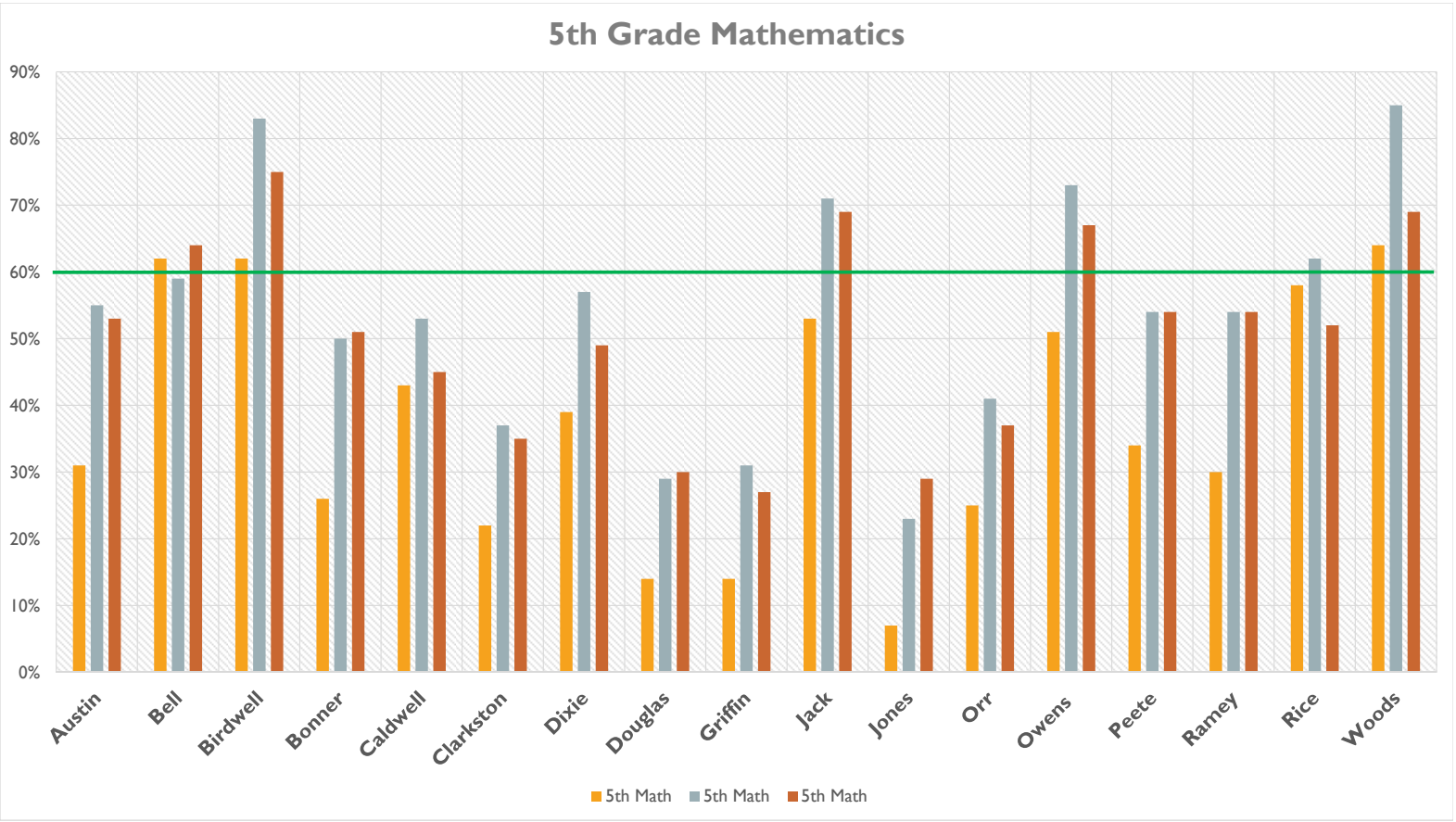
Board Workshop

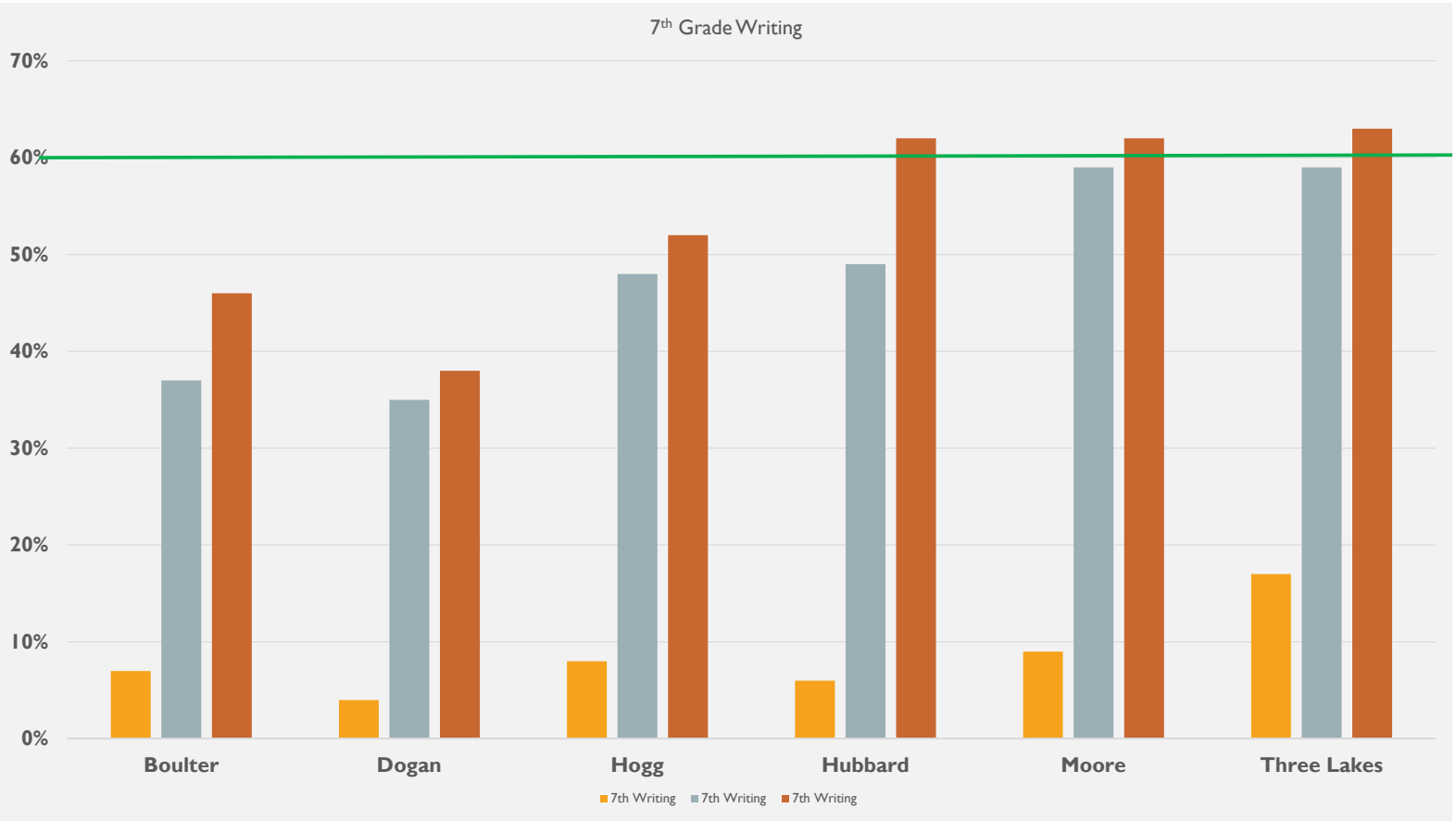
March 9, 2017

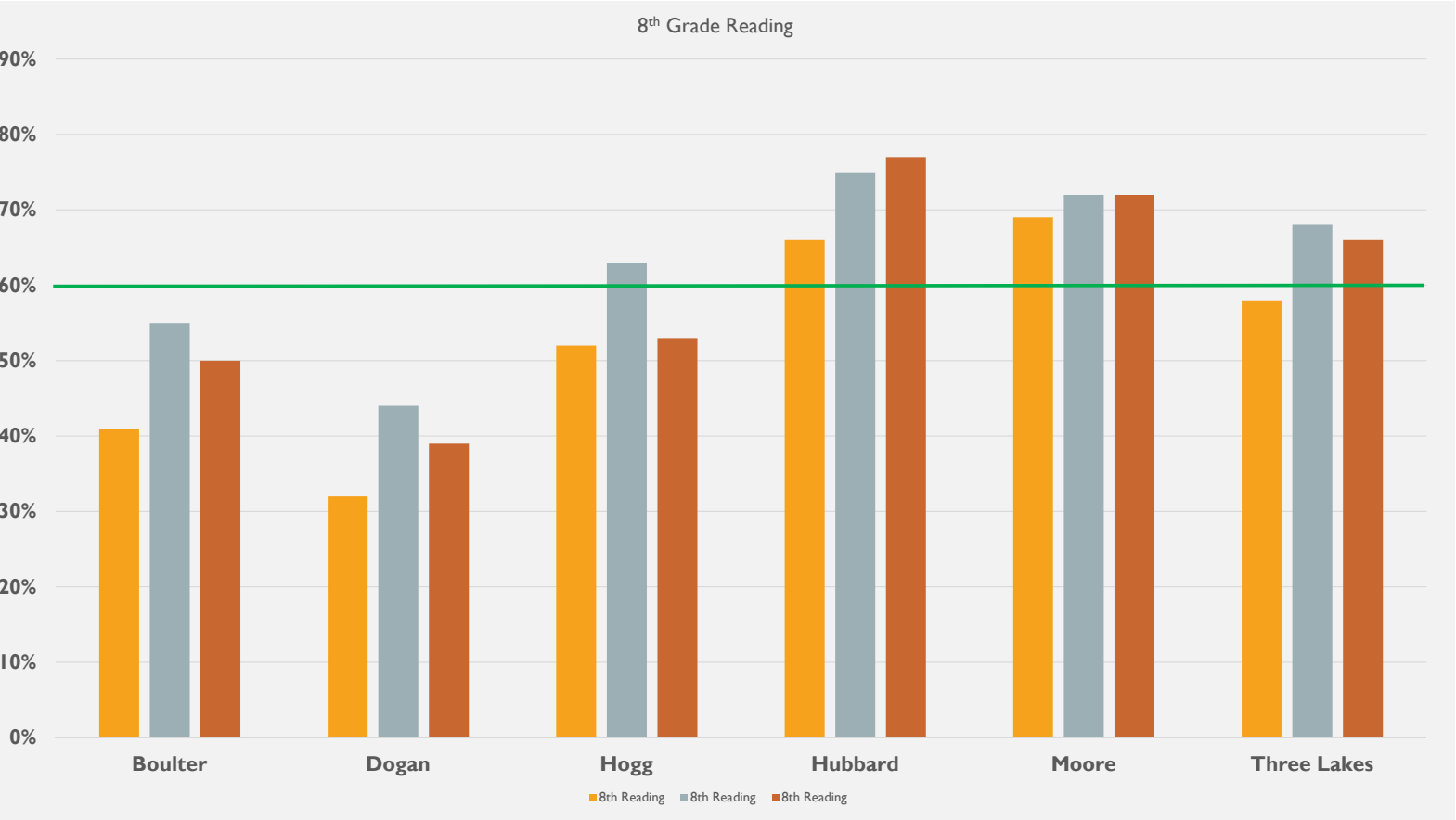
Christy L. Hanson

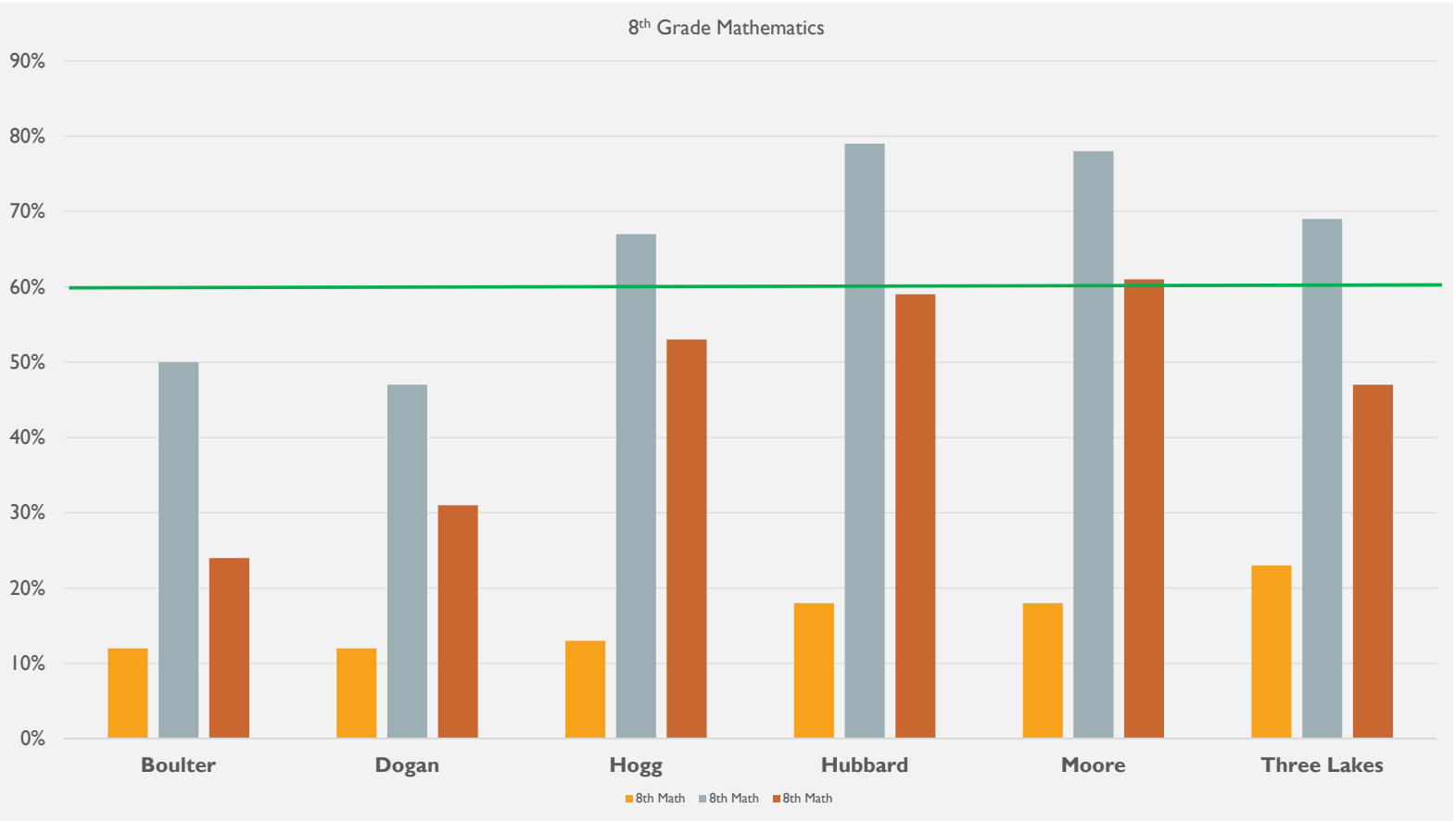

4th Grade Writing
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
Nine Weeks
Benchmark I
Benchmark II

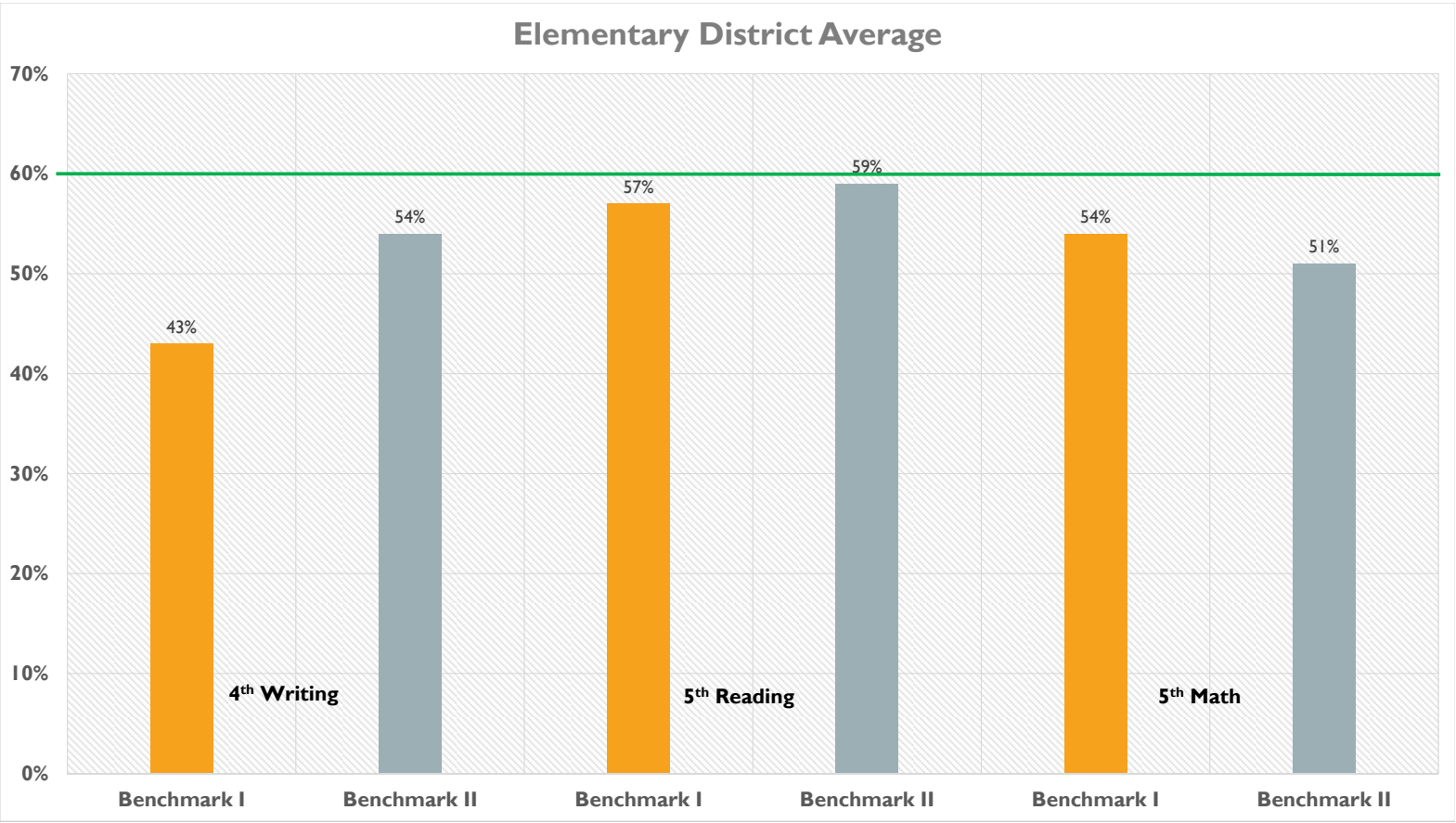

5th Grade Reading
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
5th Reading
5th Reading
5th Reading

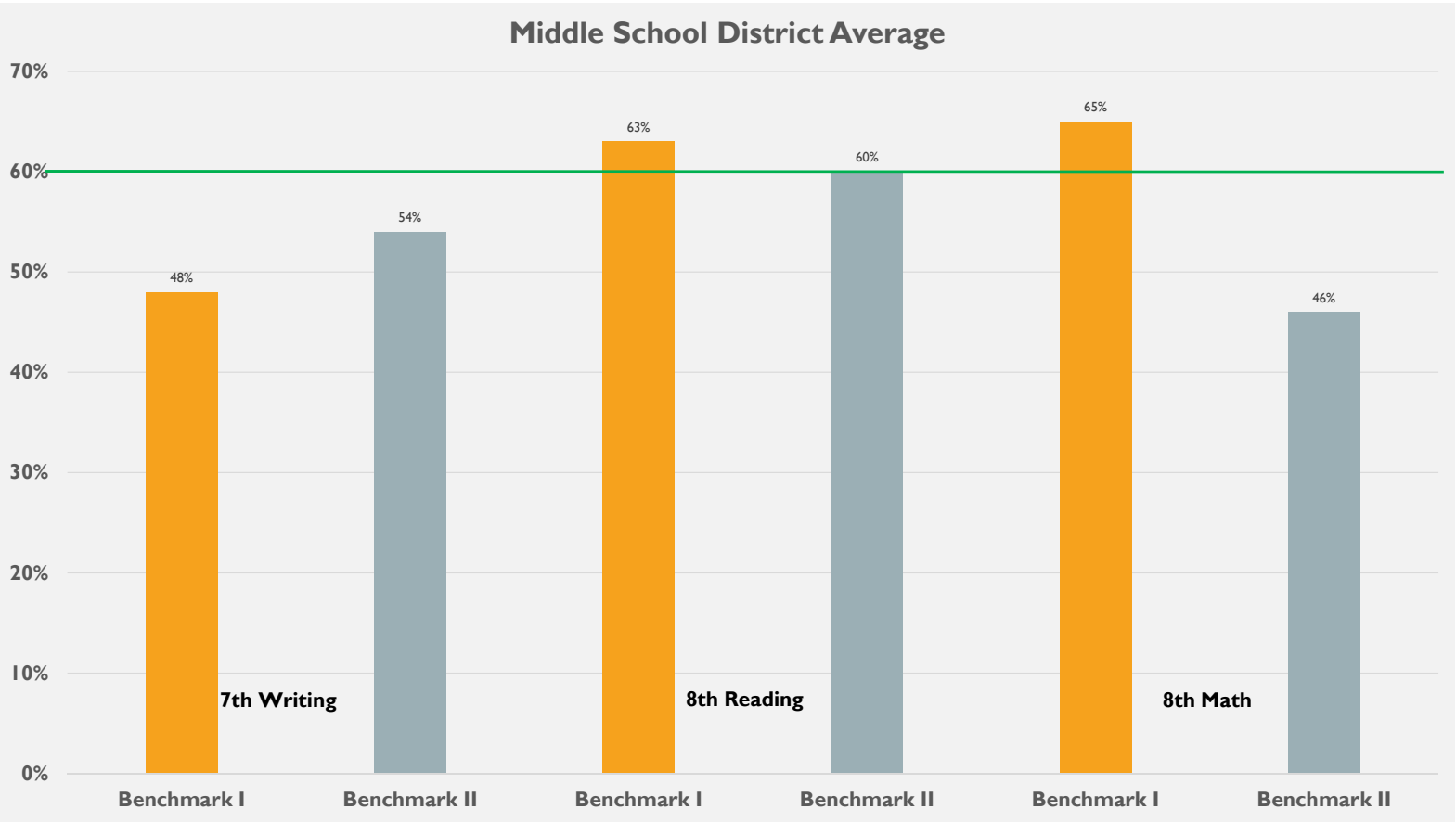

5th Grade Mathematics
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
5th Math
5th Math
5th Math


7th Grade Writing
70%
60%
50%
40%
30%
20%
10%
0%
Boulter
Dogan
Hogg
Hubbard
Moore
Three Lakes
7th Writing
7th Writing
7th Writing


8th Grade Reading
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Boulter
Dogan
Hogg
Hubbard
Moore
Three Lakes
8th Reading
8th Reading
8th Reading


8th Grade Mathematics
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Boulter
Dogan
Hogg
Hubbard
Moore
Three Lakes
8th Math
8th Math
8th Math


Elementary District Average
70%
60%
50%
40%
30%
20%
10%
0%
43%
54%
57%
59%
54%
51%
4th Writing
5th Reading
5th Math
Benchmark I
Benchmark II
Benchmark I
Benchmark II
Benchmark I
Benchmark II


Middle School District Average
70%
60%
50%
40%
30%
20%
10%
0%
48%
54%
63%
60%
65%
46%
7th Writing
8th Reading
8th Math
Benchmark I
Benchmark II
Benchmark I
Benchmark II
Benchmark I
Benchmark II

BENCHMARK II DATA

Early Tested Subjects and Grade Levels

Board Workshop

March 9, 2017

Christy L. Hanson

Goal 1 – Early Literacy

MAP Data Review
February 20, 2017

Dr. Christy Hanson

Goal 1 – Early Literacy

The number of students who are on grade level in reading at the end of 3rd Grade according to RIT Scores will increase from 39% in the spring of 2016 to 85% in the spring of 2021.

- Baseline (Spring 2016) – 39%
- Year 1 Target (Spring 2017) – 49%
- Year 2 Target (Spring 2018) – 59%
- Year 3 Target (Spring 2019) – 69%
- Year 4 Target (Spring 2020) – 79%
- Year 5 Target (Spring 2021) – 85%

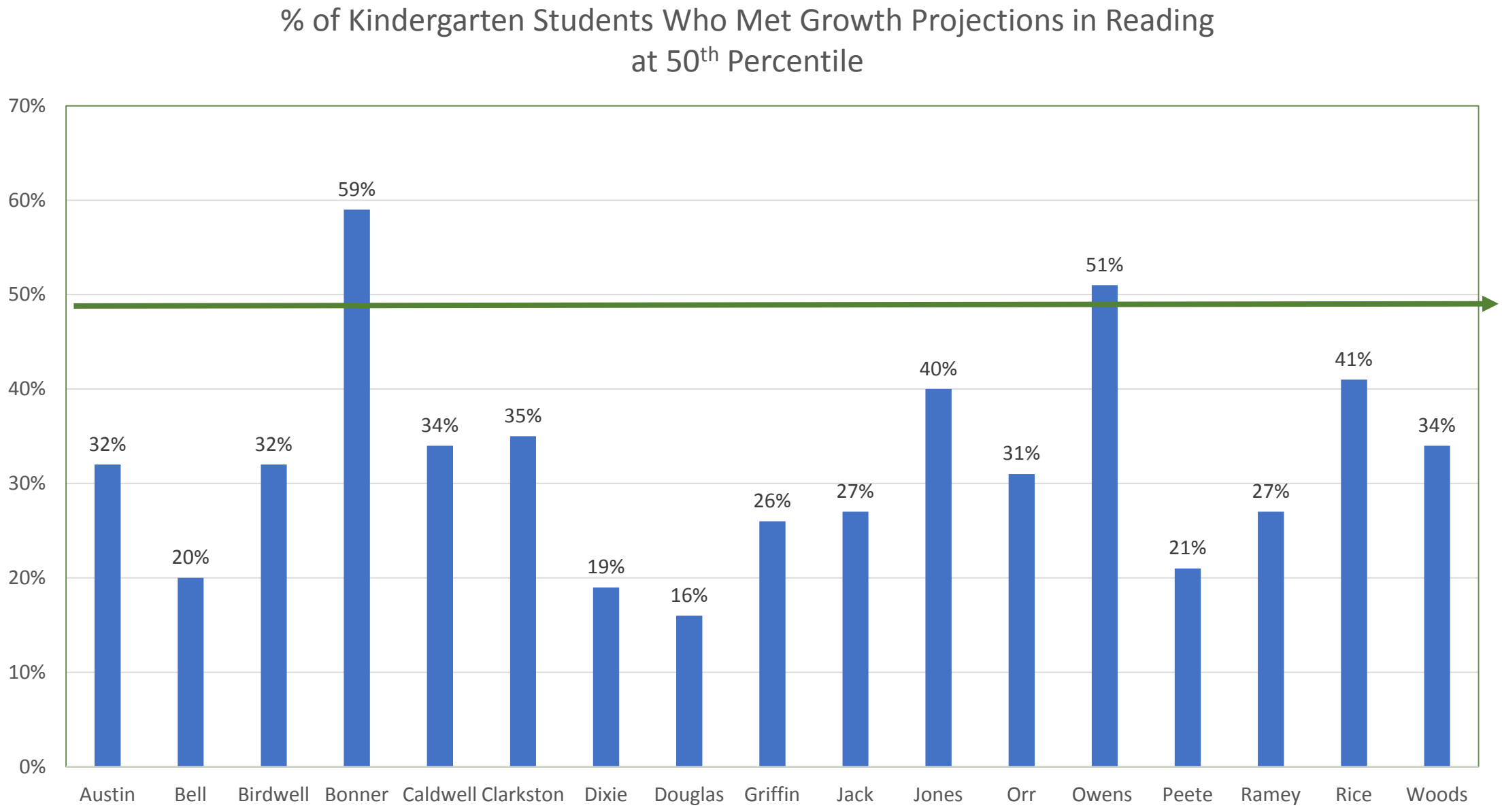
Progress Measure 2

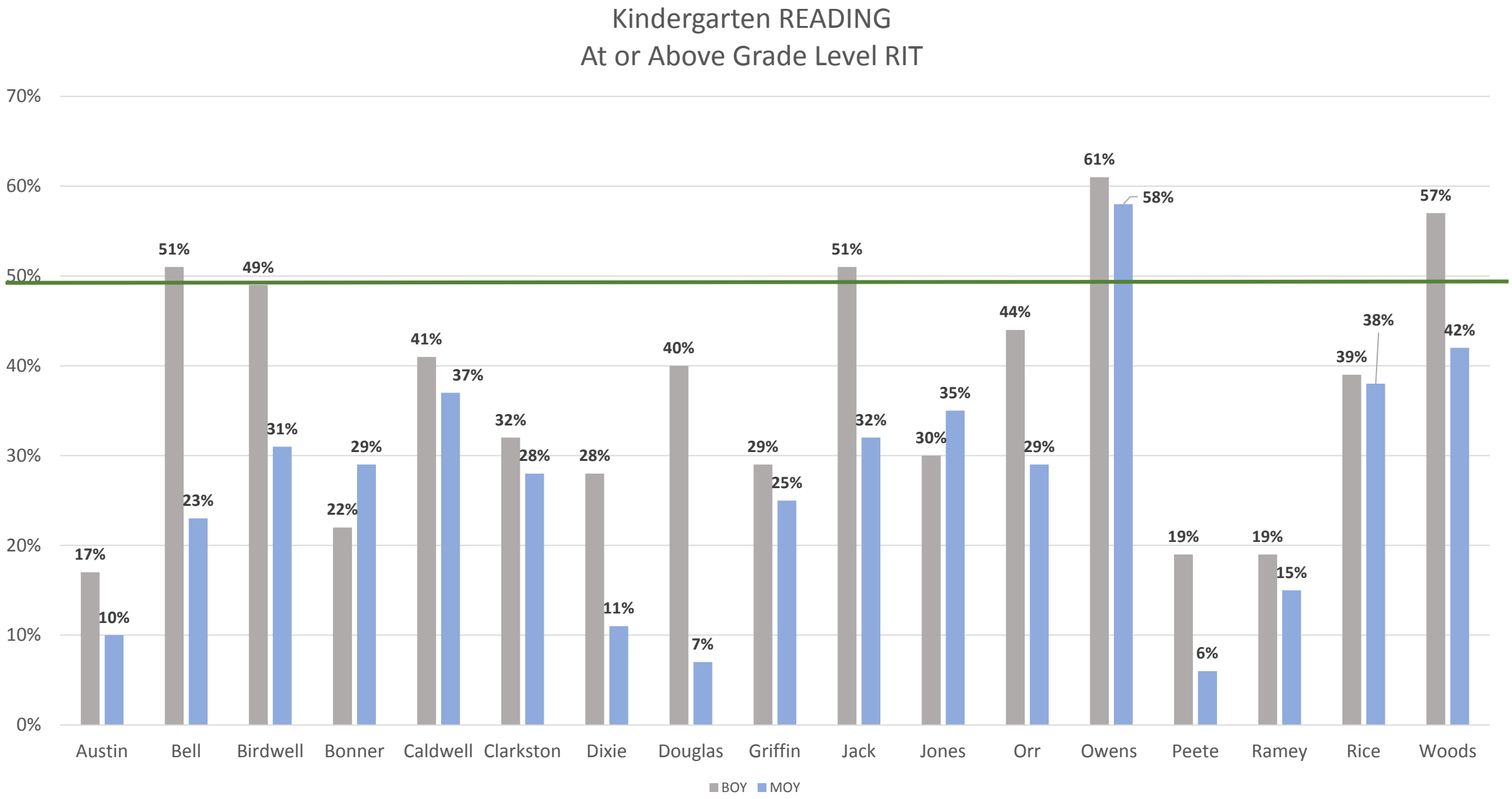
Percentage of students who have on grade level RIT scores in Reading in all grade levels Kindergarten through 3rd grade according to NWEA MAP data will increase from 34% in spring of 2016 to 85% in the spring of 2021.

- Baseline (Spring 2016) – 34%
- Year 1 Target (Spring 2017) – 49%
- Year 2 Target (Spring 2018) – 56%
- Year 3 Target (Spring 2019) – 67%
- Year 4 Target (Spring 2020) – 78%
- Year 5 Target (Spring 2021) – 85%

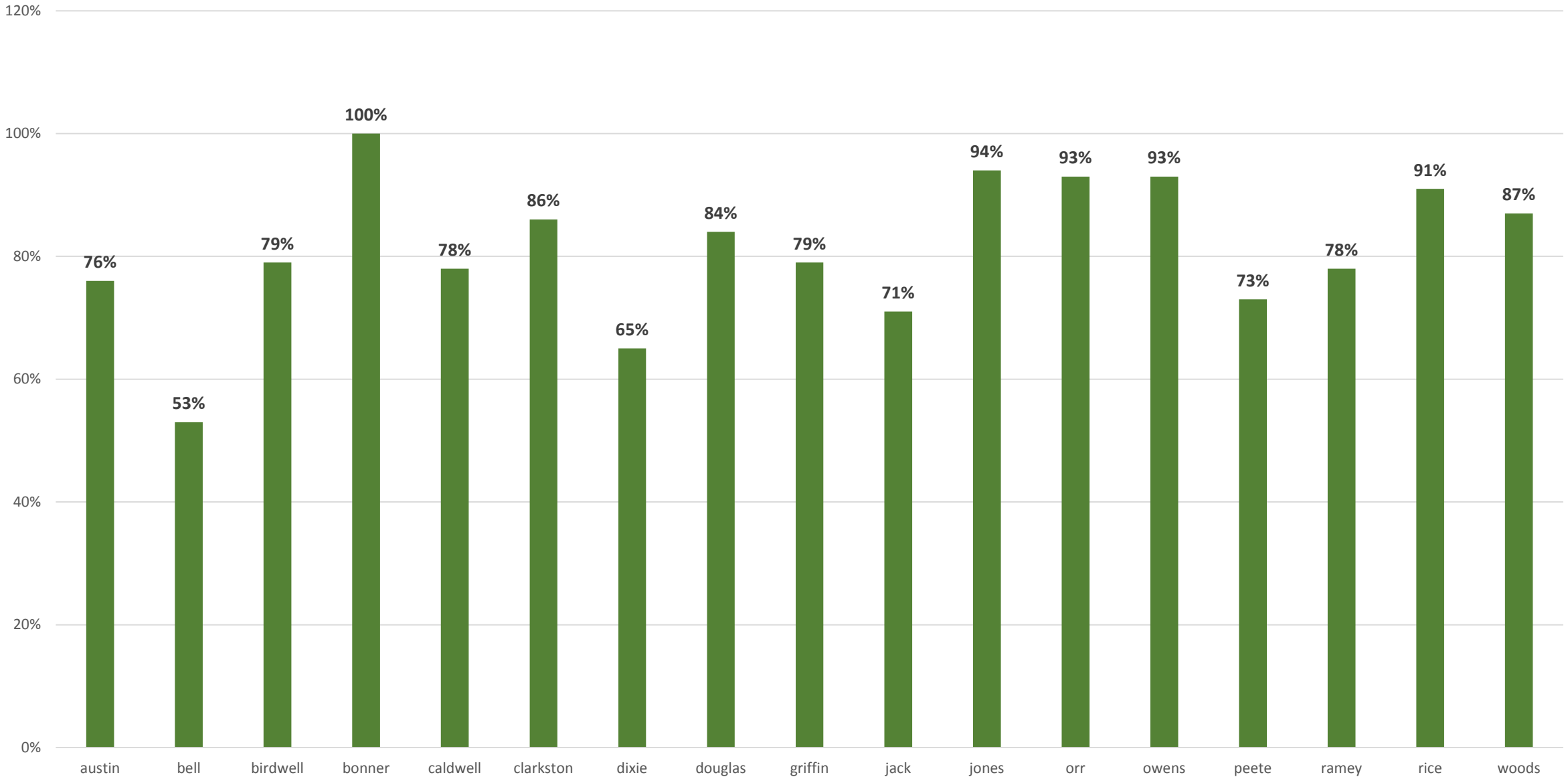
Three Data Points (K-3)

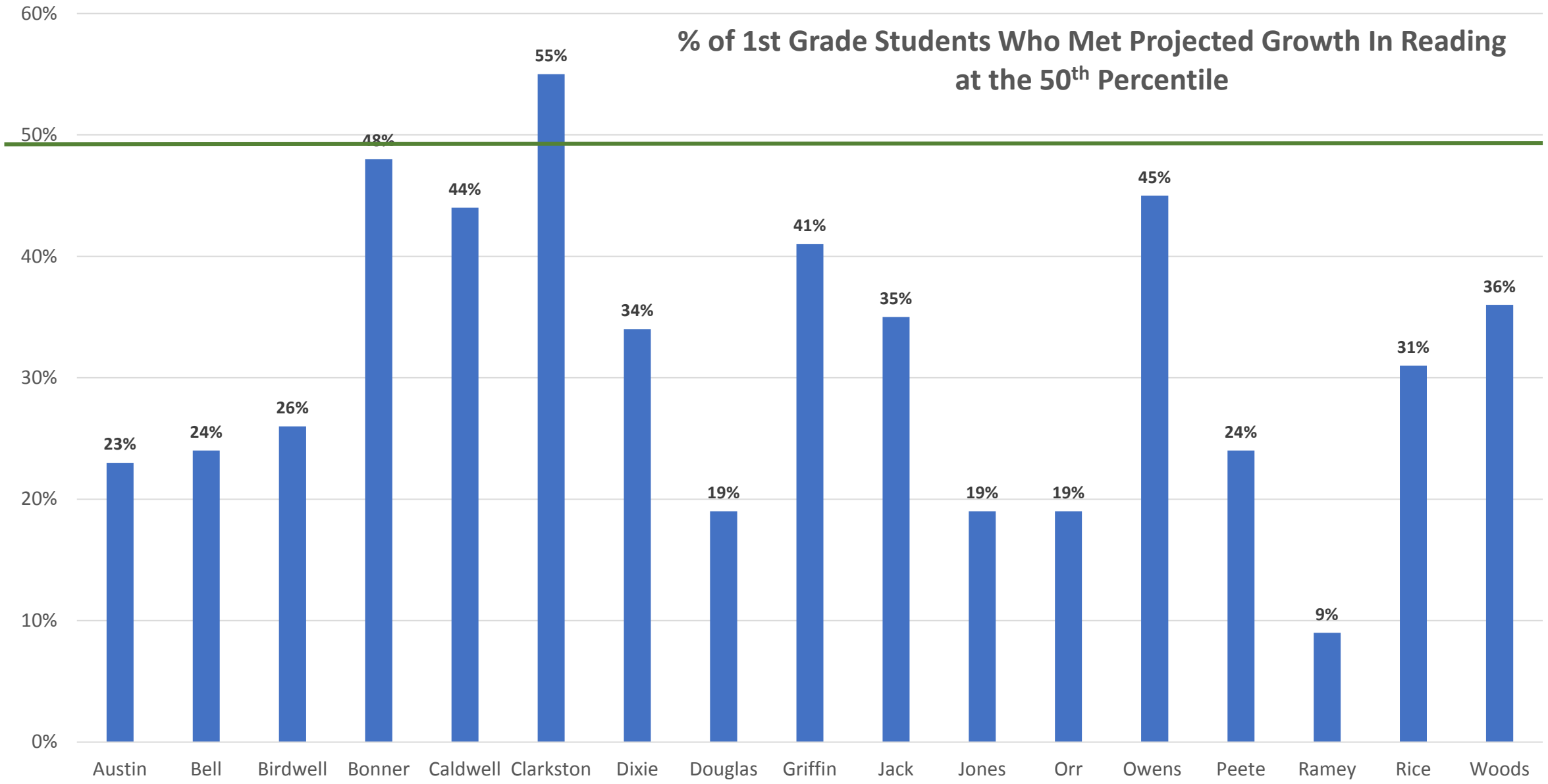
- Percentage of students who met projected growth at the 50th percentile, which is the growth average or “target” growth index
- Percentage of students who had an “on grade level” RIT score at the beginning of the year (BOY), compared to the middle of the year (MOY)
- Percentage of students who grew at least 10% in RIT score since the beginning of the year (BOY)

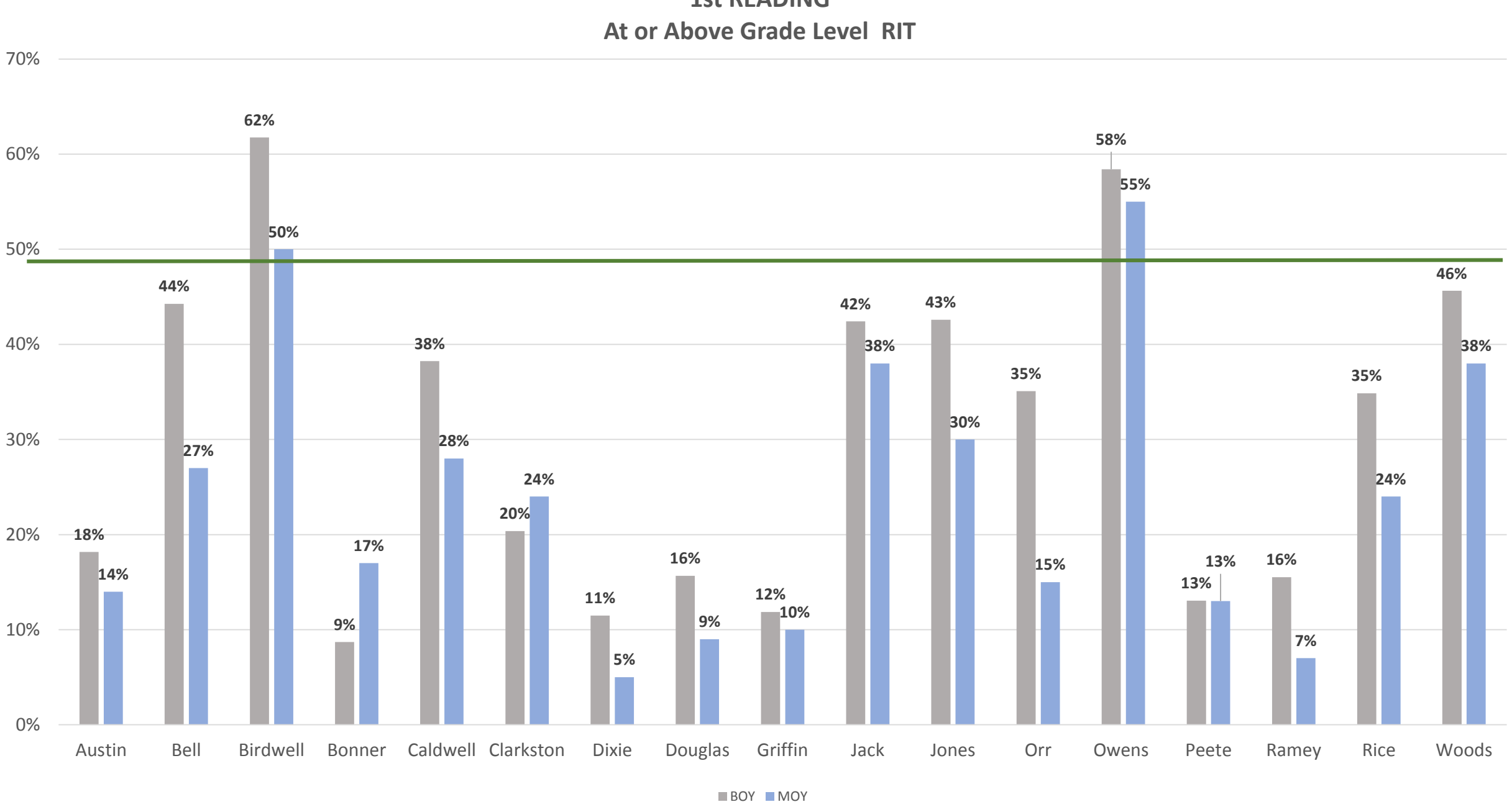

% of Kindergarten Students Who Met Growth Projections in Reading at 50th Percentile
70%
60%
50%
40%
30%
20%
10%
0%
32%
20%
32%
59%
34%
35%
19%
16%
26%
27%
40%
31%
51%
21%
27%
41%
34%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods


Kindergarten READING
At or Above Grade Level RIT
70%
60%
50%
40%
30%
20%
10%
0%
17%
10%
51%
23%
49%
31%
22%
29%
41%
37%
32%
28%
28%
11%
40%
7%
29%
25%
51%
32%
30%
35%
44%
29%
61%
58%
19%
6%
19%
15%
39%
38%
57%
42%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
BOY
MOY

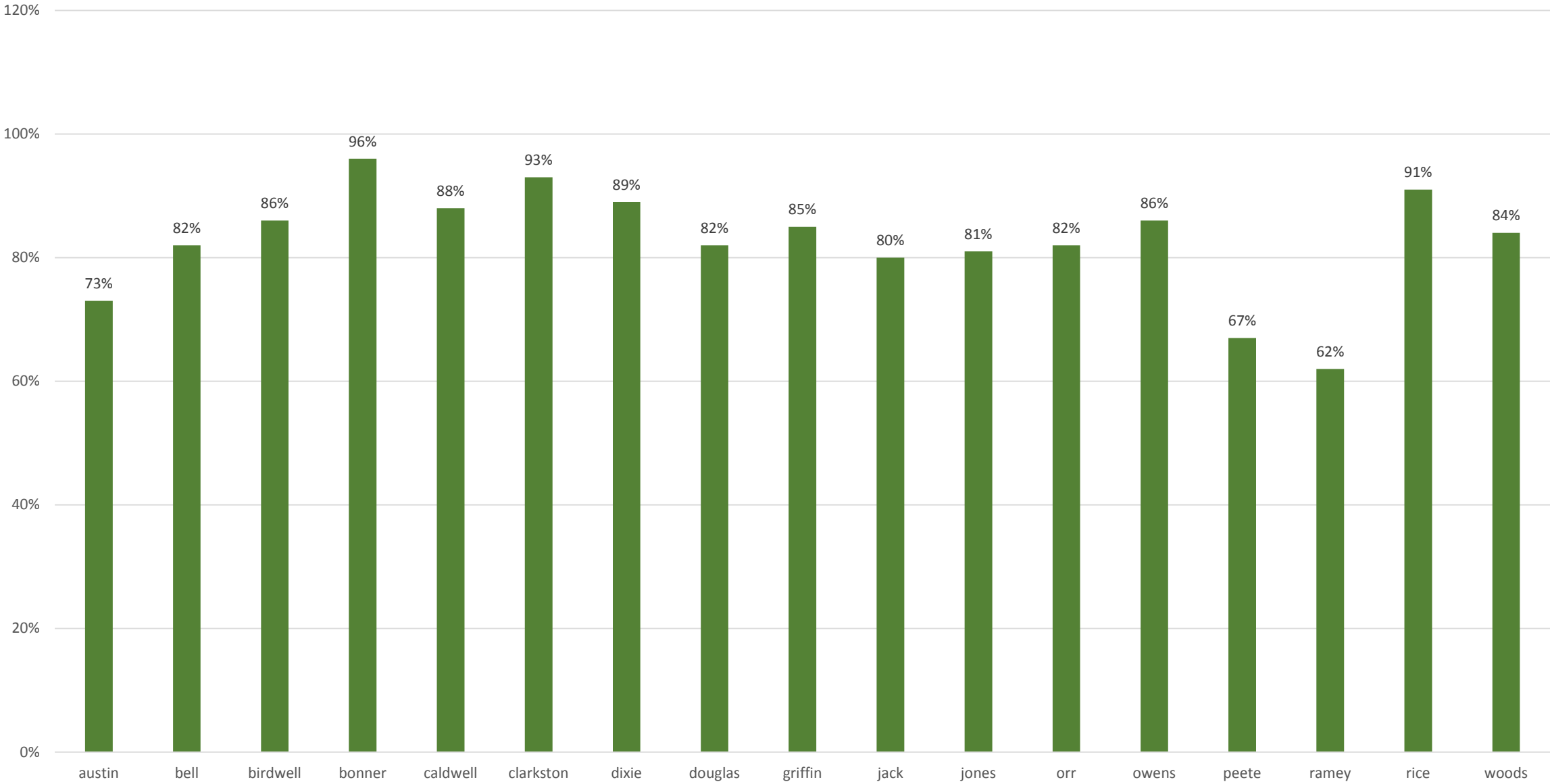
Kindergarten
% of Students with RIT Growth of 10% or more

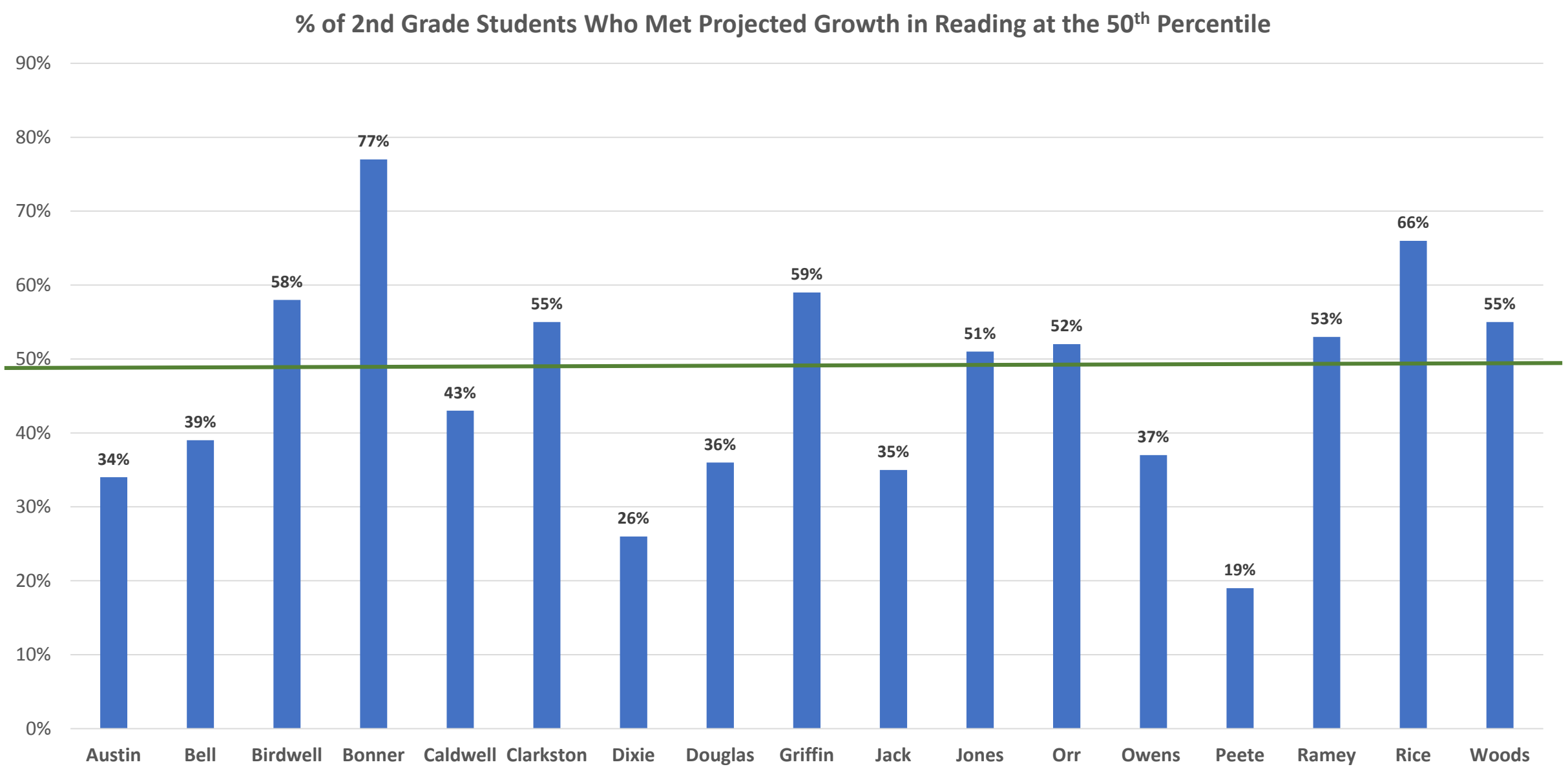


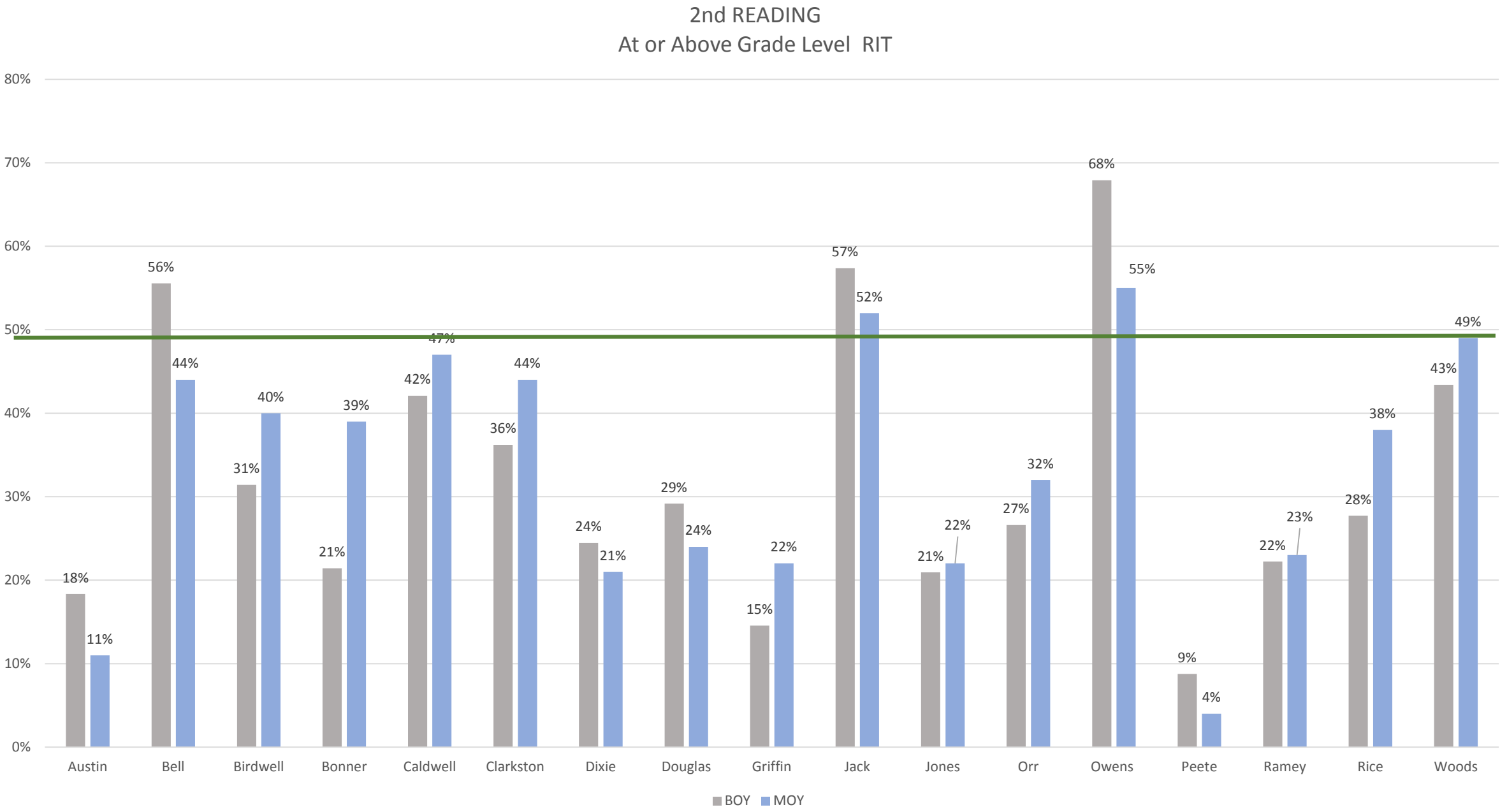

% of 1st Grade Students Who Met Projected Growth In Reading at the 50th Percentile
60%
50%
40%
30%
20%
10%
0%
23%
24%
26%
48%
44%
55%
34%
19%
41%
35%
19%
19%
45%
24%
9%
31%
36%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods

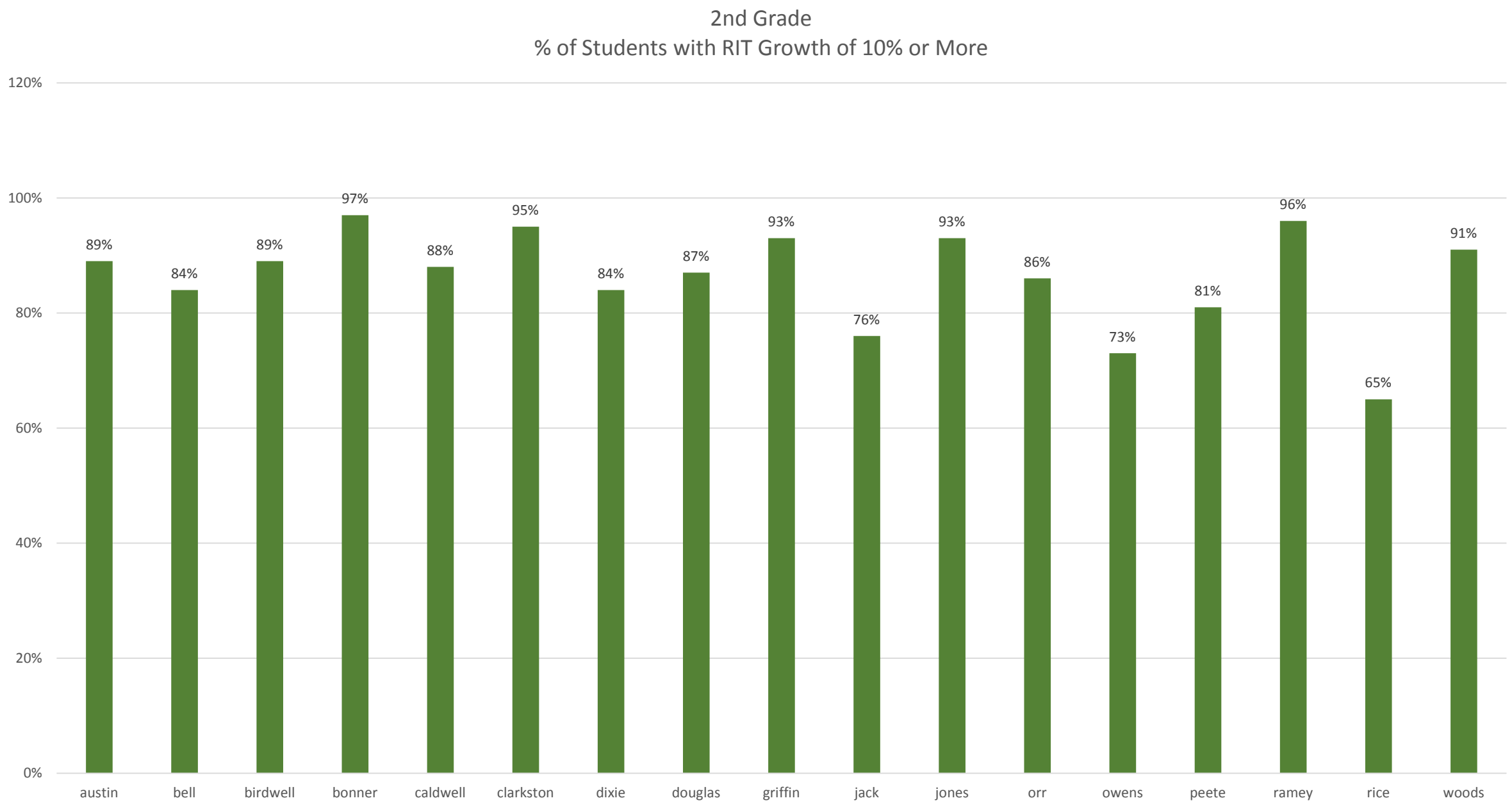

1st READING
At or Above Grade Level RIT
70%
60%
50%
40%
30%
20%
10%
0%
18%
14%
44%
27%
62%
50%
9%
17%
38%
28%
20%
24%
11%
5%
16%
9%
12%
10%
42%
38%
43%
30%
35%
15%
58%
55%
13%
13%
16%
7%
35%
24%
46%
38%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
BOY
MOY

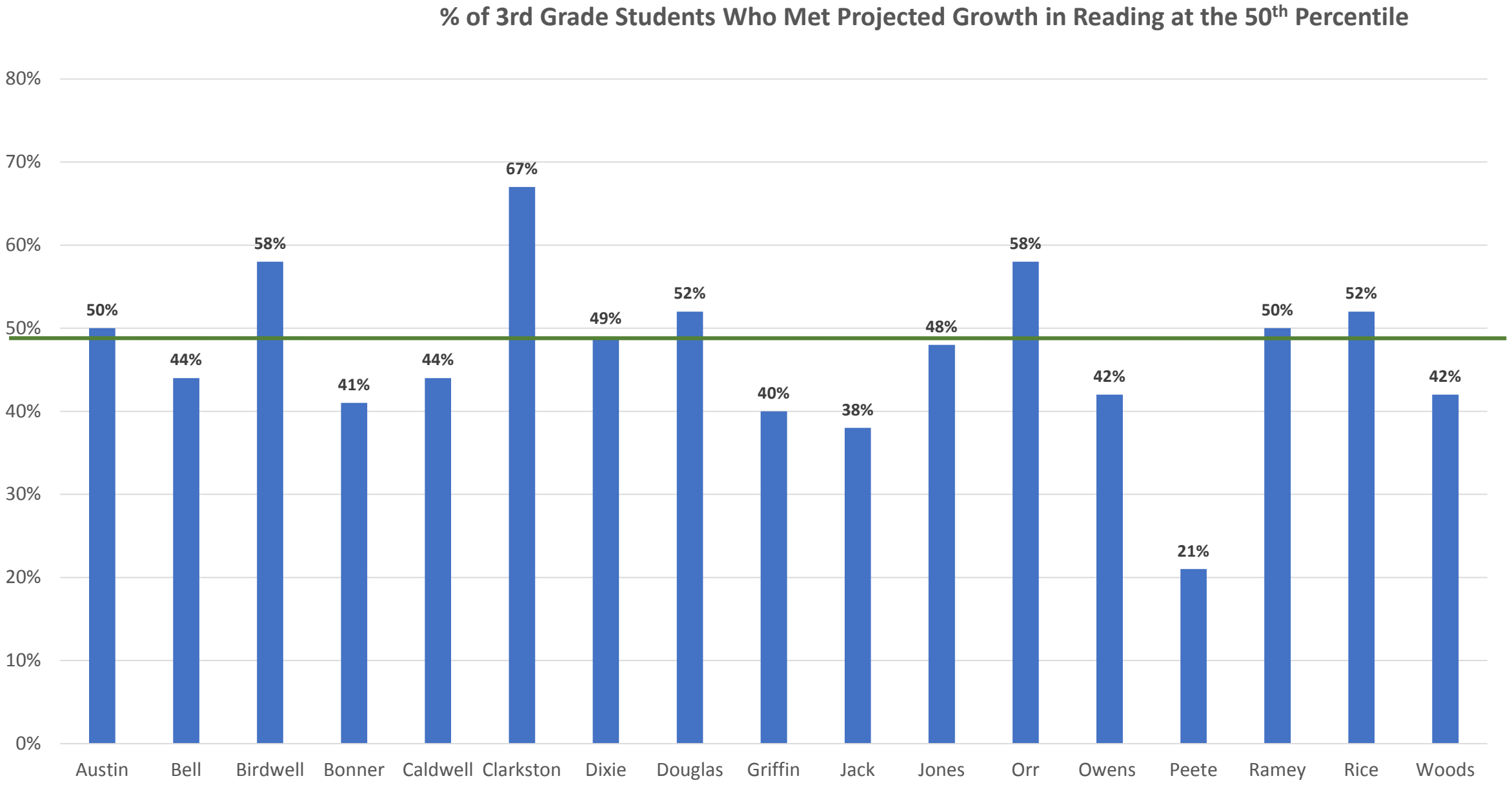
1st Grade
% of Students with RIT Growth of 10% or More

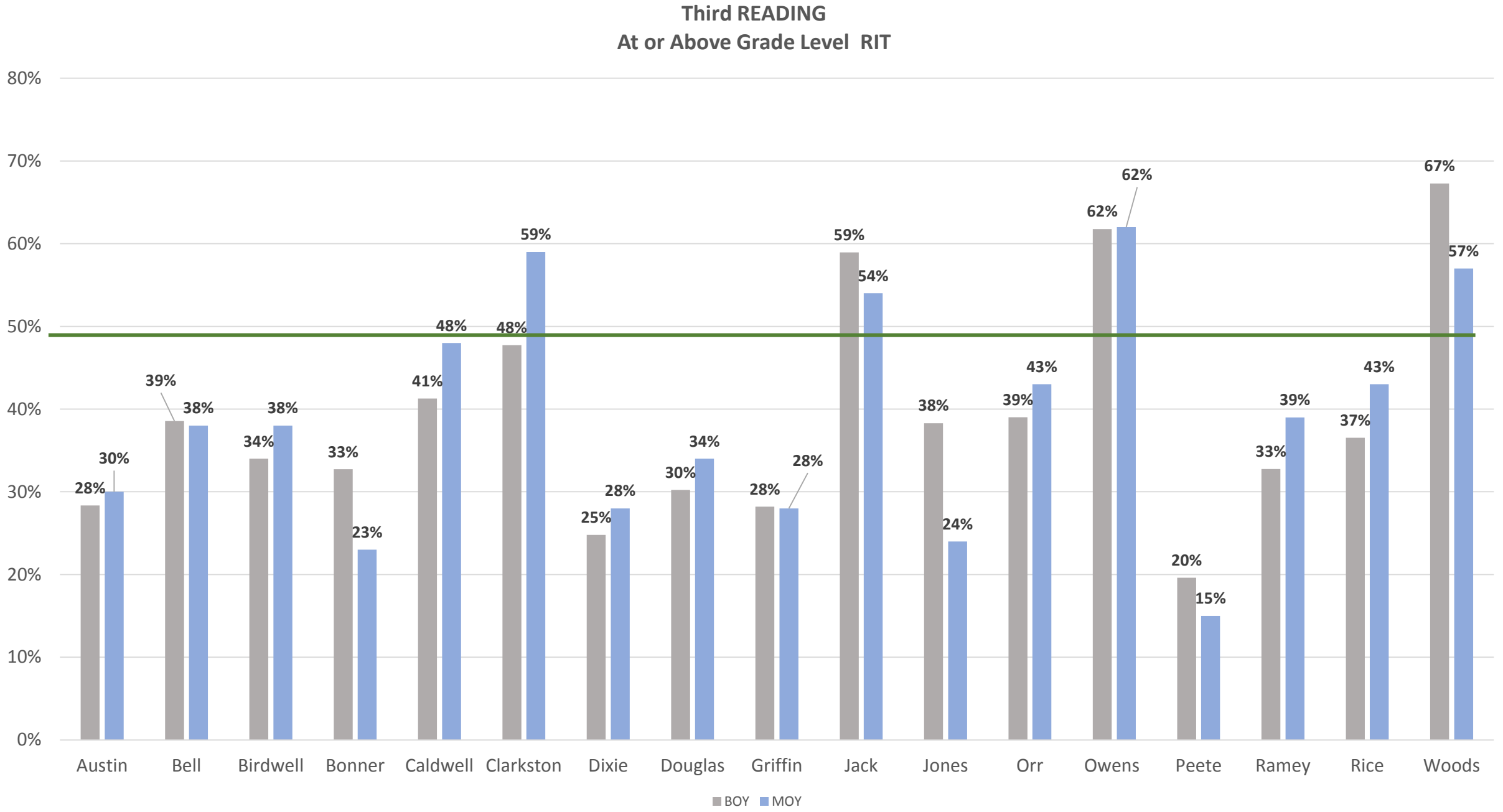


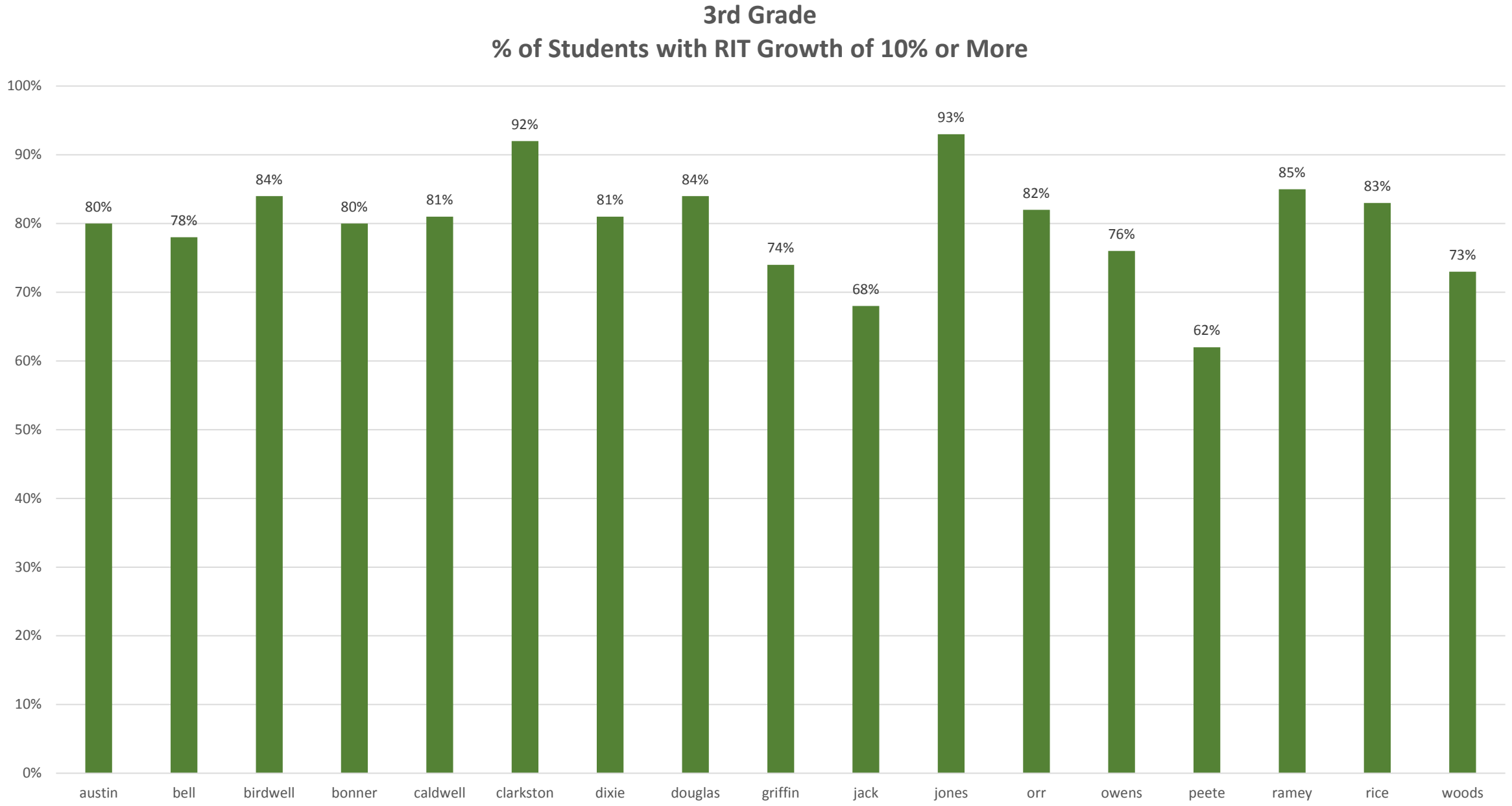

% of 2nd Grade Students Who Met Projected Growth in Reading at the 50th Percentile
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
34%
39%
58%
77%
43%
55%
26%
36%
59%
35%
51%
52%
37%
19%
53%
66%
55%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods


2nd READING
At or Above Grade Level RIT
80%
70%
60%
50%
40%
30%
20%
10%
0%
18%
11%
56%
44%
31%
40%
21%
39%
42%
47%
36%
44%
24%
21%
29%
24%
15%
22%
57%
52%
21%
22%
27%
32%
68%
55%
9%
4%
22%
23%
28%
38%
43%
49%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
BOY
MOY


2nd Grade
% of Students with RIT Growth of 10% or More
120%
100%
80%
60%
40%
20%
0%
89%
84%
89%
97%
88%
95%
84%
87%
93%
76%
93%
86%
73%
81%
96%
65%
91%
austin
bell
birdwell
bonner
caldwell
clarkston
dixie
douglas
griffin
jack
jones
orr
owens
peete
ramey
rice
woods

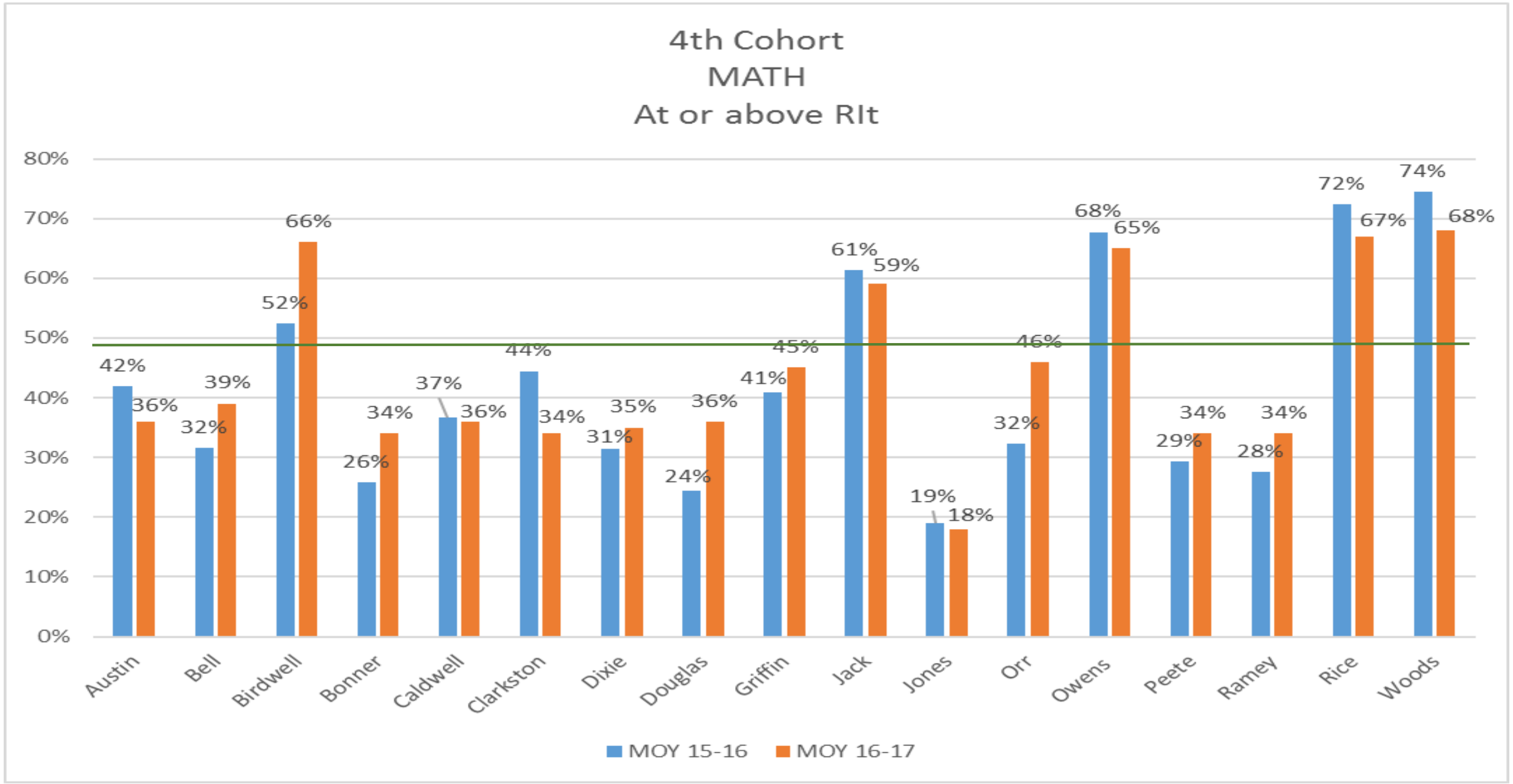

% of 3rd Grade Students Who Met Projected Growth in Reading at the 50th Percentile
80%
70%
60%
50%
40%
30%
20%
10%
0%
50%
44%
58%
41%
44%
67%
49%
52%
40%
38%
48%
58%
42%
21%
50%
52%
42%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods

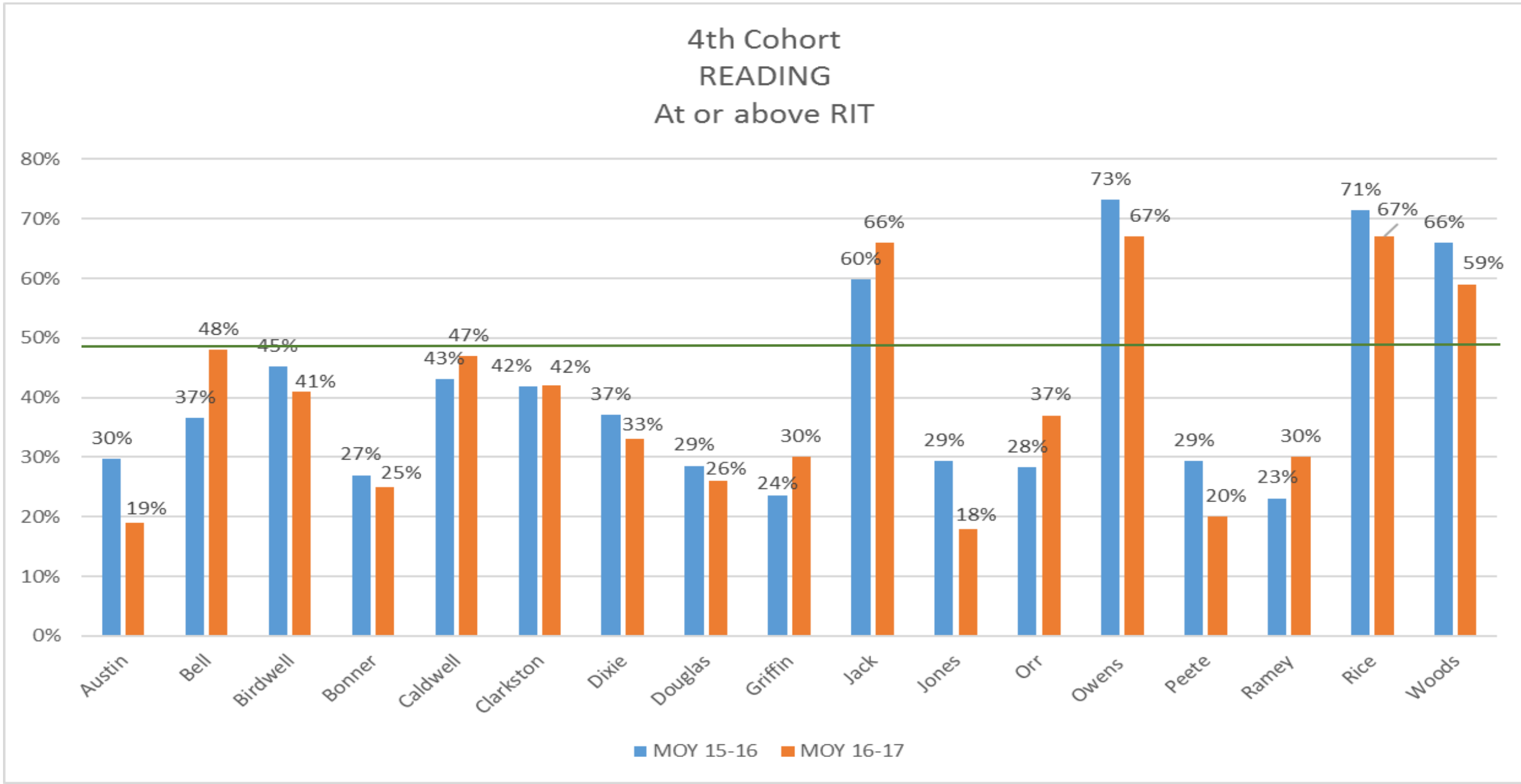

Third READING
At or Above Grade Level RIT
80%
70%
60%
50%
40%
30%
20%
10%
0%
Austin 28% 30%
Bell 39% 38%
Birdwell 34% 38%
Bonner 33% 23%
Caldwell 41% 48%
Clarkston 48% 59%
Dixie 25% 28%
Douglas 30% 34%
Griffin 28% 28%
Jack 59% 54%
Jones 38% 24%
Orr 39% 43%
Owens 62% 62%
Peete 20% 15%
Ramey 33% 39%
Rice 37% 43%
Woods 67% 57%
BOY
MOY

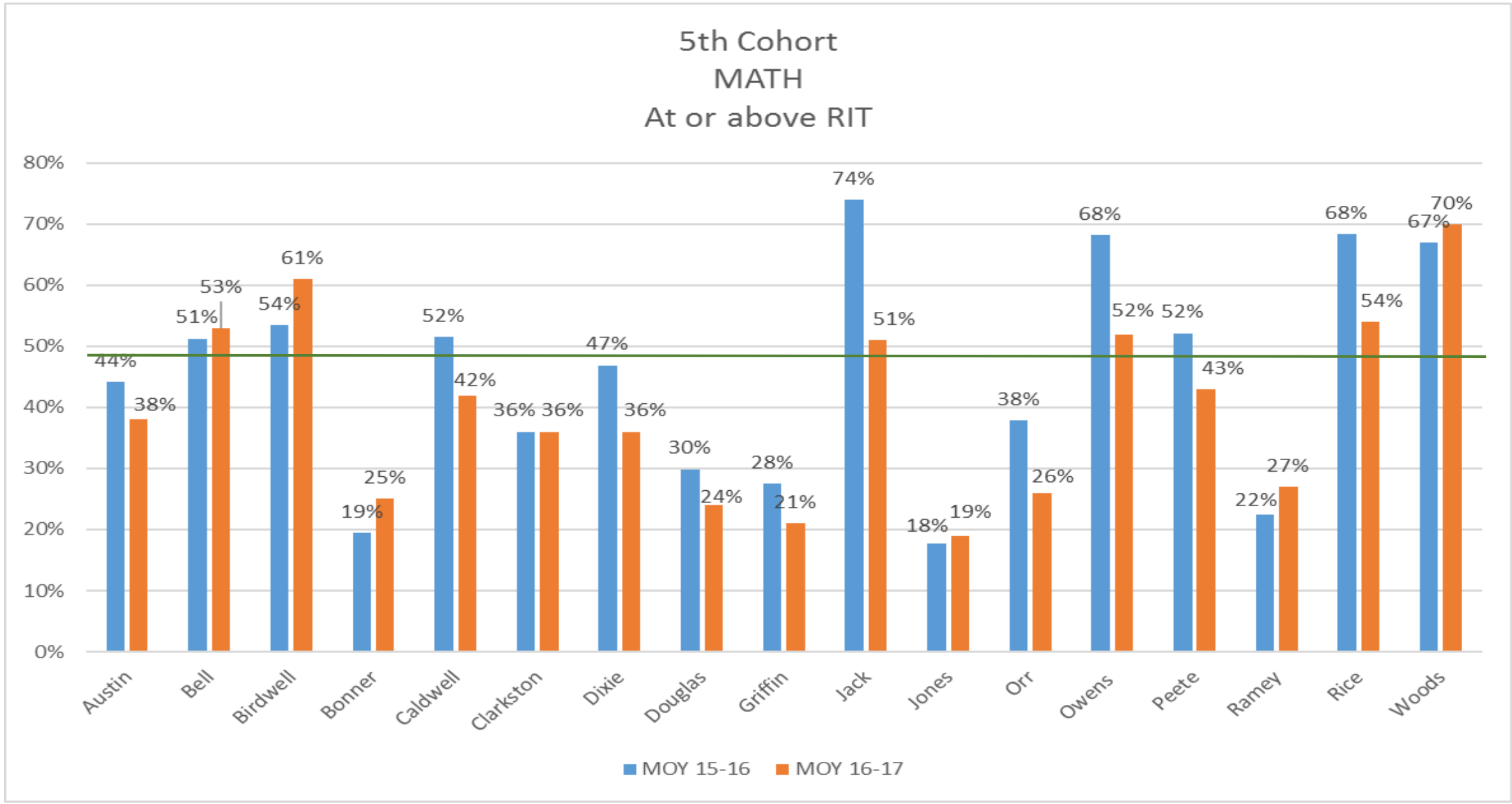

3rd Grade
% of Students with RIT Growth of 10% or More
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
80%
78%
84%
80%
81%
92%
81%
84%
74%
68%
93%
82%
76%
62%
85%
83%
73%
austin
bell
birdwell
bonner
caldwell
clarkston
dixie
douglas
griffin
jack
jones
orr
owens
peete
ramey
rice
woods

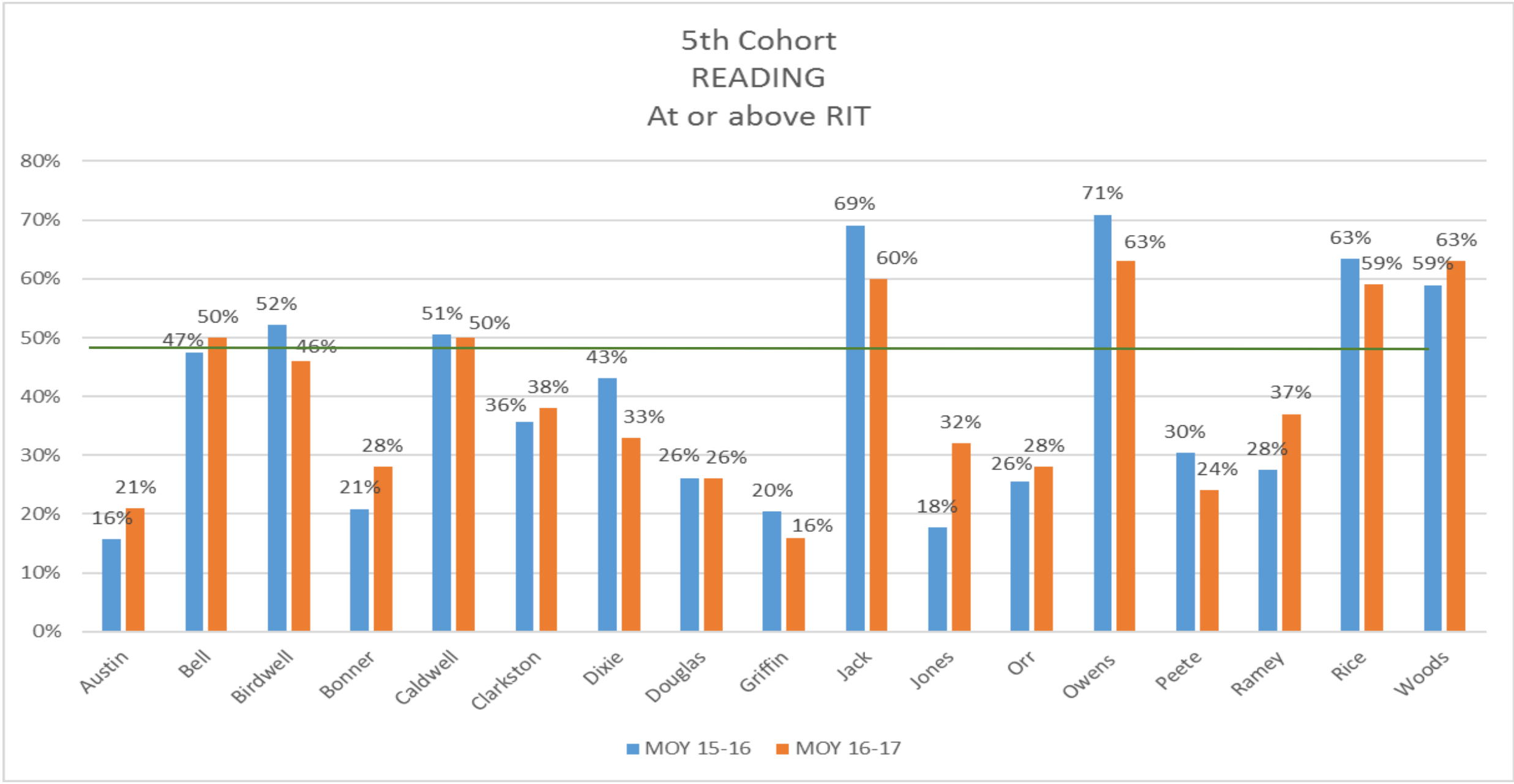
Cohort Data

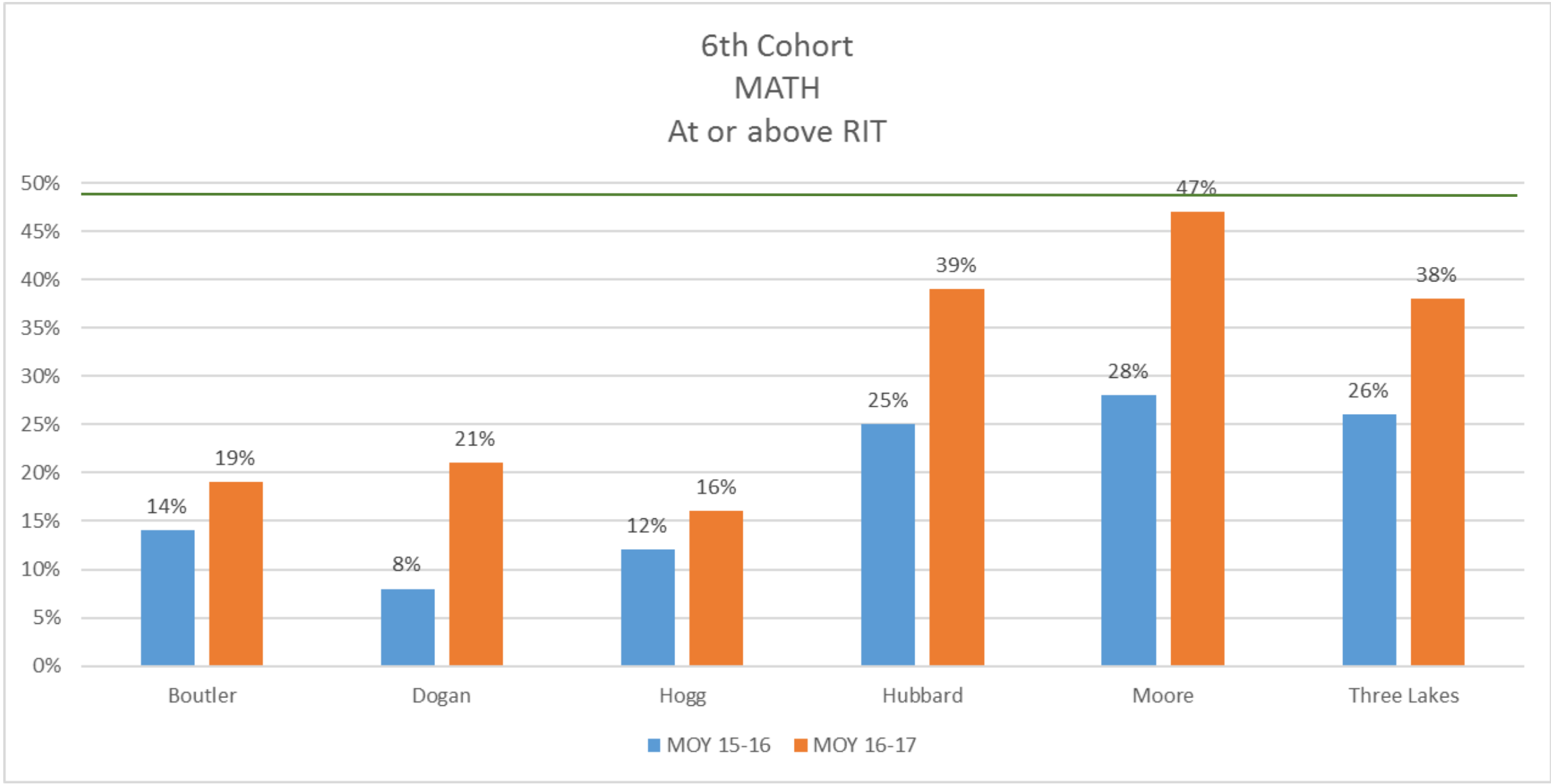
- Percentage of students who had an “on grade level” RIT score at the middle of the year (MOY) 2016 compared to the middle of the year (MOY) 2017.
- Cohort of students (same students tracked from year to year).
- Math and Reading

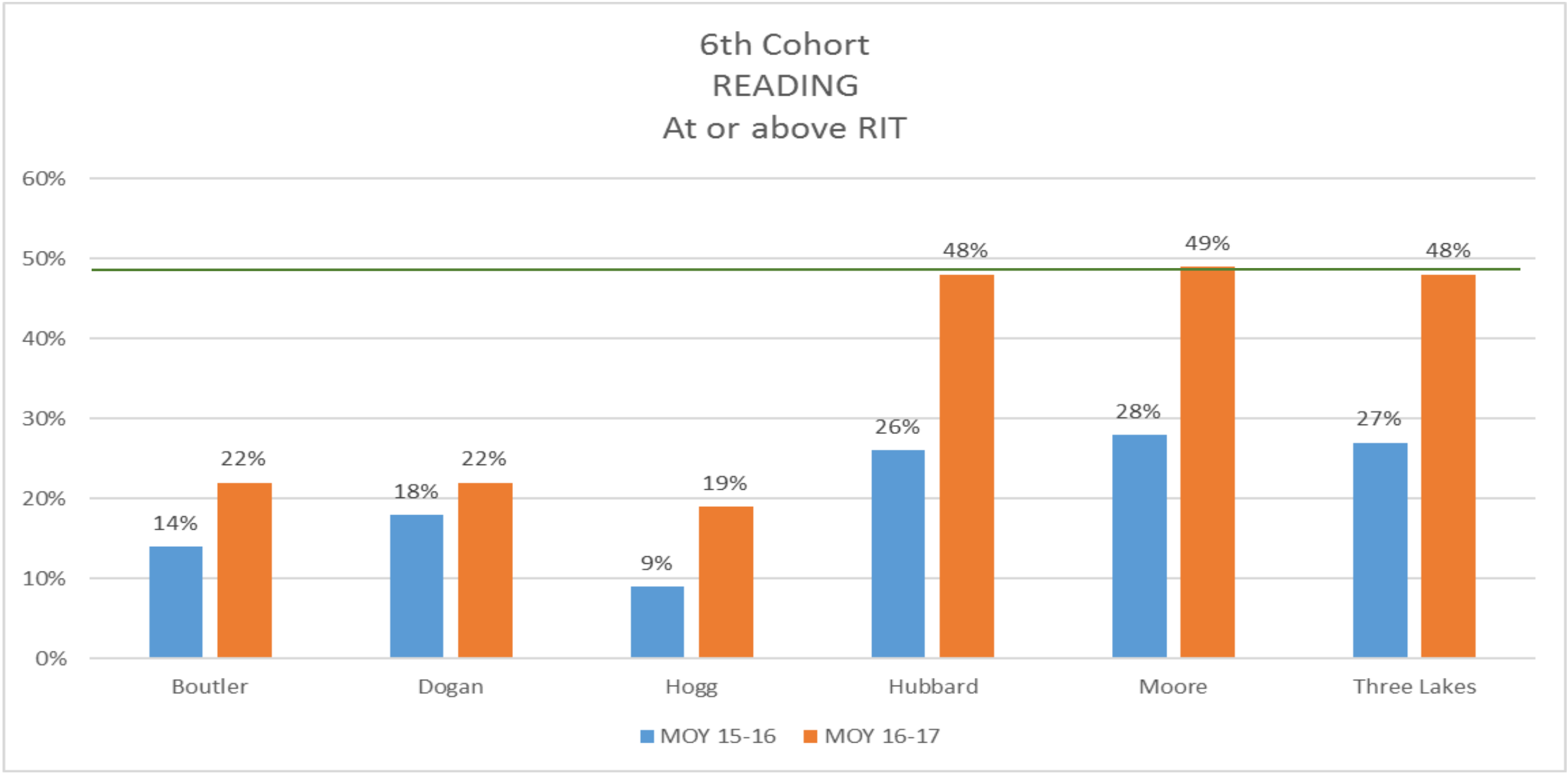

4th Cohort
MATH
At or above RIt
80%
70%
60%
50%
40%
30%
20%
10%
0%
42%
36%
32%
39%
52%
66%
26%
34%
37%
36%
44%
34%
31%
35%
24%
36%
41%
45%
61%
59%
19%
18%
32%
46%
68%
65%
29%
34%
28%
34%
72%
67%
74%
68%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
MOY 15-16
MOY 16-17


4th Cohort
READING
At or above RIT
80%
70%
60%
50%
40%
30%
20%
10%
0%
30%
19%
37%
48%
45%
41%
27%
25%
43%
47%
42%
42%
37%
33%
29%
26%
24%
30%
60%
66%
29%
18%
28%
37%
73%
67%
29%
20%
23%
30%
71%
67%
66%
59%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
MOY 15-16
MOY 16-17


5th Cohort
MATH
At or above RIT
80%
70%
60%
50%
40%
30%
20%
10%
0%
44%
38%
51%
53%
54%
61%
19%
25%
52%
42%
36%
36%
47%
36%
30%
24%
28%
21%
74%
51%
18%
19%
38%
26%
68%
52%
52%
43%
22%
27%
68%
54%
67%
70%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
MOY 15-16
MOY 16-17

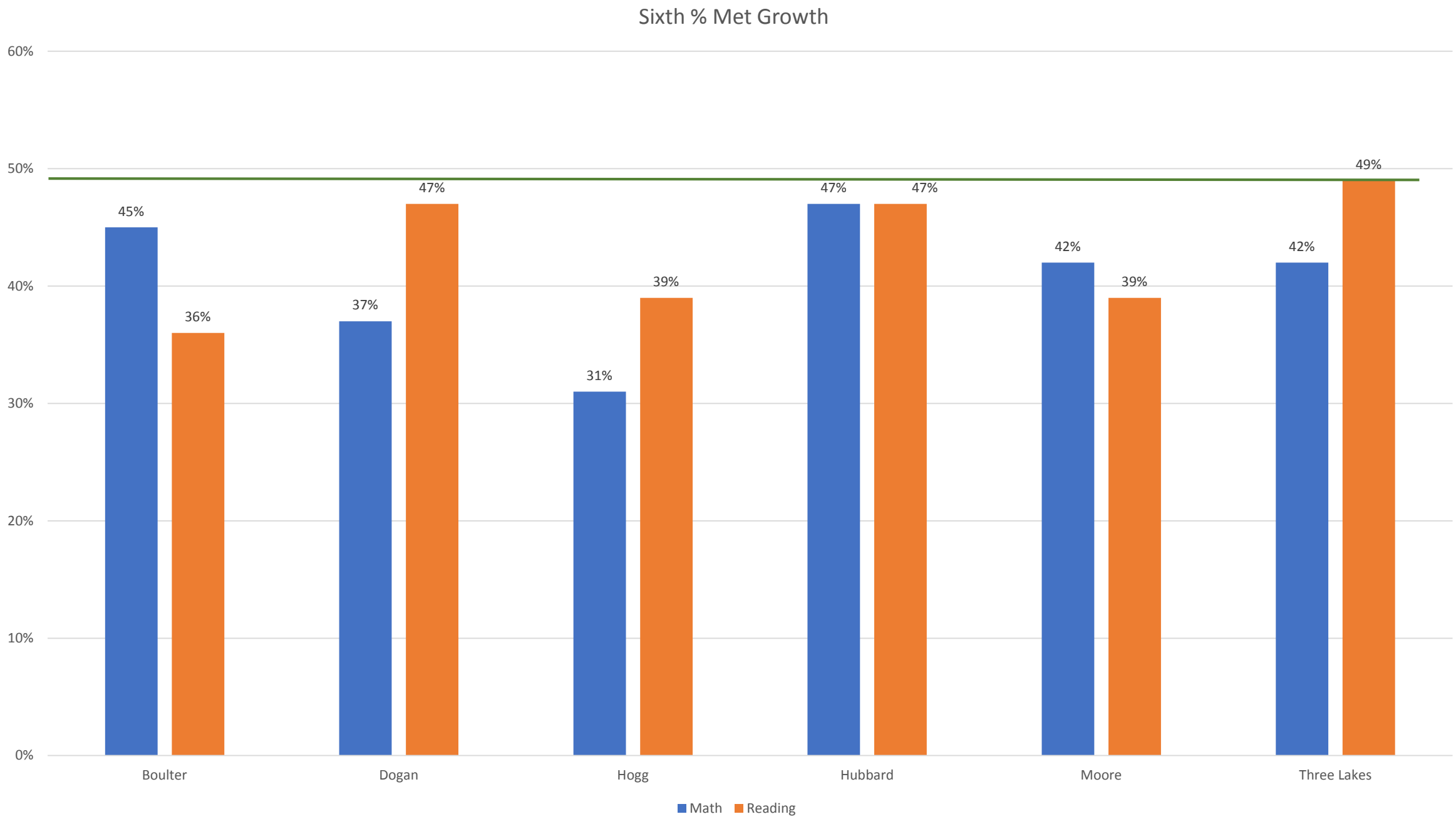

5th Cohort
READING
At or above RIT
80%
70%
60%
50%
40%
30%
20%
10%
0%
16%
21%
47%
50%
52%
46%
21%
28%
51%
50%
36%
38%
43%
33%
26%
26%
20%
16%
69%
60%
18%
32%
26%
28%
71%
63%
30%
24%
28%
37%
63%
59%
59%
63%
Austin
Bell
Birdwell
Bonner
Caldwell
Clarkston
Dixie
Douglas
Griffin
Jack
Jones
Orr
Owens
Peete
Ramey
Rice
Woods
MOY 15-16
MOY 16-17

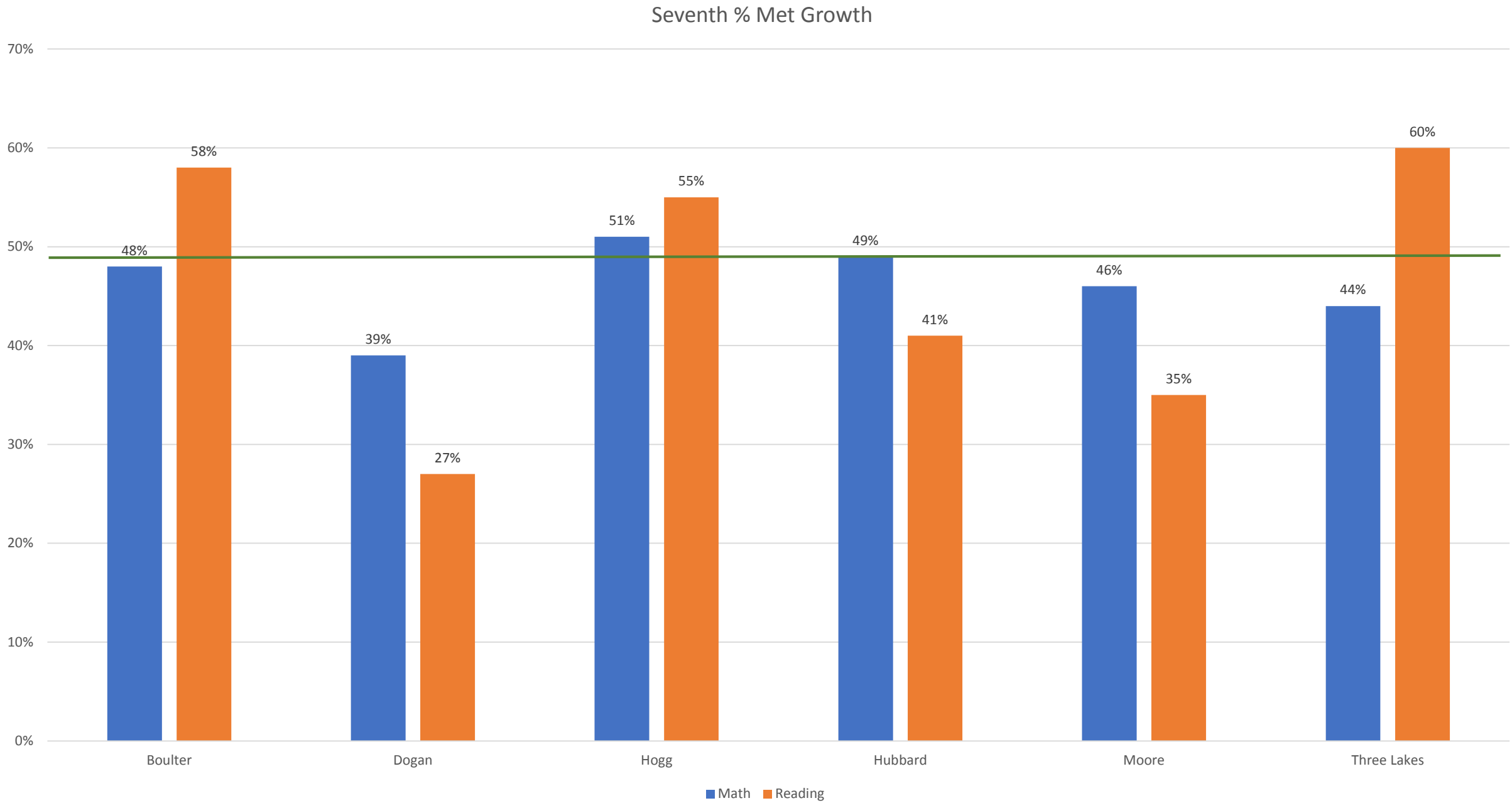

6th Cohort
MATH
At or above RIT
50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
14%
19%
8%
21%
12%
16%
25%
39%
28%
47%
26%
38%
Boutler
Dogan
Hogg
Hubbard
Moore
Three Lakes
MOY 15-16
MOY 16-17

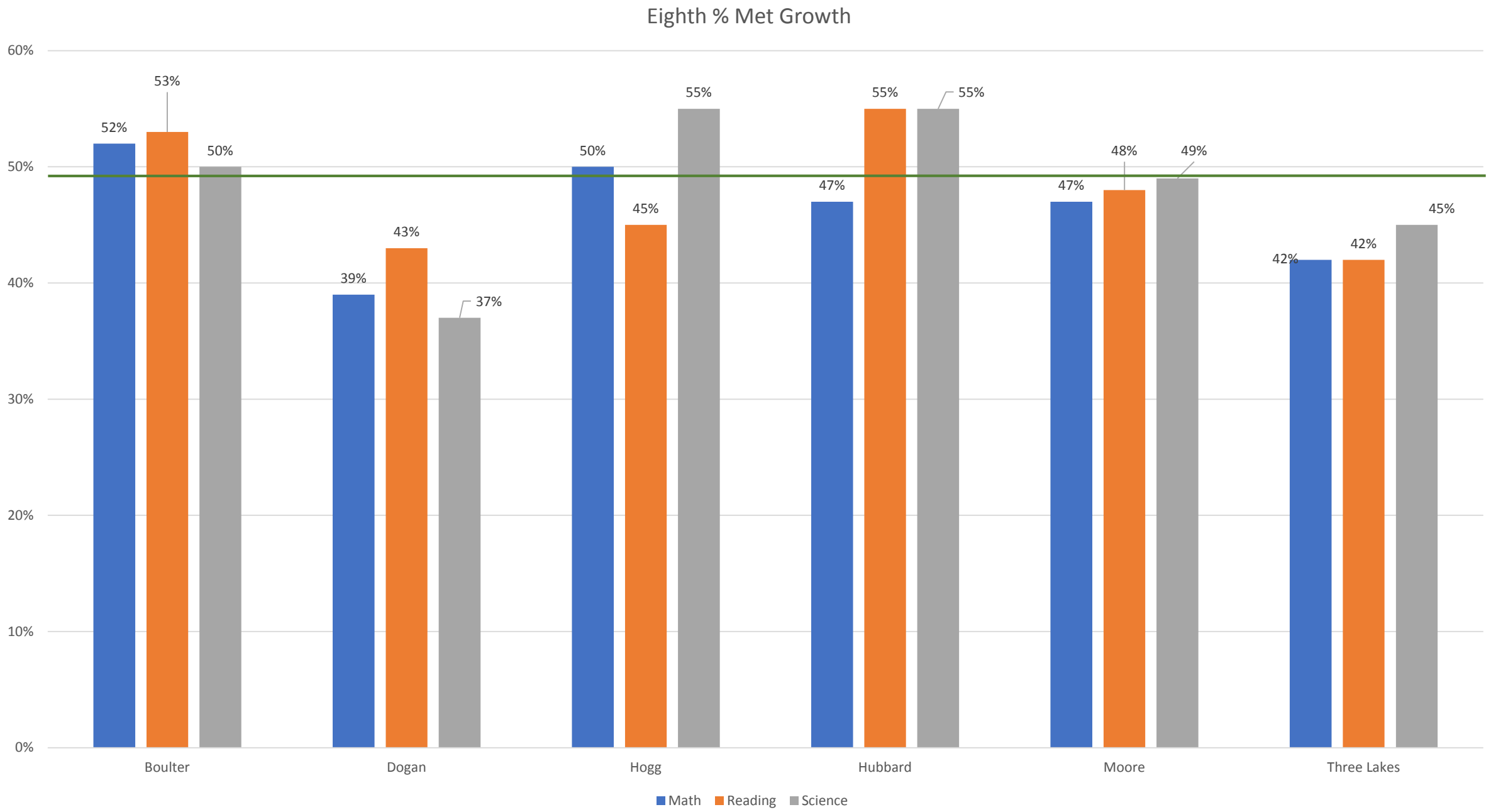

6th Cohort
READING
At or above RIT
60%
50%
40%
30%
20%
10%
0%
14%
22%
18%
22%
9%
19%
26%
48%
28%
49%
27%
48%
Boutler
Dogan
Hogg
Hubbard
Moore
Three Lakes
MOY 15-16
MOY 16-17

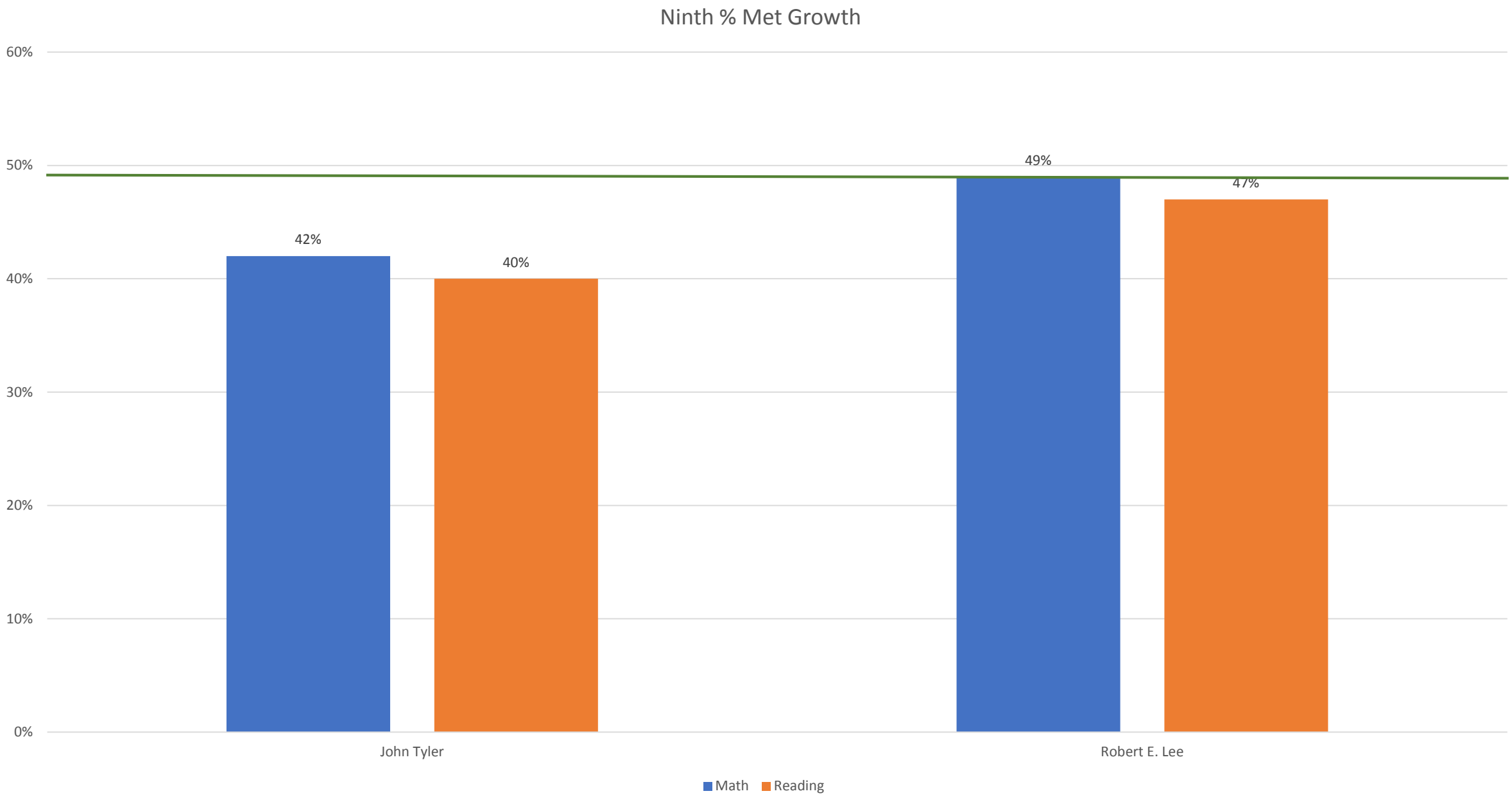
Met Growth Projections

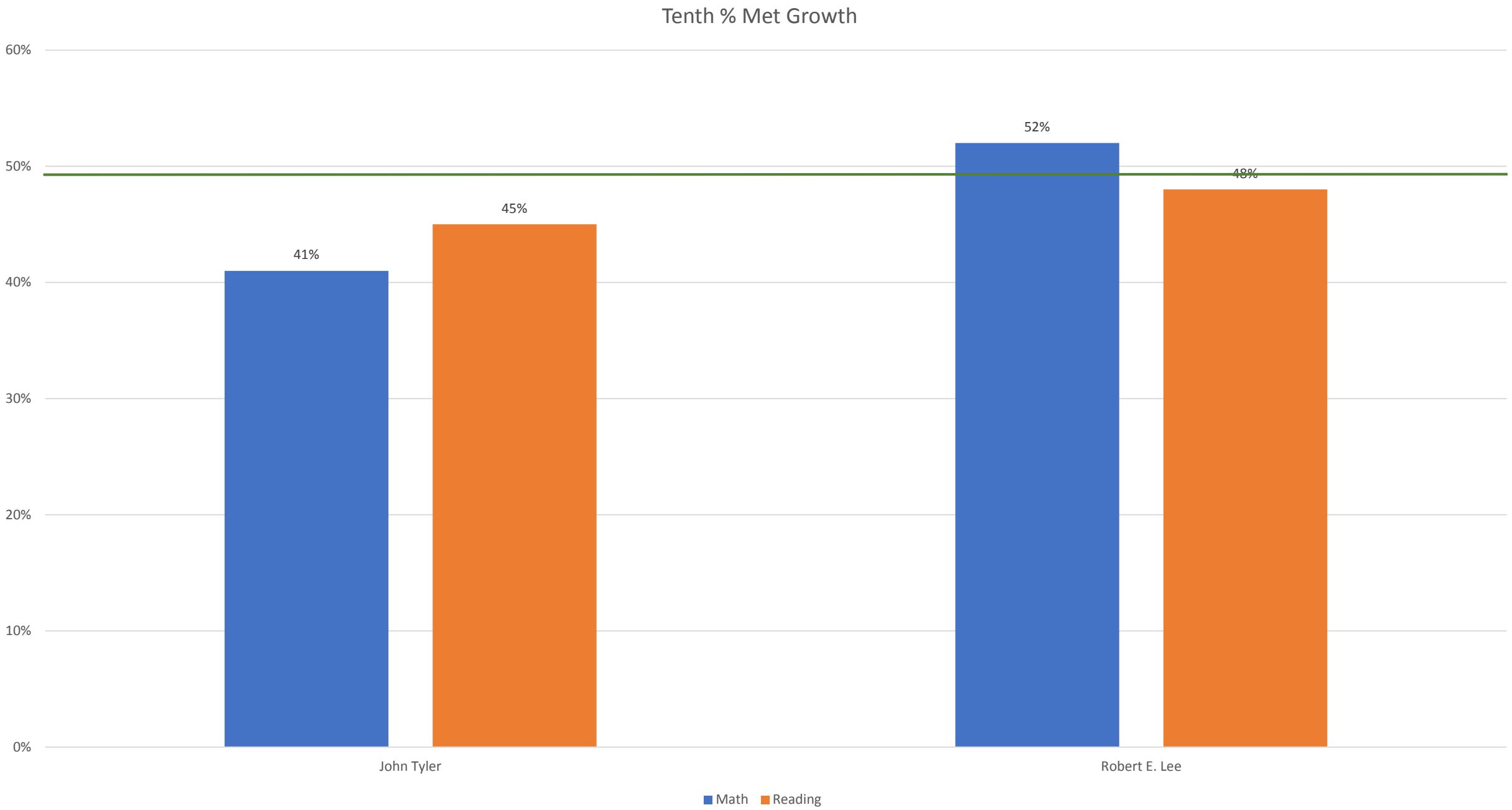
- Percentage of students who met growth projections at the 50th percentile at the middle of the year (MOY) 2017
- Math and Reading


Sixth % Met Growth
60%
50%
40%
30%
20%
10%
0%
45%
36%
37%
47%
31%
39%
47%
47%
42%
39%
42%
49%
Boulter
Dogan
Hogg
Hubbard
Moore
Three Lakes
Math
Reading


Seventh % Met Growth
70%
60%
50%
40%
30%
20%
10%
0%
48%
58%
39%
27%
51%
55%
49%
41%
46%
35%
44%
60%
Boulter
Dogan
Hogg
Hubbard
Moore
Three Lakes
Math
Reading


Eighth % Met Growth
60%
50%
40%
30%
20%
10%
0%
52%
53%
50%
39%
43%
37%
50%
45%
55%
47%
55%
55%
47%
48%
49%
42%
42%
45%
Boulter
Dogan
Hogg
Hubbard
Moore
Three Lakes
Math
Reading
Science


Ninth % Met Growth
60%
50%
40%
30%
20%
10%
0%
42%
40%
49%
47%
John Tyler
Robert E. Lee
Math
Reading


Tenth % Met Growth
60%
50%
40%
30%
20%
10%
0%
41%
45%
52%
48%
John Tyler
Robert E. Lee
Math
Reading

Tyler Independent School District

Preliminary Bond Capacity Analysis

February 9, 2017

RBC Capital Markets

R. Dustin Traylor
Director

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303 Pearl Parkway
Suite 220
San Antonio, TX 78215

Tel: (210) 805-1117
Fax: (210) 805-1119

robert.d.traylor@rbccm.com

Tyler ISD

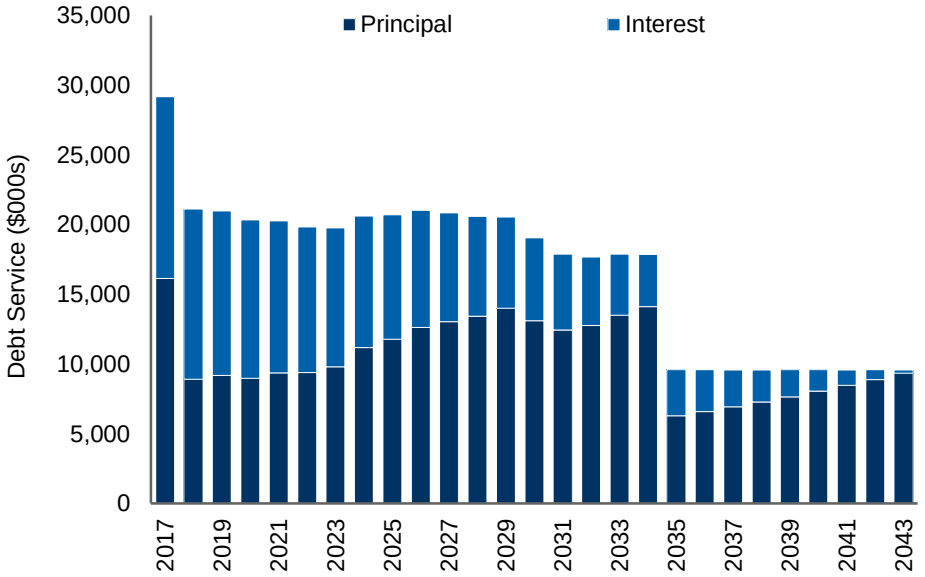
RBC Capital Markets

Tyler ISD Debt Profile

Tyler Independent School District

Issue	Issued Par Amount	Outstanding Par Amount	Coupon Range of Callable Bonds	First Call Date	Final Maturity
U/L Tax Sch Bldg Bds, Series 2005	$ 34,170,000	$ 2,220,000	4.750%	Anytime	02/15/2030
U/L Tax Ref Bds, Series 2005-A	14,309,996	1,100,000	4.250% - 4.375%	Anytime	02/15/2020
U/L Tax Sch Bldg Bds, Series 2007	18,355,000	6,610,000	5.000%	02/15/2017	02/15/2025
U/L Tax Sch Bldg Bds, Series 2009	123,140,000	18,045,000	4.000% - 5.00%	02/15/2018	02/15/2034
U/L Tax Ref Bds, Series 2010	7,660,000	4,120,000	N/A	N/A	02/15/2021
U/L Tax Ref Bds, Series 2012	16,350,000	16,170,000	3.000% - 5.000%	02/15/2022	02/15/2028
U/L Tax Sch Bldg Bds, Series 2013	152,020,000	145,105,000	4.125% - 5.000%	02/15/2023	02/15/2043
U/L Tax Ref Bds, Series 2014	7,125,000	7,125,000	4.500% - 5.000%	02/15/2024	02/15/2031
U/L Tax Ref Bds, Series 2015	74,970,000	74,040,000	3.000% - 5.000%	02/15/2025	02/15/2032
U/L Tax Ref Bds, Series 2016	8,690,000	8,690,000	4.000%	02/15/2025	02/15/2034
Totals	**$ 456,789,996**	**$ 283,225,000**			

Outstanding Unlimited Tax Debt by Principal & Interest



TISD Summary of Active Debt Management

- Over the past 3 years, Tyler ISD has retired a total of $10,650,000 of bonds ahead of schedule, saving taxpayers $ $2,349,469.
- Over the past 3 years, Tyler ISD has refinanced $98,785,000 of bonds, saving taxpayers $12,094,660.

Current District Annual Debt Service Requirements

Current Annual Debt Service Requirements			
Fiscal Year Ending	Principal	Interest	Total
8/31/17	$ 16,125,000	$ 13,037,085	$ 29,162,085
8/31/18	8,905,000	12,206,206	21,111,206
8/31/19	9,190,000	11,781,681	20,971,681
8/31/20	8,985,000	11,344,231	20,329,231
8/31/21	9,375,000	10,892,481	20,267,481
8/31/22	9,395,000	10,426,931	19,821,931
8/31/23	9,810,000	9,946,806	19,756,806
8/31/24	11,175,000	9,429,556	20,604,556
8/31/25	11,775,000	8,931,481	20,706,481
8/31/26	12,625,000	8,406,081	21,031,081
8/31/27	13,045,000	7,798,719	20,843,719
8/31/28	13,425,000	7,172,575	20,597,575
8/31/29	14,000,000	6,540,506	20,540,506
8/31/30	13,100,000	5,960,669	19,060,669
8/31/31	12,440,000	5,445,494	17,885,494
8/31/32	12,755,000	4,927,319	17,682,319
8/31/33	13,505,000	4,367,347	17,872,347
8/31/34	14,105,000	3,759,663	17,864,663
8/31/35	6,285,000	3,301,663	9,586,663
8/31/36	6,590,000	2,995,500	9,585,500
8/31/37	6,925,000	2,657,625	9,582,625
8/31/38	7,280,000	2,302,500	9,582,500
8/31/39	7,655,000	1,929,125	9,584,125
8/31/40	8,050,000	1,536,500	9,586,500
8/31/41	8,460,000	1,123,750	9,583,750
8/31/42	8,895,000	689,875	9,584,875
8/31/43	9,350,000	233,750	9,583,750
Total	**$ 283,225,000**	**$ 169,145,120**	**$ 452,370,120**

Note: Fiscal Year Ending August 31, 2017 reflects an additional principal payment due to the District's upcoming redemption of $ $1,100,000 of its Unlimited Tax Refunding Bonds, Series 2005-A, and $5,610,000 of its Unlimited Tax School Building Bonds, Series 2007 on February 15, 2017.

Tyler ISD – Debt Rating Summary

Credit Rating Levels	Standard & Poor's	Fitch Ratings
Highest Quality (Lowest default risk)	AAA	AAA
High Grade / High Quality	AA+	**AA+**
	AA	AA
	AA-	AA-
Upper Medium Grade	A+	A+
	A	A
	A-	A-
Minimum Investment Grade	BBB+	BBB+
	BBB	BBB
	BBB-	BBB-
Speculative Grade	BB+	BB+
	BB	BB
	BB-	BB-
	B+	B+
	B	B
	B-	B-
Highly Speculative Grade	CCC (+,-), CC or C	CCC (+,-), CC or C
Imminent default or in default	SD or D	SD or D

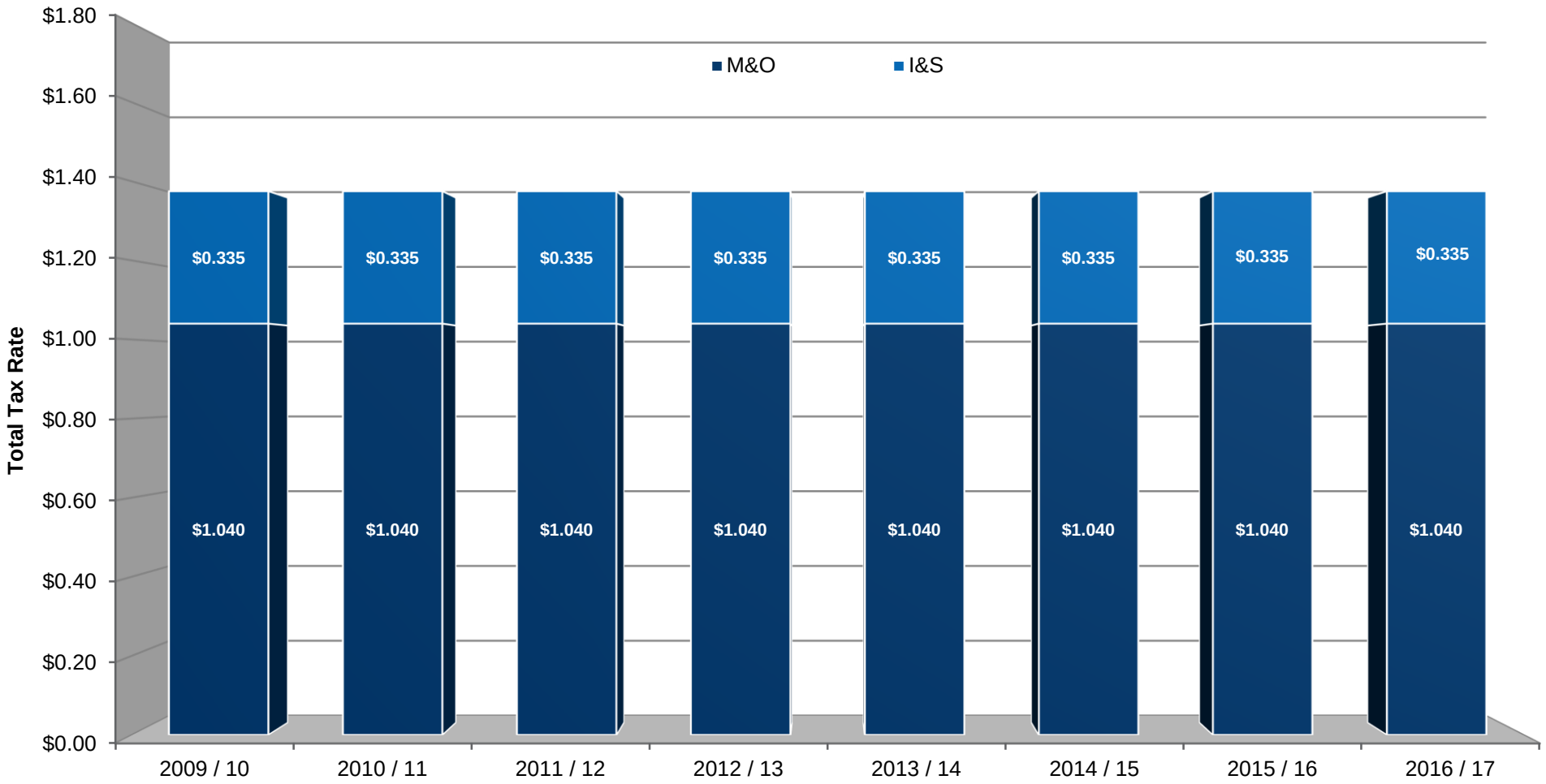
Recent Rating Highlights

- Historically very strong financial position
- Moderate debt burden
- Stable enrollment trends
- Diverse manufacturing and service oriented economic base

Historical Tax Rate Analysis

Tyler ISD has maintained the same tax rate for the past 8 years.

Historical Tax Rates



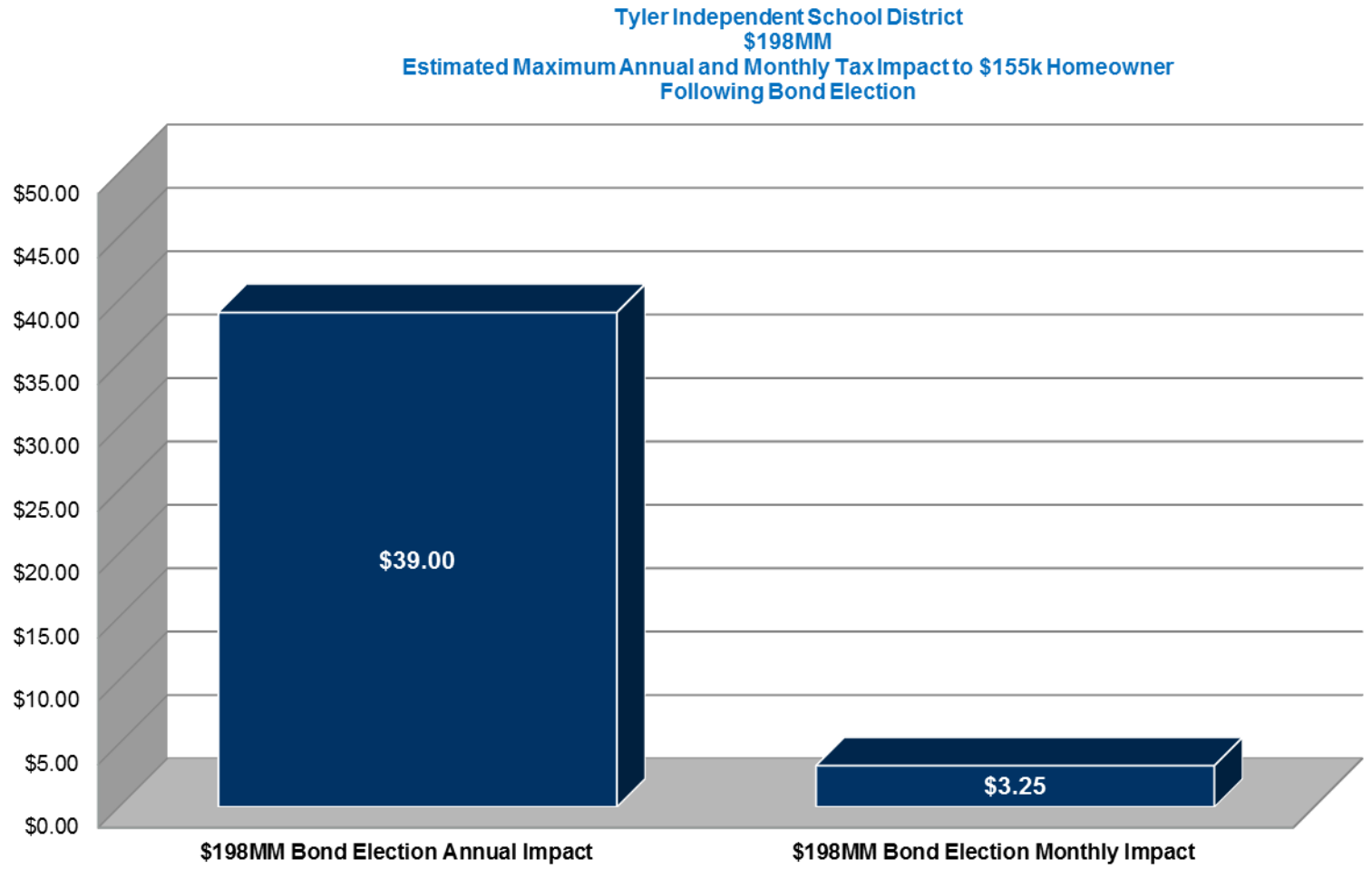
Source: Texas Municipal Advisor Council (MAC)

Scenario 1: $198MM Bond Election

- 30-year amortization
- Assumes the Bonds are sold Summer 2017, following May 2017 bond election.
- Assumes the District's current Interest & Sinking Fund tax rate is 33.5 cents. Any tax rate increase is based off of this amount.
- I&S tax rate increase associated with the Bonds would occur in 2017/18
- Assumes a tax collection rate of 99.0%.
- Assumes the District's 2016/17 net taxable assessed valuation of $7,357,946,996 and will grow as stated below:
    - **FYE 2018 assumed growth of 3.00%**
    - **FYE 2019 – 2022 assumed growth of 2.00%**
    - **No change thereafter**
- Assumes the District receives $2,577,258 per year for the I&S portion of its frozen levy revenues.
- Assumes current market rates + 100 bps (Approximately 4.71%)
- Assumes the District receives the Permanent School Fund ("PSF") guarantee for the Bonds.
- Assumes that the District continues its strategy of selecting certain bonds to retire in advance of stated maturity.

Note: TAV growth assumptions provided by DIstrict

Estimated Maximum I&S Tax Rate Impact



Assumes $130,000 taxable value

Scenario 1 - $198MM Project Fund

$198,000,000 Preliminary Estimated Tax Rate Impact Analysis											
A	B	C	D	E	F	G	H	I	J	K	L
Tax Year Ending	"After Freeze" TAV (Billions)	Est TAV Growth	Total Oustanding D/S	Less Revenue from Frozen Levy	Less Other Revenue	Net Existing D/S	Est. I&S Tax Rate	$198MM Series 2017 DS	Net Total Debt Service	Est. Total I&S Rate	Est. I&S Rate Impact
8/31/17	$ 7.358	3.00%	$ 29,162,085	$ (2,577,258)	$(2,180,000)	$ 24,404,827	$ 0.3350		$ 24,404,827	$0.3350	
8/31/18	7.579	3.00%	21,111,206	(2,577,258)	(1,425,000)	17,108,948	0.2280	$ 10,275,700	27,384,648	0.3650	$ 0.0300
8/31/19	7.730	2.00%	20,971,681	(2,577,258)	(430,000)	17,964,423	0.2347	9,968,500	27,932,923	0.3650	
8/31/20	7.885	2.00%	20,329,231	(2,577,258)	-	17,751,973	0.2274	10,715,450	28,467,423	0.3647	
8/31/21	8.043	2.00%	20,267,481	(2,577,258)	-	17,690,223	0.2222	11,350,425	29,040,648	0.3647	
8/31/22	8.203	2.00%	19,821,931	(2,577,258)	-	17,244,673	0.2123	12,400,450	29,645,123	0.3650	
8/31/23	8.203	0.00%	19,756,806	(2,577,258)	-	17,179,548	0.2115	12,464,375	29,643,923	0.3650	
8/31/24	8.203	0.00%	20,604,556	(2,577,258)	-	18,027,298	0.2220	11,614,375	29,641,673	0.3650	
8/31/25	8.203	0.00%	20,706,481	(2,577,258)	-	18,129,223	0.2232	11,511,625	29,640,848	0.3650	
8/31/26	8.203	0.00%	21,031,081	(2,577,258)	-	18,453,823	0.2272	11,188,500	29,642,323	0.3650	
8/31/27	8.203	0.00%	20,843,719	(2,577,258)	-	18,266,461	0.2249	11,372,875	29,639,336	0.3650	
8/31/28	8.203	0.00%	20,597,575	(2,577,258)	-	18,020,317	0.2219	11,620,000	29,640,317	0.3650	
8/31/29	8.203	0.00%	20,540,506	(2,577,258)	-	17,963,248	0.2212	11,677,250	29,640,498	0.3650	
8/31/30	8.203	0.00%	19,060,669	(2,577,258)	-	16,483,411	0.2030	13,162,125	29,645,536	0.3650	
8/31/31	8.203	0.00%	17,885,494	(2,577,258)	-	15,308,236	0.1885	14,333,625	29,641,861	0.3650	
8/31/32	8.203	0.00%	17,682,319	(2,577,258)	-	15,105,061	0.1860	14,335,750	29,440,811	0.3625	
8/31/33	8.203	0.00%	17,872,347	(2,577,258)	-	15,295,089	0.1883	14,336,250	29,631,339	0.3649	
8/31/34	8.203	0.00%	17,864,663	(2,577,258)	-	15,287,405	0.1882	14,339,250	29,626,655	0.3648	
8/31/35	8.203	0.00%	9,586,663	(2,577,258)	-	7,009,405	0.0863	14,338,875	21,348,280	0.2629	
8/31/36	8.203	0.00%	9,585,500	(2,577,258)	-	7,008,242	0.0863	14,339,250	21,347,492	0.2629	
8/31/37	8.203	0.00%	9,582,625	(2,577,258)	-	7,005,367	0.0863	14,339,375	21,344,742	0.2628	
8/31/38	8.203	0.00%	9,582,500	(2,577,258)	-	7,005,242	0.0863	14,338,250	21,343,492	0.2628	
8/31/39	8.203	0.00%	9,584,125	(2,577,258)	-	7,006,867	0.0863	14,339,750	21,346,617	0.2628	
8/31/40	8.203	0.00%	9,586,500	(2,577,258)	-	7,009,242	0.0863	14,337,750	21,346,992	0.2628	
8/31/41	8.203	0.00%	9,583,750	(2,577,258)	-	7,006,492	0.0863	14,336,125	21,342,617	0.2628	
8/31/42	8.203	0.00%	9,584,875	(2,577,258)	-	7,007,617	0.0863	14,338,500	21,346,117	0.2628	
8/31/43	8.203	0.00%	9,583,750	(2,577,258)	-	7,006,492	0.0863	14,338,500	21,344,992	0.2628	
8/31/44	8.203	0.00%	-	(2,577,258)	-	(2,577,258)	(0.0317)	14,339,750	11,762,492	0.1448	
8/31/45	8.203	0.00%	-	(2,577,258)	-	(2,577,258)	(0.0317)	14,335,875	11,758,617	0.1448	
8/31/46	8.203	0.00%	-	(2,577,258)	-	(2,577,258)	(0.0317)	14,335,375	11,758,117	0.1448	
8/31/47	8.203	0.00%	-	(2,577,258)	-	(2,577,258)	(0.0317)	14,332,125	11,754,867	0.1447	
Total			$452,370,120	$ (79,894,998)	$(4,035,000)	$ 368,440,122		$393,056,025	$ 761,496,147		

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May 2017 Bond Proposal

John Tyler - Site Rendering

JOHN TYLER HIGH SCHOOL
TYLER, TEXAS

Stantec

FITZPATRICK
ARCHITECTS

Robert E. Lee - Site Rendering

Tyler ISD

CONCEPTUAL SITE PLAN

ROBERT E. LEE HIGH SCHOOL
TYLER I.S.D.

HARRIS · CRAIG ARCHITECTS INC.

CORGAN

Total Bond 2017 Package

$198 million*

*Any gap in funding will be supplemented from previous bond savings.

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Program Management and Fiscal Operations

Tyler ISD Head Start Governing Body Training

PMFO

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Program Management and Fiscal Operations

Overview of Program

- Established in 1965
- Funded to serve 432 students
- 22 classrooms (9 elementary campus and 1 Early Childhood Campus)
- 80 employees funded through Head Start
- Serve families who are at or below the poverty guidelines
- 10% of families served can be over-income

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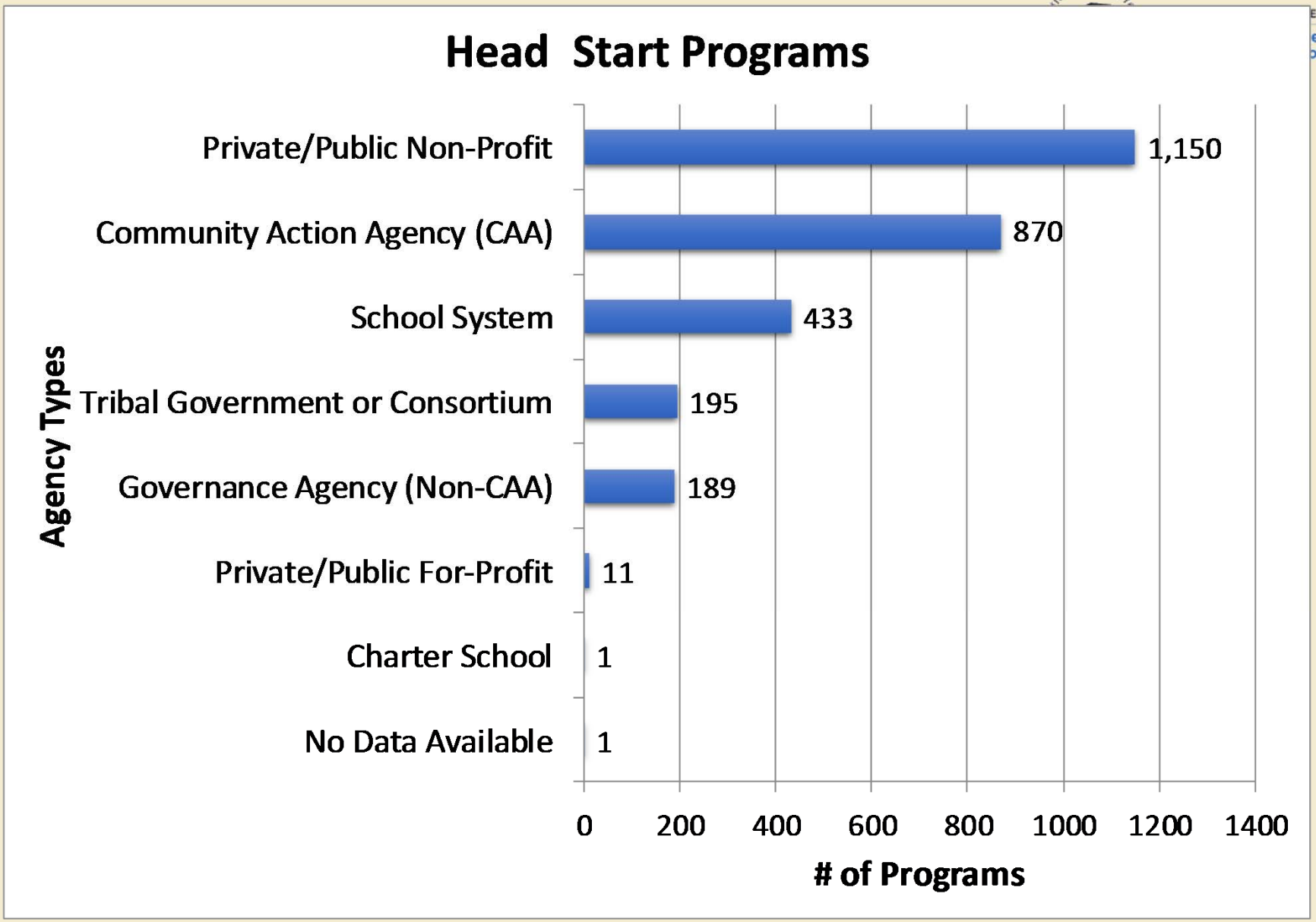

2,850 Programs in total from Head Start PIR Summary Report 2014

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Where do the regulations and rules originate for Head Start?

- Head Start Act
- Head Start Performance Standards
- Information Memorandums (IM)
- Program Information (PI)

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Head Start Governance and Management Composition

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Governing Body/Tribal Council

The governing body shall be composed as follows:

- Not less than 1 member shall have a background and expertise in fiscal management or accounting.
- Not less than 1 member shall have a background and expertise in early childhood education and development.
- Not less than 1 member shall be a licensed attorney familiar with issues that come before the governing body.

Additional members shall—

- reflect the community to be served and include parents of children who are currently, or were formerly, enrolled in Head Start programs;
- are selected for their expertise in education, business administration, or community affairs.

Policy Council

The policy council shall be elected by the parents of children who are currently enrolled in the Head Start program of the Head Start agency.

Management Staff

May include:

- Head Start director
- Key HS management staff

Head Start Governance and Management Responsibilities

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Governing Body/Tribal Council

Assumes Legal and Fiscal Responsibility for Head Start and the Safeguarding of Federal Funds

Adopt practices to ensure active, independent and informed governance:

- Governing body bylaws
- Procedures for accessing and collecting information
- Written standards of conduct, including conflicts of interest and complaints
- Procedures for selecting Policy Council members
- Advisory committees

Establish:

- Procedures and criteria for recruitment, selection, and enrollment

Review:

- All funding applications and amendments
- Results and follow-up activities from federal monitoring

Review and Approve:

- Major policies and procedures, including Self-Assessment, financial audit, and personnel policies
- Progress on implementing the HS grant, including corrective actions
- Major expenditures
- Operating budget
- Selection of auditor
- Actions to correct audit findings

Receive and Use:

- Annual, monthly, and periodic reports*

***Reports that are generated and used by management, then shared with and used by Policy Council and governing body:**

- HHS secretary communication
- Financial statements
- Program information summaries
- Enrollment
- USDA
- Financial audit
- Self-Assessment
- Community assessment
- PIR

Policy Council

Assumes Responsibility for Head Start Program Direction

Approve and submit to the governing body decisions regarding:

- Activities for parent involvement/engagement
- Program recruitment, selection, and enrollment priorities
- Funding applications/amendments
- Budget planning, including reimbursement and participation in Policy Council activities
- Policy Council bylaws
- Head Start program personnel policies and decisions , including criteria for employment and dismissal of program staff
- Policy Council election procedures

Receive and Use:

- Annual, monthly, and periodic reports*

Take Action:

- Hire Head Start Director and other lead staff
- Establish impasse procedures

Provide Legal Oversight:

- Ensure compliance with federal laws and state, tribal, and local laws

Provide Leadership and Strategic Direction:

- Focus on Self-Assessment
- Develop, plan, and evaluate the Head Start program

Management Staff

Assumes Operating Responsibility for Head Start Day-to-Day Functions

Take action:

- Implement policies
- Develop procedures
- Provide T/TA to governing body and Policy Council
- Supervise staff
- Monitor compliance
- Generate and use annual, monthly, and periodic reports*
- Share reports with Policy Council and governing body*

April 22, 2014

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New Head Start Performance Standards

1301.2 Governing body

(a) *Composition*. The composition of a governing body must be in accordance with the requirements specified at section 642(c)(1)(B) of the Act, except where specific exceptions are authorized in the case of public entities at section 642(c)(1)(D) of the Act. Agencies must ensure members of the governing body do not have a conflict of interest, pursuant to section 642(c)(1)(C) of the Act.

(b) *Duties and responsibilities*. (1) The governing body is responsible for activities specified at section 642(c)(1)(E) of the Act.

(2) The governing body must use ongoing monitoring results, data on school readiness goals, other information described in § 1302.102, and information described at section 642(d)(2) of the Act to conduct its responsibilities.

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1302.102 Achieving program goals

(a) *Establishing **program** **g**oals*. A program, **in collaboration** with the **governing body and policy council**, ***must*** establish goals and measurable objectives that include:

(1) Strategic long-term goals for ensuring programs are and remain responsive to community needs as identified in their community assessment as described in subpart A of this part;

(2) Goals for the provision of educational, health, nutritional, and family and community engagement program services as described in the program performance standards to further promote the school readiness of enrolled children;

Performance Standards page 59

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(3) School readiness goals that are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, state and tribal early learning standards, as appropriate, and requirements and expectations of schools Head Start children will attend, per the requirements of subpart B of part 1304 of this part; and,

(4) Effective health and safety practices to ensure children are safe at all times, per the requirements in § § 1302.47, 1302.90(b) and (c), 1302.92(c)(1), and 1302.94 and 1303 subpart F, of this chapter.

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Program Management and Fiscal Operations

Questions

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PROPOSED
DOMAIN I-V CALCULATIONS

JOHNITA MARTIN

EXECUTIVE DIRECTOR OF SCHOOL IMPROVEMENT

DOMAIN I
STUDENT ACHIEVEMENT

- 3 Components to earn the Domain I score:
  1. Percent of ALL students who score at the Phase-In passing standard
  2. Percent of ALL students who score Final Recommended in ANY subject
  3. Percent ALL of students who score Advanced

Includes ALL test

lead4ward

PROJECTED ESTIMATES - Raw Score Conversion Ranges for Spring 2017 STAAR Assessments

(Based on PROPOSED Commissioner Rule That Would Redefine Performance Standards on STAAR Beginning in 2016-17)

		Max. Raw Score on 2017 Test	2012-2015 Satisfactory Performance *(formerly Level II-Phase 1)*			Approaches Grade Level *(formerly Level II 2015-16 Std. Progression)*			Meets Grade Level *(formerly Level II-Final)*			Masters Grade Level *(formerly Level III)*		
						Scale Score Cutpoint	%age of Items Correct in Spring 2016	*ESTIMATED Raw Score Range in Spring 2017*	Scale Score Cutpoint	%age of Items Correct in Spring 2016	*ESTIMATED Raw Score Range in Spring 2017*	Scale Score Cutpoint	%age of Items Correct in Spring 2016	*ESTIMATED Raw Score Range in Spring 2017*
Reading	Grade 3	34				1345	53%	*17-19*	1468	75%	*25-27*	1555	85%	*28-30*
	Grade 4	36				1434	55%	*19-21*	1550	77%	*27-29*	1633	86%	*30-32*
	Grade 5	38				1470	57%	*20-22*	1582	76%	*28-30*	1667	87%	*32-34*
	Grade 6	40				1517	56%	*22-24*	1629	77%	*30-32*	1718	88%	*34-36*
	Grade 7	42				1567	58%	*23-25*	1674	76%	*31-33*	1753	86%	*35-37*
	Grade 8	44							1700	75%	*32-34*	1783	88%	*38-40*
	English I	68	3750	51%	*34-36*					61%	*40-42*	4691	80%	*54-56*
	English II	68	3750	54%	*36-38*					64%	*43-45*	4831	85%	*57-59*
Math	Grade 3	32				1360	52%	*16-18*	1486	76%	*23-25*	1596	89%	*28-30*
	Grade 4	34				1467	50%	*16-18*	1589	73%	*24-26*	1670	83%	*27-29*
	Grade 5	36				1500	48%	*16-18*	1625	72%	*25-27*	1724	86%	*30-32*
	Grade 6	38				1536	37%	*13-15*	1653	60%	*22-24*	1772	81%	*30-32*
	Grade 7	40				1575	41%	*15-17*	1688	63%	*24-26*	1798	81%	*32-34*
	Grade 8	42				1595	46%	*19-21*				1854	86%	*35-37*
	Algebra I	54	3500	37%	*19-21*	3550	39%	*20-22*				4633	78%	*41-43*
Science	Grade 5	36				3550	59%	*20-22*				4402	91%	*32-34*
	Grade 8	42				3550	54%	*22-24*	4000	72%	*29-31*	4406	85%	*35-37*
	Biology	54	3500	37%	19-21	3550	39%	*20-22*	4000	61%	*32-34*	4576	83%	*44-46*
SS	Grade 8	44				3550	52%	*22-24*	4000	73%	*31-33*	4268	83%	*35-37*
	US History	68	3500	41%	27-29	3550	44%	*29-31*	4000	65%	*43-45*	4440	81%	*54-56*
Writing	Grade 4	32				3550	54%	*16-18*	4000	69%	*21-23*	4612	81%	*25-27*
	Grade 7	46				3550	59%	*26-28*	4000	72%	*32-34*	4602	85%	*38-40*

Passing Standard

Final Recommended

Advanced

EXAMPLE OF DOMAIN I CALCULATION

Add the 3 percents and divide by 300 (total possible points)

66.9+34.9+12.7 = 114.5

114.5/300 = .38

- Domain I Score = 38

Domain I–IV Targets for 2015–16 A–F Ratings*

	Grade	Domain I	Domain II	Domain III**	Domain IV
Elementary School	A	60	53	10.8 or greater	98.0
	B	51	47	2.2 to 10.7	96.0
	C	40	41	–2.2 to 2.1	93.0
	D	34	37	–10.8 to –2.3	90.0
	F	Less than 34	Less than 37	Less than –10.8	Less than 90.0
Middle School	A	60	45	9.6 or greater	99.0
	B	48	41	1.9 to 9.5	97.0
	C	37	36	–1.9 to 1.8	94.0
	D	31	33	–9.6 to -2.0	91.0
	F	Less than 31	Less than 33	Less than –9.6	Less than 91.0
High School/K–12	A	60	40	12.5 or greater	98
	B	51	33	2.5 to 12.4	92
	C	40	25	–2.5 to 2.4	82
	D	33	20	–12.5 to -2.6	74
	F	Less than 33	Less than 20	Less than –12.5	Less than 74
AEA Campus	A	35	35	11.4 or greater	73
	B	29	28	2.3 to 11.3	54
	C	19	18	–2.3 to 2.2	40
	D	13	11	–11.4 to -2.4	33
	F	Less than 13	Less than 11	Less than –11.4	Less than 33
District (Non-AEA)	A	60	42	7.0 or greater	96
	B	47	39	1.4 to 6.9	91
	C	39	36	–1.4 to 1.3	81
	D	35	33	–7.0 to -1.5	73
	F	Less than 35	Less than 33	Less than –7.0	Less than 73
AEA District	A	35	36	9.5 or greater	80
	B	29	29	1.9 to 9.4	64
	C	20	19	–1.9 to 1.8	35
	D	15	15	–9.5 to -2.0	33
	F	Less than 15	Less than 15	Less than –9.5	Less than 33

DOMAIN II
STUDENT PROGRESS

- Evaluates 10 subgroups
  - All students
  - 7 Racial/Ethnic groups – Minimum size 25
  - Special Ed – Minimum size 25
  - ELL (current and monitored) – Minimum size 25
- A campus earns 1 point for each student who meets or exceeds progress
- A campus earns 1 point for each student who exceeds progress

EXAMPLE OF DOMAIN II CALCULATION

	ALL	AA	HISP.	WHITE	Spec. Ed	ELL
Met or exceeds progress	60	57	60	63	53	59
Exceeds	16	14	17	16	11	18
Total Percent	**76**	**71**	**77**	**79**	**64**	**76**

$$\frac{76+71+77+79+64+76}{1200} = \frac{443}{1200} = 37\%$$

D

Domain I–IV Targets for 2015–16 A–F Ratings*

	Grade	Domain I	Domain II	Domain III**	Domain IV
Elementary School	A	60	53	10.8 or greater	98.0
	B	51	47	2.2 to 10.7	96.0
	C	40	41	–2.2 to 2.1	93.0
	D	34	37	–10.8 to –2.3	90.0
	F	Less than 34	Less than 37	Less than –10.8	Less than 90.0
Middle School	A	60	45	9.6 or greater	99.0
	B	48	41	1.9 to 9.5	97.0
	C	37	36	–1.9 to 1.8	94.0
	D	31	33	–9.6 to -2.0	91.0
	F	Less than 31	Less than 33	Less than –9.6	Less than 91.0
High School/K–12	A	60	40	12.5 or greater	98
	B	51	33	2.5 to 12.4	92
	C	40	25	–2.5 to 2.4	82
	D	33	20	–12.5 to -2.6	74
	F	Less than 33	Less than 20	Less than –12.5	Less than 74
AEA Campus	A	35	35	11.4 or greater	73
	B	29	28	2.3 to 11.3	54
	C	19	18	–2.3 to 2.2	40
	D	13	11	–11.4 to -2.4	33
	F	Less than 13	Less than 11	Less than –11.4	Less than 33
District (Non-AEA)	A	60	42	7.0 or greater	96
	B	47	39	1.4 to 6.9	91
	C	39	36	–1.4 to 1.3	81
	D	35	33	–7.0 to -1.5	73
	F	Less than 35	Less than 33	Less than –7.0	Less than 73
AEA District	A	35	36	9.5 or greater	80
	B	29	29	1.9 to 9.4	64
	C	20	19	–1.9 to 1.8	35
	D	15	15	–9.5 to -2.0	33
	F	Less than 15	Less than 15	Less than –9.5	Less than 33

DOMAIN III
CLOSING PERFORMANCE GAPS

- Goal of Domain III -How are the ECD students performing in comparison to ALL students
- All tests
- Economically Disadvantaged Students ONLY
- Minimum size across tested areas: 40

EXAMPLE OF DOMAIN III CALCULATION

- TEA developed a formula to calculate a '**Predicted Score**' based on percent of economically disadvantaged students (campus/district)
- Each predicted score varies based on campus type and percent of ECD students.
- Calculate the **actual score** of ECD performance
- Actual Score of ECD performance - Predicted score of ECD performance

EXAMPLE OF DOMAIN III CALCULATION

District Example

y= -.15666(70.9) +45.89303 *70.9 - % of ECD students

y= -11.11+45.89303

y = **Predicted score = 34.79** -Based on formula and percent of students ECD

Actual score = 32.23

Actual score – predicted score

32.23 – 34.79 = **-2.56**

Domain I–IV Targets for 2015–16 A–F Ratings*

	Grade	Domain I	Domain II	Domain III**	Domain IV
Elementary School	A	60	53	10.8 or greater	98.0
	B	51	47	2.2 to 10.7	96.0
	C	40	41	–2.2 to 2.1	93.0
	D	34	37	–10.8 to –2.3	90.0
	F	Less than 34	Less than 37	Less than –10.8	Less than 90.0
Middle School	A	60	45	9.6 or greater	99.0
	B	48	41	1.9 to 9.5	97.0
	C	37	36	–1.9 to 1.8	94.0
	D	31	33	–9.6 to -2.0	91.0
	F	Less than 31	Less than 33	Less than –9.6	Less than 91.0
High School/K–12	A	60	40	12.5 or greater	98
	B	51	33	2.5 to 12.4	92
	C	40	25	–2.5 to 2.4	82
	D	33	20	–12.5 to -2.6	74
	F	Less than 33	Less than 20	Less than –12.5	Less than 74
AEA Campus	A	35	35	11.4 or greater	73
	B	29	28	2.3 to 11.3	54
	C	19	18	–2.3 to 2.2	40
	D	13	11	–11.4 to -2.4	33
	F	Less than 13	Less than 11	Less than –11.4	Less than 33
District (Non-AEA)	A	60	42	7.0 or greater	96
	B	47	39	1.4 to 6.9	91
	C	39	36	–1.4 to 1.3	81
	D	35	33	–7.0 to -1.5	73
	F	Less than 35	Less than 33	Less than –7.0	Less than 73
AEA District	A	35	36	9.5 or greater	80
	B	29	29	1.9 to 9.4	64
	C	20	19	–1.9 to 1.8	35
	D	15	15	–9.5 to -2.0	33
	F	Less than 15	Less than 15	Less than –9.5	Less than 33

DOMAIN IV
POST SECONDARY READINESS

- 10 student groups
  - All students
  - 7 Racial/Ethnic groups
  - SPED
  - ELLs (current and monitored)
- Elementary – Attendance
- Middle – Attendance and Drop Out Rate

- **Minimum size of 25 for each group

CALCULATING CHRONIC ABSENTEEISM

- Percent of students in attendance for 83% or more of the school year. (Excludes high mobility rate students)
- Chronic absenteeism – Of the non-mobile students percent of students absent 10% of the days they were eligible to attend

*Though its called chronic absenteeism, the score is the percent of students NOT chronically absent.

HIGH SCHOOL AND DISTRICT DOMAIN IV

- Graduation Rate
- Annual Graduates who complete at least 1 of the following
  - *Completed* a CTE-Coherent Sequence of courses
  - *Completed* 12 or more hours of postsecondary credit
  - Perform at or above criterion score on 1 or more AP/IB examinations
  - Met the TSI benchmark on TSIA, SAT, or ACT
  - Enlist in the armed forces
- Graduation Plan Rate

DOMAIN V

- 8 Categories

Fine Arts	**Second Language Acquisition**
Wellness and Physical Education	**Digital Learning Environment**
Community and Parental Involvement	**Drop out prevention strategies**
21st Century Development Program	**Educational Program for G/T students**

- In the summer of 2017, district and campuses will choose 3 of the 8 for the Domain V rating.

PROPOSED DOMAIN CALCULATIONS

Domains	How much does it count?
The best of Domain I or Domain II Student Achievement OR Student Progress	35%
Domain III Closing Performance Gap	20%
Domain IV Post Secondary Readiness	35%
Domain V Community & Student Engagement	10%
Overall	100%