

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 November 16, 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. Call to Order/Opening Prayer/Pledge of Allegiance
2. Public Comment
3. Recognition
4. Personnel
5. Superintendent's Report
 - A. Governance
 - B. Business and Support Services
 - C. Curriculum and Instruction
 - D. Students
 1. Monthly SRO Report
6. Adjournment
7. Consent Agenda
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33. 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	
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41. Community and Governmental Relations	
42. Legislative Update	

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 November 12, 2010 at 2:00 p.m.

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For the Board of Trustees

Agenda Item Summary Sheet (4 A.3)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Action Required

**Consent Agenda:
Governance**

Superintendent Performance Evaluation

Summary

According to the *Texas Education Code § 21.354(c)* the Board must appraise the Superintendent annually using either:

- The commissioner's recommended appraisal process and criteria; or
- An appraisal process and performance criteria that are:
 - Developed by the District in consultation with the District- and campus-level committees; and
 - Adopted by the Board.

Texas Education Code § 39.054(3)(c) additionally requires that the information in the annual report describing the educational performance of the District must be a primary consideration of the Board in evaluating the Superintendent.

ECISD Board Policy

BJCD (LOCAL), SUPERINTENDENT: EVALUATION

Effective Date

December 31, 2010

Previous Board Action

The Board annually evaluates the Superintendent's performance in January.

Future Action Expected

The Board annually evaluates the Superintendent's performance in January.

**Background Information and
Significant Issues**

According to policy, the Board shall prepare a written evaluation of the Superintendent at annual or more frequent intervals and may at any time conduct and communicate oral evaluations to augment its written evaluations. The written evaluation shall be based on the Superintendent's job description and other criteria identified by the Board.

The Board must furnish the Superintendent with a copy of the completed evaluation and shall discuss its conclusions with the Superintendent in closed meeting.

The policy also lists the objectives that the Board will strive to accomplish in conducting the Superintendent's evaluation:

1. Clarify to the Superintendent his or her role, as seen by the Board.
2. Clarify to Board members the Superintendent's role, according to the Board's written criteria, as expressed in the Superintendent's job description and the District's goals and objectives.
3. Foster an early understanding among new Board members of the evaluation process and the Superintendent's current performance objectives and priorities.
4. Develop and sustain a harmonious working relationship between the Board and the Superintendent.
5. Ensure administrative leadership for excellence in the District.

Fiscal Impact

None.

Student and Public Benefit

Students and the public benefit by there being a clear understanding between the Board and Superintendent of exactly what the Board expects the Superintendent to accomplish.

Procedural and Reporting Implications

Complete individual evaluation instruments and come together in a special meeting on a date to be determined by the Board, prior to the regular meeting on January 18, 2011 to reach a consensus on the evaluation.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments

- Proposed Evaluation Instrument for 2011

Contact Person(s)

Mark Pool, Superintendent of Schools

Action Required

Motion, second and majority vote to approve the 2011 Superintendent Performance Evaluation Process and Instrument.

Superintendent's Recommendation

I recommend that you approve the 2011 Superintendent Performance Evaluation Process and Instrument as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools

El Campo Independent School District

Superintendent Evaluation – Individual Response Form

Superintendent: _____

Date of Review: _____

Board Member: _____

Part I: Performance Goals

Directions:

Review each performance goal and determine whether it has been accomplished or not.

- The Superintendent will guide the Board in the development of a set of Core Beliefs that will become the basis for the district's strategic planning.

Accomplished Goal: Yes No

Comments: _____

- The Superintendent will assist the Board in exploring the possibility of establishing an Education Foundation for the District

Accomplished Goal: Yes No

Comments: _____

- The Superintendent will develop and implement a comprehensive employee performance evaluation process for all non-teaching personnel.

Accomplished Goal: Yes No

Comments: _____

- The Superintendent will develop and implement a comprehensive communications / public relations plan for the District.

Accomplished Goal: Yes No

Comments: _____

- The Superintendent will research best practice and explore the possibility of implementing effective After School Programs for the District.

Accomplished Goal: Yes No

Comments: _____

Part II: Duties and Responsibilities

Rating Scale:	5	Exceptional	Progress exceeds expectations
	3	Proficient	Progress meets expectations
	1	Needs Improvement	Progress is insufficient

Directions:

1. Rate each of the duties and responsibilities using the above scale.
2. Calculate an average performance rating for each job responsibility category.
3. Comments are welcome in each area, but must be provided to document any rating of Needs Improvement.

School / Organizational Climate

In the area of school / organizational climate, the Superintendent is responsible for:

_____ Being informed on all aspects of the instructional program and ensuring that there is a continuous focus on improving student academic performance.

_____ Working with the staff, Board, and community in curriculum planning.

_____ Developing, evaluating and annually revising the District improvement plan, with the assistance of the District-level committee.

_____ Promoting goal-oriented performance and support for those involved in achieving District and campus performance objectives.

_____ Conducting periodic evaluations of all programs and operations to determine improvements needed and to foster attainment of District and campus improvement plans.

_____ Assisting the Board in evaluating the effectiveness of school programs.

_____ Demonstrating skill in anticipating, managing, and resolving conflict.

Total _____ ÷ 7 = _____ Average Performance Rating for School/Organizational Climate

Comments: _____

Personnel Management

In the area of personnel management, the Superintendent is responsible for:

_____ Recommending the number, types, and organization of positions, including central administration, needed to carry out District functions effectively.

_____ Performing duties established by the Board regarding the recommendation, employment, suspension, and dismissal of employees.

_____ Assigning and reassigning all personnel, and exercising final placement authority for educators transferred because of enrollment shifts or program changes.

_____ Directing and supervising the staff evaluation program and providing effective two-way communication with District personnel.

_____ Serving as a liaison between the Board and staff.

_____ Developing and recommending pay systems, and recommending pay increases or adjustments for personnel.

_____ Supporting staff development and other professional development programs.

_____ Promoting a positive work environment that fosters high staff morale and excellence within the District.

Total _____ ÷ 8 = _____ Average Performance Rating for Personnel Management

Comments: _____

Administration and Fiscal / Facilities Management

In the area of administration and fiscal / facilities management the Superintendent is responsible for:

_____ Being informed of developments in state, federal, and local laws and public policy affecting education.

_____ Accurately preparing and submitting in a timely manner any and all reports required by the Board, TEA, other federal and state agencies, and any records subpoenaed by a court of law.

_____ Directing and supervising all financial accounting and ensuring that funds are expended legally, in accordance with the approved budget, and controlled effectively.

_____ Ensuring District compliance with all applicable state and federal requirements.

_____ Ensuring that the school plant and facilities are properly maintained and that adequate provision is made for safety of students, employees, and other users of school facilities.

_____ Monitoring District property, casualty, and workers' compensation loss experience to ensure that appropriate risk management and loss control strategies are employed.

Total _____ ÷ 6 = _____ Average Performance Rating for Adm and Fiscal/Facilities Mgt

Comments: _____

Student Services and Management

In the area of student services and management the Superintendent is responsible for:

_____ Ensuring a favorable educational environment through the implementation of an equitable and efficient system of student behavioral management.

_____ Working with staff, Board, and community in planning and implementing support services for students.

Total _____ ÷ 2 = _____ Average Performance Rating for Student Services Management

Comments: _____

School-Community Relations

In the area of school-community relations the Superintendent is responsible for:

_____ Developing and implementing effective communication between the schools and community, and promoting community support and involvement with the schools.

_____ Representing the District in activities involving other school systems, institutions, agencies, and professional community groups.

_____ Interpreting Board policies to the staff, parents, and community.

Total _____ ÷ 3 = _____ Average Performance Rating for School-Community Relations

Comments: _____

Professional Growth and Development

In the area of professional growth and development the Superintendent is responsible for:

_____ Formulating, with the Board, an annual Superintendent's professional development plan and assist the Board in designing a process for evaluating the Superintendent's performance.

_____ Pursuing professional development through reading, attending conferences, and being involved with related agencies.

Total _____ ÷ 2 = _____ Average Performance Rating for Professional Growth / Develop

Comments: _____

Board-Superintendent Relations

In the area of board-superintendent relations the Superintendent is responsible for:

_____ Assisting the Board in identifying individual and team training needs, and in arranging training opportunities.

_____ Preparing the Board agendas and meeting materials in cooperation with the Board president.

_____ Attending and participating in all meetings of the Board except closed meetings when the Board desires to discuss such matters as the Superintendent's contract or evaluation privately.

_____ Keeping the Board continuously informed on issues, needs, and operations of the District.

_____ Exercising discretion and good judgment in matters not covered by Board policy.

_____ Serving as custodian of all minutes and records of the Board.

_____ Communicating with the District's attorney on matters in litigation or potential litigation except as otherwise directed by the Board.

_____ Performing related duties assigned by action of the Board.

Total _____ ÷ 8 = _____ Average Performance Rating for Board-Superintendent Relations

Comments: _____

Part III: Commissioner-Recommended Student Performance Domain Worksheet

The attached worksheet is to be completed by the Superintendent for the Board to use when considering student performance data in its annual evaluation of the superintendent's performance.

The information on this worksheet should be used as only one indicator of the success of the Superintendent in managing specified areas of District operations for increased student performance.

The Board should review the information on this worksheet as part of its local procedures for setting goals with the Superintendent for the next evaluation cycle. District student performance identified on the worksheet as needing to be addressed should be reflected in appropriate locally developed goals.

Part III: Annual Performance Summary

Performance Summary Statement by Board of Trustees:

Comments by Superintendent:

_____	_____	_____	_____
Board President	Date	Superintendent	Date

Agenda Item Summary Sheet (4 A.5)
Meeting Date: November 16, 20100
Submitted by: Mark Pool, Superintendent

Information Only

Consent Agenda: Governance	Progress Report on Superintendent Performance Goals
Summary	The Board approved the Superintendent Performance Goals for 2010-2011 on June 8, 2010. Starting in October 2010, a progress report on the status of the performance goals will be presented to the Board monthly.
ECISD Board Policy	None.
Effective Date	October 19, 2008
Previous Board Action	Superintendent Performance Goals are approved annually following the Superintendent's Summative Evaluation in January.
Future Action Expected	Progress toward the accomplishment of Superintendent Performance Goals will be reported each month in the Consent Agenda.
Background Information and Significant Issues	None.
Fiscal Impact	Unknown.
Student and Public Benefit	The priority items the Superintendent has been asked to focus on are monitored on a regular basis.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	Superintendent's Performance Goals Progress Report, 2010-2011

Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	No action required.
Superintendent's Recommendation	This is an informational item only. Mark Pool, Superintendent of Schools

Superintendent Performance Goals Progress Report 2010-2011

Goal: *The Superintendent will guide the Board in the development of a set of Core Beliefs that will become the basis for the district's strategic planning.*

	Past Activities	Next Steps
October	<ul style="list-style-type: none"> 10/11/2010 Contacted Dr. John Horn about setting a date for a board workshop to work on the development of a set of core beliefs. 	<ul style="list-style-type: none"> Discuss possible dates the Board could meet with Dr. Horn for a 3-4 hour workshop to work on the development of core beliefs. The following are the dates Dr. Horn has available: November 1-2, 15-24; December 6-9, 20-21; and January 3-6, 17-20. If we consider Tuesday nights only the following are options: November 2, December 7, or January 4. Contact Dr. Horn to confirm date.
November	<ul style="list-style-type: none"> Date for Board Workshop with Dr. John Horn has been set for Tuesday, January 4, 2011. 	<ul style="list-style-type: none"> Ongoing discussions with Dr. Horn regarding board's expectations from this workshop. The goal was to work on the development of a set of Core Beliefs.

Goal: *The Superintendent will assist the Board in exploring the possibility of establishing an Education Foundation for the District.*

	Past Activities	Next Steps
October	<ul style="list-style-type: none"> 10/13/2010 Contacted Dr. Jo Velvin about the possibility of consulting with the District to assist in the development of a public education foundation. Dr. Velvin is currently finishing up with her last school and will be retiring. She recommended that I contact Pete Karabatsos, President of Foundation Development Consultants. 10/18/2010 Email doe Dr. Pete Karabatsos. He has replied and is sending a consulting proposal. 	<ul style="list-style-type: none"> Confirmation from Pete Karabatsos that he might be able to consult with the District in the development of a foundation; or if not if he can provide me with other resources. Set a date for Pete Karabatsos to make a presentation at a regular board meeting.
November	<ul style="list-style-type: none"> Dr. Karabatsos has been contacted and he has submitted a proposal for consulting services to guide the board and community in the development of the El Campo ISD Education Foundation. 	<ul style="list-style-type: none"> Board will review the consulting proposal Board will consider action on whether or not to engage Foundation Development Consultants for assistance in the development of the El Campo ISD Education Foundation.

Goal: *The Superintendent will develop and implement a comprehensive employee performance evaluation process for all non-teaching personnel.*

	Past Activities	Next Steps
October	<ul style="list-style-type: none"> • Summer 2010 – Administrative Staff and Supervisors met with Dr. Bryan Cole to begin the development of a comprehensive administrative evaluation process. • Campus principals have submitted their draft of a proposed principal evaluation document. 	<ul style="list-style-type: none"> • Secure draft documents from other administrators and supervisors. • Submit proposal for the evaluation process and documents to the Board for considered approval.
November	<ul style="list-style-type: none"> • A draft document of the principal evaluation document has been submitted to the Board of Trustees for review. 	<ul style="list-style-type: none"> • Board approval of the principal evaluation process and instrument. • Secure draft evaluation documents for assistant principals and department supervisors and submit them to the Board for review.

Goal: *The Superintendent will develop and implement a comprehensive communications / public relations plan for the District.*

	Past Activities	Next Steps
October	<ul style="list-style-type: none"> • Summer 2010 – attended working lunch sessions at Northside Education Center on utilizing social networking (Facebook, Twitter, LinkedIn, blogging) to promote business/organization. • Fall 2010 – Three-Week email updates to all faculty and staff. • 10/12/2010 Discussed with principals ideas for Leader-News articles to be written by campus based staff. 	<ul style="list-style-type: none"> • Continue with Three-Week Updates • Reinstigate Board Briefs following each regular board meeting. • Superintendent View Point Article to Leader-News on weeks when KULP does not air “District News” • Implement Facebook and Twitter • Plan and schedule articles to be written by campus based staff and published in Leader-News.
November	<ul style="list-style-type: none"> • Article on Family Literacy Program for publication in the Leader-News has been requested. 	<ul style="list-style-type: none"> • Continue with previous “Next Steps”

Goal: *The Superintendent will research best practice and explore the possibility of implementing effective After School Programs for the District.*

	Past Activities	Next Steps
October	<ul style="list-style-type: none"> 10/12/2010 Asked principals for names of teachers to participate in a Professional Learning Community (PLC) to research best practices for effective After School Programs. 	<ul style="list-style-type: none"> Professional Learning Community will be formed. Their charge will be to look at best practice with regards to after school programs and to use that research to design a program for implementation consideration in the ECISD.
November	<ul style="list-style-type: none"> No progress since last report. 	<ul style="list-style-type: none">

Agenda Item Summary Sheet (4.A.1)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Governance	Minutes of Previous Meetings <ol style="list-style-type: none"> 1. October 19, 2010 – Special Meeting for Webinar on Hallmarks of Excellence in Educational Leadership 2. October 19, 2010 – Regular Meeting
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	November 16, 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	None

Related Issues

Attachments

Minutes of regular and special meetings held on the following dates:

1. Special Meeting – October 19, 2010
2. Regular Meeting – October 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
OCTOBER 19, 2010**

The Board of Trustees of the El Campo Independent School District met in a Special Session October 19, 2010 at 6:00 p.m. in the Boardroom, 700 W. Norris, El Campo, Texas.

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

MEMBERS ABSENT: James Russell

OTHERS PRESENT: Mark Pool, David Bright, Carolyn Gordon

Tommy Turner called the meeting to order at 6:00 p.m. There was a quorum present.

THE BOARD WILL HOLD A HALLMARKS OF EXCELLENCE TELEPHONE CONFERENCE WITH THE BOARD: The Board held a Hallmarks of Excellence Telephone Conference.

There being no further discussion, the meeting adjourned at 6:55 p.m.

DRAFT

President

Secretary

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

The Board of Trustees of the El Campo Independent School District met in a regular session October 19, 2010 in the Board Room, 700 West Norris, El Campo, Texas.

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

MEMBERS ABSENT: James Russell

OTHERS PRESENT: Mark Pool, Carolyn Gordon, David Bright, Scott Gelardi, Laura H. Deiss, Delores Janik, John Petty, Gwen Johnson, Pat Buss, Mauri Couey, Ryan Drapela, Clint Gold, Tommy Drapela, Rodney Montello, Dollie Coleman, Diann

Board President Tommy Turner called the meeting to order at 7:10 p.m. Ralph Novosad gave the opening prayer followed by the Pledge of Allegiance. There was a quorum present.

PUBLIC COMMENT: None

RECOGNITION: None

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

A. Governance

1. Consider Approval of the Minutes
 - A. September 21, 2010 – Regular Monthly Meeting
2. Consider Approval of Campus Performance Objectives
3. Consider Approval of Parameters for School Calendar

B. Business and Support Services

1. Consider Approval of Final Change Order(s) and Application(s) for Payment to Polasek Construction for:
 - A. High School Ricebird gymnasium Floor
 - B. Northside Elementary School Cafeteria Freezer and Cooler Replacement
2. Review of Invoices from RWS Architects
3. Review of Budget Planning and Preparation Calendar for 2011-2012
4. Consider Approval of Budget Amendments
 - A. Amendment No. 1 to Appropriate Funds for Completion of the High School Gym Floor for Cost Overruns Due to Additional Floor Leveling Materials Needed
 - B. Amendment No. 2 to Roll Forward and Appropriate Prior Year (2009-2010) High School Allotment Fund Balance

C. Amendment No. 3 to Appropriate Funds for the Purchase and Installation of a Replacement Sign for the Career and Technology Complex

5. Review of Monthly Financial Reports

6. Review List of Checks Written for the Month of September, 2010

C. Personnel

D. Curriculum and Instruction

1. Consider Approval of annual Career and Technology Education Program Evaluation

E. Students

Motion carried by a 6 – 0 – 1 vote with Trustee James Russell being absent.

BUSINESS AND OPERATIONS

CURRICULUM AND INSTRUCTION

- A. Review of AEIS and AYP Accountability Systems: Carolyn Gordon reviewed the AEIS and AYP Accountability Systems.
- B. Discussion with Elementary Facilitators: Mr. Pool, Mrs. Gordon, the Board and the elementary school principals discussed the elementary school program with Curriculum Facilitators, Delores Janik, Gwen Johnson and Laura Deiss.
- C. Appoint Board Members to Post Secondary Opportunities Community Advisory Committee: Board President Tommy Turner appointed board members Melissa Erwin, James Russell and J. J. Croix to the Post Secondary Opportunities Community Advisory Committee.

GOVERNANCE

Consider Authorization for Administration to Request Sealed Bids for Old Middle School Property Located at 1401 MLK Boulevard: A motion was made by Cecil Davis and seconded by Melissa Erwin to approve authorization for Administration to request sealed bids for Old Middle School Property located at 1401 MLK Boulevard. Motion carried by a 6 – 0 – 1 vote with Trustee James Russell being absent.

EXECUTIVE SESSION: The president of the Board called for an Executive Session as authorized by Section Texas Government Pursuant to Section § 551.072 CLOSED MEETING to Deliberate the Value of Real Property if deliberation in an open meeting would have a detrimental effect on the Board’s position in negotiations with a third person.

A. The Board will deliberate the value of the Old Middle School Property

The Board entered executive session at 8:52 p.m. and reconvened in open session at 9:27 p.m. to take the following action: No action taken.

PERSONNEL

- A. CONSIDER APPROVAL OF DISTRICT STAFFING STUDY: A motion was made by J. J. Croix and seconded by Cecil Davis to approve the District Staffing Study to be conducted by Texas Association of School Business Officials.

SUPERINTENDENT’S REPORT

- A. Governance
 - 1. Preliminary Agenda for Regular Meeting on November 16, 2010: A preliminary agenda was provided to board members.
 - 2. Monthly Calendar of Activities and Events: Board members were given a monthly calendar of activities and events.
 - 3. Report on Beginning of School and Enrollments
 - 4. Report on Membership of District and Campus Site-Based Committees
- B. Business and Support Services
 - 1. Annual Report on TAC Performance Contract: The Board received a report on the TAC Performance Contract.
- C. Personnel
- D. Curriculum and Instruction
 - 1. Saturday School
- E. Students
 - 1. Monthly DAEP Report
 - 2. Monthly SRO Report
- F. Community and Governmental Relations
- G. Legislative Update

There being no further discussion, the meeting adjourned at 9:29 p.m.

DRAFT

PRESIDENT

SECRETARY

Agenda Item Summary Sheet (4 A.2)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Governance	Approval of Localized Policy Update 88
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 88.</p> <p>According to guidelines established by TASB Policy Service, Board action on Localized Update 88 must occur within a properly posted, open meeting of the Board.</p> <p>The Board's action on Localized Update 88 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	November 16, 2010
Previous Board Action	Localized Policy Update 88 was presented at the regular meeting on October 19, 2010 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 88.
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 88 as a part of the Consent Agenda. Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (4 A.4)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Governance	Consider approval of Local Textbook Committee
Summary	<p>In accordance with LOCAL policy I am making a recommendation to the Board for the appointment of a local textbook selection committee. Should you reject any recommendation, another recommendation will be submitted for your consideration.</p> <p>This committee will be responsible for examining all instructional materials adopted by the State Board of Education and shall select materials for use in the District. Their selections will then be recommended to the Board for ratification.</p>
ECISD Board Policy	EFAA (LOCAL), INSTRUCTIONAL MATERIALS SELECTION AND ADOPTION: TEXTBOOK SELECION AND ADOPTION
Effective Date	November 16, 2010
Previous Board Action	The Board annually appoints a local textbook selection committee to examine instructional materials adopted by the SBOE.
Future Action Expected	<p>After reviewing the materials adopted by the SBOE, the committee will submit their recommendations to you at the regular meeting in March. The Board will need to ratify the committee's selections.</p> <p>In the event the Board does not ratify one or more of the selections, the reasons shall be recorded in the Board minutes and the committee shall make other recommendations.</p>
Background Information and Signification Issues	Textbook Committee members from each campus are recommended to Carolyn Gordon by individual campus principals based upon the textbooks that are up for adoption.
Fiscal Impact	None.
Student and Public Benefit	The professional staff serving on this committee are responsible for selecting the instructional materials that will have the greatest positive impact on student achievement.

Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	Should you reject any of the recommendations for the committee, another recommendation will be made.
Other Comments and Related Issues	None
Attachments	Memo from Carolyn Gordon to Mark Pool and the Board of Trustees dated November 11, 2010 re: Textbook Committee.
Contact Person(s)	Carolyn Gordon, Assistant Superintendent for Instruction Raymond Wilsher, Assistant Principal for Transportation and District Textbook Custodian
Action Required	Motion, second and majority vote to approve recommendations for local textbook selection committee.
Superintendent's Recommendation	I recommend that the Board approve the professional staff on the attached memo for appointment to this year's local textbook selection committee as a part of the consent agenda. Mark Pool, Superintendent of Schools

**To: Board of Trustees
Mark Pool, Superintendent**

From: Carolyn Gordon

Date: November 11, 2010

Re: Textbook Committee

The following textbooks will be up for adoption this year:

**PreK Systems
Spelling Grades 1-2 (consumable)
Spelling Grades 3-7 (non-consumable)
Handwriting Grades 1-3 (consumable)
ELA Grades 2-8
Speech Grades 6-8
English I-IV
Spanish Language Arts Grades 2-6
ESL Grades K-8**

I am recommending the following personnel to serve on the Textbook Adoption Committee for the 2010-2011 school year.

**Raymond Wilsher, Chairman & Textbook Custodian
Kelli Cook, PreK
Fran Kyle, PreK
Amy Osina, PreK
Rhea Prasek, 1st
Lisa Weinheimer, 1st
Emily Bush, 2nd
Rebecca Carruthers, 2nd
Stacy Ermis, 3rd
Neta Ripple, 3rd
Rachel Ondrias, 4th
Polly Wilkins, 4th
Shelly Nielsen, 5th
Laura Smith, 5th
Brenda Tomanek, 6th-8th
BJ Swenson, 9th-12th
Lisa Hernandez, ESL**

Agenda Item Summary Sheet (4 B.6)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Checks Written – October 2010

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 2010-2011 General Operating Budget.

ECISD Board Policy

None.

Effective Date

October 31, 2010

Previous Board Action

Approval of 2010-2011 General Operating Budget on August 17, 2010 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:

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
September	\$597,731.27	\$589,273.28	\$808,126.97	\$655,949.80	\$629,351.65
October	\$642,432.03	\$804,931.69	\$778,762.11	\$970,451.63	\$640,667.05
Subtotal YTD	\$1,240,163.30	\$1,394,204.97	\$1,586,889.08	\$1,626,401.43	\$1,270,018.70
November	\$742,766.77	\$750,671.57	\$1,140,664.10	\$750,661.87	
December	\$658,798.47	\$1,211,146.13	\$1,030,485.01	\$853,561.12	
January	\$2,339,695.79	\$1,045,238.51	\$995,619.31	\$880,591.27	
February	\$775,240.17	\$1,993,265.44	\$1,128,501.50	\$874,019.06	
March	\$1,924,176.33	\$660,962.20	\$1,107,119.75	\$694,107.70	
April	\$1,955,246.06	\$777,024.72	\$779,634.45	\$846,903.79	
May	\$947,243.08	\$867,612.30	\$1,105,700.63	\$758,644.83	
June	\$841,401.34	\$1,529,388.36	\$816,384.98	\$718,912.56	
July	\$485,322.31	\$803,678.77	\$813,160.04	\$718,935.08	
August	\$1,415,904.27	\$1,161,873.57	\$873,588.10	\$1,463,086.35	

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 (March and August) when we pay principal and interest on debt.

Attachments List of checks written during the month of August 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 B.1)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Business and Support Services

Approval of Final Change order(s) and Application(s) and Certification for Payment from ABG Contracting Group, Inc. for:

- a. El Campo High School Auditorium Reroofing

Summary

High School Auditorium Reroofing. We have received Application for Payment No. 3-Final in the amount of \$10,940.00. This Final application includes Change Order No. 1, which creates no change in the final contract sum. 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

August 13, 2010

Previous Board Action

On May 18, 2010, the Board approved ABG Contracting Group, Inc. as the roofing contractor for replacement of the High School Auditorium roof. A contract was negotiated with ABG and executed on June 7, 2010.

Applications for Payments are in accordance with Article 9.3 of this contract between the owner and the general contractor.

Future Action Expected

As a part of the Consent Agenda the Board will periodically consider approval of certifications and applications for payment until these projects are completed.

Background Information and Significant Issues

The following is a summary of the Change Proposals that are included in Change Order No. 1:

Change Proposal No. 1 provided material and labor for the removal of the existing fixed bollard and provided a removable bollard for vehicular access to Auditorium from Norris Street. The proposal decreased the \$4,000.00 owner contingency by \$1,500.00

Change Proposal No. 2 provides for the application of rust inhibitor paint on a portion of the deck (9,750 sq. ft.) that showed signs of rust. The total cost for this work was \$4,875.00.

Our contract included a total of \$3,250.00 for deck replacement. Actually only 180 sq. ft. of deck had to be replaced at a cost of \$1,170.00, leaving a credit of \$2,080.00. That credit plus the remaining \$2,500.00 owner contingency was applied toward this cost leaving a balance of \$295.00;

i.e., \$4,875.00 for application of the rust inhibitor - \$2,080.00 credit - \$2,500.00 owner contingency balance = \$295.00. The contractor waived the \$295.00 cost for work performed to provide for a zero change in contract sum.

Summary of use of Owner Contingency:

Change Proposal No. 1 \$1,500.00
 Change Proposal No. 2 2,500.00
 Total Owner Contingency \$4,000.00

Fiscal Impact

Payment Recap for High School Auditorium Reroofing

Date Approved	Application for Payment No.	Total Completed and Stored	Retainage at 10.0%	Total Earned Less Retainage	Current Payment	Total Paid To Date	Balance to Finish
		Original Contract					\$109,400.00
08/17/10	1	\$60,800.00	\$6,080.00	\$54,720.00	\$54,720.00	\$0.00	\$54,680.00
09/21/10	2	\$109,400.00	\$10,940.00	\$98,460.00	\$43,740.00	\$54,720.00	\$10,940.00
11/16/10	3	\$109,400.00	\$0.00	\$109,400.00	\$10,940.00	\$98,460.00	\$0.00

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 ABG Contracting Group, Inc.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments

- Copy of Change Order No. 1 with copies of Change Proposals for El Campo High School Auditorium Reroofing
- Copy of Certification and Application for Payment No. 3-Final for El Campo High School Auditorium Reroofing

Contact Person(s)

David Bright, Assistance Superintendent of Finance and Operations

Action Required

Motion, second and majority vote to approve change order and authorize payment of Application and Certification of Payment for ABG Contracting Group, Inc. for the El Campo High School Auditorium Reroofing.

Superintendent's Recommendation

I recommend that you approve the change order and authorize payment of Application and Certification of Payment for ABG Contracting Group, Inc. for the El Campo High School Auditorium Reroofing as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools



AIA[®] Document G701[™] – 2001

Change Order

PROJECT <i>(Name and address):</i>	CHANGE ORDER NUMBER: 001	OWNER: <input type="checkbox"/>
El Campo High School Auditorium	DATE: November 8, 2010	ARCHITECT: <input type="checkbox"/>
Reroofing		CONTRACTOR: <input type="checkbox"/>
600 West Norris Street		FIELD: <input type="checkbox"/>
El Campo, Texas 77437		OTHER: <input type="checkbox"/>
TO CONTRACTOR <i>(Name and address):</i>	ARCHITECT'S PROJECT NUMBER: 1038	
ABG Contracting Group, Inc.	CONTRACT DATE: May 20, 2010	
10223 Broadway, #P351	CONTRACT FOR: General Construction	
Pearland, Texas 77584		

THE CONTRACT IS CHANGED AS FOLLOWS:

(Include, where applicable, any undisputed amount attributable to previously executed Construction Change Directives)

NOTE: The brief description of the modifications contained herein is for general information only. The detailed description, correspondence, and cost estimates supporting these modifications are available through the Architect.

Allowance	Amount Specified	Amount Spent	Balance
Owner's Contingency	\$4,000.00	\$4,000.00	\$0.00
TOTALS	\$4,000.00	\$4,000.00	\$0.00

Change Proposal No. CP#1038-01 Removable Bollard: Provide material and labor for removal of the existing fixed bollard and provide removable bollard for vehicular access in accordance with RWS CP#1038-01 dated October 27, 2010. Charge the sum of \$1,500.00 to the Owner's Contingency Allowance.

NO CHANGE IN CONTRACT SUM

Change Proposal No. CP#1038-02 Rust Inhibitor Painting of Rusted Deck: Provide rust inhibitor painting of rusted deck in accordance with CP#1038-02 dated October 27, 2010. Charge the sum of \$2,500.00 to the Owner's Contingency Allowance. Apply the credit of \$2,080.00 due the Owner for deck replacement to the \$4,580.00 cost of this CP.

NO CHANGE IN CONTRACT SUM

The original Contract Sum was	\$	109,400.00
The net change by previously authorized Change Orders	\$	0.00
The Contract Sum prior to this Change Order was	\$	109,400.00
The Contract Sum will be unchanged by this Change Order in the amount of	\$	0.00
The new Contract Sum including this Change Order will be	\$	109,400.00

The Contract Time will be increased by sixteen (16) days.

The date of Substantial Completion as of the date of this Change Order therefore is August 13, 2010

NOTE: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

RWS Architects Incorporated
ARCHITECT (Firm name)

3100 Timmons Lane, Suite 410
Houston, Texas 77027

ADDRESS

Malcolm C. Gaus
BY (Signature)

Malcolm C. Gaus, AIA
(Typed name)

Nov. 10, 2010
DATE

ABG Contracting Group, Inc.
CONTRACTOR (Firm name)

10223 Broadway, #P351
Pearland, Texas 77584

ADDRESS

Alexandro Gonzalez
BY (Signature)

ALEXANDRO GONZALEZ
(Typed name)

11-10-2010
DATE

El Campo Independent School District
OWNER (Firm name)

700 West Norris Street
El Campo, Texas 77437

ADDRESS

Robert Mark Pool
BY (Signature)

Mark Pool
(Typed name)

11/12/2010
DATE





RWS ARCHITECTS

Change Proposal CP#1038-01

PROJECT: EL CAMPO HIGH SCHOOL
Auditorium Roof Replacement
OWNER: El Campo Independent School District
TO CONTRACTOR: ABG Contracting Group, Inc.
10223 Broadway Suite p #351
Pearland, Texas 77584

TITLE OF CP: Removable Bollard
DATE OF ISSUANCE: October 27, 2010
OWNER PROJECT NUMBER:
RWS PROJECT NUMBER: 1038
CONTRACTOR PROJECT NUMBER:

ATTENTION: Mr. Robert Escobedo

PROPOSED CHANGE IN WORK: Please submit an itemized quotation for all costs for the proposed changes to the Contract Documents described herein. This is not a Change Order nor Authorization to Proceed with the proposed changes. The Work is generally described below and should be priced as marked:

- If charged to the Contingency Allowance, (increase)(decrease) by \$ _____
- If charged to the Contract Sum the GMP will be, (increased)(decreased) by \$ _____

Provide material and labor for removal of the existing fixed bollard and provide removable bollard for vehicular access to the Auditorium from Norris Street.

Attachments:

Architect: RWS Architects Incorporated

By Malcolm C. Haus Date 10/27/2010

CONTRACTOR'S CHANGE PROPOSAL QUOTATION

- The OWNER CONTINGENCY Allowance will be (~~increased~~)(decreased) by \$ 1,500.00
- The Contract Sum will be (increased)(decreased)(unchanged) by \$ 0
- The Contract Time will be (increased)(decreased)(unchanged) by (Regular Work Days)..... 0 Days
- Other: _____

Attachments:

Contractor: ~~Polasek Construction, Inc.~~
ABG CONTRACTING GROUP, INC.

By [Signature] Date 11-10-2010

ARCHITECT RECOMMENDATION

- The Architect recommends (acceptance, ~~rejection~~) of this Change Proposal.
- The OWNER CONTINGENCY Allowance will be (~~increased~~)(decreased) by \$ 1500.00
- The Contract Sum will be (increased)(decreased)(unchanged) by \$ 0
- The Contract Time will be (~~increased~~)(decreased)(unchanged) by (Regular Work Days)..... 0 Days
- Other: _____

Attachments:

Architect: RWS Architects Incorporated

By Malcolm C. Haus Date 11/08/2010

OWNER ACTION

- The Architect's recommendation as stated herein is accepted.
- Other: _____

Owner: El Campo Independent School District Mr. Mark Pool

By Robert Mark Pool Date 11/11/2010

DISTRIBUTION

- File 5.2, Owner- Architect Contractor Consultant Field Other

H:\1038\WORD\ca\CP-1038-001.doc

TO: RWS ARCHITECTS
ATTN: Malcolm Gauh

1. To remove the pipe was harder than we thought. The concrete was 3 feet deep and it took 3 full days to finish the job. We also had to rent a jack hammer.

Labor	\$650.00
Materials	\$475.00
Equipment rental	\$225.00
<u>Profit</u>	<u>\$150.00</u>
 Total	 \$1500.00

2. We had to treat and paint most of the metal deck on the auditorium. We felt it was necessary since after we tore the roof off and exposed the metal deck, almost all of the deck was rusted.

Thank you,

Robert Escobedo
ABG CONTRACTING GROUP, INC.

RWS ARCHITECTS

Change Proposal CP#1038-02

PROJECT: EL CAMPO HIGH SCHOOL
Auditorium Roof Replacement
OWNER: El Campo Independent School District
TO CONTRACTOR: ABG Contracting Group, Inc.
10223 Broadway Suite p #351
Pearland, Texas 77584

TITLE OF CP: Rust Inhibitor Painting of Rusted Deck

DATE OF ISSUANCE: October 27, 2010

OWNER PROJECT NUMBER:
RWS PROJECT NUMBER: 1038
CONTRACTOR PROJECT NUMBER:

ATTENTION: Mr. Robert Escobedo

PROPOSED CHANGE IN WORK: Please submit an itemized quotation for all costs for the proposed changes to the Contract Documents described herein. This is not a Change Order nor Authorization to Proceed with the proposed changes. The Work is generally described below and should be priced as marked:

- If charged to the Contingency Allowance, (increase)(decrease) by \$ _____
- If charged to the Contract Sum the GMP will be, (increased)(decreased) by \$ _____

Upon removal of the existing roofing system it was observed that 180 sq. ft. of rusted deck were subject to complete replacement. Based on the unit prices as included in your contract, a total of \$1,170.00 was spent for actual deck replacement. The contract included a total of \$3,250.00 for deck replacement. The owner is due a credit of \$2,080.00. Apply this amount and the unused Owner Contingency Allowance in the amount of \$2,500.00 for a total of \$4,580.00, for application of rust inhibitor paint on that portion of the deck which shows signs of rust. The area of roof to be treated is 9,750 sq. ft.

Attachments:

Architect: RWS Architects Incorporated

By Malcolm C. Haus Date 10-27-2010

CONTRACTOR'S CHANGE PROPOSAL QUOTATION

- The UNIT PRICE & OWNER Allowance will be (increased)(decreased) by \$ 1,580.00
- The Contract Sum will be (increased)(decreased)(unchanged) by \$ _____
- The Contract Time will be (increased)(decreased)(unchanged) by (Regular Work Days)..... Days
- Other: CONTRACTOR WAIVES THE \$ 295.00 COST FOR WORK PERFORMED NET CHANGE 0 DOLLARS

Attachments:

Contractor: ~~Polasek Construction, Inc.~~
ABG CONTRACTING GROUP, INC.

By JEANROTTZ Date 11-10-2010

ARCHITECT RECOMMENDATION

- The Architect recommends (acceptance, ~~rejection~~) of this Change Proposal.
- The UNIT PRICE & OWNER Allowance will be (increased)(decreased) by \$ 4,580.00
- The Contract Sum will be (increased)(decreased)(unchanged) by \$ 0
- The Contract Time will be (increased)(decreased)(unchanged) by (Regular Work Days)..... 16 Days
- Other: CONTRACTOR WAIVES THE \$ 295.00 COST FOR WORK PERFORMED NET CHANGE 0 DOLLARS

Attachments:

Architect: RWS Architects Incorporated

By Malcolm C. Haus Date 11/08/2010

OWNER ACTION

- The Architect's recommendation as stated herein is accepted.
- Other: _____

Owner: El Campo Independent School District Mr. Mark Pool

By Robert Mark Pool Date 11/12/2010

DISTRIBUTION

- File 5.2, Owner- Architect Contractor Consultant Field Other

HE:\1038\WORD\c\CP-1038-002.doc

ABG CONTRACTING, INC.

RWS ARCHITECTS

Subject: El Campo Auditorium
Attn: Malcolm Gauh

Change Order

Removing concrete post and re-installing Metal Deck Replacement	\$1,500.00
180 sq. ft. x \$6.50 per sq. ft.	\$1,170.00
Treated metal deck with rust inhibitor and primer 9,750 sq. ft. x .50 per sq. ft.	\$4,875.00

Total	\$7,545.00
-------	------------

Allowance	-\$4,000.00
-----------	-------------

500 sq. ft. of deck replacement included in bid= \$6.50 per sq. ft.	-\$3,250.00
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Total	\$295.00
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Actual Change Order:	\$295.00
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Robert Esposito

RWS ARCHITECTS

November 10, 2010

El Campo Independent School District
Attn: Mr. Mark Pool, Superintendent
700 West Norris Street
El Campo, Texas 77437

Re: El Campo High School Auditorium Reroofing
El Campo Independent School District
RWS Project No. 1038
Contractor's Application and
Certificate for Payment No. 3-FINAL

Gentlemen:

Transmitted herewith are your copies of the final Contractor's Application for Payment on the subject project:

<u>Application No.</u>	<u>Period</u>	<u>Amount to be Paid</u>
3-FINAL	08/13/10	\$10,940.00

We recommend payment of the amount shown and suggest you send payment directly to the contractor at the following address: ABG Contracting Group, Inc., 10223 Broadway Blvd., Suite P#351, Pearland, Texas, 77584.

If there are any questions, please call.

Sincerely,



Malcolm C. Gaus, AIA
Vice President

Enclosures

cc: Contractor
File 5.1

MCG/dd

APPLICATION AND CERTIFICATION FOR PAYMENT

AIA DOCUMENT G702

TO OWNER: EL CAMPO ISD
700 WEST NORRIS
EL CAMPO TX 77437

PROJECT: EL CAMPO HS
AUDITORIUM RE-ROOFING

APPLICATION NO: THREE
PERIOD TO: AUGUST-13-2010

Distribution to:
 OWNER
 ARCHITECT
 CONTRACTOR

FROM CONTRACTOR:
ABG CONTRACTING GROUP INC
10223 BROADWAY BLVD. SUITE P#351
PEARLAND TX 77584

VIA ARCHITECT: RWS ARCHITECTS INC.
3100 TIMMONS LN. # 410
HOUSTON TX. 77027

PROJECT NOS: 1038

CONTRACT FOR:

CONTRACT DATE: JUNE-11-2010

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.

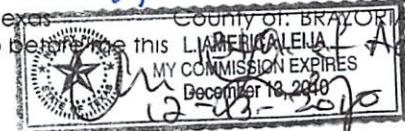
The undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid to the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

1. ORIGINAL CONTRACT SUM	\$	\$109,400.00
2. Net change by Change Orders	\$	\$0.00
3. CONTRACT SUM TO DATE (Line 1 ± 2)	\$	\$109,400.00
4. TOTAL COMPLETED & STORED TO DATE (Column G on G703)	\$	\$109,400.00 ✓
5. RETAINAGE:		
a. 10 % of Completed Work (Column D + E on G703)	\$	\$0.00
b. % of Stored Material (Column F on G703)	\$	\$0.00 ✓
Total Retainage (Lines 5a + 5b or Total in Column I of G703)		\$0.00 ✓
6. TOTAL EARNED LESS RETAINAGE (Line 4 Less Line 5 Total)	\$	\$109,400.00 ✓
7. LESS PREVIOUS CERTIFICATES FOR PAYMENT (Line 6 from prior Certificate)	\$	\$98,460.00 ✓
8. CURRENT PAYMENT DUE	\$	\$10,940.00 ✓
9. BALANCE TO FINISH, INCLUDING RETAINAGE (Line 3 less Line 6)	\$	\$0.00 ✓

CONTRACTOR:

By: M. J. ANDRZEJCZAK Date AUGUST-13-2010

State of: Texas County of: BRAYTON
Subscribed and sworn to before me this 13 day of August 2010
Notary Public: M. J. ANDRZEJCZAK
My Commission expires: December 18, 2010



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 \$ 10,940.00

(Attach explanation if amount certified differs from the amount applied. Initial all figure: Application and on the Continuation Sheet that are changed to conform with the amount ARCHITECT:

By: Malcolm C. Law Date: Nov. 10, 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.

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

REVIEWED
Match Proof
11/12/2010

Agenda Item Summary Sheet (4 B.2)
Meeting Date: November 16, 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.

Application for Payment No. 4-FINAL – High School Auditorium Reroofing

Invoice No. 7841 dated November 10, 2010, is for \$738.45. This amount is for basic professional services through 100% completion of the project.

ECISD Board Policy

CH (LOCAL) PURCHASING AND ACQUISITION, PURCHASING AUTHORITY

Effective Date

November 16, 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. Current projects are 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**

High School Auditorium Reroofing

The High School Auditorium Reroofing is 100% complete through the construction phase of the project.

RWS has earned 100% of their fee for this project, which is \$8,205.00 (7.5% of the Construction Cost).

Payment Recap for High School Auditorium Reroofing.

Date Submitted	Application for Payment No.	Invoice No.	Amount	Earned to Date	Balance to Finish
Fee at 7.5% of Construction Costs					\$8,205.00
6/2/10	2	7770	\$6,564.00	\$6,564.00	\$1,641.00
7/20/10	3	7795	\$902.55	\$7,466.55	\$738.45
11/10/10	4	7841	\$738.45	\$8,205.00	\$0.00

Recap of Reimbursable Expenses Paid for High School Auditorium Reroofing

Date	Application for Payment No.	Invoice No.	Amount	Paid to Date
5/3/10	1	7758	\$298.48	\$298.48

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 High School Auditorium Reroofing
Contact Person(s)	David Bright, Assistance Superintendent of Finance and Operations
Action Required	None.
Superintendent's Recommendation	No action required. Mark Pool, Superintendent of Schools

RWS Architects Invoice

To: **El Campo ISD**
 700 West Norris Street
 El Campo, Texas 77437
 Attention: **Mr. Mark Pool, Superintendent**
 Project: **El Campo High School Auditorium Reroofing**
 Project No.: 1038

Date: November 10, 2010
 Invoice No.: 7841
 RWS Application for Payment No.: 4-FINAL
 Fee Basis: 7 1/2% of Final Construction Cost
 Your Purchase Order:

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

Seven Hundred Thirty Eight & 45/100 Dollars **\$738.45**

The amount of the invoice is calculated as follows:

For Professional Services through 100% Completion of Construction Administration Phase

ABG Contracting Group, Inc. Base Proposal	\$109,400.00
Fee %	<u>7.5%</u>
Fee	\$ 8,205.00
Percent Complete	<u>x 100%</u>
Fee Earned	\$ 8,205.00 ✓
Less Previous Payment	<u>7,466.55</u>
TOTAL AMOUNT DUE THIS INVOICE	\$ <u>738.45</u> ✓

THANK YOU

	<u>Percentage of Total Fee By Phase</u>	<u>Degree of Completion of Phase</u>	<u>Percentage of Total Fee Earned</u>
SD	15%	100%	15%
DD	20%	100%	20%
CD	40%	100%	40%
Bidding	5%	100%	5%
Construction	<u>20%</u>	100%	<u>20%</u>
	100%		100%

REVIEWED
Mark Pool
11/12/2010

Payable at the offices of:

Agenda Item Summary Sheet (4 B.3)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Business and Support Services **Budget Amendment**

Summary

According to district policy, the budget shall be amended when a change is made increasing any one of the functional spending categories.

Amendment No. 1 transfers \$965,308 in revenue and expenditures from Fund 199 to Fund 266 to account for Stimulus Funds received through Title XIV SFSF ARRA grant (State Fiscal Stabilization Funds from the American Recovery and Reinvestment Act of 2009).

ECISD Board Policy

CE (LOCAL), ANNUAL OPERATING BUDGET

Effective Date

November 16, 2010

Previous Board Action

The Board approved the 2010-2011 General Operating Budget on August 17, 2010.

Future Action Expected

The Board is required to amend the budget when a change increases any one of the functional spending areas.

Background Information and Significant Issues

None.

Fiscal Impact

Amendment No.1 transfers funds from one fund to another and has a net zero effect.

Student and Public Benefit

Accurate accounting for the expenditure of public funds.

Procedural and Reporting Implications

Record the official budget amendment and make the necessary changes in the general operating budget.

Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None
Attachments	Proposed Budget Amendment(s)
Contact Person(s)	David Bright, Assistant Superintendent of Finance and Operations
Action Required	Motion, second and majority vote to approve budget amendment(s).
Superintendent's Recommendation	I recommend you approve the budget amendment(s) that has been presented as a part of the consent agenda. Mark Pool, Superintendent of Schools

EL CAMPO INDEPENDENT SCHOOL DISTRICT
700 WEST NORRIS STREET
EL CAMPO, TEXAS 77437
(979) 543-6771
(979) 543-1670 FAX

November 16, 2010

DATE

2010/11

BUDGET YEAR

TO: Board of Trustees

FROM: David Bright *[Signature]* 11-16-10
 Assistant Superintendent for Finance

RE: Budget Amendment(s)

Due to a change in financial requirements, I request the following budget amendments:

AMENDMENT #1

BUDGET CODE	ACCOUNT NAME	BUDGET	CHANGE+-	AMENDED
APPROPRIATE CURRENT YEAR ALLOCATION				
199 00 5812 00 000 100000	Foundation Entitlement	\$15,301,130	-\$ 526,967	\$14,774,163
199 00 5811 00 000 100000	Available School Fund	\$ 715,612	-\$ 438,341	\$ 277,271
199 51 6255 00 999 199000	Utilities-Water	\$ 145,000	-\$ 130,308	\$ 14,692
199 51 6257 00 999 199000	Utilities-Electrical	\$ 790,000	-\$ 750,000	\$ 40,000
199 51 6258 00 999 199000	Utilities-Gas	\$ 95,000	-\$ 85,000	\$ 10,000
266 00 5929 00 000 100000	ARRA SFSF Revenue	\$ -0-	+\$ 965,308	\$ 965,308
266 51 6255 00 999 199000	Utilities-Water	\$ -0-	+\$ 130,308	\$ 130,308
266 51 6257 00 999 199000	Utilities-Electrical	\$ -0-	+\$ 750,000	\$ 750,000
266 51 6258 00 999 199000	Utilities-Gas	\$ -0-	+\$ 85,000	\$ 85,000

Transfer budget appropriations & foundation revenue from fund 199 budget to fund 266 for Stimulus monies received through Title XIV SFSF ARRA grant.

Agenda Item Summary Sheet (4 B.4)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Business and Support Services

Authorization of Administration to Sell Surplus Vehicles

Summary

The only policy governing the sale of surplus buses is CNB (LEGAL), which states that the district may request that the Texas Building and Procurement Commission dispose of a school bus. However, the district is not required to dispose of a bus through the BPC. This policy is based on the statutory language of *Education Code §34.006*.

Brett Schoppe is requesting approval to sell one bus.

ECISD Board Policy

CNB (LEGAL), TRANSPORTATION MANAGEMENT: DISTRICT VEHICLES, SALE OF BUSES

Effective Date

November 16, 2010.

Previous Board Action

The Board is asked from time to time to approve the sale of surplus vehicles.

Future Action Expected

The Board is asked from time to time to approve the sale of surplus vehicles.

Background Information and Significant Issues

We plan to seek competitive sealed bids for the sale of the following vehicles.

Information on the vehicles to be considered:

1. Bus No. 52 – 1994 IH 47 Passenger

VIN # 1HVBBABN77SH648555

168,989 miles

Fiscal Impact

None.

Student and Public Benefit

Disposal of surplus property in a manner that gets the highest return for the district gets the property off the district's inventory and represents prudent management of public funds.

Procedural and Reporting Implications

None.

Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Memorandum from Brett Schoppe, Director of Transportation
Contact Person(s)	<p>David Bright, Assistant Superintendent of Finance and Operations</p> <p>Brett Shoppe, Director of Transportation</p>
Action Required	Motion, second and majority vote approve the sale of surplus vehicles.
Superintendent's Recommendation	<p>I recommend you approve the sale of surplus vehicles as part of the consent agenda.</p> <p>Mark Pool, Superintendent of Schools</p>

EL CAMPO INDEPENDENT SCHOOL DISTRICT

Mark Pool, Superintendent

700 West Norris Street

David Bright

Assistant Superintendent

El Campo, Texas 77437

(979) 543-6771 Fax (979) 543-1670

Brett Schoppe

Transportation Director

To: David Bright

From: Brett Schoppe

Date: October 21, 2010

Re: Disposal of Used School Vehicle

I would like to seek board approval to dispose of 1 used school bus. Below you will find information on the vehicle, the make, model, vehicle identification number, seating capacity, and mileage.

Bus #52 1994 IH 47 Passenger Bus VIN# 1HVBBABN77SH648555

168,989 Miles

Agenda Item Summary Sheet (4 B.5)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Monthly Financial Reports for Month of October

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

October 31, 2010

Previous Board Action

Approval of 2010-2011 General Operating Budget on August 17, 2010.

Future Action Expected

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

**Background Information and
Significant Issues**

The unaudited fund balance in the General Fund (Fund 199 only) on August 31, 2010 was \$5,975,225, which is 20.71% of the approved General Fund operating expenditures (as defined in the AEIS Report) of \$28,851,273.

Fund balance designated for replacement of artificial turf at Ricebird Stadium is \$150,000, leaving an undesignated fund balance of \$5,825,225; or 20.19% of the approved General Fund operating expenditures (as defined in the AEIS Report).

The undesignated fund balance currently exceeds the 20% goal by \$549,704.

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 18.64% of our amended revenue projections; and expended 18.81% of our amended expenditure estimates.
Compared to the same time last year, our revenue decreased by \$199,096 and our expenditures increased by \$480,546.

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp
Sep	8.49%	8.16%	19.97%	10.32%	20.59%	11.53%	10.41%	10.59%	9.93%	10.95%
Oct	16.45%	15.08%	36.50%	17.60%	36.88%	17.18%	19.64%	17.92%	18.64%	18.81%
Nov	25.79%	22.03%	40.10%	24.60%	39.46%	24.10%	26.01%	25.17%		
Dec	39.14%	28.13%	55.32%	32.30%	52.68%	31.52%	38.96%	32.11%		
Jan	71.88%	35.58%	75.42%	42.30%	73.77%	38.60%	57.38%	39.07%		
Feb	77.49%	46.72%	83.18%	51.98%	79.39%	48.85%	68.68%	50.45%		
Mar	79.75%	53.89%	85.20%	58.88%	81.29%	55.83%	70.62%	58.65%		
Apr	84.35%	61.00%	86.78%	66.91%	82.79%	62.87%	75.39%	65.99%		
May	87.88%	68.32%	89.07%	76.81%	84.31%	69.96%	79.21%	72.77%		
Jun	92.93%	75.96%	90.38%	82.81%	86.04%	77.28%	85.20%	80.00%		
Jul	98.46%	84.97%	91.72%	88.08%	87.23%	85.52%	91.73%	85.63%		
Aug	100.20%	98.95%	100.03%	99.34%	99.94%	98.05%	100.10%	98.92%		

Tax Collection Report. Our beginning tax levy of \$13,399,047 has been adjusted by \$0.00 giving us a new adjusted levy of \$13,399,047; and we have currently collected \$46,910 which amounts to 0.35% of the adjusted levy. This leaves an uncollected balance of \$13,352,137.

Delinquent collections YTD are \$44,610 plus \$15,759 in penalty and interest.

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Oct	0.06%	0.048%	0.01%	0.00%	0.00%	0.35%
Nov	6.81%	6.67%	5.07%	2.58%	0.44%	
Dec	40.15%	29.49%	38.76%	32.28%	30.01%	
Jan	82.47%	86.80%	85.29%	81.82%	73.71%	
Feb	92.59%	94.40%	93.58%	93.04%	92.80%	
Mar	95.44%	95.38%	94.44%	94.06%	94.60%	
Apr	95.68%	96.11%	95.13%	94.97%	95.27%	
May	96.54%	96.69%	95.78%	95.61%	95.84%	
Jun	97.04%	97.40%	96.55%	96.69%	96.50%	
Jul	97.19%	97.64%	96.87%		96.83%	
Aug	97.59%	97.81%	97.15%	97.48%	97.17%	
Sep	97.69%	97.97%	97.31%	97.60%	97.37%	

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		
	2009-2010	2010-2011	Difference	2009-2010	2010-2011	Difference
Revenue	\$2,904,659	\$2,901,695	(\$2,964)	\$6,304,431	\$6,212,857	(\$91,574)
Expenditures	\$2,493,194	\$2,525,047	\$31,853	\$4,099,527	\$4,088,489	(\$11,038)
Summary	\$411,465	\$376,648	(\$34,817)	\$2,204,904	\$2,124,368	(\$80,536)

- Attachments**
- Monthly Financial Report – October 31, 2010
 - Tax Collection Recap 2010-2011
 - Cash Flow Report 2010-2011

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
November 16, 2010**

**Comparison of Revenue and Expenditures
to the Budget for the General Operating Fund
9-1-10 to 10-31-10**

ESTIMATED REVENUE:

	<i>Original Budget</i>	<i>Amended Budget</i>	<i>Revenue Realized</i>	<i>Revenue Balance</i>
<i>Local:</i>	\$14,731,532	\$14,731,532	\$272,183	(\$14,459,349)
<i>State:</i>	\$17,394,053	\$17,394,053	\$5,794,481	(\$11,599,572)
<i>Federal:</i>	\$1,202,013	\$1,202,013	\$146,191	(\$1,055,822)
<i>Other Resources:</i>	\$0	\$0	\$0	\$0
<i>Total:</i>	\$33,327,598	\$33,327,598	\$6,212,856	(\$27,114,742)

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>
\$33,327,598	\$33,539,799	\$4,088,489	\$2,219,309	\$6,307,798	\$27,232,001

COMPARISONS TO OCTOBER 31 OF PRIOR YEAR:

	<i>2009-2010</i>	<i>2010-2011</i>	<i>Increase/ Decrease</i>
<i>Revenues:</i>	\$6,411,952	\$6,212,856	(\$199,096)
<i>Expenditures:</i>	\$5,827,252	\$6,307,798	\$480,546
<i>Cash Position:</i>	\$8,709,429	\$8,821,093	\$111,664

PRIOR MONTH CASH POSITION as of 9/30/10: \$8,688,608

GENERAL FUND - FUND BALANCE	GENERAL OPERATING	FUND BALANCE	% of OPERATING	
GENERAL FUND - FUND BALANCE as of 8-31-06:	\$21,109,405	\$7,050,993	33.40%	
GENERAL FUND - FUND BALANCE as of 8-31-07:	\$23,517,713	\$9,759,144	41.50%	
GENERAL FUND - FUND BALANCE as of 8-31-08:	\$25,318,724	\$4,676,422	18.47%	
GENERAL FUND - FUND BALANCE as of 8-31-09:	\$28,005,136	\$5,951,953	21.25%	
GENERAL FUND - FUND BALANCE as of 8-31-10:	\$28,851,273	\$5,975,225	20.71%	Unaudited

BUDGET AMENDMENTS:

Appropriate prior year (2009-10) High School Allotment fund balance	\$167,251
Appropriate funds to complete Ricebird Gym floor	\$44,950

NOTE: Cash Position includes Local, State, and Federal Funds. ⁵⁹ Does not include Capital Projects.

**EL CAMPO INDEPENDENT SCHOOL DISTRICT
TAX COLLECTION RECAP
2010 - 2011**

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-10	\$13,399,047		\$13,399,047	46,910	0.35%	0.00%	\$44,610	\$15,759	\$107,279	
Year To Date				46,910	0.35%	0.00%	\$44,610	\$15,759	\$107,279	\$13,352,137

EL CAMPO INDEPENDENT SCHOOL DISTRICT

Cash Flow

2010-2011

199 GENERAL FUND	Actual Sep-10	Actual Oct-09	Actual Oct-10	Actual Nov-09	Actual Dec-09	Actual Jan-10	Actual Feb-10	Actual Mar-10	Actual Apr-10	Actual May-10	Actual Jun-10	Actual Jul-10	Actual Aug-10	2009-10 Totals
REVENUE:														
5700 Local Revenue:														
5711 Taxes Current Year	23,630	0	40,831	51,429	3,437,085	4,967,402	2,268,489	204,970	77,641	59,724	68,468	38,517	16,918	11,204,824
5712 Taxes Prior Years	1,638	37,817	39,569	19,398	29,097	17,543	29,999	22,641	26,131	13,875	13,790	7,416	9,472	243,129
5719 Pen, Int, & Other	12,398	14,803	14,333	8,759	15,941	15,319	23,983	29,960	22,777	15,015	18,942	10,095	15,348	202,506
5720 Service to Other LEAs	0	0	0	0	0	0	0	0	0	0	0	0	654	654
5730 Tuition and Fees	0	0	0	0	0	0	0	0	0	0	0	0	3,735	3,735
5740 Other Local Sources	10,621	9,801	11,063	96,814	12,934	32,322	24,300	14,674	21,649	11,496	13,458	5,111	136,020	386,284
5750 Co/Curr Activities	7,025	12,631	20,062	76,155	-35,667	1,715	2,837	3,314	4,752	1,439	0	6,591	15,879	115,084
Total Local Rev:	55,312	75,053	125,858	252,555	3,459,390	5,034,301	2,349,608	275,558	152,950	101,549	114,659	67,731	198,027	12,156,216
5800 State Revenue:														
5811 Available School Fund	25,845	63,207	141,876	3,712	18,562	29,347	29,347	3,712	7,425	75,081	109,293	1,419	38,602	379,707
5812 Foundation Entitlement	3,074,131	2,475,854	2,333,940	1,333,393	23,737	0	0	0	931,826	704,601	1,417,200	1,842,727	2,544,070	14,437,933
5812 Founda Ent-Prior Yr	0	0	0	0	0	0	0	0	0	38,355	0	0	0	38,355
5819 LEP Student Success Init	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5820 Misc State Program Rev	0	0	0	3,599	0	0	0	0	0	0	0	952	2,265	6,816
5831 TRS On-Behalf	108,735	105,809	109,955	106,303	106,641	109,679	109,481	109,050	108,870	108,979	110,164	109,099	163,254	1,351,300
Total State Rev:	3,208,711	2,644,870	2,585,771	1,447,007	148,940	139,026	138,828	112,762	1,048,121	927,016	1,636,657	1,954,197	2,748,191	16,214,111
5900 Federal Revenue:														
5930 Federal	0	0	0	151,085	4,896	0	0	4,997	0	0	6,223	0	6,449	173,648
Total Federal Rev:	0	0	0	151,085	4,896	0	0	4,997	0	0	6,223	0	6,449	173,648
7900 Other Res/Non-Oper														
Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	0	0	167,251	167,251
Total Other Res:	0	0	0	0	0	0	0	0	0	0	0	0	167,251	167,251
Total Revenue:	3,264,022	2,719,922	2,711,629	1,850,646	3,613,225	5,173,327	2,488,437	393,317	1,201,071	1,028,565	1,757,538	2,021,928	3,119,917	28,711,226
EXPENDITURES:														
6000 Expenditures:														
6100 Payroll Costs	1,176,237	1,880,754	1,873,879	1,911,417	1,866,025	1,856,130	1,875,525	1,884,363	1,852,478	1,893,143	1,881,247	1,846,362	2,534,729	22,530,236
6200 Contracted Services	84,769	205,034	127,769	198,172	265,248	217,419	229,022	274,231	127,185	158,071	239,653	184,252	577,164	2,769,045
6300 Supplies & Materials	113,192	187,257	162,541	134,109	86,296	113,956	109,979	105,046	137,664	167,781	58,747	42,968	194,293	1,445,354
6400 Other Operating	64,894	40,519	145,124	33,642	29,700	35,494	72,627	43,187	35,023	37,906	267,788	100,247	36,165	774,106
6500 Debt Services	0	0	0	500	0	0	272,625	0	0	500	0	0	52,438	326,063
6600 Capital Outlay	82,658	125,670	44,949	0	0	28,549	3,441	2,097	122	0	298	22,692	381,080	639,385
8900 Other Uses/Non Operating	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Expenditures:	1,521,749	2,439,234	2,354,262	2,277,840	2,247,269	2,251,547	2,563,220	2,308,925	2,152,472	2,257,401	2,447,733	2,196,520	3,775,868	28,484,189
ENDING BALANCE	1,742,273	280,688	357,367	-427,194	1,365,957	2,921,780	-74,783	-1,915,608	-951,401	-1,228,836	-690,194	-174,592	-655,951	227,037
GF FB as of 8/31/10	5,975,225													
	7,717,498	7,915,948	8,074,864	7,647,670	9,013,627	11,935,407	11,860,624	9,945,016	8,993,615	7,764,779	7,074,585	6,899,993	6,244,042	

240	FOOD SERVICE	Actual Sep-10	Actual Oct-09	Actual Oct-10	Actual Nov-09	Actual Dec-09	Actual Jan-10	Actual Feb-10	Actual Mar-10	Actual Apr-10	Actual May-10	Actual Jun-10	Actual Jul-10	Actual Aug-10	2009-10 Totals
REVENUE:															
5700	Local Revenue:														
	Earnings from Temp Dep				2,288	0	0	2,200	0	0	2,263	0	0	1,928	8,679
	Foundation Revenue														
	Breakfast	6,580	9,105	7,564	9,159	6,368	11,525	10,365	8,204	8,572	6,689	601	0	7,680	87,585
	Lunch	18,288	23,918	19,225	19,762	13,634	20,784	21,363	19,088	19,930	15,490	1,489	15	14,805	191,692
	A La Carte	10,790	13,545	11,167	10,801	8,682	12,324	13,454	10,674	10,975	9,915	1,227	0	6,505	113,111
	Adult Lunches	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Catering/Vending	0	0	106	160	310	545	517	0	0	326	0	0	828	2,791
	Summer Food Service	0	0	0	0	0	0	0	0	0	0	199	210	0	409
	Total Local Ren:	35,658	46,569	38,062	42,170	28,994	45,179	47,899	37,967	39,477	34,683	3,516	225	31,746	404,267
5800	State Revenue														
5829	Misc St Program Rev.	0	0	0	0	0	0	0	9,822	0	0	0	0	0	9,822
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	9,822	0	0	0	0	0	9,822
5900	Federal Revenue														
5921	School Breakfast	0	30,215	29,398	32,999	27,756	21,454	29,212	31,365	28,470	32,044	29,317	5,456	8,104	276,392
5922	National School Lunch	0	96,247	103,037	102,412	80,679	64,888	91,047	97,523	86,348	95,965	87,282	17,536	32,335	852,262
5923	USDA Donated Com	6,878	5,799	6,878	6,332	5,799	5,799	5,799	5,799	5,799	5,799	5,799	5,799	6,016	70,335
5929	Fed Rev TEA-Sum Feed	0	0	0	0	0	0	0	0	0	0	0	7,976	4,709	12,685
	Total Federal Rev:	6,878	132,261	139,313	141,743	114,234	92,141	126,058	134,687	120,617	133,808	122,398	36,767	51,164	1,211,674
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:	42,536	178,829	177,375	183,912	143,228	137,320	173,957	182,476	160,094	168,490	125,914	36,992	82,910	1,625,763
EXPENDITURES:															
6000	Expenditures:														
6100	Payroll & Benefits	33,814	47,704	50,498	50,672	47,049	46,454	48,305	48,938	48,523	50,227	48,736	42,814	58,574	571,972
6200	Contracted Services	0	380	114,290	126,502	99,509	93,554	149,600	97,723	96,972	85,234	0	127,189	44,211	921,254
6300	Supplies & Materials	6,878	5,826	6,963	5,889	5,831	6,015	5,865	5,906	5,861	5,853	5,799	5,841	-1,761	62,722
6400	Other Operating	0	50	34	42	63	10	14	219	27	29	150	26	128	774
6600	Capital Outlay	0	0	0	0	0	50,781	0	0	0	0	0	9,780	201,400	261,960
	Total Expenditures:	40,693	53,959	171,785	183,104	152,452	196,815	203,783	152,785	151,383	141,343	54,685	185,651	302,551	1,818,682
	ENDING BALANCE	1,844	136,340	7,434	8,243	-981	-60,476	-90,302	-60,612	-51,901	-24,754	46,476	-102,183	-321,825	-192,919

511	DEBT SERVICE	Actual Sep-10	Actual Oct-09	Actual Oct-10	Actual Nov-09	Actual Dec-09	Actual Jan-10	Actual Feb-10	Actual Mar-10	Actual Apr-10	Actual May-10	Actual Jun-10	Actual Jul-10	Actual Aug-10	2009-10 Totals
REVENUE:															
5700	Local Revenue:														
5711	Taxes Current Year	3,386	0	6,079	7,370	492,538	711,833	325,076	29,372	11,126	8,558	9,812	5,520	2,424	1,605,703
5712	Taxes Prior Years	101	4,313	5,041	1,990	3,281	1,904	3,688	2,334	2,890	1,593	1,217	775	877	26,275
5719	Pen, Int, & Other	983	1,284	1,426	736	1,061	665	2,830	3,342	2,191	1,599	1,981	1,127	1,540	19,375
5742	Earnings Fm Temp Dep	133	311	144	308	416	1,136	1,166	1,346	1,342	1,408	0	1,447	602	9,773
	Total Local Rev:	4,603	5,908	12,691	10,403	497,295	715,538	332,760	36,395	17,549	13,158	13,010	8,868	5,443	1,661,125
5800	State Revenue:														
5829	St Rev Dist By TEA	0	0	0	10,827	0	0	0	0	0	0	0	0	53,869	64,696
	Total State Rev:	0	0	0	10,827	0	0	0	0	0	0	0	0	53,869	64,696
7900	Other Res/Non-Oper:														
7940	Other Res/Non-Oper Rev	0	0	0	0	0	0	0	0	0	0	1,381	0	0	1,381
	Total Other Res:	0	0	0	0	0	0	0	0	0	0	1,381	0	0	1,381
	Total Revenue:	4,603	5,908	12,691	21,230	497,295	715,538	332,760	36,395	17,549	13,158	14,391	8,868	59,312	1,727,202
EXPENDITURES:															
6000	Expenditures:														
6500	Debt Service														
6511	Bond Principal	0	0	0	0	0	0	295,000	0	0	0	0	0	460,000	755,000
6521	Interest on Bonds	0	0	0	0	0	0	523,284	0	0	0	0	0	517,384	1,040,669
6599	Other Debt Fees	0	0	0	500	0	0	0	400	0	0	0	0	0	900
	Total Expenditures:	0	0	0	500	0	0	818,284	400	0	0	0	0	977,384	1,796,569
	ENDING BALANCE	4,603	10,705	17,293	38,024	535,319	1,250,857	765,333	801,328	818,877	832,035	846,426	855,294	-62,778	-69,367
Total Approved Budget 199, 240, 511															
	TOTAL REVENUE	3,311,162	2,904,659	2,901,695	2,055,789	4,253,749	6,026,184	2,995,154	612,188	1,378,713	1,210,213	1,897,843	2,067,788	3,262,139	32,332,586
	TOTAL EXP	1,562,442	2,493,194	2,526,047	2,461,444	2,399,720	2,448,361	3,585,287	2,462,111	2,303,855	2,398,744	2,502,417	2,382,171	5,055,804	32,571,601
	ENDING BALANCE	1,748,719	2,204,905	2,124,367	1,718,712	3,572,740	7,150,563	6,560,430	4,710,508	3,785,366	2,596,835	1,992,261	1,677,879	-115,786	

Districts	Teachers	Admin/Prof	Auxiliary
Angleton ISD		♦	
Bay City ISD	♦	♦	♦
Boling ISD			♦
Calhoun County ISD	♦	♦	
Columbia-Brazoria ISD		♦	
Columbus ISD	♦		♦
Edna ISD			♦
Hallettsville ISD			♦
Lamar ISD		♦	
Louise ISD	♦		♦
Needville ISD		♦	
Palacios ISD	♦	♦	♦
Rice Cons ISD			♦
Sealy ISD		♦	
Sweeny ISD		♦	
Tidehaven ISD			♦
Van Vleck ISD	♦		♦
Victoria ISD	♦		
Wharton ISD	♦	♦	♦

For the past three years two additional market groups have been used to compare all employees' salaries. The use of these additional market groups provides the Board with more data to base your compensation decisions on and eliminates the argument that the system is unfair because different employee groups are compared to different districts:

Statewide Market Comparison Group

This group includes all districts statewide with enrollments of 3000 to 4000 students that reported their compensation information to TASB HR Services.

Regional ESCs Comparison Group

This group includes all districts in the Regional Education Service Centers listed below with enrollments of 3000 to 4000 students that reported their compensation information to TASB HR Services:

- Region 2 – Corpus Christi
- Region 3 – Victoria
- Region 4 – Houston
- Region 5 – Beaumont
- Region 6 – Huntsville
- Region 13 – Austin
- Region 20 – San Antonio

ECISD Board Policy	DEA (LOCAL), COMPENSATION AND BENEFITS: SALARIES, WAGES, AND STIPENDS
Effective Date	2011-2012 School Year
Previous Board Action	The Board adopted the current compensation plan in 2005, and has updated the plan annually since then through structure adjustments and general pay increases. For the past few years districts used for market comparisons have been approved at the regular meeting in November.
Future Action Expected	The Board will evaluate the market group comparisons next spring when considering structure adjustments and possible general pay increases.
Background Information and Signification Issues	<p>According to LOCAL policy “The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. The Superintendent or designee shall determine annual increases for individual employees, within budgeted amounts.”</p> <p>Market studies are important in considering whether or not to recommend a general pay increase and how much that increase needs to be to keep us competitive with the area education job market.</p> <p>In order to continue to monitor our market position from year to year it is important that we use the same market comparison groups that were established in the original study. Market ratios and relationship to the market can change; i.e., the 103% to 105% range can increase or decrease, but the comparison groups should remain the same.</p> <p>The additional market groups provide the Board with a comparison to districts of similar size statewide and a regional study of districts of similar size in the southeast quadrant of the State.</p>

Fiscal Impact	None.
Student and Public Benefit	Public has the assurance that the district is basing all employee compensation decisions on the area education job market in order to remain competitive in attracting and retaining quality employees.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	None.
Contact Person(s)	Mark Pool, Superintendent of Schools David Bright, Assistant Superintendent of Business and Operations Terese Faas, HR Coordinator
Action Required	Motion, second and majority vote to approve the market group comparison districts to be used in the annual compensation study.
Superintendent's Recommendation	I recommend that the Board approve the market group comparison districts to be used in the annual compensation study as a part of the Consent Agenda. Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (4 D.1)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Curriculum and Instruction	Evaluation of Bilingual Education / English as a Second Language Programs
Summary	<p><i>Texas Education Code SUBCHAPTER B, Sec. 7.028(b) states:</i></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 these requirements we have evaluated our Bilingual Education and English as a Second Language Programs and will present the results of that evaluation for your consideration.</p>
ECISD Board Policy	EHBE (LEGAL), SPECIAL PROGRAMS, BILINGUAL EDUCATION/ESL
Effective Date	November 16, 2010
Previous Board Action	The Board annually reviews an evaluation of the district's Bilingual Education and ESL Programs.
Future Action Expected	<p>The Board annually reviews an evaluation of the district's Bilingual Education and ESL Programs.</p> <p>Next month the Board will be presented with an <i>Improvement Plan</i> for the Bilingual / ESL Program.</p>
Background Information and Significant Issues	<p>According to LEGAL policy and the Texas Administrative Code, bilingual education and English as a Second Language (ESL) programs shall be taught to enable limited English proficient (LEP) students to become competent in the comprehension, speaking, reading, and composition of the English language. Programs are to emphasize mastery of English language skills as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable LEP students to participate equitably in school.</p> <p>If the District has an enrollment of 20 or more LEP students in any language classification in the same grade level, it shall offer a bilingual education program for the LEP students in pre-kindergarten through the elementary grades who speak that language.</p>

All LEP students for whom the District is not required to offer a bilingual education program shall be provided an ESL program, regardless of the student's grade levels and home language and regardless of the number of students.

A student may not be exited from the bilingual or ESL program in pre-kindergarten through grade one. However, a student may be exited from the programs in later grades provided that the student is classified as "English proficient" according to established criteria.

The District is also required to offer a voluntary summer school program for LEP children who will be eligible for admission to kindergarten or first grade at the beginning of the next school year. The program must operate for a minimum of one-half day for eight weeks. It must be an intensive bilingual education or special language program that meets the standards set by the Texas Education Agency, and the student-to-teacher ratio may not exceed 18:1.

Fiscal Impact

None.

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

A copy of the evaluation is filed in the Board minutes.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

According to the *Texas Education Code*, the District's bilingual education program must be a full-time program of dual-language instruction that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills.

The bilingual or ESL program must be designed to consider the student's learning experiences and shall incorporate the cultural aspects of the students' backgrounds.

LEP students must be allowed to participate fully with English-speaking students in regular classes provided in subjects such as art, music, and physical education, and in all extracurricular activities.

Attachments

- Bilingual Ed / ESL Program Board Evaluation Document
- PowerPoint Handout – Bilingual Education / ESL Program Evaluation, 2010-2011 School Year
- Bilingual Ed / ESL Improvement Plan Evaluation

Contact Person(s)

Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction

Rebecca Lisa Hernandez, Bilingual Education / ESL Facilitator

Action Required

Motion, second and majority vote to approve the evaluation of the District's Bilingual Education and English as a Second Language Programs.

Superintendent's Recommendation

I recommend that you approve the 2010-2011 evaluation of the District's Bilingual Education and English as a Second Language Programs as a part of the consent agenda.

Mark Pool, Superintendent of Schools

School Board Approval

Bilingual /English as a Second Language Program 2010-2011 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 Bilingual and English as a Second Language (ESL) programs. | Yes
<input checked="" type="checkbox"/> | No
<input type="checkbox"/> |
|--|---|---------------------------------------|

Area for Correction:

- | | | |
|---|---|---------------------------------------|
| 2. Teachers are certified or have proper endorsements to teach Bilingual/ESL students. | Yes
<input checked="" type="checkbox"/> | No
<input type="checkbox"/> |
|---|---|---------------------------------------|

Area for Correction:

- | | | |
|--|---|---------------------------------------|
| 3. Students cumulative folders at all campuses have a home language survey signed by a parent or guardian (or student 18 years of age), noting language spoken in home. | Yes
<input checked="" type="checkbox"/> | No
<input type="checkbox"/> |
|--|---|---------------------------------------|

Area for Correction:

- | | | |
|---|---|---------------------------------------|
| 4. The learning opportunities include supplemental materials for either Bilingual or ESL students. | Yes
<input checked="" type="checkbox"/> | No
<input type="checkbox"/> |
|---|---|---------------------------------------|

Area for Correction:


5. Campuses with Bilingual and/or ESL students have a Language Placement Advisory Committee (LPAC) in place.	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Area of Correction:

6. The Bilingual and/or English Second Language program is evaluated annually and uses the data to modify and update the district and campus improvement plans.	Yes	No
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Area of Correction:

Bilingual Education/ESL Program
2010-2011 School Year



Carolyn Gordon,
Assistant Superintendent for Curriculum & Instruction

Student/Program Demographic Overview

- ▶ Students in District - 3534
- ▶ Students in Bilingual Education – 41
Grades Pre-K, K & I
- ▶ Students in ESL – 287
Grades K-12
- ▶ Percent of Students served – 9.3%

District Support

- ▶ District adopted policies for Bilingual and ESL education
 - ▶ EHBE Legal
 - ▶ EHBE Local
- ▶ Newsletters and other materials developed to inform stakeholders
- ▶ Published material is written in the students' home language

Financial Information

- ▶ **Current Bilingual and ESL entitlement received is \$149,918**
- ▶ **Areas in which funds are expended:**
 - **Facilitator salary-40%**
 - **Aides' salaries**
 - **Stipends for Bilingual & ESL teachers**
 - **Materials & staff development (subs)**
 - **Co-op & Travel**
- ▶ **Budgetary process input provided by teaching staff**

▶

Staffing Information

- ▶ **9 teachers have Bilingual certification**
- ▶ **51 teachers have ESL endorsement**

▶

Current Student Information

LEP Students Enrolled in District	328
Parent Denials	9
Students Enrolled in Bilingual Program	41
Students Enrolled in ESL Program	287
LEP Students in Sp. Ed. Program	22
LEP Students Not Enrolled in Bilingual or ESL program	9

▶

Parental Information

- ▶ District encourages parental involvement and provides opportunities for parents of LEP students to participate in school-sponsored activities:
 - ▶ Family Literacy Program
 - ▶ PTO
 - ▶ Parent Conference days
- ▶ Interpreters are available for all school meetings

▶

Program Evaluation

- ▶ Bilingual education and ESL programs are evaluated on an annual basis
- ▶ Bilingual education and ESL are included in the comprehensive needs assessment conducted at the district & campus level
- ▶ Needs are reflected in the district and campus improvement plans

▶

ECISD Bilingual/ESL Program Board Evaluation
November 2010

The following information is a report on progress toward the accomplishment of activities and strategies identified in the ECISD Bilingual/ESL Program Plan for 2009-2010 presented to the Board in November 2009:

The following data represents the number of Bilingual/ESL students who met the State passing standards for the Texas Assessment of Knowledge and Skills in 2010

	3	4	5	6	7	8	9	10	11	Total	Percent by Subject
English Language Arts/ Reading	32/38	28/34	25/36	2/4	4/7	2/4	1/3	2/4	2/7	98/137	72%
Writing		33/34			7/7					40/41	98%
Mathematics	33/38	31/34	36/36	3/4	1/7	2/4	1/3	0/4	2/7	109/137	80%
Science			22/33			1/4		0/4	3/7	26/48	54%
Social Studies						4/4		0/1	6/7	10/12	83%
TOTAL (All Tests)	65/76	92/102	83/105	5/8	12/21	9/16	2/6	2/13	13/28	283/375	
% passing all tests	86%	90%	79%	63%	57%	56%	33%	15%	46%	75%	

There was an increase in all content areas and an 11% increase in the total number passing all tests.

Goal 1: All Limited English Proficient (LEP) students will meet or exceed all State standards.

Objective 1: By the end of the 2009-2010 school year, LEP students will exceed State requirements on Texas Assessment of Knowledge and Skills (TAKS) and Texas English Language Proficiency Assessment System (TELPAS).

Activity / Strategy	Person Responsible	Formative Evaluation	Status	Summative Evaluation	Yes or No
1. Continue to identify struggling LEP students and offer additional tutorial in all content areas throughout the school day.	Campus Principals	Disaggregated State data Nine-weeks assessments Benchmark results	LEP students were identified and any student struggling at the end of a grading period were offered tutorials	Increased performance on TAKS and TELPAS	Yes to the activity and also an increase in performance in all areas
2. Schedule LEP students who need extra help in learning labs.	Campus Principals Bilingual/ESL teachers	List of students served	Struggling LEP students were placed in a content learning lab	Improved student performance for LEP students	Yes to the activity and an increase in performance
3. Assign Bilingual teachers to the Myatt campus in order to serve the greatest number of LEP students.	Campus Principal	Bilingual teachers assigned to Myatt	Sandra Ramirez and Martha Gonzalez were reassigned to the Myatt campus	Increased number of Bilingual students served by Bilingual teachers	Yes

Objective 2: Increase parental involvement for all LEP Students.

<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 offer Family Literacy Nights for parents and students in grades K-12	Campus Principals	Calendar Agendas Sign-in sheets	Fourteen (14) meetings were held during the school year with an increase in family and student participation	Increase the number of students and parents attending	Yes
2. Provide parents of LEP students the opportunity to attend a Parent Awareness Night concerning high school credit requirements.	Campus Principals	Letters Brochures	A parent session was held in the Spring of 2009	100% of parents informed in native language	No

Objective 3: Increase opportunity for teachers to attend research based staff development to better educate LEP students.

Activity/Strategy	Person Responsible	Formative Evaluation	Status	Summative Evaluation	Yes or No
1. Increase the number of teachers receiving ESL/Bilingual certification.	Campus Principals	List of teachers taking test	Currently have 51 certified ESL teachers and 9 Bilingual teachers. One teacher received their Bilingual certification and 3 received their ESL certification.	Increased number of teachers obtaining certification	Yes
2. Continue to provide staff development for all professional staff on Bilingual/ESL methods, strategies, and appropriate modifications.	Campus Principals	Training dates Sign-in sheets	Content teachers were provided training during the summer on methods for integrating ELPs into the curriculum Staff development is offered at Region 3 throughout the year Bilingual and ESL teachers attend yearly conferences	Increase in student performance	Yes staff development was provided

Agenda Item Summary Sheet (4 D.2)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Discussion Only

Consent Agenda: Curriculum and Instruction	Career & Technology Education Program Improvement Plan
Summary	Last month the Board approved the annual evaluation of our Career and Technology Education Program. Based upon our self-evaluation of this program we have developed an improvement plan for your review.
ECISD Board Policy	EHBF (LEGAL), SPECIAL PROGRAMS: CAREER AND TECHNOLOGY EDUCATION
Effective Date	November 16, 2010
Previous Board Action	The Board annually evaluates the Career and Technology Education Program and a program improvement plan is developed from that evaluation.
Future Action Expected	The Board annually evaluates the Career and Technology Education Program and a program improvement plan is developed from that evaluation.
Background Information and Significant Issues	<p>The CATE Program Improvement Plan has the following goals and objectives:</p> <p>Goal 1: Increase Career and Technology Student Enrollment.</p> <p>Objective 1: By the end of the 2010-2011 school year the Career and Technology Education student enrollment will increase by 2 percent.</p> <p>Objective 2: Advertise the benefits of CTE programs by illustrating real-life situations for students and parents.</p> <p>Objective 3: By the Spring of 2010, all Career and Technology student groups will meet or exceed the required improvement on all sections of the TAKS test.</p> <p>Goal 2: Increase Career and Technology Student Awarding of Certificates / Licenses.</p> <p>Objective 1: CTE programs preparing students for certificate / license exams.</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>Career and Technology Education Program Improvement Plan</i>
Contact Person(s)	Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction Steve Wernecke, Career and Technology Coordinator
Action Required	None.
Superintendent's Recommendation	This is an information item only. No action required. Mark Pool, Superintendent of Schools

ECISD CTE Program Improvement Plans 2010-2011

Goal 1: Increase Career and Technology Student Enrollment.

Objective 1: By the end of the 2010-2011 school year the Career and Technology Education student enrollment will increase by 2 percent.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation												
Implement additional innovative course/courses to assist in keeping CTE dept. innovative	Steve Wernecke Rich Dubroc CTE teachers	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> </td></tr> </table> F M A M J J <table border="1" style="width: 100%; text-align: center;"> <tr><td>X</td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>							X						Innovative course offerings by TEA	CTE funds	CTE Teachers and counselor develop CSC	Coherent Sequence of Courses are completed and included with 4-year plan
X																		
Recruitment of students by counselors, CTE teachers and CTE coordinator. All programs will be targeted but especially any program/programs that show a decline in enrollment. Visits made to academic classes by CTE coordinator and counselors explaining benefits of CTE courses.	Steve Wernecke CTE teachers Counselors	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>X</td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>						X	X						Registration Handbook and inserts in the handbook for technology classes.	None	Meeting with teachers, counselors and CTE coordinator on strategies to increase enrollment	2% increase in CTE enrollment
					X													
X																		

ECISD CTE Program Improvement Plans 2010-2011

Goal 1: Increase Career and Technology Student Enrollment.

Objective 2: Advertise the benefits of CTE programs by illustrating real-life situations for students and parents.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation												
Create a new 2010-2011 video presentation profiling the CTE courses for students to use view during 8 th grade pre-registration activities in the spring. 8 th grade students visit high school campus in February 2010 and view CTE dept. Parents of 8 th grade students will be invited to attend.	Steve Wernecke Video tech teachers/students High School CTE teachers	A S O N D J <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td> </td><td> </td><td> </td><td> </td><td>X</td><td> </td></tr> </table> F M A M J J <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>X</td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>					X		X						Video Materials Students in Video Tech course CTE Teachers	\$150 for creation of video	Teacher and student development of video	Video completed and view by students, parents, and public
				X														
X																		
Organize Open House for parents and community members to view CTE programs during the school day to view students participating in activities.	Steve Wernecke All Counselors	A S O N D J <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td> </td><td> </td><td> </td><td>X</td><td> </td><td> </td></tr> </table> F M A M J J <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>				X									News Release Flyers to send home CTE teachers	CTE funds	Open House date and times planned along with activities	Open House held
			X															

ECISD CTE Program Improvement Plans 2010-2011

Goal 1: Increase Career and Technology Student Enrollment.

Objective 3: By the Spring of 2010, all Career and Technology student groups will meet or exceed the required improvement on all sections of the TAKS test.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation												
1. Develop sponge activities that will be used at the beginning of all CTE classes. Content vocabulary will be the main focus for sponge activities.	Steve Wernecke Rich Dubroc CTE Teachers	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> </td></tr> </table> F M A M J J <table border="1" style="width: 100%; text-align: center;"> <tr><td> </td><td> </td><td>x</td><td> </td><td> </td><td> </td></tr> </table>									x				TAKS scores Sample TAKS questions TAKS materials	CTE funds	List of sponge activities	Increased State assessment scores
		x																
2. Math interventions and tutorials will be provided for code 2, 3 Special Education/CTE students	Steve Wernecke Math Intervention Teachers Tutorial Teachers	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> </td></tr> </table> F M A M J J <table border="1" style="width: 100%; text-align: center;"> <tr><td> </td><td> </td><td>x</td><td> </td><td> </td><td> </td></tr> </table>									x				TAKS scores 3 weeks progress reports 9 week common assessments	None	List of students attending intervention classes and tutorials	Increase in State Assessment scores Improvement on PBMAS report in all contents
		x																

ECISD CTE Program Improvement Plans 2010-2011

Goal 2: Increase Career and Technology Student Awarding of Certificates/Licenses

Objective 5: CTE programs preparing students for certificate/license exams

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation
<p>Increase the number of eligible CTE students taking exams for certificates/licenses.</p>	<p>Steve Wernecke</p>	<p>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"/> <input type="checkbox"/> <input type="checkbox"/> X <input type="checkbox"/> <input type="checkbox"/></p>	<p>CTE teachers of programs that offer certificates/licenses</p>	<p>CTE funds \$1000</p>	<p>List of eligible students</p>	<p>75% of eligible students will take exams and will be awarded a certificate/license.</p>

Agenda Item Summary Sheet (5 A)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Action Item

Business	Bids for the Demolition of Buildings at the Old Middle School Property
Summary	<p>On October 19, 2010, the Board authorized the Superintendent to seek proposals for the demolition of the Old El Campo Middle School located at 1401 MLK Blvd., El Campo, Wharton County.</p> <p>Based upon the advice of the district's legal counsel, RWS Architects prepared the construction documents and Request for Proposals for this project. Notice was published as required by law, and a bid proposal deadline was scheduled for 2:00 p.m. on November 16, 2010.</p> <p>A mandatory pre-proposal on-site meeting was held on November 11, 2010, for interested proposers to examine the property and ask any questions they might have regarding the project. Nine different companies showed up for this meeting.</p> <p>Bid results will be presented at the meeting.</p>
ECISD Board Policy	CVA (LEGAL) – FACILITIES CONSTRUCTION: COMPETITIVE BIDDING
Effective Date	November 16, 2010
Previous Board Action	<p>The Board President appointed a special board committee to develop and bring the board a recommendation on what to do with the existing middle school property once the students are moved to the new middle school and the existing campus is abandoned. The committee held several meetings, including a public hearing for community input, in preparation for making their recommendation.</p> <p>The special committee made its recommendation to the Board at the regular meeting on November 20, 2007, and the recommendation was approved by the Board on December 18, 2007.</p>
Future Action Expected	None.
Background Information and Significant Issues	<p>On December 18, 2007, the Board approved a special committee's recommendation for an exit strategy from the old middle school.</p> <p>The committee recommended that the following buildings be demolished:</p> <ul style="list-style-type: none">• Building A• Building C• Building D• Building E

- Field House
- Concession Stand

In addition, the committee recommended that all streets, paved parking, curbs, tennis courts, and building slabs be left for potential parking and/or outside equipment storage.

It was later determined by the Board that the district should advertise the property “as is” and allow any potential buyer to do whatever demolition they desired or specify to the district the demolition required as a condition of sale.

One of the potential buyers has the following condition of sale as a part of their proposal:

“Seller will be solely responsible for the removal of all buildings, including footings, as well as all material contained within.”

In order to effectively compare the proposed bids for the purchase of the property we need to have a firm bid on what this demolition would cost.

Before the demolition begins the district plans to abate any known asbestos. To the best of our knowledge all of the asbestos identified in the original 1988 survey and abatement plan has been removed. We recently had McKee Environmental Health, Inc. to come in and do an update survey on October 28, 2010. The only asbestos containing materials they found were in some wall panels in the old gym. We have an estimate of \$4,279.00 from Texas Environmental Control, Inc. for the removal of the approximately 1600 square feet of Transite Panel.

Fiscal Impact

Unknown at this time.

Student and Public Benefit

Demolition will guarantee that the property does not become blight on the community.

Procedural and Reporting Implications

If approved a Notice to Proceed will issued on or before February 1, 2011.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

In general, the work specified in the contract is as follows:

Work of the Contract comprises demolition of all buildings and foundations to a minimum depth of three (3) feet below grade, all mechanical, electrical, and plumbing systems within buildings and below grade under buildings, all site improvements to include pavements, sidewalks, tennis courts, canopies, designated trees, site utilities (to be capped and marked at the point of connection) to include all site mechanical, electrical, and plumbing systems, etc.

Contract Alternates include:

1. *Establish the amount the Base Proposal will change if Building "J" (new gym) is deleted from the Base Proposal.*
2. *Establish the amount the Base Proposal will change if all known drilled and under reamed footings below three (3) feet are removed from under all buildings and stabilized the demolished building exposed subgrade.*
3. *Establish the amount the Base Proposal will change if the site perimeter chain link fence and gates is deleted from the Base Proposal.*

Attachments

None.

Contact Person(s)

Mark Pool, Superintendent of School

Action Required

A motion, second and majority vote to accept one of the bids for the demolition of the Old El Campo Middle School; or

A motion, second and majority vote to reject all one bids for the demolition of the Old El Campo Middle School

Superintendent's Recommendation

I will have a recommendation following the acceptance of bid proposals and discussions with the Board.

Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (5 B)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Action Item

Business	Bids for the Purchase of the Old Middle School Property
Summary	<p>On October 19, 2010, the Board once again authorized the Superintendent to advertise for the sale of the Old Middle School Property located at 1401 MLK Blvd., El Campo, Wharton County, Texas pursuant to <i>Texas Local Government Code § 272.001</i>.</p> <p>With assistance from the district's legal counsel, David Bright prepared a <i>Notice of Sale of Real Property</i>. The Notice was published as required by law, and a bid proposal deadline was set for 2:00 p.m. on November 8, 2010.</p> <p>Two bids were received: (1) Eagles Nest Enterprises, LLC; Austin, TX; and (2) Broken Chains Ministry; Boling, TX. A copy of their bid proposal is attached, but is not being released to the public at this time.</p> <p>These are the same two potential buyers that were discussed with John Petty at last month's meeting.</p>
ECISD Board Policy	CVA (LEGAL) – FACILITIES CONSTRUCTION: COMPETITIVE BIDDING
Effective Date	November 16, 2010
Previous Board Action	<p>The Board President appointed a special board committee to develop and bring the board a recommendation on what to do with the existing middle school property once the students are moved to the new middle school and the existing campus is abandoned. The committee held several meetings, including a public hearing for community input, in preparation for making their recommendation.</p> <p>The special committee made its recommendation to the Board at the regular meeting on November 20, 2007, and the recommendation was approved by the Board on December 18, 2007.</p> <p>February 19, 2008 - The Board authorized the Superintendent to advertise for the sale of the Old Middle School Property located at 1401 MLK Blvd., El Campo, Wharton County, Texas pursuant to <i>Texas Local Government Code § 272.001</i>.</p> <p>June 17, 2008 - The Board reviewed the proposed Request for Sealed Bid Proposals for the sale of the Old Middle School Property.</p> <p>October 28, 2008 – Bids were received and evaluated for the purchase of the Old Middle School Property.</p> <p>November 18, 2008 – Contract for the purchase of the Old Middle School Property was awarded to Ecco Properties, LLC.</p>

June 16, 2009 – Board action awarding the contract for the purchase of the Old Middle School property to Ecco Properties was rescinded and all other previous bids received were rejected.

September 15, 2009 – The Board authorized the administration to issue a Request for Proposals for the professional services of a licensed real estate broker to assist the District with the sale of the Old Middle School Property.

November 4, 2009 – The Board interviewed real estate brokers who submitted proposals.

November 17, 2009 – The Board awarded a contract to Re/Max Professional, John Petty, to provide professional services as a licensed real estate broker to assist the District with the sale of the Old Middle School Property.

Future Action Expected	None.
Background Information and Significant Issues	<p>Two bids were received on November 8, 2010.</p> <p>(1) Eagles Nest Enterprises, LLC; Austin, TX; Sole Member – Timothy Lang. (affiliated with Tejas Housing)</p> <p>(2) Broken Chains Ministry; Boling, TX; Annette Brockman – Ministry Founder.</p> <p>Both of these were discussed last month as potential buyers.</p>
Fiscal Impact	To be discussed in Closed Session
Student and Public Benefit	Disposing of the property and returning it to the tax roll and hopefully creating an opportunity for development that will benefit the community.
Procedural and Reporting Implications	<p>The Real Estate Sales Contract must be completed.</p> <p>Before a Deed is conveyed, the Deed be submitted to the Texas Commissioner of Education for review before it is signed; and a copy of the signed Deed be filed with the Commissioner of Education.</p>
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	<p>Conditions and requirements that must be met before the property is sold.</p> <ul style="list-style-type: none">• Texas Education Code §§ 11.151 and 11.154. Requires that a resolution be approved by the Board authorizing the sale of the property.

- Texas Local Government Code Chapter 272. Requires that before the land owned by a school district may be sold that notice to the general public of the offer of the land for sale must be published twice in a newspaper of general circulation in the county in which the land is located.
- Civil Order 5281, *United States v. State of Texas*, Civil Action No. 5281 (E.D. Tex.). Requires that the deed conveying the school district property include language prohibiting use of the property for a segregated school system; that a copy of the Deed be submitted to the Texas Commissioner of Education for review before it is signed; and that a copy of the signed Deed be filed with the Commissioner of Education.
- Article III, §§ 51 and 52 of the Texas Constitution. Requires that the school District receive fair market value for any property sold.
- After the Board of Trustees approves a resolution for sale, the District should prepare a request for sealed proposals setting out its requirements. The RFP should also contain notices required by state and federal law of certain conditions on the property.
- After bids on the property are received and opened, the Board of Trustees must take action to accept a bid or reject all bids.

Attachments

Copies of the bids submitted by each proposer are attached, but not released to the public.

Contact Person(s)

Mark Pool, Superintendent of School

Action Required

A motion, second and majority vote to accept one of the bids for the purchase of the Old Middle School Property located at 1401 MLK Blvd., El Campo, Wharton County, Texas; or

A motion, second and majority vote to reject all bids for the purchase of the Old Middle School Property located at 1401 MLK Blvd., El Campo, Wharton County, Texas.

Superintendent's Recommendation

I will have a recommendation following discussions with the Board in a Closed Session regarding the value of this property.

Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (6 A)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Discussion Item

Curriculum and Instruction	Discuss Middle School Curriculum and Instruction
Summary	The Board will have the opportunity to engage in dialogue with our middle school facilitators and campus principal on middle school curriculum and instructional issues.
ECISD Board Policy	None.
Effective Date	November 16, 2010
Previous Board Action	April 20, 2010.
Future Action Expected	The Board will occasionally meet with campus administrators and curriculum facilitators to discuss our instructional programs.
Background Information and Significant Issues	None.
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	None.
Attachments	None.

Contact Person(s)

Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction
Rodney Montello, Middle School Principal
Brenda Tomanek, English Language Arts Curriculum Facilitator
Summer Dorotik, Mathematics Curriculum Facilitator
Jana Fernandez, Science Curriculum Facilitator
Tammy DuBroc, Social Studies Curriculum Facilitator

Action Required

No action required.

Superintendent's Recommendation

This is an information item only. .
Mark Pool, Superintendent of Schools

Governance	Update on Board Continuing Education
Summary	<p>According to LEGAL policy, each Trustee must complete any training required by the State Board of Education; and the minutes of the last regular meeting of the Board held during a calendar year must reflect whether each Trustee has met or is delinquent in meeting the training required to be completed as of the date of the meeting.</p> <p>Continuing education for Board members includes orientation sessions, an annual team building session with the Board and the Superintendent, and specified hours of continuing education based on identified needs.</p> <p>The purpose of reviewing the continuing education this month is to provide the opportunity to correct any records and/or make up any deficiencies prior to the formal record in the minutes in December.</p>
ECISD Board Policy	BBD (LEGAL), BOARD MEMBERS: TRAINING AND ORIENTATION
Effective Date	January 1, 2010 through December 31, 2010
Previous Board Action	Board Training updates are done annually prior to the required disclosure at the December meeting.
Future Action Expected	Board Training updates are done annually prior to the required disclosure at the December meeting.
Background Information and Significant Issues	<p>According to the <i>Texas Education Code § 11.159</i>, each trustee must complete any training required by the State Board of Education. The required training is as follows:</p> <p>Tier 1</p> <p>New Members. New members shall participate in a local orientation session within 60 days before or after their election or appointment. The purpose of this orientation is to familiarize new Board members with local Board policies and procedures and District goals and priorities.</p> <p>All newly elected Board members shall also receive the orientation to the Texas Education Code within the first year of</p>

service. The orientation shall be delivered by regional education service centers and shall be three hours in length.

Legislative Updates. After each session of the Texas Legislature, each Board member shall receive an updated session from a regional education service or any registered provider to the basic orientation to the Texas Education Code. This update session shall be of sufficient length to familiarize Board members with major changes in the Education Code and other relevant legal developments related to school governance.

Tier 2

Team Building. The entire Board, including all Board members, shall annually participate with the Superintendent in a team building session facilitated by the regional education service center or any registered provider. The team building session shall be of a length deemed appropriate by the Board, but generally at least three hours. The purpose of the team building session is to enhance the effectiveness of the Board-Superintendent team and to assess the continuing education needs of the Board-Superintendent team.

Tier 3

Continuing Education. In addition to the orientation and team building, all Board members shall receive additional continuing education on an annual basis. In the first year of service, Board members shall receive at least ten hours of continuing education.

Following the first year of service, Board members shall receive at least five hours of continuing education.

The Board President shall receive continuing education related to leadership duties of the Board President as some portion of the annual requirement.

Specific Open Meetings Training. Within 90 days after taking the oath of office, each Board member shall complete a course of training regarding the responsibilities of the Board and its members under Chapter 551 of the Texas Government Code.

Fiscal Impact

None.

Student and Public Benefit

The Board is the educational policy-making body for the District. To effectively meet the challenges of public education, the Board and the Superintendent must function together as a leadership team. Continuing education is designed to achieve that end.

Procedural and Reporting Implications	At next month's meeting, the Board President shall publicly read the School Board Continuing Education Record, cause it to be reflected in the minutes, and provide the information to the media.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Individual Board Member Continuing Education Report • Chart Summarizing Board Member Continuing Education for 2010
Contact Person(s)	Dianne Cerny, Administrative Assistant to Superintendent
Action Required	None.
Superintendent's Recommendation	<p>This is an information item only.</p> <p>Mark Pool, Superintendent of Schools</p>

School Board Continuing Education Update

January 1, 2009 – December 31, 2009

NAME	TIER ONE		TIER TWO	TIER THREE		*
	Local Orientation (New Members Only)	Education Code Orientation or Update	Team-Building and Assessment	Continuing Education in Assessed Needs	Specified Open Meetings Training	
Tommy Turner	N/A	N/A	Workshop with Dr. John Horn scheduled for January 4, 2011	Spring Workshop – Victoria 5.00 hours Summer Leadership Institute – San Antonio 8.50 hours	N/A	E 7.50 hours
Cecil Davis	N/A	N/A	Workshop with Dr. John Horn scheduled for January 4, 2011	Summer Leadership Institute – San Antonio 9.50 hours	N/A	E 3.50 hours
Melissa Erwin	N/A	N/A	Workshop with Dr. John Horn scheduled for January 4, 2011		N/A	D 6.00 hours

School Board Continuing Education Update

January 1, 2009 – December 31, 2009

NAME	TIER ONE		TIER TWO	TIER THREE		*
	Local Orientation (New Members Only)	Education Code Orientation or Update	Team-Building and Assessment	Continuing Education in Assessed Needs	Specified Open Meetings Training	
Ralph Novosad	N/A	N/A	Workshop with Dr. John Horn scheduled for January 4, 2011	Summer Leadership Institute – San Antonio 12.00 hours	N/A	E 6.00 hours
David Hodges	N/A	N/A	Workshop with Dr. John Horn scheduled for January 4, 2011	Summer Leadership Institute – Ft. Worth 12.00 hours	N/A	E 6.00 hours
James Russell	N/A	N/A	Workshop with Dr. John Horn scheduled for January 4, 2011		N/A	D 6.00 hours

School Board Continuing Education Update

January 1, 2009 – December 31, 2009

NAME	TIER ONE		TIER TWO	TIER THREE		*
	Local Orientation (New Members Only)	Education Code Orientation or Update	Team-Building and Assessment	Continuing Education in Assessed Needs	Specified Open Meetings Training	
J.J. Croix	N/A	N/A	Workshop with Dr. John Horn scheduled for January 4, 2011	Summer Leadership Institute – San Antonio 10.75 hours	N/A	E 4.75 Hours

- D = Deficient in required hours for current assessment year
- C = Completed required hours for current assessment year
- E = Exceeded required hours for current year

**Texas Association of School Boards
Board Member Continuing Education Report**

Printed 11/12/2010

Reporting Period: 01/01/2010 - 12/31/2010

EI Campo ISD

District # 0241903

Tommy Turner ID# 1053966

2010 Spring Workshops	Victoria	Resources, Relationships and Learning in the 21st Century	TIER-3	05/19/2010	8:30 - 9:30 am	1.00
2010 Spring Workshops	Victoria	The Board and the Big Conversation	TIER-3	05/19/2010	9:45 - 10:45 am	1.00
2010 Spring Workshops	Victoria	Navigating the Dual Credit/Early College High School Waters	TIER-3	05/19/2010	11:00 - 12:00 pm	1.00
2010 Spring Workshops	Victoria	Decoding 'Social Media'	TIER-3	05/19/2010	1:15 - 2:15 pm	1.00
2010 Spring Workshops	Victoria	The Future of Technology in Schools	TIER-3	05/19/2010	2:30 - 3:30 pm	1.00
2010 Summer Leadership Institute - South	San Antonio	Building Team Relationships (Board Pres Academy)	TIER-3	06/10/2010	1:30 - 2:45 pm	1.25
2010 Summer Leadership Institute - South	San Antonio	Superintendent Leadership for Effective Instruction	TIER-3	06/10/2010	3:00 - 4:15 pm	1.25
2010 Summer Leadership Institute - South	San Antonio	Friday General Session - Jonathan Kozol	TIER-3	06/11/2010	8:00 - 9:15 am	1.00
2010 Summer Leadership Institute - South	San Antonio	Now That's a Problem!	TIER-3	06/11/2010	9:30 - 12:15 pm	2.50
2010 Summer Leadership Institute - South	San Antonio	Moving the Team Forward as a Leadership Body (BPA)	TIER-3	06/11/2010	1:30 - 4:15 pm	2.50

Total hours for Reporting Period 1/1/2010 - 12/31/2010: 13.50

ATTN Board Members: Because your district, not TASB, is the official keeper of record for your continuing education credits, you should report any errors or missing training credits to your superintendent's secretary rather than to TASB.

ATTN District Personnel: If you have revisions or additions to the training detail contained in this report, please follow the instructions below.

1. If information already listed on the report needs to be revised, the district recordkeeper should mark the necessary change on the report itself and fax it to TASB. Please allow 30 days for TASB to post the changes.
2. If TASB training took place that is not listed on the report and it has been at least 30 days since the training, the recordkeeper should fax TASB a copy of the certificate or credit/scantron form provided at the event. If training documentation has been lost, fax TASB the name of the board member, name and date of the event, name of each session attended and the number of credit hours earned for each session. Please allow 30 days for TASB to post the changes.
3. If non-TASB training took place that is not listed on the report, the recordkeeper should submit the credit on-line.

E-Mail:
cec@tasb.org

Fax:
512-467-3642

TASB Main Number:
800-580-8272 ext. 2219



Please note: This report is provided as a TASB member service. Official recordkeeping of Board Member continuing education credit is the responsibility of the district.

**Texas Association of School Boards
Board Member Continuing Education Report**

Printed 11/12/2010

Reporting Period: 01/01/2010 - 12/31/2010

EI Campo ISD

District # 0241903

Cecil Davis ID# 1037049

2010 Summer Leadership Institute - South	San Antonio	Thursday General Session - Manny Medrano	TIER-3	06/10/2010	8:00 - 9:15 am	1.00
2010 Summer Leadership Institute - South	San Antonio	Learning @ Every Student: Meeting Federal and State Ma	TIER-3	06/10/2010	9:30 - 10:45 am	1.25
2010 Summer Leadership Institute - South	San Antonio	Beyond the Big Top: Reaching for the Brass Ring	TIER-3	06/10/2010	11:00 - 12:15 pm	1.25
2010 Summer Leadership Institute - South	San Antonio	What Every Board Member Needs to Know about Instructio	TIER-3	06/10/2010	1:30 - 2:45 pm	1.25
2010 Summer Leadership Institute - South	San Antonio	District Emergency Management Update: What Is Required	TIER-3	06/10/2010	3:00 - 4:15 pm	1.25
2010 Summer Leadership Institute - South	San Antonio	Friday General Session - Jonathan Kozol	TIER-3	06/11/2010	8:00 - 9:15 am	1.00
2010 Summer Leadership Institute - South	San Antonio	Emerging Trends in 21st Century Learning: A Studio	TIER-3	06/11/2010	9:30 - 10:45 am	1.25
2010 Summer Leadership Institute - South	San Antonio	This Used to Be the Future	TIER-3	06/11/2010	11:00 - 12:15 pm	1.25

Total hours for Reporting Period 1/1/2010 - 12/31/2010: 9.50

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3. If non-TASB training took place that is not listed on the report, the recordkeeper should submit the credit on-line.

E-Mail:
cec@tasb.org

Fax:
512-467-3642

TASB Main Number:
800-580-8272 ext. 2219



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**Texas Association of School Boards
Board Member Continuing Education Report**

Printed 11/12/2010

Reporting Period: 01/01/2010 - 12/31/2010

El Campo ISD

District # 0241903

Melissa Erwin ID# 1053994

Melissa Erwin has no training data showing for the date range that you entered. The most complete credit information is displayed when the "all dates" box is selected. Please hit the back button and make another selection.

ATTN Board Members: Because your district, not TASB, is the official keeper of record for your continuing education credits, you should report any errors or missing training credits to your superintendent's secretary rather than to TASB.

ATTN District Personnel: If you have revisions or additions to the training detail contained in this report, please follow the instructions below.

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3. If non-TASB training took place that is not listed on the report, the recordkeeper should submit the credit on-line.

E-Mail:
cec@tasb.org

Fax:
512-467-3642

TASB Main Number:
800-580-8272 ext. 2219



Please note: This report is provided as a TASB member service. Official recordkeeping of Board Member continuing education credit is the responsibility of the district.

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**Texas Association of School Boards
Board Member Continuing Education Report**

Printed 11/12/2010

Reporting Period: 01/01/2010 - 12/31/2010

EI Campo ISD

District # 0241903

Ralph A. Novosad ID# 1060299

2010 Summer Leadership Institute - South	San Antonio	Thursday General Session - Manny Medrano	TIER-3	06/10/2010	8:00 - 9:15 am	1.00
2010 Summer Leadership Institute - South	San Antonio	Defending Your Honor: Strengthen Public Confidence One	TIER-3	06/10/2010	9:30 - 10:45 am	1.25
2010 Summer Leadership Institute - South	San Antonio	The Platinum Rule: A Valuable Tool for Working with Pe	TIER-3	06/10/2010	11:00 - 12:15 pm	1.25
2010 Summer Leadership Institute - South	San Antonio	Success Stories and Lessons Learned from Teacher	TIER-3	06/10/2010	1:30 - 2:45 pm	1.25
2010 Summer Leadership Institute - South	San Antonio	Effective Teacher Incentive Models: Success Stories	TIER-3	06/10/2010	3:00 - 4:15 pm	1.25
2010 Summer Leadership Institute - South	San Antonio	Friday General Session - Jonathan Kozol	TIER-3	06/11/2010	8:00 - 9:15 am	1.00
2010 Summer Leadership Institute - South	San Antonio	Emerging Trends in 21st Century Learning: A Studio	TIER-3	06/11/2010	9:30 - 10:45 am	1.25
2010 Summer Leadership Institute - South	San Antonio	Reducing Personnel Costs	TIER-3	06/11/2010	11:00 - 12:15 pm	1.25
2010 Summer Leadership Institute - South	San Antonio	Legal Issues in Social Networking and Other Technology	TIER-3	06/11/2010	1:30 - 2:45 pm	1.25
2010 Summer Leadership Institute - South	San Antonio	Maximizing Your Construction Project	TIER-3	06/11/2010	3:00 - 4:15 pm	1.25

Total hours for Reporting Period 1/1/2010 - 12/31/2010: 12.00

ATTN Board Members: Because your district, not TASB, is the official keeper of record for your continuing education credits, you should report any errors or missing training credits to your superintendent's secretary rather than to TASB.

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3. If non-TASB training took place that is not listed on the report, the recordkeeper should submit the credit on-line.

E-Mail:
cec@tasb.org

Fax:
512-467-3642

TASB Main Number:
800-580-8272 ext. 2219



Please note. This report is provided as a TASB member service. Official recordkeeping of Board Member continuing education credit is the responsibility of the district.

**Texas Association of School Boards
Board Member Continuing Education Report**

Printed 11/12/2010

Reporting Period: 01/01/2010 - 12/31/2010

EI Campo ISD

District # 0241903

David J. Hodges ID# 1057398

2010 Summer Leadership Institute - North	Ft Worth	Thursday General Session - Manny Medrano	TIER-3	06/17/2010	8:00 - 9:15 am	1.00
2010 Summer Leadership Institute - North	Ft Worth	Defending Your Honor: Strengthen Public Confidence	TIER-3	06/17/2010	9:30 - 10:45 am	1.25
2010 Summer Leadership Institute - North	Ft Worth	One Rural Districts Tale of How to Attract and Retain	TIER-3	06/17/2010	11:00 - 12:15 pm	1.25
2010 Summer Leadership Institute - North	Ft Worth	Implementation of a Bullying Prevention Curriculum	TIER-3	06/17/2010	1:30 - 2:45 pm	1.25
2010 Summer Leadership Institute - North	Ft Worth	Effective Teacher Incentive Models: Success Stories	TIER-3	06/17/2010	3:00 - 4:15 pm	1.25
2010 Summer Leadership Institute - North	Ft Worth	Friday General Session - Jonathan Kozol	TIER-3	06/18/2010	8:00 - 9:15 am	1.00
2010 Summer Leadership Institute - North	Ft Worth	Conversations across the Fence: The Ongoing Process	TIER-3	06/18/2010	9:30 - 10:45 am	1.25
2010 Summer Leadership Institute - North	Ft Worth	Reducing Personnel Costs	TIER-3	06/18/2010	11:00 - 12:15 pm	1.25
2010 Summer Leadership Institute - North	Ft Worth	A Readers' Theater: The History of Public School Fundin	TIER-3	06/18/2010	1:30 - 2:45 pm	1.25
2010 Summer Leadership Institute - North	Ft Worth	Social Media: Friend, Follower, or Casual Observer?	TIER-3	06/18/2010	3:00 - 4:15 pm	1.25

Total hours for Reporting Period 1/1/2010 - 12/31/2010: 12.00

ATTN Board Members: Because your district, not TASB, is the official keeper of record for your continuing education credits, you should report any errors or missing training credits to your superintendent's secretary rather than to TASB.

ATTN District Personnel: If you have revisions or additions to the training detail contained in this report, please follow the instructions below.

1. If information already listed on the report needs to be revised, the district recordkeeper should mark the necessary change on the report itself and fax it to TASB. Please allow 30 days for TASB to post the changes.
2. If TASB training took place that is not listed on the report and it has been at least 30 days since the training, the recordkeeper should fax TASB a copy of the certificate or credit/scantron form provided at the event. If training documentation has been lost, fax TASB the name of the board member, name and date of the event, name of each session attended and the number of credit hours earned for each session. Please allow 30 days for TASB to post the changes.
3. If non-TASB training took place that is not listed on the report, the recordkeeper should submit the credit on-line.

E-Mail:
cec@tasb.org

Fax:
512-467-3642

TASB Main Number:
800-580-8272 ext. 2219



Please note: This report is provided as a TASB member service. Official recordkeeping of Board Member continuing education credit is the responsibility of the district.

**Texas Association of School Boards
Board Member Continuing Education Report**

Printed 11/12/2010

Reporting Period: 01/01/2010 - 12/31/2010

EI Campo ISD

District # 0241903

James S. Russell ID# 1072253

James S. Russell has no training data showing for the date range that you entered. The most complete credit information is displayed when the "all dates" box is selected. Please hit the back button and make another selection.

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**Texas Association of School Boards
Board Member Continuing Education Report**

Printed 11/12/2010

Reporting Period: 01/01/2010 - 12/31/2010

EI Campo ISD

District # 0241903

J. J. Croix ID# 1072252

2010 Summer Leadership Institute - South	San Antonio	Thursday General Session - Manny Medrano	TIER-3	06/10/2010	8:00 - 9:15 am	1.00
2010 Summer Leadership Institute - South	San Antonio	Defending Your Honor: Strengthen Public Confidence One	TIER-3	06/10/2010	9:30 - 10:45 am	1.25
2010 Summer Leadership Institute - South	San Antonio	Commonsense School Finance: Understand the Formula and	TIER-3	06/10/2010	11:00 - 12:15 pm	1.25
2010 Summer Leadership Institute - South	San Antonio	Broke to Better: Measurable Improvement in Four	TIER-3	06/10/2010	3:00 - 4:15 pm	1.25
2010 Summer Leadership Institute - South	San Antonio	Friday General Session - Jonathan Kozol	TIER-3	06/11/2010	8:00 - 9:15 am	1.00
2010 Summer Leadership Institute - South	San Antonio	Emerging Trends in 21st Century Learning: A Studio	TIER-3	06/11/2010	9:30 - 10:45 am	1.25
2010 Summer Leadership Institute - South	San Antonio	The Road to Broad	TIER-3	06/11/2010	11:00 - 12:15 pm	1.25
2010 Summer Leadership Institute - South	San Antonio	Teacher Salary Schedules: Don't Get Stuck on Steps	TIER-3	06/12/2010	8:30 - 9:45 am	1.25
2010 Summer Leadership Institute - South	San Antonio	Here I Am, Stuck in the Middle with You	TIER-3	06/12/2010	10:00 - 11:15 am	1.25

Total hours for Reporting Period 1/1/2010 - 12/31/2010: 10.75

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Agenda Item Summary Sheet (7 C)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Discussion Item

Governance

Proposed Administrator Evaluation Process

Summary

This past summer I asked Dr. Bryan Cole to work with district administrators and directors to develop an evaluation process that was research based. Specifically, the charge to the group was to:

Design a process by which the job performance of administrators and supervisors is measured. The process should assess both leadership attributes and managerial skills.

We also wanted a process that was not only used for personnel decisions, but more importantly one that was beneficial for professional growth.

The team spent a significant amount of time talking about the purpose of administrator evaluation, looking at both state and national standards for school administrator performance, reviewing the research literature on administrator evaluation, and looking at a number of research based evaluation instruments.

At this point campus principals have developed a principal evaluation form and rubric. I still have not received evaluation forms from:

- Central Office administrators;
- Assistant Principals; or
- Directors (Maintenance, Transportation, Technology, etc.)

We also need to work on timelines for completion of the process and the 360 Feedback component.

ECISD Board Policy

DNB (LEGAL), PERFORMANCE APPRAISAL: EVALUATION OF OTHER PROFESSIONAL EMPLOYEES

Effective Date

November 16, 2010

Previous Board Action

None.

Future Action Expected

The Board will review and approve the evaluation instruments for all non-teaching professional personnel.

Background Information and Significant Issues

The proposed principal evaluation instrument is divided into six standards:

- Standard No. 1 – Strategic Leadership
- Standard No. 2 – Instructional Leadership
- Standard No. 3 – Cultural Leadership
- Standard No. 4 – Human Resource Leadership
- Standard No. 5 – Managerial Leadership
- Standard No. 6 – External Development Leadership

Each of the six standards has a number of practices that are scored as:

- Developing – Principal did not meet standards for performance but demonstrated adequate growth toward meeting standards during the period of performance.
- Proficient – Principal demonstrates basic competence on standards of performance.
- Accomplished – Principal exceeds basic competence on standards for performance most of the time.
- Distinguished – Principal consistently and significantly exceeded basic competence on standards of performance.
- Not Evident / Not Demonstrated – Superintendent was not able to make a judgment about level of performance because:
 - The principal did not perform at a level that would provide data to demonstrate competence or adequate progress toward achieving a “Proficient” rating; or
 - The superintendent did not have an opportunity to make such observations.

A rubric has been developed to assist the Superintendent in assigning a performance rating for each identified practice.

On the instrument for scoring each Standard there is a section for comments, recommended actions for improvement, and evidence or documentation that supports rating.

Fiscal Impact

None.

Student and Public Benefit

A quality evaluation instrument should provide a means for continuous improvement of campus principals who are the instructional leaders of the campus.

Procedural and Reporting Implications	Principal evaluations will be performed annually and a copy of the evaluation filed in the administration building.
Public Comments	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Draft Copy of Principal Evaluation Documents
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	No action required.
Superintendent's Recommendation	<p>This is an information item only.</p> <p>Mark Pool, Superintendent of Schools</p>

Principal Evaluation Form

Name: _____ ID# _____

Campus: _____ School Year: _____

Evaluator: _____ Title: _____

The El Campo Independent School District: *Principal Evaluation* is based, in part, on formal/informal discussions of performance and conferences conducted on the following dates:

Site Visit Dates	Conf. Dates	Principal's Signature	Evaluator's Signature

Summary Evaluation Conference Date: _____

In addition, observations and other relevant sources of performance may be considered in determining the final rating for the principal.

The following rating scale will be used for evaluating campus principals:

- ◆ **Developing:** Principal did not meet standards for performance, but demonstrated adequate growth toward meeting standards during the period of performance.
- ◆ **Proficient:** Principal demonstrated basic competence on standards of performance.
- ◆ **Accomplished:** Principal exceeded basic competence on standards for performance most of the time.
- ◆ **Distinguished:** Principal consistently and significantly exceeded basic competence on standards of performance.
- ◆ **Not Evident/Not Demonstrated:** Superintendent was not able to make a judgment about level of performance because

- a. The principal did not perform at a level that would provide data to demonstrate competence or adequate progress toward achieving a “Proficient” rating, or
- b. The superintendent did not have an opportunity to make such observations.

Note: If the “Not Evident/Not Demonstrated” rating is used, the superintendent must comment about why it was used.

Principal Summary Rating Form	Developing	Proficient	Accomplished	Distinguished	Not observed/Demonstrated
Standard 1: Strategic Leadership					
A. Campus Mission and Strategic Goals					
B. Leading Change					
C. Campus Improvement Plan					
D. Distributive Leadership					
Overall Rating for Standard 1					
Standard 2: Instructional Leadership					
A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment					
B. Focus on Instructional Time					
Overall Rating for Standard 2					
Standard 3: Cultural Leadership					
A. Focus on Collaborative Work Environment					
B. Campus Culture and Identity					
C. Acknowledges Failures; Celebrates Accomplishments and Rewards					
D. Efficacy and Empowerment					
Overall Rating for Standard 3					
Standard 4: Human Resource Leadership					
A. Professional Development/Learning Communities					
B. Recruiting, Hiring, Placing and Mentoring of Staff					
C. Teacher and Staff Evaluation					
Overall Rating for Standard 4					
Standard 5: Managerial Leadership					
A. Campus Resources and Budget					
B. Conflict Management and Resolution					
C. Systematic Communication					
D. Campus Expectations for Students and Staff					
Overall Rating for Standard 5					
Standard 6: External Development Leadership					
A. Parent and Community Involvement and Outreach					
B. Campus Mandates					
Overall Rating for Standard 6					
Overall Rating for this Campus Executive					

Summary Campus Principal Evaluation Form

Name: _____ ID# _____

Campus: _____ School Year: _____

Evaluator: _____ Title: _____

TARGETED AREAS FOR GROWTH AND IMPROVEMENT

The evaluator's recommendations should be incorporated into the teacher's goals setting process for continued improvement the following school year. (Evaluator will list recommendations for continuous improvement on this page.)

1.

2.

3.

4.

5.

Comments:

Principal Signature _____ Date _____

Evaluator Signature _____ Date _____

Comments Attached: Yes No

Supervisor of Evaluator Signature _____ Date _____

Note: The Principal's signature on this form represents neither acceptance nor approval of the report. It does however indicate that the Campus Executive has reviewed the report with the evaluator and may reply in writing.

Rubric for Evaluating El Campo ISD Executives: Principals

Standard 1: Strategic Leadership

Principals will create conditions that enhance the campus vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.

a. Campus Vision, Mission and Strategic Goals: The campus identity, in part, is derived from the vision, mission, and goals of the campus, the processes used to establish these attributes, and the ways they are embodied in the life of the campus community.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Articulates the district vision of the changing world in the 21 st century that schools are preparing children to enter	<p>... and</p> <input type="checkbox"/> Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff	<p>... and</p> <input type="checkbox"/> Creates with stakeholders a vision for the campus that captures peoples' attention and imagination	<p>... and</p> <input type="checkbox"/> Ensures that the campus identity (vision, mission, and goals) actually drive decisions and inform the culture of the campus	
	<input type="checkbox"/> Maintains a focus on the vision and strategic goals throughout the school year	<input type="checkbox"/> Designs and implements collaborative processes to collect and analyze data about the campus progress for the periodic review and revision of the campus vision, mission, and strategic goals	<input type="checkbox"/> Initiates changes to vision and goals based on data to improve performance, campus and campus success	
b. Leading Change: The principal articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.				
<input type="checkbox"/> Identifies changes necessary for the improvement of student learning	<p>... and</p> <input type="checkbox"/> Systematically considers new and better ways of leading for improved student achievement and engages stakeholders in the change process	<p>... and</p> <input type="checkbox"/> Adapts/varies leadership style according to the changing needs of the campus and community	<p>... and</p> <input type="checkbox"/> Is a driving force behind major initiatives that help students acquire 21 st century skills	
		<input type="checkbox"/> Is comfortable with major changes in implementing processes and accomplishing tasks	<input type="checkbox"/> Systematically challenges the status quo by leading change with potentially beneficial outcomes	
		<input type="checkbox"/> Routinely and systematically communicates the impacts of change processes to all stakeholders		

c. Campus Improvement Plan: The campus improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands statutory requirements regarding the Campus Improvement Plan	<p>... and</p> <input type="checkbox"/> Facilitates the collaborative development of the annual Campus Improvement Plan to realize strategic goals and objectives	<p>... and</p> <input type="checkbox"/> Facilitates the successful execution of the Campus Improvement Plan aligned to the mission and goals set by the local Board of Education	<p>... and</p> <input type="checkbox"/> Incorporates principles of continuous improvement and creative 21 st century concepts for improvement into the Campus Improvement Plan	

d. Distributive Leadership: The principal creates and utilizes processes to distribute leadership and decision-making throughout the campus.

<input type="checkbox"/> Seeks input from a variety of stakeholder groups, including teachers and parents/guardians <input type="checkbox"/> Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the campus	<p>... and</p> <input type="checkbox"/> Involves parents/guardians, the community, and staff members in decisions about campus governance, curriculum and instruction. <input type="checkbox"/> Provides leadership development activities for staff members	<p>... and</p> <input type="checkbox"/> Ensures that parents/ guardians, community members and staff members have autonomy to make decisions and supports the decisions made as a part of the collective decision making process <input type="checkbox"/> Creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles	<p>... and</p> <input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside of the campus building <input type="checkbox"/> Incorporates teachers and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.	
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Suggested Artifacts for Standard 1:

Campus Improvement Plan

Evidence of Campus Improvement Team

Student achievement and testing data

Statement of campus mission and goals

Evidence of shared decision making and distributive leadership

Standard 2: Instructional Leadership

Principals set high standards for the professional practice of 21st century instruction and assessment that result in a no-nonsense accountable environment. The school executive must be knowledgeable of best instructional and school practices and must use this knowledge to cause the creation of collaborative structures within the school for the design of highly engaging schoolwork for students, the on-going peer review of this work, and the sharing of this work throughout the professional community.

a. Focus on Collaborative Work Environment: The principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the campus's culture.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands characteristics of a collaborative work environment within the campus <input type="checkbox"/> Understands the importance of data gained from various sources including parents, students, teachers and stakeholders that reflect on the teaching and learning environment within the campus. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs elements of a collaborative and positive work environment within the campus <input type="checkbox"/> Participates in and relies upon the Campus Improvement Team and other stakeholder voices to make decisions about campus policies 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes a collaborative work environment predicated on site-based management and decision-making, a sense of community, and cooperation within the campus <input type="checkbox"/> Monitors the implementation and response to district policies and provides feedback to the Campus Improvement Team for their consideration 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a collaborative work environment which promotes cohesion and cooperation among staff <input type="checkbox"/> Facilitates the collaborative design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge and skills 	
b. Campus Culture and Identity: The principal develops and uses shared vision, values and goals to define the identity and culture of the campus.				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of developing a shared vision, mission, values, beliefs and goals to establish a campus culture and identity 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically develops and uses shared values, beliefs and a shared vision to establish a campus culture and identity 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes a culture of collaboration, distributed leadership and continuous improvement in the campus which guides the disciplined thought and action of all staff and students 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structures the campus schedule to enable all teachers to have individual and team collaborative planning time <input type="checkbox"/> Ensures that district leadership is informed of the amounts and scheduling of individual and collaborative planning time. 	

Suggested Artifacts for Standard 3:

Campus Improvement Plan
 Student achievement and testing data
 Student drop-out data
 Teacher retention data

Documented use of formative common assessment instruments to impact instruction
 Development and communication of goal-oriented personalized education plans for identified students
 Evidence of collaborative development and evaluation of classroom lessons
 Use of research-based practices and strategies in classrooms
 Schedule documenting individual and collaborative planning for every teacher

Standard 3: Cultural Leadership

Principals will understand and act on the understanding of the important role a campus’s culture plays in contributing to the exemplary performance of the campus. Principals must support and value the traditions, artifacts, symbols and positive values and norms of the campus and community that result in a sense of identity and pride upon which to build a positive future. A principal must be able to “re-culture” the campus if needed to align with campus’s goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning and purpose. Cultural leadership implies understanding the campus and the people in it each day, how they came to their current state, and how to connect with their traditions in order to move them forward to support the campus’s efforts to achieve individual and collective goals.

a. Focus on Collaborative Work Environment: The principal understands and acts on the understanding of the positive role that a collaborative work environment can play in the campus’s culture.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Understands characteristics of a collaborative work environment within the campus <input type="checkbox"/> Understands the importance of data gained from various sources including parents, students, teachers and stakeholders that reflect on the teaching and learning environment within the campus.	<p>... and</p> <input type="checkbox"/> Designs elements of a collaborative and positive work environment within the campus <input type="checkbox"/> Participates in and relies upon the Campus Improvement Team and other stakeholder voices to make decisions about campus procedures	<p>... and</p> <input type="checkbox"/> Utilizes a collaborative work environment predicated on site-based management and decision-making, a sense of community, and cooperation within the campus <input type="checkbox"/> Monitors the implementation and response to district policies and provides feedback to the Campus Improvement Team for their consideration	<p>... and</p> <input type="checkbox"/> Establishes a collaborative work environment which promotes cohesion and cooperation among staff <input type="checkbox"/> Facilitates the collaborative design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge and skills	

b. School Culture and Identity: The principal develops and uses shared vision, values and goals to define the identity and culture of the campus.

<input type="checkbox"/> Understands the importance of developing a shared vision, mission, values, beliefs and goals to establish a campus culture and identity	<p>... and</p> <input type="checkbox"/> Systematically develops and uses shared values, beliefs and a shared vision to establish a campus culture and identity	<p>... and</p> <input type="checkbox"/> Establishes a culture of collaboration, distributed leadership and continuous improvement in the campus which guides the disciplined thought and action of all staff and students	<p>... and</p> <input type="checkbox"/> Ensures that the campus’s identity and changing culture (vision, mission, values, beliefs and goals) actually drives decisions and informs the culture of the campus	
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c. Acknowledges Failures; Celebrates Accomplishments and Rewards: The principal acknowledges failures and celebrates accomplishments of the campus in order to define the identity, culture and performance of the campus.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<input type="checkbox"/> Recognizes the importance of acknowledging failures and celebrating accomplishments of the campus and staff	<p>... and</p> <input type="checkbox"/> Uses established criteria for performance as the primary basis by celebrating the accomplishments of campus and staff	<p>... and</p> <input type="checkbox"/> Systematically recognizes individuals accomplishments based on established criteria <input type="checkbox"/> Recognizes individual and collective contributions toward attainment of strategic goals	<p>... and</p> <input type="checkbox"/> Utilizes recognition and reward as a way to promote the accomplishments of the campus <input type="checkbox"/> Utilizes recognition of failure as an opportunity to improve	

d. Efficacy and Empowerment: The principal develops a sense of efficacy and empowerment among staff which influences the campus's identity, culture and performance.

<input type="checkbox"/> Understands the importance of building a sense of efficacy and empowerment among staff <input type="checkbox"/> Understands the importance of developing a sense of well-being among staff, students and parents/guardians	<p>... and</p> <input type="checkbox"/> Identifies strategies for building a sense of efficacy and empowerment among staff <input type="checkbox"/> Identifies strategies for developing a sense of well-being among staff, students and parents/guardians	<p>... and</p> <input type="checkbox"/> Utilizes a variety of activities, tools and protocols to develop efficacy and empowerment among staff <input type="checkbox"/> Actively models and promotes a sense of well-being among staff, students and parents/guardians	<p>... and</p> <input type="checkbox"/> Builds a sense of efficacy and empowerment among staff that results in increased capacity to accomplish substantial outcomes <input type="checkbox"/> Utilizes a collective sense of well-being among staff, students and parents/guardians to impact student achievement	
--	---	--	--	--

Suggested Artifacts for Standard 3:

Campus Improvement Plan
 Campus Improvement Team
 Evidence of shared decision making and distributed leadership
 Recognition criteria and structure utilized

Documented use of Campus Improvement Team in decision-making
 Student achievement and testing data
 Existence and work of professional learning communities
 Teacher retention data

Standard 4: Human Resource Leadership

Principals will ensure that the campus is a professional learning community. Principals will ensure that process and systems are in place which results in recruitment, induction, support, evaluation, development and retention of high performing staff. The principal must engage and empower accomplished teachers in a distributive manner, including support of teachers in day-to-day decisions such as discipline, communication with parents/guardians, and protecting teachers from duties that interfere with teaching, and must practice fair and consistent evaluations of teachers. The principal must engage teachers and other professional staff in conversations to plan their career paths and support district succession planning.

a. Professional Development/Learning Communities: The principal ensures that the campus is a professional learning community.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of developing effective professional learning communities and results-oriented professional development <input type="checkbox"/> Understands the importance of continued personal learning and professional development 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides structures for, and implements the development of effective professional learning communities and results-oriented professional development <input type="checkbox"/> Routinely participates in professional development focused on improving instructional programs and practices 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates opportunities for effective professional learning communities aligned with the campus improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that professional development within the school is aligned with curricular, instructional, and assessment needs, while recognizing the unique professional development needs of individual staff members 	
b. Recruiting, Hiring, Placing and Mentoring of staff: The principal establishes processes and systems in order to ensure a high-quality, high-performing staff.				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the district's need to recruit, hire, appropriately place, and mentor new staff members 	<p>... and</p> <p>At the campus level, creates and implements processes for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recruiting new teachers and staff <input type="checkbox"/> hiring new teachers and staff <input type="checkbox"/> placing new teachers and staff <input type="checkbox"/> mentoring new teachers and staff 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports, mentors and coaches staff members who are new or emerging leaders or who need additional support. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuously searches for staff with outstanding potential as educators and provides the best placement of both new and existing staff to fully benefit from their strengths in meeting the needs of a diverse student population <input type="checkbox"/> Ensures that professional development is available for staff members with potential to serve as mentors and coaches 	
c. Teacher and Staff Evaluation: The principal evaluates teachers and other staff in a fair and equitable manner with the focus on improving performance and, thus, student achievement.				
<ul style="list-style-type: none"> <input type="checkbox"/> Adheres to legal requirements for teacher and staff evaluation 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice <input type="checkbox"/> Implements district and state evaluation policies in a fair and equitable manner 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes assessments to evaluate teachers and other staff members <input type="checkbox"/> Evaluates teachers and other staff in a fair and equitable manner and utilizes the results of evaluations to improve instructional practice 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct professional development opportunities in the campus 	

Suggested Artifacts for Standard 4:

Campus Improvement Plan
Achievement and testing data
Teacher retention data
State Board certification
Mentor records and beginning teacher feedback

Schedule documenting individual and collaborative planning for every teacher
Number of teachers pursuing advanced degrees
Record of professional development provided staff
Teacher professional growth plans

Standard 5: Managerial Leadership

Principals will ensure that the campus has processes and systems in place for budgeting, staffing, problem-solving, communicating expectations and scheduling that result in organizing the work routines in the building. The principal must be responsible for the monitoring of the school budget and the inclusion of all teachers in the budget decision so as to meet the 21st century needs of every classroom. Effectively and efficiently managing the complexity of everyday life is critical for staff to be able to focus its energy on improvement.

a. School Resources and Budget: The principal establishes budget processes and systems which are focused on, and result in, improved student achievement.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Is knowledgeable of campus budget and accounting procedures <input type="checkbox"/> Utilizes input from staff to establish funding priorities and a balanced operational budget for campus programs and activities 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates the input of the Campus Improvement Team in budget and resource decisions <input type="checkbox"/> Uses feedback and data to assess the success of funding and program decisions 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs transparent systems to equitably manage human and financial resources 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures the strategic allocation and equitable use of financial resources to meet instructional goals and support teacher needs 	
b. Conflict Management and Resolution: The principal effectively and efficiently manages the complexity of human interactions so that the focus of the campus can be on improved student achievement.				
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates awareness of potential problems and/or areas of conflict within the campus 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates processes to resolve problems and/or areas of conflict within the campus 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resolves campus-based problems/conflicts in a fair, democratic way <input type="checkbox"/> Provides opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues <input type="checkbox"/> Discusses with staff and implements solutions to address potentially discordant issues 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected <input type="checkbox"/> Resolves conflicts to ensure the best interest of students and the campus result 	
c. Systematic Communication: The principal designs and utilizes various forms of formal and informal communication so that the focus of the campus can be on improved student achievement.				
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of open, effective communication in the operation of the campus 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the campus community <input type="checkbox"/> Routinely involves the campus improvement team in school wide communication processes 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes a system of open communication that provides for the timely, responsible sharing of information within the campus community <input type="checkbox"/> Provides information in different formats in multiple ways through different media in order to ensure communication with all members of the community 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that all community stakeholders and educators are aware of campus goals for instruction and achievement, activities used to meet these goals, and progress toward meeting these goals 	

d. School Expectations for Students and Staff: The principal develops and enforces expectations, structures, rules and procedures for students and staff.

Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the importance of clear expectations, structures, rules and procedures for students and staff <input type="checkbox"/> Understands district and state policy and law related to student conduct, etc. 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively develops clear expectations, structures, rules and procedures for students and staff through the Campus Improvement Team <input type="checkbox"/> Effectively implements district rules and procedures 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff 	<p>... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Systematically monitors issues around compliance with expectations, structures, and rules. Utilizes staff and student input to resolve such issues <input type="checkbox"/> Regularly reviews the need for changes to expectations, structures, and rules. 	

Suggested Artifacts for Standard 5:

Campus Improvement Plan
 Campus financial information
 Campus safety and behavioral expectations

Schedule documenting individual and collaborative planning for every teacher
 Evidence of formal and informal systems of communication;
 Dissemination of clear norms and ground rules
 Evidence of ability to confront conflict and then reach consensus

Standard 6: External Development Leadership

A principal will design structures and processes that result in community engagement, support, and ownership. Acknowledging that schools no longer reflect but, in fact, build community, the leader proactively creates with staff, opportunities for parents/guardians, community and business representatives to participate as “stockholders” in the campus such that continued investment of resources and good will are not left to chance.

a. Parent and Community Involvement and Outreach: The principal designs structures and processes which result in parent and community engagement, support and ownership for the campus.				
Developing	Proficient	Accomplished	Distinguished	Not Evident/ Not Demonstrated (Comment Required)
<ul style="list-style-type: none"> <input type="checkbox"/> Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the campus <input type="checkbox"/> Identifies the positive, culturally-responsive traditions of the campus and community 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proactively creates systems that engage parents/ guardians and all community stakeholders in a shared responsibility for student and campus success reflecting the community’s vision of the campus 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements processes that empower parents/guardians and all community stakeholders to make significant decisions 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the campus learning agenda 	
b. Federal, State and District Mandates: The principal designs protocols and processes in order to comply with federal, state, and district mandates.				
<ul style="list-style-type: none"> <input type="checkbox"/> Is knowledgeable of applicable federal, state and district mandates <input type="checkbox"/> Is aware of district goals and initiatives directed at improving student achievement. 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs protocols and processes to comply with federal, state and district mandates <input type="checkbox"/> Implements district initiatives directed at improving student achievement 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures compliance with campus mandates <input type="checkbox"/> Continually assesses the progress of campus initiatives and reports results to district-level decision-makers 	<p style="text-align: center;">... and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the campus <input type="checkbox"/> Actively participates in the development of district goals and initiatives directed at improving student achievement 	

Suggested Artifacts for Standard 6:

Parent involvement in Campus Improvement Team
PTO operation and participation(campus specific)
Evidence of community support

Evidence of business partners and projects involving business partners
Parent survey results
Number and use of campus volunteers

Agenda Item Summary Sheet (7 B)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Discussion Item

Governance

Report from Special Committee on Post Secondary Opportunities

Summary

Last month Board President, Tommy Turner, appointed J.J. Croix, James Russell, and Melissa Erwin to work with campus principals and Carolyn Gordon to explore how we might go about improving the “post secondary opportunities” for our El Campo High School graduates. The committee held their first meeting on November 4, 2010.

At the meeting the committee looked at data that ranks ECISD with fourteen other peer districts in comparing:

- College Entrance Exam Scores
- Advanced Placement Scores
- AEIS College Readiness Criterion

The peer group was determined by the “Districts Like Us” program from Region XIII Education Service Center. Peers were selected using the following variables (listed in order):

- Ethnicity
- Socio-Economic Status
- Bilingual
- Mobility
- School Size

Research indicates that these five factors are the top indicators that predict student academic success.

The committee also talked some about the charge for the committee and a program called AVID (Advancement Via Individual Determination).

The next meeting is scheduled for December 9, 2010, at 4:00 p.m. in the board room. A representative of AVID will make a presentation on this program.

ECISD Board Policy

None.

Effective Date

November 16, 2010

Previous Board Action	Board President appointed special committee on October 16, 2010.
Future Action Expected	The Board will receive monthly updates when committee meetings are held for as long as the committee is in existence.
Background Information and Significant Issues	A copy of the information presented at the meeting is included as attachments.
Fiscal Impact	None.
Student and Public Benefit	A change in culture that produces a student population with expectations of enrolling in and completing some type of post-secondary education.
Procedural and Reporting Implications	None.
Public Comments	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Meeting Agenda • Information from “Districts Like Us,” including a list of peer districts • College Entrance Exam data and ranking • Advance Placement / International Baccalaureate Exam Score data and ranking • AEIS College Readiness Criterion data and ranking • Information on AVID • Information on Achieve Texas
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

Special Committee Meeting

Thursday, November 04, 2010

I. Reason for Meeting – Purpose

- Discuss how to improve preparation of El Campo High School Graduates for post-secondary opportunities
- Explore ways to improve Gifted and Talented Program

II. Where are we today? – Data Analysis; Needs Assessment

- What do we currently know?
 - College Entrance Exam Data
 - Advanced Placement Exam Data
 - AEIS College Readiness Data
- What do we need to know that we don't know?
 - Number of students in PAP Program
 - Number of PAP students that continue in AP Program
 - Number of graduates that enroll in two-year associates degree program (Community College; Technical School)
 - Names of community college or tech school
 - Number of graduates that complete Associate Degree program
 - Associate Degree program completed (course of study)
 - Number of graduates that enroll in a four-year college or university
 - Names of four-year colleges and universities
 - Number of graduates that earn a degree from a four-year college or university
 - Degree programs completed (course of study)
 - Number of graduates that finish degree within five years after high school graduation
 - Number of graduates that pursue advanced degrees beyond the Baccalaureate degree
 - Number of graduates that enter the armed services within one year of high school graduation

- Graduate employment areas for those who do not pursue additional formal post-secondary education

III. Where do we want to be in the future? - Vision

IV. When do we want to be there? – Time Line

V. How do we get there? – Means and Methods; Methodology; Programs; etc.

- AVID (Advancement Via Individual Determination)
- Achieve Texas

VI. How will we know when we have arrived? - Evaluation

VII. Next steps:

- Set future meeting date(s)
- Discuss agenda for next meeting
 - Information on AVID Program



Overview

The reports use a statistical method to analyze five years of student performance, demographic, staffing and financial data (AEIS data) for every district/campus in Texas, and compare that district/campus to a peer group from across the state. Comparisons are based on statistical variance from the mean indicators of the district/campus group. The peer group methodology is rigorous and includes school size as well as other variables. A campus is matched with 24 other campuses across the state based on 5 variables. A district is matched with 14 other districts across the state based on the 5 variables.

Variables

The following variables are used to match districts/campuses (*in the listed order*):

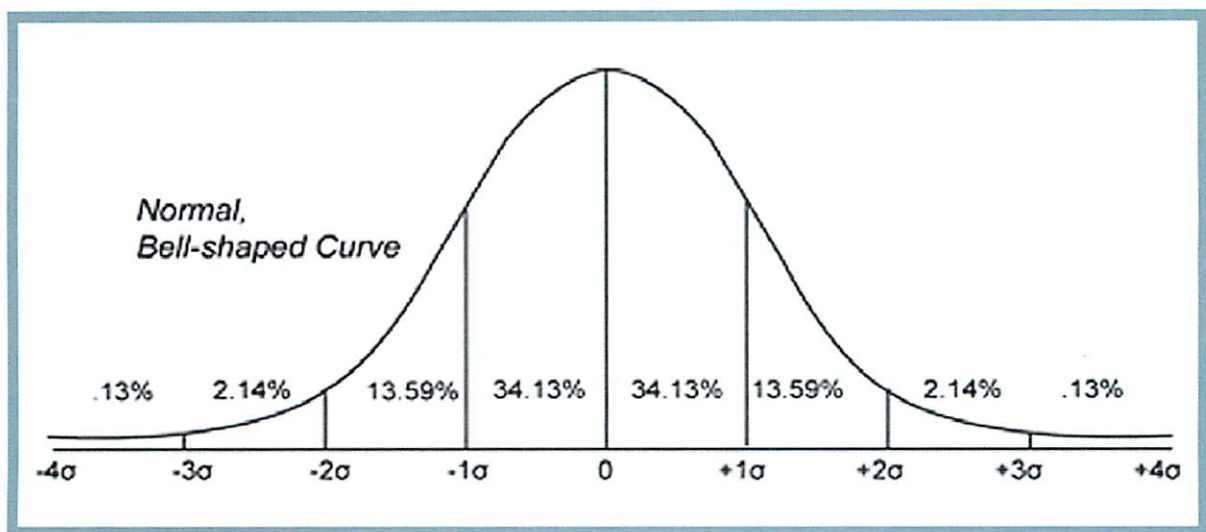
- Ethnicity
- Socio-Economic Status
- Bilingual
- Mobility
- School Size

These variables were chosen on completion of a Literature Review which revealed that these were the top indicators that predicted student success. TEA's comparison groups do not include school size.

Z-Scores

Once the comparison groups are determined, all data fields from the AEIS data download are converted to z-scores. This allows for the normalization of the data elements which enables the comparison of each element to the group. A z-score's unit of measurement is the standard deviation. A z-score reflects how many standard deviations above or below the population mean a raw score is.

- The average z-score is equal to zero
- Scores **below the average** have **negative** z-scores
- Scores **above the average** have **positive** z-scores



2008-09 Top 14 Matched Districts for EL CAMPO ISD and Their Contact Information

DISTRICT	STREET ADDRESS	CITY, STATE, ZIP	DISTRICT TYPE	SUPERINTENDENT	E-MAIL	PHONE
1	EL CAMPO ISD 700 W NORRIS ST	EL CAMPO, TX 77437-2499	INDEPENDENT	ROBERT MARK POOL	admin@ecisd.org	(979) 543-6771
2	TAYLOR ISD 602 W 12TH ST	TAYLOR, TX 76574-2998	INDEPENDENT	DR BRUCE SCOTT	charrt@taylor.isd.tenet.edu	(512) 365-1391
3	ELGIN ISD P O BOX 351	ELGIN, TX 78621-0351	INDEPENDENT	BILL GRAVES	ncollins@elginisd.net	(512) 281-3434
4	BAY CITY ISD 520 7TH ST	BAY CITY, TX 77414	INDEPENDENT	MR KEITH A BROWN	sadkins@bcblackcats.net	(979) 245-5766
5	GONZALES ISD PO BOX 157	GONZALES, TX 78629-0157	INDEPENDENT	MR VICTOR SALAZAR	vic.salazar@gonzales.txed.net	(830) 672-9551
6	BIG SPRING ISD 708 E 11TH PL	BIG SPRING, TX 79720-4696	INDEPENDENT	STEVEN SALDIVAR	ssaldivar@bsisd.esc18.net	(432) 264-3600
7	LOCKHART ISD P O BOX 120	LOCKHART, TX 78644-0120	INDEPENDENT	DR JOSE PARRA	jose.parra@lockhart.txed.net	(512) 398-0000
8	LEVELLAND ISD 704 11TH ST	LEVELLAND, TX 79336-5424	INDEPENDENT	MARK HOLCOMB	salexander@esc17.net	(806) 894-9628
9	LAKE WORTH ISD 6805 TELEPHONE RD	LAKE WORTH, TX 76135-2899	INDEPENDENT	DR JANICE COOPER	bbrewster@lwisd.org	(817) 306-4205
10	LULING ISD 212 E BOWIE ST	LULING, TX 78648-2904	INDEPENDENT	DAVID DAVIS	whitaker@luling.txed.net	(830) 875-3191
11	RICE CISD P O BOX 338	ALTAIR, TX 77412-0338	INDEPENDENT	MR MICHAEL LANIER	mpeterson@ricecisd.org	(979) 234-3531 ex
12	DIBOLL ISD P O BOX 550	DIBOLL, TX 75941-0550	INDEPENDENT	MR GARY MARTEL	gmartel@dibollisd.com	(936) 829-4718
13	GIDDINGS ISD P O BOX 389	GIDDINGS, TX 78942-0389	INDEPENDENT	MR MICHAEL S KUHRT	michael.kuhrt@giddings.txed.	(979) 542-2854
14	YOAKUM ISD P O BOX 737	YOAKUM, TX 77995-0737	INDEPENDENT	TOM KELLEY	tkelley@yoakumisd.net	(361) 293-3162
15	ENNIS ISD P O BOX 1420	ENNIS, TX 75120-1420	INDEPENDENT	DR BARBARA A QUALLS	Barbara.Qualls@emnis.k12.tx.u	(972) 872-7000

College Entrance Exam Comparisons

	State	El Campo	Taylor	Elgin	Bay City	Gonzales	Big Spring	Lockhart	Levelland	Lake Worth	Luling	Rice Cons.	Dibol	Giddings	Yoakum	Ennis	Peer Mean	Peer Variance	State Variance
Mean SAT Score																			
2003	989	991	1020	914	972	983	1025	961	1012	879	864	949	833	960	1012	1070	963	28	2
2004	987	918	914	937	964	936	1075	934	972	856	878	920	887	1011	1013	1035	950	(32)	(69)
2005	992	932	958	984	962	975	1061	918	1018	912	941	923	846	1026	1084	1054	973	(41)	(60)
2006	991	947	987	928	975	955	1073	919	1029	869	921	944	875	963	991	1010	959	(12)	(44)
2007	992	953	972	915	1020	1045	1126	928	1023	889	864	979	926	1044	1019	1029	982	(29)	(39)
2008	987	911	976	939	930	981	1120	928	1009	867	853	1011	980	994	1038	1030	971	(60)	(76)
Long Avg	990	942	971	936	971	979	1080	931	1011	879	887	954	891	1000	1026	1038	966	(24)	(43)
Mean ACT Score																			
2003	19.9	19.7	19.6	18.0	22.8	20.3	20.3	19.9	19.8	17.4	17.4	20.6	17.3	20.8	21.3	19.0	19.6	0.09	(0.20)
2004	20.1	19.2	18.7	19.3	18.6	19.7	20.9	19.6	20.0	17.6	18.4	18.5	17.9	19.2	20.3	19.5	19.2	0.04	(0.90)
2005	20.0	17.5	19.3	20.2	20.6	19.9	20.3	19.4	19.9	16.9	18.9	16.9	17.6	21.4	19.8	19.1	19.2	(1.68)	(2.50)
2006	20.1	19.3	20.7	18.5	21.2	19.9	20.6	18.8	19.2	18.3	19.4	18.1	17.1	20.3	20.3	19.6	19.4	(0.12)	(0.80)
2007	20.2	17.8	18.2	18.5	21.3	19.9	21.0	19.0	20.1	19.0	19.3	17.5	18.4	19.5	20.6	20.6	19.4	(1.58)	(2.40)
2008	20.5	19.6	20.1	17.8	20.4	17.8	20.3	18.8	19.8	17.8	21.8	18.4	17.8	20.5	20.6	19.8	19.4	0.18	(0.90)
Long Avg	20.1	18.9	19.4	18.7	20.8	19.6	20.6	19.3	19.8	17.8	19.2	18.3	17.7	20.3	20.5	19.6	19.4	(0.51)	(1.28)
SAT/ACT Percent Tested																			
2003	62.4%	57.0%	53.6%	44.3%	53.6%	51.4%	38.6%	58.2%	43.4%	58.0%	62.1%	50.0%	75.2%	50.4%	51.3%	60.3%	53.8%	3.2%	-5.4%
2004	61.9%	59.6%	58.5%	48.8%	57.9%	43.3%	50.4%	57.1%	46.1%	56.4%	53.8%	55.9%	76.6%	53.3%	50.0%	59.4%	55.1%	4.5%	-2.3%
2005	65.5%	54.8%	47.5%	56.8%	64.5%	60.6%	38.3%	60.2%	48.6%	54.6%	57.7%	71.4%	72.7%	47.2%	66.2%	64.6%	57.7%	-2.9%	-10.7%
2006	65.8%	48.4%	55.2%	59.5%	53.9%	63.3%	47.6%	54.6%	56.2%	62.9%	59.8%	64.9%	60.8%	50.0%	62.9%	51.9%	56.8%	-8.4%	-17.4%
2007	68.2%	57.2%	55.3%	61.1%	56.9%	73.2%	37.6%	70.1%	50.3%	63.0%	55.5%	91.1%	74.5%	57.6%	70.5%	52.1%	61.7%	-4.5%	-11.0%
2008	65.0%	56.6%	53.9%	47.3%	59.8%	74.8%	52.7%	57.7%	40.8%	53.5%	63.3%	89.9%	55.4%	63.6%	58.1%	55.6%	58.9%	-2.3%	-8.4%
Long Avg	64.8%	55.6%	54.0%	53.0%	57.8%	61.1%	44.2%	59.7%	47.6%	58.1%	58.7%	70.5%	69.2%	53.7%	59.8%	57.3%	57.3%	-1.7%	-9.2%

College Entrance Exams Rank

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Mean SAT Score

2003	833	864	879	914	949	960	961	972	983	991	1012	1012	1020	1025	1070
2004	856	878	887	914	918	920	934	936	937	964	972	1011	1013	1035	1075
2005	846	912	918	923	932	941	958	962	975	984	1018	1026	1054	1061	1084
2006	869	875	919	921	928	944	947	955	963	975	987	991	1010	1029	1073
2007	864	889	915	926	928	953	972	979	1019	1020	1023	1029	1044	1045	1126
2008	853	867	911	928	930	939	976	980	981	994	1009	1011	1030	1038	1120

Mean ACT Score

2003	17.3	17.4	17.4	18.0	19.0	19.6	19.7	19.8	19.9	20.3	20.3	20.6	20.8	21.3	22.8
2004	17.6	17.9	18.4	18.5	18.6	18.7	19.2	19.2	19.3	19.5	19.6	19.7	20.0	20.3	20.9
2005	16.9	16.9	17.5	17.6	18.9	19.1	19.3	19.4	19.8	19.9	19.9	20.2	20.3	20.6	21.4
2006	17.1	18.1	18.3	18.5	18.8	19.2	19.3	19.4	19.6	19.9	20.3	20.3	20.6	20.7	21.2
2007	17.5	17.8	18.2	18.4	18.5	19.0	19	19.3	19.5	19.9	20.1	20.6	20.6	21.0	21.3
2008	17.8	17.8	17.8	17.8	18.4	18.8	19.6	19.8	19.8	20.1	20.3	20.4	20.5	20.6	21.8

SAT/ACT Percent Tested

2003	38.6%	43.4%	44.3%	50.0%	50.4%	51.3%	51.4%	53.6%	53.6%	57.0%	58.0%	58.2%	60.3%	62.1%	75.2%
2004	43.3%	46.1%	48.8%	50.0%	50.4%	53.3%	53.8%	55.9%	56.4%	57.1%	57.9%	58.5%	59.4%	59.6%	76.6%
2005	38.3%	47.2%	47.5%	48.6%	54.6%	54.8%	56.8%	57.7%	60.2%	60.6%	64.5%	64.6%	66.2%	71.4%	72.7%
2006	47.6%	48.4%	50.0%	51.9%	53.9%	54.6%	55.2%	56.2%	59.5%	59.8%	60.8%	62.9%	62.9%	63.3%	64.9%
2007	37.6%	50.3%	52.1%	55.3%	55.5%	56.9%	57.2%	57.6%	61.1%	63.0%	70.1%	70.5%	73.2%	74.5%	91.1%
2008	40.8%	47.3%	52.7%	53.5%	53.9%	55.4%	55.6%	56.6%	57.7%	58.1%	59.8%	63.3%	63.6%	74.8%	89.9%

Advance Placement and International Baccalaureate Exam Score Comparisons

	State	El Campo	Taylor	Elgin	Bay City	Gonzales	Big Spring	Lockhart	Levelland	Lake Worth	Luling	Rice Cons.	Dibol	Giddings	Yoakum	Ennis	Peer Mean	Peer Variance	State Variance	
AP/IB Tested																				
2003	16.1%	13.0%	21.6%	13.9%	9.1%	2.7%	0.0%	9.5%	1.9%	8.9%	7.6%	4.0%	3.9%	9.7%	0.0%	16.6%	8.2%	4.8%	-3.1%	
2004	17.4%	13.5%	18.7%	8.8%	11.0%	4.1%	2.6%	13.2%	5.9%	6.7%	0.0%	12.8%	7.8%	8.0%	0.0%	13.0%	8.4%	5.1%	-3.9%	
2005	18.4%	14.3%	14.7%	8.0%	13.2%	6.6%	4.3%	12.4%	5.5%	13.2%	2.4%	6.6%	9.0%	13.3%	0.0%	12.9%	9.1%	5.2%	-4.1%	
2006	18.9%	10.7%	17.2%	19.2%	13.1%	1.7%	11.8%	13.1%	5.0%	9.4%	3.9%	3.5%	9.1%	16.7%	0.0%	12.0%	9.8%	0.9%	-8.2%	
2007	20.0%	13.2%	19.6%	22.5%	13.2%	8.8%	20.2%	12.9%	6.3%	15.2%	2.4%	19.3%	12.3%	16.3%	0.0%	13.8%	13.1%	0.1%	-6.8%	
2008	20.9%	13.9%	14.8%	14.9%	10.2%	9.3%	13.1%	13.1%	0.0%	17.7%	4.1%	16.8%	30.6%	26.0%	0.0%	13.1%	13.2%	0.7%	-7.0%	
Long Avg	18.6%	13.1%	17.8%	14.6%	11.6%	5.5%	8.7%	12.4%	4.1%	11.9%	3.4%	10.5%	12.1%	15.0%	0.0%	13.6%	10.3%	2.8%	-5.5%	

Percent of 11 and 12 grade students taking at least one AP or IB Exam; i.e., number of 11 and 12 grade students taking at least one AP/IB Exam / number of total 11 and 12 grade non-special education students

Examinees ≥ Criterion

2003	56.0%	35.6%	50.7%	30.8%	67.5%	0.0%		55.6%	57.1%	29.4%	7.1%	33.3%	37.5%	25.0%		27.6%	35.2%	0.4%	-20.4%
2004	53.9%	38.1%	33.9%	43.8%	58.8%	16.7%	9.1%	38.5%	20.0%	50.0%		15.8%	26.7%	50.0%		37.1%	33.7%	4.4%	-15.8%
2005	51.8%	35.5%	44.0%	57.1%	37.7%	0.0%	5.9%	52.4%	29.4%	25.8%		11.1%	22.2%	36.7%		43.1%	30.8%	4.7%	-16.3%
2006	51.3%	54.6%	37.5%	33.8%	47.7%	40.0%	10.2%	42.9%	33.3%	40.0%	0.0%	20.0%	55.0%	32.6%		57.6%	36.1%	18.5%	3.3%
2007	50.5%	40.4%	29.2%	32.1%	49.2%	12.5%	10.5%	40.0%	25.0%	32.5%		22.2%	19.2%	50.0%		46.9%	31.5%	8.9%	-10.1%
2008	50.1%	52.5%	39.6%	52.5%	48.2%	18.5%	23.5%	33.8%		45.5%	0.0%	33.3%	9.5%	43.3%		53.7%	34.9%	17.6%	2.4%
Long Avg	52.3%	42.8%	39.2%	41.7%	51.5%	14.6%	11.8%	43.9%	33.0%	37.2%	2.4%	22.6%	28.4%	39.6%		44.3%	32.3%	10.4%	-9.5%

Percent of Examinees with at least one AP Exam ≥ 3 or IB Exam ≥ 4; i.e., 11 and 12 grade students with at least one score ≥ criterion / 11 and 12 grade students with at least one AP or IB Exam

Scores ≥ Criterion

2003	51.4%	25.5%	46.1%	22.2%	66.2%	0.0%		48.6%	57.1%	27.6%	7.1%	33.3%	40.0%	25.0%		24.4%	32.5%	-7.0%	-25.9%
2004	49.3%	29.4%	27.4%	47.8%	58.1%	15.4%	9.1%	32.4%	24.0%	29.6%		12.5%	30.0%	43.5%		28.9%	29.9%	-0.5%	-19.9%
2005	47.4%	33.7%	43.8%	45.2%	41.4%	0.0%	4.8%	41.8%	22.7%	20.8%		9.1%	22.2%	25.5%		33.8%	26.5%	7.2%	-13.7%
2006	47.2%	41.3%	36.7%	23.3%	50.4%	33.3%	10.6%	40.4%	27.8%	29.6%	0.0%	20.0%	52.0%	27.7%		46.5%	31.4%	9.9%	-5.9%
2007	46.8%	43.9%	25.9%	28.0%	51.8%	12.0%	8.8%	29.4%	26.1%	24.3%		14.3%	17.2%	45.2%		40.4%	28.3%	15.6%	-2.9%
2008	46.0%	36.4%	31.0%	44.7%	43.8%	17.2%	23.1%	30.1%		39.7%	0.0%	21.9%	5.6%	38.6%		41.7%	28.8%	7.6%	-9.6%
Long Avg	48.0%	35.0%	35.2%	35.2%	52.0%	13.0%	11.3%	37.1%	31.5%	28.6%	2.4%	18.5%	27.8%	34.3%		36.0%	28.4%	6.6%	-13.0%

Percent of 11 and 12 grade AP & IB exam scores ≥ criterion (3 on AP, 4 on IB); i.e., number of 11 and 12 grade AP & IB exam scores ≥ criterion / total number of 11 and 12 grade AP & IB exam scores

Advanced Placement and International Baccalaureate Exam Ranking

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

AP/IB Tested

2003	0.0%	0.0%	1.9%	2.7%	3.9%	4.0%	7.6%	8.9%	9.1%	9.5%	9.7%	13.0%	13.9%	16.6%	21.6%
2004	0.0%	0.0%	2.6%	4.1%	5.9%	6.7%	7.8%	8.0%	8.8%	11.0%	12.8%	13.0%	13.2%	13.5%	18.7%
2005	0.0%	2.4%	4.3%	5.5%	6.6%	6.6%	8.0%	9.0%	12.4%	12.9%	13.2%	13.2%	13.3%	14.3%	14.7%
2006	0.0%	1.7%	3.5%	3.9%	5.0%	9.1%	9.4%	10.7%	11.8%	12.0%	13.1%	13.1%	16.7%	17.2%	19.2%
2007	0.0%	2.4%	6.3%	8.8%	12.3%	12.9%	13.2%	13.2%	13.8%	15.2%	16.3%	19.3%	19.6%	20.2%	22.5%
2008	0.0%	0.0%	4.1%	9.3%	10.2%	13.1%	13.1%	13.1%	13.9%	14.8%	14.9%	16.8%	17.7%	26.0%	30.6%

Percent of 11 and 12 grade students taking at least one AP/IB Exam; i.e., number of 11 and 12 grade students taking at least one AP/IB Exam / number of total 11 and 12 grade non-special education students

Examinees \geq Criterion

2003			0.0%	7.1%	25.0%	27.6%	29.4%	30.8%	33.3%	35.6%	37.5%	50.7%	55.6%	57.1%	67.5%
2004			9.1%	15.8%	16.7%	20.0%	26.7%	33.9%	37.1%	38.1%	38.5%	43.8%	50.0%	50.0%	58.8%
2005			0.0%	5.9%	11.1%	22.2%	25.8%	29.4%	35.5%	36.7%	37.7%	43.1%	44.0%	52.4%	57.1%
2006		0.0%	10.2%	20.0%	32.6%	33.3%	33.8%	37.5%	40.0%	40.0%	42.9%	47.7%	54.6%	55.0%	57.6%
2007			10.5%	12.5%	19.2%	22.2%	25.0%	29.2%	32.1%	32.5%	40.0%	40.4%	46.9%	49.2%	50.0%
2008			0.0%	9.5%	18.5%	23.5%	33.3%	33.8%	39.6%	43.3%	45.5%	48.2%	52.5%	52.5%	53.7%

Percent of Examinees with at least one AP Exam \geq 3 or IB Exam \geq 4; i.e., 11 and 12 grade students with at least one score \geq criterion / 11 and 12 grade students with at least one AP or IB Exam

Scores \geq Criterion

2003			0.0%	7.1%	22.2%	24.4%	25.0%	25.5%	27.6%	33.3%	40.0%	46.1%	48.6%	57.1%	66.2%
2004			9.1%	12.5%	15.4%	24.0%	27.4%	28.9%	29.4%	29.6%	30.0%	32.4%	43.5%	47.8%	58.1%
2005			0.0%	4.8%	9.1%	20.8%	22.2%	22.7%	25.5%	33.7%	33.8%	41.4%	41.8%	43.8%	45.2%
2006		0.0%	10.6%	20.0%	23.3%	27.7%	27.8%	29.6%	33.3%	36.7%	40.4%	41.3%	46.5%	50.4%	52.0%
2007			8.8%	12.0%	14.3%	17.2%	24.3%	25.9%	26.1%	28.0%	29.4%	40.4%	43.9%	45.2%	51.8%
2008			0.0%	5.6%	17.2%	21.9%	23.1%	30.1%	31.0%	36.4%	38.6%	39.7%	41.7%	43.8%	44.7%

Percent of 11 and 12 grade AP & IB exam scores \geq criterion (3 on AP, 4 on IB); i.e., number of 11 and 12 grade AP & IB exam scores \geq criterion / total number of 11 and 12 grade AP & IB exam scores

College Readiness Comparison

State El Campo Taylor Elgin Bay City Gonzales Big Spring Lockhart Levelland Lake Worth Luling Rice Cons. Dibol Giddings Yoakum Ennis Peer Mean Peer Variant State Varian

College Ready Graduates - ELA

2006	48%	40%	31%	54%	36%	41%	40%	36%	49%	33%	62%	32%	62%	52%	55%	56%	45%	-5%	-8%
2007	49%	42%	40%	39%	60%	54%	39%	39%	53%	58%	36%	34%	52%	38%	59%	50%	46%	-4%	-7%
2008	59%	49%	66%	43%	54%	69%	57%	51%	55%	50%	51%	56%	44%	61%	62%	55%	55%	-6%	-10%
Long Avg	52%	44%	46%	45%	50%	55%	45%	42%	52%	47%	50%	41%	53%	50%	59%	54%	49%	-5%	-8%

College Ready Graduates - Math

2006	52%	44%	49%	48%	50%	49%	43%	39%	39%	28%	33%	35%	39%	52%	48%	37%	42%	2%	-8%
2007	56%	49%	52%	40%	57%	55%	56%	37%	47%	47%	30%	40%	47%	54%	68%	40%	48%	1%	-7%
2008	58%	53%	60%	48%	53%	59%	61%	44%	53%	44%	38%	59%	51%	68%	55%	53%	53%	0%	-5%
Long Avg	55%	49%	54%	45%	53%	54%	53%	40%	46%	40%	34%	45%	46%	58%	57%	43%	48%	1%	-7%

College Ready Graduates - Both

2006	35%	28%	25%	32%	27%	29%	25%	22%	25%	20%	30%	19%	32%	33%	34%	27%	27%	1%	-7%
2007	37%	33%	31%	29%	43%	41%	33%	32%	35%	35%	21%	21%	34%	29%	53%	31%	33%	0%	-4%
2008	44%	37%	50%	32%	38%	50%	45%	22%	34%	33%	26%	37%	33%	49%	45%	40%	38%	-1%	-7%
Long Avg	39%	33%	35%	31%	36%	40%	34%	25%	31%	29%	26%	26%	33%	37%	44%	33%	33%	0%	-6%

To be considered "College-Ready" a graduate must have met or exceeded the college-ready criteria on the TAKS Exit-Level Exam, or the SAT Exam, or the ACT Exam.

Subject	Exit-Level TAKS	SAT Exam	ACT Exam
ELA	≥ 2200 Scale Score on Exit-Level ELA Test AND a "3" or Higher on the Essay	≥ 500 on Critical Reading AND ≥ 1070 Total	≥ 19 on English AND ≥ 23 Composite
Mathematics	≥ 2200 Scale Score on Exit-Level Math Test	≥ 500 on Math AND ≥ 1070 Total	≥ 19 on Math AND ≥ 23 Composite

College Ready Ranking

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

College Ready Graduates - ELA

2006	31%	32%	33%	36%	36%	40%	40%	41%	49%	52%	54%	55%	56%	62%	62%
2007	34%	36%	38%	39%	39%	39%	40%	42%	50%	52%	53%	54%	58%	59%	60%
2008	43%	44%	49%	50%	51%	51%	54%	55%	55%	56%	57%	61%	62%	66%	69%

College Ready Graduates - Math

2006	28%	33%	35%	37%	39%	39%	39%	43%	44%	48%	48%	49%	49%	50%	52%
2007	30%	37%	40%	40%	40%	47%	47%	47%	49%	52%	54%	55%	56%	57%	68%
2008	38%	44%	44%	48%	51%	53%	53%	53%	53%	55%	59%	59%	60%	61%	68%

College Ready Graduates - Both

2006	19%	20%	22%	25%	25%	25%	27%	27%	28%	29%	30%	32%	32%	33%	34%
2007	21%	21%	29%	29%	31%	31%	32%	33%	33%	34%	35%	35%	41%	43%	53%
2008	22%	26%	32%	33%	33%	34%	37%	37%	38%	40%	45%	45%	49%	50%	50%

To be considered "College-Ready" a graduate must have met or exceeded the college-ready criteria on the TAKS Exit-Level Exam, or the SAT Exam, or the ACT Exam.

Subject	Exit-Level TAKS	SAT Exam	ACT Exam
ELA	≥ 2200 Scale Score on Exit-Level ELA Test AND a "3" or Higher on the Essay	≥ 500 on Critical Reading AND ≥ 1070 Total	≥ 19 on English AND ≥ 23 Composite
Mathematics	≥ 2200 Scale Score on Exit-Level Math Test	≥ 500 on Math AND ≥ 1070 Total	≥ 19 on Math AND ≥ 23 Composite

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About

AVID (Advancement Via Individual Determination) is a college-readiness system designed to increase the number of students who enroll in four-year colleges. Although AVID serves all students, it focuses on the least served students in the academic middle. The formula is simple - raise expectations of students and, with the AVID support system in place, they will rise to the challenge.

Today, AVID has been adopted by nearly 4,500 schools in 47 states, the District of Columbia and 16 countries/territories, and serves approximately 400,000 students, grades 4-12 (as of school year 2009-2010). Schools and districts have taken methodologies and strategies from the elective course and implemented them schoolwide and districtwide to impact their entire communities and create articulated programs for college success.

At the high school and middle level, AVID students are enrolled in their school's toughest classes, such as Advanced Placement®, and receive support in an academic elective class - called AVID - taught within the school day by a trained AVID teacher. In the accelerated elective class, AVID students receive support through a rigorous curriculum and ongoing, structured tutorials. AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans.

Schoolwide achievement results from the professional development received by subject area teachers, counselors, administrators, district administrators, and especially through the success of the students targeted for the AVID elective. Use of AVID methodologies, such as Cornell note-taking and group collaboration, in all classes helps create a college-going culture across the campus.

AVID Elementary is a foundational program for elementary sites (grades 4-6), designed as an embedded sequential academic skills program. It is intended for non-elective, multi-subject, multi-ability level classrooms. This is the newest part of building a districtwide pipeline to create college-ready students.

What differentiates AVID from other educational reform programs is its astounding success rate. Since 1990, more than 65,300 AVID students have graduated from high school and planned to attend college. Of the 2009 AVID graduates, 92 percent planned to attend college; 60 percent to a four-year college and 32 percent to a two-year college.

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

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What is AchieveTexas?

Welcome to **AchieveTexas** which is an education initiative designed to prepare students for a lifetime of success. It allows students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.

AchieveTexas is designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics with *relevant* career education. When schools integrate academic and technical education, students can see the “usefulness” of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

This initiative uses the sixteen federally defined Career Clusters of the States' Career Clusters initiative (www.careerclusters.org) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools. Programs of Study (POS) have been developed for each of the Career Clusters. The POS represent a recommended sequence of coursework based on a student's interest or career goal.

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For additional information regarding AchieveTexas, please contact Dr. Karen L. Alexander, AchieveTexas Project Coordinator, at Texas Tech University, karen.alexander@ttu.edu.

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Agenda Item Summary Sheet (7 D)
Meeting Date: November 16, 2010
Submitted by: Mark Pool, Superintendent

Discussion Item

Governance Discuss Proposal for Consulting Services for Development of El Campo ISD Education Foundation

Summary There has been some discussion by members of the Board for some time about the possibility of forming a public education foundation for the district by which alternative resources are solicited to add, maintain, and expand program needs. In doing so there is a critical assumption that the community and private philanthropy will endorse and support an education foundation.

Foundation Development Consultants has assisted over one hundred Texas school districts with their development needs. A complete listing of the school districts is found in the proposal that includes many of the larger metropolitan districts in Texas as well as a number of smaller rural districts. Some of the districts in the Gulf Coast and surrounding areas include: Corpus Christi, Spring, Alief, Spring Branch, College Station, Friendswood, Navasota, Cuero, Goliad, Dickinson, Victoria, Santa Fe, Alvin, Waller, Texas City, Aransas County, and Houston.

ECISD Board Policy None.

Effective Date November 16, 2010

Previous Board Action None.

Future Action Expected The Board may consider the establishment of an education foundation and authorize the Superintendent to contract with a consultant to guide the process.

Background Information and Significant Issues The president of Foundation Development is Dr. Pete Karabatsos. Dr. Karabatsos is nationally recognized in the areas of foundation development and private sector funding. For 37 years he has owned and managed his own consulting firm and assisted hundreds of school districts and educational agencies throughout the United States and Canada with their foundation development needs.

The FDC foundation development process takes about 10 months, and includes 8 on-site visits during that time period.

- The first two months involve a Steering Committee to get the process started.

- During the third month a Foundation Board of Directors is organized.
- Months four and five are spent planning and preparing for the initial fund raising drive, or Founders Drive, that typically takes place in months six or seven. It is not uncommon for foundations to raise \$100,000 to \$150,000 during the Founders Drive.
- During the sixth month FDC helps with the organization of an ECHS Alumni Association.
- Month seven involves other types of fundraising programs and events and plans the annual drive for 2011-2012.
- The eighth month involves a needs assessment and strategic planning. The Founders fund raising drive, or initial fund raising drive, will occur around the fifth month.

Fiscal Impact	Consultant Fee - \$15,500 plus expenses. There is a possibility these fees might be reimbursed by a Texas foundation once the local foundation obtains 501 (c) 3 status.
Student and Public Benefit	Additional revenue source for academics to fund special projects that cannot be funded through normal budgeting process.
Procedural and Reporting Implications	None.
Public Comments	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Copy of Proposal for Consulting Services
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	No action required.
Superintendent's Recommendation	This is an information item only. Mark Pool, Superintendent of Schools

Action Required

Personnel	Consider approval of probationary contracts for new personnel.
Summary	<p>Recommendations will be presented to fill the following position(s):</p> <ol style="list-style-type: none">1. Middle School Math Teacher to fill vacancy created by Leah Morton being reassigned to High School Librarian. <p>Following Martha Chappell's death earlier this fall Leah Morton was reassigned to the position of High School Librarian. Ms. Morton was teaching Middle School mathematics at the time.</p> <p>Personnel Recommendation Data Summary Sheets will be furnished for each candidate that is being recommended.</p>
ECISD Board Policy	DCA (LEGAL). EMPLOYMENT PRACTICES: PROBATIONARY CONTRACTS
Effective Date	November 16, 2010
Previous Board Action	None.
Future Action Expected	Contract renewals will be considered next March.
Background Information and Significant Issues	A probationary contract employee may be terminated at the end of the contract period if the Board determines that such termination will serve the best interests of the District. The Board shall give the employee notice of its decision to terminate the employment not later than the 45 th day before the last day of instruction required under the contract. The Board's decision to terminate a probationary employee at the end of a contract period is final and may not be appealed.
Fiscal Impact	Salary and Benefits
Student and Public Benefit	We are ethically bound to provide the best instructors possible for the children we serve.

Procedural and Reporting Implications	Probationary contracts will be issued following action by the Board.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	<p>In some cases members of the Board may need to abstain from voting on some employees due the nepotism laws. Rules regarding nepotism may be reviewed at ECISD policy DBE (LEGAL). EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: Nepotism</p> <p>The nepotism prohibitions described in this policy shall not apply to the confirmation or appointment of an individual to a position if the individual is employed in the position immediately before the election or appointment of the Trustee to whom the individual is related in a prohibited degree and that prior employment is continuous for at least thirty days if the Trustee is appointed; or six months if the Trustee is elected.</p> <p>If a person continues in a position under this exception, the Trustee who is related to the employee shall not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employee.</p>
Attachments	Personnel Recommendation Data Summary Sheets (not released to public)
Contact Person(s)	Mark Pool, Superintendent of Schools Rodney Montello, Middle School Principal
Action Required	Motion, second and majority vote to approve administration's recommendations for personnel contracts.
Superintendent's Recommendation	<p>I recommend that you approve administration's recommendations for personnel contracts.</p> <p>Mark Pool, Superintendent of Schools</p>