



AGENDA

for the

Board Workshop Meeting

of the

Board of Trustees

**Tyler ISD Administration Building, Room B, 1319 Earl Campbell
Parkway, Tyler, TX**

**April 6, 2017
11:00 AM**

NOTICE OF BOARD WORKSHOP MEETING OF THE TYLER INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Notice is hereby given that on Thursday, April 6, 2017, the Board of Trustees of the Tyler Independent School District will hold a Board Workshop meeting at 11:00 AM at the Tyler ISD Administration Building, Room B, 1319 Earl Campbell Parkway, Tyler, TX. The subjects to be discussed are listed on the agenda which is attached to and made a part of this Notice.

Individuals with disabilities are entitled to have access to and participate in public meetings. An individual requiring an accommodation for access to the meeting must notify the Tyler Independent School District by informing the district's ADA coordinator, in writing 24 hours prior to the scheduled meeting of the necessity of an accommodation. Upon receipt of this request, the district will furnish appropriate auxiliary aides and services when necessary to afford an individual with a disability an equal opportunity to participate in and enjoy the benefits of the board meeting as nonhandicapped individuals enjoy.

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act.

Texas Government Code Section:

551.071	Private consultation with the board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.076	Considering the deployment, specific occasions for, or implementation of, security personnel or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups.
551.084	Excluding witnesses from a hearing.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive meeting, then the final action, final decision, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

**TYLER INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES BOARD WORKSHOP MEETING**

Thursday, April 6, 2017 11:00 AM

**Tyler ISD Administration Building, Room B, 1319 Earl Campbell Parkway, Tyler,
TX**

AGENDA

- I. Call to Order
- II. First Order of Business -- Announcement by the Chairman as to the presence of a quorum, that the meeting has been duly called and that notice of the meeting has been posted in the time and manner required.
- III. District of Innovation Plan (First Reading) 5
- IV. Lone Star Governance - Continuous Improvement/Student Outcomes
 A. Consider approval of the Quarterly Board Progress Tracker 22
- V. Executive Session will be held for the purposes authorized by the Texas Open Meetings Act, Texas Government Code Section 551.071 et seq. concerning any and all purposes permitted by the Act.
 - A. Texas Government Code Section 551.071 For the purpose of a private consultation with the board's attorney on all subjects or matter authorized by law.
 - I. When the governmental body seeks the advice of its attorney about pending or contemplated litigation or a settlement offer or
 - II. On a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.
 - III. Consider legal advice regarding personnel and related action items.
 - B. Texas Government Code Section 551.072 For the purpose of discussing purchase, exchange, lease, or value of real property.
 - I. Discussing purchase, exchange, lease, or value of real property.
 - C. Texas Government Code Section 551.074 For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee.
 - I. Consider hiring and accepting resignations of professional personnel.
 - II. Consider renewals, non-renewals and terminations of contracts for professional personnel. (To deliberate the appointment, employment, evaluation, reassignment, duties, and contracts of employees.)
 - III. Consider Superintendent's Goals
- VI. Reconvene from Executive Session
- VII. Consider action on items discussed in Executive Session
 - A. Consider board approval of hiring, accepting resignations and/or terminations of professional personnel.
 - B. Consider renewals, non-renewals and terminations of contracts for professional

personnel.

VIII. Adjournment

Subject: Tyler ISD District of Innovation Plan

BACKGROUND INFORMATION

H.B. 1842 (84th Session of the Texas Legislature) in part amended Chapter 12 of the Texas Education Code (TEC) to create Districts of Innovations. Districts are eligible for designation if certain performance requirements are met and the district follows certain procedures for adoption as outlined in Statute. The designation provides the district will be exempt from certain sections of the TEC that inhibit the goals of the district as outlined in the locally adopted Innovation Plan.

ADMINISTRATIVE CONSIDERATION

District administration followed statutory and Texas Education Agency processes after the school board approved moving toward the District of Innovation status.

- The DOI Committee created and voted in favor of the Tyler ISD Plan by majority.
- The first draft of the District of Innovation Plan is included for review.
- The district is required to post the DOI Plan on the Tyler ISD website for 30 days.

ADMINISTRATIVE RECOMMENDATION

The administration recommends that the board review the District of Innovation Plan in preparation for further board consideration and possible approval.

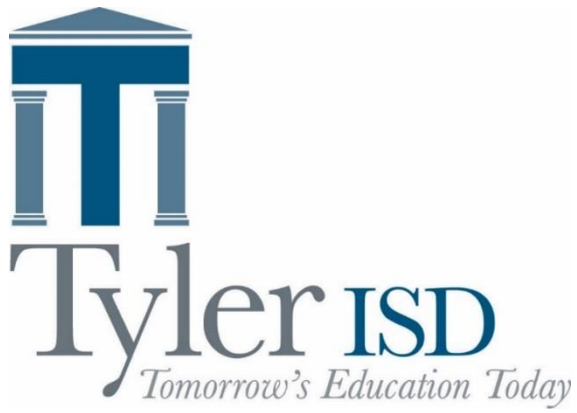
ACTION REQUIRED

First Reading

CONTACT PERSON

Christy L. Hanson, Ed. D.

04-06-17



DISTRICT OF INNOVATION PLAN

April 6, 2017

Vision Statement:

We focus on successful student outcomes.

District Goals

Goal 1 — Early Literacy

The number of students who are on grade level in reading at the end of third grade according to Rasch Unit Scale 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 1: Percentage of students who meet the standard on the third grade state assessment will increase from 64% in 2016 to 85% in 2021.

- Baseline (Spring 2016) – 64%
- Year 1 Target (Spring 2017) – 68%
- Year 2 Target (Spring 2018) – 73%
- Year 3 Target (Spring 2019) – 77%
- Year 4 Target (Spring 2020) – 81%
- Year 5 Target (Spring 2021) – 85%

Progress Measure 2: Percentage of students who have on-grade-level Rasch Unit Scale scores in reading in all grade levels kindergarten through grade 3 according to the Northwest Evaluation Association Measures of Academic Progress 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) – 45%
- Year 2 Target (Spring 2018) – 56%
- Year 3 Target (Spring 2019) – 67%
- Year 4 Target (Spring 2020) – 78%
- Year 5 Target (Spring 2021) – 85%

Goal 2 — College Readiness 60x30

The percentage of graduates who are considered college-and career-ready will increase by an average of at least 4% annually over the next five years (from 55.8% in the spring of 2016 to 75.8% in the spring of 2021).

- Baseline (Spring 2016) – 55.8%
- Year 1 Target (Spring 2017) – 59.8%
- Year 2 Target (Spring 2018) – 63.8%
- Year 3 Target (Spring 2019) – 67.8%
- Year 4 Target (Spring 2020) – 71.8%
- Year 5 Target (Spring 2021) – 75.8%

Progress Measure 1: The percentage of TISD students taking Advanced Placement (AP) exams who score 3 or higher will increase by an average of at least 2% annually over the next five years (from 44.5% in the spring of 2016 to 54.5 % in the spring of 2021).

- Baseline (Spring 2016) - 44.5%
- Year 1 Target (Spring 2017) – 46.5%
- Year 2 Target (Spring 2018) – 48.5%
- Year 3 Target (Spring 2019) – 50.5%
- Year 4 Target (Spring 2020) – 52.5%
- Year 5 Target (Spring 2021) – 54.5%

Progress Measure 2: The percentage of District students completing two or more advanced/dual credit courses will increase by an average of at least 3% annually over the next five years (from 38.8% in spring of 2016 to 53.8% in the spring of 2021).

- Baseline (Spring 2016) – 38.8%
- Year 1 Target (Spring 2017) – 41.8%
- Year 2 Target (Spring 2018) – 44.8%
- Year 3 Target (Spring 2019) – 47.8%
- Year 4 Target (Spring 2020) – 50.8%
- Year 5 Target (Spring 2021) – 53.8%

Goal 3 — Career Technology Education 60x30

The percentage of graduates completing a CTE coherent sequence of courses will increase by an average of at least 8.5% annually over the next five years (from 29.4% in the spring of 2016 to 71.9% in the spring of 2021).

- Baseline (Spring 2016) – 29.4%
- Year 1 Target (Spring 2017) – 37.9%
- Year 2 Target (Spring 2018) – 46.4%
- Year 3 Target (Spring 2019) – 54.9%
- Year 4 Target (Spring 2020) – 63.4%
- Year 5 Target (Spring 2021) – 71.9%

Progress Measure 1: The total number of District high school students earning an industry- recognized CTE 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).

- Baseline (Spring 2016) – 26
- Year 1 Target (Spring 2017) – 31
- Year 2 Target (Spring 2018) – 37
- Year 3 Target (Spring 2019) – 44
- Year 4 Target (Spring 2020) – 53
- Year 5 Target (Spring 2021) – 64

Introduction

House Bill 1842, passed during the 84th Legislative Session, allows Texas public schools with sufficient academic ratings to obtain exemptions from certain provisions of the Texas Education Code. The allowable exemptions are for those sections of code that do not apply to charter or private schools in an attempt to reduce the extra administrative or operational burdens placed on public schools.

To obtain exemptions, the District must create a Local Innovation Plan detailing the code requirements that inhibit the goals of the District and the benefits to the District expected from the exemption.

Term

The term of the plan will begin with the 2017-2018 school year and terminate at the end of the 2021-2022 school year, unless amended, rescinded or renewed by the District of Innovation Committee and the Board of Trustees. The District of Innovation Committee will review the plan annually to confirm consistent alignment with the needs of the District. Any recommended plan changes will be posted to the District website for 30 days and require the approval of the District of Innovation Committee and the Board of Trustees [Refer to Tyler ISD Board Policy AF].

District of Innovation Committee

<i>Member Name</i>	<i>Title</i>
<i>Alvarez, Ricardo</i>	<i>Bilingual/ESL Instructional Specialist</i>
<i>Brown, Gary</i>	<i>Executive Director of Advanced Academics</i>
<i>Buckner, Gregory</i>	<i>Community Member</i>
<i>Cano, Laura</i>	<i>Executive Director of Human Resources</i>
<i>Carmona, Alejandra</i>	<i>Teacher – Elementary</i>
<i>Curry, Rodney</i>	<i>Principal – Middle School</i>
<i>Davis, Carol</i>	<i>Parent</i>
<i>Ditto, Paulette</i>	<i>Parent</i>
<i>Eckert, Elicia</i>	<i>Parent</i>
<i>Farmer, Brent</i>	<i>Assistant Principal – Middle School</i>

<i>Member Name</i>	<i>Title</i>
<i>Hanson, Christy</i>	<i>Chief Administrative Officer</i>
<i>Hittle, Shauna</i>	<i>Executive Director of Teaching and Learning</i>
<i>Hortman, Amanda</i>	<i>Bilingual/ESL Instructional Specialist</i>
<i>Jones, Ronald</i>	<i>Chief of Staff</i>
<i>Ladd, Steven</i>	<i>Assistant Principal – Elementary</i>
<i>Loredo, Marc</i>	<i>Parent and Community Partner</i>
<i>Leisure, Shannon</i>	<i>CTE Facilitator</i>
<i>Myers, Tracey</i>	<i>Assistant Principal – High School</i>
<i>Oby, Carlton</i>	<i>Community Member</i>
<i>Pesina, Jr. Nick</i>	<i>Community Member</i>
<i>Redd-Dorsey, Shanequa</i>	<i>Assistant Principal – High School</i>
<i>Roach, Christy</i>	<i>Principal – Elementary</i>
<i>Sanchez, Rawly</i>	<i>Chief Administrative Officer</i>
<i>Smith, Lauren</i>	<i>Teacher – Middle School</i>
<i>Tefteller, Melinda</i>	<i>Teacher – High School</i>
<i>Wallace, Jason</i>	<i>Parent</i>
<i>Williams, André</i>	<i>Teacher – Elementary</i>
<i>Zavarce, Ivette</i>	<i>Community Member</i>

<i>Ad Hoc Members</i>	
<i>Crawford, Marty</i>	<i>Superintendent</i>
<i>Bjork, Tosha</i>	<i>Chief Financial Officer</i>
<i>Harkey, Detrese</i>	<i>Community Member</i>
<i>Hager, Fritz</i>	<i>Board Member</i>
<i>Mason, Orenthia</i>	<i>Board Member</i>
<i>Roy, Sharon</i>	<i>Chief Human Resources Officer</i>

Timeline

December 16, 2016	Introductory Meeting
January 23, 2017	Board of Trustees approved the Resolution for District of Innovation.
February 9, 2017	Board held a Public Hearing regarding DOI.
February 20, 2017	Board of Trustees approved moving forward with District of Innovation and approved the District of Innovation Advisory Committee to create a DOI Plan.
February 28, 2017	District of Innovation Committee Meeting 4:00 – 6:00 p.m. at the Davidson Center
March 7, 2017	District of Innovation Committee Meeting 4:00 – 6:00 p.m. at the Davidson Center
March 23, 2017	District of Innovation Committee Meeting 4:00 – 6:00 p.m. at the Davidson Center
March 28, 2017	District of Innovation Committee Meeting 4:00 – 6:00 p.m. at the Davidson Center
April 6, 2017	District of Innovation Plan presented to the Board of Trustees for First Reading.

First Day of Instruction
(TEC 25.0811)

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

I. Current Challenges

- A. Insufficient professional learning time.
- B. Texas Education Agency will require innovation plans instead of waivers for adjustments to the first and last day of school.
- C. Insufficient planning and preparation time before the first day of instruction and throughout the school year.
- D. Unequal instructional time in the fall and spring semesters.
- E. Unable to begin the year before the 4th Monday in August (especially when it falls late in the year, i.e. 8/28/17).
- F. Unable to end the year before Memorial Day, if reasonable and/or possible.
- G. Traditional calendars result in lost instructional time.
- H. District and college calendars are not aligned for dual credit/dual enrollment courses.
- I. Unnatural breaks throughout the school year.

II. 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:

- A. Provide Tyler ISD Board of Trustees the flexibility to consider beginning instruction earlier and develop a school calendar that meets the needs of the district.
 - 1. This will enable Tyler ISD to improve active learning by balancing the amount of instructional time in each semester.
 - 2. This will allow teachers to better pace and deliver instruction before and after the winter break.
 - 3. Creates balanced instructional time before STAAR, EOC, AP exams, etc.
 - 4. Allows additional time for internships and industrial certification opportunities.
 - 5. Provide flexibility for specific campuses (based on innovative, choice, accountability status, or other factors) to start earlier/end later.
- B. Tyler ISD will continue to involve stakeholders such as community members/groups teaching staff, administrators, and parents to make recommendations to the Tyler ISD Board regarding the calendar.
 - 1. The start date will be no earlier than the 2nd Monday of August of each year.
 - 2. The committee will recommend a calendar that addresses student instruction paired with a focused professional development plan; in conjunction with statutorily required instructional minutes (75,600), along with traditions and expectations of the community.

**Minimum Minutes of Instruction
(TEC §25.081)**

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.

I. Current Challenges

- A. Pre-Kindergarten students have an easier time transitioning into school if they are not arriving and dismissing at the same time as older students.
- B. Pre-Kindergarten teachers are able to more closely monitor their students with a flexible arrival and dismissal time.
- C. Pre-Kindergarten teachers are unable to access their full 45-minute planning time and duty free lunch for half-day programs.
- D. High school students who attend alternative education setting often need a flexible schedule to manage their life circumstances.
- E. Flexibility for innovative adjustments and offerings are restricted.
- F. The Texas Education Agency is no longer offering a waiver to accommodate special programs such as Dropout Recovery programs.

II. Innovation Plan

A. Pre-Kindergarten

The state requires 75,600 minutes for full day programming. For half-day programs such as Prekindergarten and the Preschool Program for Children with Disabilities (PPCD) the required minute requirement would be 37,800 minutes.

- 1. Tyler ISD will offer a 210-minute school day for half-day programs.

This will allow each teacher to have a morning and an afternoon group of students along with their conference period and duty free lunch within the regular school day. This 210-minute exemption will result in the students receiving 35,700 minutes of instruction during their half-day program.

- 2. Tyler ISD will offer a 420-minute school day for full day programs.

This will allow the campus or district to create flexible schedules for Prekindergarten students' arrival and dismissal times to provide the greatest degree of supervision. A 420-minute day would provide 71,400 minutes.

B. Dropout Prevention Program

- 1. Dropout Prevention programs (for example RISE or innovative school structures) offer an alternative education program designed to meet the needs of non-traditional students. These programs offer opportunities for students to experience personalized or non-traditional educational environments, accelerate credit attainment, acquire credits at a faster rate, and mitigate credit deficiencies. RISE prevents students from dropping out of school by providing an alternate route to graduation for students who have not been successful in the traditional school due to special challenges. These challenges include (but are not limited to) parent or parenting students; over-age students; family hardships created by economic situations that result in the student having to work instead of attend school; being credit deficient for various reasons; and/or having difficulty passing STAAR End-of-Course exams.

2. Community members without high school diplomas have a lower earning power and require more community assistance than citizens who earn high school diplomas.
3. This exemption will allow Tyler ISD to offer drop out prevention programs, with fewer instructional minutes, designed to fit the needs of at-risk students or students who need an educational experience different from what is available in a comprehensive setting. The student's family and personal situation will determine the minutes per day of instruction and the type of instruction needed to accomplish student's academic goals.

Option A - Students will attend as few as 240 minutes per day; resulting in 40,800 instructional minutes per year.

Option B - Students will participate in a hybrid version where they will attend 240 minutes of instruction on campus and 34,800 minutes of instruction through virtual/online instruction.

Option C - Students will participate in 75,600 minutes of face-to-face instruction during the school day.

Minimum Attendance for Class Credit or Final Grade (the 90% rule)
(TEC §25.092)

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).

I. Current Challenges

- A. Limited student access to internships
- B. Limited student access to non-traditional extracurricular experiences
- C. Limited student access to field-based experiences and enrichment opportunities
- D. Lack of individualized learning plans and student schedule flexibility
- E. Limited blended learning and distance learning opportunities
- F. Limited opportunity to complete online coursework away from the campus

II. 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.

- A. The campus will convene an Individual Graduation Committee (IGC) to pre-approve the “in kind” hours. The principal has the final approval authority of each individualized plan.
- B. The Individual Graduation Committee (IGC) will be the final determining factor in granting credit or final grade.
- C. The student must demonstrate mastery of the content before he/she is granted credit or the final grade.

TEACHER CERTIFICATION: General Education
(TEC 21.003) (TEC 21.055) (TEC 21.057)

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 §21.055 allows a school district to issue a school district teaching permit and employ as a teacher a person who does not hold a teaching certificate issued by the SBOE. To be eligible for a school district teaching permit under this section, a person must hold a baccalaureate degree. Promptly after employing a person under this section, a school district shall send to the commissioner a written statement identifying the person, the person's qualifications as a teacher, and the subject or class the person will teach. The person may teach the subject or class pending action by the commissioner.

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.

I. Current Challenges

- A. A lack of highly qualified staff for innovative or hard to staff courses.
- B. Archaic, antiquated, and overregulated certification rules determined by traditional grade groupings.
- C. Regional and School Finance barriers such as location, salary ceilings, and other cost of living adjustments.
- D. Perception and support from state elected officials, regulatory statute, and bureaucratic rules as they influence overall impact on recruitment of quality staff.
- E. A lack of teachers with specialized certifications.
- F. Inability to hire subject-matter experts for specialized courses.
- G. Limited flexibility in scheduling and staff assignments.

II. Innovation Plan

Tyler ISD will continue its quest for highly effective educators.

- A. All decisions regarding teacher certification and assignments will be decided locally, to serve the needs of students, the district, and community.
- B. A campus principal may submit to the Superintendent and/or the Superintendent's Designee a request to allow a SBEC certified teacher to teach a *grade level* that is outside his/her state (SBEC) certification.
 - 1. The principal must specify in writing the reason for the request and document what credentials the SBEC certified teacher possesses that would qualify this individual to teach a grade level outside of his/her certification; along with the support that will be provided for the teacher.
 - 2. Emergency or financial situations creating the need for this assignment should also be noted.

- C. The campus principal may submit to the Superintendent and/or the Superintendent's Designee a request to allow a SBEC certified teacher to teach *one subject* in a related field for which he/she is not certified.
 - 1. The principal must specify in writing the reason for the request and document what credentials the SBEC certified teacher possesses that would qualify this individual to teach a grade level outside of his/her certification; along with the support that will be provided for the teacher.
 - 2. Emergency or financial situations creating the need for this assignment should also be noted.
- D. Tyler ISD will allow District Teaching Certifications based on skills and experiences outside the traditional teacher certification pathway.
 - 1. An individual with certain qualifications who is not state certified as a teacher can be eligible to teach in hard to fill positions including, but not limited to, TEA approved shortage areas such as mathematics, science, Languages Other than English (LOTE), Career & Technical Education (CTE), etc.
 - 2. A person seeking District Teaching Certifications should have the abilities and related knowledge/experience to fulfil the requirements of the position.
 - 3. The principal must submit to the Superintendent and/or the Superintendent's Designee, a request for District Teaching Certifications outlining all the individual's credentials/qualifications.
 - 4. Qualifications that may be considered include but are not limited to:
 - a. Professional work experience.
 - b. Formal training and education, including an Associate's Degree (CTE) and Bachelors/Masters/Doctoral Degrees.
 - c. Active professional relevant industry certification or registration.
 - d. Combination of work experience, training, and education.
 - e. Demonstration of successful experience working with students.
 - f. Bachelor's Degree may be waived in certain CTE courses
 - 5. The Superintendent and/or the Superintendent's Designee will then approve the request if he/she believe the individual possesses the knowledge, skills and experience required of the position and feel the individual could be an asset to students.
 - 6. An employee working under a District Teaching Certifications will not receive a term contract but will work on a probationary contract.
 - 7. Determinations shall be made on a case-by-case basis.
- E. 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. Teacher certification waiver, state permit applications, notifications, or other paperwork will not be submitted to the Texas Education Agency, as the district will be exempt from notification regulations.
- F. An employee working under a District Teaching Certification will adhere to the same professional standards, ethics, and requirements of all certified teachers.
- G. An employee working under a District Teaching Certification will be appraised under the same teacher appraisal system as required of all certified teachers.

PROBATIONARY CONTRACTS
(TEC 21.102(b))

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.

I. Current Challenges

Five (5) months is not enough time to determine effectiveness for newly hired staff (whom qualify for Chapter 21 contracts) before contract renewals are due in the Spring.

II. Innovation Plan:

- A. 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 (refer to qualifying positions per TEC 21.102) 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.
 - 1. Allowing sufficient time to evaluate the teacher's effectiveness in the classroom.
 - 2. Allowing for professional development to enhance professional growth.
- B. 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 the following 5 criteria:
 - 1. A score of "Proficient" in 12 of the 16 Domains on the T-TESS.
 - 2. Student outcomes that indicate either
 - a. 60% of student met growth projections as indicated by NWEA MAP scores (K-10th grade).
 - b. 60% of students met Level II or above standard for STAAR (3rd – EOC).
 - c. Locally developed student outcomes for non-core teachers.
 - 3. Attended all district and campus required Professional Development.
 - 4. Positive recommendation from the current campus principal.
 - 5. Concurrence from the office of the Chief of Staff and Assistant Superintendent of Schools.

CLASS SIZE –Submitting waivers for Kindergarten – 4
(TEC 25.111) (TEC 25.112) (TEC 25.113)

TEC §25.111 requires that districts employ enough teachers certified to maintain an average ratio of not less than one teacher for each 20 students in average daily attendance except as provided by §25.112.

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.

I. Current Challenges

- A. Newcomers may be forced to attend schools that are not in their neighborhood.
- B. Classes are split several weeks after school starts; severing bonds between teachers and students.
- C. Highly effective and qualified teachers are difficult to find after school starts.
- D. The financial impact of hiring one teacher for one or two students over the ratio is significant.
- E. Continued State control over the policies and procedures related to class-size rather than local control.

II. Innovation Strategies

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.

- A. Class size ratios will be reported to the Tyler ISD Board of Trustees at a minimum of once per semester.
- B. Hiring decisions will be based on projected 22:1 ratios.
- C. 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.
- D. Classrooms that reach a 23:1 ratio will be provided support through a paraprofessional position. This will allow incoming students to stay in their preferred or neighborhood schools rather than being transported to different campuses.
- E. 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.
- F. 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.
- G. A teacher may be hired at any time during the school year; in accordance with district guidelines.

- H. A TEA waiver request and related notifications shall not be necessary when a Kindergarten- 4th classroom exceeds the 22:1 ratio, allowing the local school board to make the ultimate determination.

DRAFT

Subject: Board Quarterly Progress Tracker

BACKGROUND INFORMATION

In November 2016, the board, superintendent and administrative team attended the Lone Star Governance Training lead by the Texas Education Agency. The intention of Lone Star Governance is to provide a continuous improvement model for governing teams (Boards in collaboration with their Superintendents) that choose to intensively focus on one primary objective: Improving Student Outcomes.

In addition to Lone Star's singular focus on improving student outcomes, it provides a system for governing the secondary, but vital, legal and fiscal responsibilities of the Board.

ADMINISTRATIVE CONSIDERATION

The board quarterly progress tracker will be presented for review and consideration by the board at the meeting.

ADMINISTRATIVE RECOMMENDATION

The administration recommends the board approve the Board Quarterly Progress Tracker for Lone Star Governance.

ACTION REQUIRED

Board Approval

CONTACT PERSON

Marty Crawford, Ed.D.

04-06-17