

Agenda of Regular

The Board of Trustees El Campo Independent School District

A Regular of the Board of Trustees of El Campo Independent School District will be held January 27, 2010, beginning at 7:00 PM in the Boardroom, 700 W. Norris, El Campo, TX 77437.

The subjects to be discussed are as listed below.

1. Recognition 4
 - A. Business Office Personnel
 - B. Process Improvement Teams
 1. Curriculum Scope and Sequence Changes
2. Business and Operations
3. Governance
 - A. Consider Action on Summative Evaluation of Superintendent and Superintendent's Contract
4. Closed Session
5. Call to Order/Opening Prayer/Pledge of Allegiance
6. Personnel
7. Adjournment
8. Public Comment
9. Assignment of Educational Aides
10. Myatt Elementary Bilingual Inclusion Teacher - Maria Delgado
11. Houston Livestock Show and Rodeo School Art
12. School Board Recognition Month
13. Consent Agenda
14. Governance
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A. Consider and Take Possible Action Regarding P.R., AND M.R., AND N.R., Individually and as Next Friend of S.R., v. Central Texas Autism Center, Inc. and Cara Brown v. El Campo Independent School District, In District Court of Travis County, Texas, In the 126th Judicial District; Cause No. D-1-GN-08003644	
42. Consider and Take Possible Action Regarding S.R. vs. El Campo Independent School District, et al., In the United States District Court for the Southern District of Texas Houston Division; Civil Action No. H-08-3263	
43. Texas Government Code § 551.074 (1) (a) PERSONNEL MATTERS, to Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee	
44. The Board Will Meet in a Closed Meeting to Discuss the Summative Evaluation of the Superintendent and Possible Action on Superintendent's Contract	
45. Texas Government Code § 551.071. CONSULTATION WITH ATTORNEY; CLOSED MEETING	
46. Pursuant to Section 551.071 of the Texas Govt. Code, Consultation with The District's Attorney Regarding S.R. vs. El Campo Independent School District, et al., In the United States District Court for the Southern District of Texas Houston Division; Civil Action No. H-08-3263	
47. Pursuant to Section 551.071 of the Texas Govt. Code, Consultation with The District's Attorney Regarding P.R., M.R., AND N.R., Individually and as Next Friend of S.R., v. Central Texas Autism Center, Inc. and Cara Brown v. El Campo Independent School District, In District Court of Travis County, Texas, In the 126th Judicial District; Cause No. D-1-GN-08003644	

48. Discuss Possibility of Conducting Staffing Study
 49. Superintendent's Report
 - A. Curriculum and Instruction
 50. Governance
 - A. Monthly Calendar of Activities and Events
 51. Preliminary Agenda for Regular Meeting on February 16, 2010
 52. Business and Support Services
 53. Personnel
 54. Students
 55. Monthly DAEP Report
 56. Monthly SRO Report
 57. Community and Governmental Relations
-

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on January 15, 2010

For the Board of Trustees

Recognition

- A. Business Office Personnel
- B. Process Improvement Teams
 - 1. Curriculum Scope and Sequence
 - 2. Assignment of Educational Aides
- C. Myatt Elementary Bilingual Inclusion Teacher – Maria Delgado
- D. Houston Livestock Show and Rodeo School Art
- E. School Board Recognition Month

Summary

Business Office Personnel. We have just received our Annual Financial Report for the Year Ended August 31, 2009. The auditor, John Pechacek, was very complimentary of our business staff and how they handle the financial affairs of the district.

The following staff are to be commended for their work in making sure that district finances remain exemplary and the completion of another outstanding audit:

- David Bright – Assistant Superintendent for Finance and Operations
- Joyce Supak – Bookkeeper
- Ane Marie Farthing – Federal Programs
- Becky Popp – Accounts Payable

Process Improvement Teams. In the fall of 2008 as I visited with faculty members there were at least two recurring themes that were expressed as concerns: (1) The need for a systematic process for recommending changes to the district curriculum scope and sequence; and (2) A review of how we assign our educational aides so that they benefit the most children in improving their academic performance.

To study these issues we formed process improvement teams that worked with Dr. Bryan Cole over the course of the 2009 spring semester. The individuals who served on these teams did an outstanding job in working to improve our processes and procedures in these two areas. Many of their recommendations have been implemented this school year and others are being considered for future implementation.

The charge to the Curriculum Scope and Sequence Team was to design a process by which changes to the district curriculum scope and sequence are proposed, reviewed, and approved/disapproved. Team members included:

Myatt – Kendra Janik, Kim Clark

Hutchins – Joy Janish, Deborah Capak
Northside – Alicia Sary, Laura Deiss
Middle School – Kim McKelvy, Recie Staff
High School – Toni Baron, Chris Skinner

The charge to the Educational Aide Assignment and Scheduling Team was to design a process by which educational aides are scheduled and assigned to provide the most effective instructional support for classroom teachers and their students, and in a way that is the most cost efficient for district taxpayers. Team members included:

Myatt – Janel English, Lisa Weinheimer
Hutchins – Daphne Hensley, Neta Ripple
Northside – Alica Sary, Laura Deiss
Middle School – Karen Hogan
High School – Maria Urban

Myatt Elementary Bilingual Inclusion Teacher. In December we were fortunate enough to hire a longtime paraprofessional employee, Maria Delgado, who had finished her degree and received her teaching certificate as one of our bilingual inclusion teachers at Myatt Elementary School.

Houston Livestock Show and Rodeo School Art. High school and middle school art students participated in the area HLSR School Art show on January 19th. Once again El Campo High School students did an outstanding job. Award recipients include:

Best of Show – Eli Wood
Gold Medals – Kaitlyn Cain and Tracey Valdez

School Board Recognition Month. Governor Rick Perry has proclaimed January 2010 as School Board Recognition Month to help build awareness of the crucial role an elected board of trustees plays in our communities and schools. Hats off to each of you for your commitment and sacrifice.

ECISD Board Policy

None.

Effective Date

January 27, 2010

Previous Board Action

The Board periodically recognizes students for their accomplishments above and beyond district level competition or faculty and staff members who have achieved some type of special recognition. This section of the agenda is also used to introduce teachers who are new to the District.

Future Action Expected	The Board periodically recognizes students for their accomplishments above and beyond district level competition or faculty and staff members who have achieved some type of special recognition. This section of the agenda is also used to introduce teachers who are new to the District.
Background Information and Significant Issues	None.
Fiscal Impact	None.
Student and Public Benefit	The Board has the opportunity to recognize student and faculty for their extra effort.
Procedural and Reporting Implications	None.
Public Comments	None.
Other Comments and Related Issues	None
Attachments	None.
Contact Person(s)	Mark Pool, Superintendent of School Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction Rich DuBroc, High School Principal
Action Required	No action required.
Superintendent's Recommendation	Information item only. Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (4.A.1)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Action Required

**Consent Agenda:
Governance**

Minutes of Previous Meetings

1. December 15, 2009 – Public Hearing for Annual AEIS Report
2. December 15, 2009 – Regular Meeting
3. January 12, 2010 – Special Meeting to Conduct Superintendent Performance Evaluation
4. January 19, 2010 – Special Meeting to Review and Approve Annual Financial and Compliance Audit

Summary

According to policy BE (LOCAL), BOARD MEETINGS, MINUTES, board action shall be carefully recorded by the secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board.

ECISD Board Policy

BE (LOCAL), BOARD MEETINGS

Effective Date

January 27, 2010.

Previous Board Action

The Board approves minutes at each regular monthly meeting.

Future Action Expected

The Board approves minutes at each regular monthly meeting.

**Background Information and
Significant Issues**

None.

Fiscal Impact

None.

Student and Public Benefit

An accurate record of all discussions and actions by the Board of Trustees is maintained.

**Procedural and Reporting
Implications**

After approval minutes are filed with the official records of the District.

Public Comments

None.

Alternatives	None.
Other Comments and Related Issues	None
Attachments	Minutes of regular and special meetings held on the following dates: <ol style="list-style-type: none"> 1. Public Hearing – December 15, 2009 2. Regular Meeting – December 15, 2009 3. Special Meeting – January 12, 2010 4. Special Meeting – January 19, 2010
Contact Person(s)	Dianne Cerny, Executive Secretary
Action Required	Motion, second and majority vote to approve the minutes.
Superintendent's Recommendation	I recommend you approve the minutes of previous meetings as part of the consent agenda. Mark Pool, Superintendent of Schools

**MINUTES OF THE BOARD OF TRUSTEES
EL CAMPO INDEPENDENT SCHOOL DISTRICT
January 19, 2010**

The Board of Trustees of the El Campo Independent School District met in a special session January 19, 2010, at 12:00 p.m. in the ECISD Boardroom, 700 W. Norris, El Campo, Texas.

Tommy Turner called the meeting to order at 12:11 p.m. Tommy Turner gave the opening prayer followed by the Pledge of Allegiance. There was a quorum present.

MEMBERS PRESENT: Tommy Turner, J. J. Croix, Melissa Erwin, Ralph Novosad

MEMBERS ABSENT: David Hodges, Cecil Davis, James Russell,

OTHERS PRESENT: Mark Pool, David Bright, David Pehachek

REVIEW AND APPROVE THE ANNUAL FINANCIAL REPORT FOR THE YEAR ENDED AUGUST 31, 2009: A motion was made by Ralph Novosad and seconded by J. J. Croix to approve the Annual Financial Report for the year ended August 31, 2009. Motion carried by a 4 – 0 – 0 vote with Trustees Melissa Erwin, Tommy Turner, Ralph Novosad and J. J. Croix in favor, none opposed and Trustees Cecil Davis, David Hodges and James Russell being absent.

There being no further discussion, the meeting adjourned at 12:32 p.m.

DRAFT

President

Secretary

**MINUTES OF THE BOARD OF TRUSTEES
EL CAMPO INDEPENDENT SCHOOL DISTRICT
December 15, 2009**

The Board of Trustees of the El Campo Independent School District met in a special session December 15, 2009, at 6:45 p.m. in the Board Room, 700 West Norris, El Campo, Texas.

MEMBERS PRESENT: La Keta Jo Dennis, Judy Waligura, , Tommy Turner, Melissa Erwin, Ralph Novosad, Cecil Davis

MEMBERS ABSENT: David Hodges

OTHERS PRESENT: Holly Willis, Rhea Prasek, Wayne Condra, Michael Van Gorp, Dollie Coleman, Peggy Goetsch, Deanna Herrmann, Ashley Rives, Pat Buss, Sandy Priesmeyer, Mauri Couey, Carol Turner, Candace Supak, Sally Johnson, Caitlin Appling, Melissa Popp, Lori Rives, Cheryl Roitsch, Deborah Capak, Cathy V. Garcia.

Board President Tommy Turner called the meeting to order at 6:50 p.m.

PUBLIC HEARING: Carolyn Gordon reviewed the Annual Academic Excellence Indicator System District Report. Board President Tommy Turner asked for public discussion on the Annual Academic System District Report.

There were no public comments.

Meeting adjourned at 6:52 p.m.

DRAFT

President

Secretary

**MINUTES OF THE BOARD OF TRUSTEES
EL CAMPO INDEPENDENT SCHOOL DISTRICT
December 15, 2009**

The Board of Trustees of the El Campo Independent School District met in a regular session December 15, 2009 at 7:00 p.m. in the Board Room, 700 West Norris, El Campo, Texas.

MEMBERS PRESENT: James Russell, Tommy Turner, Ralph Novosad, J. J. Croix, Melissa Erwin and Cecil Davis.

MEMBERS ABSENT: David Hodges

OTHERS PRESENT: Mark Pool, Carolyn Gordon, David Bright, Holly Willis, Rhea Prasek, Wayne Condra, Michael Van Gorp, Dollie Coleman, Peggy Goetsch, Deanna Herrmann, Ashley Rives, Pat Buss, Sandy Priesmeyer, Mauri Couey, Carol Turner, Candace Supak, Sally Johnson, Caitlin Appling, Melissa Popp, Lori Rives, Cheryl Roitsch, Deborah Capak, Cathy V. Garcia

Tommy Turner called the meeting to order. James Russell gave the opening prayer followed by the Pledge of Allegiance. There was a quorum present.

PUBLIC COMMENT: There was no public comment.

RECOGNITION:

El Campo High School Principal Rich Du Broc introduced El Campo High School Volleyball Head Coach Melissa Popp. Melissa Popp introduced Candace Supak, Sally Johnson and Caitlin Appling as representatives of the El Campo High School Volleyball Team.

El Campo High School Principal Rich Du Broc introduced El Campo High Assistant Athletic Director Wayne Condra. Wayne Condra introduced Michael Van Gorp, Waylan Malone, Chase McLain, Landon Appling, Travis Acosta and Gerard Marcaurele as representatives of the El Campo High School Football Team.

EL Campo High School Principal Rich Du Broc introduced Ashley Rives as the new English teacher at El Campo High School.

Mr. Pool recognized the Process Improvement Team.

CONSENT AGENDA: A motion was made by Ralph Novosad and seconded by Cecil Davis to approve the Consent Agenda:

- A. Governance
 - 1. Consider Approval of the Minutes

- a. November 17, 2009 – Regular Meeting
 2. Name District’s Designated Representative to Wharton County Appraisal District Board of Directors
 3. Consider Approval of Annual AEIS Report
- B. Business and Support Service
 1. Consider Approval of Budget Amendment to Appropriate Revenue Received from E-Rate Reimbursements
 2. Review of Monthly Financial Reports
 3. Review Quarterly Investment Report
 4. Review List of Checks Written for the Month of November, 2009
- C. Personnel
- D. Curriculum and Instruction
 1. Consider Approval of Annual Dyslexia Program Evaluation
 2. Review of Bilingual/ESL Program Improvement
- E. Students

Motion carried with a 6 – 0 – 1 vote with Trustee David Hodges being absent.

CURRICULUM AND INSTRUCTION

REPORT FROM ACTION TEAM ON DEVELOPMENT OF DISTRICT’S RESPONSE TO INTERVENTION PROCESS: Mr. Pool, Mrs. Gordon, the Board and the elementary school principals discussed the elementary school program with the Curriculum Facilitators.

DISCUSS PROPOSED NEW COURSES AND/OR CHANGES IN CURRICULUM: Mr. Pool and the Board discussed proposed new courses and/or changes in Curriculum. A motion was made by Melissa Erwin and seconded by James Russell. Motion carried with a 6 – 0 – 1 vote with Trustee David Hodges being absent.

BUSINESS AND OPERATIONS

GOVERNANCE

REQUEST BY CATHY V. GARCIA TO ADDRESS THE BOARD REGARDING STUDENT DISCIPLINE CONCERN (TO BE DISCUSSED IN CLOSED SESSION IF STUDENT NAMES OR OTHER IDENTIFYING

INFORMATION ARE USED: Cathy V. Garcia addressed the Board regarding a student discipline concern at El Campo Middle School.

REVIEW AND DISCUSS TASB LOCALIZED POLICY UPDATE 86: Mr. Pool and the Board reviewed and discussed TASB Localized Policy Update 86.

REVIEW SUPERINTENDENT PERFORMANCE APPRAISAL PROCESS: The Board reviewed the Superintendent Performance Appraisal process.

ANNUAL ANNOUNCEMENT OF REQUIRED CONTINUING EDUCATION HOURS FOR BOARD MEMBERS: Board President Tommy Turner announced required continuing education hours for board members.

ACTION FOLLOWING CLOSED SESSION:

1. Consider and Take Possible Action Regarding S.R. vs. El Campo Independent School District, et al., In the United States District Court for the Southern District of Texas Houston Division; Civil Action No. H-08-3263
2. Consider and Take Possible Action Regarding P.R., M.R., and N.R., Individually and as Next Friend of S.R., v. Central Texas Autism Center, Inc. and Cara Brown v. El Campo Independent School District, In District Court of Travis County, Texas, in the 126th Judicial District; Cause No. D-1-GN-08003644

No action taken.

CLOSED SESSION

EXECUTIVE SESSION: The president of the Board called for an executive Session as authorized by Section Texas Government Code § 551.076(2) DELIBERATION REGARDING SECURITY DEVICES OR SECURITY AUDITS in Compliance with the Requirements of Texas Education Code § 37.108; 551.074 (1) (a) PERSONNEL MATTERS to deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; Pursuant to Section 551.071 of the Texas Govt. Code, Consultation with The District's Attorney Regarding, S. R. vs. El Campo Independent School District, et al., In the United States District Court for the Southern District of Texas Houston Division; Civil Action No. H-08-3263; Pursuant to Section 551.071 of the Texas Govt. Code, Consultation with the District's Attorney Regarding, P.R.,M.R., and N.R., Individually and as Next Friend of S.R., v. Central Texas Autism Center, Inc. and Cara Brown v. El Campo Independent School District, In District Court of Travis County, Texas, In the 126th Judicial District; Cause No. D-1-GN-08003644. The Board entered executive session at 9:35 p.m. and reconvened in open session at 9:58 p.m. to take the following action:

PERSONNEL

CONSIDER APPROVAL OF A PROBATIONARY CONTRACT FOR ESL INCLUSION TEACHER AT MYATT ELEMENTARY SCHOOL: A motion was made by Melissa Erwin and seconded by J. J. Erwin to approve the probationary contract for Maria Delgado for ESL Inclusion Teacher at Myatt Elementary School. Motion carried by a 6 – 0 – 1 vote with Trustee David Hodges being absent.

REVIEW ANNUAL SUPERINTENDENT COMPENSATION STUDY: Mr. Pool and the Board reviewed the annual Superintendent Compensation Study.

SUPERINTENDENT'S REPORT

Board Members were given reports to review for the following items:

- A. Governance
 - 1. Preliminary Agenda for Regular Meeting on January 19, 2009
 - 2. Monthly Calendar of Activities and Events
- B. Business and Support Services
 - 1. Second Six Weeks Foundation School Program State Funding
- C. Personnel
- D. Curriculum and Instruction
- E. Students
 - 1. Second Six Weeks Report on enrollment and Attendance
 - 2. Monthly DAEP Report
 - 3. Monthly SRO Report
- F. Community and Governmental Relations
 - 1. Legislative Update

There being no further discussion, the meeting adjourned at 10:11 p.m.

DRAFT

PRESIDENT

SECRETARY

**MINUTES OF THE BOARD OF TRUSTEES
EL CAMPO INDEPENDENT SCHOOL DISTRICT
January 12, 2010**

The Board of Trustees of the El Campo Independent School District met in a special session January 12, 2010, at 6:00 p.m. in the ECISD Boardroom, 700 W. Norris, El Campo, Texas.

Tommy Turner called the meeting to order at 6:10 p.m. Tommy Turner gave the opening prayer followed by the Pledge of Allegiance.

MEMBERS PRESENT: Tommy Turner, David Hodges, J. J. Croix, James Russell, Melissa Erwin, Ralph Novosad, Cecil Davis

MEMBERS ABSENT: None

OTHERS PRESENT: Mark Pool

EXECUTIVE SESSION: The president of the Board called for an Executive Session in accordance with Government Code §551.074 to deliberate personnel matters of appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee. Specifically, the Board conducted the annual summative evaluation of the Superintendent's contract. The Board entered executive session at 6:12 p.m. and reconvened in open session at 8:29 p.m.

There being no further discussion, the meeting adjourned at 8:30 p.m.

DRAFT

President

Secretary

Agenda Item Summary Sheet (4 A.2)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda	Approval of Localized Policy Update 86
Summary	<p>Last month you received a copy of the Explanatory Notes, <i>Vantage Points</i>, and a copy of actual policy changes for Localized Update 86.</p> <p>According to guidelines established by TASB Policy Service, Board action on Localized Update 86 must occur within a properly posted, open meeting of the Board.</p> <p>The Board's action on Localized Update 86 must be reflected in Board minutes. The Instruction Sheet —annotated to reflect any changes made by the Board—and the Explanatory Notes for the update should be filed with the Board minutes where they comprise the authoritative historical record of the District's policy manual. A copy of the replaced or rescinded (LOCAL) policies should also be retained in the historical record.</p>
ECISD Board Policy	BF (LOCAL), BOARD POLICES
Effective Date	January 27, 2010
Previous Board Action	Localized Policy Update 86 was presented at the regular meeting on December 15, 2009 for the Board's review.
Future Action Expected	None.
Background Information and Significant Issues	None.
Fiscal Impact	None.
Student and Public Benefit	Board policies are designed to promote fair and equitable treatment for all district patrons.
Procedural and Reporting Implications	Following Board approval, TASB Policy Service will be notified so this action may be reflected in our Localized Policy Manual as it appears on TASB's Web server for <i>Policy On-Line</i> .

Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	None.
Contact Person(s)	Mark Pool, Superintendent of School
Action Required	Motion, second and majority vote to add, revise, or delete (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 86.
Superintendent's Recommendation	I recommend that you approve the (LOCAL) policies as recommended by the TASB Policy Service according to the Instruction Sheet for Localized Policy Manual Update 86 as a part of the Consent Agenda. Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (4 B.6)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda

Approval of Investment Policies

Summary

According to *Government Code § 2256.026*, all investments made by the District shall comply with the Public Funds Investment Act and all federal, state, and local statutes, rules or regulations.

Government Code § 2256.005(b) states that investments shall be made in accordance with written policies approved by the Board. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield and maturity and the quality and capability of investment management.

Government Code 2256.005(e) states that the investment policy and investment strategy shall be reviewed not less than annually. The Board shall adopt a written instrument stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies.

ECISD Board Policy

CDA (LEGAL), OTHER REVENUES: INVESTMENTS, INVESTMENT OFFICER

Effective Date

January 27, 2010

Previous Board Action

The Board annually reviews and approves the District's investment policies.

Future Action Expected

The Board annually reviews and approves the District's investment policies.

Background Information and Significant Issues

The RESOLUTION approves the investment policy for the El Campo Independent School District.

The policy must include:

1. A list of types of authorized investments in which the District's funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the District;
3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;
4. Methods to monitor the market price of investments acquired with public funds; and

5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a deliver versus payment basis.

Fiscal Impact

None.

Student and Public Benefit

Investment resolutions are in place as internal controls to help protect taxpayers' dollars by reducing the risks involved in the investment of public funds.

Procedural and Reporting Implications

Resolution approving the investment policies of the district will be included in the official board minutes for this meeting, and is subject to audit.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None

Attachments

- Copy of RESOLUTION, Adopting the Investment Policy of the El Campo Independent School District.

Contact Person(s)

David Bright, Assistance Superintendent of Finance and Operations

Action Required

Motion, second and majority vote to approve District investment policy.

Superintendent's Recommendation

I recommend you approve the resolution adopting the investment policy of the El Campo Independent School District as part of the consent agenda.

Mark Pool, Superintendent of Schools

**RESOLUTION ADOPTING THE INVESTMENT POLICY
OF THE EL CAMPO INDEPENDENT SCHOOL DISTRICT**

WHEREAS, El Campo Independent School District (the “District”) has been legally created and operates pursuant to the general laws of the State of Texas applicable to independent school districts; and

WHEREAS, the Board of Directors has convened on this date at a meeting open to the public and wishes to adopt an Investment Policy for the District, in the form attached hereto as Exhibit “A,” pursuant to Chapter 2256, Texas Government Code, as amended from time to time; **NOW, THEREFORE**,

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE EL CAMPO INDEPENDENT SCHOOL DISTRICT THAT:

Section 1: The Investment Policy, in the form attached hereto as Exhibit “A,” is hereby adopted as the investment policy for the District.

Section 2: The provisions of this Resolution shall be effective as of the date of adoption and shall remain in effect until modified by action of the Board of Trustees.

PASSED AND APPROVED this 19th day of January 2010.

Tommy Turner, President

Melissa Erwin, Secretary

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

All investments made by the District shall comply with the Public Funds Investment Act (Texas Government Code Chapter 2256, Subchapter A) and all federal, state, and local statutes, rules or regulations. *Gov't Code 2256.026*

WRITTEN POLICIES

Investments shall be made in accordance with written policies approved by the Board. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield, and maturity and the quality and capability of investment management. The policies must include:

1. A list of the types of authorized investments in which the District's funds may be invested;
2. The maximum allowable stated maturity of any individual investment owned by the District;
3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;
4. Methods to monitor the market price of investments acquired with public funds; and
5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a delivery versus payment basis.

Gov't Code 2256.005(b)

ANNUAL REVIEW

The Board shall review its investment policy and investment strategies not less than annually. The Board shall adopt a written instrument stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies. *Gov't Code 2256.005(e)*

ANNUAL AUDIT

The District shall perform a compliance audit of management controls on investments and adherence to the District's established investment policies. The compliance audit shall be performed in conjunction with the annual financial audit. *Gov't Code 2256.005(m)*

INVESTMENT
STRATEGIES

As part of the investment policy, the Board shall adopt a separate written investment strategy for each of the funds or group of funds under the Board's control. Each investment strategy must describe the investment objectives for the particular fund under the following priorities in order of importance:

1. Understanding of the suitability of the investment to the financial requirements of the District;

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

2. Preservation and safety of principal;
3. Liquidity;
4. Marketability of the investment if the investment needs to be liquidated before maturity;
5. Diversification of the investment portfolio; and
6. Yield.

Gov't Code 2256.005(d)

INVESTMENT
OFFICER

The District shall designate one or more officers or employees as investment officer(s) to be responsible for the investment of its funds. If the District has contracted with another investing entity to invest its funds, the investment officer of the other investing entity is considered to be the investment officer of the contracting Board's District. In the administration of the duties of an investment officer, the person designated as investment officer shall exercise the judgment and care, under prevailing circumstances that a prudent person would exercise in the management of the person's own affairs, but the Board retains the ultimate responsibility as fiduciaries of the assets of the District. Unless authorized by law, a person may not deposit, withdraw, transfer, or manage in any other manner the funds of the investing entity. Authority granted to a person to invest the District's funds is effective until rescinded by the District or until termination of the person's employment by the District, or for an investment management firm, until the expiration of the contract with the District. *Gov't Code 2256.005(f)*

A District or investment officer may use the District's employees or the services of a contractor of the District to aid the investment officer in the execution of the officer's duties under Government Code, Chapter 2256. *Gov't Code 2256.003(c)*

INVESTMENT
TRAINING
INITIAL

Within 12 months after taking office or assuming duties, the treasurer or chief financial officer and the investment officer of the District shall attend at least one training session from an independent source approved either by the Board or by a designated investment committee advising the investment officer. This initial training must contain at least ten hours of instruction relating to their respective responsibilities under the Public Funds Investment Act. *Gov't Code 2256.008(a)*

WITHIN A TWO-
YEAR PERIOD

The treasurer or chief financial officer and the investment officer must also attend an investment training session not less than once in a two-year period and receive not less than ten hours of instruction relating to investment responsibilities under the Public Funds Investment Act from an independent source approved by the Board

or a designated investment committee advising the investment officer. If the District has contracted with another investing entity to invest the District's funds, this training requirement may be satisfied by having a Board officer attend four hours of appropriate instruction in a two-year period. *Gov't Code 2256.008(a), (b)*

Investment training shall include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Government Code, Chapter 2256. *Gov't Code 2256.008(c)*

STANDARD OF
CARE

Investments shall be made with judgment and care, under prevailing circumstances that a person of prudence, discretion, and intelligence would exercise in the management of his or her own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived. Investments shall be governed by the following objectives in order of priority:

1. Preservation and safety of principal;
2. Liquidity; and
3. Yield.

In determining whether an investment officer has exercised prudence with respect to an investment decision, the following shall be taken into consideration:

1. The investment of all funds, rather than the prudence of a single investment, over which the officer had responsibility.
2. Whether the investment decision was consistent with the Board's written investment policy.

Gov't Code 2256.006

PERSONAL
INTEREST

A District investment officer who has a personal business relationship with a business organization offering to engage in an investment transaction with the District shall file a statement disclosing that personal business interest. An investment officer who is related within the second degree by affinity or consanguinity, as determined by Government Code Chapter 573, to an individual seeking to sell an investment to the investment officer's District shall file a statement disclosing that relationship. A required statement must be filed with the Board and with the Texas Ethics Commission. For purposes of this policy, an investment officer has a personal business relationship with a business organization if:

OTHER REVENUES
INVESTMENTS

CDA
(LEGAL)

1. The investment officer owns ten percent or more of the voting stock or shares of the business organization or owns \$5,000 or more of the fair market value of the business organization;
2. Funds received by the investment officer from the business organization exceed ten percent of the investment officer's gross income for the previous year; or
3. The investment officer has acquired from the business organization during the previous year investments with a book value of \$2,500 or more for the personal account of the investment officer.

Gov't Code 2256.005(i)

QUARTERLY
REPORTS

Not less than quarterly, the investment officer shall prepare and submit to the Board a written report of investment transactions for all funds covered by the Public Funds Investment Act. This report shall be presented to the Board and the Superintendent not less than quarterly, within a reasonable time after the end of the period. The report must:

1. Contain a detailed description of the investment position of the District on the date of the report;
2. Be prepared jointly and signed by all District investment officers.
3. Contain a summary statement for each pooled fund group (i.e., each internally created fund in which one or more accounts are combined for investing purposes). The report must be prepared in compliance with generally accepted accounting principles and must state:
 - a. Beginning market value for the reporting period;
 - b. Additions and changes to the market value during the period;
 - c. Ending market value for the period; and
 - d. Fully accrued interest for the reporting period.
4. State the book value and market value of each separately invested asset at the beginning and end of the reporting period by the type of asset and fund type invested.
5. State the maturity date of each separately invested asset that has a maturity date.
6. State the account or fund or pooled group fund in the District for which each individual investment was acquired.

7. State the compliance of the investment portfolio of the District as it relates to the District's investment strategy expressed in the District's investment policy and relevant provisions of Government Code, Chapter 2256.

If the District invests in other than money market mutual funds, investment pools or accounts offered by its depository bank in the form of certificates of deposit, or money market accounts or similar accounts, the reports shall be formally reviewed at least annually by an independent auditor, and the result of the review shall be reported to the Board by that auditor.

Gov't Code 2256.023

SELECTION OF
BROKER

The Board or a designated investment committee, shall, at least annually, review, revise, and adopt a list of qualified brokers that are authorized to engage in investment transactions with the District. *Gov't Code 2256.025*

AUTHORIZED
INVESTMENTS

The Board may purchase, sell, and invest its funds and funds under its control in investments described below, in compliance with its adopted investment policies and according to the standard of care set out in this policy. Investments may be made directly by the Board or by a nonprofit corporation acting on behalf of the Board or an investment pool acting on behalf of two or more local governments, state agencies, or a combination of the two. *Gov't Code 2256.003(a)*

In the exercise of these powers, the Board may contract with an investment management firm registered under the Investment Advisers Act of 1940 (15 U.S.C. Section 80b-1 et seq.) or with the State Securities Board to provide for the investment and management of its public funds or other funds under its control. A contract made for such purpose may not be for a term longer than two years. A renewal or extension of the contract must be made by the Board by order, ordinance, or resolution. *Gov't Code 2256.003(b)*

The following investments are authorized:

1. Obligations, including letters of credit, of the United States or its agencies and instrumentalities; direct obligations of the state of Texas or its agencies and instrumentalities; collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States; other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, the state of Texas, the United States, or their respective agencies and instrumentalities; ob-

ligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality by a nationally recognized investment rating firm not less than A or its equivalent; and bonds issued, assumed, or guaranteed by the state of Israel. *Gov't Code 2256.009(a)*

The following investments are not authorized:

- a. Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal.
- b. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest.
- c. Collateralized mortgage obligations that have a stated final maturity date of greater than ten years.
- d. Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

Gov't Code 2256.009(b)

2. Certificates of deposit or share certificates issued by a depository institution that has its main office or a branch office in Texas that is guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor and is secured by obligations described in item 1 above, including mortgage-backed securities directly issued by a federal agency or instrumentality that have a market value of not less than the principal amount of the certificates (but excluding those mortgage-backed securities described in Section 2256.009[b]) or secured in any other manner and amount provided by law for the deposits of the investing entity. *Gov't Code 2256.010(a)*

In addition to the authority to invest funds in certificates of deposit under the previous section, an investment in certificates of deposit made in accordance with the following conditions is an authorized investment under Government Code 2256.010:

- a. The funds are invested by the District through a depository institution that has its main office or a branch office in this state and that is selected by the District;
- b. The depository institution selected by the District arranges for the deposit of the funds in certificates of de-

- posit in one or more federally insured depository institutions, wherever located, for the account of the District;
- c. The full amount of the principal and accrued interest of each of the certificates of deposit is insured by the United States or an instrumentality of the United States;
 - d. The depository institution selected by the District acts as custodian for the District with respect to the certificates of deposit issued for the account of the District entity; and
 - e. At the same time that the funds are deposited and the certificates of deposit are issued for the account of the District, the depository institution selected by the District receives an amount of deposits from customers of other federally insured depository institutions, wherever located, that is equal to or greater than the amount of the funds invested by the District through the depository institution.

Gov't Code 2256.010(b)

The investment policies may provide that bids for certificates of deposit be solicited orally, in writing, electronically, or in any combination of those methods. *Gov't Code 2256.005(c)*

3. Fully collateralized repurchase agreements that have a defined termination date, are secured by obligations of the United States or its agencies and instrumentalities, are pledged to the District, held in the District's name, and deposited with the District or a third party selected and approved by the Board, and placed through a primary government securities dealer, as defined by the Federal Reserve or a financial institution doing business in Texas. The term of any reverse security repurchase agreement may not exceed 90 days after the date the reverse security repurchase agreement is delivered. Money received by the District under the terms of a reverse security repurchase agreement shall be used to acquire additional authorized investments, but the term of the authorized investments acquired must mature not later than the expiration date stated in the reverse security repurchase agreement. *Gov't Code 2256.011*
4. A securities lending program if:
 - a. The value of securities loaned is not less than 100 percent collateralized, including accrued income, and the loan allows for termination at any time;

- b. The loan is secured by:
 - (1) Pledged securities described by Government Code 2256.009;
 - (2) Pledged irrevocable letters of credit issued by a bank that is organized and existing under the laws of the United States or any other state and continuously rated by at least one nationally recognized investment rating firm at not less than A or its equivalent; or
 - (3) Cash invested in accordance with Government Code 2256.009, 2256.013, 2256.014, or 2256.016;
- c. The terms of the loan require that the securities being held as collateral be pledged to the investing entity, held in the investing entity's name, and deposited at the time the investment is made with the entity or with a third party selected by or approved by the investing entity; and
- d. The loan is placed through a primary government securities dealer or a financial institution doing business in this state.

An agreement to lend securities under a securities lending program must have a term of one year or less.

Gov't Code 2256.0115

- 5. Banker's acceptance, with a stated maturity of 270 days or fewer from the date of issuance that will be liquidated in full at maturity, which is eligible for collateral for borrowing from a Federal Reserve Bank, and is accepted by a bank meeting the requirements of Government Code 2256.012(4). *Gov't Code 2256.012*
- 6. Commercial paper that has a stated maturity of 270 days or fewer from the date of issuance and is rated not less than A-1 or P-1 or an equivalent rating by at least two nationally recognized credit rating agencies or by one nationally recognized credit rating agency provided the commercial paper is fully secured by an irrevocable letter of credit issued by a bank organized and existing under United States law or the law of any state. *Gov't Code 2256.013*
- 7. No-load money market mutual funds that:
 - a. Are registered with and regulated by the Securities and Exchange Commission;

- b. Provide the District with a prospectus and other information required by the Securities and Exchange Act of 1934 (15 U.S.C. 78a et seq.) or the Investment Company Act of 1940 (15 U.S.C. 80a-1 et seq.);
- c. Have a dollar-weighted average stated maturity of 90 days or fewer; and
- d. Include in their investment objectives the maintenance of a stable net asset value of \$1 for each share.

However, investments in no-load money market mutual funds shall be limited to the percentages authorized by Government Code 2256.014(c).

8. No-load mutual funds that:
- a. Are registered with the Securities and Exchange Commission;
 - b. Have an average weighted maturity of less than two years;
 - c. Are invested exclusively in obligations approved by Government Code Chapter 2256, Subchapter A, regarding authorized investments (Public Funds Investment Act);
 - d. Are continuously rated by at least one nationally recognized investment rating firm of not less than AAA or its equivalent; and
 - e. Conform to the requirements in Government Code Section 2256.016(b) and (c) relating to the eligibility of investment pools to receive and invest funds of investing entities.

Investments in no-load mutual funds shall be limited to the percentages authorized by Government Code 2256.014(c). In addition, the District may not invest any portion of bond proceeds, reserves, and funds held for debt service, in no-load mutual funds described in this item.

Gov't Code 2256.014

9. A guaranteed investment contract, as an investment vehicle for bond proceeds, if the guaranteed investment contract:
- a. Has a defined termination date.
 - b. Is secured by obligations described by Government Code Section 2256.009(a)(1), excluding those obliga-

tions described by Section 2256.009(b), in an amount at least equal to the amount of bond proceeds invested under the contract.

- c. Is pledged to the District and deposited with the District or with a third party selected and approved by the District.

Bond proceeds, other than bond proceeds representing reserves and funds maintained for debt service purposes, may not be invested in a guaranteed investment contract with a term longer than five years from the date of issuance of the bonds.

To be eligible as an authorized investment:

- a. The Board must specifically authorize guaranteed investment contracts as eligible investments in the order, ordinance, or resolution authorizing the issuance of bonds.
- d. The District must receive bids from at least three separate providers with no material financial interest in the bonds from which proceeds were received.
- e. The District must purchase the highest yielding guaranteed investment contract for which a qualifying bid is received.
- f. The price of the guaranteed investment contract must take into account the reasonably expected drawdown schedule for the bond proceeds to be invested.
- g. The provider must certify the administrative costs reasonably expected to be paid to third parties in connection with the guaranteed investment contract.

Gov't Code 2256.015

- 10. A public funds investment pool meeting the requirements of Government Code 2256.016 and 2256.019, if the Board authorizes the investment in the particular pool by resolution.
Gov't Code 2256.016, 2256.019

CHANGE IN LAW

The District is not required to liquidate investments that were authorized investments at the time of purchase. *Gov't Code 2256.017*

SELLERS OF
INVESTMENTS

A written copy of the investment policy shall be presented to any person offering to engage in an investment transaction with the District or to an investment management firm under contract with

the District to invest or manage the District's investment portfolio. For purposes of this section, a business organization includes investment pools and an investment management firm under contract with the District to invest or manage the District's investment portfolio. The qualified representative of the business organization offering to engage in an investment transaction with the District shall execute a written instrument in a form acceptable to the District and the business organization substantially to the effect that the business organization has:

1. Received and thoroughly reviewed the District investment policy; and
2. Acknowledged that the business organization has implemented reasonable procedures and controls in an effort to preclude investment transactions conducted between the District and the organization that are not authorized by the District's policy, except to the extent that this authorization is dependent on an analysis of the makeup of the District's entire portfolio or requires an interpretation of subjective investment standards.

The investment officer may not acquire or otherwise obtain any authorized investment described in the District's investment policy from a person who has not delivered to the District the instrument described above.

Gov't Code 2256.005(k), (l)

DONATIONS

A gift, devise, or bequest made to provide college scholarships for District graduates may be invested by the Board as provided in Property Code 117.004, unless otherwise specifically provided by the terms of the gift, devise, or bequest. *Education Code 45.107*

Investments donated to the District for a particular purpose or under terms of use specified by the donor are not subject to the requirements of Government Code Chapter 2256, Subchapter A. *Gov't Code 2256.004(b)*

ELECTRONIC FUNDS
TRANSFER

The District may use electronic means to transfer or invest all funds collected or controlled by the District. *Gov't Code 2256.051*

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

INVESTMENT
AUTHORITY

The Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board and in accordance with the District's written investment policy and generally accepted accounting procedures. All investment transactions except investment pool funds and mutual funds shall be executed on a delivery versus payment basis.

APPROVED
INVESTMENT
INSTRUMENTS

From those investments authorized by law and described further in CDA(LEGAL), the Board shall permit investment of District funds in only the following investment types, consistent with the strategies and maturities defined in this policy:

1. Obligations of, or guaranteed by, governmental entities as permitted by Government Code 2256.009.
2. Certificates of deposit and share certificates as permitted by Government Code 2256.010.
3. Fully collateralized repurchase agreements permitted by Government Code 2256.011.
4. A securities lending program as permitted by Government Code 2256.0115.
5. Banker's acceptances as permitted by Government Code 2256.012.
6. Commercial paper as permitted by Government Code 2256.013.
7. No-load money market mutual funds and no-load mutual funds as permitted by Government Code 2256.014.
8. A guaranteed investment contract as an investment vehicle for bond proceeds, provided it meets the criteria and eligibility requirements established by Government Code 2256.015.
9. Public funds investment pools as permitted by Government Code 2256.016.

SAFETY AND
INVESTMENT
MANAGEMENT

The main goal of the investment program is to ensure its safety and maximize financial returns within current market conditions in accordance with this policy. Investments shall be made in a manner that ensures the preservation of capital in the overall portfolio, and offsets during a 12-month period any market price losses resulting from interest-rate fluctuations by income received from the balance of the portfolio. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

LIQUIDITY AND
MATURITY

Any internally created pool fund group of the District shall have a maximum dollar weighted maturity of 180 days. The maximum allowable stated maturity of any other individual investment owned by the District shall not exceed one year from the time of purchase. The Board may specifically authorize a longer maturity for a given investment, within legal limits.

The District's investment portfolio shall have sufficient liquidity to meet anticipated cash flow requirements.

DIVERSITY

The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss resulting from overconcentration of assets in a specific class of investments, specific maturity, or specific issuer.

MONITORING MARKET
PRICES

The investment officer shall monitor the investment portfolio and shall keep the Board informed of significant declines in the market value of the District's investment portfolio. Information sources may include financial/investment publications and electronic media, available software for tracking investments, depository banks, commercial or investment banks, financial advisors, and representatives/advisors of investment pools or money market funds. Monitoring shall be done monthly or more often as economic conditions warrant by using appropriate reports, indices, or benchmarks for the type of investment.

FUNDS / STRATEGIES

Investments of the following fund categories shall be consistent with this policy and in accordance with the strategy defined below.

OPERATING FUNDS

Investment strategies for operating funds (including any commingled pools containing operating funds) shall have as their primary objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

AGENCY FUNDS

Investment strategies for agency funds shall have as their objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.

DEBT SERVICE
FUNDS

Investment strategies for debt service funds shall have as their objective sufficient investment liquidity to timely meet debt service payment obligations in accordance with provisions in the bond documents. Maturities longer than one year are authorized provided legal limits are not exceeded.

CAPITAL PROJECTS

Investment strategies for capital project funds shall have as their objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

TRUST FUNDS	Investment strategies for trust funds shall have as their primary objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
SAFEKEEPING AND CUSTODY	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
BROKERS / DEALERS	Prior to handling investments on behalf of the District, brokers/dealers must submit required written documents in accordance with law. [See SELLERS OF INVESTMENTS, CDA(LEGAL)] Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC), and be in good standing with the Financial Industry Regulatory Authority (FINRA).
SOLICITING BIDS FOR CD'S	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
INTEREST RATE RISK	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.</p> <p>The District shall monitor interest rate risk using weighted average maturity and specific identification.</p>
INTERNAL CONTROLS	<p>A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:</p> <ol style="list-style-type: none">1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.2. Avoidance of collusion.3. Custodial safekeeping.4. Clear delegation of authority.5. Written confirmation of telephone transactions.6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.7. Avoidance of bearer-form securities.

OTHER REVENUES
INVESTMENTS

CDA
(LOCAL)

These controls shall be reviewed by the District's independent auditing firm.

PORTFOLIO REPORT

In addition to the quarterly report required by law and signed by the District's investment officer, a comprehensive report on the investment program and activity shall be presented annually to the Board.

**Consent Agenda
Business and Support
Services**

Report on Construction Projects

Summary

Myatt Elementary School Restroom Addition. Our last monthly construction meeting was held on January 4, 2010. As of January 21st, the following items have been started or completed:

- Underground plumbing – complete
- Footers, grade beams, and slab on grade – complete
- Structural steel erection – complete
- Metal roof decking – 90% + complete
- Rough site drainage by playground - complete

ECISD Board Policy

None.

Effective Date

January 21, 2010

Previous Board Action

During the construction phase of this project we will designate a section of the consent agenda each month to review and/or discuss construction issues.

Future Action Expected

During the construction phase of this project we will designate a section of the consent agenda each month to review and/or discuss construction issues.

**Background Information and
Significant Issues**

The following Change Proposals have been approved:

- Provide concrete sidewalk as requested by Owner - \$4,606.50
- Provide temporary wood frame canopy and removal at completion - \$5,948.47 [Note: I have asked PCI to reduce this amount by the amount they had in their original proposal for the walkway through the construction site.]

Fiscal Impact

The Guaranteed Maximum Price for this project is \$308,768, which includes the following allowances:

- Owner Contingency Allowance.....\$2,000.00
- Landscape Allowance.....\$2,000.00
- Ceramic Tile in Corridor (Lavatories/Drinking)\$1,560.00

- Conduit and Wiring\$4,200.00
- **TOTAL** **\$9,760.00**

The Board also approved the following Alternates:

- Alternate No. 1 – Aluminum Canopy at Entrance Doors.....\$5,775.00
- Alternate No. 2 – Hollow Metal Windows for Future Add.....\$6,320.00

Student and Public Benefit The Board and the general public are appropriately informed about the progress on the capital improvement projects.

Procedural and Reporting Implications None.

Public Comments None.

Alternatives None.

Other Comments and Related Issues None.

- Attachments**
- Construction Project Meeting Agenda – January 4, 2010, Schedule and Progress
 - Change Proposal Request Log

Contact Person(s) Mark Pool, Superintendent of School

Action Required No action required.

Superintendent’s Recommendation Information only.
Mark Pool, Superintendent of Schools



POLASEK CONSTRUCTION, INC.

GENERAL CONTRACTORS • COMMERCIAL • RESIDENTIAL • INSTITUTIONAL

El Campo Independent School District Myatt Restroom Addition Project Overview

Meeting Location: ECISD Admin Bldg.

Date: 1/4/2010

Time: 2:00 p.m.

1. SCHEDULE AND PROGRESS:

A. WORK COMPLETED:

1. Spread footer installation complete
2. Underground plumbing complete
3. Grade beam excavation ongoing
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

B. PROJECTED WORK:

1. Complete grade beams
2. Slab on grade
3. Structural steel delivery
4. Steel erection
- 5.
- 6.

2. FIELD ISSUES

1. Outstanding:

- #### **2. Current:**
- 1.
 - 2.

CHANGE PROPOSAL REQUEST LOG

Project: El Campo ISD
Myatt Elementary Restroom Addition
Project No. 0772
Architect: RWS Architects
Contractor: Polasek Construction, Inc.
 1/4/10



CPR NO.	DATE ISSUED	DESCRIPTION OF CHANGE	DWGS	FUNDING SOURCE ALLOWANCE	DATE PRICING SUBMITTED	DATE PRICING APPROVED	ESTIMATED/PENDING CPR AMOUNT	APPROVED CPR AMOUNT	CO#	AEA ISSUE DATE	COMMENTS
1	09/17/09	1. Provide concrete sidewalk as requested by Owner.	N	CO	12/27/09			\$4,606.50			
2	09/17/09	1. Provide temporary wood frame canopy and removal at completion.	N	CO	12/27/09			\$5,948.47			
3											
4											
5											
6											
7											
8											
9	39										
10											
11											
12											
13											
14											
15											
16											
TOTALS FOR CPR'S								\$0.00	\$10,554.97		

Agenda Item Summary Sheet (4.B.2)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Business and Support Services	Approval of Application and Certification for Payment from Polasek Construction, Inc.
Summary	We have received Application for Payment No. 1 in the amount of \$35,948.00. The application has been reviewed and payment recommended by RWS Architects.
ECISD Board Policy	CH (LOCAL), PURCHASING AND ACQUISITION, PURCHASING AUTHORITY CV (LOCAL), FACILITIES CONSTRUCTION
Effective Date	January 27, 2010
Previous Board Action	<p>The Board authorized the Superintendent to negotiate a contract with Polasek Construction, Inc. as the Construction Manager At-Risk for the Hutchins Elementary School Office Renovations and Myatt Elementary School Restroom Addition on April 28, 2009. Contract negotiations between ECISD and Polasek Construction began, and after review and approval by the district's legal counsel the superintendent signed the contract on May 29, 2009.</p> <p>Amendment No. 2 to this contract authorizing the work at Myatt Elementary School was signed on September 21, 2009.</p> <p>Applications for Payments are in accordance with Article 5.1 of this contract between the owner and the general contractor.</p>
Future Action Expected	As a part of the Consent Agenda the Board will periodically consider approval of certifications and applications for payment until this project is completed.
Background Information and Significant Issues	None.

Fiscal Impact

Payment Recap for Myatt Elementary School Restroom Addition

Date Approved	Application for Payment No.	Total Completed and Stored	Retainage at 5.0%	Total Earned Less Retainage	Current Payment	Total Paid To Date	Balance to Finish
		Original Contract					\$323,129.00
01/27/10	1	\$37,840.00	\$1,892.00	\$35,948.00	\$35,948.00	\$0.00	\$287,181.00

Student and Public Benefit

Monthly approval of the Applications for Payment from the contractor insures accounting transparency for the public on this project.

Procedural and Reporting Implications

Following approval by the Board a check for the current payment due will be issued to Polasek Construction, Inc.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None

Attachments

- Copy of Application and Certification for Payment No. 1

Contact Person(s)

David Bright, Assistance Superintendent of Finance and Operations

Action Required

Motion, second and majority vote to approve and authorize payment of Application and Certification for Payment No. 1 to Polasek Construction, Inc. for the Myatt Elementary School Restroom Addition.

Superintendent's Recommendation

I recommend that you approve and authorize payment of Application and Certification for Payment No. 1 to Polasek Construction, Inc. for the Myatt Elementary School Restroom Addition as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools

APPLICATION AND CERTIFICATION FOR PAYMENT

AIA DOCUMENT G702

PAGE ONE OF

4 PAGES

TO OWNER: EL CAMPO ISD PROJECT: Myatt Elementary
 700 WEST NORRIS Restroom Addition
 EL CAMPO, TEXAS VIA ARCHITECT: RWS ARCHITECTS INC.
 POLASEK CONSTRUCTION INC. 3100 TIMMONS
 P.O. BX 64 HOUSTON, TEXAS 77041
 EL CAMPO, TEXAS 77437

APPLICATION NO: #1
 PERIOD TO: 12/30/09
 PROJECT NOS: #0772
 DISTRIBUTION TO:
 OWNER
 ARCHITECT
 CONTRACTOR

CONTRACT DATE: 4/27/2009

CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment, as shown below, in connection with the Contract. Continuation Sheet, AIA Document G703, is attached.

1. ORIGINAL CONTRACT SUM \$ 323129.00 ✓
 2. Net change by Change Orders \$ 0.00
 3. CONTRACT SUM TO DATE (Line 1 ± 2) \$ 323129.00
 4. TOTAL COMPLETED & STORED TO DATE \$ 37840.00 ✓
 (Column G on G703)

5. RETAINAGE:
 a. 5% of Completed Work \$ 1892.00 ✓
 N (Column D + E on G703)
 b. 5% of Stored Material \$ 0.00
 (Column F on G703)
 Total Retainage (Lines 5a + 5b or

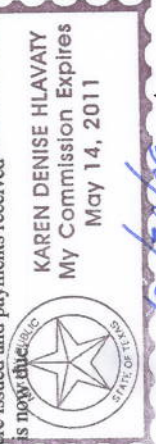
Total in Column I of G703) \$ 1892.00
 6. TOTAL EARNED LESS RETAINAGE \$ 35948.00 ✓
 (Line 4 Less Line 5 Total)

7. LESS PREVIOUS CERTIFICATES FOR PAYMENT (Line 6 from prior Certificate) \$ 0.00
 8. CURRENT PAYMENT DUE \$ 35948.00 ✓
 9. BALANCE TO FINISH, INCLUDING RETAINAGE \$ 287181.00 ✓
 (Line 3 less Line 6)

CHANGE ORDER SUMMARY	ADDITIONS	DEDUCTS
Total changes approved in previous months by Owner	\$0.00	
Total approved this Month	\$0.00	
TOTALS	\$0.00	\$0.00
NET CHANGES by Change Order		\$0.00

The undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is not due.

CONTRACTOR: POLASEK CONSTRUCTION INC.



By: [Signature] Date: 12/30/09

State of: Texas County of: Wharton
 Subscribed and sworn to before me this 30 day of Dec. 2009
 Notary Public: Denise Hlavaty
 My Commission expires: 5-14-2011

ARCHITECT'S CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising the application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED \$ 35,948.00

(Attach explanation if amount certified differs from the amount applied. Initial all figures on this Application and on the Continuation Sheet that are changed to conform to the amount certified.)

ARCHITECT: [Signature] Date: January 5, 2010
 This Certificate is not negotiable. The AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to any rights of the Owner or Contractor under this Contract.

RECEIVED
 JAN 05 2010
 RWS ARCHITECTS
 Reviewed
 Mark Paul
 01/10/2010

Agenda Item Summary Sheet (4 B.3)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda
Business and Support
Services**

Review of Invoice from RWS Architects, Inc.

Summary

Although payments to RWS Architects, Inc. are in accordance with their contract with the district, applications for payment are presented for review each month as a part of the Consent Agenda.

Applications for Payment No. 4 – Myatt Elementary School Restroom Addition

Invoice No. 7715 dated January 5, 2010, is for \$1,744.89. This amount is for basic professional services through 100% completion of schematic design, design and development, construction documents, bidding, and 11% of construction administration.

ECISD Board Policy

CH (LOCAL) PURCHASING AND ACQUISITION, PURCHASING AUTHORITY

Effective Date

January 5, 2010.

Previous Board Action

On November 20, 2007, the Board approved RWS Architects, Inc. as the design firm for the El Campo High School Addition and Renovations to Existing Science Building. Contract negotiations between ECISD and RWS Architects began, and the district's attorney authorized the superintendent to sign the contract on November 30, 2007.

Language in this contract provides for RWS to do miscellaneous projects for the district. The Myatt Elementary Restroom Addition is being done under that contract provision.

Applications for Payment are in accordance with Article 11.2 of this contract between the owner and the architect.

Future Action Expected

The Board will review Applications for Payment from RWS Architects as a part of the Consent Agenda each month throughout the duration of the construction projects.

Background Information and Significant Issues

Myatt Elementary School Restroom Addition. The Myatt Restroom Addition is 100% complete through the bidding phase of the project and 11% of the construction administration phase.

RWS has earned 82.2% of their fee for this project, which is \$24,234.67 (7.5% of the Construction Cost).

Myatt Elementary School Restroom Addition

Payment Recap for Myatt Elementary School Restroom Addition

Date Submitted	Application for Payment No.	Invoice No.	Amount	Earned to Date	Balance to Finish
Fee at 7.5% of Construction Costs					\$24,234.67
9/1/09	3	7673	\$18,176.01	\$18,176.01	\$6,058.66
1/5/10	4	7715	\$1,744.89	\$19,920.90	\$4,313.77

Recap of Reimbursable Expenses Paid for Myatt Elementary School Restroom Addition

Date	Application for Payment No.	Invoice No.	Amount	Paid to Date
9/1/09	1	7670	\$1,250.00	\$1,250.00
9/1/09	2	7671	\$1,022.17	\$2,272.17

- | | |
|--|--|
| Student and Public Benefit | Monthly review of the Applications for Payment from the district's architect insures accounting transparency for the public on these projects. |
| Procedural and Reporting Implications | None. |
| Public Comments | None. |
| Alternatives | None. |
| Other Comments and Related Issues | None |
| Attachments | <ul style="list-style-type: none"> • Application for Payment No. 4 for Myatt Elementary School Restroom Addition |
| Contact Person(s) | David Bright, Assistance Superintendent of Finance and Operations |
| Action Required | None. |
| Superintendent's Recommendation | <p>No action required.</p> <p style="text-align: right;">Mark Pool, Superintendent of Schools</p> |

RWS ARCHITECTS Invoice

To: **El Campo ISD**
 700 West Norris Street
 El Campo, Texas 77437

Attention: **Mr. Mark Pool, Superintendent**

Project: **Myatt Elementary School
 Restroom Addition**

Project No.: 0772

Date: January 5, 2010

Invoice No.: 7715

RWS Application for Payment No.: 4

Fee Basis: 7.5% of Guaranteed Maximum Price

Your Purchase Order:

There is due at this time for professional services and/or reimbursable items on the above Project, the sum of:

One Thousand Seven Hundred Forty Four & 89/100 Dollars **\$1,744.89**

The amount of the invoice is calculated as follows:

For Professional Services through 100% Completion of Bidding Phase and 11% Completion of Construction Administration Phase

- Construction Cost\$323,129.00
- Fee % 7.5%
- Fee\$ 24,234.67

Phase	% Fee	Part of Fee	% Comp	Fee Earned	Less Prev Invoiced	Amount Due This Invoice	Balance To Finish
Sch. Design	15	\$ 3,635.20	100	\$ 3,635.20	\$3,635.20	\$ 0.00	\$ 0.00
Design Development	20	4,846.93	100	4,846.93	4,846.93	0.00	0.00
Const. Doc.	40	9,693.88	100	9,693.88	9,693.88	0.00	0.00
Bidding	5	1,211.73	100	1,211.73	0.00	1,211.73	0.00
Const. Admin.	20	4,846.93	11	533.16	0.00	533.16	4,313.77
Total	100	\$24,234.67 ✓	82.2	\$19,920.90 ✓	\$18,176.01 ✓	\$1,744.89 ✓	\$4,313.77 ✓

TOTAL AMOUNT DUE THIS INVOICE \$1,744.89

THANK YOU

REVIEWED
Mark Pool
01/21/2010

Payable at the offices of:

Agenda Item Summary Sheet (4 B.4)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda	Approval of engagement of an audit firm to conduct the annual financial and compliance.
Summary	<p>In 2005 we requested qualification proposals from public accounting firms to perform the District's annual audit for fiscal year 2005. We had two firms to respond to our RFQ —John R. Pechacek, Bellville; and Silva and Reed, Bay City.</p> <p>At a regular meeting on February 21, 2005, the Board approved John R. Pechacek, <i>Certified Public Accountant</i>, as the firm to conduct our annual audit(s) for the year's ended August 31, 2005, 2006, 2007, 2008, and 2009.</p> <p>This engagement letter is for the annual audits for the year's ending August 31, 2010, and August 31, 2011.</p>
ECISD Board Policy	CFC (LEGAL), ACCOUNTING: AUDITS
Effective Date	August 31, 2010.
Previous Board Action	The current letter of engagement with John R. Pechacek, <i>Certified Public Accountant</i> , was approved at regular meetings on February 21, 2005.
Future Action Expected	Next action in January 2012.
Background Information and Significant Issues	<p>According to state statute, the Board shall have the District's fiscal accounts audited annually at District expense by a Texas certified or public accountant holding a permit from the State Board of Public Accountancy.</p> <p>The TEA <i>Financial Accountability System Resource Guide</i> states that school districts should appoint an external auditor as far in advance as possible of the close of the school year to be audited. <u>The process should consist of re-engaging the prior year auditor or seeking new auditors through the request-for-proposal process.</u></p> <p>The <i>Texas Government Code</i> does not permit us to use competitive bids for professional services of licensed or registered certified public accountants. Contracts for these professional services must be made on the basis of demonstrated competence and qualifications to perform the services and for a fair and reasonable price.</p>

The TEA *Financial Accountability System Resource Guide* provides a partial listing of factors which could influence the costs of a school district's external audit that includes:

- The experience and professional qualifications of the auditor. The service to be rendered is professional in nature and should therefore reflect professional competency and knowledge of public school auditing. A school district should expect to pay accordingly.
- The timing of the contractual agreement. Delaying appointment of external auditors until after the close of the school year to be audited might increase the audit cost.
- The extent to which the auditor is able to rely upon the accounting system and the school district's system of internal control.

The *FASRG* states that several factors besides price should be considered when selecting an external auditor. The experience of the proposer, the availability of the proposer's staff with appropriate qualifications and the results of the proposer's external quality control reviews are just a few.

Fiscal Impact	According to the terms of the Letter of Engagement, the cost for the audit of fiscal year ended August 31, 2010 will not exceed \$17,000.
Student and Public Benefit	Selection of a qualified public accounting firm to do the annual financial audit provides the public with assurances of the integrity of financial accounting for the District and the appropriate use of public funds.
Procedural and Reporting Implications	<p>An engagement letter is an annual written agreement that is binding upon both the school district and public accounting firm. It is intended to set forth the terms for the current year's audit.</p> <p>The engagement letter should be an integral part of the auditor's working paper file and be attached to or referred to in the school district's board minutes concerning auditor selection.</p>
Public Comments	None.
Alternatives	Prepare a request for proposals and seek a new audit firm.
Other Comments and Related Issues	None

Attachments

- Copy of Audit Engagement Letter from John R. Pechacek, *Certified Public Accountant*.

Contact Person(s)

David Bright, Assistant Superintendent of Finance and Operations

Action Required

Motion, second, and majority vote to approve Audit Engagement Letter.

Superintendent's Recommendation

I recommend that the Board approve the letter of engagement with John R. Pechacek, *Certified Public Accountant* as a part of the consent agenda.

Mark Pool, Superintendent of Schools

John R. Pechacek
Certified Public Accountant

P. O. Box 549 · Bellville, Texas 77418-0549 · 979.865.3169 · Fax 979.865.9829

January 4, 2010

El Campo ISD
Robert Mark Pool, Superintendent
700 W Norris Street
El Campo, Texas 77437-2499

AUDIT ENGAGEMENT LETTER

I am pleased to confirm my understanding of the services I am to provide El Campo ISD for the years ended August 31, 2010 and August 31, 2011. I will audit the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements, of El Campo ISD as of and for the year ended August 31, 2010 and August 31, 2011. Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to accompany El Campo ISD's basic financial statements. As part of my engagement, I will apply certain limited procedures to El Campo ISD's RSI. These limited procedures will consist principally of inquiries of management regarding the methods of measurement and presentation, which management is responsible for affirming to me in its representation letter. Unless I encounter problems with the presentation of the RSI or with procedures relating to it, I will disclaim an opinion on it. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

- Management's Discussion and Analysis.
- Fund balance and cash flow calculation worksheet.

Supplementary information other than RSI also accompanies El Campo ISD's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in my audit of the basic financial statements and will provide an opinion in relation to the basic financial statements:

- Schedule of expenditures of federal awards.

Audit Objectives

The objective of my audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the basic financial statements taken as a whole. The objective also includes reporting on:

- Internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

The reports on internal control and compliance will each include a statement that the report is intended solely for the information and use of management, the body or individuals charged with governance, others within the entity, specific legislative or regulatory bodies, federal awarding agencies, and if applicable, pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

My audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of accounting records, a determination of major program(s) in accordance with OMB Circular A-133, and other procedures I consider necessary to enable me to express such an opinion and to render the required reports. If my opinions on the financial statements or the Single Audit compliance opinions are other than unqualified, I will fully discuss the reasons with you in advance. If, for any reason, I am unable to complete the audit or am unable to form or have not formed opinions, I may decline to express opinions or to issue a report as a result of this engagement.

Management Responsibilities

Management is responsible for the basic financial statements and all accompanying information as well as all representations contained therein. Management is also responsible for preparation of the schedule of expenditures of federal awards in accordance with the requirements of OMB Circular A-133. As part of the audit, I will assist with preparation of your financial statements, schedules of expenditures of federal awards, and related notes. You are responsible for making all management decisions and performing all management functions relating to the financial statements, schedule of expenditures of federal awards, and related notes and for accepting full responsibility for such decisions. I will prepare the trial balance for use during the audit. My preparation of the trial balance will be limited to formatting information into a working trial balance based on management's chart of accounts. You will be required to acknowledge in the management representation letter my assistance with preparation of the financial statements and the schedule of expenditures of federal awards and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them.

Management is responsible for establishing and maintaining effective internal controls, including internal controls over compliance, and for monitoring ongoing activities, to help ensure that appropriate goals and objectives are met. You are also responsible for the selection and application of accounting principles; for the fair presentation in the financial statements of the respective financial position of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the El Campo ISD and the respective changes in financial position and cash flows, where applicable, in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to me and for ensuring that management and financial information is reliable and properly recorded. Your responsibilities also include indentifying any significant vendor relationships in which the vendor has responsibility for program compliance and for the accuracy and completeness of that information. Management's responsibilities include adjusting the financial statements to correct material misstatements and for confirming to me in the representation letter that the effects of any uncorrected misstatements aggregated by me during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing me about all known or suspected fraud or illegal acts affecting the government involving (a) management, (b) employees who have significant roles in internal control, and (c) others where the fraud or illegal act could have a material effect on the financial statements. You are also responsible for informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. This summary schedule and corrective action plan should be available for my review at the beginning of my fieldwork.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for me previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to me corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on your current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Audit Procedures-General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, my audit will involve judgment about the number of transactions to be examined and the areas to be tested. I will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations that are attributable to the entity or acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute assurance and because I will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by me. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or to major programs. However, I will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that comes to my attention. I will also inform you of any violations of laws or governmental regulations that come to my attention, unless clearly inconsequential. I will include such matters in the reports required for a Single Audit. My responsibility as auditor is limited to the period covered by my audit and does not extend to any later periods for which I am not engaged as auditor.

My procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. I may request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of my audit, I will also require certain written representations from you about the financial statements and related matters.

Audit Procedures-Internal Controls

My audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that I consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. My tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in my report on internal control issued pursuant to *Government Auditing Standards*.

As required by OMB Circular A-133, I will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that I consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, my tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in my report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, I will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and OMB Circular A-133.

Audit Procedures-Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, I will perform tests of El Campo ISD's compliance with applicable laws and regulations and the provisions of contracts and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and I will not express such an opinion in my report on compliance issued pursuant to *Government Auditing Standards*.

OMB Circular A-133 requires that I also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. My procedures will consist of tests of transactions and other applicable procedures described in the *OMB Circular A-133 Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of El Campo ISD's major programs. The purpose of those procedures will be to express an opinion on El Campo ISD's compliance with requirements applicable to each of its major programs in my report on compliance issued pursuant to OMB Circular A-133.

Audit Administration, Fees, and Other

I understand that your employees will prepare all cash, accounts receivable, or other confirmations I request and will locate any documents selected by me for testing.

At the conclusion of the engagement, I will complete the appropriate sections of the Data Collection Form that summarizes my audit findings. I will provide an original of my report to the Superintendent or Business office; however, it is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and a corrective action plan) along with the Data Collection Form to the designated federal clearinghouse and, if appropriate, to pass-through entities. I will coordinate with you the electronic submission and certification. If applicable, I will provide copies of my report for you to include with the reporting package you will submit to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audits.

The audit documentation for this engagement is the property of John R. Pechacek, C.P.A. and constitutes confidential information. However, pursuant to authority given by law or regulation, I may be requested to make certain audit documentation available to a cognizant or grantor agency or its designee, a federal agency providing direct or indirect funding, or the U.S. Governmental Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. I will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of John R. Pechacek, C.P.A. personnel. Furthermore, upon request, I may provide copies of selected audit documentation to the cognizant or grantor agency. These parties may intend, or decide to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release or for any additional period requested by the cognizant agency, oversight agency for audit, or pass-through entity. If I am aware that a federal awarding agency pass-through entity, or auditee is contesting an audit finding, I will contact the party/parties contesting the audit finding for guidance prior to destroying the audit documentation.

I expect to begin my fieldwork on approximately June 1 of each year and to issue my reports no later than January 28 of the following year, or when all audit issues are resolved. My fee for these services will be at my standard hourly rates plus out-of-pocket costs (such as report reproduction, word processing, postage, travel, copies, telephone, etc.) except that I agree that my gross fee, including expenses, except for the requested electronic filing of the reports, will not exceed \$17,000.00 for each year. I estimate that the fee for filing required electronic reports will not exceed \$200.00. My standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. My invoices for these fees will be rendered periodically as work progresses and are payable on presentation. In accordance with my firm policies, work may be suspended if your account becomes 90 days or more overdue and may not be resumed until your account is paid in full. If I elect to terminate my services for nonpayment, my engagement will be deemed to have been completed upon written notification of termination, even if I have not completed my report(s). You will be obligated to compensate me for all time expended and to reimburse me for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, I will discuss it with you and arrive at a new fee estimate before I incur the additional costs.

Government Auditing Standards require that I provide you with a copy of my most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. My 2007 peer review report accompanies this letter.

El Campo ISD
Audit Engagement Letter
Page 8

I appreciate the opportunity to be of service to El Campo ISD and believe this letter accurately summarizes the significant terms of my engagement. If you have any questions, please let me know. If you agree with the terms of my engagement as described in this letter, please sign the enclosed copy and return it to me.

Very truly yours,



John R. Pechacek, C.P.A.

RESPONSE:

This letter correctly sets forth the understanding of El Campo ISD.

By: David Bright 1-19-10

Title: Assistant Supt. For Finance

Agenda Item Summary Sheet (4 B.5)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda	Approval of District Investment Officers and Investment Officer Training
Summary	<p>According to <i>Government Code § 2246.005(f)</i> the Board shall designate one or more officers or employees as investment officer(s) to be responsible for the investment of its funds. In the administration of the duties of an investment officer, the person designated as an investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the Board retains the ultimate responsibility as fiduciaries of the assets of the District.</p> <p>Authority granted to a person to invest the entity's funds is effective until rescinded by the Board or until termination of the person's employment by the District.</p> <p>LOCAL policy states that the Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board in accordance with the District's written investment policy and generally accepted accounting procedures.</p>
ECISD Board Policy	<p>CDA (LEGAL), OTHER REVENUES: INVESTMENTS, INVESTMENT OFFICER</p> <p>CDA (LOCAL), OTHER REVENUES: INVESTMENTS, INVESTMENT AUTHORITY</p>
Effective Date	January 27, 2010
Previous Board Action	The Board annually passes resolutions approving a list of investment officers for the District and Independent Sources for Investment Officer Training.
Future Action Expected	The Board annually passes resolutions approving a list of investment officers for the District and Independent Sources for Investment Officer Training.
Background Information and Significant Issues	<p>The RESOLUTION designating Investment officers names Mark Pool, David Bright, and Joyce Supak as the investment officers for the district.</p> <p>The RESOLUTION approving training and independent sources of training names the following institutions or organizations: Education Service Center Regions II, III and IV; TASB; TASA; TASBO; Texas Tech University; university of North Texas; Southwest Securities; TexPool; Lone Star; MBIA; and LOGIC</p>

Fiscal Impact	None.
Student and Public Benefit	Investment resolutions are in place as internal controls to help protect taxpayers' dollars by reducing the risks involved in the investment of public funds.
Procedural and Reporting Implications	Resolutions designating the district's investment officers and independent sources of investment officer training will be included in the official board minutes for this meeting, and is subject to audit.
Public Comments	None.
Alternatives	Identify other individuals to designate as investment officers.
Other Comments and Related Issues	None
Attachments	<ul style="list-style-type: none"> • Copy of RESOLUTION, Designation of Investment Officer(s) • Copy of RESOLUTION, Approving the Training of Investment Officers and Independent Sources of Instruction Relating to Investment Responsibilities • Investment Officers Training Certificates
Contact Person(s)	David Bright, Assistance Superintendent of Finance and Operations
Action Required	Motion, second and majority vote to approve Resolutions designating the district's investment officers and independent sources of investment officer training.
Superintendent's Recommendation	<p>I recommend you approve the Resolutions naming the district's investment officers and independent sources of investment officer training as part of the consent agenda.</p> <p>Mark Pool, Superintendent of Schools</p>

RESOLUTION
Designation of Investment Officer(s)

WHEREAS, the El Campo Independent School District has legal authority to invest public funds in a manner which assures the safety of invested funds, maintains sufficient liquidity to provide for the daily needs of the District and provide the highest investment return, and

WHEREAS, this investment authority applies to all financial assets of the District, and

WHEREAS, investments shall be made with careful judgment and care, under then prevailing circumstances, which a prudent person exercising discretion and intelligence in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital as well as the probable income to be derived, and

WHEREAS, the El Campo Independent School District is required under CDA (LEGAL) and Gov't Code 2256.005 to designate one or more officers or employees as investment officer(s) to be responsible for the investment of its funds, and

WHEREAS, the investment officer of the District shall be required to attend at least one training session relating to their respective responsibilities under the Public Funds Investment Act within 12 months after taking office or assuming duties, and

WHEREAS, not less than quarterly, the District's investment officer shall prepare and submit to the Board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding reporting period,

THEREFORE BE IT RESOLVED that the Board of Trustees of the El Campo Independent School District go on record designating **Mark Pool, David Bright, and Joyce Supak** investment officer(s) to be responsible for the investment of its funds.

ADOPTED AND SIGNED this 19th day of January 2010.

Tommy Turner, President

Melissa Erwin, Secretary

**RESOLUTION APPROVING THE TRAINING OF INVESTMENT OFFICERS
AND
THE INDEPENDENT SOURCES OF INSTRUCTION RELATING TO
INVESTMENT RESPONSIBILITIES**

WHEREAS, El Campo Independent School District (the “District”) has been legally created and operates pursuant to the general laws of the State of Texas applicable to independent school district; and

WHEREAS, the Board of Trustees has convened on this date at a meeting open to the public and wishes to approve investment training, pursuant to Chapter 2256.008(a), Texas Government Code, as amended from time to time; and

WHEREAS, Section 2256.008(a), Texas Government Code, as amended, requires the treasurer, chief financial officer if the treasurer is not the chief financial officer and investment officer of the District to attend an investment training session not less than once in a two-year period and receive not less than ten hours of instruction relating to investment responsibilities from an independent source approved by the Board of Trustees of the District or a designated investment committee advising the investment officer, as provided in the investment policy of the District; and

WHEREAS, the Investment Policy, CDA (LOCAL), designates the Superintendent, Assistant Superintendent for Business, and bookkeeper as primary investment officers; and

WHEREAS, the Region III Education Service Center, the Texas Association of School Boards (“TASB”), the Texas Association of School Administrators (“TASA”), the Texas Association of School Business Officials (“TASBO”), Texas Tech University, University of North Texas, Southwest Securities, the TexPool Investment Pool, the Lone Star Investment Pool, the MBIA Municipal Investors Service Corporation Investment Pool and the Local Government Investment Cooperative (“LOGIC”) provide investment training sessions relating to investment responsibilities; and

WHEREAS, the governing body of this local government wishes to approve Region III ESC, TASB, TASA, TASBO, TexPool, Texas Tech University, University of North Texas, Southwest Securities, TexPool, Lone Star, MBIA Municipal Investors Service Corporation, and LOGIC as independent sources of instruction to provide investment training sessions required by Section 2256.008(a); **NOW, THEREFORE,**

BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE EL CAMPO INDEPENDENT SCHOOL DISTRICT THAT:

Section 1: The approval of Region II, III & IV ESC, TASB, TASA, TASBO, Texas Tech University, University of North Texas, Southwest Securities, TexPool, Lone Star, MBIA, and LOGIC as independent sources of instruction relating to

investment responsibilities for the investment officers of the District, as required by Section 2256.008(a), Texas Government Code, as amended.

Section 2: The approval of the attached list of training hours which have been completed by the investment officers of the District for the fiscal year ended August 31, 2009.

PASSED AND APPROVED this 19th day of January 2010.

Tommy Turner, President

Melissa Erwin, Secretary

Region III Education Service Center

Certificate Of Attendance

David Bright

Admin. El Campo

Attended

Workshop # 26898

Public Funds Investment Training

On

May 27, 2008

Credit Hours 5

Inservice

Certified Public Accountant Sponsor # 8105

TASBO CEU#114



ESC Contact

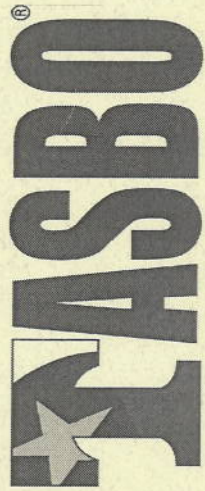
Region III Education Service Center Professional Development Workshop #: 29554

Region III Education Service Center

Mark Pool
El Campo ISD

,

Title: Public Funds Investment Training
Date: 05/27/2009
Location: Region III ESC
Time: 9:30 AM - 3:30 PM
Amount: \$0
Status: Attended
Credit Hours: 5
Certificate: Inservice Region III TASBO #114 Certified Public Accountant Sponsor # 8105
District: El Campo ISD
Campus:



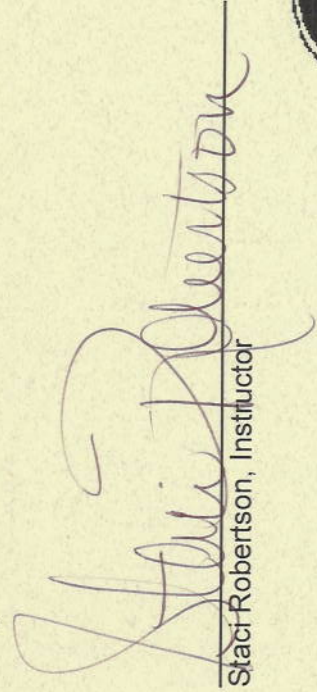
Texas Association of School Business Officials

Certificate of Attendance
Presented to

Joyce M. Supak

*For completion of 6 hours of training on the Texas Public Funds Investment Act
and related investment issues (CPE sponsor 622)*

**October 23, 2008
Victoria, Texas**



Staci Robertson, Instructor

Agenda Item Summary Sheet (4 B.7)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Information Only

Consent Agenda: Business and Support Services Review of Monthly Financial Reports for Month of December

Summary

Although there is no statutory or policy requirement for the Board to do so, reviewing the Monthly Financial Report is a good practice for the Board to follow in overseeing the management of the District.

The report provides the Board with a current comparison of actual revenue and expenditures to the budget adopted for the General Fund.

The Tax Collections Report provides the Board with the District's current tax collections for the fiscal year.

The Cash Flow Report provides the Board with both a historical and current perspective of the District's monthly cash flow.

ECISD Board Policy None.

Effective Date December 31, 2009

Previous Board Action Approval of 2009-2010 General Operating Budget on August 25, 2009.

Future Action Expected The Board will review the monthly financial statements at each regular monthly board meeting.

Background Information and Significant Issues

The audited fund balance in the General Fund (Fund 199 only) on August 31, 2009 was \$5,951,953, which is 21.25% of the approved General Fund operating expenditures (as defined in the AEIS Report) of \$28,005,136.

Fund balance designated for replacement of artificial turf at Ricebird Stadium is \$100,000, leaving an undesignated fund balance of \$5,851,953; or 20.89% of the approved General Fund operating expenditures (as defined in the AEIS Report).

The undesignated fund balance currently exceeds the 20% goal by \$250,925.80.

Fiscal Impact None.

Student and Public Benefit Closely monitoring actual revenue and expenditures as compared to the adopted budget each month helps to ensure

the efficient use of public funds.

Procedural and Reporting Implications None.
Public Comments None.
Alternatives None.

Other Comments and Related Issues

Financial Report. In the General Operating Fund, we have received 38.96% of our amended revenue projections; and expended 32.11% of our amended expenditure estimates.
 Compared to the same time last year, our revenue decreased by (\$4,152,722) and our expenditures increased by \$384,814.

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp
Sep	8.44%	7.99%	8.49%	8.16%	19.97%	10.32%	20.59%	11.53%	10.41%	10.59%
Oct	17.30%	15.60%	16.45%	15.08%	36.50%	17.60%	36.88%	17.18%	19.64%	17.92%
Nov	25.28%	23.16%	25.79%	22.03%	40.10%	24.60%	39.46%	24.10%	26.01%	25.17%
Dec	43.50%	30.11%	39.14%	28.13%	55.32%	32.30%	52.68%	31.52%	38.96%	32.11%
Jan	66.11%	37.91%	71.88%	35.58%	75.42%	42.30%	73.77%	38.60%		
Feb	79.68%	46.35%	77.49%	46.72%	83.18%	51.98%	79.39%	48.85%		
Mar	83.48%	53.54%	79.75%	53.89%	85.20%	58.88%	81.29%	55.83%		
Apr	85.72%	60.43%	84.35%	61.00%	86.78%	66.91%	82.79%	62.87%		
May	95.97%	69.63%	87.88%	68.32%	89.07%	76.81%	84.31%	69.96%		
Jun	97.50%	76.64%	92.93%	75.96%	90.38%	82.81%	86.04%	77.28%		
Jul	98.80%	83.10%	98.46%	84.97%	91.72%	88.08%	87.23%	85.52%		
Aug	100.16%	97.42%	100.20%	98.95%	100.03%	99.34%	99.94%	98.05%		

NOTE: Percentage of revenue received is down because our payment class changed. For the past two years we have been in Payment Class 3 and received 45% of our annual entitlement in September. We have been reclassified to Payment Class 2 and now receive 22% of our annual entitlement in September.

Tax Collection Report. Our beginning tax levy of \$13,840,671 has been adjusted by -\$548,667 giving us an adjusted levy of \$13,292,004 [I continue to question how our beginning levy changes from month to month.]; and we have currently collected \$3,988,422 which amounts to 30.01% of the adjusted levy. This leaves an uncollected balance of \$9,303,582.

Delinquent collections YTD are \$95,894 plus \$42,584 in penalty and interest.

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Oct	1.82%	0.06%	0.048%	0.01%	0.00%	0.00%
Nov	9.09%	6.81%	6.67%	5.07%	2.58%	0.44%
Dec	37.75%	40.15%	29.49%	38.76%	32.28%	30.01%
Jan	86.24%	82.47%	86.80%	85.29%	81.82%	
Feb	93.92%	92.59%	94.40%	93.58%	93.04%	
Mar	94.82%	95.44%	95.38%	94.44%	94.06%	
Apr	95.31%	95.68%	96.11%	95.13%	94.97%	
May	95.89%	96.54%	96.69%	95.78%	95.61%	
Jun	97.30%	97.04%	97.40%	96.55%	96.69%	
Jul	97.30%	97.19%	97.64%	96.87%		
Aug	97.48%	97.59%	97.81%	97.15%	97.48%	
Sep	97.51%	97.69%	97.97%	97.31%	97.60%	

Cash Flow Report. The following spreadsheet shows the actual cash flow compared to the projected (historical) cash flow for the month.

Fiscal Year	Month			Year-to-Date		
	2008-2009	2009-2010	Difference	2008-2009	2009-2010	Difference
Revenue	\$4,240,585	\$4,253,749	\$13,164	\$16,899,627	\$12,746,908	(\$4,152,719)
Expenditures	\$2,370,168	\$2,432,696	\$62,528	\$8,609,828	\$9,090,856	\$481,028
Summary	\$1,870,417	\$1,821,053	(\$49,364)	\$8,289,799	\$3,656,052	(\$4,633,747)

Attachments

- Monthly Financial Report – December 31, 2009
- Tax Collection Recap 2009-2010
- Cash Flow Report 2009-2010

Contact Person(s)

David Bright, Assistant Superintendent of Finance and Operations

Action Required

No Action Required.

Superintendent's Recommendation

This is an information report only.

Mark Pool, Superintendent of Schools

**EL CAMPO INDEPENDENT SCHOOL DISTRICT
MONTHLY FINANCIAL REPORT
January 19, 2010**

**Comparison of Revenue and Expenditures
to the Budget for the General Operating Fund
9-1-09 to 12-31-09**

ESTIMATED REVENUE:

	<i>Original Budget</i>	<i>Amended Budget</i>	<i>Revenue Realized</i>	<i>Revenue Balance</i>
<i>Local:</i>	\$14,121,607	\$14,187,107	\$4,543,811	(\$9,577,796)
<i>State:</i>	\$17,427,522	\$17,427,522	\$7,653,079	(\$9,774,443)
<i>Federal:</i>	\$1,104,861	\$1,104,861	\$550,017	(\$554,844)
<i>Other Resources:</i>	\$0	\$0	\$0	\$0
<i>Total:</i>	\$32,653,990	\$32,719,490	\$12,746,907	(\$19,972,583)

ESTIMATE EXPENDITURES:

<i>Original Budget</i>	<i>Amended Budget</i>	<i>Expended</i>	<i>Outstanding Encumbrances</i>	<i>Expenditures Year to Date</i>	<i>Balance for Year</i>
\$32,307,585	\$32,627,851	\$9,090,855	\$1,385,202	\$10,476,057	\$22,151,794

COMPARISONS TO DECEMBER 31 OF PRIOR YEAR:

	<i>2008-2009</i>	<i>2009-2010</i>	<i>Increase/ Decrease</i>
<i>Revenues:</i>	\$16,899,629	\$12,746,907	(\$4,152,722)
<i>Expenditures:</i>	\$10,091,243	\$10,476,057	\$384,814
<i>Cash Position:</i>	\$14,546,509	\$9,262,176	(\$5,284,333)

PRIOR MONTH CASH POSITION as of 11/30/09:

\$7,554,857

GENERAL FUND - FUND BALANCE as of 8-31-05:	\$6,825,620
GENERAL FUND - FUND BALANCE as of 8-31-06:	\$7,050,993
GENERAL FUND - FUND BALANCE as of 8-31-07:	\$9,759,144
GENERAL FUND - FUND BALANCE as of 8-31-08:	\$4,676,422
GENERAL FUND - FUND BALANCE as of 8-31-09:	\$5,951,953

BUDGET AMENDMENTS:

Roll forward and appropriate prior year (2008-09) High School Allotment fund balance	\$203,766
Appropriate funds from Food Service Fund Fund Balance to purchase dishwashers	\$51,000
Appropriate revenue from technology E-rate reimbursements to purchase technology licenses	\$65,500

NOTE: Cash Position includes Local, State, and Federal Funds. Does not include Capital Projects.

**EL CAMPO INDEPENDENT SCHOOL DISTRICT
TAX COLLECTION RECAP
2009 - 2010**

Reporting Period	Beginning Levy	Adjustments	Adjusted Levy	Current Tax Year Collections	% Collected	% Collected Prior Year	Delinquent Collections	Penalty & Interest	Total Collections	Current Tax Year Uncollected
Monthly Recap										
October-09			\$0	0	0.00%	0.00%	\$42,130	\$16,087	\$58,217	
November-09	\$13,840,687	-\$548,667	\$13,292,020	58,799	0.44%	2.58%	\$21,388	\$9,495	\$89,682	
December-09	\$13,840,671	-\$548,667	\$13,292,004	3,929,623	29.56%	29.69%	\$32,377	\$17,002	\$3,979,002	
Year To Date				3,988,422	30.01%	32.28%	\$95,894	\$42,584	\$4,126,900	\$9,303,582

EL CAMPO INDEPENDENT SCHOOL DISTRICT
Cash Flow
2009-2010

199	GENERAL FUND	Actual Sep-09	Actual Oct-09	Actual Nov-09	Actual Dec-08	Actual Dec-09	Actual Jan-09	Actual Feb-09	Actual Mar-09	Actual Apr-09	Actual May-09	Actual Jun-09	Actual Jul-09	Actual Aug-09	2008-09 Totals
	REVENUE:														
5700	Local Revenue:														
5711	Taxes Current Year	14,181	0	51,429	3,368,101	3,437,085	5,611,823	1,270,004	111,440	103,476	72,324	121,528	56,576	23,876	11,050,425
5712	Taxes Prior Years	15,950	37,817	19,398	25,408	29,097	37,193	21,217	17,367	23,102	11,722	26,049	16,582	15,471	269,554
5719	Pen. Int. & Other	11,564	14,803	8,759	12,936	15,941	20,546	24,951	18,889	23,280	15,386	29,390	20,295	13,457	218,054
5720	Service to Other LEAs	0	0	0	0	0	0	0	0	0	0	0	3,090	0	3,090
5730	Tuition and Fees	0	0	0	0	0	0	0	0	0	0	0	0	4,100	4,100
5740	Other Local Sources	7,704	9,801	96,814	21,215	12,934	28,868	31,799	31,630	24,695	17,060	13,895	44,259	628,133	908,268
5750	Col/Curr Activities	25,437	12,631	76,155	-5,214	-35,667	3,621	2,139	2,648	3,255	943	0	8,180	6,869	76,484
	Total Local Rev:	74,836	75,093	252,555	3,422,446	3,459,390	5,702,051	1,350,111	181,973	177,808	117,434	190,862	148,982	691,906	12,529,975
5800	State Revenue:														
5811	Available School Fund	0	63,207	3,712	88,373	18,562	0	0	135,234	101,986	84,593	126,137	78,347	148,301	826,392
5812	Foundation Entitlement	3,164,525	2,475,854	1,333,393	0	23,737	0	0	0	-69,289	0	-2,500	0	3,198,143	14,232,949
5819	LEP Student Success Init	0	0	0	0	0	0	0	0	0	0	0	0	0	118,073
5820	Misc State Program Rev	0	0	3,589	0	0	0	0	0	0	0	0	0	11,996	11,996
5831	TRS On-Behalf	103,972	105,809	106,303	103,191	106,641	104,342	102,657	103,027	102,376	103,314	104,123	102,579	162,259	1,287,875
	Total State Rev:	3,268,497	2,644,870	1,447,007	191,564	148,940	104,342	102,657	238,261	135,073	187,907	227,760	180,926	3,524,996	16,485,289
5900	Federal Revenue:														
5930	Federal	0	0	151,085	0	4,896	1,304	0	4,757	0	0	0	0	5,600	17,123
	Total Federal Rev:	0	0	151,085	0	4,896	1,304	0	4,757	0	0	0	0	5,600	17,123
7900	Other Res/Non-Oper														
	Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	17	0	81,771	81,788
	Total Other Res:	0	0	0	0	0	0	0	0	0	0	17	0	81,771	81,788
	Total Revenue:	3,343,333	2,719,922	1,850,646	3,614,010	3,613,225	5,807,697	1,452,768	424,991	312,880	305,342	418,638	329,908	4,304,273	29,114,175
6000	EXPENDITURES:														
6100	Expenditures:														
6200	Payroll Costs	1,248,063	1,880,754	1,911,417	1,812,372	1,866,025	1,825,845	1,811,905	1,828,545	1,776,876	1,850,579	1,850,452	1,791,375	2,383,121	21,685,532
6300	Contracted Services	93,596	205,034	198,172	240,936	265,248	261,461	220,517	237,625	205,432	222,021	258,427	211,956	362,249	2,762,933
6400	Supplies & Materials	107,259	187,257	134,109	148,069	86,296	93,566	140,218	111,923	72,683	264,713	66,448	106,468	148,232	1,566,045
6500	Other Operating	41,807	40,519	33,642	39,284	29,700	36,441	45,541	33,360	27,315	61,490	72,156	657,539	64,857	1,158,292
6600	Debt Services	0	0	500	-103	0	0	277,813	0	0	500	0	0	57,625	336,335
6600	Capital Outlay	75,435	125,670	0	0	0	0	64,740	170,936	0	17,014	30,498	24,345	-33,015	337,828
8900	Other Uses/Non Operating	1,566,160	2,439,234	2,277,840	2,240,557	2,247,269	2,217,313	2,560,733	2,382,389	2,096,266	2,477,900	2,277,982	2,791,684	2,983,069	27,932,508
	Total Expenditures:	1,777,172	2,806,688	-427,194	1,373,452	1,365,957	3,590,384	-1,107,965	-1,957,398	-1,783,386	-2,172,558	-1,859,343	-2,461,776	1,321,204	1,181,667
	ENDING BALANCE	5,748,187	7,806,046	7,378,852	12,268,107	8,744,809	12,335,194	11,227,229	9,269,831	7,486,445	5,313,887	3,454,544	992,768	2,313,972	
	GF FB as of 8/31/09	7,525,359	7,806,046	7,378,852	12,268,107	8,744,809	12,335,194	11,227,229	9,269,831	7,486,445	5,313,887	3,454,544	992,768	2,313,972	

197	HS ALLOTMENT	Actual Sep-09	Actual Oct-09	Actual Nov-09	Actual Dec-08	Actual Dec-09	Actual Jan-09	Actual Feb-09	Actual Mar-09	Actual Apr-09	Actual May-09	Actual Jun-09	Actual Jul-09	Actual Aug-09	2008-09 Totals
5800	State Revenue:														
5812	HS Allotment	0	107,521	25,418	0	0	0	0	0	0	0	0	0	0	0
	Total State Rev:	0	107,521	25,418	0	0	0	0	0	0	0	0	0	0	0
6000	Expenditures:														
6100	Payroll Costs	7,348	7,087	8,654	0	7,657	0	0	0	0	0	0	0	0	0
6200	Contracted Services	0	2,500	0	0	25,318	0	0	0	0	0	0	0	0	0
6300	Supplies & Materials	0	59,727	11,685	0	0	0	0	0	0	0	0	0	0	0
6400	Other Operating	0	0	190	0	0	0	0	0	0	0	0	0	0	0
	Total Expenditures:	7,348	69,314	20,528	0	32,975	0	0	0	0	0	0	0	0	0
	ENDING BALANCE	-7,348	30,859	35,750	0	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774	2,774

240	FOOD SERVICE	Actual Sep-09	Actual Oct-09	Actual Nov-09	Actual Dec-08	Actual Dec-09	Actual Jan-09	Actual Feb-09	Actual Mar-09	Actual Apr-09	Actual May-09	Actual Jun-09	Actual Jul-09	Actual Aug-09	2008-09 Totals
	REVENUE:														
5700	Local Revenue:														
	Earnings from Temp Dep			2,288	0	0	0	2,648	0	0	3,447	0	0	2,916	11,415
	Foundation Revenue														
	Breakfast	9,317	9,105	9,159	6,363	6,368	12,251	12,052	10,116	11,012	8,232	441	0	6,766	93,864
	Lunch	21,413	23,918	19,762	16,157	13,634	21,105	21,488	17,736	21,373	16,205	882	0	16,279	195,290
	A La Carte	15,007	13,545	10,801	9,252	8,682	13,252	15,248	11,279	13,150	11,946	1,061	0	4,759	120,965
	Adult Lunches	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Catering/Vending	106	0	160	101	310	200	76	866	0	1,229	508	173	670	3,822
	Summer Food Service	0	0	0	0	0	0	0	0	0	0	403	0	0	403
	Total Local Ren:	45,843	46,569	42,170	31,873	28,994	46,808	51,512	39,998	45,535	41,059	3,295	173	31,390	425,759
5800	State Revenue														
5829	Misc St Program Rev.	0	0	0	0	0	0	0	9,732	0	0	0	0	0	10,105
5831	TRS On-Behalf Benefit	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total State Rev:	0	0	0	0	0	0	0	9,732	0	0	0	0	0	10,105
5900	Federal Revenue														
5921	School Breakfast	0	30,215	32,999	23,405	27,756	19,066	23,954	26,487	22,703	29,017	26,376	3,652	6,819	235,861
5922	National School Lunch	0	96,247	102,412	68,752	80,679	58,732	77,528	82,214	69,835	87,750	77,022	11,062	25,093	726,080
5923	USDA Donated Com	5,799	5,799	6,332	6,077	5,799	6,077	6,077	6,077	6,077	8,951	6,077	6,077	23,299	93,019
5929	Fed Rev TEA-Sum Feed	0	0	0	0	0	0	0	0	0	0	0	0	3,365	19,067
	Total Federal Rev:	5,799	132,261	141,743	98,234	114,234	83,875	107,559	114,778	98,615	125,718	109,475	36,493	58,576	1,074,027
7900	Other Res/Non-Oper:														
7940	Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Other Res:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Revenue:	51,641	178,829	183,912	130,107	143,228	130,683	159,071	164,508	144,150	166,776	112,770	36,666	89,965	1,509,892
6000	EXPENDITURES:														
6100	Expenditures:														
6100	Payroll & Benefits	33,976	47,704	50,672	44,177	47,049	42,215	45,176	44,257	43,913	43,859	44,428	43,441	54,108	523,711
6200	Contracted Services	380	380	126,502	79,249	99,509	57,347	76,735	85,550	0	89,248	156,050	35,455	32,289	809,554
6300	Supplies & Materials	5,799	5,826	5,889	6,107	5,831	6,523	6,220	6,155	6,205	6,463	6,116	6,107	24,142	92,719
6400	Other Operating	18	50	42	77	63	71	0	59	82	28	46	227	0	687
6600	Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	16,800	0	16,800
	Total Expenditures:	40,172	53,959	183,104	129,611	152,452	106,156	128,131	136,021	50,200	139,598	206,640	102,030	110,539	1,443,471
	ENDING BALANCE	11,469	136,340	137,148	41,148	127,924	152,450	183,391	211,878	305,827	333,006	239,135	173,771	153,198	

511	DEBT SERVICE	Actual Sep-09	Actual Oct-09	Actual Nov-09	Actual Dec-08	Actual Dec-09	Actual Jan-09	Actual Feb-09	Actual Mar-09	Actual Apr-09	Actual May-09	Actual Jun-09	Actual Jul-09	Actual Aug-09	2008-09 Totals
	REVENUE:														
5700	Local Revenue:														
5711	Taxes Current Year	2,074	0	7,370	492,629	492,538	820,803	185,755	16,300	15,135	10,578	17,775	8,275	3,492	1,615,679
5712	Taxes Prior Years	1,414	4,313	1,990	2,380	3,281	3,176	2,001	1,347	2,206	827	2,518	1,121	1,191	23,522
5719	Pen, Int, & Other	1,017	1,284	736	779	1,061	1,886	2,810	1,886	2,469	1,594	3,526	1,926	1,183	19,999
5742	Earnings Fm Temp Dep	292	311	308	680	416	1,593	2,219	1,944	1,917	2,012	1,991	2,095	1,065	16,360
	Total Local Rev:	4,798	5,908	10,403	496,468	497,295	826,644	192,785	21,476	21,728	15,012	25,810	13,417	6,931	1,675,560
5800	State Revenue:														
5829	St Rev Dist By TEA	0	0	10,827	0	0	0	0	0	0	0	0	0	58,275	143,165
	Total State Rev:	0	0	10,827	0	0	0	0	0	0	0	0	0	58,275	143,165
7900	Other Res/Non-Oper:														
7940	Other Res/Non-Oper Rev	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Other Res:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Revenue:	4,798	5,908	21,230	496,468	497,295	826,644	192,785	21,476	21,728	15,012	25,810	13,417	65,206	1,818,725
6000	EXPENDITURES:														
	Expenditures:														
6500	Debt Service	0	0	0	0	0	0	280,000	0	0	0	0	0	420,000	700,000
6511	Bond Principal	0	0	0	0	0	0	536,409	0	0	0	0	0	531,159	1,067,569
6521	Interest on Bonds	0	0	0	0	0	400	0	400	0	0	0	0	0	900
6599	Other Debt Fees	0	0	500	0	0	0	816,409	400	0	0	0	0	95,115	1,768,469
	Total Expenditures:	0	0	500	0	0	400	816,409	400	0	0	0	0	95,115	1,768,469
	ENDING BALANCE	4,798	10,705	31,436	636,648	528,731	1,355,375	731,751	752,827	774,555	789,567	815,377	828,793	-57,160	
	Total Approved Budget														
	199,240,511														
	TOTAL REVENUE	3,399,772	3,012,180	2,081,207	4,240,585	4,253,749	6,765,024	1,804,625	610,975	478,758	487,130	557,218	379,990	4,459,444	32,442,792
	TOTAL EXP	1,613,680	2,562,507	2,481,972	2,370,168	2,432,696	2,323,469	3,505,273	2,518,810	2,146,466	2,617,498	2,484,622	2,893,714	4,044,768	31,144,447
	ENDING BALANCE	1,786,091	2,235,764	1,834,999	8,269,481	3,656,052	8,097,606	6,396,958	4,489,123	2,821,415	691,047	-1,236,357	-3,750,080	-3,335,403	

Agenda Item Summary Sheet (4 B.8)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Checks Written – December 2009

**Comprehensive Goal
Addressed**

El Campo ISD has a budget that minimizes the local tax burden and maximizes the efficient delivery of a quality education while maintaining a safe fund balance.

Summary

Although there is no statutory or policy requirement for the Board to review the bills paid during the previous month, a monthly review providing the Board an opportunity to ask questions regarding specific expenditures is a good practice for the Board to follow in overseeing the management of the District.

It is very helpful to the administration and helps in conducting an effective board meeting if questions are identified and asked prior to the meeting.

These bills have already been paid, and were previously authorized by the Board when you adopted the 2009-2010 General Operating Budget.

ECISD Board Policy

None.

Effective Date

December 31, 2009

Previous Board Action

Approval of 2009-2010 General Operating Budget on August 25, 2009 authorizing the expenditure of funds.

Future Action Expected

The Board will review the checks written for the previous month prior to each regular monthly board meeting.

**Background Information and
Significant Issues**

None.

Fiscal Impact

Historical comparison of monthly check totals:

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
September	\$384,211.71	\$597,731.27	\$589,273.28	\$808,126.97	\$655,949.80
October	\$625,347.36	\$642,432.03	\$804,931.69	\$778,762.11	\$970,451.63
November	\$606,581.82	\$742,766.77	\$750,671.57	\$1,140,664.10	\$750,661.87
December	\$395,396.80	\$658,798.47	\$1,211,146.13	\$1,030,485.01	\$853,561.12
Subtotal YTD	\$2,011,537.69	\$2,641,728.54	\$3,356,022.67	\$3,758,038.19	\$3,230,624.42
January	\$602,847.58	\$2,339,695.79	\$1,045,238.51	\$995,619.31	
February	\$596,279.24	\$775,240.17	\$1,993,265.44	\$1,128,501.50	
March	\$484,835.73	\$1,924,176.33	\$660,962.20	\$1,107,119.75	
April	\$497,466.55	\$1,955,246.06	\$777,024.72	\$779,634.45	
May	\$779,559.59	\$947,243.08	\$867,612.30	\$1,105,700.63	
June	\$888,976.15	\$841,401.34	\$1,529,388.36	\$816,384.98	
July	\$656,773.62	\$485,322.31	\$803,678.77	\$813,160.04	
August	\$753,650.96	\$1,415,904.27	\$1,161,873.57	\$873,588.10	

Student and Public Benefit Close monitoring of monthly bills paid and monthly cash flow helps to ensure the efficient use of public funds.

Procedural and Reporting Implications None.

Public Comments None.

Alternatives None.

Other Comments and Related Issues Beginning in August of 2007, wire payments for the energy management performance contract, maintenance tax notes, and principal and interest on existing debt were included for the first time with the list of checks written for that month. These wire transfers will show up twice per year (February and August) when we pay principal and interest on debt.

Attachments List of checks written during the month of November are available in electronic format and were emailed to each member of the Board.

Contact Person(s) David Bright, Assistant Superintendent of Finance and Operations

Action Required No action required. This is an information report only.

Superintendent's Recommendation Information only.

Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (4 D.1)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda	Evaluation of State Compensatory Education Program
Summary	<p>Texas Education Code § 7.027 (b) states:</p> <p><i>The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.</i></p> <p>To comply with this statutory requirement we have evaluated our State Compensatory Education Program and the results of the evaluation are presented for your consideration.</p>
ECISD Board Policy	EHBC, SPECIAL PROGRAMS: COMPENSATORY / ACCELERATED SERVICES
Effective Date	January 27, 2010.
Previous Board Action	The Board annually evaluates the State Compensatory Education Program.
Future Action Expected	The Board annually evaluates the State Compensatory Education Program. Based on that evaluation, the Board will be presented with an <i>Improvement Plan</i> for the district's program.
Background Information and Significant Issues	<p>The <i>Texas Education Code § 29.081(d)</i> specifies a list of criteria to be used to identify the students who are to receive compensatory / accelerated services.</p> <p>The same section of the <i>Education Code</i> requires that the District use student performance data from state basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services to enable students to be performing at grade level at the conclusion of the next regular school term.</p> <p>At the secondary level, accelerated instruction is to be provided to students who have not performed satisfactorily on each section of the secondary exit-level assessment instrument or who are at risk of dropping out of school.</p> <p>The <i>Education Code</i> further requires that the District must evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on state assessment instruments or disparity in the rates of high school</p>

completion between students at risk of dropping out of school and all other District students. The evaluation is to include an analysis of the effectiveness of each program described in the campus and District improvement plans for reducing such disparities.

Finally, the *Education Code* requires that the District use its compensatory education allotment to fund supplemental programs and services designed to eliminate any disparity in performance on state assessment instruments or disparity in the rates of high school completion between at-risk students and all other students.

Fiscal Impact

Total current State Compensatory Education allotment is \$2,079,721.

Student and Public Benefit

Program evaluation and improvement planning will provide an environment of continuous improvement of all programs for all students.

Procedural and Reporting Implications

None.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments

- PowerPoint Presentation on State Compensatory Education Program
- Evaluation of 2009-2010 Program Improvement Plan
- Program Evaluation Document for Board Approval.

Contact Person(s)

Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction

Action Required

Motion, second and majority vote to approve the evaluation of the district's State Compensatory Education Program.

Superintendent's Recommendation

I recommend that you approve the annual evaluation of the State Compensatory Education Program as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools

**State Compensatory
Education Program
2009-10 School Year**

**Carolyn Gordon,
Assistant Superintendent for
Curriculum & Instruction**

**Student/Program
Demographic Overview**

- Students in District - 3481
- Students in State Compensatory Education Program - 1575
- Percent of Students served - 45%

District Support

- District adopted policies for State Compensatory Education Program
 - EHBC Legal
 - EHBC Local
- Student Success Initiative Parent Brochures
- Newsletters from teachers and counselors

Financial Information

- Current entitlement received is \$2,305,029
- Total funding for State Compensatory Education Program in current budget is \$2,079,721
- Areas in which funds are expended:
 - Professional and Paraprofessional Salaries
 - DAEP Program
 - Software
 - Materials and Supplies
 - Staff Development
 - Family Literacy Night K-12

Staff Information

- All teachers working with the at risk students are highly qualified
- 16 teacher aides
 - 6 ECHS
 - 3 ECMS
 - 3 Northside
 - 1 Hutchins
 - 3 Myatt
- Staff development activities are provided to staff in State Compensatory Education Program

Current Student Information

- State criteria identified at risk students - 1575
- Local criteria identified at risk students - 0

Campus	# of students	% of students
ECHS	541	54%
ECMS	313	42%
*Northside	185	37%
*Hutchins	268	49%
*Myatt	268	38%

* Title I Part A School-Wide Campus

Curriculum/Instruction

- District provides supplemental materials to each classroom and at each grade level with state compensatory funds.
- Team Leadership course offered at ECHS
- Fast ForWord Lab
- Credit Recovery
- Grand Central Station Labs – all schools
- Tutorials

Parental Information

- District encourages parental involvement and provides opportunities for parents to participate in school-sponsored activities:
 - Family Literacy Program
 - PTO
 - Parent Conference days
 - College Night
 - Career Day

Program Evaluation

- State Compensatory Education program is evaluated on an annual basis
- State Compensatory Education program is included in the comprehensive needs assessment conducted at the district level
- Needs are reflected in the district and campus improvement plans

ECISD State Compensatory Education Program Evaluation
January 2010

The following information is a report on progress toward the accomplishment of activities and strategies identified in the ECISD State Compensatory Education Improvement Plan for 2008-2009 presented to the Board in January 2009:

Goal: At-Risk students will meet or exceed all State standards.

The following data represents the number of at-risk students in each grade level who met the State passing standards for the Texas Assessment of Knowledge and Skills in 2009.

	3	4	5	6	7	8	9	10	11	Total % passing
English Language Arts / Reading	113/118 96%	43/74 58%	29/70 79%	74/94 79%	70/94 74%	96/101 95%	100/125 80%	81/111 73%	99/119 83%	705/906 78%
Writing		60/70 86%			84/88 95%					144/158 91%
Mathematics	94/116 81%	58/74 78%	39/72 54%	46/94 49%	40/92 43%	69/96 72%	33/122 27%	26/112 23%	64/117 55%	469/895 52%
Science			39/69 51%			37/98 38%		28/109 26%	73/118 62%	175/394 44%
Social Studies						87/95 92%		79/107 74%	106/119 89%	272/321 85%
Percent that passed all Tests	88%	74%	51%	64%	71%	74%	54%	49%	72%	65%

Objective 1: By the end of school year 2008-2009, 75% of all at-risk students will meet or exceed State requirements on State Assessments.

The information in the following table represents the status of the activities and/or strategies identified in the 2008-2009 ECISD State Compensatory Education Improvement Plan for this objective.

<i>Activity / Strategy</i>	<i>Person Responsible</i>	<i>Formative Evaluation</i>	<i>Status</i>	<i>Summative Evaluation</i>	<i>Yes or No</i>
1. Provide teachers a list of at-risk students in order to monitor progress throughout the school year.	ECISD Principals	Disaggregated data Benchmark results	All data was disaggregated at the beginning of the school year and at the end of each grading period	Increased performance on State assessments	Increase in Writing, Science and Social Studies and a slight decrease in ELA/Reading and Math
2. Continue to provide intervention activities for at-risk students needing additional instruction at grades K-12	ECISD Principals	List of at-risk students Agenda from intervention meetings	Students were given accelerated instruction in learning labs, after school tutorials, Grand Central Station and Credit Recovery	Improved student performance for at-risk students	Increase in Writing, Science and Social Studies and a slight decrease in ELA/Reading and Math

<p>3. Continue to provide at-risk students the opportunity to be assigned to learning labs at each campus.</p>	<p>ECISD Principals</p>	<p>List of students attending and progress made</p>	<p>ECHS-102 students enrolled in Credit Recovery and 90 completed at least 1 course 55 in GCS ECMS-65 students attending GCS and 43 in Fast ForWord Northside-130 students in Fast ForWord 53 in GCS Hutchins-132 in Fast ForWord 55 in GCS</p>	<p>Spring 2009 TAKS tests at-risk students had a slight decrease in ELA/Reading and Math but an increase in Writing, Science and Social Studies. There was also a slight decrease in at-risk students passing all tests.</p>	<p>Did not meet the goal of 75% passing all tests.</p>
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Objective 2: Increase parental involvement for at-risk students.

The information in the following table represents the status of the activities and/or strategies identified in the 2008-2009 ECISD State Compensatory Education Program Improvement Plan for this objective.

<i>Activity / Strategy</i>	<i>Person Responsible</i>	<i>Formative Evaluation</i>	<i>Status</i>	<i>Summative Evaluation</i>	<i>Yes or No</i>
1. Continue to provide opportunities for all parents to be welcomed and involved in their child's education	Campus Principals	Letters Brochures Sign-in sheets from parent conferences	All communication regarding state assessment sent to parents in native language	100% of parents informed	Yes

Objective 3: Increase opportunity for teachers to attend research based staff development to better serve at-risk students.

The information in the following table represents the status of the activities and/or strategies identified in the 2008-2009 ECISD State Compensatory Education Program Improvement Plan for this objective.

<i>Activity / Strategy</i>	<i>Person Responsible</i>	<i>Formative Evaluation</i>	<i>Status</i>	<i>Summative Evaluation</i>	<i>Yes or No</i>
1. Continue to provide teachers the opportunity to attend Capturing kids Hearts conference and other conferences offering strategies for at-risk students.	Campus Principals	List of teachers and counselors attending	# of teachers attending ECHS - 6 ECMS – 3 NS – 4 Myatt - 6	Increased number of personnel trained	Yes

School Board Approval

State Compensatory Education Program 2009-2010 School Year

Indicate yes or no for each item. If the indication is no, define the area for correction.

- | | | |
|---|---|---------------------------------------|
| 1. The district has written policy for the State Compensatory Education (SCE) Program. | Yes
<input checked="" type="checkbox"/> | No
<input type="checkbox"/> |
|---|---|---------------------------------------|

Area for Correction:

- | | | |
|--|---|---------------------------------------|
| 2. The district expends at least 85% of the SCE allotment on identified SCE services. | Yes
<input checked="" type="checkbox"/> | No
<input type="checkbox"/> |
|--|---|---------------------------------------|

Area for Correction:

- | | | |
|---|---|---------------------------------------|
| 3. Data and procedures ensure that all at-risk students of the district have access to services as part of the State Compensatory Education program. | Yes
<input checked="" type="checkbox"/> | No
<input type="checkbox"/> |
|---|---|---------------------------------------|

Area for Correction:

- | | | |
|--|---|---------------------------------------|
| 4. The learning opportunities for at-risk students are enhanced due to additional offerings and/or resources provided these students. | Yes
<input checked="" type="checkbox"/> | No
<input type="checkbox"/> |
|--|---|---------------------------------------|

Area for Correction:

5. The State Compensatory Education program is evaluated annually and uses data to modify and update the district and campus improvement plans.

Yes

No

Area of Correction:

Agenda Item Summary Sheet (4 D.2)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Information Only

Consent Agenda	Dyslexia Program Improvement Plan
Summary	Last month the Board approved the annual evaluation of our Dyslexia Program. Based upon our self-evaluation of this program we have developed an improvement plan for your review.
ECISD Board Policy	EHBE (LEGAL), SPECIAL PROGRAMS: BILINGUAL EDUCATION / ESL
Effective Date	January 27, 2010.
Previous Board Action	Following an annual evaluation of the Dyslexia Program, the Board annually reviews a program improvement plan that addresses areas identified through the evaluation process to be in need of improvement.
Future Action Expected	The Board annually reviews the Dyslexia Program Improvement Plan.
Background Information and Significant Issues	<p>The Dyslexia Program Improvement Plan has the following goals and objectives:</p> <p>Goal 1: All identified dyslexia students will meet or exceed all State standards.</p> <p>Objective 1: Increase opportunity for teachers to attend research based staff development to better educate dyslexic students.</p> <p>Objective 2: Increase parental awareness of the Dyslexia Program.</p>
Fiscal Impact	Cost of strategies for accomplishment of objectives. [Reference Improvement Plan document.]
Student and Public Benefit	Program evaluation and improvement planning will provide an environment of continuous improvement of all programs for all students.

Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<i>ECISD Dyslexia Program Improvement Plan, 2009-2010.</i>
Contact Person(s)	Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction
Action Required	None.
Superintendent's Recommendation	This is an information item only. No action required. Mark Pool, Superintendent of Schools

ECISD Dyslexia Program Improvement Plan 2009-2010

Goal: All identified dyslexia students will meet or exceed all State standards.

Objective: 1 Increase opportunity for teachers to attend research based staff development to better educate dyslexic students.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation												
1. Continue to provide awareness to general education teachers on dyslexia characteristics including strategies and accommodations.	Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	A S O N D J <table border="1" style="width: 100%; text-align: center;"> <tr><td> </td><td>X</td><td> </td><td> </td><td> </td><td> </td></tr> </table> F M A M J J <table border="1" style="width: 100%; text-align: center;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>		X											Peggy Glaze Dyslexia Coordinator Campus Counselors	None	RTI meetings Agenda Sign-in sheets	Increase in state assessments scores
	X																	
2. Continue to provide staff development for Title I Reading Teachers on instructional methods for dyslexic students.	Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	A S O N D J <table border="1" style="width: 100%; text-align: center;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td>X</td></tr> </table> F M A M J J <table border="1" style="width: 100%; text-align: center;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>						X							Region III MaryAnn McLemore Classroom Teachers Peggy Glaze, Dyslexia Coordinator	Title 1 SCE	Registration forms List of participants Absent from duty reports	Increased number of faculty members trained in strategies for dyslexia students
					X													

ECISD Dyslexia Program Improvement Plan 2009-2010

Objective: 2 El Campo Independent School District will increase parental awareness of the Dyslexia Program.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation
1. Provide parental awareness for the dyslexia characteristics including strategies and accommodations.	Peggy Glaze, Dyslexia Coordinator	A S O N D J <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> F M A M J J <input type="checkbox"/> X <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Dyslexia Policy Dyslexia teacher	Title 1	Agenda Sign-in sheet	100% of parents informed

Agenda Item Summary Sheet (6 D)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Information Only

Curriculum and Instruction Review of School Report Cards

Summary

Each year following the publication of the Annual AEIS Report, the Texas Education Agency issues each campus a School Report Card. State statute requires that these report cards must be disseminated to the parent, guardian, conservator, or other person having lawful control of each student on the campus. On written request, the school district is required to provide a copy of a school report card to any other party.

District policy BR (LEGAL), REPORTS states that each campus must disseminate the school report card within six weeks after it is received from TEA. The campus may disseminate the school report card in the same manner it normally transmits official communications to parents and guardians. These methods may include, but are not limited to:

1. Including the SRC in a weekly folder sent home with each student;
2. Mailing it to each student's residence;
3. Providing it at a parent-teacher conference; or
4. Enclosing it with the student report card.

A school may not alter the SRC, but may include additional information with the report that explains or supplements information contained within the report.

ECISD Board Policy BR (LEGAL), REPORTS.

Effective Date January 27, 2010

Previous Board Action The Board annually reviews the School Report Cards before they are disseminated to parents.

Future Action Expected The Board annually reviews the School Report Cards before they are disseminated to parents.

Background Information and Significant Issues None.

Fiscal Impact None.

Student and Public Benefit	Provides parents with much information about academic performance and other factors of their child's school in an easy to understand format.
Procedural and Reporting Implications	School Report Cards are sent home to the parent or guardian of each student.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • <i>School Report Cards for each campus</i>
Contact Person(s)	<p>Mark Pool, Superintendent of Schools</p> <p>Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction</p>
Action Required	No Action Required.
Superintendent's Recommendation	<p>This is an information report only.</p> <p>Mark Pool, Superintendent of Schools</p>

2008-09 School Report Card Definitions

School Accountability Rating

School accountability ratings are based on the percent of students passing the TAKS, high school completion rate, and the annual dropout rate. Standards for TAKS, completion rates, and dropout rates must be met for all students as well as for student groups (African American, Hispanic, White, and Economically Disadvantaged).

Gold Performance Acknowledgment (GPA): Some schools may also qualify for GPAs for high performance on *Advanced Course/Dual Enrollment, AP/IB, Attendance, College-Ready Graduates, Commended Performance on TAKS, Comparable Improvement, SAT/ACT, Recommended High School Program, or Texas Success Initiative.*

Paired Schools: Schools that report enrollment but do not have grades in which the TAKS test is given (such as K-2 schools) are paired with schools with which they have a "feeder" relationship to determine accountability ratings.

Indicators of Student Performance *(Report shows only those indicators that apply, depending on grade span at the school.)*

TAKS Met 2009 Standard: The TAKS (Texas Assessment of Knowledge and Skills) is a comprehensive testing program for public school students in grades 3 through 11. TAKS measures the extent to which a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. Students are assessed in English language arts (ELA) (grades 10 & 11), reading (grades 3-9), mathematics (grades 3-11), writing (grades 4 & 7), science (grades 5, 8, 10 & 11), and social studies (grades 8, 10 & 11). Results shown include only the performance of those students who were enrolled at the campus by the last Friday in October. Results are summed across grades for all grades tested at the school. Results for the TAKS (Accommodated) are included for science, social studies, and all grade 11 subjects.

TAKS Progress Measure: This measure is shown only for alternative education campuses (AEC) rated under alternative education accountability (AEA) procedures. It is based on the number of tests taken. It sums performance results across grades 3 through 12 and across all subjects, to provide a single measure. Progress is defined as test results that meet the TAKS passing standard, or are projected to meet the standard based on the Texas Projection Measure (for grades 3-10), or have a Texas Growth Index (TGI) score of zero or higher (for grade 11). Exit-level TAKS retest results are included in this measure.

Students Not Tested Due to Exemptions: The report shows the percent of students who were exempted on every test because he or she received a limited-English proficiency (LEP) exemption and took only the *Texas English Language Proficiency Assessment System (TELPAS)* test.

Progress of Prior Year TAKS Failers: This measure shows the percent of students who failed the TAKS in the previous year but passed in the current year.

Student Success Initiative (SSI): Students in grade 3 must pass the reading TAKS in order to be promoted to grade 4, and students in grades 5 and 8 must pass both the reading and mathematics TAKS in order to be promoted to grades 6 and 9, respectively. Students are given three opportunities to pass each test. Depending on the school, up to four measures are shown: 1) *Students Requiring Accelerated Instruction:* For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the first administration must be provided accelerated instruction in preparation for the second administration. 2) *TAKS Cumulative Met Standard:* For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined. 3) *TAKS Failers Promoted by Grade Placement Committee:* This shows the percent of students who failed all attempts to pass but were promoted to the next grade by their grade placement committee. 4) *TAKS Met Standard (Failed in Previous Year):* Using grade 3 as an example, this presents two calculations for students who failed all administrations of the grade 3 reading test in 2008: For those who were promoted to fourth grade, the first measure shows the percentage that passed the grade 4 reading test in 2008; and for those who were retained in third grade, the second measure shows the percent that passed the grade 3 reading test in 2008. When available, the same information is presented for the previous year.

Attendance Rate: The report shows the attendance rate for the entire school year for students in grades 1-12.

Annual Dropout Rate: Depending on the grade span at the school, one or two of the following three rates are shown: *Annual Dropout Rate (Gr 7-8)*, *Annual Dropout Rate (Gr 7-12)*, and *Annual Dropout Rate (Gr 9-12)*. The annual rates are the number of students who dropped out (in the grades indicated) expressed as a percent of the number of students in attendance in those grades.

Completion/Student Status Rate: This indicator takes students who started 9th grade in 2004-05 and shows their status in 2008. Two measures are provided: 1) *Completion/Student Status Rate* shows the percent of students who graduated, received a GED, continued high school, or dropped out; and 2) *Completion Rate I* sums the percent of students who graduated or continued high school. The same information is given for the class of 2007. (*Completion Rate II* is shown for AECs rated under AEA procedures. It includes GED recipients as completers.)

Recommended HS and Distinguished Achievement Program Graduates: The report shows the percent of graduates for the classes of 2008 and 2007 who satisfied the requirements for the Texas State Board of Education Recommended High School Program or the Distinguished Achievement Program.

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program to improve student success in college. This indicator shows the percent of students who scored high enough on the TAKS to be exempted from the TSI requirements.

SAT/ACT Results: The report provides four measures: (1) *Tested* shows the percent of graduates who took either the SAT or the ACT. (2) *At/Above Criterion* shows the percent of examinees who scored at or above the “Criterion Score” (criterion score is 1110 for SAT and 24 for ACT). (3) & (4) *Average SAT Score* and *Average ACT Score* show the average score on the SAT and ACT. Information is shown for the classes of 2008 and 2007.

School Characteristics

Class Size Averages by Grade and Subject: Class sizes are calculated from teacher class schedules. For example, the number of students in science is summed and divided by a count of the science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

Number of Students per Teacher: The report shows the total number of students in membership, divided by the total number of teachers (expressed as full-time equivalents) at the school.

Instructional Staff Percent: This measure indicates the percentage of the district’s full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2008-09 school year.

Instructional Expenditure Ratio: This measure shows the percent of the district’s total actual expenditures for the 2007-08 fiscal year that were used to fund direct instructional activities.

Expenditures per Student: This value shows actual 2007-08 expenditures for groups of functions divided by the total number of 2007-08 students. Note that the expenditures shown are not the amount actually spent on each and every student, but rather a per-pupil average of the total. Per pupil expenditures are shown for total operating expenditures and by operating categories.

Comparisons Provided

For almost every indicator, the report shows the performance for all students in the state (State Average), the district (District Average), the school group (School Group) and the school (School - All Students). The school “group” is a set of 40 other Texas public schools that are demographically similar to this school. District and state comparisons are not shown for the expenditure information, because they are not comparable to the school-level calculations.

Special Symbols

- An *asterisk* (*) on a TAKS indicator means that fewer than 5 students were in that classification, including zero students; an *asterisk* for all other indicators means that fewer than 5 students were in that classification, excluding zero students.
- For indicators other than TAKS, a *dash* (-) means that no students were in that category.
- *n/a* - means that the information is not available or not applicable.
- A *question mark* (?) means that the information reported is outside of a reasonable range.
- A *>99%* is used to mask TAKS performance that is at or near 100%; *<1%* is used to mask TAKS performance at or near 0%.

2008-09 School Report Card

School Name: EL CAMPO HS

School Number: 241903001

2009 School Accountability Rating: Academically Acceptable

District Name: EL CAMPO ISD

2009 District Accountability Rating: Academically Acceptable

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School Name: EL CAMPO H S
School Number: 241903001
District Name: EL CAMPO ISD

		State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/Pac.Is.	Econ. Disadv.	
TAKS Met 2009 Standard (Sum of All Grades Tested) (INCLUDES SELECTED TAKS (Accommodated)) (Standard Accountability Indicator)												
Reading/ELA	2009	91%	90%	92%	91%	86%	91%	94%	*	*	90%	
	2008	91%	92%	92%	90%	87%	87%	95%	*	*	88%	
Mathematics	2009	82%	80%	74%	66%	49%	56%	82%	*	*	51%	
	2008	80%	80%	71%	65%	47%	56%	83%	*	*	52%	
Science	2009	78%	70%	75%	68%	45%	63%	82%	*	*	54%	
	2008	74%	65%	70%	68%	50%	59%	84%	*	*	54%	
Soc Studies	2009	93%	92%	94%	91%	85%	88%	96%	*	*	87%	
	2008	91%	87%	93%	89%	82%	87%	93%	*	*	85%	
All Tests	2009	74%	70%	67%	60%	42%	52%	77%	*	*	47%	
	2008	72%	69%	61%	58%	40%	47%	77%	*	*	44%	
00												
Students Not Tested Due to Exemptions												
LEP Exempt	2009	0.9%	0.7%	0.2%	0.6%	0.0%	1.3%	0.0%	-	*	1.0%	
	2008	0.9%	1.1%	0.0%	0.8%	0.0%	1.7%	0.0%	-	0.0%	1.5%	
Progress of Prior Year TAKS Failers (Sum of Gr 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only) Percent of Failers Passing TAKS												
Reading/ELA	2009	49%	50%	57%	58%	43%	78%	38%	*	*	64%	
	2008	53%	59%	59%	61%	63%	58%	64%	*	*	63%	
Mathematics	2009	37%	31%	37%	29%	24%	28%	39%	*	*	21%	
	2008	36%	39%	33%	32%	21%	31%	43%	*	*	31%	

T E X A S E D U C A T I O N A G E N C Y

Page 2
 School Enrollment: 1,024
 Grade Span: 09 - 12
 School Type: Secondary

School Name: EL CAMPO H S
 School Number: 241903001
 District Name: EL CAMPO ISD

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/Pac.Is.	Econ. Disadv.
Student Success Initiative										
Grade 8 Mathematics										
TAKS Met Standard (Failed in Previous Year)										
Promoted to Grade 9 2009	15%	*	13%	*	*	*	*	*	*	*
Attendance Rate										
2007-08	95.5%	95.4%	94.1%	94.4%	94.5%	93.2%	95.8%	-	98.9%	93.4%
2006-07	95.5%	95.5%	94.8%	94.9%	95.6%	93.5%	96.2%	-	97.4%	93.9%
Annual Dropout Rate (Gr 9-12)										
2007-08	3.2%	2.8%	1.5%	2.8%	4.0%	3.8%	1.2%	-	0.0%	4.0%
2006-07	3.9%	2.7%	1.9%	2.7%	1.3%	4.2%	1.3%	-	0.0%	2.9%
Completion/Student Status Rate (Gr 9-12)										
Class of 2008										
Graduated	79.1%	85.9%	87.0%	85.9%	86.1%	79.8%	92.0%	-	*	78.1%
Received GED	1.5%	1.5%	0.6%	1.5%	0.0%	2.6%	0.9%	-	*	1.8%
Continued HS	8.9%	3.4%	3.4%	3.4%	2.8%	3.5%	3.6%	-	*	4.4%
Dropped Out (4-yr)	10.5%	9.1%	7.5%	9.1%	11.1%	14.0%	3.6%	-	*	15.8%
Class of 2007										
Graduated	78.0%	84.6%	84.6%	84.6%	70.6%	75.2%	94.9%	-	*	74.4%
Received GED	2.0%	2.1%	1.1%	2.1%	5.9%	1.9%	1.7%	-	*	2.3%
Continued HS	8.7%	3.7%	4.3%	3.7%	11.8%	5.7%	0.8%	-	*	5.8%
Dropped Out (4-yr)	11.4%	9.5%	7.0%	9.5%	11.8%	17.1%	2.5%	-	*	17.4%
Completion Rate I (not including GED)										
Class of 2008	88.0%	89.4%	92.3%	89.4%	88.9%	83.3%	95.5%	-	*	82.5%
Class of 2007	86.7%	88.4%	92.1%	88.4%	82.4%	81.0%	95.8%	-	*	80.2%

School Name: EL CAMPO H S
 School Number: 241903001
 District Name: EL CAMPO ISD

T E X A S E D U C A T I O N A G E N C Y

2008-09 School Report Card

School Enrollment: 1,024
 Grade Span: 09 - 12
 School Type: Secondary

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/Pac.Is.	Econ. Disadv.
Recommended HS and Distinguished Achievement Program Graduates										
Class of 2008	81.4%	73.9%	82.3%	73.9%	59.4%	65.6%	85.7%	-	*	62.6%
Class of 2007	77.9%	63.2%	76.7%	63.2%	28.6%	53.0%	75.7%	-	*	42.6%
Texas Success Initiative (TSI) Higher Education Readiness Component (INCLUDES TAKS (Accommodated))										
Eng Lang Arts 2009	63%	62%	61%	62%	44%	65%	67%	*	*	55%
2008	57%	57%	54%	57%	42%	44%	73%	*	*	42%
Mathematics 2009	62%	55%	61%	55%	26%	56%	67%	*	*	45%
2008	56%	51%	51%	51%	39%	40%	66%	*	*	39%
SAT/ACT Results										
Tested										
Class of 2008	65.0%	56.6%	67.8%	56.6%	65.4%	35.4%	71.7%	-	*	n/a
Class of 2007	68.2%	57.2%	67.4%	57.2%	40.0%	34.8%	72.0%	-	*	n/a
At/Above Criterion										
Class of 2008	27.2%	18.1%	19.2%	18.1%	0.0%	21.4%	21.1%	-	-	n/a
Class of 2007	27.0%	20.4%	18.2%	20.4%	*	8.3%	26.4%	-	-	n/a
Average SAT Score										
Class of 2008	987	911	966	911	778	892	954	-	-	n/a
Class of 2007	992	953	973	953	*	914	1032	-	-	n/a
Average ACT Score										
Class of 2008	20.5	19.6	19.6	19.6	*	19.2	20.6	-	-	n/a
Class of 2007	20.2	17.8	19.1	17.8	*	*	19.9	-	-	n/a

T E X A S E D U C A T I O N A G E N C Y
2008-09 School Report Card

School Enrollment: 1,024
Grade Span: 09 - 12
School Type: Secondary

School Name: EL CAMPO H S
School Number: 241903001
District Name: EL CAMPO ISD

Page 4

Class Size Averages by Subject	State Average	District Average	School Group Average	School
Secondary: English/Language Arts	19.8	15.9	19.5	15.8
Foreign Languages	21.1	18.6	21.1	18.9
Mathematics	19.6	14.6	18.7	13.6
Science	20.5	16.9	19.2	16.2
Social Studies	21.7	18.1	21.8	18.0
Number of Students per Teacher	14.4	14.0	13.7	13.5
Instructional Staff Percent **	63.9%	68.2%	n/a	n/a
Instructional Expenditure Ratio **	64.4%	65.2%	n/a	n/a
Expenditures per Student (2007-2008):			School Group Average (All Funds)	School (All Funds)
Total Operating Expenditures			\$6,783	\$6,926
Instruction (11,95)			\$4,628	\$4,856
Instructional-Related Services (12,13)			\$207	\$242
Instructional Leadership (21)			\$92	\$55
School Leadership (23)			\$466	\$520
Support Services-Student (31,32,33)			\$353	\$339
Other Campus Costs (35,36,51,52,53)			\$1,037	\$913

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '**' Indicates results are masked due to small numbers to protect student confidentiality.
 '!' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.
 '***' For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.
 A more complete report about your school, the Academic Excellence Indicator System (AIEIS) report, is available from your school, or can be accessed on the internet at www.tea.state.tx.us/perfreport/aieis.

2008-09 School Report Card

School Name: EL CAMPO MIDDLE

School Number: 241903041

2009 School Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Commended on Social Studies

District Name: EL CAMPO ISD

2009 District Accountability Rating: Academically Acceptable

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T E X A S E D U C A T I O N A G E N C Y
2008-09 School Report Card

School Name: EL CAMPO MIDDLE
School Number: 241903041
District Name: EL CAMPO ISD

Page 1
School Enrollment: 732
Grade Span: 06 - 08
School Type: Middle

			State Average	District Average	School Group Median	School (All Students)					Econ. Disadv.	
						African American	Hispanic	White	Native American	Asian/Pac.Is.		
TAKS Met 2009 Standard (Sum of All Grades Tested) (INCLUDES SELECTED TAKS (Accommodated)) (Standard Accountability Indicator)												
Reading/ELA	2009	91%	90%	92%	92%	88%	92%	98%	*	*	91%	
	2008	91%	92%	92%	95%	90%	95%	97%	*	*	93%	
Mathematics	2009	82%	80%	83%	81%	69%	79%	91%	*	*	75%	
	2008	80%	80%	81%	81%	77%	80%	94%	*	*	80%	
Writing	2009	93%	96%	94%	94%	> 99%	98%	99%	*	*	98%	
	2008	93%	96%	93%	93%	90%	98%	98%	*	*	97%	
Science	2009	78%	70%	73%	73%	60%	56%	91%	*	*	55%	
	2008	74%	65%	64%	64%	32%	49%	79%	*	*	46%	
Soc Studies	2009	93%	92%	93%	93%	91%	95%	> 99%	*	*	94%	
	2008	91%	87%	90%	90%	71%	78%	95%	*	*	81%	
All Tests	2009	74%	70%	74%	74%	56%	67%	88%	*	*	62%	
	2008	72%	69%	69%	69%	57%	66%	86%	*	*	63%	
Students Not Tested Due to Exemptions												
LEP Exempt	2009	0.9%	0.7%	0.8%	0.8%	0.0%	1.7%	0.0%	*	*	1.5%	
	2008	0.9%	1.1%	0.4%	0.4%	0.0%	2.3%	0.0%	*	*	2.2%	
Progress of Prior Year TAKS Failers (Sum of Gr 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only) Percent of Failers Passing TAKS												
Reading/ELA	2009	49%	50%	54%	54%	70%	64%	80%	*	*	65%	
	2008	53%	59%	58%	58%	63%	77%	67%	*	*	70%	
Mathematics	2009	37%	31%	33%	33%	24%	32%	22%	*	*	27%	
	2008	36%	39%	35%	35%	39%	56%	63%	*	*	55%	

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/Pac.Is.	Econ. Disadv.
Student Success Initiative (continued)										
Grade 8 Mathematics										
Students Requiring Accelerated Instruction										
2009	18%	16%	19%	16%	24%	17%	11%	*	*	19%
2008	21%	19%	24%	19%	29%	24%	10%	*	*	24%
TAKS Cumulative Met Standard (1st & 2nd Admin)										
2009	87%	89%	86%	89%	82%	89%	92%	*	*	88%
2008	86%	88%	83%	88%	83%	84%	95%	*	*	84%
TAKS Failers Promoted by Grade Placement Committee										
2008	90.5%	66.7%	95.0%	66.7%	100.0%	53.3%	71.4%	-	-	60.0%
TAKS Met Standard (Failed in Previous Year)										
Retained in Grade 8										
2009	48%	60%	*	60%	*	*	*	*	*	*
Attendance Rate										
2007-08	95.5%	95.4%	95.7%	95.4%	95.9%	94.8%	96.1%	*	*	94.7%
2006-07	95.5%	95.5%	96.1%	95.4%	96.5%	94.4%	96.3%	*	*	94.5%
Annual Dropout Rate (Gr 7-8)										
2007-08	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%
2006-07	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%

T E X A S E D U C A T I O N A G E N C Y
2008-09 School Report Card

Page 4
School Enrollment: 732
Grade Span: 06 - 08
School Type: Middle

School Name: EL CAMPO MIDDLE
School Number: 241903041
District Name: EL CAMPO ISD

Class Size Averages by Grade and Subject	State Average	District Average	School Group Average	School
Elementary: Kindergarten	19.0	20.7	-	-
Grade 1	19.0	20.1	-	-
Grade 2	19.3	18.4	-	-
Grade 3	19.3	19.6	-	-
Grade 4	19.7	20.4	-	-
Grade 5	22.1	20.7	30.3	-
Grade 6	21.5	17.3	24.0	17.3
Mixed Grades	21.8	-	24.8	-
Secondary: English/Language Arts	19.8	15.9	18.8	16.0
Foreign Languages	21.1	18.6	22.2	16.0
Mathematics	19.6	14.6	20.2	16.8
Science	20.5	16.9	21.1	18.3
Social Studies	21.7	18.1	21.9	18.3
Number of Students per Teacher	14.4	14.0	13.7	12.9
Instructional Staff Percent **	63.9%	68.2%	n/a	n/a
Instructional Expenditure Ratio **	64.4%	65.2%	n/a	n/a
Expenditures per Student (2007-2008):			School Group Average (All Funds)	School (All Funds)
Total Operating Expenditures			\$6,296	\$6,797
Instruction (11,95)			\$4,451	\$5,196
Instructional-Related Services (12,13)			\$214	\$310
Instructional Leadership (21)			\$88	\$58
School Leadership (23)			\$451	\$498
Support Services-Student (31,32,33)			\$352	\$422
Other Campus Costs (35,36,51,52,53)			\$740	\$313

! ? Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.
 ** For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.
 A more complete report about your school, the Academic Excellence Indicator System (AEIS) report, is available from your school, or can be accessed on the internet at www.tea.state.tx.us/perfreport/aeis.

2008-09 School Report Card

School Name: NORTHSIDE EL

School Number: 241903103

2009 School Accountability Rating: Academically Acceptable

Gold Performance Acknowledgments:

Commended on Mathematics

District Name: EL CAMPO ISD

2009 District Accountability Rating: Academically Acceptable

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		State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/Pac.Is.	Econ. Disadv.	
TAKS Met 2009 Standard (Sum of All Grades Tested) (INCLUDES SELECTED TAKS (Accommodated)) (Standard Accountability Indicator)												
Reading/ELA	2009	91%	90%	90%	83%	76%	80%	97%	*	*	78%	
	2008	91%	92%	93%	89%	83%	88%	94%	*	*	86%	
Mathematics	2009	82%	80%	88%	92%	88%	90%	99%	*	*	89%	
	2008	80%	80%	89%	89%	83%	87%	95%	*	*	85%	
Writing	2009	93%	96%	95%	93%	89%	92%	98%	*	*	92%	
	2008	93%	96%	95%	94%	93%	94%	95%	*	*	93%	
Science	2009	78%	70%	88%	76%	63%	73%	94%	*	*	70%	
	2008	74%	65%	82%	65%	47%	60%	86%	*	*	58%	
All Tests	2009	74%	70%	80%	74%	61%	68%	95%	*	*	66%	
	2008	72%	69%	81%	71%	58%	68%	85%	*	*	64%	
-10-												
Students Not Tested Due to Exemptions												
LEP Exempt	2009	0.9%	0.7%	0.0%	0.2%	0.0%	0.3%	0.0%	-	-	0.3%	
	2008	0.9%	1.1%	0.3%	1.0%	0.0%	1.7%	0.0%	-	-	1.2%	
Progress of Prior Year TAKS Failers (Sum of Gr 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only) Percent of Failers Passing TAKS												
Reading/ELA	2009	49%	50%	38%	10%	< 1%	15%	*	*	*	11%	
	2008	53%	59%	44%	46%	9%	55%	*	*	*	43%	
Mathematics	2009	37%	31%	44%	45%	57%	35%	*	*	*	42%	
	2008	36%	39%	47%	40%	11%	42%	71%	*	*	36%	

TEXAS EDUCATION AGENCY
2008-09 School Report Card

Page 3
School Enrollment: 476
Grade Span: 04 - 05
School Type: Elementary

School Name: NORTHSIDE EL
School Number: 241903103
District Name: EL CAMPO ISD

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/Pac.Is.	Econ. Disady.
Student Success Initiative (continued)										
Grade 5 Mathematics (English and Spanish)										
Students Requiring Accelerated Instruction			15%	13%	17%	15%	4%	*	*	15%
2009	15%	13%	15%	16%	28%	18%	5%	*	*	21%
2008	15%	16%	15%							
TAKS Cumulative Met Standard (1st & 2nd Admin)										
2009	92%	93%	93%	93%	89%	92%	98%	*	*	90%
2008	91%	88%	93%	88%	89%	85%	95%	*	*	84%
TAKS Failers Promoted by Grade Placement Committee										
2008	84.0%	52.0%	100.0%	52.0%	*	44.4%	*	-	-	47.6%
2007	77.5%	37.5%	75.0%	37.5%	*	30.8%	-	-	-	35.7%
TAKS Met Standard (Failed in Previous Year)										
Retained in Grade 5				78%	*	71%	*	*	*	71%
2009	72%	78%	*	90%	*	89%	*	*	*	90%
2008	71%	90%	*							
Attendance Rate										
2007-08	95.5%	95.4%	96.4%	96.3%	96.4%	96.0%	96.8%	-	-	95.9%
2006-07	95.5%	95.5%	96.4%	96.4%	96.7%	95.8%	97.3%	-	-	96.0%

T E X A S E D U C A T I O N A G E N C Y

School Name: NORTHSIDE EL
School Number: 241903103
District Name: EL CAMPO ISD

2008-09 School Report Card

Class Size Averages by Grade	State Average	District Average	School Group Average	School
Elementary: Kindergarten	19.0	20.7	19.4	-
Grade 1	19.0	20.1	18.8	-
Grade 2	19.3	18.4	19.4	-
Grade 3	19.3	19.6	18.9	-
Grade 4	19.7	20.4	18.3	20.4
Grade 5	22.1	20.7	21.5	20.7
Grade 6	21.5	17.3	19.7	-
Mixed Grades	21.8	-	32.9	-
Number of Students per Teacher	14.4	14.0	14.7	14.8
Instructional Staff Percent **	63.9%	68.2%	n/a	n/a
Instructional Expenditure Ratio **	64.4%	65.2%	n/a	n/a
Expenditures per Student (2007-2008): Total Operating Expenditures Instruction (11,95) Instructional-Related Services (12,13) Instructional Leadership (21) School Leadership (23) Support Services-Student (31,32,33) Other Campus Costs (35,36,51,52,53)				
			School Group Average (All Funds)	School (All Funds)
			\$6,222	\$5,830
			\$4,584	\$4,695
			\$240	\$272
			\$72	\$55
			\$398	\$500
			\$290	\$287
			\$638	\$22

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 A more complete report about your school, the Academic Excellence Indicator System (AEIS) report, is available from your school, or can be accessed on the internet at www.tea.state.tx.us/perfreport/aeis.

2008-09 School Report Card

School Name: HUTCHINS EL

School Number: 241903102

2009 School Accountability Rating: Recognized

District Name: EL CAMPO ISD

2009 District Accountability Rating: Academically Acceptable

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T E X A S E D U C A T I O N A G E N C Y
2008-09 School Report Card

School Name: HUTCHINS EL
School Number: 241903102
District Name: EL CAMPO ISD

Page 1
School Enrollment: 508
Grade Span: 02 - 03
School Type: Elementary

		State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/Pac.Is.	Econ. Disadv.	
TAKS Met 2009 Standard (Sum of All Grades Tested) (INCLUDES SELECTED TAKS (Accommodated)) (Standard Accountability Indicator)												
Reading/ELA	2009	91%	90%	-	91%	83%	90%	97%	*	*	88%	
	2008	91%	92%	-	97%	97%	96%	> 99%	*	*	97%	
Mathematics	2009	82%	80%	-	89%	80%	88%	94%	*	*	85%	
	2008	80%	80%	-	93%	94%	91%	97%	*	*	92%	
All Tests	2009	74%	70%	-	85%	73%	83%	93%	*	*	80%	
	2008	72%	69%	-	92%	94%	90%	97%	*	*	91%	
Students Not Tested Due to Exemptions												
LEP Exempt	2009	0.9%	0.7%	n/a	1.2%	0.0%	2.0%	0.0%	-	-	1.7%	
	2008	0.9%	1.1%	n/a	1.3%	0.0%	2.3%	0.0%	-	-	1.9%	
-1 0												
Student Success Initiative												
Grade 3 Reading (English and Spanish)												
Students Requiring Accelerated Instruction												
	2009	10%	11%	-	11%	23%	13%	3%	*	*	15%	
	2008	12%	9%	-	9%	14%	13%	< 1%	*	*	11%	
TAKS Cumulative Met Standard (1st & 2nd Admin)												
	2009	94%	91%	-	91%	83%	90%	97%	*	*	88%	
	2008	94%	97%	-	97%	97%	96%	> 99%	*	*	97%	
TAKS Failers Promoted by Grade Placement Committee												
	2008	65.2%	*	n/a	*	-	*	-	-	-	*	
	2007	53.6%	*	n/a	*	-	*	-	-	-	*	
TAKS Met Standard (Failed in Previous Year)												
Retained in Grade 3												
	2009	81%	*	-	*	*	*	*	*	*	*	
	2008	80%	*	-	*	*	*	*	*	*	*	

T E X A S E D U C A T I O N A G E N C Y
2008-09 School Report Card

School Enrollment: 508
Grade Span: 02 - 03
School Type: Elementary

School Name: HUTCHINS EL
School Number: 241903102
District Name: EL CAMPO ISD

Attendance Rate	State Average	District Average	School Group Median	School (All Students)					
				African American	Hispanic	White	Native American	Asian/Pac.Is.	Econ. Disady.
2007-08	95.5%	95.4%	-	96.7%	95.9%	96.8%	-	-	96.0%
2006-07	95.5%	95.5%	-	96.3%	95.9%	96.4%	-	-	95.6%

T E X A S E D U C A T I O N A G E N C Y
2008-09 School Report Card

School Enrollment: 508
Grade Span: 02 - 03
School Type: Elementary

School Name: HUTCHINS EL
School Number: 241903102
District Name: EL CAMPO ISD

	State Average	District Average	School Group Average	School
Class Size Averages by Grade				
Elementary: Kindergarten	19.0	20.7	-	-
Grade 1	19.0	20.1	-	-
Grade 2	19.3	18.4	-	18.4
Grade 3	19.3	19.6	-	19.6
Grade 4	19.7	20.4	-	-
Grade 5	22.1	20.7	-	-
Grade 6	21.5	17.3	-	-
Mixed Grades	21.8	-	-	-
Number of Students per Teacher	14.4	14.0	-	14.3
Instructional Staff Percent **	63.9%	68.2%	n/a	n/a
Instructional Expenditure Ratio **	64.4%	65.2%	n/a	n/a
Expenditures per Student (2007-2008):				
Total Operating Expenditures			School Group Average (All Funds)	School (All Funds)
Instruction (11,95)			-	\$6,455
Instructional-Related Services (12,13)			-	\$5,299
Instructional Leadership (21)			-	\$250
School Leadership (23)			-	\$58
Support Services-Student (31,32,33)			-	\$477
Other Campus Costs (35,36,51,52,53)			-	\$348
			-	\$23

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2008-09 School Report Card

School Name: MYATT EL

School Number: 241903107

2009 School Accountability Rating: Recognized

This school is paired with 241903102 ,HUTCHINS EL

District Name: EL CAMPO ISD

2009 District Accountability Rating: Academically Acceptable

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T E X A S E D U C A T I O N A G E N C Y

Page 1
 School Enrollment: 678
 Grade Span: EE - 01
 School Type: Elementary

School Name: MYATT EL
 School Number: 241903107
 District Name: EL CAMPO ISD

2008-09 School Report Card

		State Average	District Average	School Group Median	School (All Students)						
					African American	Hispanic	White	Native American	Asian/Pac.Is.	Econ. Disadv.	
TAKS Met 2009 Standard (Sum of All Grades Tested) (INCLUDES SELECTED TAKS (Accommodated)) (Standard Accountability Indicator)											
Reading/ELA	2009	91%	90%	-	83%	90%	97%	*	*	88%	
	2008	91%	92%	-	97%	96%	> 99%	*	*	97%	
Mathematics	2009	82%	80%	-	80%	88%	94%	*	*	85%	
	2008	80%	80%	-	94%	91%	97%	*	*	92%	
All Tests	2009	74%	70%	-	73%	83%	93%	*	*	80%	
	2008	72%	69%	-	94%	90%	97%	*	*	91%	
Students Not Tested Due to Exemptions											
LEP Exempt	2009	0.9%	0.7%	n/a	0.0%	2.0%	0.0%	-	-	1.7%	
	2008	0.9%	1.1%	n/a	0.0%	2.3%	0.0%	-	-	1.9%	
N											
Attendance Rate											
	2007-08	95.5%	95.4%	-	95.3%	95.6%	96.7%	-	-	95.3%	
	2006-07	95.5%	95.5%	-	95.5%	95.4%	96.3%	-	-	95.5%	

T E X A S E D U C A T I O N A G E N C Y

School Name: MYATT EL
School Number: 241903107
District Name: EL CAMPO ISD

2008-09 School Report Card

Class Size Averages by Grade	State Average	District Average	School Group Average	School
Elementary: Kindergarten	19.0	20.7	-	20.7
Grade 1	19.0	20.1	-	20.1
Grade 2	19.3	18.4	-	-
Grade 3	19.3	19.6	-	-
Grade 4	19.7	20.4	-	-
Grade 5	22.1	20.7	-	-
Grade 6	21.5	17.3	-	-
Mixed Grades	21.8	-	-	-
Number of Students per Teacher	14.4	14.0	-	15.6
Instructional Staff Percent **	63.9%	68.2%	n/a	n/a
Instructional Expenditure Ratio **	64.4%	65.2%	n/a	n/a
Expenditures per Student (2007-2008):			School Group Average (All Funds)	School (All Funds)
Total Operating Expenditures			-	\$5,182
Instruction (11,95)			-	\$4,333
Instructional-Related Services (12,13)			-	\$193
Instructional Leadership (21)			-	\$39
School Leadership (23)			-	\$381
Support Services-Student (31,32,33)			-	\$218
Other Campus Costs (35,36,51,52,53)			-	\$18

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Agenda Item Summary Sheet (6 A)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Curriculum And Instruction Consider approval of 2010-2011 School Calendar

Summary

After the Board set the parameters for the development of the 2010-2011 school calendar each campus was asked to develop and submit one or more calendars for consideration by a district calendar committee.

The committee, composed of representatives from each campus, then reviewed the calendars submitted and selected the calendars to be considered by the entire faculty and staff.

The calendar must include at least 180 days of instruction for students and 187 contract days for teachers; and *Texas Education Code § 25.0811*, prohibits a school district from beginning instruction for a school year before the fourth Monday in August.

Two calendars were submitted to the faculty and staff for consideration. 88% of the ballots returned favored Calendar No. 1.

The following table represents the results of the vote:

Campus / Department	Eligible Voters	Total Votes		Calendar No. 1	Calendar No. 2
High School	125	44	35.2%	40	4
Middle School	83	31	37.3%	31	0
Northside	65	64	98.5%	54	10
Hutchins	65	62	95.4%	48	14
Myatt	84	77	91.7%	70	7
MLRC	4	4	100.0%	4	0
Special Education	20	19	95.0%	18	1
Support Services	7	5	71.4%	4	1
Administration	13	13	100.0%	12	1
Totals	466	319	68.5%	281	38

ECISD Board Policy EB (LEGAL), SCHOOL YEAR

Effective Date 2010-2011 School Year.

Previous Board Action At a regular meeting on October 20, 2009 the Board set parameters for the development of the 2010-2011 school calendar.

Future Action Expected None.

Background Information and Signification Issues The calendar receiving the most votes has the following highlights:

Staff Development Days – Student Holiday (5)

August 18-20
January 17
June 6

Data Analysis & Instructional Planning – Student Holiday (2)

November 8
April 15

Important Instructional Dates (180 Instructional Days)

August 23 – First Day of First Semester (90 Days)

September 10 – 1st Quarter Progress Report 1 (14 Days)
October 1 – 1st Quarter Progress Report 2 (15 Days)
October 22 – End of First Quarter (15 Days)

November 12 – 2nd Quarter Progress Report 1 (14 Days)
December 10 – 2nd Quarter Progress Report 2 (17 Days)
January 14 – End of 2nd Quarter (15 Days)

January 18 – First Day of Second Semester (90 Days)

February 4 – 3rd Quarter Progress Report 1 (14 Days)
February 25 – 3rd Quarter Progress Report 2 (15 Days)
April 1 – End of 3rd Quarter (20 Days)

April 21 – 4th Quarter Progress Report 1 (13 Days)
May 13 – 4th Quarter Progress Report 2 (14 Days)
June 3 – End of 4th Quarter (14 Days)

School Holidays (22 Days)

September 6 – Labor Day
November 24 – 26 – Thanksgiving
December 20 – January 1 – Christmas / New Years
March 14-18 – Spring Break
April 22 – Good Friday
May 6 – Fair Day
May 30 – Memorial Day

Parent Conferences

Monday, November 1
Monday, April 11

Early Dismissal

November 1 – Parent Conference (Students Only)
November 5 – Friday following Parent Conference
April 8 – Friday before Parent Conference
April 11 – Parent Conference (Students Only)
June 3 – Last Day of Instruction

Weather Make-Up Days

Friday, May 6 (Fair Day)
Monday, May 30 (Memorial Day)

Progress Reports

First Quarter – September 10, October 1
Second Quarter – November 12, December 10
Third Quarter – February 4, February 25
Fourth Quarter – April 21, May 13

Report Cards

November 1 – First Quarter (Parent Conference)
January 21 – Second Quarter
April 11 – Third Quarter (Parent Conference)
June 10 – Fourth Quarter

Graduation

Friday, June 3

A couple of additions to this calendar that have not appeared in the past are the dates for progress reports and nine-week assessments.

Fiscal Impact

None.

Student and Public Benefit

A locally developed calendar that faculty and staff consider to be the most instructionally sound.

Procedural and Reporting Implications

Once approved the calendar will be printed and widely disseminated throughout the District.

If the nine-week grading period is approved then district policies will have to be changed to reflect the new reporting period.

Public Comments

None.

Alternatives

With the parameters set by the Board of Trustees, the state assessment schedule, and TEA requirements options are very limited.

Other Comments and Related Issues

This calendar changes our grading period from six-weeks to nine-weeks. We have discussed this possibility for over a year and actually changed our common assessments to every nine-weeks last spring. We are hopeful that this grading period will reduce the number of failures because it provides for two progress reports each grading period before the report card grade is actually given. It also provides more time for instruction and because of fewer assessments.

Even though many faculty members have told me over the past two years that they supported this change we still selected teacher representatives from each grade level at the elementary level, and from the core curriculum areas and enrichment (extracurricular) areas at the secondary level, to provide feedback from their colleagues on this proposed change. We also provided them with a list of schools that use a nine-week reporting period and asked that they contact colleagues, friends, or relatives they may have in those districts to seek their opinion of a nine-week reporting period as compared to a six-week reporting period.

The following is a sample of the feedback received from committee members:

- At Myatt 54 professional staff members were polled. Fifty-one responded with 50 in favor of the nine-week reporting period and 1 preferring the six-week reporting period. Some of the comments were that there would be less testing, and it eliminates the issue of being more difficult to overcome a poor grade during a six-week period.
- At Hutchins the staff was surveyed with 31 supporting the nine-week reporting period and two preferring to stay with a six-week reporting period. One of the committee members talked with a relative from Fort Bend schools who said they loved the nine-weeks grading period and saw no problems during the transitions from six to nine weeks. Another spoke with her sister who has children in the Friendswood district who indicated that as a parent she liked the nine-week period.
- At Northside all of the fourth grade teachers and all but one of the fifth grade teachers supported a change to a nine-week reporting period. Some of the comments included that teachers would be able to spend more time on providing “descriptive” feedback on the quality of students’ work; and that the extra time would allow for more effective progress reporting.

- The Middle School surveyed their staff and reported that 30 teachers preferred the proposed change to a nine-week reporting period, nine teachers voted to remain with a six-week reporting period, and 4 teachers had no preference.

At the middle school one teacher said he had taught in a school that had a nine-week grading period and didn't care for it. His reason was that some students with missing assignments would beg to make-up assignments they may have failed to turn in from two months back. He felt that the grading period seemed to linger for a long time, and that it really didn't lighten the load on the teachers since they were still responsible for grades every three weeks just as with a six-week grading period.

There was also a comment submitted from a former Victoria ISD teacher who said that one down side was that the students only had two grades to average together for their semester average instead of three. She said it hurt the students who didn't take the low progress reports seriously.

- I receive no feedback from the High School, but the committee members and campus administration seemed to favor the idea.

Another issue that I want to discuss is our process for developing a school calendar. Traditionally, a district calendar committee has been selected with representatives from each campus and other areas of school operations. Each campus and department then developed one or more calendars within the parameters established by the Board and TEA and submitted them to the committee for consideration. The committee then reviewed and/or revised the calendars submitted and presented two to four calendars for the faculty and staff to vote on.

This process takes a considerable amount of time, effort and resources when the options are very limited due to increased parameters of school start date, limitations on holidays, state and local testing dates, etc.

I would like to suggest that next year we develop a proposed calendar that mirrors this year's calendar as closely as possible. (For the past three years our calendars have been almost identical.) Once the calendar has been developed I would like to post it on our website and invite feedback members for a period of time from not only faculty and staff, but also parents and community. If the feedback generates new considerations then a second or third calendar could be developed for a vote; otherwise the proposed the calendar would be submitted to the Board for approval.

Attachments

- Copy of Proposed School Calendar No. 1

Contact Person(s)

Carolyn Gordon, Assistant Superintendent for Instruction

Action Required

Motion, second, majority to approve the 2010-2011 school calendar and a change from a six-week to a nine-week grade reporting period.

Superintendent's Recommendation

I recommend that the Board approve the 2010-2011 school calendar and a change from a six-week to a nine-week grade reporting period.

Mark Pool, Superintendent of Schools

AUGUST 2010

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2011

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

#1

2010-2011 Calendar

Day Data Analysis & Instructional Planning
(Student Holiday)

Day Holiday for Students and Teachers

Day Teacher Professional Development
(Student Holiday)

Day Early Release Day

Day Parent/Teacher Conference – Early
Dismissal for Students

Day TAKS Assessment Days

Day Report Cards

Day Progress Reports



Proposed 9 weeks testing dates

Beginning of 9 weeks

End of 9 Weeks

October 19-22	ELA, Math, Science and Soc. Stu. Retests
March 1	Gr. 5 & 8 Reading Gr. 4, 7, 9 Writing Gr. 10 & Exit ELA ELA Exit Retest
March 2	Math Exit Retest
March 3	Science Exit Retest
March 4	Soc. St. Exit Retest
April 4	Gr. 5, 8 LAT Math
April 5	Gr. 5, 8 Math
April 25	Gr. 3, 4, 6, 7, 10 LAT Math
April 26	Gr. 3-8 LAT Reading Gr. 10 LAT ELA Gr. 3, 4, 6, 7, 10 Math ELA Exit Retest
April 27	Gr. 3, 4, 6, 7 Reading Exit Math Gr. 5 & 8 Reading Retest Math Exit Retest
April 28	Gr. 5, 8, 10, Exit Science Gr. 9 Math Science Exit Retest
April 29	Gr. 5, 8, 10 LAT Science Gr. 8, 10 Exit Soc. Stud. Soc. Stud. Exit Retest
May 17	Gr. 5, 8 Math Retest

FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Curriculum and Instruction Reports from Process Improvement Teams on:

1. Changes to Curriculum Scope and Sequence
2. Assignment of Educational Aides

Summary The Board will have the opportunity to discuss with members of the Process Improvement Teams the work they have done in developing standardized processes for: (1) requesting changes to the district's curriculum's scope and sequence; and (2) assignment of educational aides.

During the 2008-2009 school year as I met with teachers two of the recurring issues that were brought to my attention were the need for a systematic way to make changes to the district's curriculum scope and sequence; and how we can assign educational aides to where they have the most impact on the academic performance of our students.

In the spring semester of 2009 we assigned process improvement teams to study each of these issues. Team members will attend the meeting to share their experience with you.

ECISD Board Policy None.

Effective Date January 27, 2010

Previous Board Action None.

Future Action Expected The Board will occasionally meet with campus administrators and curriculum facilitators and others to discuss our instructional programs.

Background Information and Significant Issues Each team was given a charge and parameters for the team to work within:

Changes to Curriculum Scope and Sequence

Team Charge. Design a process by which changes to the district's curriculum scope and sequence are proposed, reviewed, and approved or disapproved.

Team Parameters:

- The CSCOPE curriculum will be the district's curriculum of choice and utilized by all faculty;
- Proposed changes to scope and sequence must be research based, as opposed to personal preference, and must be supported by research and supporting data.
- Proposed changes to scope and sequence must be considered from a district, as opposed to grade level, perspective; i.e., vertically aligned.

Assignment of Educational Aides

Team Charge. Design a process by which educational aides are scheduled and assigned to provide the most effective instructional support for classroom teachers and their students, and in a way that is the most cost efficient for district taxpayers.

Team Parameters:

- Needs are prioritized based on instructional needs as opposed to administrative responsibilities and duties;
- Teachers are provided with the opportunity for input into the prioritization of needs;
- The process must address how educational aides can be reassigned duties, or from one campus to another, to meet prioritized needs;
- The process must address ways to reduce the total number of educational aides over time through attrition;
- Recommendations should not result in the termination of any existing instructional aide; and
- The team should utilize the study on instructional aides that was provided to the Board as part of understanding the current situation.

The following is a summary of the findings and recommendations of these two teams:

Changes to Curriculum Scope and Sequence**Recommendations:**

- We recommend that our flow chart be approved and adopted; and
- We recommend that the approved flow chart be presented to campuses after adoption.

Assignment of Educational Aides

1. **Finding.** Instructional Aides are pulled from the classrooms too often.

Recommendations:

- Hire a permanent substitute on each campus to cover teachers that need to attend short meetings (i.e., ARDS, parent conferences, RTI meetings, etc.), emergencies, malfunctions of Sub Finder, covering absent aide duties, and/or any other duties that ensure instructional aides are used for instructional support.
 - Hire substitutes for committee members when meetings are at least one-half day long.
2. **Finding.** There is not a valid evaluation process for educational aides.

Recommendations:

- All teachers evaluate assigned instructional aides;
 - Aide evaluation criteria be revisited/rewritten;
 - Educational aides complete a self evaluation using the same criteria as on the teacher completed evaluation, both mid- and end-of-year. In a conference with the aide the administrator should first seek the aide's perception of job performance using the self evaluation.
 - Mid-year evaluation of educational aides; and
 - Teachers and administrators be trained on the importance of filling out the educational aide evaluation form honestly.
3. **Other Recommendations.**
- Teachers have input on initial scheduling of instructional aides to avoid conflicts; such as, scheduling during pull out / conference times.
 - RTI committee be trained on forms that will be used for placement of educational aides and responsible for the evaluation of aide assignment using the flow chart.

•Myatt

- A clerical (workroom) aide is needed.
- Elimination of Spanish class frees up two aides – students could attend library, Fast ForWord, or computer lab.
- Behavior management aide can be assigned as an instructional aide when not needed for behavior.

•Northside

- Consider Fast ForWord aide having a split assignment; such as time in Fast ForWord and in classrooms, or be reassigned as an instructional

aide.

- Consider if GCS would be more effective with only two aides and two certified teachers. The third aide could be placed in the classroom.
- Consider removal of Art class in order for the aide to be placed in classrooms. Students would attend computer instead of Art.

•**Hutchins**

- Consider removal of Art class in order for the aide to be placed in classrooms. Students could attend computer instead of Art.

•**Middle School**

- Consider reassigning the Fast ForWord aide to a more direct instructional support assignment.
- Consider reassigning the library aide to a more direct instructional support assignment. There is a certified librarian with student workers.
- Consider reassigning the COWS aide to a more direct instructional support assignment. COWS could be generally located for checkout similar to high school procedures.

•**High School**

- Consider reassigning one or more of the library aides to a more direct instructional support assignment. (Are two library aides justified when there is a certified librarian and student workers?)
- Consider reassigning one or more of the Content Mastery aides to a more direct instructional support assignment. (Are four aides needed in Content Mastery? If needed, could time be split with another assignment?)

Fiscal Impact None.

Student and Public Benefit These discussions should help us all to stay focused on improving student academic performance.

Procedural and Reporting Implications None.

Public Comments None.

Alternatives None.

Other Comments and Related Issues

For the past one and one-half years the district has been involved with Dr. Bryan Cole from Texas A&M University in looking at ways to continuously improve district processes to move us toward being an Exemplary district. Much of the work Dr. Cole does comes from the Total Quality Management philosophy developed by W. Edwards Deming following World War II. In his work Dr. Deming developed fourteen points for management necessary to move businesses toward quality. The 14 points apply anywhere, to small organizations as well as large ones, to the service industry as well as manufacturing. The Deming philosophy was almost wholly responsible for changing Japan from a country that produced junk to one that manufactures the highest quality cameras, electronics, automobiles, etc.

As Japanese industry began to make a significant impact in the world economy through the production of quality products, U.S. business and industry began to consider some of the same management principles; and later the same philosophy began to slowly impact our public education system.

During the 1990's I spent some time studying the work of James Leonard and others who believed that this philosophy of "quality" could transform public education just as it had Japanese and U.S. business and industry. Leonard rephrased one of Deming's fourteen points to state that schools should strive to *"improve constantly and forever every process for planning, teaching, learning, and service;"* thus the idea of continuous improvement.

Dr. Bryan Cole has worked with the district in trying to improve, and in many cases develop, some of our processes through the use of Process Improvement Teams. Last year we trained process improvement team facilitators and had teams working on several processes, two of which dealt with how teachers can request changes to the district curriculum scope and sequence and the effective and efficient assignment of educational aides.

Attachments

- Process Flowchart for Recommending Changes to District's Curriculum Scope and Sequence
- Process Flowchart for Assignment of Educational Aides

Contact Person(s)

Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction

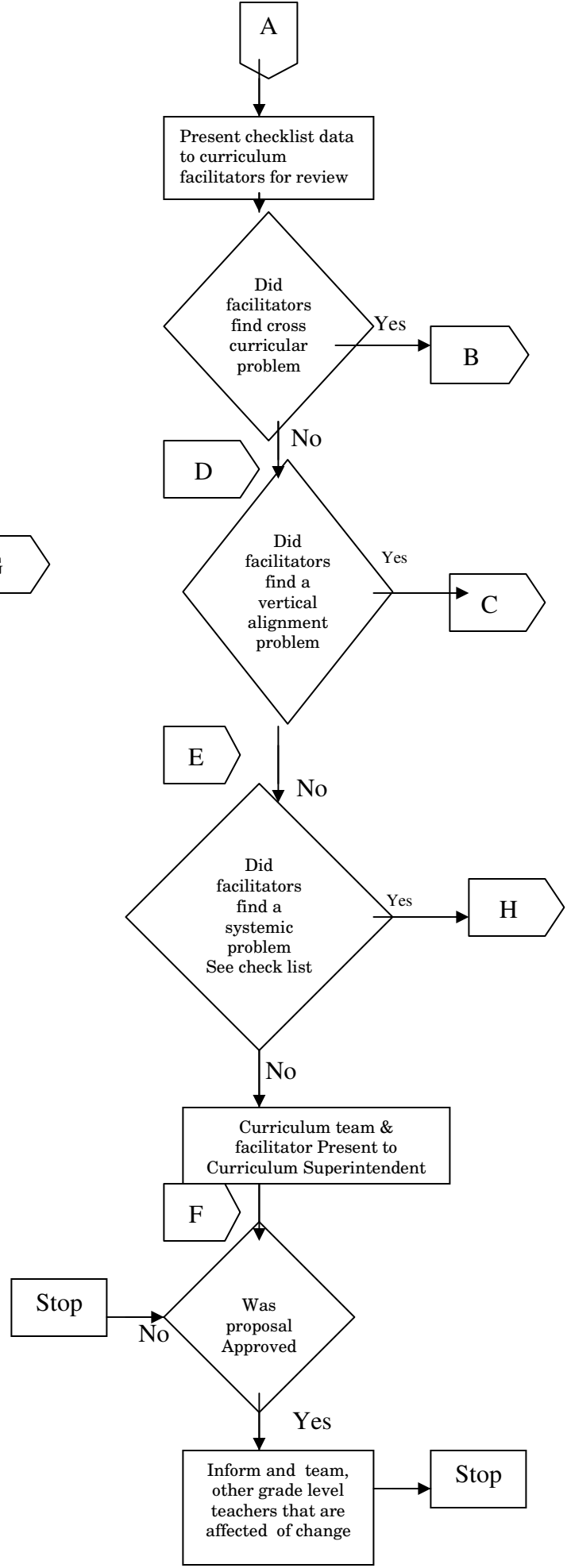
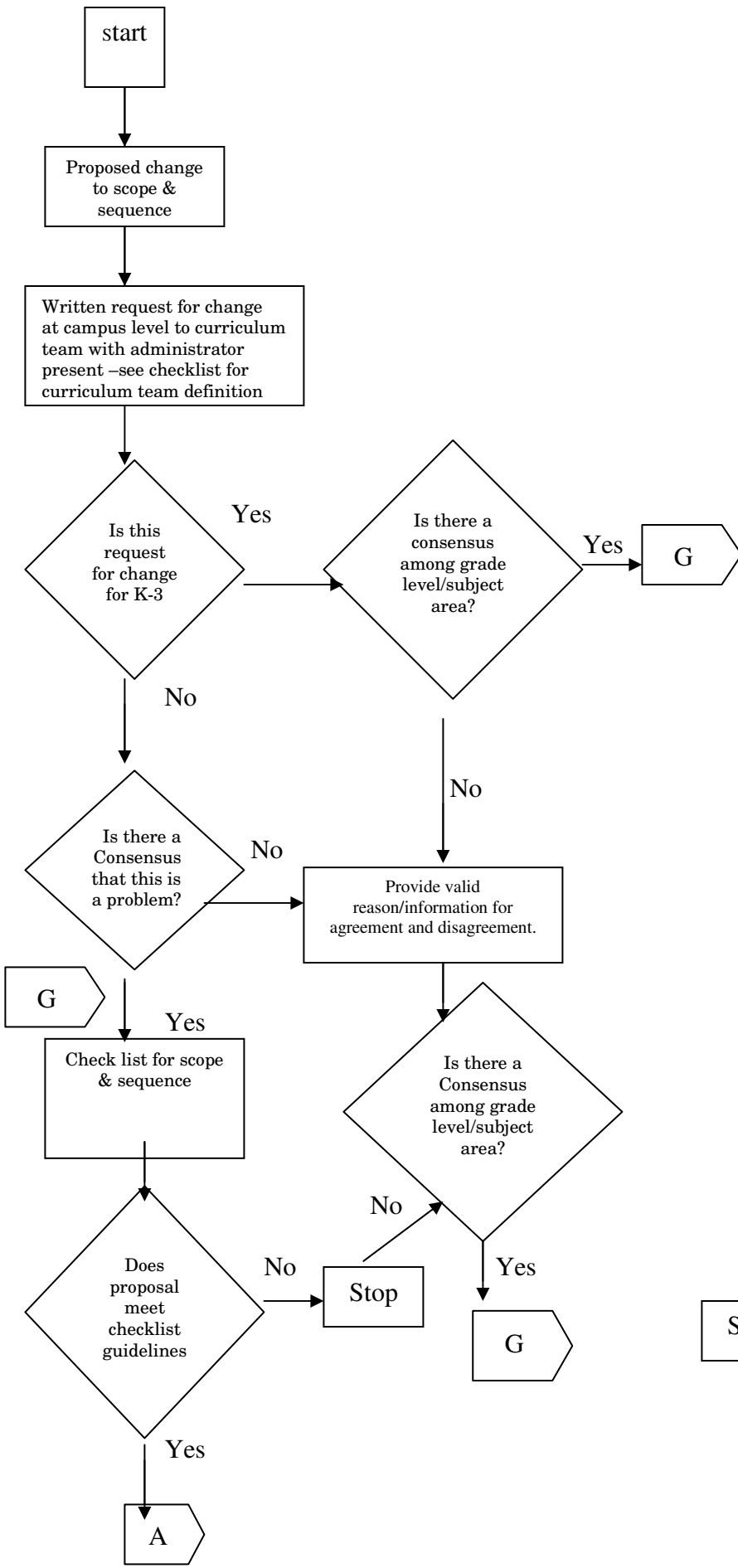
Action Required

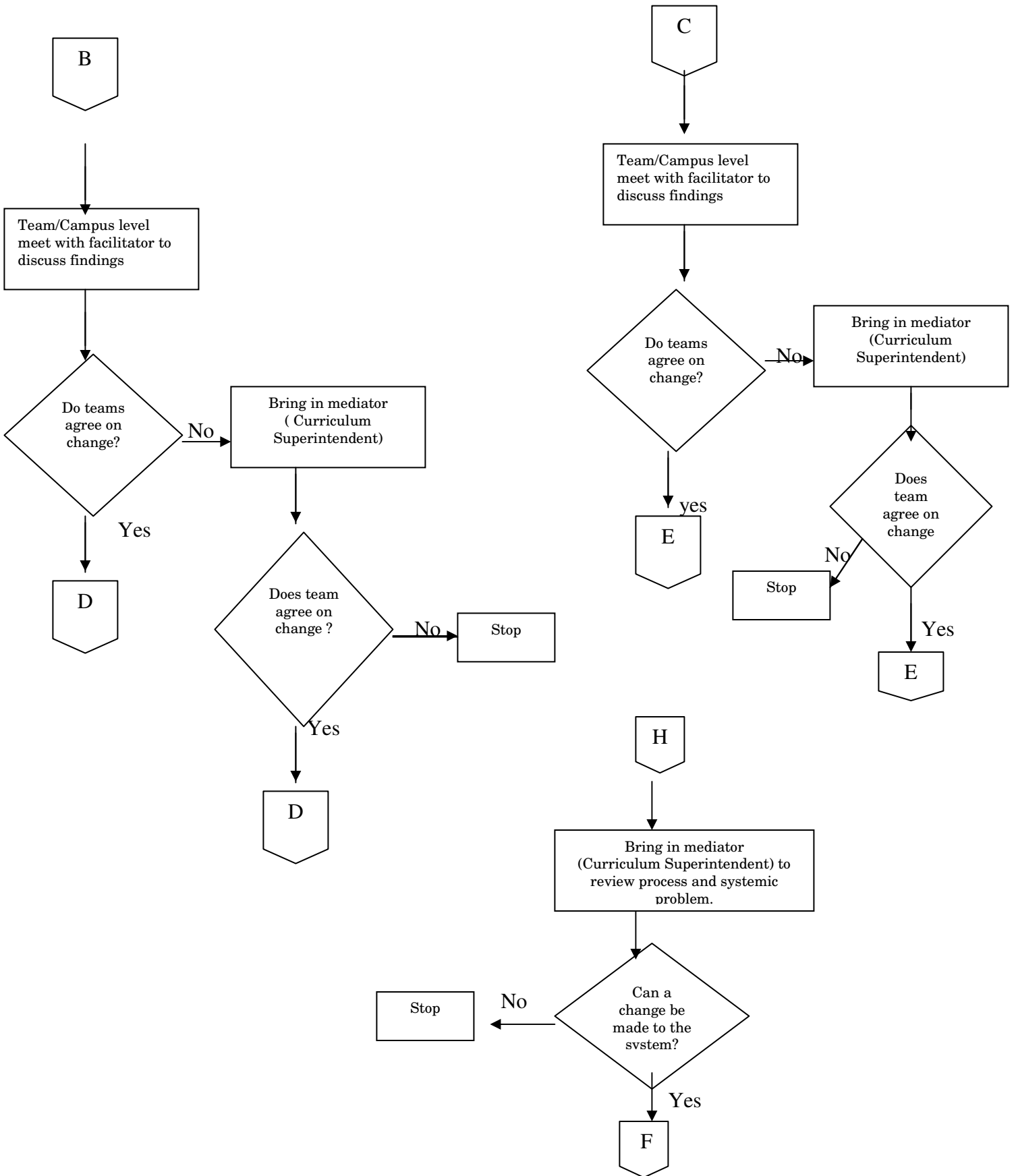
No action required.

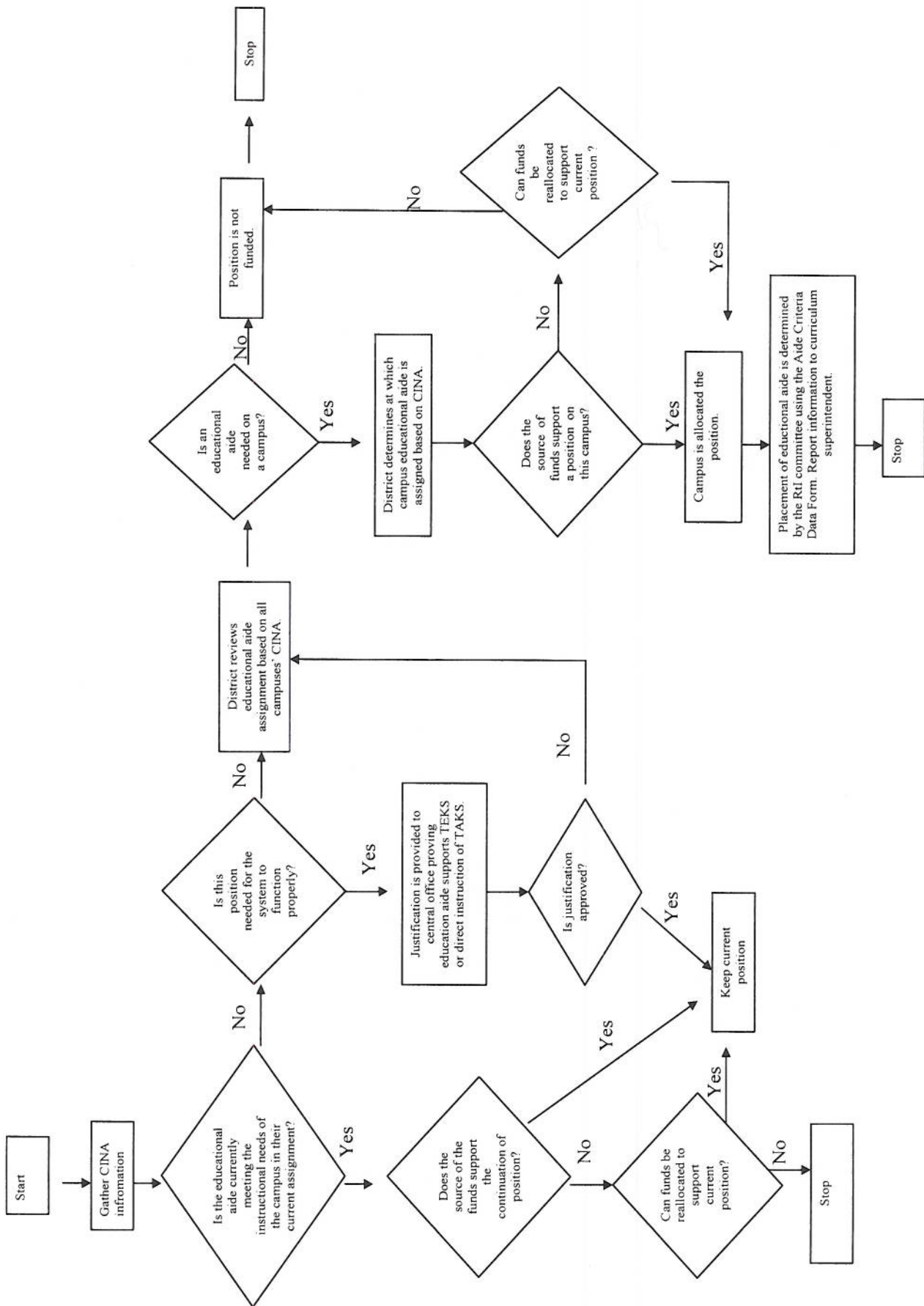
Superintendent's Recommendation

This is an information item only.

Mark Pool, Superintendent of Schools







Curriculum and Instruction Review Adequate Yearly Progress Accountability Reports

Summary

Adequate Yearly Progress (AYP) refers to the federally mandated accountability system required by the No Child Left Behind (NCLB) Act of 2001 and the Elementary and Secondary Education Act (ESEA).

AYP reports three indicators for each district and campus in the state:

- **Reading/English Language Arts.** The Reading/ELA indicators consist of the performance and participation components, taken from assessments in Reading/ELA for all students in Grades 3-8 and 10.
- **Mathematics.** The Mathematics indicators consist of the performance and participation components, taken from assessments in Mathematics for all students in Grades 3-8 and 10.

The AYP performance and participation information for Reading/ELA and Mathematics is summed across grades 3-8 and 10 and reported for the total number of students and each student group. The district and campus performance rate is based on test results for students enrolled for the full academic year. The participation rate is based on participation in the assessment program of all students enrolled on the day of testing,

- **Other Measure.** In addition to Reading/ELA and Mathematics, AYP evaluates one *Other Measure*, either Graduation Rate or Attendance Rate. The *Other Measure* is determined by the grades offered in the district or campus.

Graduation Rate is the *Other Measure* for high schools, combined elementary/secondary schools offering Grade 12, and districts offering Grade 12.

Attendance Rate is used for elementary schools, middle/junior high schools, combined elementary/secondary schools not offering Grade 12, and districts not offering Grade 12.

The *Other Measure* is evaluated for the total number of students that meet the minimum size criteria.

ECISD Board Policy

EHBD (LEGAL), SPECIAL PROGRAMS: FEDERAL TITLE I

Effective Date	2008-2009 School Year
Previous Board Action	The Board annually reviews the Federal Adequate Yearly Progress Accountability Reports.
Future Action Expected	The Board annually reviews the Federal Adequate Yearly Progress Accountability Reports
Background Information and Significant Issues	<p>If a campus, district, or state that is receiving Title I, Part A funds fails to meet AYP for two consecutive years, that campus, district, or state is subject to certain requirements such as offering supplemental education services, offering school choice, and/or taking corrective action.</p> <p>El Campo High School has missed AYP for the fourth consecutive year; however, ECHS is not subject to the requirements mentioned above because we do not use any Title I, Part A funds at the high school level.</p> <p>In 2006 ECHS missed AYP because of mathematics performance in the Hispanic and Economically Disadvantaged student groups.</p> <p>In 2007 ECHS missed AYP because of mathematics performance in the Economically Disadvantaged student population.</p> <p>In 2008 ECHS missed AYP because of mathematics performance in the Economically Disadvantaged student population.</p> <p>In 2009 ECHS has missed AYP because of mathematics performance in the Economically Disadvantaged student population.</p> <p>In 2007-2008 year for the first time special education students were included as a student population that counted in the federal accountability system if there were at least 50 students in that group. With the addition of this subgroup we missed AYP on two other campuses and at the district level.</p> <ul style="list-style-type: none"> • El Campo Middle School missed AYP because of Reading/ELA performance and mathematics performance in the special education student population. • Northside Elementary School missed AYP because of Reading /ELA performance in the special education student population. • El Campo ISD missed AYP because of Reading/ELA performance and mathematics performance in the special education student population.

Improvement in performance in 2008-2009 allowed both the Middle School and Northside campuses and the district to meet AYP standards even though the target increased.

Fiscal Impact	None.
Student and Public Benefit	State and Federal Accountability Standards are in place to insure that students are performing to a specified level of academic achievement.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	<p>Reading/ELA performance standard for 2007-2008 was 60%, but increased to 67% for 2008-2009, and will increase to 73% for 2009-2010. In 2010-2011 the Reading/ELA performance standard will be 80%.</p> <p>Mathematics performance standard for 2007-2008 was 50%, but increased to 58% for 2008-2009, and will increase to 67% for 2009-2010. In 2010-2011 the mathematics performance standard will be 75%.</p>
Attachments	Final Adequate Yearly Progress results for the district and all campuses.
Contact Person(s)	Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction
Action Required	None.
Superintendent's Recommendation	<p>This is an information report only.</p> <p>Mark Pool, Superintendent of Schools</p>

TEXAS EDUCATION AGENCY
Adequate Yearly Progress District Data Table

Final 2009 AYP Results

District Name: EL CAMPO (241903)
Status: Academically Acceptable, Meets AYP
2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/ELA (AYP Target: 67%)								
AYP Proficiency Rate								
2008-09 Assessments								
Met Standard	1,449	205	772	470	885	96	131	n/a
Number Tested	1,646	247	902	494	1,047	131	184	104
% Met Standard	88%	83%	86%	95%	85%	73%	71%	n/a
Student Group %	100%	15%	55%	30%	64%	8%	n/a	6%
Performance Improvement/Safe Harbor								
2007-08 Assessments								
Met Standard	1,450	206	767	474	883	89	119	n/a
Number Tested	1,635	244	881	507	1,028	173	156	115
% Met Standard	89%	84%	87%	93%	86%	51%	76%	n/a
Change in % Met Standard	-1	-1	-1	2	-1	22	-5	

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	1,571	233	850	485	982	108	163	
Number Tested	1,646	247	902	494	1,047	131	184	
% Met Standard or TPM	95%	94%	94%	98%	94%	82%	89%	

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress District Data Table

Final 2009 AYP Results

District Name: EL CAMPO (241903)
Status: Academically Acceptable, Meets AYP
2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Mathematics (AYP Target: 58%)								
AYP Proficiency Rate								
2008-09 Assessments								
Met Standard	1,335	179	710	443	799	85	143	n/a
Number Tested	1,646	247	905	491	1,049	130	185	105
% Met Standard	81%	72%	78%	90%	76%	65%	77%	n/a
Student Group %	100%	15%	55%	30%	64%	8%	n/a	6%

Performance Improvement/Safe Harbor

2007-08 Assessments								
Met Standard	1,301	174	675	449	768	69	119	n/a
Number Tested	1,639	246	883	507	1,033	172	156	115
% Met Standard	79%	71%	76%	89%	74%	40%	76%	n/a

Change in % Met Standard 2 1 2 1 2 25 1

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	1,452	210	770	469	884	86	147	
Number Tested	1,646	247	905	491	1,049	130	185	
% Met Standard or TPM	88%	85%	85%	96%	84%	66%	79%	

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A dash (-) indicates there were no students in that group

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress District Data Table

Final 2009 AYP Results

District Name: EL CAMPO (241903)
Status: Academically Acceptable, Meets AYP
2009-10 School Improvement Program Requirement: None

All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP* (Students)
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Participation: Reading/ELA (AYP Target: 95%)

2008-09 Assessments							
Number Participating	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	99%
Student Group %	*	*	*	*	*	*	*

2007-08 Assessments

Number Participating	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	99%	>99%	>99%

Participation: Mathematics (AYP Target: 95%)

2008-09 Assessments							
Number Participating	*	*	507	*	*	*	*
Total Students	*	*	510	*	*	*	*
Participation Rate	>99%	>99%	99%	>99%	>99%	>99%	>99%
Student Group %	*	*	29%	*	*	*	*

2007-08 Assessments

Number Participating	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	99%	>99%	>99%

* The number of LEP students participating in Reading/Language Arts includes 9 recent immigrant Limited English Proficient (LEP) students in their first year of enrollment in US schools who were assessed on the Texas English Language Proficiency Assessment System (TELPAS) and not on the regular or LAT administrations of TAKS Reading/Language Arts. Federal regulations issued in September 2006 require public reporting of this number.

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

TEXAS EDUCATION AGENCY
Adequate Yearly Progress District Data Table

Final 2009 AYP Results

District Name: EL CAMPO (241903)
Status: Academically Acceptable, Meets AYP
2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Graduation Rate Class of 2008 (AYP Target: 70%)								
Graduates	226	31	91	103	89	29		*
Number in Class	263	36	114	112	114	34		2
Graduation Rate	85.9%	86.1%	79.8%	92.0%	78.1%	85.3%		*
Student Group %	100%	14%	43%	43%	43%	13%		1%
Graduation Rate Class of 2007								
Graduates	204	12	79	112	64	28		2
Number in Class	241	17	105	118	86	34		7
Graduation Rate	84.6%	70.6%	75.2%	94.9%	74.4%	82.4%		28.6%
Student Group %	100%	7%	44%	49%	36%	14%		3%
Change 2007 to 2008	1.3	15.5	4.6	-2.9	3.7	2.9		*

Decreases in graduation rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

2009 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading/ELA	+	+	+	+	+	-	-
Performance: Math	+	+	+	+	+	-	-
Participation: Reading/ELA	+	+	+	+	+	-	-
Participation: Math	+	+	+	+	+	-	-
Other: Graduation Rate	+						
Other: Attendance Rate	-						

- + Meets AYP
- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable
- % Missed AYP for this performance measure due to the 2% and/or the 1% federal caps
- X Missed AYP for this measure

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: EL CAMPO H S (241903001) EL CAMPO
Status: Academically Acceptable, Missed AYP - Mathematics (Performance)

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/ELA (AYP Target: 67%)								
AYP Proficiency Rate								
2008-09 Assessments	203	29	86	87	92	11	12	n/a
Met Standard		*	105	99	114	23	19	9
Number Tested	85	83	82	88	81	48	63	n/a
% Met Standard		*	44	41	48	10	n/a	4
Student Group %	100%							
Performance Improvement/Safe Harbor								
2007-08 Assessments								
Met Standard	221	41	100	80	120	13	4	n/a
Number Tested	253	44	117	92	136	30	11	8
% Met Standard	87%	93%	85%	87%	88%	43%	36%	n/a
Change in % Met Standard	-2	-10	-3	1	-7	5	27	

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	229	*	98	96	107	17	15
Number Tested	240	*	105	99	114	23	19
% Met Standard or TPM	95%	97%	93%	97%	94%	74%	79%

Special formats ('*', >99%, <1%) are used to protect student confidentiality
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T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: EL CAMPO H S (241903001) EL CAMPO
Status: Academically Acceptable, Missed AYP - Mathematics (Performance)

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Mathematics (AYP Target: 58%)								
AYP Proficiency Rate								
2008-09 Assessments								
Met Standard	131	14	41	75	39	*	7	n/a
Number Tested	236	35	104	96	112	*	18	8
% Met Standard	56%	40%	39%	78%	35%	9%	39%	n/a
Student Group %	100%	15%	44%	41%	47%	*	n/a	3%
Performance Improvement/Safe Harbor								
2007-08 Assessments								
Met Standard	147	20	62	65	65	4	4	n/a
Number Tested	249	44	115	90	133	29	11	8
% Met Standard	59%	45%	54%	72%	49%	14%	36%	n/a
Change in % Met Standard	-3	-5	-15	6	-14	-5	3	
Improvement Required	4		5		5			

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	171	22	63	85	62	3	7
Number Tested	236	35	104	96	112	*	18
% Met Standard or TPM	72%	63%	61%	89%	55%	14%	39%

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T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: EL CAMPO H S (241903001) EL CAMPO
Status: Academically Acceptable, Missed AYP - Mathematics (Performance)

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/ELA (AYP Target: 95%)								
2008-09 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	99%	>99%	98%	>99%	99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*	*
2007-08 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	99%	>99%	99%	>99%	>99%	>99%
Participation: Mathematics (AYP Target: 95%)								
2008-09 Assessments								
Number Participating	246	*	*	99	115	*	*	*
Total Students	250	*	*	102	118	*	*	*
Participation Rate	98%	>99%	99%	97%	97%	>99%	>99%	>99%
Student Group %	100%	*	*	41%	47%	*	*	*
2007-08 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	99%	>99%	>99%	>99%	>99%

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TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: EL CAMPO H S (241903001) EL CAMPO
Status: Academically Acceptable, Missed AYP - Mathematics (Performance)

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Graduation Rate Class of 2008 (AYP Target: 70%)								
Graduates	226	31	91	103	89	29		*
Number in Class	263	36	114	112	114	34		2
Graduation Rate	85.9%	86.1%	79.8%	92.0%	78.1%	85.3%		*
Student Group %	100%	14%	43%	43%	43%	13%		1%
Graduation Rate Class of 2007								
Graduates	204	12	79	112	64	28		2
Number in Class	241	17	105	118	86	34		7
Graduation Rate	84.6%	70.6%	75.2%	94.9%	74.4%	82.4%		28.6%
Student Group %	100%	7%	44%	49%	36%	14%		3%
Change 2007 to 2008	1.3	15.5	4.6	-2.9	3.7	2.9		*

Decreases in graduation rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

2009 AYP Explanation Table

	2009 AYP Explanation Table				
	All Students	African American	Hispanic	White	Special Education LEP
Performance: Reading/ELA	+	-	+	+	-
Performance: Math	+	-	+	+	-
Participation: Reading/ELA	+	-	+	+	-
Participation: Math	+	-	+	+	-
Other: Graduation Rate	+	-	-	-	-
Other: Attendance Rate	-	-	-	-	-

+ Meets AYP
- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable
% Missed AYP for this performance measure due to the 2% and/or the 1% federal caps
X Missed AYP for this measure

TEXAS EDUCATION AGENCY
 Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: EL CAMPO MIDDLE (241903041) EL CAMPO
 Status: Academically Acceptable, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/ELA (AYP Target: 67%)								
AYP Proficiency Rate								
2008-09 Assessments	639	89	348	201	392	41	44	n/a
Met Standard	700	102	388	208	443	57	58	26
Number Tested	91%	87%	90%	97%	88%	72%	76%	n/a
% Met Standard	100%	15%	55%	30%	63%	8%	n/a	4%
Student Group %								
Performance Improvement/Safe Harbor								
2007-08 Assessments								
Met Standard	612	78	316	215	357	34	29	n/a
Number Tested	687	97	361	226	421	75	43	34
% Met Standard	89%	80%	88%	95%	85%	45%	67%	n/a

Change in % Met Standard 2 7 2 2 3 27 9

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	673	98	369	204	420	44	50
Number Tested	700	102	388	208	443	57	58
% Met Standard or TPM	96%	96%	95%	98%	95%	77%	86%

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 A dash (-) indicates there were no students in that group

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: EL CAMPO MIDDLE (241903041) EL CAMPO
Status: Academically Acceptable, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Mathematics (AYP Target: 58%)								
AYP Proficiency Rate								
2008-09 Assessments								
Met Standard	559	70	300	187	327	38	36	n/a
Number Tested	700	102	388	208	443	57	58	26
% Met Standard	80%	69%	77%	90%	74%	67%	62%	n/a
Student Group %	100%	15%	55%	30%	63%	8%	n/a	4%
Performance Improvement/Safe Harbor								
2007-08 Assessments								
Met Standard	543	66	267	207	305	22	24	n/a
Number Tested	694	98	365	228	428	76	43	34
% Met Standard	78%	67%	73%	91%	71%	29%	56%	n/a
Change in % Met Standard	2	2	4	-1	3	38	6	

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	607	83	322	200	363	38	38
Number Tested	700	102	388	208	443	57	58
% Met Standard or TPM	87%	81%	83%	96%	82%	67%	66%

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n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: EL CAMPO MIDDLE (241903041) EL CAMPO
Status: Academically Acceptable, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/ELA (AYP Target: 95%)								
2008-09 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%	97%
Student Group %	*	*	*	*	*	*	*	*
2007-08 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	99%	>99%	>99%
Participation: Mathematics (AYP Target: 95%)								
2008-09 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*	*
2007-08 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*	*

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: EL CAMPO MIDDLE (241903041) EL CAMPO
Status: Academically Acceptable, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Attendance Rate 2007-08 (AYP Target: 90%)								
Days Present	125,470	17,771	66,372	40,593	76,297	13,780		6,558
Days Membership	131,547	18,528	70,030	42,249	80,578	14,651		6,909
Attendance Rate	95.4%	95.9%	94.8%	96.1%	94.7%	94.1%		94.9%
Student Group %	100%	14%	53%	32%	61%	11%		5%
Attendance Rate 2006-07								
Days Present	128,090	18,921	64,567	43,735	76,489	14,938		7,043
Days Membership	134,333	19,614	68,410	45,428	80,906	15,928		7,417
Attendance Rate	95.4%	96.5%	94.4%	96.3%	94.5%	93.8%		95.0%
Student Group %	100%	15%	51%	34%	60%	12%		6%
Change	0.0	-0.6	0.4	-0.2	0.2	0.3		-0.1

2009 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading/ELA	+	+	+	+	+	-	-
Performance: Math	+	+	+	+	+	-	-
Participation: Reading/ELA	+	+	+	+	+	-	-
Participation: Math	+	+	+	+	+	-	-
Other: Graduation Rate	-						
Other: Attendance Rate	+						

+ Meets AYP
- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable
% Missed AYP for this performance measure due to the 2% and/or the 1% federal caps
X Missed AYP for this measure

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: HUTCHINS EL (241903102) EL CAMPO
Status: Recognized, Meets AYP

2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/ELA (AYP Target: 67%)								
AYP Proficiency Rate								
2008-09 Assessments								
Met Standard	221	26	126	*	149	*	31	n/a
Number Tested	243	31	141	*	169	*	38	38
% Met Standard	91%	84%	89%	97%	88%	89%	82%	n/a
Student Group %	100%	13%	58%	*	70%	*	n/a	16%
Performance Improvement/Safe Harbor								
2007-08 Assessments								
Met Standard	209	*	114	*	141	*	*	n/a
Number Tested	215	*	119	*	145	*	*	31
% Met Standard	97%	97%	96%	>99%	97%	91%	94%	n/a

Change in % Met Standard -6 -13 -7 -9 -2 -12

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	229	27	133	*	156	*	35
Number Tested	243	31	141	*	169	*	38
% Met Standard or TPM	94%	87%	94%	97%	92%	>99%	92%

Special formats (*, >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: HUTCHINS EL (241903102) EL CAMPO
Status: Recognized, Meets AYP

2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Mathematics (AYP Target: 58%)								
AYP Proficiency Rate								
2008-09 Assessments	217	25	125	67	145	*	35	n/a
Met Standard	244	31	142	*	170	*	*	38
Number Tested	83%	81%	88%	94%	85%	>99%	92%	n/a
% Met Standard	100%	13%	58%	*	70%	*	n/a	*
Student Group %								

Performance Improvement/Safe Harbor

2007-08 Assessments	200	*	108	*	133	*	*	n/a
Met Standard	215	*	119	*	145	*	*	31
Number Tested	93%	94%	91%	97%	92%	82%	97%	n/a
% Met Standard								

Change in % Met Standard -4 -13 -3 -3 -7 -5

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	230	28	132	*	156	*	*	*
Number Tested	244	31	142	*	170	*	*	*
% Met Standard or TPM	94%	90%	93%	99%	92%	>99%	95%	95%

Special formats (**, >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: HUTCHINS EL (241903102) EL CAMPO
Status: Recognized, Meets AYP

2009-10 School Improvement Program Requirement: None

All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
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Participation: Reading/ELA (AYP Target: 95%)

2008-09 Assessments							
Number Participating	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*

Participation: Mathematics (AYP Target: 95%)

2007-08 Assessments							
Number Participating	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*

Participation: Reading/ELA (AYP Target: 95%)

2008-09 Assessments							
Number Participating	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*

Participation: Mathematics (AYP Target: 95%)

2007-08 Assessments							
Number Participating	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*

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n/a indicates that the data are not available or applicable
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T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: HUTCHINS EL (241903102) EL CAMPO
Status: Recognized, Meets AYP

2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Attendance Rate 2007-08 (AYP Target: 90%)								
Days Present	84,745	12,775	47,795	24,175	58,848	6,045		12,209
Days Membership	88,024	13,216	49,828	24,980	61,318	6,299		12,569
Attendance Rate	96.3%	96.7%	95.9%	96.8%	96.0%	96.0%		97.1%
Student Group %	100%	15%	57%	28%	70%	7%		14%
Attendance Rate 2006-07								
Days Present	81,971	12,805	46,155	23,011	57,655	10,561		12,175
Days Membership	85,270	13,292	48,113	23,865	60,300	11,060		12,507
Attendance Rate	96.1%	96.3%	95.9%	96.4%	95.6%	95.5%		97.3%
Student Group %	100%	16%	56%	28%	71%	13%		15%
Change	0.2	0.4	0.0	0.4	0.4	0.5		-0.2

2009 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading/ELA	+	-	+	+	+	-	-
Performance: Math	+	-	+	+	+	-	-
Participation: Reading/ELA	+	-	+	+	+	-	-
Participation: Math	+	-	+	+	+	-	-
Other: Graduation Rate	-						
Other: Attendance Rate	+						

- + Meets AYP
- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable
- % Missed AYP for this performance measure due to the 2% and/or the 1% federal caps
- X Missed AYP for this measure

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: NORTHSIDE EL (241903103) EL CAMPO
Status: Academically Acceptable, Meets AYP

2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/ELA (AYP Target: 67%)								
AYP Proficiency Rate								
2008-09 Assessments	386	61	212	113	252	36	44	n/a
Met Standard	463	79	268	*	321	42	69	31
Number Tested	83%	77%	79%	97%	79%	86%	64%	n/a
% Met Standard	100%	17%	58%	*	63%	9%	n/a	7%
Student Group %								
Performance Improvement/Safe Harbor								
2007-08 Assessments								
Met Standard	408	54	237	117	265	32	57	n/a
Number Tested	480	69	284	127	326	57	71	42
% Met Standard	85%	78%	83%	92%	81%	56%	80%	n/a
Change in % Met Standard	-2	-1	-4	5	-2	30	-16	

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	440	74	250	*	299	38	63
Number Tested	463	79	268	*	321	42	69
% Met Standard or TPM	95%	94%	93%	>99%	93%	90%	91%

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TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: NORTHSIDE EL (241903103) EL CAMPO
Status: Academically Acceptable, Meets AYP

2009-10 School Improvement Program Requirement: None

All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Mathematics (AYP Target: 58%)							
AYP Proficiency Rate							
2008-09 Assessments							
Met Standard	428	70	244	*	288	65	n/a
Number Tested	466	*	271	*	324	71	33
% Met Standard	92%	89%	90%	98%	89%	92%	n/a
Student Group %	100%	*	58%	*	70%	n/a	7%
Performance Improvement/Safe Harbor							
2007-08 Assessments							
Met Standard	411	56	238	117	265	61	n/a
Number Tested	481	70	284	127	327	71	42
% Met Standard	85%	80%	84%	92%	81%	86%	n/a
Change in % Met Standard	7	9	6	6	8	6	

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	444	*	253	*	303	66
Number Tested	466	*	271	*	324	71
% Met Standard or TPM	95%	97%	93%	98%	94%	93%

Special formats (*, >99%, <1%) are used to protect student confidentiality
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A dash (-) indicates there were no students in that group

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: NORTHSIDE EL (241903103) EL CAMPO
Status: Academically Acceptable, Meets AYP

2009-10 School Improvement Program Requirement: None

	All Students				Special Education	Econ. Disadv.	White	Hispanic	African American	LEP (Measure)	LEP (Students)
	Participation Rate	Participation Rate	Participation Rate	Participation Rate							
Participation: Reading/ELA (AYP Target: 95%)											
2008-09 Assessments											
Number Participating	*	*	*	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*	*	*	*	*
2007-08 Assessments											
Number Participating	*	*	*	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*	*	*	*	*
Participation: Mathematics (AYP Target: 95%)											
2008-09 Assessments											
Number Participating	*	*	*	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*	*	*	*	*
2007-08 Assessments											
Number Participating	*	*	*	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*	*	*	*	*

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n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: NORTHSIDE EL (241903103) EL CAMPO
Status: Academically Acceptable, Meets AYP

2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Attendance Rate 2007-08 (AYP Target: 90%)								
Days Present	86,891	13,002	51,448	22,441	58,865	10,215		7,841
Days Membership	90,250	13,490	53,573	23,187	61,388	10,786		8,079
Attendance Rate	96.3%	96.4%	96.0%	96.8%	95.9%	94.7%		97.1%
Student Group %	100%	15%	59%	26%	68%	12%		9%
Attendance Rate 2006-07								
Days Present	89,536	13,394	50,558	25,584	61,306	10,200		6,863
Days Membership	92,911	13,852	52,754	26,305	63,891	10,635		7,021
Attendance Rate	96.4%	96.7%	95.8%	97.3%	96.0%	95.9%		97.7%
Student Group %	100%	15%	57%	28%	69%	11%		8%
Change	-0.1	-0.3	0.2	-0.5	-0.1	-1.2		-0.6

2009 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading/ELA	+	+	+	+	+	-	-
Performance: Math	+	+	+	+	+	-	-
Participation: Reading/ELA	+	+	+	+	+	-	-
Participation: Math	+	+	+	+	+	-	-
Other: Graduation Rate	-						
Other: Attendance Rate	+						

+ Meets AYP
- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable
% Missed AYP for this performance measure due to the 2% and/or the 1% federal caps
X Missed AYP for this measure

TEXAS EDUCATION AGENCY
 Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: MYATT EL (241903107) EL CAMPO
 Status: Recognized, Not Evaluated - Other

2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/ELA (AYP Target: 67%)								
AYP Proficiency Rate								
2008-09 Assessments	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Performance Improvement/Safe Harbor								
2007-08 Assessments	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Change in % Met Standard - - - - -

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	-	-	-	-	-	-	-	-
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard or TPM	-	-	-	-	-	-	-	-

Special formats (*, >99%, <1%) are used to protect student confidentiality
 n/a indicates that the data are not available or applicable
 A dash (-) indicates there were no students in that group

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: MYATT EL (241903107) EL CAMPO
Status: Recognized, Not Evaluated - Other

2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Mathematics (AYP Target: 58%)								
AYP Proficiency Rate								
2008-09 Assessments	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Performance Improvement/Safe Harbor								
2007-08 Assessments	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Change in % Met Standard - - - - -

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	-	-	-	-	-	-	-	-
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard or TPM	-	-	-	-	-	-	-	-

Special formats ('*', '>99%', '<1%') are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: MYATT EL (241903107) EL CAMPO
Status: Recognized, Not Evaluated - Other

2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/ELA (AYP Target: 95%)								
2008-09 Assessments								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007-08 Assessments								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation: Mathematics (AYP Target: 95%)								
2008-09 Assessments								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2007-08 Assessments								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Special formats (*, >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2009 AYP Results

Campus Name: MYART EL (241903107) EL CAMPO
Status: Recognized, Not Evaluated - Other

2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Attendance Rate 2007-08 (AYP Target: 90%)								
Days Present	46,359	6,499	27,752	12,108	33,033	5,548		8,361
Days Membership	48,382	6,821	29,034	12,527	34,667	5,885		8,644
Attendance Rate	95.8%	95.3%	95.6%	96.7%	95.3%	94.3%		96.7%
Student Group %	100%	14%	60%	26%	72%	12%		18%
Attendance Rate 2006-07								
Days Present	45,339	7,005	24,806	13,528	32,286	4,511		6,083
Days Membership	47,386	7,333	25,999	14,054	33,825	4,797		6,321
Attendance Rate	95.7%	95.5%	95.4%	96.3%	95.5%	94.0%		96.2%
Student Group %	100%	15%	55%	30%	71%	10%		13%
Change	0.1	-0.2	0.2	0.4	-0.2	0.3		0.5

2009 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading/ELA	-	-	-	-	-	-	-
Performance: Math	-	-	-	-	-	-	-
Participation: Reading/ELA	-	-	-	-	-	-	-
Participation: Math	-	-	-	-	-	-	-
Other: Graduation Rate	-	-	-	-	-	-	-
Other: Attendance Rate	-	-	-	-	-	-	-

- + Meets AYP
- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable
- % Missed AYP for this performance measure due to the 2% and/or the 1% federal caps
- X Missed AYP for this measure

Curriculum and Instruction Exit Level TAKS Results

Summary

The *Texas Administrative Code* requires the Superintendent to accurately report all test results with appropriate interpretations to the Board. To comply with this rule we are reporting our current Exit-Level results for students who are retaking the TAKS tests through the last administration in December of 2008.

The *Texas Education Code* requires that the state-adopted exit-level assessment instrument be designed to be administered to students in grade 11 to assess essential knowledge and skills in mathematics, English language arts, social studies, and science.

The *Education Code* further requires that to be eligible to receive a high school diploma, a nonexempt student must demonstrate satisfactory performance on the exit-level test.

We currently have thirty-five ECHS students who have not yet passed all sections of the TAKS Exit. They still have two more opportunities to pass the section(s) they lack before graduation.

ECISD Board Policy

EKB (LEGAL), TESTING PROGRAMS: STATE ASSESSMENT PROGRAM

Effective Date

January 27, 2010

Previous Board Action

The Board annually reviews the Exit Level TAKS results and the number of students who may fail to graduate due to not passing all sections of the Exit exam.

Future Action Expected

The Board annually reviews the Exit Level TAKS results and the number of students who may fail to graduate due to not passing all sections of the Exit exam.

Background Information and Significant Issues

The *Education Code* makes provisions for an eligible student, or someone who is out-of-school, who has not met this graduation requirement to retest on a schedule that is determined by the Commissioner of Education. A student who has been denied a diploma because the student failed to meet standards of performance on any sections of the instrument may retake the sections each time the assessment is administered. Students are not required to demonstrate performance at a standard higher than the one in effect when the student was first eligible to take the test

The *Education Code* does provide for exemption of special

education students if the student's IEP does not include instruction in the essential knowledge and skills; or the assessment instrument, even with allowable modifications, would not provide an appropriate measure of the student's achievement as determined by the student's ARD committee.

Limited English Proficient (LEP) students are not eligible for an exemption from the exit level assessment of academic skills on the basis of limited English proficiency. However, LEP students who are recent immigrants may postpone only one time the initial administration of the exit level test.

Fiscal Impact None.

Student and Public Benefit Students who receive a high school diploma are held to a specified standard.

Procedural and Reporting Implications None.

Public Comments None.

Alternatives None.

Other Comments and Related Issues The following table gives a historical perspective of the number of students not passing the Exit Level TAKS.

	2006		2007		2008		2009		2010	
Previous Spring 11th Graders	226		215		227		229		222	
Failed English Language Arts	29	12.8%	21	9.7%	25	11.0%	27	11.8%	25	11.3%
Failed Social Studies	15	6.6%	20	9.3%	31	13.7%	19	8.3%	13	5.6%
Failed Mathematics	40	17.7%	62	28.8%	53	23.3%	58	25.3%	49	22.1%
Failed Science	48	21.2%	89	41.4%	57	25.1%	57	24.9%	43	19.4%
Current ELA Failures	6	2.7%	4	1.9%	9	4.0%	7	3.1%	4	1.8%
Current Soc Stu Failures	2	0.9%	6	2.8%	8	3.5%	7	3.1%	13	5.9%
Current Mathematics Failures	12	5.3%	25	11.6%	23	10.1%	25	10.9%	32	14.4%
Current Science Failures	12	5.3%	31	14.4%	30	13.2%	18	7.9%	22	9.9%

Currently One or More Tests	21	39	35	34	35
Currently Need to Pass One Test	14	17	17	20	15
Currently Need to Pass Two Tests	5	15	8	7	8
Currently Need to Pass Three Tests		7	8	4	8
Currently Need to Pass All Four Tests	2	1	2	3	4

Attachments

Memorandum from Carolyn Gordon with information on the exit-level TAKS following the December administration.

Contact Person(s)

Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction

Action Required

None.

Superintendent's Recommendation

This is an information item only. No action required.
Mark Pool, Superintendent of Schools

To: Board of Trustees
Mark Pool, Superintendent
From: Carolyn Gordon
Date: January 12, 2010
Subject: Exit TAKS results

Two hundred twenty-nine (222) 11th graders took the Exit level test for the first time during the Spring 2009. At that time 25 students did not pass the English Language Arts portion of the test, 13 did not pass Social Studies, 49 did not pass Mathematics and 43 did not pass the Science portion of the test. These students still have two more opportunities to retake these tests before graduation.

Listed below is the number of students who still need to pass each test:

English Language Arts – Four (4) students

Social Studies – Thirteen (13) students

Mathematics – Thirty-two (32) students

Science – Twenty-two (22) students

In summary, a total of 35 ECHS students have not yet passed all sections of the TAKS Exit. Fifteen students need one test, eight need two tests, eight need three tests and four need all four test.

Agenda Item Summary Sheet (7 A)
Meeting Date: January 27, 2010
Submitted by: Mark Pool, Superintendent

Discussion Item

Governance	Possible Workshop to Discuss Shared Values and Beliefs for Establishing District Priorities
Summary	<p>Each year following the Superintendent Performance Evaluation the Board works with the Superintendent to develop performance goals for the next twelve months. These goals should arise from the goals the Board has for the district.</p> <p>Over the past two to three years the Board has made progress on developing goals for the district, but I'm not sure that anyone has been totally satisfied with this process. District goals, which should set the direction for the district, should be based on a set of shared values and core beliefs of all Trustees. As a Board we have never actually produced a document that articulates the corporate bodies shared values and beliefs; nor a vision statement that should embody these values and beliefs.</p> <p>LEGAL board policy states that <i>"The Board and the Superintendent shall work together to establish Districtwide annual goals that are tied directly to the District's vision statement and long-range educational plan."</i></p> <p>It has been suggested that we possibly schedule a workshop sometime in February to work on the development of a set of shared values and core beliefs that could eventually guide us in the development of a vision statement.</p>
ECISD Board Policy	BAA (LEGAL), BOARD LEGAL STATUS: POWERS AND DUTIES
Effective Date	January 27, 2010
Previous Board Action	None.
Future Action Expected	Possible board workshop.
Background Information and Significant Issues	<p>To facilitate this type of workshop it would be helpful if all members of the Board gave some thought and effort to the development of a list of things you value, and bring that to the workshop. An example might be:</p> <p><i>We value:</i></p> <ul style="list-style-type: none">• <i>Creativity and inventiveness vs. compliance and control</i>• <i>Profound learning vs. superficial learning</i>• <i>Collaboration as well as individual work</i>

- *Moral involvement (a sense of belonging; a sense of obligation and duty)*
- *Cultural development (what it means to be an American)*
- *Equity (we recognize the dignity and worth of every human being, the diversity of the individual, and all their talents)*
- *The shared ordeal of local control of our school district based on the informed and disciplined judgment of our community*

An example of beliefs might be:

Beliefs:

- *We are a Learning Organization*
- *Our students are volunteers of their time, and customers for engaging work.*
- *Our parents and community members are active participants in our learning organization.*
- *Our teachers are designers of engaging work, and lead students to success in that work.*
- *Our principals are leaders of leaders who promote a nurturing environment for the development of engaging work.*
- *Our central administration members assist building-level leaders in developing capacity that will facilitate and promote our core business.*

Core Business – to design engaging work for students and call on them to complete intellectually demanding tasks, and lead students in the successful completion of these tasks so that students learn those things it is intended they learn.

- *Our superintendent is the moral and intellectual leader of our learning organization.*
- *Our school board members are community builders, community leaders, and advocates for schools.*

Fiscal Impact

None.

Student and Public Benefit

Everyone benefits from the Board setting a clear direction for District.

Procedural and Reporting Implications

None.

Public Comments

None.

Alternatives	None.
Other Comments and Related Issues	<p>Campus principals probably need to be involved in this process so that they too have a clear understanding of the direction the Board has established for the District.</p> <p>A decision also needs to be made as to whether or not to bring in an outside facilitator.</p>
Attachments	None
Contact Person(s)	<p>Tommy Turner, Board President</p> <p>Mark Pool, Superintendent of Schools</p>
Action Required	No action required.
Superintendent's Recommendation	<p>This is a discussion item only.</p> <p>Mark Pool, Superintendent of Schools</p>

Agenda Item Summary Sheet (7 B)
Meeting Date: January 27, 2009
Submitted by: Mark Pool, Superintendent

Discussion Item

Governance	Review and Discuss Draft Policy DEC (LOCAL) on Employee Leaves and Absences
Summary	<p>In 2008, Congress passed new Family and Medical Leave Act (FMLA) provisions on military leave. In 2009, the Department of Labor released comprehensive new FMLA regulations addressing the new military leave provisions and many other aspects of the FMLA. The impact of these new laws resulted in significant revisions to the structure or leaves and absences policies.</p> <p>At the regular meeting on October 20, 2009, we presented the Board with the TASB <i>Leaves and Absences Starting Points</i> that incorporated changes from these new laws, district suggestions that make the policy easier to read and administer, and changes in practices in how school districts handle leave and absence issues that have occurred since the last update of DEC (LOCAL) in 2000. That document was sent to TASB Policy Service and they have developed a draft policy for your consideration that has been reviewed by the TASB Legal Services.</p>
ECISD Board Policy	BF (LOCAL), BOARD POLICIES
Effective Date	January 27, 2009
Previous Board Action	The Board approved a LOCAL District Update to Policy DEC (LOCAL) on November 14, 2005.
Future Action Expected	Approval of revised policy DEC (LOCAL) once it is returned from TASB Policy Service.
Background Information and Significant Issues	<p>Included for your review is a copy of the draft policy prepared by TASB policy service, and a "mark-up" copy I have prepared that shows the changes in the proposed policy from our current policy. [additions are in blue; deletions are struck through in red; and topics that have been relocated within the policy are in green]</p> <p>We need to point out and/or discuss the following points (please refer to "mark-up" copy):</p> <ul style="list-style-type: none">• Page 4 of 9, Local Leave. Local leave will now be used under the same conditions as state personal leave. In the past local leave had to be used under the conditions of state sick leave accumulated before the 1995-96 school year.

- Page 4 of 9, Extended Sick Leave. Our current policy requires the re-accumulation after use of the 20 extended sick leave days. TASB did not incorporate this into the draft version of the policy. Our policy consultant has inquired whether or not this is a practice we want to continue.
- Page 7 of 9, Leave of Absence. The draft policy does not include a provision for leave of absence that is in our current policy. Is this a practice we want to continue?
- Throughout the revised policy many of the specifics spelled out in policy will now be in an administrative regulation. For example:
 - Page 1 of 9, specific examples of a catastrophic illness or injury;
 - Page 3 of 9, rate at which employees earn state leave;
 - Page 3-4 of 9, guidance for administrators as to whether or not an employee's absence interferes with the educational program or District operations.
 - Page 4 of 9, rate at which employees earn local leave;
 - Page 5 of 9, guidelines for administration of sick leave pool.

Fiscal Impact	Cost of development of a LOCAL version and inclusion of the new policy in our <i>Policy Online</i> .
Student and Public Benefit	LOCAL leave policy should be easier to read and understand.
Procedural and Reporting Implications	TASB Policy Service will be notified of any changes to the draft policy.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	<p>At the meeting in October some of you inquired about whether or not it is a common practice to pay for unused sick leave upon retirement. Terese Faas survey some area school districts and found out the following:</p> <ul style="list-style-type: none"> • Palacios ISD pays for 20 days if the employee is not absent more than four days in their final year. • Rice Consolidated pays \$60 for professionals and \$40 for paraprofessionals for the first 30 state days; and \$40 for professionals and \$30 for paraprofessionals for the remaining state days up to 150 days.

- Wharton does not pay for any unused accumulated leave, but commented that they have lots of absences during an employee's final year.
- Victoria and Calhoun ISDs do not pay for accumulated unused days.
- Edna has a new policy that completely eliminates local leave days for employees due to excessive absences.

Attachments

- DEC (LOCAL), COMPENSATION AND BENEFITS: LEAVES AND ABSENCES Draft
- DEC (LOCAL), COMPENSATION AND BENEFITS: LEAVES AND ABSENCES Mark-Up

Contact Person(s)

Mark Pool, Superintendent of Schools
 Terese Faas, Human Resources Coordinator
 Crystal Matlock, Leave Specialist

Action Required

No action required.

Superintendent's Recommendation

This is a discussion item only.
Mark Pool, Superintendent of Schools

—DRAFT—

DEFINITIONS

The term "immediate family" is defined as:

FAMILY

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, and sibling-in-law.
5. Grandparent and grandchild.
6. Any person residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (FMLA), the definitions of spouse, parent, son or daughter, and next of kin are found in DECA(LEGAL).

FAMILY
EMERGENCY

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

WORKDAY

A "workday" for purposes of earning, use, or recording shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

CATASTROPHIC
ILLNESS OR INJURY

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or a member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Complications resulting from pregnancy shall be treated the same as any other condition.

AVAILABILITY

The District shall make paid leave for the current year available for use at the beginning of the school year.

The District shall not approve paid leave for more workdays than have been accumulated in prior years plus those to be earned during the current year. Any absences beyond available paid leave shall result in deductions from the employee's pay.

EARNING LEAVE

An employee shall not earn leave when he or she is in unpaid status. An employee using full or proportionate paid leave shall be considered to be in paid status.

When an employee has used more leave than he or she has earned, the District shall deduct the cost of unearned leave days from the employee's final paycheck for the year or from the last paycheck after the employee ceases to be employed by the District.

RECORDING

0. Leave shall be recorded as follows:

1. Leave shall be recorded in half-day increments for all employees.
2. If the employee is taking intermittent FMLA leave, leave shall be recorded in one-hour increments.

ORDER OF USE

Earned compensatory time shall be used before any available paid state and local leave. [See DEA]

0. Unless an employee requests a different order, available paid state and local leave shall be used in the following order, as applicable:

1. Local leave.
2. State sick leave accumulated before the 1995–96 school year.
3. State personal leave.

Use of extended sick leave or sick leave pool days shall be permitted only after all available state and local leave has been exhausted.

CONCURRENT USE OF
LEAVE

When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.

The District shall require the employee to use temporary disability leave and paid leave, including compensatory time, concurrently with FMLA leave.

An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

MEDICAL
CERTIFICATION

0. An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;

2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent;
3. The employee requests FMLA leave for the employee's serious health condition or that of a spouse, parent, or child; or
4. The employee requests FMLA leave for military caregiver purposes.

In each case, medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA(LEGAL)]

Note: For District contribution to employee insurance during leave, see CRD(LOCAL).

STATE PERSONAL
LEAVE

For purposes of this section, each employee shall earn state personal leave up to the statutory maximum of five workdays annually at the rate established in administrative regulations.

0. The Board requires employees to differentiate the manner in which state personal leave is used:

NON-
DISCRETIONARY
USE

1. Non-discretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995. [See DEC(LEGAL)]

Non-discretionary use also includes leave for well-baby care within the first year after birth, adoption, or placement of a child.

DISCRETIONARY
USE

2. Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.

LIMITATIONS
REQUEST FOR
LEAVE

The employee shall submit a written request for discretionary use of state personal leave to the immediate supervisor or designee in advance in accordance with administrative regulations. In deciding whether to approve or deny state personal leave, the supervisor or designee shall not seek or consider the reasons for which an employee requests to use leave. The supervisor or designee shall, however, consider the effect of the employee's absence on the educational program or District operations, as well as the availability of substitutes.

DURATION OF
LEAVE

Discretionary use of state personal leave shall not exceed three consecutive workdays.

LOCAL LEAVE

All employees shall earn five workdays of paid local leave per school year in accordance with administrative regulations.

Local leave shall accumulate to a maximum of 60 workdays.

Local leave shall be used according to the terms and conditions of state personal leave. [See STATE PERSONAL LEAVE, above]

EXTENDED SICK
LEAVE

After all available state and local leave days have been exhausted, a full-time employee shall be granted in a school year a maximum of 20 workdays of extended sick leave to be used for the employee's personal illness or injury, including pregnancy-related illness or injury, or for absences related to the illness or injury of a member of the employee's immediate family.

A written request for extended sick leave must be accompanied by medical certification of the illness or injury.

The average daily rate of pay of a substitute for the employee's position shall be deducted for each day of extended sick leave taken, whether or not a substitute is employed.

SICK LEAVE POOL

An employee who has exhausted all paid leave and who suffers from a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate local leave or state personal leave for use by the eligible employee. If the employee is unable to submit the request, a member of the employee's family or the employee's supervisor may submit the request to establish a sick leave pool.

The pool shall cease to exist when the employee no longer needs leave for the purpose requested, uses the maximum number of days allowed under a pool, or exhausts all leave days donated to the sick leave pool.

0. The Superintendent or designee shall develop regulations for the implementation of the sick leave pool that address the following:

1. Procedures to request the establishment of a sick leave pool;
2. The maximum number of days an employee may donate to a sick leave pool;
3. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and
4. The return of unused days to donors.

APPEAL

All decisions regarding the establishment or implementation of the District's sick leave pool may be appealed in accordance with DGBA(LOCAL), beginning with the Superintendent or designee.

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

FAMILY AND MEDICAL LEAVE	For purposes of an employee's entitlement to FMLA, the 12-month period shall
TWELVE-MONTH PERIOD	be measured forward from the date an individual employee's first FMLA leave begins.
COMBINED LEAVE FOR SPOUSES	If both spouses are employed by the District, the District shall limit FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, to a combined total of 12 weeks. The District shall limit military caregiver leave to a combined total of 26 weeks. [See DECA(LEGAL)]
INTERMITTENT OR REDUCED SCHEDULE LEAVE	The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee. [See DECA(LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.]
CERTIFICATION OF LEAVE	If an employee requests leave, the employee shall provide certification, as required by FMLA regulations, of the need for leave. [See DECA(LEGAL)]
FITNESS-FOR-DUTY CERTIFICATION	If an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification. If the District will require certification of the employee's ability to perform essential job functions, the District shall provide a list of essential job functions to the employee with the FMLA designation notice.
END OF SEMESTER LEAVE	If a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester. [See DECA(LEGAL), LEAVE AT THE END OF A SEMESTER]
FAILURE TO RETURN	If, at the expiration of FMLA leave, the employee is able to return to work but chooses not to do so, the District may require reimbursement of premiums paid by the District during the leave. [See DECA(LEGAL), RECOVERY OF BENEFIT COST]
TEMPORARY DISABILITY LEAVE	<p>Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB(LOCAL) for temporary disability leave placement and DEC(LEGAL) for reinstatement.]</p> <p>An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent or designee as a request for temporary disability leave.</p>

WORKERS'
COMPENSATION

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. [See CRD(LOCAL) regarding payment of insurance contribution during employee absences.]

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

An employee eligible for workers' compensation income benefits, and not on assault leave, may elect in writing to use paid leave.

COURT
APPEARANCES

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

REIMBURSEMENT OF
LEAVE UPON
RETIREMENT

The following leave provisions shall apply to local leave earned beginning on the original effective date of this program.

0. An employee who retires from the District shall be eligible for reimbursement of local leave under the following conditions:

1. The employee is retiring under the Texas Teacher Retirement System.
2. The employee provides advance written notice of intent to separate from employment. Contract employees must provide written notice at least 90 days before the last day of employment. Non-contract employees must provide written notice at least two weeks before the last day of employment.
3. The employee has at least one year of service with the District.

The employee shall be reimbursed for each day of local leave, to a maximum of 60 days, at a rate established by the Board. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The rate established by the Board shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change.

DEFINITIONS

The term "immediate family" shall include:

FAMILY

1. Spouse.
2. Son or daughter, including a biological, adopted, or foster child, a son- or daughter-in-law, a stepchild, a legal ward, or a child for whom the employee stands *in loco parentis*.
3. Parent, stepparent, parent-in-law, or other individual who stands *in loco parentis* to the employee.
4. Sibling, stepsibling, sibling-in-law.
5. Grandparent and grandchild.
6. Any person **who may be** residing in the employee's household at the time of illness or death.

For purposes of the Family and Medical Leave Act (**FMLA**), the definitions of ~~"family" includes only spouse, parent, and child.~~ **spouse, parent, son or daughter, and next of kin are found in DECA (LEGAL).**

FAMILY
EMERGENCY

The term "family emergency" shall be limited to disasters and life-threatening situations involving the employee or a member of the employee's immediate family.

WORKDAY

A "workday" for purposes of accumulation, use, or recording shall mean the number of hours per day equivalent to the employee's usual assignment, whether full-time or part-time.

**CATATROPHIC
ILLNESS OR
INJURY**

A catastrophic illness or injury is a severe condition or combination of conditions affecting the mental or physical health of the employee or member of the employee's immediate family that requires the services of a licensed practitioner for a prolonged period of time and that forces the employee to exhaust all leave time earned by that employee and to lose compensation from the District. Complications resulting from pregnancy shall be treated as any other condition.

AVAILABILITY

The District shall make paid leave for the current year available for use at the beginning of the school year.

The District shall not approve paid leave for more workdays than have been accumulated in prior years plus those to be earned during the current year. Any absences beyond available paid leave shall result in deductions from the employee's pay.

**EARNING
LEAVE**

An employee shall not earn leave when he or she is in unpaid status. An employee using full or proportionate paid leave shall be considered to be in paid status.

When an employee has used more leave than he or she has earned, the District shall deduct the cost of unearned leave days from the employee's final pay check for the year or from the last paycheck after the employee ceases to be employed by the District.

RECORDING

Leave shall be recorded as follows:

1. Leave shall be recorded in half-day increments for all employees.
2. If the employee is taking intermittent FMLA leave, leave shall be recorded in one-hour increments.

ORDER OF USE

Earned compensatory time shall be used before any available paid state and local leave. [See DEA]

Unless an employee requests a different order, available paid state and local leave shall be used in the following order, as applicable:

1. Local leave.
2. State sick leave accumulated before the 1995-96 school year.
3. State personal leave.

Use of extended sick leave or sick leave pool days shall be permitted only after all available state and local leave has been exhausted.

CONCURRENT USE OF LEAVE

When an absent employee is eligible for FMLA leave, the District shall designate the absence as FMLA leave.

The District shall require the employee to use temporary disability leave and paid leave, including compensatory time, concurrently with FMLA leave.

An employee receiving workers' compensation income benefits may be eligible for paid or unpaid leave. An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

MEDICAL CERTIFICATION

An employee shall submit medical certification of the need for leave if:

1. The employee is absent more than five consecutive workdays because of personal illness or illness in the immediate family;

2. The District requires medical certification due to a questionable pattern of absences or when deemed necessary by the supervisor or Superintendent;
3. The employee requests FMLA leave for the employee's serious health condition or that of a spouse, parent, or child; or
4. The employee requests FMLA leave for military caregiver purposes.

In each case medical certification shall be made by a health-care provider as defined by the FMLA. [See DECA (LEGAL)]

Note: For District contribution to employee insurance during leave, see CRD (LOCAL).

~~STATE PERSONAL
LEAVE — RATE OF
ACCRUAL~~

~~Each employee shall earn state personal leave at the rate of one-half workday for each 18 workdays of employment, up to the statutory maximum of five workdays annually. For purposes of this section, each employee shall earn state personal leave up to the statutory maximum of five workdays annually at the rate~~ **established in administrative regulations.**

~~TYPES OF STATE
PERSONAL LEAVE~~

The Board requires employees to differentiate ~~between uses of~~ **the manner in which state** personal leave **is used:**

~~DISCRETIONARY
NON-
DISCRETIONARY
USE~~

1. ~~To be taken at the individual employee's discretion, subject to limitations set out below.~~ **Non-discretionary use of leave shall be for the same reasons and in the same manner as state sick leave accumulated before May 30, 1995.**

Non-discretionary use also includes leave for well-baby care within the first year after birth, adoption, or placement of a child.

~~NON-
DISCRETIONARY
DISCRETIONARY
USE~~

2. ~~To be used for the same reasons and in the same manner as state sick leave accumulated prior to May 30, 1995. [See DEC(LEGAL)]~~ **Discretionary use of leave is at the individual employee's discretion, subject to limitations set out below.**

~~USE OF
DISCRETIONARY
LEAVE—LIMITATIONS~~

~~REQUEST FOR
LEAVE~~

The employee shall submit a A written request for ~~use of~~ discretionary **use of state** personal leave ~~shall be submitted~~ to the immediate supervisor or designee in advance **in accordance with administrative regulations.** **In deciding whether to approve or deny state personal leave, the supervisor or designee shall**

COMPENSATION AND BENEFITS
LEAVES AND ABSENCES

DEC
(LOCAL)

not seek or consider the reasons for which and employee requests to use leave. The supervisor or designee shall, however, consider the effect of the employee's absence on the educational program or District operations, as well as the availability of substitutes. ~~The reasons for which personal leave may be used shall not be limited by the District. [See DEC(LEGAL)]~~

DURATION OF
LEAVE

Discretionary **use of state** personal leave ~~may~~ **shall** not **exceed** ~~be taken for more than~~ three consecutive days.

~~SCHEDULE
LIMITATIONS~~

~~Discretionary leave shall not be allowed on the day before a school holiday, the day after a school holiday, days scheduled for end-of-semester or end-of-year exams, days scheduled for state-mandated assessments, or professional or staff development days.~~

~~ADDITIONAL~~ LOCAL
SICK LEAVE

~~Full-time~~ **All** employees shall earn ~~an additional~~ five ~~equivalent~~ workdays of **paid** local sick leave per school year, ~~at a rate of one-half a workday for each 18 workdays of employment~~ **in accordance with administrative regulations.**

~~Local leave shall accumulate to a maximum of 60 days and shall be taken with no loss of pay.~~

Local leave shall be used according to the terms and conditions of state personal leave. [See STATE PERSONAL LEAVE, above]

~~PART-TIME
EMPLOYEES~~

~~Personnel who are employed part-time shall receive local leave in proportion to the percentage of time that they work, e.g., a half-time person receives two and one-half equivalent workdays of sick leave per year cumulative to 15 days.~~

EXTENDED SICK
LEAVE

~~When personal illness or disability, including pregnancy-related disability, extends beyond the number of sick days available to full-time employees, the employee shall receive his or her regular salary less the substitute pay whether or not a substitute is employed for a period of 20 days. Days used for extended sick leave are not reinstated at the beginning of each school year, but may be reaccumulated in the following school years at the same rate as state leave to a maximum of 20 days.~~ **After all available state and local leave days have been exhausted, a full-time employee shall be granted in a school year a maximum of 20 workdays of extended sick leave to be used for the employee's personal illness or injury, including pregnancy-related illness or injury, or absences related to the illness or injury of a member of the employee's immediate family.**

A written request for extended sick leave must be accompanied by medical certification of the illness or injury.

The average daily rate of pay of a substitute for the employee's position shall be deducted for each day of extended sick leave taken, whether or not a substitute is employed.

SICK LEAVE POOL

An employee who has exhausted all paid leave and who suffers a catastrophic illness or injury or is absent due to the catastrophic illness or injury of a member of the employee's immediate family may request the establishment of a sick leave pool, to which District employees may donate local leave or state personal leave for use by the eligible employee. If the employee is unable to submit the request, a member of the employee's family or the employee's supervisor may submit the request to establish a sick leave pool.

The Superintendent or designee shall develop regulations for the implementation of the sick leave pool that addresses the following:

1. Procedures to request the establishment of a sick leave pool;
2. The maximum number of days an employee may donate to a sick leave pool;
3. The maximum number of days per school year an eligible employee may receive from a sick leave pool; and
4. The return of unused days to donors.

APPEAL

All decisions regarding the establishment or implementation of the District's sick leave pool may be appealed in accordance with DGBA (LOCAL), beginning with the Superintendent or designee

USE AND RECORDING

~~For purposes of personal illness, illness in the immediate family, family emergency, or death in the immediate family, available leave shall be used in the following order:~~

- ~~1. Compensatory time if applicable.~~
- ~~2. State sick leave accumulated prior to the 1995-96 school year.~~
- ~~3. Local sick leave.~~
- ~~4. State personal leave.~~
- ~~5. Local extended sick leave.~~

~~Local leave shall be used under the terms and conditions applicable to state sick leave accumulated prior to the 1995-96 school year, except as otherwise provided by this policy.~~

	<p>Local leave may also be used for first-year care following the birth or adoption of an employee's son or daughter or the placement of a child with the employee for foster care.</p> <p>Employees shall be charged leave as used even if a substitute is not employed.</p> <p>Leave shall be recorded in whole workdays and half workdays only, except in accordance with provisions for intermittent leave in the Family and Medical Leave Act or when coordinated with workers' compensation benefits as provided in this policy.</p>
AVAILABILITY	<p>Paid leave for the current year shall be available for use at the beginning of the school year. Paid leave shall not be approved for more workdays than have been accumulated in prior years plus those to be earned during the current year.</p> <p>When an employee who has used more leave than he or she has accumulated ceases to be employed by the District, the cost of the unearned leave days shall be deducted from the employee's final paycheck.</p>
MEDICAL CERTIFICATION	<p>An employee absent more than five consecutive workdays because of personal illness or illness in the immediate family shall submit medical certification of the illness.</p> <p>Medical certification shall be made by a health care provider as defined by the Family and Medical Leave Act. [See DEC(LEGAL)]</p>
TEMPORARY DISABILITY	<p>Any full-time employee shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days.</p>
COURT APPEARANCES	<p>Absences for court appearances related to an employee's personal business shall be deducted from the employee's leave or, at the option of the employee, shall be taken as leave without pay.</p>
FAMILY AND MEDICAL LEAVE TWELVE-MONTH PERIOD	<p>For purposes of an employee's entitlement to family and medical leave FMLA, the 12-month period shall be measured forward from the day date an individual employee's first family and medical leave FMLA leave begins.</p>
CONCURRENT USE OF LEAVE	<p>The District shall require employees to use family and medical leave concurrently with paid leave and with temporary disability leave if applicable.</p>
COMBINED LEAVE FOR SPOUSES	<p>If both spouses are employed by the District, the District shall limit family and medical FMLA leave for the birth, adoption, or placement of a child, or to care for a parent with a serious health condition, may be limited to a combined total of 12 weeks. as determined by the needs of the District. The District shall limit mili-</p>

tary caregiver to a combined total of 26 weeks. [See DECA (LEGAL)]

INTERMITTENT
~~LEAVE FOR CHILD
CARE OR REDUCED
SCHEDULE LEAVE~~

~~Use of intermittent family and medical leave shall not be permitted for the care of a newborn child or upon the adoption or placement of a child with the employee.~~ The District shall not permit use of intermittent or reduced schedule FMLA leave for the care of a newborn child or for the adoption or placement of a child with the employee. [See DECA (LEGAL) for use of intermittent or reduced schedule leave due to a medical necessity.]

CERTIFICATION OF
~~ILLNESS~~ LEAVE

~~Upon request for family and medical leave for the employee's serious health condition or that of a spouse, parent, or child, the employee shall provide medical certification of the illness or disability.~~ If an employee requests leave, the employee shall provide certification, as required by FMLA regulations, of the need for leave. [See DECA (LEGAL)]

MEDICAL RELEASE
FITNESS-FOR-
DUTY
CERTIFICATION

~~The employee's request for reinstatement shall be accompanied by medical certification of the employee's ability to perform essential job functions.~~ If an employee takes FMLA leave due to the employee's own serious health condition, the employee shall provide, before resuming work, a fitness-for-duty certification. If the District will require certification of the employee's ability to perform essential job functions, the District shall provide a list of essential job functions to the employee with the FMLA designation notice.

TEACHER
REINSTATEMENT
END OF SEMESTER
LEAVE

~~A teacher desiring to return to work at or near the conclusion of a semester shall be reinstated in accordance with the END-OF-TERM LEAVE section in DEC(LEGAL).~~ If a teacher takes leave near the end of the semester, the District may require the teacher to continue leave until the end of the semester. [See DECA (LEGAL), LEAVE AT THE END OF A SEMESTER]

FAILURE TO
RETURN

If, at the expiration of ~~the family and medical~~ FMLA leave, the employee is able to return to work but chooses not to do so, the District ~~shall~~ may require reimbursement of ~~the employee benefits contribution made by the District during the period in which such leave was taken as unpaid leave~~ premiums paid by the District during the leave. [See DECA (LEGAL), RECOVERY OF BENEFIT COST]

~~LEAVE OF ABSENCE~~

~~Professional employees may be granted a leave of absence for university study or travel without pay subject to approval by the Board. After such leave, a teacher shall be subject to assignment by the Superintendent.~~

**TEMPORARY
DISABILITY**

Any full-time employee whose position requires educator certification by the State Board for Educator Certification or by the District shall be eligible for temporary disability leave. The maximum length of temporary disability leave shall be 180 calendar days. [See DBB (LOCAL) for temporary disability leave placement and DEC (LEGAL) for reinstatement.]

An employee's notification of need for extended absence due to the employee's own medical condition shall be forwarded to the Superintendent or designee as a request for temporary disability leave.

**WORKERS'
COMPENSATION**

~~An employee absent because of a job-related injury or illness shall be assigned to family and medical leave, if applicable.~~

~~An employee eligible for workers' compensation wage benefits, and not on assault leave, shall indicate whether he or she chooses to:~~

- ~~1. Receive workers' compensation wage benefits; or~~
- ~~2. Use available paid leave. Workers' compensation wage benefits shall begin when:
 - ~~a. Paid leave is exhausted; or~~
 - ~~b. The employee elects to discontinue use of paid leave; or~~
 - ~~c. Leave payments are less than the employee's pre-injury average weekly wage.~~~~

Note: Workers' compensation is not a form of leave. The workers' compensation law does not require the continuation of the District's contribution to health insurance. [See CRD(LOCAL) regarding payment of insurance contribution during employee absences.]

An absence due to a work-related injury or illness shall be designated as FMLA leave, temporary disability leave, and/or assault leave, as applicable.

An employee eligible for workers' compensation income benefits, and not on assault leave, may elect in writing to use paid leave.

SICK LEAVE POOLS

~~The District shall permit sick leave pools to be established for employees according to District guidelines.~~

**C O U R T A P-
P E A R A N C E S**

Absences due to compliance with a valid subpoena or for jury duty shall be fully compensated by the District and shall not be deducted from the employee's pay or leave balance.

**R E I M B U R S E -
M E N T O F L E A V E
U P O N R E T I R E -
M E N T**

The following leave provisions shall apply to local leave earned beginning on the original effective date of this program.

An employee who retires from the District shall be eligible for reimbursement of local leave under the following conditions:

1. The employee is retiring under the Texas Teacher Retirement System.
2. The employee provides advance written notice of intent to separate from employment. Contract employees must provide written notice at least 90 days before the last day of employment. Non-contract employees must provide written notice at least two weeks before the last day of employment.
3. The employee has at least one year service with the District.

The employee shall be reimbursed for each day of local leave, to a maximum of 60 days, at a **rate established by the Board**. If the employee is reemployed with the District, days for which the employee received payment shall not be available to that employee.

The **rate established by the Board** shall be in effect until the Board adopts a new rate. Any changes to the rate shall apply beginning with the school year following the adoption of the rate change,