

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 December 14, 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. Public Comment
2. Consent Agenda
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 - B. Curriculum and Instruction
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40. Community and Governmental Relations	
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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 December 10, 2010 at 2:00 p.m.

For the Board of Trustees

Agenda Item Summary Sheet (4 B.1)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Governance	Consider Approval of Contract with Foundation Development Consultants
Summary	<p>Last month the Board was presented with a proposal submitted by Dr. Pete Karabatsos, President of Foundation Development Consultants, for consulting services to assist the district with the development of a public education foundation. 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.</p> <p>Foundation Development Consultants has assisted over one hundred Texas school districts with their development needs. 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.</p>
ECISD Board Policy	None.
Effective Date	December 14, 2010
Previous Board Action	Reviewed and discussed proposal from Foundation Development Consultants for the development of the ECISD Education Foundation.
Future Action Expected	Select and appoint members of the Steering Committee to work with consultants in the development of the foundation until a foundation board of directors has been selected.
Background Information and Significant Issues	<p>The FDC foundation development process takes about 10 months, and includes 8 on-site visits during that time period.</p> <ul style="list-style-type: none">• 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	Execute Agreement to Perform Consulting Services
Public Comments	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Draft Agreement to Perform Consulting Services
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	Motion, second, and majority vote to authorize the Superintendent to enter into an Agreement with Foundation Consulting Services for the development of the ECISD Public Education Foundation.
Superintendent's Recommendation	<p>I recommend that the Board authorize the Superintendent to enter into an Agreement with Foundation Consulting Services for the development of the ECISD Public Education Foundation as a part of the Consent Agenda.</p> <p>Mark Pool, Superintendent of Schools</p>

DRAFT AGREEMENT TO PERFORM CONSULTING SERVICES

THIS AGREEMENT, made this, the ____ day of _____, 2010
between **FOUNDATION DEVELOPMENT CONSULTANTS**, hereinafter referred to as
the **CONSULTANT**, and the **EL CAMPO INDEPENDENT SCHOOL DISTRICT**,
hereinafter referred to as **ECISD**

WHEREAS, CONSULTANT provides specialized consultation services to assist
the contracting institution in developing a public school non-profit education foundation;

WHEREAS, ECISD is committed to enhancing educational opportunities and
promoting academic excellence for all students through community advocacy and
financial support from the private sector;

NOW THEREFORE, in consideration of the premises, **CONSULTANT** and
ECISD hereby agree as follows:

1. Consultant agrees to perform the services proposed to be performed in that
certain proposal dated October 18, 2010, a copy of which is attached hereto and made
a part hereof.

2. In consideration of the performance by Consultant of the services contracted
for, **ECISD** agrees to pay to the Consultant the following:

a. Upon the signing of this agreement, ECISD will remit to Consultant,
Twenty-Five Hundred dollars (\$3,500.00) as the initial retainer payment and the amount
of Fifteen Hundred dollars, (\$1,500.00) will be paid each month for the remaining eight
(8) months, for a total consultation fee of \$15,500.00. The first monthly payment is due
on or before _____, 2010.

b. The following items of expenses are not covered by the fee set forth in paragraph "a" above, and if initiated and authorized in advance by ECISD, Consultant will be reimbursed for travel expenses between Denver, CO and El Campo, TX; including air fare, personal car use at 55 cents per mile; lodging expenses and a meals allowance not to exceed \$50.00 per day.

3. Either party to this Agreement may terminate this agreement at any time, with or without cause, by giving the other party 30 days prior written notice. If this Agreement is terminated by ECISD without cause, Consultant shall be compensated for services rendered prior to the time of termination in accord with the schedule of payments set forth in paragraph 2a above.

4. ECISD understands and agrees that Consultant does not warrant that the services provided in this agreement will produce a specific financial result.

5. ECISD understands and agrees that Consultant will be providing proprietary foundation development information and printed materials to the El Campo Independent School District and the El Campo ISD Education Foundation. The sharing of this information and printed materials with other foundations, districts/educational agencies, non-district personnel, or for personal consulting is strictly prohibited.

El Campo Independent School District

Foundation Development Consultants

By _____
Mark Pool.
Superintendent

By _____
Pete G. Karabatsos, Ed.D
President, FDC

Agenda Item Summary Sheet (4 D.1)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda:
Curriculum and Instruction

Evaluation of Dyslexia Program

Summary

Texas Education Code § 7.027(b) of states:

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.

ECISD Board Policy

EHB, CURRICULUM DESIGN: SPECIAL PROGRAMS

Effective Date

December 14, 2010

Previous Board Action

The Board annually evaluates the district's Dyslexia Program.

Future Action Expected

The Board annually evaluates the district's Dyslexia Program.
The next month the Board will be presented with an *Improvement Plan* for the district's Dyslexia Program based on this evaluation.

Background Information and Significant Issues

According to board policy, in accordance with a program approved by the State Board of Education, enrolled students shall be tested for dyslexia and related disorders at appropriate times and any student determined to have dyslexia or a related disorder shall be provided with treatment.

Screening should be done only by individuals who are trained to assess students for dyslexia and related disorders. The District shall have a program for early identification, intervention, and support for students with dyslexia and related disorders.

The Board shall ensure that procedures for providing appropriate instructional services to such students are implemented in the District.

The District may provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program should include awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modifications, especially modifications allowed on standardized testing.

Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components in the State Board dyslexia guidelines and in the professional development activities specified by the District- and/or campus-level committees.

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

None.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments

- Board Program Evaluation Documents

Contact Person(s)

Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction

Peggy Glaze, Diagnostician and Dyslexia Program Coordinator

Action Required

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

Superintendent's Recommendation

I recommend that you approve the 2010-2011 evaluation of the ECISD Dyslexia Program as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools

School Board Approval

Dyslexia 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 Dyslexia program.

Yes

No

Area for Correction:

2. Proper staff development has been provided to teachers to support dyslexic students needs.

Yes

No

Area for Correction:

3. Reading programs contain individualized, multi-sensory, and phonetic methods to teach reading, writing and spelling.

Yes

No

Area for Correction:

4. Parents of dyslexic students are notified of section 504 eligibility.

Yes

No

Area for Correction:

5. The Dyslexia program is evaluated annually and uses the data to modify and update the program.

Yes

No

Area of Correction:

ECISD Dyslexia Program Evaluation December 2010

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

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

The following data represents the number of dyslexia students in each grade level 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 Students
English Language Arts / Reading	11/12	3/3	5/5	0/0	3/3	1/1	1/3	0/1	0/0	19/23 83%
Math	11/12	3/3	5/5	0/0	3/3	1/1	0/3	1/1	0/0	
Science			3/3 2 absent			1/1		0/1	0/0	
Social Studies						1/1		1/1	0/0	
Writing		2/3			3/3					

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

The information in the following table represents the status of the activities and/or strategies identified in the 2009-2010 ECISD Dyslexia Program Improvement Plan for this objective.

<i>Activity / Strategy</i>	<i>Person Responsible</i>	<i>Formative Evaluation</i>	<i>Status</i>	<i>Summative Evaluation</i>	<i>Yes or No</i>
1. Continue to provide awareness to general education teachers on dyslexia characteristics including strategies and accommodations.	Campus Principals	RTI meetings Agenda Sign-in Sheets	Through RTI/staff development presentations campuses were made aware of strategies to use with dyslexia students.	All general education teachers were provided strategies for dyslexia students.	Yes
2. Continue to provide staff development for Title I Reading Teachers on instructional methods for dyslexic students.	Peggy Glaze, Dyslexia Coordinator Campus Principals	Walk-throughs done by campus principals and dyslexia coordinator	One teacher attended advanced training. Three dyslexia teachers attended a workshop in Houston in the fall. Spring meetings are scheduled for dyslexia teachers.	All Title I Reading teachers were provided additional training.	Yes

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

The information in the following table represents the status of the activities and/or strategies identified in the 2009-2010 ECISD Dyslexia Program Improvement Plan for this objective.

<i>Activity / Strategy</i>	<i>Person Responsible</i>	<i>Formative Evaluation</i>	<i>Status</i>	<i>Summative Evaluation</i>	<i>Yes or No</i>
1. Provide parental awareness for the dyslexia program.	Peggy Glaze, Dyslexia Coordinator	Agenda Sign In Sheet	Parent training was provided in March 2010	Parent meeting was held	Yes

Dyslexia Program

Peggy Glaze
Dyslexia Coordinator

Adopted Policies

- EHB Legal
- EKB Legal
- EHBC Legal
- BQ Legal
- EKC Legal
- EL Legal

- Dyslexia policy approved at Sept. 2007 board meeting

- Policy handbook housed at each campus

Financial Information

- Current funding for the dyslexia program comes from Title I Funds and State Compensatory Education Funds
- Areas in which funds are expended:
 - Materials
 - Training

Current Student Information

- 44 Identified dyslexic students
 - 10- 3rd Grade Student @ Hutchins
 - 13- 4th Grade Students @ Northside
 - 4- 5th Grade Student @ Northside
 - 7- 6th Grade Students @ ECMS
 - 1- 7th Grade Student @ ECMS
 - 4- 8th Grade Students @ ECMS
 - 1- 9th Grade Students @ ECHS
 - 3- 10th Grade Students @ ECHS
 - 1- 11th Grade Student @ ECHS
 - 0- 12th Grade Student @ ECHS

Curriculum/Instruction

- Orton-Gillingham based programs
 - Research-based language arts program
 - Multi-sensory processing
 - Phonetic method
- District provides necessary materials to support dyslexia program
- Questions: Contact Peggy Glaze
pglaze@ecisd.org
543-9051

Agenda Item Summary Sheet (4 A.1)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Governance	Minutes of Previous Meetings <ol style="list-style-type: none">1. November 16, 2010 – Special Meeting to Conduct Public Hearing on District’s FIRST Rating2. November 16, 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	December 14, 2010.
Previous Board Action	The Board approves minutes at each regular monthly meeting.
Future Action Expected	The Board approves minutes at each regular monthly meeting.
Background Information and Significant Issues	None.
Fiscal Impact	None.
Student and Public Benefit	An accurate record of all discussions and actions by the Board of Trustees is maintained.
Procedural and Reporting Implications	After approval minutes are filed with the official records of the District.
Public Comments	None.
Alternatives	None.

Other Comments and Related Issues

None

Attachments

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

1. Special Meeting – November 16, 2010
2. Regular Meeting – November 16, 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
November 16, 2010**

The Board of Trustees of the El Campo Independent School District met in a Special Session November 16, 2010 at 6:45 p.m. in the Boardroom, 700 W. Norris, El Campo, Texas.

MEMBERS PRESENT: Ralph Novosad, Tommy Turner, Melissa Erwin, David Hodges and James Russell

MEMBERS ABSENT: Cecil Davis, J. J. Croix

OTHERS PRESENT: Mark Pool, David Bright, Carolyn Gordon, John Robertson, Rodney Montello, Deborah Ehlert, Scott Gelardi, Brenda Tomanek, Alicia Stary, Pat Buss, Jana M. Fernandez, Todd Fuechec, John Petty, Lane Lauritsen, Charlotte Bower, Henry Smith, Brenda Sommer, Diann Srubar

Tommy Turner called the meeting to order at 6:45 p.m. There was a quorum present.

THE BOARD WILL HOLD A PUBLIC HEARING ON FIRST ACCOUNTABILITY RATING: The Board held a Public Hearing on FIRST Accountability Rating.

The meeting adjourned at 6:55 p.m.

DRAFT

_____ President

_____ Secretary

**MINUTES OF THE BOARD OF TRUSTEES
EL CAMPO INDEPENDENT SCHOOL DISTRICT
November 16, 2010**

The Board of Trustees of the El Campo Independent School District met in a regular session November 16, 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: Cecil Davis, J. J. Croix

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 7:00 p.m. Melissa Erwin 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 Ralph Novosad and seconded by David Hodges to approve the Consent Agenda with an addition to the minutes of the October 19, 2010 Regular Monthly Meeting:

A. Governance

1. Consider Approval of the Minutes
 - A. October 19, 2010 – Special Meeting – Hallmark of Excellence
 - B. October 19, 2010 – Regular Monthly Meeting
2. Consider Approval of TASB Localized Policy Update 88
3. Consider Approval of Superintendent Performance Appraisal Process and Instrument
4. Consider Approval of Membership for Local Textbook Committee
5. Review Status of Superintendent Performance Goals

B. Business and Support Services

1. Consider Approval of Final Change Order and Application for Payment to ABC Contracting Group, Inc.
 - A. High School Auditorium Reroofing
2. Review of Invoices from RWS Architects
3. Consider Approval of Budget Amendment to Transfer Title XIV SFSF ARRA Grant (Stimulus Funds) from Fund 199 to Fund 266
4. Consider Approval to Sell Surplus School Bus
5. Review of Monthly Financial Reports

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

C. Personnel

1. Consider Annual Approval of compensation Study Market Comparison Groups

D. Curriculum and Instruction

1. Consider Approval of Annual Evaluation of Bilingual Education / ESL Programs

2. Review Career Technology Education Annual

E. Students

Motion carried by a 5 – 0 – 2 vote with Trustees J. J. Croix and Cecil Davis being absent.

BUSINESS AND OPERATIONS

CONSIDER APPROVAL OF BIDS FOR DEMOLITION OF BUILDINGS AT OLD MIDDLE SCHOOL: A motion was made by James Russell and seconded by Ralph Novosad to authorize the Superintendent to evaluate and rank proposers and to work with architects to begin negotiations with the top bidder. Motion carried by a 5 – 0 – 2 vote with Trustees J. J. Croix and Cecil Davis being absent.

CURRICULUM AND INSTRUCTION

DISCUSSION WITH MIDDLE SCHOOL CURRICULUM FACILITATORS: Middle School Principal Rodney Montello introduced Curriculum Facilitators, Jana Fernandez, Summer Elliott, Tammie DuBroc and Brenda Tomanek, who gave an overview of student programs at the Middle School

GOVERNANCE

REVIEW OF BOARD MEMBER CONTINUING EDUCATION HOURS PRIOR TO ANNUAL REPORT AT DECEMBER MEETING: Mr. Pool reviewed Board Member Continuing Education hours prior to the annual report in December.

REPORT FROM SPECIAL COMMITTEE ON POST SECONDARY OPPORTUNITIES: Mr. Pool reported on the Post Secondary Opportunities Meeting that was held on November 4, 2010.

DISCUSS PROPOSED ADMINISTRATOR EVALUATION PROCESS: Mr. Pool and the Board discussed a proposal for consulting services to establish an El Campo ISD Public Education Fund.

DISCUSS PROPOSAL FOR CONSULTING SERVICES TO ESTABLISH AN EL CAMPO ISD PUBLIC EDUCATION FOUNDATION: Mr. Pool and the Board discussed a proposal for consulting services to establish an El Campo ISD Public Education Fund.

CLOSED SESSION

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. The President of the Board called for an Executive Session as authorized by § 551.074 (1) (a) PERSONNEL MATTERS, to Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee.

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

B. The Board will deliberate the employment of a Middle School Math Teacher

The Board entered executive session at 7:23 p.m. and reconvened in open session at 7:58 p.m. to take the following action: No action taken.

PERSONNEL

- A. **CONSIDER APPROVAL OF PROBATIONARY CONTRACT FOR MIDDLE SCHOOL MATH TEACHER:** A motion was made by Melissa Erwin and seconded by James Russell to approve a probationary contract for Middle School Math Teacher Amber Byerly.

SUPERINTENDENT'S REPORT

- A. Governance
 - 1. Preliminary Agenda for Regular Meeting on December 14, 2010 (Second Tuesday): 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 Membership of District and Campus Site-Based Committees
- B. Business and Support Services
 - 1. Status Report on Nine-Weeks Foundation School Program Funding
- C. Personnel
- D. Curriculum and Instruction
- E. Students
 - 1. Monthly DAEP Report
 - 2. Monthly SRO Report
 - 3. Nine-Week Report on Enrollment and Attendance
- 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.3)
Meeting Date: December 14, 2010
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. Performance goals for the superintendent should be the most important component of the chief administrator's evaluation and be incorporated into the evaluation instrument
ECISD Board Policy	None.
Effective Date	June 8, 2010
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.
December	<ul style="list-style-type: none"> Email communications with Dr. Horn regarding expectations and objectives for meeting scheduled for January 4, 2011. 	<ul style="list-style-type: none"> Continued discussions with Dr. Horn regarding the board's expectations for this workshop.

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.
December	<ul style="list-style-type: none"> Board reviewed proposal from Foundation Development Consultants at the Regular Meeting on November 16, 2010. Telephone conversation with Dr. Pete Karabatsos to discuss FDC's proposal and pending board action. 	<ul style="list-style-type: none"> Board considers approving the proposal submitted by Foundation Development Consultants for assistance in the development of the ECISD Public 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.
December	<ul style="list-style-type: none"> • Board reviewed the principal evaluation document at the Regular Meeting on November 16, 2010. 	<ul style="list-style-type: none"> • 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”
December	<ul style="list-style-type: none"> • Article on Family Literacy Program for publication in the Leader-News has been received and pending publication. • District Twitter Account has been activated and is currently in use with 14 followers. Efforts are being made to communicate this to parents to increase number of followers. • Three-Week Update to Faculty and Staff on December 10, 2010. 	<ul style="list-style-type: none"> • 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 • Plan and schedule additional articles to be written by campus based staff and published in Leader-News.

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">
December	<ul style="list-style-type: none"> No progress since last report. 	<ul style="list-style-type: none">

Agenda Item Summary Sheet (4 B.2)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda
Business and Support
Services**

Review of Invoices 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. 3 – Myatt Elementary School Canopy Addition

Invoice No. 7851 dated November 30, 2010, is for \$1,040.18. This amount is for basic professional services through 100% completion of the project.

Application for Payment No. 1 – Demolition of Old Middle School

Invoice No. 7849 dated November 18, 2010, is for \$433.02. This amount is payable to A&E Products Co., Inc., for printing and reproduction.

ECISD Board Policy

CH (LOCAL) PURCHASING AND ACQUISITION, PURCHASING AUTHORITY

Effective Date

December 14, 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

Myatt Elementary Canopy Addition

Myatt Elementary Canopy Addition is 100% complete.

RWS has earned 100%% of their fee for this project, which is \$4,696.43 (7.5% of the Construction Cost).

Payment Recap for Myatt Elementary Canopy Addition

Date Submitted	Application for Payment No.	Invoice No.	Amount	Earned to Date	Balance to Finish
Fee at 7.5% of Construction Costs					\$4,696.43
9/13/10	2	7814	\$3,656.25	\$3,656.25	\$1,040.18
11/30/10	3	7851	\$1,040.18	\$4,696.43	\$0.00

Recap of Reimbursable Expenses Paid for Myatt Elementary Canopy Addition

Date	Application for Payment No.	Invoice No.	Amount	Paid to Date
9/13/10	1	7813	\$287.03	\$287.03

Demolition of Old Middle School

Recap of Reimbursable Expenses Paid for Demolition of Old Middle School

Date	Application for Payment No.	Invoice No.	Amount	Paid to Date
11/18/10	1	7849	\$433.02	\$433.02

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. 3 for Myatt Elementary School Canopy Addition • Application for Payment No. 1 for Demolition of Old Middle School
Contact Person(s)	David Bright, Assistance Superintendent of Finance and Operations
Action Required	None.
Superintendent's Recommendation	<p>No action required.</p> <p>Mark Pool, Superintendent of Schools</p>

RWS Architects Invoice

To: **El Campo ISD**
 700 West Norris Street
 El Campo, Texas 77437
 Attention: **Mr. Mark Pool, Superintendent**
 Project: **Myatt Elementary School
 Canopy Addition**
 Project No.: 1051

Date: November 30, 2010
 Invoice No.: 7851
 RWS Application for Payment No.: 3
 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:

One Thousand Forty & 18/100 Dollars **\$1,040.18** ✓

The amount of the invoice is calculated as follows:

For Professional Services through 100% Completion of Construction Administration Phase

Polasek Construction, Inc. Base Proposal.....	\$59,127.00
Alternate No. 1 – "Handicap Accessible Curb Ramp"	\$ 2,517.00
Alternate No. 2 – "Demolition of Existing Steel Canopy"	\$ 975.00
Base Proposal	\$62,619.00 ✓
Fee %	7.5%
Fee	\$ 4,696.43 ✓
Percent Complete	x 80.0%
Fee Earned	\$ 4,696.43
Less Previous Payment	3,656.25
TOTAL AMOUNT DUE THIS INVOICE	\$ 1,040.18 ✓

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
12/10/2010

Payable at the offices of:

RWS Invoice

ARCHITECTS

To: **El Campo ISD**
700 West Norris Street
El Campo, Texas 77437
Attention: **Mr. Mark Pool, Superintendent**
Project: **Demolition of Old El Campo Middle School**
Project No.: 1056

Date: November 18, 2010
Invoice No.: 7849
RWS Application for Payment No.: 1
Fee Basis: At Cost
Your Purchase Order:

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

Four Hundred Thirty Three & 02/100 Dollars **\$433.02** ✓

The amount of the invoice is calculated as follows:

Printing and Reproduction - Payable to A&E Products Co.

A&E Invoice I64495: 20 sets of Project Manuals and Drawings for El Campo ISD, Plan Rooms,
and Bidders (see attached A&E invoice) - **Payable to A&E Products Co.**\$433.02

Total - A&E Products Company, Inc.**\$433.02** ✓

THANK YOU

REVIEWED
Mark Pool
12/10/2010

NOTE: Please pay attached A&E Products Co. invoice totaling \$433.02 directly to A&E Products Company, Inc. at P.O. Box 27286, Houston, Texas, 77227.

Payable at the offices of:

Agenda Item Summary Sheet (4 B.5)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Checks Written – November 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

November 30, 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
November	\$742,766.77	\$750,671.57	\$1,140,664.10	\$750,661.87	\$865,783.43
Subtotal YTD	\$1,982,930.07	\$2,144,876.54	\$2,727,553.18	\$2,377,063.30	\$2,135,802.13
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: December 14, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Consent Agenda: Business and Support Services

Approval of Application and Certification for Payment from Polasek Construction, Inc. for:

- a. Myatt Elementary School Canopy

Summary

Myatt Elementary School Canopy. We have received Application for Payment No. 1 - FINAL in the amount of \$62,619.00. The application has been reviewed and payment recommended by RWS Architects.

ECISD Board Policy

CH (LOCAL), PURCHASING AND ACQUISITION, PURCHASING AUTHORITY

CV (LOCAL), FACILITIES CONSTRUCTION

Effective Date

November 25, 2010

Previous Board Action

The Board authorized the Superintendent to negotiate a contract with Polasek Construction, Inc. as the General Contractor for the High School Gym Floor Replacement on September 21, 2010. Contract negotiations between ECISD and Polasek Construction began and a contract was executed on September 22, 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 projects are completed.

Background Information and Significant Issues

There were no previous Applications for Payment and no Change Orders for this project.

Fiscal Impact

Payment Recap for Myatt Elementary Canopy

Date Approved	Application for Payment No.	Total Completed and Stored	Retainage at 5.0%	Total Earned Less Retainage	Current Payment	Total Paid To Date	Balance to Finish
		Original Contract					\$62,619.00
12/14/10	1	\$62,619.00	\$3,130.95	\$59,488.05	\$62,619.00	\$0.00	\$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 Polasek Construction, Inc.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments

- Copy of Certification and Application for Payment No. 1-Final for Myatt Elementary School Canopy

Contact Person(s)

David Bright, Assistance Superintendent of Finance and Operations

Action Required

Motion, second and majority vote to authorize payment of Application and Certification for Payment to Polasek Construction, Inc. for the Myatt Elementary School Canopy.

Superintendent's Recommendation

I recommend that you authorize payment of Application and Certification for Payment to Polasek Construction, Inc. for the Myatt Elementary School Canopy as a part of the Consent Agenda.

Mark Pool, Superintendent of Schools

RWS ARCHITECTS

November 29, 2010

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

Re: Myatt Elementary School Canopies
El Campo Independent School District
RWS Project No. 1051
Contractor's Application and
Certificate for Payment No. 1-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>
1-FINAL	11/25/10	\$62,619.00

We recommend payment of the amount shown and suggest you send payment directly to the contractor at the following address: Polasek Construction, Inc., P.O. Box 64, El Campo, Texas 77437.

If there are any questions, please call.

Sincerely,

Malcolm C. Gaus

Malcolm C. Gaus, AIA
Vice President

Enclosures

cc: Contractor
File 5.1

MCG/dd

H:\1040\Word\AP.doc

REVIEWED
Mark Pool
12/09/2010

APPLICATION AND CERTIFICATION FOR PAYMENT

AIA DOCUMENT G702

PAGE ONE OF RWS ARCHITECTS PAGES

TO OWNER: EL CAMPO ISD
700 WEST NORRIS
EL CAMPO, TEXAS
PROJECT: Myatt Elementary
Canopy
FROM CONTRACTOR: POLASEK CONSTRUCTION INC.
P.O. BX 64
EL CAMPO, TEXAS 77437
VIA ARCHITECT: RWS ARCHITECTS INC.
3100 TIMMONS
HOUSTON, TEXAS 77041
CONTRACT FOR: GENERAL CONSTRUCTION

APPLICATION NO: #1-FINAL
PERIOD TO: 11/25/10
PROJECT NOS: #1051
CONTRACT DATE: 9/22/2010
Distribution to:
[X] OWNER
[X] ARCHITECT
[X] CONTRACTOR

CONTRACTOR'S APPLICATION FOR PAYMENT

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

- 1. ORIGINAL CONTRACT SUM \$ 62619.00
2. Net change by Change Orders \$ 0.00
3. CONTRACT SUM TO DATE (Line 1 + 2) \$ 62619.00
4. TOTAL COMPLETED & STORED TO DATE (Column G on G703) \$ 62619.00
5. RETAINAGE:
a. 0 % of Completed Work \$ 0.00
b. 0 % of Stored Material \$ 0.00
6. TOTAL EARNED LESS RETAINAGE (Line 4 Less Line 5 Total) \$ 62619.00
7. LESS PREVIOUS CERTIFICATES FOR PAYMENT (Line 6 from prior Certificate) \$ 0.00
8. CURRENT PAYMENT DUE \$ 62619.00
9. BALANCE TO FINISH, INCLUDING RETAINAGE (Line 3 less Line 6) \$ 0.00

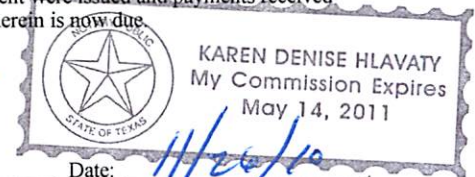
Table with 3 columns: CHANGE ORDER SUMMARY, ADDITIONS, DEDUCTS. Rows include Total changes approved in previous months by Owner, Total approved this Month, TOTALS (\$0.00), and NET CHANGES by Change Order (\$0.00).

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

CONTRACTOR: POLASEK CONSTRUCTION INC.

By: [Signature] Date: 11/26/10

State of: Texas County of: Houston
Subscribed and sworn to before me this 26th day of Nov. 2010
Notary Public: Denise Hlavaty
My Commission expires: 5/14/2011



ARCHITECT'S CERTIFICATE FOR PAYMENT

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

AMOUNT CERTIFIED \$ 62619.00

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

By: [Signature] Date: 11-29-2010

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.

REVIEWED
Mark Paul
12/09/2010

Agenda Item Summary Sheet (4 B.5)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Monthly Financial Reports for Month of November

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

November 30, 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 27.97% of our amended revenue projections; and expended 23.69% of our amended expenditure estimates.
Compared to the same time last year, our revenue increased by \$559,756 and our expenditures decreased by \$481,837.

	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%	27.97%	23.69%
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 \$1,151,714 which amounts to 8.60% of the adjusted levy. This leaves an uncollected balance of \$12,247,332.

Delinquent collections YTD are \$89,080 plus \$29,368 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%	8.60%
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	\$2,055,789	\$2,840,059	\$784,270	\$8,360,220	\$9,052,916	\$692,696
Expenditures	\$2,461,444	\$2,561,733	\$100,289	\$6,560,971	\$6,650,222	\$89,251
Summary	(\$405,655)	\$278,326	\$683,981	\$1,799,249	\$2,402,694	\$603,445

Attachments

- Monthly Financial Report – November 30, 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
 December 14, 2010

**Comparison of Revenue and Expenditures
 to the Budget for the General Operating Fund
 9-1-10 to 11-30-10**

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	\$1,513,559	(\$13,217,973)
<i>State:</i>	\$17,394,053	\$16,428,745	\$7,255,254	(\$9,173,491)
<i>Federal:</i>	\$1,202,013	\$1,202,013	\$284,102	(\$917,911)
<i>Other Resources:</i>	\$0	\$0	\$0	\$0
<i>Total:</i>	\$33,327,598	\$32,362,290	\$9,052,915	(\$23,309,375)

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	\$32,574,491	\$6,650,222	\$1,065,452	\$7,715,674	\$24,858,817

COMPARISONS TO NOVEMBER 30 OF PRIOR YEAR:

	<i>2009-2010</i>	<i>2010-2011</i>	<i>Increase/ Decrease</i>
<i>Revenues:</i>	\$8,493,159	\$9,052,915	\$559,756
<i>Expenditures:</i>	\$8,197,511	\$7,715,674	(\$481,837)
<i>Cash Position:</i>	\$7,554,857	\$8,621,973	\$1,067,116

PRIOR MONTH CASH POSITION as of 10/31/10: \$8,821,093

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-from General Fund Balance	\$44,950
Transfer to Fund 266 - Stimulus Funds to pay utility costs	-\$965,308

NOTE: Cash Position includes Local, State, and Federal Funds. 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										
Oct-10	\$13,399,047		\$13,399,047	46,910	0.35%	0.00%	\$44,610	\$15,759	\$107,279	
Nov-10	\$13,399,047		\$13,399,047	1,104,804	8.25%	0.44%	\$44,470	\$13,608	\$1,162,882	
Year To Date				1,151,714	8.60%	0.44%	\$89,080	\$29,368	\$1,270,162	\$12,247,332

EL CAMPO INDEPENDENT SCHOOL DISTRICT

Cash Flow

2010-2011

199	GENERAL FUND	Actual Sep-10	Actual Oct-10	Actual Nov-09	Actual Nov-10	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	40,831	51,429	961,630	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	39,569	19,398	39,161	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	14,333	8,759	12,190	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	11,063	96,814	9,931	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	20,062	76,155	33,874	-35,667	1,715	2,837	3,314	4,752	1,439	0	6,591	15,879	115,084
	Total Local Rev:	55,312	125,858	252,555	1,056,787	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	141,876	3,712	122,645	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	2,333,540	1,333,393	1,224,643	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	400	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	3,599	3,495	0	0	0	0	0	0	0	952	2,265	6,816
5831	TRS On-Behalf	108,735	109,955	106,303	109,990	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	2,585,771	1,447,007	1,460,773	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	151,085	0	4,896	0	0	4,997	0	0	6,223	0	6,449	173,648
	Total Federal Rev:	0	0	151,085	0	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	2,711,629	1,850,646	2,517,561	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	1,873,879	1,911,417	1,912,447	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	127,769	198,172	179,474	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	162,541	134,109	258,971	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	145,124	33,642	45,012	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	500	500	0	0	272,625	0	0	500	0	0	52,438	326,063
6600	Capital Outlay	82,658	44,949	0	8,230	0	28,549	3,441	2,097	122	0	298	22,692	381,080	639,385
8900	Other Uses/Non Operating	0	0	0	6,037	0	0	0	0	0	0	0	0	0	0
	Total Expenditures:	1,521,749	2,354,262	2,277,840	2,410,671	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	357,367	-427,194	106,890	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	8,074,864	7,488,754	8,181,754	9,547,711	12,469,491	12,394,708	10,479,100	9,527,699	8,298,863	7,608,669	7,434,077	6,778,126	

240	FOOD SERVICE	Actual Sep-10	Actual Oct-10	Actual Nov-09	Actual Nov-10	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	1,149	0	0	2,200	0	0	2,263	0	0	1,928	8,679
	Foundation Revenue														
	Breakfast	6,580	7,564	9,159	6,560	6,368	11,525	10,365	8,204	8,572	6,689	601	0	7,680	87,585
	Lunch	18,288	19,225	19,762	17,796	13,634	20,784	21,363	19,088	19,930	15,490	1,489	15	14,805	191,692
	A La Carte	10,790	11,167	10,801	8,916	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	106	160	75	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 Rev:	35,658	38,062	42,170	34,496	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	29,398	32,999	28,191	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	103,037	102,412	102,841	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	6,878	6,332	6,878	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	139,313	141,743	137,910	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	177,375	183,912	172,407	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	50,498	50,672	48,873	47,049	46,454	48,305	48,938	48,523	50,227	48,736	42,814	58,574	571,972
6200	Contracted Services	0	114,290	126,502	94,681	99,509	93,554	149,600	97,723	96,972	85,234	0	127,189	44,211	921,254
6300	Supplies & Materials	6,878	6,963	5,889	6,995	5,831	6,015	5,865	5,906	5,861	5,853	5,799	5,841	-1,761	62,722
6400	Other Operating	0	34	42	13	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	171,785	183,104	150,562	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	7,434	137,148	29,279	20,055	-39,440	-69,266	-39,576	-30,865	-3,717	67,512	-81,147	-300,788	-192,919

511	DEBT SERVICE	Actual Sep-10	Actual Oct-10	Actual Nov-09	Actual Nov-10	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	6,079	7,370	143,174	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	5,041	1,990	5,308	3,281	1,904	3,688	2,334	2,890	1,593	1,217	775	877	26,275
5719	Pen, Int, & Other	983	1,426	736	1,418	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	144	308	192	416	1,136	1,166	1,346	1,342	1,408	0	1,447	602	9,773
	Total Local Rev:	4,603	12,691	10,403	150,092	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	10,827	0	0	0	0	0	0	0	0	0	53,869	64,696
	Total State Rev:	0	0	10,827	0	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	12,691	21,230	150,092	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	500	500	0	0	0	400	0	0	0	0	0	900
	Total Expenditures:	0	0	500	500	0	0	818,284	400	0	0	0	0	977,384	1,796,569
	ENDING BALANCE	4,603	17,293	31,436	166,885	664,181	1,379,718	894,194	930,190	947,738	960,897	975,287	984,156	66,083	-69,367
Total Approved Budget															
199, 240, 511															
	TOTAL REVENUE	3,311,162	2,901,695	2,055,789	2,840,059	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	2,526,047	2,461,444	2,561,733	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	2,124,367	1,799,250	2,402,693	4,256,722	7,834,545	7,244,412	5,394,489	4,469,348	3,280,817	2,676,243	2,361,860	568,195	

Agenda Item Summary Sheet (04 B.4)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Information Only

Consent Agenda: Business and Support Services

Quarterly Investment Report

Summary

According to the *Texas Government Code § 2256.023(a)*, *Not less than quarterly, the investment officer shall prepare and submit to the governing body of the entity a written report of investment transactions for all funds covered by this chapter for the preceding reporting period.*

This information is taken from the Public Funds Investment Act.

ECISD Board Policy

CDA (LEGAL), OTHER REVENUES: INVESTMENTS, QUARTERLY REPORTS

Effective Date

November 30, 2010

Previous Board Action

Board reviews *Quarterly Investment Reports* in September, December, March, and June.

Future Action Expected

Next review, March 2011

Background Information and Significant Issues

None.

Fiscal Impact

None.

Student and Public Benefit

Closely monitoring district investments ensures the efficient use 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">• <i>ECISD Quarterly Financial Report for Quarter Ending November 30, 2010</i>
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



ECISD QUARTERLY INVESTMENT REPORT

For Quarter Ending
November 30, 2010

Submitted December 14, 2010
ECISD Board Meeting

Prepared by David Bright,
Assistant Superintendent for Finance

**El Campo Independent School District
Quarterly Report of Investment Activity
Quarter Ending November 30, 2010**

Introduction

House Bill 2459, which was passed during the 1995 legislative session, amended a section of the Education Code dealing with investments. Code Section 2256.023 as amended requires that the Investment Officer of the District prepare a report of investment activity and position on a quarterly basis. The report that follows covers the period September 1, 2010 to November 30, 2010.

Investment Strategy for all Funds

The goal of the investment program is to maximize financial returns within current market conditions in accordance with Board Policy CDA (LEGAL) and CDA (LOCAL). All legal, authorized investments shall have sufficient liquidity to meet anticipated cash flow requirements, projected on a weekly, monthly, and annual basis. Investments should not exceed one (1) year in final, stated maturity. Only investments authorized by Board Policy CDA (LEGAL) and CDA (LOCAL) will be purchased. Investments should be purchased with the intent of holding until maturity.

Investment Activity for the Quarter Ending November 30, 2010

Interest from checking accounts at Prosperity Bank totaled:	\$ 30,779.61
Interest earned at TexPOOL for the quarter totaled:	19.61
Interest earned at TexSTAR for the quarter totaled:	<u>2.28</u>
Total interest earned for the Quarter Ending November 30, 2010, was:	\$ 30,801.50

Diversification of Funds

As a part of the investment policy adopted by the Board, a written investment strategy is required which must describe the investment objective for each fund. One of the priorities listed in Board policy concerns diversification of the investment portfolio. As of November 30, 2010, the District's portfolio held \$8,579,333.40 or 99.51% of available funds with Prosperity Bank, \$38,054.87 or .44% with TexPOOL, and \$4,584.39 or .05% with TexSTAR. The portfolio balance as of November 30, 2010, was \$8,621,972.66.

Collateral

In order to protect the District from risk of loss related to uninsured cash balances, the District's depository bank pledges collateral to the District in the form of government securities. On November 30, 2010, securities pledged by the Prosperity State Bank to El Campo ISD had an estimated market value of \$10,894,484.91. With FDIC insurance the District has adequate collateral.

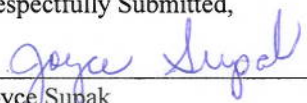
Investment Position at November 30, 2010

The attached report details the ending cash and investment balances for each of the past three months. Interest earned is posted to the General Ledger on a monthly basis.


Investment Officers' Certification

I hereby certify that the following information to the best of my knowledge is a true and accurate description of the investment portfolio of the El Campo Independent School District for the period ending November 30, 2010. All investments are in compliance with the Public Funds Investment Act (HB2459) and local investment policies.

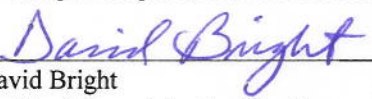
Respectfully Submitted,



Joyce Supak
Investment Officer
El Campo Independent School District



Mark Pool
Superintendent
El Campo Independent School District



David Bright
Assistant Superintendent for Finance
El Campo Independent School District

**EL CAMPO INDEPENDENT SCHOOL DISTRICT
 QUARTERLY CASH & INVESTMENT REPORT
 Sept 1, 2010 to November 30, 2010**

Prosperity Bank

Bank Account Balances - Month End

	Sept 10	Oct 10	Nov 10
Money Market Account	\$6,855,412.60	\$7,319,678.51	\$6,750,679.72
General Fund	\$1,247,402.91	\$899,500.50	\$1,150,585.40
General Fund - Investment Account	\$7,025.82	\$7,649.55	\$7,659.61
Payroll	\$431,892.75	\$439,913.83	\$450,348.37
Interest & Sinking	\$104,248.85	\$111,717.94	\$220,060.30
Total	\$8,645,982.93	\$8,778,460.33	\$8,579,333.40

Prosperity Bank

Interest Earned

	Sept 10	Oct 10	Nov 10
Money Market Account	\$6,438.10	\$8,808.27	\$8,573.45
General Fund	\$1,761.01	\$1,652.51	\$1,551.62
General Fund - Investment Account	\$8.17	\$10.27	\$10.06
Payroll	\$613.46	\$464.68	\$419.25
Interest & Sinking	\$133.07	\$144.28	\$191.41
Total	\$8,953.81	\$11,080.01	\$10,745.79

Investment Pools

Investment Balances - Month End

	Sept 10	Oct 10	Nov 10
TexPool General Fund Investment Account	\$3,035.86	\$3,036.48	\$3,037.04
TexPool Family Crisis Fund	\$35,006.25	\$35,012.32	\$35,017.83
TexSTAR General	\$3,484.22	\$3,484.81	\$3,485.35
TexSTAR Debt Service	\$1,098.68	\$1,098.87	\$1,099.04
Total	\$42,625.01	\$42,632.48	\$42,639.26

Investment Pools

Investment Interest Earned

	Sept 10	Oct 10	Nov 10
TexPool General Fund Investment Account	\$0.60	\$0.62	\$0.56
TexPool Family Crisis Fund	\$6.25	\$6.07	\$5.51
TexSTAR General	\$0.60	\$0.59	\$0.54
TexSTAR Debt Service	\$0.19	\$0.19	\$0.17
Total	\$7.64	\$7.47	\$6.78

Comparison of Interest Rates

Average Monthly Rate:	Prosperity All Accounts	TexPool	TexStar	T-Bill
Sep-10	1.61%	0.2165	0.2113	0.1470
Oct-10	1.61%	0.2036	0.2002	0.1330
Nov-10	1.61%	0.1917	0.1883	0.1380



TEXPOOL

THE TEXAS INVESTMENT SERVICE FOR PUBLIC FUNDS

December 2010

PERFORMANCE

As of November 30, 2010

	TexPool	TexPool Prime
Current Invested Balance	\$14,624,362,072.84	\$1,308,633,514.78
Weighted Average Maturity (1)*	41 Days	47 Days
Weighted Average Maturity (2)*	78 Days	58 Days
Net Asset Value	0.99999	0.99993
Total Number of Participants	2,242	124
Management Fee on Invested Balance	0.0473%	0.0638%
Interest Distributed	\$2,302,680.32	\$244,465.32
Management Fee Collected	\$569,148.58	\$64,824.05
Standard & Poor's Current Rating	AAAm	AAAm

November Averages

Average Invested Balance	\$14,630,449,243.22	\$1,336,328,288.03
Average Monthly Yield, on a simple basis (3)*	0.19%	0.22%
Average Weighted Average Maturity (1)*	43 Days	43 Days
Average Weighted Average Maturity (2)*	82 Days	55 Days

*Definitions for Average Weighted Maturity can be found on Page 2.

Economic and Market Commentary – November 30, 2010

In early November, the Federal Reserve's rate-setting committee formally approved a second round of quantitative easing, or QE2, in which the central bank will buy intermediate-term Treasury securities over the next eight months using newly minted money. But while QE2 had been widely anticipated, the magnitude of the program (\$600 billion) may have been slightly on the low end of expectations. However, the Fed kept its options open to extend, expand, shorten or reduce the latest wave of monetary stimulus depending upon the flow of economic data between now and June 2011.

Though Fed purchases of Treasury notes and bonds do not directly impact interest rates on cash securities, there can be indirect effects on the short end of the yield curve when repo collateral is removed from the market, as occurs when the Fed buys Treasury debt. All things being equal, a reduction in the supply of repo collateral could mean lower yields on repos, which clearly would not be beneficial to TexPool. For that reason, we were relieved that the size of QE2 was not higher.

Meanwhile, U.S. economic data released in November was relatively upbeat, which may account for the small uptick in cash yields among longer-dated maturities. While one and three month Libor rates were virtually unchanged at 0.257% and 0.296%, respectively, six-month Libor climbed 1.1 basis points to 0.459% and 12 month Libor rose 2.28 basis points to 0.785%. Some of the increase in Libor yields also could have been caused by renewed concerns over the financial health of European banks amid another sovereign debt crisis, this time in Ireland. We wish to assure our clients that neither TexPool nor TexPool Prime have any exposure to paper from Irish banks. Of course, we will continue to monitor developments in Ireland and the 16-country eurozone carefully and take appropriate action if and when credit-related events occur.

With regard to management of the pools, we sought to mitigate the largely technical factors that typically cause yields on extremely short-term securities to decline in December. Specifically, we extended maturities through term repos, floating rate securities, and paper callable in about one year. As of this writing, the average weighted maturity of TexPool is 44 days, up from 41 days at the end of October, while the average weighted maturity for TexPool Prime is now 47 days, up from 35 days on October 30th. We believe our strategy of lengthening maturities will provide a degree of protection against falling cash yields over the final weeks of 2010 without exposing the pools to meaningful interest rate risk if the inflation hawks on the Federal Reserve succeed in initiating a monetary tightening cycle earlier than is now anticipated. We reiterate our position, however, that the odds still favor the Fed keeping official interest rates within the ultra-low range of zero to 0.25% until the domestic labor market shows unambiguous signs of improvement and the threat of deflation has passed.

ANNOUNCEMENTS

We would like to recognize and welcome the following entities who joined the TexPool and TexPool Prime program in November, 2010

1. Fort Bend County WCID #1
2. Sinton ISD Public Facilities Corporation
3. Agua Special Utility District

Holiday Closing

In observance of Christmas, TexPool will be closed on Friday, December 24, 2010. All ACH transactions placed on Thursday, December 23 will settle on Monday, December 27, 2010. Any transactions placed on Friday, December 24th will settle on Monday, December 27th.

Upcoming Events

12/06/10 GTOT Winter Conference San Antonio

On December 14, at 2:00 p.m. CT, TexPool will be hosting a conference call for all participants. See below for dialing information:

Dial-in Number: 1-877-539-1936
Conference ID: 27219413



TexPool

PORTFOLIO ASSET SUMMARY AS OF NOVEMBER 30, 2010

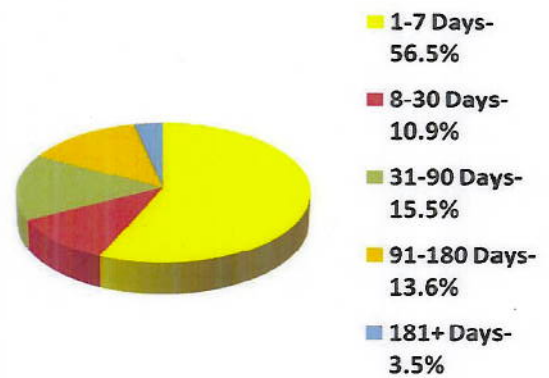
	Book Value	Market Value
Uninvested Balance	\$ 334.37	\$ 334.37
Receivable for Investments Sold	6,281,934.26	-
Accrual of Interest Income	-	-
Interest and Management Fees Payable	(2,302,581.74)	(2,302,581.74)
Payable for Investments Purchased	(90,000,000.00)	(90,000,000.00)
Repurchase Agreements	7,718,972,000.00	7,718,972,000.00
Mutual Fund Investments	0.00	0.00
Government Securities	6,790,888,368.91	6,790,644,521.73
US Treasury Bills	0.00	0.00
US Treasury Notes	200,522,017.04	200,539,000.00
Total	\$ 14,624,362,072.84	\$ 14,617,853,274.36

Market value of collateral supporting the Repurchase Agreements is at least 102% of the Book Value. The portfolio is managed by Federated Investors and the assets are safe kept in a separate custodial account at State Street Bank in the name of TexPool. The only source of payment to the Participants is the assets of TexPool. There is no secondary source of payment for the pool such as insurance or State guarantee. Should you require a copy of the portfolio, please contact TexPool Participant Services.

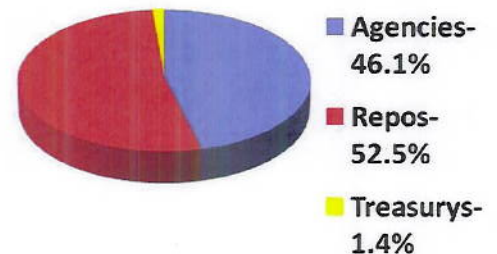
DAILY SUMMARY

Date	Money Mkt Fund Equiv (SEC Std.)	Daily Allocation Factor	TexPool Invested Balance	Market Value Per Share	WAM Days (1)	WAM Days (2)
11/1	0.2237%	0.000006128	\$14,814,046,675.96	1.00006	39	80
11/2	0.2096%	0.000005743	\$14,814,499,891.01	1.00006	39	79
11/3	0.1997%	0.000005470	\$14,811,298,269.90	1.00006	39	79
11/4	0.1967%	0.000005390	\$14,840,676,209.03	1.00008	38	79
11/5	0.1902%	0.000005210	\$14,810,120,938.77	1.00007	40	80
11/6	0.1902%	0.000005210	\$14,810,120,938.77	1.00007	40	80
11/7	0.1902%	0.000005210	\$14,810,120,938.77	1.00007	40	80
11/8	0.1645%	0.000004506	\$14,796,630,612.80	1.00007	41	80
11/9	0.1642%	0.000004498	\$14,818,923,898.23	1.00007	44	83
11/10	0.1726%	0.000004730	\$14,852,884,919.04	1.00007	44	83
11/11	0.1726%	0.000004730	\$14,852,884,919.04	1.00007	44	83
11/12	0.1805%	0.000004945	\$14,762,859,913.00	1.00006	46	84
11/13	0.1805%	0.000004945	\$14,762,859,913.00	1.00006	46	84
11/14	0.1805%	0.000004945	\$14,762,859,913.00	1.00006	46	84
11/15	0.2169%	0.000005943	\$14,591,137,885.34	1.00004	46	83
11/16	0.2012%	0.000005511	\$14,646,221,857.57	1.00004	45	83
11/17	0.1907%	0.000005226	\$14,586,757,637.17	1.00004	45	83
11/18	0.2009%	0.000005503	\$14,541,711,540.29	1.00004	45	83
11/19	0.1898%	0.000005201	\$14,435,296,325.43	1.00004	46	84
11/20	0.1898%	0.000005201	\$14,435,296,325.43	1.00004	46	84
11/21	0.1898%	0.000005201	\$14,435,296,325.43	1.00004	46	84
11/22	0.1854%	0.000005079	\$14,377,604,861.89	1.00004	44	82
11/23	0.1963%	0.000005377	\$14,305,830,743.28	1.00004	44	83
11/24	0.1994%	0.000005463	\$14,277,772,799.81	1.00003	45	83
11/25	0.1994%	0.000005463	\$14,277,772,799.81	1.00003	45	83
11/26	0.1945%	0.000005329	\$14,525,351,664.97	1.00003	44	81
11/27	0.1945%	0.000005329	\$14,525,351,664.97	1.00003	44	81
11/28	0.1945%	0.000005329	\$14,525,351,664.97	1.00003	44	81
11/29	0.1948%	0.000005338	\$14,481,573,085.99	1.00002	42	79
11/30	0.1976%	0.000005413	\$14,624,362,072.84	0.99999	41	78
Averages	0.19%	0.000005252	\$14,630,449,243.22	1.0000	43	82

Portfolio By Maturity
As of November 30, 2010



Portfolio By Type of Investment
As of November 30, 2010



	Number of Participants	Balance
School District	563	\$4,644,034,590.70
Higher Education	55	\$1,812,397,953.29
Health Care	79	\$416,002,497.54
Utility District	689	\$1,423,759,577.04
City	435	\$4,186,757,056.78
County	171	\$1,247,191,779.25
Other	250	\$893,979,954.59

Definition of Weighted Average Maturity (1) & (2)

*(1) This weighted average maturity calculation uses the SEC Rule 2A-7 definition for stated maturity for any floating rate instrument held in the portfolio to determine the weighted average maturity for the pool. This rule specifies that a variable rate instrument to be paid in 397 calendar days or less shall be deemed to have a maturity equal to the period remaining until the next readjustment of the interest rate.
 *(2) This weighted average maturity calculation uses the final maturity of any floating rate instruments held in the portfolio to calculate the weighted average maturity for the pool.



TexPool Prime

PORTFOLIO ASSET SUMMARY AS OF NOVEMBER 30, 2010

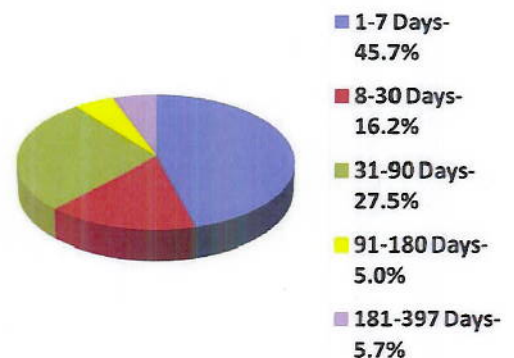
	Book Value	Market Value
Uninvested Balance	\$ 525.56	\$ 525.56
Accrual of Interest Income	24,316.22	24,316.22
Interest and Management Fees Payable	(244,510.62)	(244,510.62)
Payable for Investments Purchased	(20,000,000.00)	(20,000,000.00)
Accrued Expenses & Taxes	360.51	360.51
Repurchase Agreements	296,778,000.00	296,778,000.00
Commercial Paper	814,625,945.21	814,633,904.83
Bank Instruments	0.00	0.00
Mutual Fund Investments	0.00	0.00
Government Securities	167,382,317.32	167,284,283.55
Variable Rate Notes	50,066,560.58	50,057,105.00
Total	\$ 1,308,633,514.78	\$ 1,308,533,985.05

Market value of collateral supporting the Repurchase Agreements is at least 102% of the Book Value. The portfolio is managed by Federated Investors and the assets are safe kept in a separate custodial account at State Street Bank in the name of TexPool Prime. The assets of TexPool Prime are the only source of payments to the Participants. There is no secondary source of payment for the pool such as insurance or State guarantee. Should you require a copy of the portfolio, please contact TexPool Participant Services.

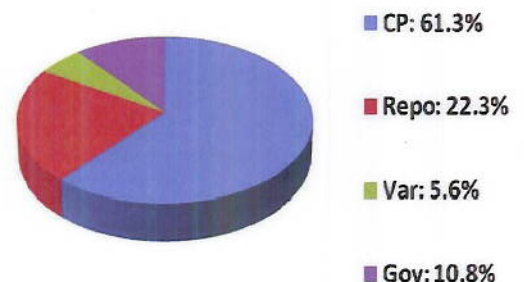
DAILY SUMMARY

Date	Money Mkt Fund Equiv (SEC Std.)	Daily Allocation Factor	TexPool Invested Balance	Market Value Per Share	WAM Days (1)	WAM Days (2)
11/1	0.2522%	0.000006909	\$1,366,870,043.10	1.00005	32	46
11/2	0.2439%	0.000006683	\$1,367,955,151.41	1.00005	32	45
11/3	0.2327%	0.000006375	\$1,360,330,072.83	1.00004	32	45
11/4	0.2333%	0.000006393	\$1,357,469,834.19	1.00004	31	44
11/5	0.2222%	0.000006089	\$1,349,119,598.07	1.00003	32	45
11/6	0.2222%	0.000006089	\$1,349,119,598.07	1.00003	32	45
11/7	0.2222%	0.000006089	\$1,349,119,598.07	1.00003	32	45
11/8	0.2167%	0.000005937	\$1,342,267,409.86	1.00004	37	49
11/9	0.1928%	0.000005282	\$1,343,311,826.53	1.00003	45	57
11/10	0.1982%	0.000005429	\$1,329,893,411.70	1.00003	48	60
11/11	0.1982%	0.000005429	\$1,329,893,411.70	1.00003	48	60
11/12	0.2102%	0.000005759	\$1,326,994,467.08	1.00000	48	60
11/13	0.2102%	0.000005759	\$1,326,994,467.08	1.00000	48	60
11/14	0.2102%	0.000005759	\$1,326,994,467.08	1.00000	48	60
11/15	0.2514%	0.000006889	\$1,318,120,607.15	0.99999	46	57
11/16	0.2308%	0.000006324	\$1,325,567,559.57	0.99999	49	61
11/17	0.2172%	0.000005952	\$1,371,786,940.14	1.00000	47	58
11/18	0.2319%	0.000006353	\$1,370,436,034.71	1.00000	46	57
11/19	0.2199%	0.000006026	\$1,346,073,209.46	0.99999	47	58
11/20	0.2199%	0.000006026	\$1,346,073,209.46	0.99999	47	58
11/21	0.2199%	0.000006026	\$1,346,073,209.46	0.99999	47	58
11/22	0.2154%	0.000005902	\$1,328,651,445.56	0.99999	47	58
11/23	0.2335%	0.000006397	\$1,316,654,472.60	1.00000	46	58
11/24	0.2278%	0.000006241	\$1,311,982,400.81	0.99998	48	60
11/25	0.2278%	0.000006241	\$1,311,982,400.81	0.99998	48	60
11/26	0.2214%	0.000006066	\$1,316,154,330.30	0.99997	47	58
11/27	0.2214%	0.000006066	\$1,316,154,330.30	0.99997	47	58
11/28	0.2214%	0.000006066	\$1,316,154,330.30	0.99997	47	58
11/29	0.2237%	0.000006129	\$1,313,017,288.84	0.99997	44	56
11/30	0.2275%	0.000006234	\$1,308,633,514.78	0.99993	47	58
Averages	0.22%	0.000006097	\$1,336,328,288.03	1.0000	43	55

Portfolio By Maturity
As of November 30, 2010



Portfolio By Type of Investment
As of November 30, 2010



	Number of Participants	Balance
School District	64	\$895,242,760.70
Higher Education	7	\$107,394,732.88
Health Care	6	\$62,854,975.67
Utility District	2	\$37,800,508.40
City	20	\$78,483,840.87
County	15	\$125,535,821.01
Other	10	\$1,313,978.47

* (3) This current yield for TexPool Prime for each date may reflect a waiver of some portion or all of each of the management fees.

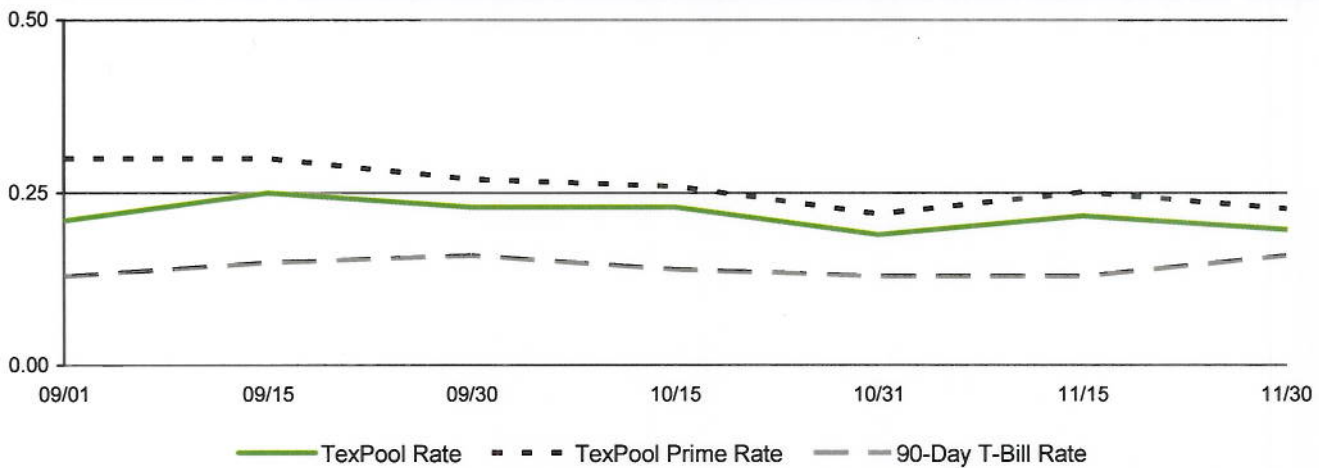


TEXPOOL

THE TEXAS INVESTMENT SERVICE FOR PUBLIC FUNDS

TexPool Participant Services
1001 Texas Ave. 14th Floor
Houston, TX 77002

TEXPOOL & TEXPOOL PRIME VS. 90-DAY TREASURY BILL



TexPool Advisory Board Members

R.C. Allen
Pati Buchenau

Jose Elizondo, Jr.
Ron Leverett

LaVonne Mason
John McGrane

Clay McPhail
Vivian Wood

Additional information regarding TexPool is available upon request:

www.texpool.com • 1-866-839-7665 (1-866-TEX-POOL) • Fax: 866-839-3291



Monthly Newsletter - October 2010

Performance

As of October 31, 2010

Current Invested Balance	\$5,024,200,466.22
Weighted Average Maturity (1)	53 Days
Weighted Average Maturity (2)	81 Days
Net Asset Value	1.000088
Total Number of Participants	719
Management Fee on Invested Balance	0.05%*
Interest Distributed	\$1,056,572.47
Management Fee Collected	\$211,250.27
% of Portfolio Invested Beyond 1 Year	3.54%
Standard & Poor's Current Rating	AAAm

Rates reflect historical information and are not an indication of future performance.

October Averages

Average Invested Balance	\$4,974,468,170.12
Average Monthly Yield, on a simple basis	0.2002%
Average Weighted Average Maturity (1)*	49 Days
Average Weighted Average Maturity (2)*	74 Days

Definition of Weighted Average Maturity (1) & (2)

- (1) This weighted average maturity calculation uses the SEC Rule 2a-7 definition for stated maturity for any floating rate instrument held in the portfolio to determine the weighted average maturity for the pool. This Rule specifies that a variable rate instrument to be paid in 397 calendar days or less shall be deemed to have a maturity equal to the period remaining until the next readjustment of the interest rate.
- (2) This weighted average maturity calculation uses the final maturity of any floating rate instruments held in the portfolio to calculate the weighted average maturity for the pool.

* The maximum management fee authorized for the TexSTAR Cash Reserve Fund is 12 basis points. This fee may be waived in full or in part in the discretion of the TexSTAR co-administrators at any time as provided for in the TexSTAR Information Statement.

New Participants

We would like to welcome the following entities who joined the TexSTAR program in October:

★ Riesel ISD

Holiday Reminder

In observance of the **Veterans Day holiday**, **TexSTAR will be closed Thursday, November 11, 2010**. All ACH transactions initiated on Wednesday, November 10th will settle on Friday, November 12th.

In observance of the **Thanksgiving Day holiday**, **TexSTAR will be closed on Thursday, November 25, 2010**. All ACH transactions initiated on Wednesday, November 24th, will settle on Friday, November 26th. Notification of any early transaction deadlines on the day preceding this holiday will be sent by email to the primary contact on file for all TexSTAR participants. Please plan accordingly for your liquidity needs.

Economic Commentary

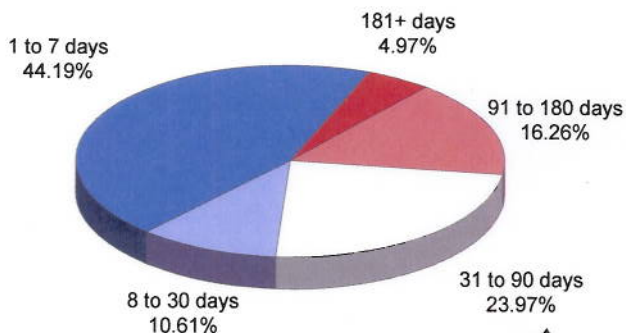
Markets spent much of the month anticipating the impacts of potential Federal Reserve policy actions and the U.S. mid-term elections in November. While the likelihood has grown that the Fed will announce the resumption of asset purchases, or quantitative easing, following its November 3rd FOMC meeting, expectations for the initial size and impact of the program have become more modest than earlier speculation. Mortgage servicers continued to deal with the implications of increased focus on foreclosure procedures, while several large bondholders, including the Fed, have joined in asking Bank of America to review mortgages that were used as collateral to back securities issued by Countrywide, which was acquired by the bank in 2008. Uncertainty before the mid-term elections and Fed asset purchases led to caution in important segments of the economy over the short run. The outcome of mid-term elections will have important implications for financial regulatory reform, agency reform and the debate between fiscal stimulus and austerity. Meanwhile, the size, pace and timeframe of the Fed's largely anticipated asset purchases will likely impact the direction of financial markets and investor confidence. Therefore, it is believed that uncertainty related to these events has likely dampened economic growth, including hiring and private consumption. It is anticipated that the trajectory of inflation, more than unemployment, is going to drive the strength and timing of further asset purchases by the Federal Reserve. Although credit demand continues to be weak and credit conditions remain tight, the intended effect of additional asset purchases is to indirectly increase asset prices by both forcing money managers into higher yielding products and lowering the discount rate of risk assets. This indirect asset price inflation should temporarily stimulate consumption and perhaps raise confidence. The baseline scenario is that economic growth remains tepid, core CPI remains at the low end of the Federal Reserve's comfort zone and that the unemployment rate is likely to remain elevated through 2011.

This information is an excerpt from an economic report dated October 2010 provided to TexSTAR by JP Morgan Asset Management, Inc., the investment manager of the TexSTAR pool.

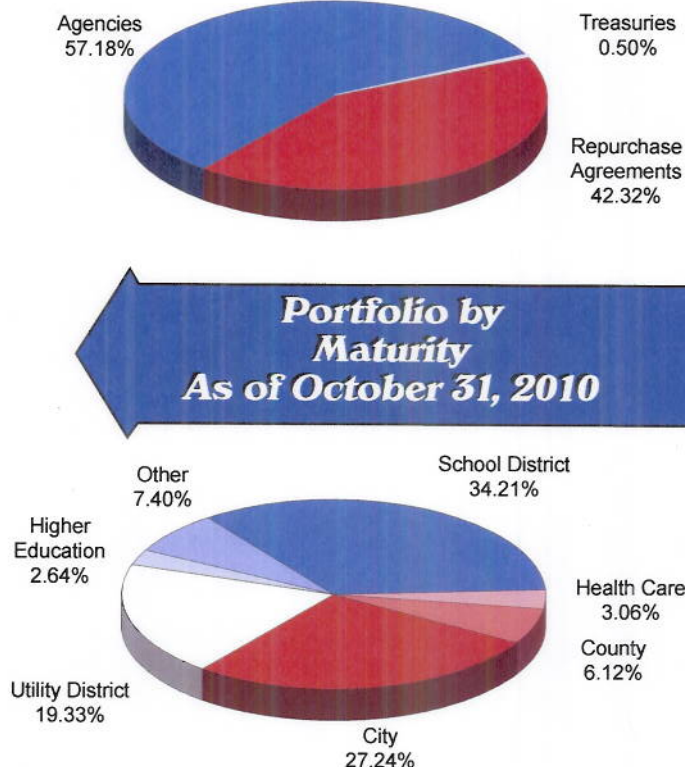
For more information about TexSTAR, please visit our web site at www.texstar.org.

Information at a Glance

Portfolio by Type of Investment As of October 31, 2010



Distribution of Participants by Type As of October 31, 2010



Historical Program Information

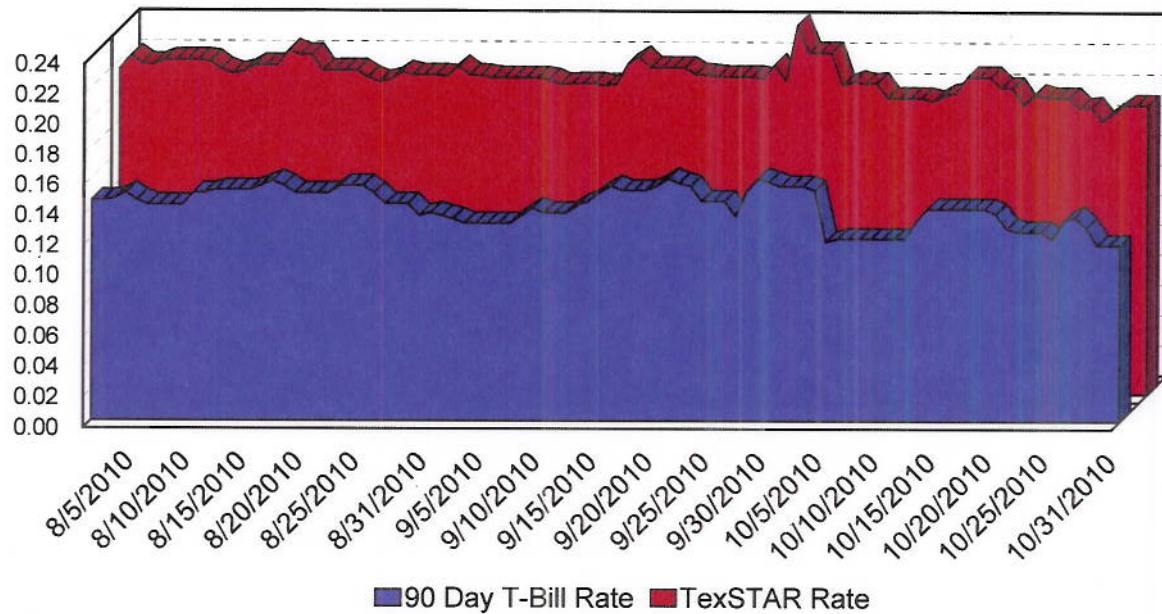
Month	Average Rate	Book Value	Market Value	Net Asset Value	WAM (1)*	WAM (2)*	Number of Participants
Oct 10	0.2002%	\$5,024,200,466.22	\$ 5,024,647,553.30	1.000088	49	74	719
Sep 10	0.2113%	4,970,973,494.85	4,971,467,034.53	1.000099	47	74	718
Aug 10	0.2153%	4,898,435,591.73	4,899,135,875.31	1.000142	49	81	715
Jul 10	0.1992%	4,973,684,902.13	4,974,288,088.24	1.000117	43	71	712
Jun 10	0.1860%	5,156,538,488.97	5,157,298,475.17	1.000147	44	72	712
May 10	0.1838%	5,182,297,968.35	5,182,789,855.09	1.000094	47	74	711
Apr 10	0.1721%	5,339,490,225.82	5,339,710,431.56	1.000035	51	80	710
Mar 10	0.1552%	5,631,610,152.45	5,632,064,660.25	1.000080	52	75	705
Feb 10	0.1453%	6,054,214,913.66	6,054,862,055.15	1.000106	46	68	704
Jan 10	0.1604%	5,840,134,270.14	5,841,215,764.12	1.000185	44	62	702
Dec 09	0.1888%	5,407,637,704.81	5,408,888,081.88	1.000223	49	69	701
Nov 09	0.1986%	5,098,729,406.85	5,100,566,153.33	1.000360	53	73	699

Portfolio Asset Summary as of October 31, 2010

	Book Value	Market Value
Uninvested Balance	\$ 37,795.79	\$ 37,795.79
Accrual of Interest Income	864,999.60	864,999.60
Interest and Management Fees Payable	(1,083,570.20)	(1,083,570.20)
Payable for Investment Purchased	0.00	0.00
Repurchase Agreement	2,126,669,000.00	2,126,669,000.00
Government Securities	2,897,712,241.03	2,898,159,328.11
Total	\$ 5,024,200,466.22	\$ 5,024,647,553.30

Market value of collateral supporting the Repurchase Agreements is at least 102% of the Book Value. The portfolio is managed by J.P. Morgan Chase & Co. and the assets are safekept in a separate custodial account at the Federal Reserve Bank in the name of TexSTAR. The only source of payment to the Participants are the assets of TexSTAR. There is no secondary source of payment for the pool such as insurance or guarantee. Should you require a copy of the portfolio, please contact TexSTAR Participant Services.

TexSTAR versus 90-Day Treasury Bill



This material is for information purposes only. This information does not represent an offer to buy or sell a security. The above rate information is obtained from sources that are believed to be reliable; however, its accuracy or completeness may be subject to change. The TexSTAR management fee may be waived in full or in part at the discretion of the TexSTAR co-administrators and the TexSTAR rate for the period shown reflects waiver of fees. This table represents investment performance/return to the customer, net of fees, and is not an indication of future performance. An investment in the security is not insured or guaranteed by the Federal Deposit Insurance Corporation or any other government agency. Although the issuer seeks to preserve the value of an investment at \$1.00 per share, it is possible to lose money by investing in the security. Information about these and other program details are in the fund's Information Statement which should be read carefully before investing. The yield on the 90-Day Treasury Bill ("T-Bill Yield") is shown for comparative purposes only. When comparing the investment returns of the TexSTAR pool to the T-Bill Yield, you should know that the TexSTAR pool consist of allocations of specific diversified securities as detailed in the respective Information Statements. The T-Bill Yield is taken from Bloomberg Finance L.P. and represents the daily closing yield on the then current 90-day T-Bill.

Daily Summary for October 2010

Date	Mny Mkt Fund Equiv. [SEC Std.]	Daily Allocation Factor	TexSTAR Invested Balance	Market Value Per Share	WAM Days (1)*	WAM Days (2)*
10/1/2010	0.2254%	0.000006174	\$4,874,310,476.09	1.000102	47	72
10/2/2010	0.2254%	0.000006174	\$4,874,310,476.09	1.000102	47	72
10/3/2010	0.2254%	0.000006174	\$4,874,310,476.09	1.000102	47	72
10/4/2010	0.2041%	0.000005593	\$4,887,748,738.33	1.000099	48	73
10/5/2010	0.2067%	0.000005663	\$4,939,316,027.55	1.000091	48	73
10/6/2010	0.2051%	0.000005619	\$4,980,220,881.45	1.000107	47	72
10/7/2010	0.2058%	0.000005638	\$4,967,690,079.40	1.000103	46	71
10/8/2010	0.1958%	0.000005364	\$4,973,403,619.90	1.000093	46	70
10/9/2010	0.1958%	0.000005364	\$4,973,403,619.90	1.000093	46	70
10/10/2010	0.1958%	0.000005364	\$4,973,403,619.90	1.000093	46	70
10/11/2010	0.1958%	0.000005364	\$4,973,403,619.90	1.000093	46	70
10/12/2010	0.1937%	0.000005306	\$5,022,936,435.04	1.000088	49	74
10/13/2010	0.1978%	0.000005420	\$4,942,987,039.31	1.000079	50	75
10/14/2010	0.1993%	0.000005459	\$4,932,260,831.98	1.000072	50	74
10/15/2010	0.2097%	0.000005744	\$4,887,690,700.97	1.000066	49	73
10/16/2010	0.2097%	0.000005744	\$4,887,690,700.97	1.000066	49	73
10/17/2010	0.2097%	0.000005744	\$4,887,690,700.97	1.000066	49	73
10/18/2010	0.2028%	0.000005556	\$4,955,006,056.31	1.000074	48	72
10/19/2010	0.2028%	0.000005555	\$4,977,507,329.85	1.000065	48	71
10/20/2010	0.1917%	0.000005253	\$4,957,888,375.99	1.000077	49	72
10/21/2010	0.1983%	0.000005433	\$5,066,489,387.73	1.000082	49	71
10/22/2010	0.1962%	0.000005374	\$4,975,748,800.43	1.000086	49	72
10/23/2010	0.1962%	0.000005374	\$4,975,748,800.43	1.000086	49	72
10/24/2010	0.1962%	0.000005374	\$4,975,748,800.43	1.000086	49	72
10/25/2010	0.1894%	0.000005189	\$5,107,999,521.52	1.000088	50	72
10/26/2010	0.1901%	0.000005209	\$5,118,638,237.27	1.000087	51	79
10/27/2010	0.1807%	0.000004952	\$5,100,623,977.94	1.000097	51	79
10/28/2010	0.1866%	0.000005111	\$5,071,734,543.29	1.000100	51	79
10/29/2010	0.1916%	0.000005249	\$5,024,200,466.22	1.000088	53	81
10/30/2010	0.1916%	0.000005249	\$5,024,200,466.22	1.000088	53	81
10/31/2010	0.1916%	0.000005249	\$5,024,200,466.22	1.000088	53	81
Average	0.2002%	0.000005485	\$4,974,468,170.12		49	74

TexSTAR Participant Services
 First Southwest Asset Management, Inc.
 325 North St. Paul Street, Suite 800
 Dallas, Texas 75201



TexSTAR Board Members

<i>William Chapman</i>	<i>Central Texas Regional Mobility Authority</i>	<i>Governing Board President</i>
<i>Nell Lange</i>	<i>City of Frisco</i>	<i>Governing Board Vice President</i>
<i>Melinda Garrett</i>	<i>Houston ISD</i>	<i>Governing Board Treasurer</i>
<i>Michael Bartolotta</i>	<i>First Southwest Company</i>	<i>Governing Board Secretary</i>
<i>Will Williams</i>	<i>JP Morgan Chase</i>	<i>Governing Board Asst. Sec./Treas.</i>
<i>Hardy Browder</i>	<i>City of Cedar Hill</i>	<i>Advisory Board</i>
<i>Oscar Cardenas</i>	<i>Northside ISD</i>	<i>Advisory Board</i>
<i>Stephen Fortenberry</i>	<i>McKinney ISD</i>	<i>Advisory Board</i>
<i>S. Renee Tidwell</i>	<i>Tarrant County</i>	<i>Advisory Board</i>
<i>Monte Mercer</i>	<i>North Central TX Council of Government</i>	<i>Advisory Board</i>
<i>Becky Brooks</i>	<i>Government Resource Associates, LLC</i>	<i>Advisory Board</i>
<i>Len Santow</i>	<i>Griggs & Santow</i>	<i>Advisory Board</i>

Agenda Item Summary Sheet (4 C.1)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Governance	Approval of Principal Performance Evaluation Instrument
Summary	<p>This past summer Dr. Bryan Cole worked with district administrators and directors to develop an evaluation process that was research based. Specifically, the charge to the group was to:</p> <p><i>Design a process by which the job performance of administrators and supervisors is measured. The process should assess both leadership attributes and managerial skills.</i></p> <p>We also wanted a process that was not only used for personnel decisions, but more importantly one that was beneficial for professional growth.</p> <p>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.</p> <p>Last month I presented the Board with the proposed principal performance evaluation instrument. The next step in the process is to gain your approval of this instrument that was developed by campus principals.</p>
ECISD Board Policy	DNB (LEGAL), PERFORMANCE APPRAISAL: EVALUATION OF OTHER PROFESSIONAL EMPLOYEES
Effective Date	December 14, 2010
Previous Board Action	The Board has reviewed the proposed principal performance evaluation instrument.
Future Action Expected	In the future the Board will be asked to approve a formal timeline for the principal evaluation process. The Board will also review and approve evaluation instruments and procedures for the evaluation of 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 to assist the Superintendent in assigning a performance rating for each identified practice is also part of the evaluation document.

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"> • Copy of Proposed Principal Performance Evaluation Instrument
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	Motion, second and majority vote to approve the Principal Performance Evaluation Instrument that has been developed by campus principals.
Superintendent's Recommendation	<p>I recommend that you approve the Principal Performance Evaluation Instrument that has been developed by campus principals as a part of the Consent Agenda.</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	
	<input type="checkbox"/> Uses multiple sources to develop the framework for the Campus Improvement Plan	<input type="checkbox"/> Systematically collects, analyzes, and uses data regarding the campus's progress toward attaining strategic goals and objectives		

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	<p>... and</p> <input type="checkbox"/> Involves parents/guardians, the community, and staff members in decisions about campus governance, curriculum and instruction.	<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	<p>... and</p> <input type="checkbox"/> Encourages staff members to accept leadership responsibilities outside of the campus building	
<input type="checkbox"/> Understands the importance of providing opportunities for teachers to assume leadership and decision-making roles within the campus	<input type="checkbox"/> Provides leadership development activities for staff members	<input type="checkbox"/> Creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles	<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.	

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)
<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 procedures 	<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. School 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"/> 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	
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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)
<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> <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> <input type="checkbox"/> Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff	<p>... and</p> <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 (4 C.2)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Information Only

Personnel

Annual Superintendent Compensation Study

Summary

According to the Board Activity Calendar action on the superintendent's contract and compensation considerations are scheduled for the regular meeting in January. To provide you with the necessary information to consider any changes in compensation several documents are being presented for your review.

The first document is a copy of the first seven pages of the TASB HR Services *Salaries and Benefits in Texas Public Schools, Superintendent Report 2009-2010*, plus a couple of pages of the Appendix. This survey includes data from 808 districts representing 79 percent of the school districts in the State of Texas.

The following table represents a comparison analysis of the survey information with ECISD. The table also includes data from the two previous years.

Data Element	Year	Districts Reporting	TASB Survey	ECISD
1. Average Salary (Enrollment: 3,000 – 4,999)	2010-2011	89	\$140,401	\$131,255
	2009-2010	68	\$135,551	\$127,000
	2008-2009	70	\$130,955	\$121,000
2. Average Salary Increase (Enrollment: 3,000 – 9,999)	2010-2011	109	3.5%	3.3%
	2009-2010	117	3.5%	5.0%
	2008-2009	121	4.8%	3.4%
3. Average Years as Superintendent in Current District (Enrollment: 3,000 – 9,999)	2010-2011	126	5	7
	2009-2010	127	5	6
	2008-2009	136	5	5
4. Average Total Years as a Superintendent (Enrollment: 3,000 – 9,999)	2010-2011	126	9	17
	2009-2010	127	9	16
	2008-2009	136	8	15
5. Average Total Years in Education (Enrollment: 3,000 – 9,999)	2010-2011	126	28	32
	2009-2010	127	28	31
	2008-2009	136	28	30
6. Average Annual Car Allowance	2010-2011	289	\$6,164	\$4,800
	2009-2010	299	\$6,076	\$4,800
	2008-2009	381	\$5,934	\$4,800
7. Average District Monthly Contribution for Health Insurance (Employee Only)	2010-2011	259	\$336.90	\$275.00
	2009-2010	296	\$315.87	\$250.00
	2008-2009	320	\$379.00	\$250.00

8. Average Amount Paid for Civic Organization Dues	2010-2011	344	\$838	\$500
	2009-2010	333	\$943	\$500
	2008-2009	365	\$845	\$500
9. Cell Phone / Internet Allowance (Annual)	2010-2011	391	\$1,222	\$1,200
	2009-2010	431	\$1,182	\$600
	2008-2009	487	\$1,083	\$600

Other benefits are outlined in the introduction document provided.

To see the complete report go to the Texas Association of School Boards website at <http://www.tasb.org/>. Log in to *My TASB*, and follow the following links:

- HR Resources
- Salary Survey Reports
- Superintendent Report 2010-2011

The second document is a customized report using the TASB HR Services data base from the 2010-2011 Superintendents' Report. Districts with enrollments of 3,000 to 4,000 students were selected. There were a total of 45 districts in this enrollment group who reported salary and benefit information

This report compares ECISD to the median value for the group. Statistically, the median is the middle value of a given range of data. Half of the reported values fall below the median and half of the reported values are greater than the median. The median is another measure of central tendency of a data set. It is used when there are wide variations in reported values and the average is not representative of the central tendency of the data.

The following is a brief summary of this data:

Report Summary	Year	Group	ECISD
Number of districts:	2010-11	45	
	2009-10	47	
	2008-09	45	

Median Enrollment:	2010-11	3,500	3,520
	2009-10	3,500	3,472
	2008-09	3,483	3,465
Median Local Years as Supt:	2010-11	4	7
	2009-10	4	6
	2008-09	4	5
Median Salary:	2010-11	\$136,810	\$131,255
	2009-10	\$126,075	\$127,000
	2008-09	\$123,000	\$121,000
District Salary Compared to Group:	2010-11		95.94%
	2009-10		100.73%
	2008-09		98.4%

Criteria	Year	High	Low	ECISD	Rank
Salary:	2010-11	\$198,000	\$110,236	\$131,255	28/45
	2009-10	\$187,000	\$101,236	\$127,000	23/47
	2008-09	\$170,980	\$99,236	\$121,000	26/45
Total Years as Supt:	2010-11	36	0	17	9/45
	2009-10	24	1	16	8/47
	2008-09	31	0	15	11/45
Local Years as Supt:	2010-11	25	0	7	15/45
	2009-10	24	1	6	17/47
	2008-09	23	0	5	20/45

The average salary of those superintendent's with fewer 17 total years of experience as a superintendent is \$136,478.

The average salary of those superintendent's with fewer than 7 local years of experience as a superintendent is \$133,484.

The third document uses the same 47 school districts with enrollments of 3,000 to 4,000 to compare total compensation; i.e., salary plus other benefits. The median total compensation for the

group was \$\$149,392. The total compensation for ECISD was \$140,555 (Market Comparison Ratio 94.08%).

The fourth document narrows the data set further by using an enrollment group of 3,000 to 4,000 students in the following Educational Service Center Regions:

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

The following is a brief summary of this data:

Report Summary	Year	Group	ECISD
Number of districts:	2010-11	20	
	2009-10	21	
	2008-09	17	
Median Enrollment:	2010-11	3,517	3,520
	2009-10	3,650	3,472
	2008-09	3,550	3,465
Median Local Years as Supt:	2010-11	4	7
	2009-10	3	6
	2008-09	4	5
Median Salary:	2010-11	\$135,963	\$131,255
	2009-10	\$130,000	\$127,000
	2008-09	\$125,000	\$121,000
District Salary Compared to Group:	2010-11		96.54%
	2009-10		97.69%
	2008-09		96.8%

Criteria	Year	High	Low	ECISD	Rank
Salary:	2010-11	\$164,053	\$115,000	\$131,255	13/19
	2009-10	\$165,800	\$115,319	\$127,000	14/22
	2008-09	\$164,053	\$104,000	\$121,000	12/17
Total Years as Supt:	2010-11	36	2	17	5/19
	2009-10	35	1	16	3/22
	2008-09	31	2	15	4/17
Local Years as Supt:	2010-11	15	0	7	5/19
	2009-10	12	1	6	5/22
	2008-09	12	0	5	6/17

The average salary of those superintendent's with fewer 17 total years of experience as a superintendent is \$133,345.

The average salary of those superintendent's with fewer than 7 local years of experience as a superintendent is \$134,221.

ECISD Board Policy

None.

Effective Date

July 1, 2011

Previous Board Action

The Board annually receives information to be used in considering superintendent compensation.

Future Action Expected

The Board annually considers the superintendent's compensation in January.

Background Information and Significant Issues

Historical annual superintendent salaries:

2003-2004.....	\$103,000
2004-2005.....	\$103,000
2005-2006.....	\$103,000
2006-2007.....	\$109,000
2007-2008.....	\$117,000
2008-2009.....	\$121,000
2009-2010.....	\$127,000
2010-2011.....	\$131,255

Fiscal Impact	None.
Student and Public Benefit	Maintaining competitive salaries for all personnel ensures that the district is able to recruit and maintain the best personnel possible for the benefit of the students and tax payers of the district.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	<p>The superintendent was hired in December 2003, at an annual salary of \$103,000. Because of pending financial difficulties all personnel salaries were frozen for the 2004-2005 school year. The district approved a new market driven compensation plan for all employees in the Spring of 2005, for the 2005-2006 school year; and set a goal to achieve and maintain salaries at a competitive level of 103% to 105% of the market average. The superintendent's salary for 2005-2006 remained unchanged until the plan was implemented for all other employees.</p> <ul style="list-style-type: none"> • TASB HR Services publication, <i>Salaries and Wages in Texas Public Schools, Superintendent Report 2010-2011</i> (Introduction) • Custom Superintendent Salary Comparison Report for School Districts Statewide with Enrollments from 3,000 to 4,000 Students • Custom Superintendent Total Compensation (Value of Salary and Benefits) Report for School Districts Statewide with Enrollments from 3,000 to 4,000 Students • Custom Superintendent Salary Comparison Report for School Districts in the Southeast Quadrant of the State (Regions 2, 3, 4, 5, 6, 13, and 20) with Enrollments from 3,000 to 4,000 Students
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	No action required. Information item only.
Superintendent's Recommendation	<p>This is an information item only.</p> <p>Mark Pool, Superintendent of Schools</p>

Salaries and Wages in Texas Public Schools

2010–11

Superintendent Report



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Introduction

2010–11 Superintendent Survey Highlights

Survey Information

- 1,029 Texas public school districts received the Superintendent Survey questionnaire.
- 808 districts responded, representing 79 percent of districts in Texas. 826 districts responded in 2009–10.
- 32 districts reported having an interim superintendent and are not included in the analysis.
- Survey participants may not have answered all questions.
- Survey data is effective July 2010.

Superintendent Salaries

The average superintendent salary for 2010–11 is \$120,689, a 2.8 percent increase from 2009–10. Average superintendent salaries range from \$83,729 in districts with fewer than 500 students to \$276,545 in districts with more than 50,000 students. Half of reported salaries are less than \$105,000.

Pay Increases

Ninety percent of responding districts (700) had a returning superintendent for 2010–11. The average superintendent pay increase was 3.3 percent, down from last year's average of 3.7 percent. This is the smallest average increase for superintendents in over 10 years. Thirty percent of returning superintendents (210) did not receive a pay increase, up from 24 percent last year.

Performance and Retention Bonuses

Nearly 10 percent of respondents (67) gave a bonus to the superintendent. This is even with last year but higher than the 5 to 6 percent of districts that provided the superintendent with a bonus in the five years prior to 2009–10. Most bonuses are paid to the superintendent to reward job performance or continued service. The average bonus paid was \$7,874, or 5.1 percent of the superintendent's salary. Reported bonus amounts range from less than \$500 to more than \$60,000. Half of the bonuses paid were less than \$5,000.

Superintendent Experience

Superintendents have been in their current position for an average of five years and have an average of seven years of total experience as a superintendent in any district. This is the first increase in length of superintendent service in more than 10 years. Most superintendents (62 percent) have been the superintendent in only one school district. Of the 76 districts (10 percent) with a new superintendent for 2010–11, 62 percent hired a superintendent with no previous experience in the position.

Tax-Deferred Investment Contributions

Ten percent of districts (81) contribute to a tax-deferred investment account for the superintendent, down slightly from 11 percent in 2009–10. This is in addition to required Teacher Retirement System (TRS) contributions. The average district contribution to these accounts in all responding districts is \$8,510, up 10.6 percent from 2009–10. Seventy-four percent of districts (60) making contributions require at least one year of service for the district's contribution to be vested.

Transportation Benefits

Forty-five percent of responding districts (352) provide a vehicle or car allowance to the superintendent. Eighty-two percent of these districts (289) provide an annual car allowance to cover all or part of the cost of a personal vehicle for the superintendent. The average annual vehicle allowance is \$6,164, up 1.5 percent from 2009–10.

Health Insurance Benefits

Insurance premium rates are separated into employee-only and employee-plus-family coverage and premium rates and levels of district contribution are analyzed independently. Thirty-eight percent of superintendents (259) reported employee-only rates with an average monthly premium of \$415. Sixty-two percent (422) reported employee-plus-family rates with an average monthly premium of \$931. Premiums in employee-only categories of coverage increased by 4.8 percent and premiums in employee-plus-family categories of coverage increased by 3 percent over last year.

Introduction

The overall average annual district contribution for superintendent health insurance premiums in 2010–11 is \$5,981, up 3.7 percent from last year. Districts contribute an average of 81 percent of the employee-only premium and 63 percent of the employee-plus-family premium for superintendents. Forty-one percent of respondents (278) pay the total cost of health insurance for the superintendent, regardless of the type of coverage that the superintendent elects.

Other Benefits

- Fifty percent of districts (391) provide the superintendent with an allowance for cell phone and/or internet service. The average annual allowance is \$1,222.
- Forty-four percent of respondents (344) pay dues for the superintendent's membership to civic, private or professional organizations and clubs. The average annual expense to the district for the superintendent's membership dues is \$838.
- Thirteen percent of superintendents (99) receive a housing benefit—79 percent provide a residence, 10 percent provide a residence plus a housing allowance, and 11 percent provide a housing allowance only. The average housing allowance provided is \$8,457.
- Fifty-six districts (7 percent) provide a life insurance policy for the superintendent that differs from life insurance benefits provided to other district employees. These policies have a median face value of \$310,000 and have an annual premium cost to the district of \$2,045.
- Thirty-eight districts (5 percent) provide the superintendent with an annual allowance for business expenses. The average annual allowance is \$4,584.
- Forty districts (5 percent) provide the superintendent with a long-term disability policy that is different from that provided to other employees. The average annual cost to the district is \$1,878.
- Twenty-five districts (3.5 percent) reported paying a portion of the superintendent's required Teacher Retirement System (TRS) contribution. The average contribution paid by these districts is \$10,208.
- Five districts (1 percent) purchased additional TRS service credits for the superintendent at an average cost to the district of \$22,964.

Introduction

Characteristics of Survey Participants

	Total Districts	Survey Participants	Percent of Group	Percent of Survey
All Respondents	1,029	808	78.5%	100.0%

By Enrollment

1 to 499	323	220	68.1%	27.2%
500 to 999	207	159	76.8%	19.7%
1,000 to 1,599	130	108	83.1%	13.4%
1,600 to 2,999	112	94	83.9%	11.6%
3,000 to 4,999	89	73	82.0%	9.0%
5,000 to 9,999	68	60	88.2%	7.4%
10,000 to 24,999	54	52	96.3%	6.4%
25,000 to 49,999	28	25	89.3%	3.1%
50,000 and over	18	17	94.4%	2.1%

By ESC Region

1 Edinburg	37	29	78.4%	3.6%
2 Corpus Christi	42	33	78.6%	4.1%
3 Victoria	40	35	87.5%	4.3%
4 Houston	53	46	86.8%	5.7%
5 Beaumont	30	23	76.7%	2.8%
6 Huntsville	56	42	75.0%	5.2%
7 Kilgore	96	62	64.6%	7.7%
8 Mount Pleasant	47	36	76.6%	4.5%
9 Wichita Falls	38	26	68.4%	3.2%
10 Richardson	80	71	88.8%	8.8%
11 Fort Worth	76	60	78.9%	7.4%
12 Waco	78	56	71.8%	6.9%
13 Austin	56	46	82.1%	5.7%
14 Abilene	42	28	66.7%	3.5%
15 San Angelo	43	36	83.7%	4.5%
16 Amarillo	63	52	82.5%	6.4%
17 Lubbock	57	44	77.2%	5.4%
18 Midland	33	26	78.8%	3.2%
19 El Paso	12	11	91.7%	1.4%
20 San Antonio	50	46	92.0%	5.7%

Superintendent Compensation and Benefits Summary

Superintendent Salaries by Enrollment

	Number of Respondents	Percent of Enrollment Group	2010–11 Average Salary	Distribution of Salaries		
				25 th Percentile	Median	75 th Percentile
All Respondents	768	74.6%	\$120,689	\$ 89,583	\$105,000	\$137,813
By Enrollment						
1 to 499	206	63.8%	\$83,729	\$76,115	\$83,000	\$90,000
500 to 999	152	73.4%	96,858	90,000	95,000	102,000
1,000 to 1,599	107	82.3%	109,139	99,538	106,700	115,000
1,600 to 2,999	90	80.4%	118,228	108,125	119,500	125,995
3,000 to 4,999	69	77.5%	140,401	130,000	139,050	150,000
5,000 to 9,999	56	82.4%	168,301	155,188	163,350	177,250
10,000 to 24,999	47	87.0%	191,316	169,607	191,087	210,000
25,000 to 49,999	25	89.3%	234,841	201,880	240,000	252,876
50,000 and over	16	88.9%	276,545	259,642	280,157	292,813

Superintendent Compensation and Benefits Summary

Superintendent Pay Increases

	Number of Respondents*	Average Pay Increase**	Percent Receiving Pay Increase	Percent Not Receiving Pay Increase
All Respondents	692	3.3%	70.2%	29.8%
By Enrollment				
1 to 2,999	503	3.4%	72.6%	27.4%
3,000 to 9,999	109	3.5%	75.2%	24.8%
10,000 and over	80	2.2%	48.8%	51.3%

* Does not include districts with a new superintendent for 2010–11.

** Includes all responding superintendents, not just those who received an increase.

Performance and Retention Bonuses

	Number of Respondents*	Percent of Respondents	Average Bonus Amount	Average Amount as Percent of 2009–10 Salary
All Respondents	67	9.6%	\$7,874	5.1%
By Enrollment				
1 to 2,999	46	9.0%	\$3,998	3.8%
3,000 to 9,999	9	8.2%	12,306	8.2%
10,000 and over	12	14.8%	19,406	7.7%

* Does not include districts with a new superintendent for 2010–11.

Superintendent Experience

	Number of Respondents	Average Years in Current District as Supt	Average Total Supt Experience	Average Years in Education
All Respondents	776	5	7	26
By Enrollment				
1 to 2,999	561	4	7	25
3,000 to 9,999	126	5	9	28
10,000 and over	89	5	9	30

Superintendent Compensation and Benefits Summary

Employee-Only Health Insurance

	Number of Districts Responding	Average Monthly Premium	Average District Contribution	Percent of Premium Paid by District	Number of Districts Paying 100% of Premium
All Respondents	259	\$415.39	\$336.90	80.8%	111

By Enrollment

1 to 2,999	201	\$413.08	\$330.74	79.9%	83
3,000 to 9,999	35	426.13	352.33	82.0%	16
10,000 and over	23	419.25	367.21	87.2%	12

Employee-Plus-Family Health Insurance

	Number of Districts Responding	Average Monthly Premium	Average District Contribution	Percent of Premium Paid by District	Number of Districts Paying 100% of Premium
All Respondents	422	\$930.60	\$597.59	63.1%	167

By Enrollment

1 to 2,999	288	\$922.17	\$545.62	58.2%	91
3,000 to 9,999	72	1,020.26	804.02	76.5%	46
10,000 and over	62	865.63	599.31	70.1%	30

Tax-Deferred Investment Contributions

	Number of Districts Contributing	Percent of Respondents	Average Annual Contribution	Districts with Vesting Requirement
All Respondents	81	10.4%	\$8,510	60

By Enrollment

1 to 2,999	41	7.3%	\$4,557	34
3,000 to 9,999	15	11.9%	8,922	14
10,000 and over	25	28.1%	15,005	12

Annual Car Allowances

	Number Providing Allowance	Percent of Respondents	Average Annual Car Allowance
All Respondents	289	37.2%	\$6,164

By Enrollment

1 to 2,999	159	28.3%	\$4,935
3,000 to 9,999	77	61.1%	6,630
10,000 and over	53	59.6%	9,176

Superintendent Compensation and Benefits Summary

Summary of Other Superintendent Benefits

	Number of Districts Responding	Number of Districts Providing	Percent of Respondents	Average Cost to District
Benefit				
Cell Phone/Internet Expenses	776	391	50.4%	\$1,222
Membership Dues	776	344	44.3%	838
Residence Provided	776	88	11.3%	
Life Insurance Policy	776	56	7.2%	2,045
Long-Term Disability Insurance	776	40	5.2%	1,878
Business Expense Allowance	776	38	4.9%	4,584
TRS Contribution	716	25	3.5%	10,208
Housing Allowance	776	21	2.7%	8,457
TRS Service Credit Purchase	715	5	0.7%	22,964

Appendix

Description of Survey

This survey is a compilation of superintendent salary and benefit information submitted to TASB HR Services during the fall semester of the 2010–11 school year. The survey questionnaire was e-mailed to 1,029 school districts. Data in this report was taken from responses to the Superintendent Survey Questionnaire.

Accurate and timely information helps school officials set educator salaries. The data in this report can be used by local boards to effectively recruit, retain, and reward superintendents through the development of competitive compensation packages. All superintendent compensation packages are unique and are tailored to the needs of the superintendent and local school district. There may be other benefits or pay elements provided to superintendents that are not represented here. The data reported in this survey details the most common elements of superintendent compensation packages in Texas.

The Salaries by Enrollment Group listing includes the superintendent salary and years of experience in participating districts. Districts are listed alphabetically within each enrollment group. If the district reported an interim superintendent for the 2010–11 school year, no salary or experience is listed.

Survey Methodology

Standard statistical and mathematical calculations were used in compiling and analyzing the data. Statewide trends are presented according to enrollment group except where otherwise identified in the body of this report.

District responses that included partial years of experience are rounded down if five months or less are reported and rounded up to the next year if six months or more are reported.

Appendix

Survey Definitions

Number of districts responding refers to the count of districts responding to the survey item or question. It also may be expressed as a percentage of the total or stratified group that responded to the survey item. Various statistical measures and data groupings are used throughout the report. They are summarized below:

1. **Average**—The sum of all data points divided by the number of data points. The average is one measure of central tendency of a data set.
2. **Median**—The middle value of a given range of data. Half of the reported values fall below the median and half of the reported values are greater than the median. The median is another measure of central tendency of a data set. It is used when there are wide variations in reported values and the average is not representative of the central tendency of the data.
3. **Quartile**—A quartile is calculated by dividing a range of numbers into four equal parts. Each quartile value represents the data point at which 25, 50, 75, or 100 percent of the data fall below. For example, one-quarter of all data values are below the first quartile (25 percent) value. The second quartile (50 percent) is also the median.
4. **Enrollment Group**—A group of districts with the same or similar enrollment. The enrollment groups are the same as those defined by the Texas Education Agency.

Districts were asked to report the superintendent's current annual salary and to respond to questions regarding additional benefits. The definitions of salary and benefit options are provided below:

1. **Superintendent Salary**—Annual base salary, excluding bonuses and other cash benefits.
2. **Bonus**—An additional one-time cash payment made to the superintendent.
3. **Car**—Any vehicle provided for the superintendent's use.
4. **Car Allowance**—A regular, set amount of money provided to the superintendent for the use of his or her personal vehicle.
5. **Business Allowance**—An annual, set amount of money provided to the superintendent to cover costs incurred while conducting district business.
6. **Paid Dues**—The district's expense for the superintendent's membership to civic, private, or professional organizations and clubs.
7. **Health Insurance**—Health insurance premiums and district costs for the superintendent and his or her family.
8. **Supplemental Insurance**—A special life insurance or long-term disability policy provided by the district that is uniquely tailored to the needs of the superintendent and different than those provided to other employees.
9. **Supplemental Retirement**—Monies paid on behalf of the superintendent to a personal retirement account, tax-deferred investment, or for the purchase of additional TRS service credits.
10. **Housing Assistance**—The residence provided for the superintendent or any money provided as a housing allowance.



2010-11 Superintendent Salary Comparison Report
 Report ID = 2010-2011 Superintendent Salary Comparison Report
 Report Created: 12/10/2010 10:12:49 AM
 Enrollment Selection: 3,000 to 4,000
 ESC Selection: All

District	ESC	Enrollment	% Economic Disadvantaged	Local Years as Supt	Total Years as Supt	2010-11 Salary	Retired or Interim
El Campo ISD	03	3,520	66.91%	7	17	\$131,255	
Andrews ISD	18	3,200		2	5	\$135,000	
Aransas County ISD	02	3,114		2	8	\$145,000	
Athens ISD	07	3,500	69.74%	4	4	\$122,750	
Bay City ISD	03	3,800	60.0%	2	6	\$121,091	
Beeville ISD	02	3,533		0	3	\$115,000	Retired
Big Spring ISD	18	3,850	64.73%	1	1	\$127,000	
Brownwood ISD	15	3,550		2	6	\$128,000	
Burkburnett ISD	09	3,600	47.49%	25	25	\$138,840	
Calallen ISD	02	3,879	45.38%	15	24	\$164,053	Retired
Castleberry ISD	11	3,684	71.38%	10	10	\$178,000	
Chapel Hill ISD-Smith County	07	3,300	69.3%	0	0	\$111,000	
Cleveland ISD	04	3,846		5	10	\$142,500	
Columbia-Brazoria ISD	04	3,037		10	10	\$116,472	
Elgin ISD	13	3,959		6	36	\$133,500	Retired
Floresville ISD	20	3,768	55.88%	6	6	\$132,320	
Fredericksburg ISD	13	3,000		13	21	\$136,810	
Henderson ISD	07	3,300	58.34%	0	13	\$140,000	
Kaufman ISD	10	3,769	60.2%	4	9	\$121,500	
Kennedale ISD	11	3,250	35.58%	10	16	\$154,500	
Kilgore ISD	07	3,800		3	3	\$137,500	
La Vernia ISD	20	3,034		7	13	\$141,860	
Lake Worth ISD	11	3,000	74.36%	10	10	\$150,000	
Lampasas ISD	12	3,150	49.25%	1	6	\$125,000	
Lindale ISD	07	3,720	39.86%	3	11	\$144,843	
Little Cypress-Mauriceville CISD	05	3,638	35.6%	10	10	\$135,116	
Lovejoy ISD	10	3,200		5	5	\$198,000	
Lumberton ISD	05	3,900	32.69%	4	4	\$118,690	



2010-11 Superintendent Salary Comparison Report
 Report ID = 2010-2011 Superintendent Salary Comparison Report
 Report Created: 12/10/2010 10:12:49 AM
 Enrollment Selection: 3,000 to 4,000
 ESC Selection: All

ISD	Enrollment	Salary	%	Local Years	State Years	Salary	Notes
Medina Valley ISD	20	3,500	50.65%	3	11	\$140,000	
Mineral Wells ISD	11	3,575	62.16%	3	21	\$137,000	
North Lamar ISD	08	3,000	38.13%	22	22	\$140,000	
Pampa ISD	16	3,400		7	18	\$127,389	
Paris ISD	08	3,770	72.47%	9	9	\$125,000	
Pleasanton ISD	20	3,650		4	9	\$130,000	
Princeton ISD	10	3,150		9	12	\$144,924	
Robstown ISD	02	3,350	53.51%	0	31	\$138,000	Retired
San Elizario ISD	19	3,950		14	14	\$158,000	
Somerset ISD	20	3,900		2	2	\$127,050	
South Texas ISD	01	3,100		10	10	\$143,100	Retired
Splendora ISD	06	3,500	61.21%	4	7	\$150,000	
Springtown ISD	11	3,500	52.9%	3	3	\$121,367	
Stafford Municipal School District	04	3,228		4	4	\$151,725	
Stephenville ISD	11	3,500		11	14	\$134,186	
Taylor ISD	13	3,150	64.86%				Interim
Tuloso-Midway ISD	02	3,500	50.8%				Interim
Wylie ISD-Taylor County	14	3,200	14.87%	2	2	\$110,236	

Report Summary	Group	My District	Avg Tenure	Supt Tenure
Number of Districts:	45			
Median Enrollment:	3,500	3,520		
Median Local Years as Supt:	4	7	11	17
Median Local Years as Supt:	\$136,810	\$131,255		
District Salary Compared to Group:		95.94%		



2010-11 Superintendent Total Compensation Comparison Report
 Report ID = 2010-2011 Total Compensation Statewide Comparison Report

Report Created: 12/10/2010 10:49:56 AM

Enrollment Selection: 3,000 to 4,000

ESC Selection: All

District	Enroll	2010-11 Salary	Bonus	Vehicle	Other Allowance	Health Insurance	Life & Disability Premiums	Additional Retirement Benefits	Other Comp	Total Comp	Salary as Percent of Total Comp
El Campo ISD	3,520	\$131,255		\$4,800	\$1,200	\$3,300				\$140,555	93.38%
Median	3,500	\$136,810	\$8,500	\$6,000	\$1,800	\$6,396	\$72	\$12,950	\$3,396	\$149,392	92.5%
Number of Districts	45	43	4	27	35	35	3	2	7	43	43
Andrews ISD	3,200	\$135,000			\$1,000	\$5,100				\$141,100	95.67%
Aransas County ISD	3,114	\$145,000		\$6,000	\$1,926	\$16,008				\$168,934	85.83%
Athens ISD	3,500	\$122,750	\$12,000	\$9,000	\$1,988	\$14,556			\$8,147	\$168,441	72.87%
Bay City ISD	3,800	\$121,091		\$3,000	\$1,600	\$2,700				\$128,391	94.31%
Beeville ISD	3,533	\$115,000		\$3,600	\$1,135		\$33			\$119,768	96.01%
Big Spring ISD	3,850	\$127,000			\$1,800	\$2,700				\$131,500	96.57%
Brownwood ISD	3,550	\$128,000		\$8,400	\$2,500				\$4,000	\$142,900	89.57%
Burkburnett ISD	3,600	\$138,840			\$6,500	\$2,700				\$148,040	93.78%
Calallen ISD	3,879	\$164,053			\$1,800					\$165,853	98.91%
Castleberry ISD	3,684	\$178,000		\$4,800		\$6,396				\$189,196	94.08%
Chapel Hill ISD-Smith County	3,300	\$111,000		\$4,800	\$1,200	\$11,892				\$128,892	86.11%
Cleveland ISD	3,846	\$142,500		\$6,000	\$3,667	\$11,892				\$164,059	86.85%
Columbia-Brazoria ISD	3,037	\$116,472		\$3,600	\$480	\$2,700				\$123,252	94.49%
Elgin ISD	3,959	\$133,500		\$7,938	\$1,984				\$4,366	\$147,788	90.33%
Floresville ISD	3,768	\$132,320		\$2,400	\$1,450	\$11,892				\$148,062	89.36%
Fredericksburg ISD	3,000	\$136,810				\$2,700				\$139,510	98.06%
Henderson ISD	3,300	\$140,000			\$1,000	\$11,892			\$975	\$153,867	90.98%
Kaufman ISD	3,769	\$121,500	\$5,000	\$7,200	\$2,600	\$11,892			\$1,200	\$149,392	81.32%
Kennedale ISD	3,250	\$154,500			\$1,200	\$6,396				\$162,096	95.31%
Kilgore ISD	3,800	\$137,500		\$7,200	\$2,000	\$2,700				\$149,400	92.03%
La Vernia ISD	3,034	\$141,860			\$6,050	\$7,560				\$155,470	91.24%
Lake Worth ISD	3,000	\$150,000		\$6,000		\$16,008	\$1,968			\$173,976	86.21%
Lampasas ISD	3,150	\$125,000		\$6,000	\$300	\$16,008				\$147,308	84.85%
Lindale ISD	3,720	\$144,843		\$6,000	\$2,940	\$9,192				\$162,975	88.87%
Little Cypress-Mauriceville CISD	3,638	\$135,116		\$6,000	\$2,800	\$14,556				\$158,472	85.26%
Lovejoy ISD	3,200	\$198,000	\$25,000	\$7,000	\$4,880	\$14,556				\$249,436	79.37%
Lumberton ISD	3,900	\$118,690			\$900	\$2,700				\$122,290	97.05%



2010-11 Superintendent Total Compensation Comparison Report
 Report ID = 2010-2011 Total Compensation Statewide Comparison Report

Report Created: 12/10/2010 10:49:56 AM

Enrollment Selection: 3,000 to 4,000

ESC Selection: All

Medina Valley ISD	3,500	\$140,000			\$1,460	\$6,396				\$147,856	94.68%
Mineral Wells ISD	3,575	\$137,000		\$7,200	\$2,191	\$3,588				\$149,979	91.34%
North Lamar ISD	3,000	\$140,000		\$6,000		\$3,600				\$149,600	93.58%
Pampa ISD	3,400	\$127,389		\$4,800		\$6,396				\$138,585	91.92%
Paris ISD	3,770	\$125,000		\$4,500	\$1,329	\$3,600				\$134,429	92.98%
Pleasanton ISD	3,650	\$130,000			\$1,360	\$2,700				\$134,060	96.97%
Princeton ISD	3,150	\$144,924		\$6,000	\$500	\$2,700				\$154,124	94.03%
Robstown ISD	3,350	\$138,000		\$3,000	\$3,000					\$144,000	95.83%
San Elizario ISD	3,950	\$158,000			\$500	\$8,088				\$166,588	94.84%
Somerset ISD	3,900	\$127,050		\$3,600	\$300	\$6,396				\$137,346	92.5%
South Texas ISD	3,100	\$143,100	\$3,000		\$1,800			\$3,396		\$151,296	94.58%
Splendora ISD	3,500	\$150,000								\$150,000	100.0%
Springtown ISD	3,500	\$121,367			\$780					\$122,147	99.36%
Stafford Municipal School District	3,228	\$151,725				\$16,008	\$72	\$19,400	\$998	\$188,203	80.61%
Stephenville ISD	3,500	\$134,186		\$6,000	\$3,600	\$7,560		\$6,500		\$157,846	85.01%
Taylor ISD	3,150										
Tuloso-Midway ISD	3,500										
Wylie ISD-Taylor County	3,200	\$110,236		\$4,000		\$10,080				\$124,316	88.67%

* See the Superintendent Benefits Comparison Report for more detail on bonuses, individual allowances, other insurance premiums and additional retirement benefits.

Average for Comparison Group		\$137,031	\$11,250	\$5,557	\$2,015	\$8,052	\$691	\$12,950	\$3,297	\$150,948	91.21%
Comparison Ratio		95.79%	0.00%	86.38%	59.56%	40.99%	0.00%	0.00%	0.00%	93.12%	102.37%



2010-11 Superintendent Salary Comparison Report
 Report ID = 2010-2011 Regional Superintendent Compensation Comparison Report
 Report Created: 12/10/2010 11:28:23 AM
 Enrollment Selection: 3,000 to 4,000
 ESC Selection: Multiple

District	ESC	Enrollment	% Economic Disadvantaged	Local Years as Supt	Total Years as Supt	2010-11 Salary	Retired or Interim
El Campo ISD	03	3,520	66.91%	7	17	\$131,255	
Aransas County ISD	02	3,114		2	8	\$145,000	
Bay City ISD	03	3,800	60.0%	2	6	\$121,091	
Beeville ISD	02	3,533		0	3	\$115,000	Retired
Calallen ISD	02	3,879	45.38%	15	24	\$164,053	Retired
Cleveland ISD	04	3,846		5	10	\$142,500	
Columbia-Brazoria ISD	04	3,037		10	10	\$116,472	
Elgin ISD	13	3,959		6	36	\$133,500	Retired
Floresville ISD	20	3,768	55.88%	6	6	\$132,320	
Fredericksburg ISD	13	3,000		13	21	\$136,810	
La Vernia ISD	20	3,034		7	13	\$141,860	
Little Cypress-Mauriceville CISD	05	3,638	35.6%	10	10	\$135,116	
Lumberton ISD	05	3,900	32.69%	4	4	\$118,690	
Medina Valley ISD	20	3,500	50.65%	3	11	\$140,000	
Pleasanton ISD	20	3,650		4	9	\$130,000	
Robstown ISD	02	3,350	53.51%	0	31	\$138,000	Retired
Somerset ISD	20	3,900		2	2	\$127,050	
Splendora ISD	06	3,500	61.21%	4	7	\$150,000	
Stafford Municipal School District	04	3,228		4	4	\$151,725	
Taylor ISD	13	3,150	64.86%				Interim
Tuloso-Midway ISD	02	3,500	50.8%				Interim

Report Summary	Group	My District	Avg Tenure	Supt Tenure
Number of Districts:	20			
Median Enrollment:	3,517	3,520		
Median Local Years as Supt:	4	7	12	17
Median Local Years as Supt:	\$135,963	\$131,255		
District Salary Compared to Group:		96.54%		

Agenda Item Summary Sheet (4 D.2)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Discussion Only

Consent Agenda: Curriculum and Instruction	Bilingual Education and ESL Program Improvement Plan
Summary	Last month the Board approved the annual evaluation of our Bilingual Education and English as a Second Language Program. Based upon our self-evaluation of these programs we have developed an improvement plan for your review.
ECISD Board Policy	EHBE (LEGAL), SPECIAL PROGRAMS: BILINGUAL EDUCATION / ESL
Effective Date	December 14, 2010
Previous Board Action	The administration annually prepares a program improvement plan for the Board's review following the Board's evaluation of the program.
Future Action Expected	The administration annually prepares a program improvement plan for the Board's review following the Board's evaluation of the program.
Background Information and Significant Issues	<p>The Bilingual / ESL Program Improvement Plan has the following goals and objectives:</p> <p>Goal 1: All Limited English Proficient (LEP) students will meet or exceed all State standards.</p> <p>Objective 1: By the end of school year 2010-2011, LEP students will exceed State requirements on Texas Assessment of Knowledge and Skills (TAKS) and the Texas English Language Proficiency Assessment System (TELPAS).</p> <p>Objective 2: Work toward bringing ECISD into compliance with State Law which requires that a Bilingual Program be offered in grades PK-5 and that the district have in writing Sheltered Instruction Training and full implementation of the ELPS.</p> <p>Objective 3: Increase parental involvement for all LEP students.</p> <p>Objective 4: Increase opportunity for teachers to attend research based staff development to better educate LEP students.</p>

Fiscal Impact	Cost of strategies for accomplishment of objectives. [Reference Improvement Plan document.]
Student and Public Benefit	Program evaluation and improvement planning will provide an environment of continuous improvement of all programs for all students.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<i>ECISD Bilingual/ESL Program Improvement Plan, 2010-2011.</i>
Contact Person(s)	Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction Lisa Hernandez, Bilingual Education / ESL Facilitator
Action Required	None.
Superintendent's Recommendation	This is an information item only. No action required. Mark Pool, Superintendent of Schools

ECISD Bilingual/ESL Program Improvement Plan 2010-2011

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

Objective: 1 By the end of school year 2010-2011, 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	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation																														
1. Continue to identify struggling LEP students and offer additional tutorials in all content areas throughout the school day.	Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"> </td><td style="text-align: center;">X</td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td> </tr> <tr> <td colspan="6"> </td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td> </tr> </table>	A	S	O	N	D	J		X											F	M	A	M	J	J							All principals All Counselors Campus Facilitators	None	Disaggregated data Nine week assessments Benchmark results	Increased performance on TAKS and TELPAS
A	S	O	N	D	J																															
	X																																			
F	M	A	M	J	J																															
2. Schedule LEP students who need extra help in learning labs.	Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"> </td><td style="text-align: center;">X</td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;">X</td> </tr> <tr> <td colspan="6"> </td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td><td style="text-align: center;"> </td> </tr> </table>	A	S	O	N	D	J		X				X							F	M	A	M	J	J							Bilingual/ESL teachers ESL aides Counselors	SCE funds	List of students served	Improved student performance for ESL students
A	S	O	N	D	J																															
	X				X																															
F	M	A	M	J	J																															
3. Provide Newcomers in grades 2-5 with a Certified Bilingual Teacher to service them for a portion of their day to be determined by LPAC	Lisa Hernandez Diann Srubar Mauri Couey Liz Graves	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td> </tr> <tr> <td colspan="6"> </td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;">X</td><td style="text-align: center;"> </td><td style="text-align: center;"> </td> </tr> </table>	A	S	O	N	D	J	X	X	X	X	X	X							F	M	A	M	J	J	X	X	X	X			Certified Bilingual Teacher	None	LPAC Documentation	Increase English Language Development of Newcomers.
A	S	O	N	D	J																															
X	X	X	X	X	X																															
F	M	A	M	J	J																															
X	X	X	X																																	

ECISD Bilingual/ESL Program Improvement Plan 2010-2011

Objective: 2 Work toward bringing ECISD into compliance with State Law which requires that a Bilingual Program be offered in grades PK-5 and that the district have in writing Sheltered Instruction Training and full implementation of the ELPS.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation																								
1. Hire a Bilingual /ESL Facilitator to be in charge of the Bil/ESL program, Sheltered Instruction, LPAC and TELPAS.	Carolyn Gordon	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td> </tr> <tr> <td>X</td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	A	S	O	N	D	J	X						F	M	A	M	J	J							Applications	Bil/ESL/Migrant Funds	Facilitator Hired	Begin to bring the district into compliance with State Law.
A	S	O	N	D	J																									
X																														
F	M	A	M	J	J																									
2. Bilingual Teachers currently engaged in ESL Support will be re-assigned as Classroom Teachers in order to comply with the state regulation that we offer a Bilingual Program. We are currently under a Bilingual Exception in which it is stated that we will have three kindergarten, one first grade and one second grade transitional bilingual classrooms next year. As such, a Bilingual ARI position is also necessary.	Lisa Hernandez Liz Graves	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td> </tr> <tr> <td>X</td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	A	S	O	N	D	J	X						F	M	A	M	J	J							Bilingual Classroom start-up materials	Bil/ESL Funds	List of Transitional Bilingual students	Improved Tejas Lee scores
A	S	O	N	D	J																									
X																														
F	M	A	M	J	J																									

ECISD Bilingual/ESL Program Improvement Plan 2010-2011

<p>3. Ensure that ALL teachers are including the ELPS in their lesson plans to guarantee that they are making content comprehensible to LEP students.</p>	<p>Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td> </tr> <tr> <td>X</td><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td> </tr> <tr> <td colspan="6"> </td> </tr> <tr> <td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td> </tr> <tr> <td>X</td><td>X</td><td>X</td><td>X</td><td></td><td></td> </tr> </table>	A	S	O	N	D	J	X	X	X	X	X	X							F	M	A	M	J	J	X	X	X	X			<p>ELPS Academy for Sheltered Teachers and Campus Administrators</p>	<p>Local - Substitutes</p>	<p>Certificates of attendance on file</p>	<p>Increase the number of LEP students receiving passing grades, increased passing rates for TAKS and increased scores on TELPAS.</p>
A	S	O	N	D	J																															
X	X	X	X	X	X																															
F	M	A	M	J	J																															
X	X	X	X																																	
<p>4. Development of a District Bilingual / ESL Handbook</p>	<p>Lisa Hernandez Bilingual/ESL Teachers</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td colspan="6"> </td> </tr> <tr> <td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td> </tr> <tr> <td></td><td></td><td></td><td>X</td><td></td><td></td> </tr> </table>	A	S	O	N	D	J													F	M	A	M	J	J				X			<p>Bilingual/ESL Teacher Meetings</p>	<p>Local - Substitutes</p>	<p>Agenda Sign-in Sheets</p>	<p>District Bilingual/ESL Handbook posted to web for Campus Staff.</p>
A	S	O	N	D	J																															
F	M	A	M	J	J																															
			X																																	

ECISD Bilingual/ESL Program Improvement Plan 2010-2011

Objective: 3 Increase parental involvement for all LEP Students.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation																								
1. Continue to offer Family Literary Nights for parents and students in grades K-12.	Rich DuBroc Rodney Montello Diann Srubar Marui Couey Liz Graves	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	S	O	N	D	J	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All Bilingual/ESL teachers	Local Bil/ESL funds	Calendar, agendas, sign-in sheets	Increase in the number of students and parents attending
A	S	O	N	D	J																									
<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
2. Provide parents of LEP students the opportunity to attend a Parent Awareness Night concerning high school credit requirements.	Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	S	O	N	D	J	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Principals Teachers Counselors Lisa Hernandez	None	Letters Brochures in English and Spanish	100% of LEP parents informed
A	S	O	N	D	J																									
<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
3. Conduct an informational meeting for Bilingual parents regarding the Transitional Bilingual Program.	Lisa Hernandez Bilingual Teachers	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	S	O	N	D	J	<input checked="" 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Bil/ESL Facilitator and Teachers Principal Counselor	Bil/ESL Funds	Agenda Sign-in Sheets	100% of Bilingual parents informed.
A	S	O	N	D	J																									
<input checked="" 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
4. Translate written communication to parents beginning with the Student Code of Conduct and Campus Handbooks as provided by the Title VI Civil Rights Act.	Carolyn Gordon Lisa Hernandez Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	S	O	N	D	J	<input checked="" 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student Code of Conduct and Campus Handbooks	Local Funds	Translation of Student Code of Conduct and Campus Handbooks	100% of Spanish Speaking parents receive Spanish Student Code of Conduct.
A	S	O	N	D	J																									
<input checked="" 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									

ECISD Bilingual/ESL Program Improvement Plan 2010-2011

Objective: 4 Increase opportunity for teachers to attend research based staff development to better educate LEP students.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation																								
1. Increase the number of teachers receiving ESL/Bilingual certification.	Lisa Hernandez Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;">X</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	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"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Region III Carolyn Gordon, Asst. Supt.	Bil/ESL funds SCE funds	List of teachers taking test	Increased number of teachers obtaining certification
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"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
2. Continue to provide staff development for all professional and paraprofessional staff on Bilingual/ESL methods, strategies, and appropriate modifications.	Lisa Hernandez Rich DuBroc Rodney Montello Diann Srubar Dollie Coleman Liz Graves	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">X</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;">X</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	S	O	N	D	J	X	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X	F	M	A	M	J	J	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Region III TABE Bilingual/ESL Facilitator	Title II, Part A Bil/ESL SCE	Agenda Sign-in sheets	Increase in student performance
A	S	O	N	D	J																									
X	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X																									
F	M	A	M	J	J																									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																									
3. Ensure that all teachers and paraprofessionals of LEP students attend an ELPS Academy.	Lisa Hernandez Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">A</td><td style="text-align: center;">S</td><td style="text-align: center;">O</td><td style="text-align: center;">N</td><td style="text-align: center;">D</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;">X</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">F</td><td style="text-align: center;">M</td><td style="text-align: center;">A</td><td style="text-align: center;">M</td><td style="text-align: center;">J</td><td style="text-align: center;">J</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;">X</td><td style="text-align: center;"><input type="checkbox"/></td><td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	A	S	O	N	D	J	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	F	M	A	M	J	J	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	Region III	Local - Substitutes	Certificate of attendance on file	All teachers ELPS trained.
A	S	O	N	D	J																									
X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X																									
F	M	A	M	J	J																									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>																									

Agenda Item Summary Sheet (5 A)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Action Item

Business Consider Approval of Contract for the Purchase of the Old Middle School Property

Summary At the last regular board meeting on November 16, 2010, the Board authorized the Superintendent to begin negotiations with Eagles Nest Enterprises, LLC, from Austin, Texas for the purchase of the Old Middle School Property located at 1401 MLK Blvd.

As previously reported to the Board I have been able to negotiate a purchase price that is \$50,000 more than the original bid price. I have also been able to negotiate the demolition requirements so that Eagles Nest Enterprises has agreed to accept our base proposal for demolition without requiring the district to remove the piers and stabilize the subsurface, which was the costly Alternate No. 2 in the demolition proposals.

However, both of these negotiated points added costs for Eagles Nest Enterprises to the point that they will not be able to meet the cost feasibility requirements for their application for federal tax credits to fund the project without the City's and/or County's ability to provide an in-kind contribution (i.e., fill dirt to raise the site elevation), which they will not know until probably March or April of 2011.

Eagles Nest Enterprises is still willing to enter into a Real Estate Sales Contract that makes the sale contingent upon their federal tax credit application approval in January 2012 and funding in the summer of 2012. (This is basically the same contract we have been working on extended for another 12 months.)

ECISD Board Policy CDB (LEGAL), OTHER REVENUES: SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY

Effective Date December 14, 2010

Previous Board Action 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.

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.

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 *Texas Local Government Code § 272.001*.

June 17, 2008 - The Board reviewed the proposed Request for Sealed Bid Proposals for the sale of the Old Middle School Property.

October 28, 2008 – Bids were received and evaluated for the purchase of the Old Middle School Property.

November 18, 2008 – Contract for the purchase of the Old Middle School Property was awarded to Ecco Properties, LLC.

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.

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 *Texas Local Government Code § 272.001*.

November 16, 2010 – The Board reviewed the bid proposals received on November 8, 2010, for the purchase of the Old Middle School Property and authorized the Superintendent to begin negotiations with the top ranked proposer.

Future Action Expected

None.

Background Information and Significant Issues

The Board has at least three options on how to proceed:

- (1) Enter into a Real Estate Sales Contract with Eagles Nest Enterprises for a potential closing in the Summer of 2012;
- (2) Formally end negotiations with Eagles Nest Enterprises and enter into negotiations with Broken Chains Ministry from Boling, Texas; or
- (3) Formally end negotiations with Eagles Nest Enterprises and reject all bids with the possibility of rebidding the sale at some date in the future.

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	The Real Estate Sales Contract must be completed. Before a Deed is conveyed, the Deed must 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.
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, <i>United States v. State of Texas</i>, 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	None.
Contact Person(s)	Mark Pool, Superintendent of School
Action Required	Depends on the option the Board selects.
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 (5 B)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Action Item

Business

Consider Contract for Demolition of Old Middle School

Summary

At the regular meeting on November 16, 2010, the Board received competitive sealed proposals and authorized the Superintendent to begin negotiations with contractors who submitted proposals for the demolition of the Old Middle School. Negotiations were to proceed in the order in which the proposals were ranked as offering the best value to the district.

Seven proposals had been received at 2:00 p.m. on November 16th, with the base proposals ranging from \$384,500 to \$586,786. Base proposals plus Alternate No. 2, which called for removal of drilled and under reamed footings and re-stabilization of the subsurface ranged from \$513,000 to \$673,884.

Following the meeting ECISD officials and a representative from RWS Architects evaluated and ranked the top four proposals using the weighted criteria established by the Board and published in the RFP. (A copy of the evaluation and ranking tabulation is attached.) Since the Board had indicated by consensus there was no interest in removing the drilled / under reamed piers at this time only the base proposals were considered in the evaluation.

The ranking of the contractors following the evaluation of the base proposal was as follows:

1. Renew Environmental
2. Grant MacKay Demolition
3. Polasek Construction
4. Inland Environments

ECISD Board Policy

CVA (LEGAL) – FACILITIES CONSTRUCTION: COMPETITIVE BIDDING

Effective Date

December 14, 2010

Previous Board Action

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.

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.

The Board received competitive sealed proposals for the demolition of the Old Middle School on November 16, 2010.

Future Action Expected

Award a contract for the demolition of the Old Middle School.

Background Information and Significant Issues

After discussions with the Eagles Nest Enterprises (who was the top ranked bidder for purchase of the property) regarding their requirements for demolition and to inform them the district did not intend to remove the drilled / under reamed footings, a post proposal addendum to the demolition construction documents was prepared by RWS Architects and issued to Renew Environment. Our attorney had indicated that the post proposal addendum had to be presented to the contractor ranked as offering the best value to the district until formal negotiations were ended with that contractor; or that all proposals had to be rejected and a new RFP issues with the post proposal addendum information.

The intent of this revision to the demolition construction document specifications was to significantly reduce the Base Proposal amount. Based on the revised recommendation of the Geotechnical Engineer following discussions with Eagles Nest Enterprises, the foundation excavation and fill requirements where the drilled and under reamed footings were removed down to three feet below grade were changed significantly and the scope of work was reduced.

Fiscal Impact

Unknown at this time. We are still waiting on the cost reductions from Renew Environments.

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

Action on this item can be delayed until the regular meeting in January, or all bids can be rejected and the process repeated at a future date.

Other Comments and Related Issues

None.

Attachments

Tabulation and evaluation of demolition proposals.

Contact Person(s)

Mark Pool, Superintendent of School

Action Required

Depends on the best course of action determined by the Board.

**Superintendent's
Recommendation**

I will have a recommendation following discussions regarding the Board's options.

Mark Pool, Superintendent of Schools

**CONTRACTOR SUMMARY EVALUATION FORM - BASE PROPOSAL ONLY
DEMOLITION OF OLD EL CAMPO MIDDLE SCHOOL**

**RWS PROJECT NO. 1056
EL CAMPO INDEPENDENT SCHOOL DISTRICT
COMPETITIVE SEALED PROPOSALS RECEIVED: Tuesday November 16, 2010 at 2:00 P.M.**

SUMMARY TABULATION

CRITERIA	AAR Incorporated		ADT Demolition Services		CST Environmental		Grant MacKay Demolition		Inland Environments		J.T.B. Services, Inc		LL&F Construction Management		Majek Demolition		Renew Environmental		Polasek Construction		
	Base Proposal Amount																				
Base Proposal Amount	\$529,800.00		NO PROPOSAL		\$524,800.00		\$438,000.00		\$486,316.00		NO PROPOSAL		\$586,786.00		NO PROPOSAL		\$394,500.00		\$488,000.00		
Ranking by Base Proposal Amount	8				5		2		3				7				1		4		
Alternate No. 1 - Delete Bldg J from Demolition	-\$39,200.00				-\$36,000		-\$16,750		-\$42,000				-\$41,450				-\$30,000		-\$21,600		
Alternate No. 2 - Remove Drilled/Underreamed Footings	+\$104,650				+\$300		+\$75,000		+\$42,000				+\$87,098				+\$160,500		+\$148,000		
Alternate No. 3 - Not Remove Chain Link Fence	-\$0				-\$1,000		-\$3,346		-\$505				-\$8,000				-\$2,500		-\$4,000		
Total combined Amount of Base Proposal + Alt. No. 2	\$634,450.00				\$599,800.00		\$513,000.00		\$528,316.00				\$673,884.00				\$555,000.00		\$636,000.00		
Ranking by Base Proposal Amt + Alt No. 2	5				4		1		2				7				3		6		
Calendar Days	120				56		90		120				90				126		100		
	WEIGHTED FACTOR	Evaluator Score 1-5 5 is best	Weighted Score	Evaluator Score 1-5 5 is best	Weighted Score	Evaluator Score 1-5 5 is best	Weighted Score	Evaluator Score 1-5 5 is best	Weighted Score	Evaluator Score 1-5 5 is best	Weighted Score	Evaluator Score 1-5 5 is best	Weighted Score	Evaluator Score 1-5 5 is best	Weighted Score	Evaluator Score 1-5 5 is best	Weighted Score	Evaluator Score 1-5 5 is best	Weighted Score	Evaluator Score 1-5 5 is best	Weighted Score
1	The purchase price	40						3.67	146.8	2.34	93.6						5.00	200	1.67	66.8	
2	The reputation of the Proposer and of the Proposer's good and services	10						4.67	46.7	5.00	50						4.67	46.7	5.00	50	
3	The quality of the proposer's goods and services performance on previous contracts and school projects.	10						5.00	50	4.34	43.4						4.00	40	4.34	43.4	
4	The number of calendar days for project completion.	5						5.00	25	3.34	16.7						3.67	18.35	4.34	21.7	
5	The extent to which the goods or services meet the District's needs.	5						5.00	25	4.34	21.7						4.34	21.7	5.00	25	
6	The Proposer's past relationships with the District.	5						2.00	10	0.67	3.35						2.00	10	5.00	25	
7	The Proposer's past record of completing Projects on time.	10						5.00	50	5.00	50						4.75	47.5	5.00	50	
8	The Proposer's demonstrated ability to close out projects satisfactorily	5						5.00	25	5.00	25						4.67	23.35	4.67	23.35	
9	The reputation and quality of the Proposer's subcontractors and vendor's goods and services	10						4.67	46.7	4.34	43.4						4.34	43.4	4.67	46.7	
	TOTAL	100						425.20	425.20	4.34	347.15						4.34	451.00	4.67	351.95	
	RANKING							2	4	4	3						1	3	3	3	

Agenda Item Summary Sheet (6 A)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Curriculum and Instruction Consider approval of new courses and changes to curriculum.

Summary Each year at this time the Board is asked to consider any new courses that are being proposed for the next school year. The only request submitted this year was from the high school.

1. High school requests submitted by Rich DuBroc:
 - (a) Pre-Advanced Placement Spanish III
 - (b) An innovative math course approved by the State Board of Education as an additional CTE course to fulfill one or more of the required math credits. The specific course has not been determined yet.

ECISD Board Policy EHAD (LEGAL), BASIC INSTRUCTIONAL PROGRAM:
ELECTIVE INSTRUCTION

Effective Date 2011-2012 School Year.

Previous Board Action The Board annually considers request for new courses or changes to the district's curriculum.

Future Action Expected The Board annually considers request for new courses or changes to the district's curriculum.

Background Information and Significant Issues None.

Fiscal Impact Unknown. Should not require additional personnel.

Student and Public Benefit Any time we can improve our course offerings our students benefit by broadening their educational opportunities.

Procedural and Reporting Implications New high school course offerings are included in the Course Description Handbook used for student registration.

Public Comments None.

Alternatives No changes to approved curriculum.

Other Comments and Related Issues

None

Attachments

None.

Contact Person(s)

Carolyn Gordon, Assistant Superintendent
Rich DuBroc, Principal of El Campo High School

Action Required

Motion, second and majority vote to approve the recommended changes to the district curriculum.

Superintendent's Recommendation

I recommend that the Board approve the changes to the District's curriculum offerings as recommended by the campus principals.

Mark Pool, Superintendent of Schools

Agenda Item Summary Sheet (6 B)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Discussion Item

Curriculum and Instruction	Discuss High School Curriculum and Instruction
Summary	The Board will have the opportunity to engage in dialogue with our high school facilitators and campus principal on high school curriculum and instructional issues.
ECISD Board Policy	None.
Effective Date	December 14, 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)	<p>Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction</p> <p>Rich DuBroc, High school Principal</p> <p>B.J. Swenson, English Language Arts Curriculum Facilitator</p> <p>Debbie Hamman, Mathematics Curriculum Facilitator</p> <p>Shari Janke, Science Curriculum Facilitator</p> <p>Marcia Palt, Social Studies Curriculum Facilitator</p>
Action Required	No action required.
Superintendent's Recommendation	<p>This is an information item only. .</p> <p>Mark Pool, Superintendent of Schools</p>

Agenda Item Summary Sheet (7 B)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Information Only

Governance

Review Proposed 2011-2012 School Calendars

Summary

After the Board set the parameters for the development of the 2011-2012 school calendar the administration consulted with the Districtwide Education Improvement Committee to develop three possible calendars for next school year.

One of the changes in the proposed calendar from previous years is the inclusion of a "late start" at the end of each three-week period to provide core teachers with a common time for planning curriculum and instruction. This practice would provide a time for core teachers to plan collaboratively without hiring substitutes, as we currently do, and therefore would be a cost cutting measure. Core teachers are currently provided with a common planning time once each nine-week period while substitute teachers or instructional aides cover their classes. At the three elementary schools alone this practice has already cost over \$5,000.00 during the months of September and October.

Under the proposed change, on a specified day at the end of each three-week period, formal school start time would not be until 10:30 a.m. Core teachers would be provided a three-hour block of time from 7:30 a.m. – 10:30 a.m. to meet together as grade levels or departments and plan collaboratively their instruction for the next three-week period.

For those students who ride a bus or their parents had to deliver them before 8:00 a.m. because of job related schedules, they would be involved with enrichment or remedial activities supervised by non-core teachers and instructional aides. Many of these activities could certainly be accomplished through computer assisted instruction.

For those students who drive to school, or their parents could bring them later in the day, the regular school day would begin at 10:30 a.m.

We believe this practice would not only save the district in substitute costs, but it is also instructionally sound.

ECISD Board Policy

EB (LEGAL), SCHOOL YEAR

Effective Date

2011-2012 School Year.

Previous Board Action

At a regular meeting on October 19, 2010 the Board set parameters for the development of the 2011-2012 school calendar.

Future Action Expected

The Board will formally approve a school calendar for the 2011-2012 school year at the regular meeting on January 18, 2011.

Background Information and Signification Issues

The following Table shows the attributes of the three calendar proposals. The differences are highlighted:

	Calendar No. 1	Calendar No. 2	Calendar No. 3
Beginning of School Professional Development	August 16-19 4 days	August 17-19 3 days	August 16-19 4 days
Labor Day Holiday	September 5	September 5	September 5
Progress Reports	September 9	September 9	September 9
Late Start for C&I Planning	September 12	September 12	September 12
Progress Reports	September 30	September 30	September 30
Late Start for C&I Planning	October 3	October 3	October 3
Exit Level TAKS	October 18-21	October 18-21	October 18-21
End First Nine-Week Period	October 21	October 21	October 21
Begin Second Nine-Week Period	October 24	October 24	October 24
Parent/Teacher Conf; Report Cards	November 1	November 1	November 1
Early Dismissal	November 4	November 4	November 4
Data Analysis/Instructional Planning	November 7	November 7	November 7
Progress Reports	November 11	November 11	November 11
Late Start for C&I Planning	November 14	November 14	November 14
Thanksgiving Holidays	November 23-25 3 days	November 23-25 3 days	November 23-25 3 days
Progress Reports	December 9	December 9	December 9
Late Start for C&I Planning	December 12	December 12	December 12
Christmas Holidays	December 19-30 10 days	December 19-30 10 days	Early Dismissal Dec 22 – Jan 2 8 days
Professional Development Day		January 2	
End Second Nine-Week Period	January 13	January 13	January 13
Begin Third Nine-Week Period	January 16	January 16	January 16
Professional Development Day	January 16		
School Holiday – MLK Day		January 16	January 16

Report Cards	January 20	January 20	January 20
Data Analysis/Instructional Planning		January 23	January 23
Progress Reports	February 3	February 3	February 3
Late Start for C&I Planning	February 6	February 6	February 6
Progress Reports	February 24	February 24	February 24
Late Start for C&I Planning	February 27	February 27	February 27
TAKS Testing	March 5, 7-9	March 5, 7-9	March 5, 7-9
Spring Break	March 12-16	March 12-16	March 12-16
End Third Nine-Week Period	March 23	March 23	March 23
Begin Fourth Nine-Week Period	March 26	March 26	March 26
TAKS Testing	April 2-3	April 2-3	April 2-3
Parent/Teacher Conf; Report Cards	April 4	April 4	April 4
Early Dismissal	April 5	April 5	April 5
School Holiday – Good Friday	April 6	April 6	April 6
School Holiday – Easter Monday		April 9	April 9
Data Analysis/Instructional Planning	April 9	April 10	April 10
Progress Reports	April 13	April 13	April 13
Late Start for C&I Planning	April 16	April 16	April 16
TAKS Testing	April 23-27	April 23-27	April 23-27
Progress Reports	May 3	May 3	May 3
WCYF Day	May 4	May 4	May 4
Late Start for C&I Planning	May 7	May 7	May 7
TAKS Testing	May 15	May 15	May 15
School Holiday – Memorial Day	May 28	May 28	May 28
Last Day	June 1	June 6	June 1

Fiscal Impact

None.

Student and Public Benefit

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

Procedural and Reporting Implications

Three Proposed Calendars will be submitted to the faculty and staff for a vote.

Public Comments	None.
Alternatives	With the parameters set by the Board of Trustees, the state assessment schedule, and TEA requirements options are very limited.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Copy of Proposed School Calendar No. 1 • Copy of Proposed School Calendar No. 2 • Copy of Proposed School Calendar No. 3
Contact Person(s)	Carolyn Gordon, Assistant Superintendent for Instruction
Action Required	No Action Required
Superintendent's Recommendation	<p>This is an information item only.</p> <p>Mark Pool, Superintendent of Schools</p>

AUGUST 2011

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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JANUARY 2012

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Calendar #1 2011-2012 Calendar

Day Data Analysis & Instructional Planning
(Student Holiday)

Day Holiday for Students and Teachers

Day Teacher Professional Development
(Student Holiday)

Day Early Release Day

Day Parent/Teacher Conference – Early
Dismissal for Students

Day TAKS Assessment Days

Day Report Cards

Day Progress Reports

Day Late Start

Beginning of 9 weeks | End of 9 Weeks

Bad Weather Make-up Days

1 st 9 weeks	44 days
2 nd 9 weeks	46 days
3 rd 9 weeks	44 days
4 th 9 weeks	46 days

FEBRUARY

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APRIL

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MAY

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JUNE

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JULY

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AUGUST 2011

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SEPTEMBER

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JANUARY 2012

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Calendar #2 2011-2012 Calendar

Day Data Analysis & Instructional Planning
(Student Holiday)

Day Holiday for Students and Teachers

Day Teacher Professional Development
(Student Holiday)

Day Early Release Day

Day Parent/Teacher Conference – Early
Dismissal for Students

Day TAKS Assessment Days

Day Report Cards

Day Progress Reports

Day Late Start

Beginning of 9 weeks | End of 9 Weeks

Bad Weather Make-up Days

1 st 9 weeks	44 days
2 nd 9 weeks	45 days
3 rd 9 weeks	43 days
4 th 9 weeks	48 days

FEBRUARY

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MARCH

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APRIL

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JUNE

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JULY

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AUGUST 2011

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SEPTEMBER

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OCTOBER

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DECEMBER

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JANUARY 2012

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Calendar #3 2011-2012 Calendar

Day Data Analysis & Instructional Planning
(Student Holiday)

Day Holiday for Students and Teachers

Day Teacher Professional Development
(Student Holiday)

Day Early Release Day

Day Parent/Teacher Conference – Early
Dismissal for Students

Day TAKS Assessment Days

Day Report Cards

Day Progress Reports

Day Late Start

Beginning of 9 weeks | End of 9 Weeks

Bad Weather Make-up Days

1 st 9 weeks	44 days
2 nd 9 weeks	48 days
3 rd 9 weeks	43 days
4 th 9 weeks	45 days

FEBRUARY

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MARCH

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MAY

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JUNE

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JULY

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Action Required

Governance

Consider Approval of Board Advocacy Statements

Summary

With the 82nd Texas Legislature convening in January the following local board advocacy statements are being presented to be shared with state legislators:

- 1. Resolution of Acknowledgment “Make Education a Priority”.** “Make Education a Priority” is an adopted initiative by the Aledo ISD Board of Trustees including a resolution adoption campaign and a community awareness campaign.

The following information is taken from the website they created for this purpose at www.schoolpriority.com

Today, an alarming number of Texas school districts are facing a growing financial crisis. In 2006, legislators implemented a school finance system that has proven to fall short of properly working. An increasing number of districts are now forced to use dollars from their fund balance for daily operating expenditures. In addition, teaching positions are being eliminated, salaries reduced and local education programs removed to meet tight budgets.

The 2007 and 2009 legislative sessions failed to address the funding system’s shortcomings. A fear exists that the topic of school finance will meet the same fate during the 2011 session. To make sure this topic is addressed a collective sense of educational priority must be found among us, our local communities and respected legislative leaders.

As school board trustees, we have a unique opportunity to accomplish what has never been accomplished before. During these difficult economic times, a shared priority with our respected legislators becomes vital. Without such a foundation, solutions to the difficult topic of school finance will never be found.

Join us as we support legislators and ask them to come together with a renewed sense of priority. A successful resolution will unify our message. Your district’s adopted resolution is needed.

As of December 10, 2010, a total of 276 districts have reported adoption of the resolution, which is attached for your review.

- 2. Texas Association of School Boards Legislative Briefings.** TASB prepared briefs on eight education issues that are likely to be prominent during the 82nd Session of the Texas Legislature that convenes on Tuesday, January 11, 2011. Each brief explains the current state of the issue; how the Legislature has addressed the issue in the past sessions;

and possible changes to current law. Each brief ends with several questions, the answers to which will help legislators understand each district's unique circumstances.

The eight briefs include:

- “No Cuts” for Public Education
- Fund Balances
- Unfunded Mandates
- Facilities Funding
- Career and Technology Education
- Students at Risk of Dropping Out
- District Awards for Teacher Excellence
- Prekindergarten in Texas

Tommy Turner and I reviewed the briefs and would like to suggest that the ECISD Board affirm three:

- a. Fund Balances
- b. Unfunded Mandates
- c. Career and Technology Education

Although the questions have not yet been answered in these briefs, the templates are attached for your consideration.

ECISD Board Policy	BBD (EXHIBIT), BOARD MEMBERS: TRAINING AND ORIENTATION
Effective Date	December 14, 2010
Previous Board Action	None.
Future Action Expected	None.
Background Information and Signification Issues	In the Framework for School Board Development “Advocacy” is listed as one of the areas of involvement for board members. Specifically, the framework states that <i>“The Board builds partnerships with community, business, and governmental leaders to influence and expand educational opportunities and meet the needs of students.”</i>
Fiscal Impact	None.
Student and Public Benefit	Public support for our public education system.

Procedural and Reporting Implications	Resolution and Briefing Statements will be shared with state legislators.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Copy of Resolutions of Acknowledgment – “Make Education a Priority” • Copy of Issue Brief Template on Fund Balances • Copy of Issue Brief Template on Unfunded Mandates • Copy of Issue Brief Template on Career and Technology Education
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	Motion, second and majority vote affirming the Board’s support of the “Make Education a Priority” Resolution and TASB Issue Briefs on: Fund Balances, Unfunded Mandates, and Career and Technology Education.
Superintendent’s Recommendation	<p>I recommend you affirm the Board’s support of the “Make Education a Priority” Resolution and TASB Issue Briefs on: Fund Balances, Unfunded Mandates, and Career and Technology Education`1.</p> <p>Mark Pool, Superintendent of Schools</p>

**Resolution of Acknowledgment
Make Education a Priority**

Whereas, *the current Texas public school finance system is negatively affecting an increasing number of public school districts; and*

Whereas, *past diligent legislative efforts to address the state's method of adequately and equitably funding Texas schools has fallen short of broad measured success; and*

Whereas, *the legislative year of 2011 bears the attributes of repeating the 2009 legislative session's lack of reliable funding improvements; it is therefore*

Resolved, *that a responsible community of educational leaders with a united awareness respectfully empower and support our respected legislative representatives to act; and be it*

Resolved, *that in light of our current Texas economic challenges and the complexity of financing public education; improvements in school funding be established with an attitude where education is found as the highest priority; and be it*

Resolved, *this attitude begins within the leadership of Texas school districts and together, we respectfully share one unified message to all involved: Make Education a Priority.*

The (name of school district) Board of Trustees respectfully acknowledges, applauds and joins the priority efforts to protect the pursuit of quality education for all children.

(name of school district) Board of Trustees

(Names of Individual Board Members)

Adopted (Date)

Issue: Fund Balances

School districts generally accumulate fund balances as the result of careful and disciplined fiscal stewardship over many years on the part of the board of trustees and district management. Districts maintain fund balances to manage cash flow deficits, to qualify for lower interest rates on district bonds, and to cover unexpected expenses or emergencies.

Fund balances have long been recognized as a key component of a school district’s financial health. The Government Finance Officers Association recommends, as a best practice, that governmental entities maintain a fund balance that at a minimum is equivalent to two months of operating expenses. Additionally, TEA advises school districts to maintain a fund balance equivalent to between two and three months worth of operating expenses.

Two-thirds of Texas school districts have fund balances lower than the “two- to three-month” standard suggested by TEA. Inadequate state and federal funding has forced districts to spend down fund balances in lieu of program cuts or large local tax increases. In fact, approximately 60 percent of all school districts used fund balances to balance their 2010–11 budgets.

Legislative Activities

As we approach the 82nd Legislative Session, school district fund balances may be seen as one resource available to close the state’s budget gap. This option is attractive to some who incorrectly view fund balances as a district savings account or “rainy day fund.” In truth, a school district’s fund balance is a *snapshot* of the unencumbered balance in the district’s checking account. The fund balance will rise and fall daily as the result of mismatches between the district’s revenue and expenses. Thus, it is imperative that you are able to accurately describe the operational role of fund balances, and what it may mean to your students if the Legislature mandates its use.

District Information

Legislators will likely find your district’s information helpful in determining how to vote on legislation that would draw down or mandate the use of fund balances.

- Our district’s current unrestricted fund balance is \$ _____. This equals _____ months of our district’s operating expenses and sufficient cash to cover our anticipated cash flow deficits due to _____ and _____.
- Our district did/did not have to draw down our fund balance to balance our 2010–11 budget.
- We have managed the fund balance with careful consideration and deliberation with community stakeholders. The reasons we have built up/spent down our fund balance include:
 - _____,
 - _____, and
 - _____.
- Legislators are considering requiring districts to use their fund balances over the next biennium to cover operating costs. This would affect our district in the following ways:
 - _____,
 - _____, and
 - _____.

Issue: Unfunded Mandates

Each session, the state imposes more mandates on Texas school districts, many of which are important and worthy. But, in order to comply with these mandates, districts typically have to build or expand facilities, hire additional personnel, purchase new equipment or supplies, and/or pay new fees. Thus, state mandates inevitably increase a district’s operating costs. In some instances, the mandates are initially accompanied by state funding; in others, no state funding is made available. As a result, school boards are forced to seek additional funding from the state or local taxpayers to cover the costs of implementing the state’s mandates.

Legislative Activity

In recent years, some legislators have tried to acknowledge the local costs imposed by state initiatives and make compliance contingent upon a state appropriation to cover the costs of implementing the mandate. For example, school districts are only required to comply with the three-point seat belt mandate if state funding is made available, and in 2009 the school bus evacuation drill was made permissible to school districts.

District Information

School officials can help legislators limit the number of unfunded and underfunded mandates imposed on school districts by quantifying the costs of existing mandates. Use the chart below to answer some of the following questions:

- Which state-mandated programs are the *most costly* for your district?
- What is the annual cost of complying with each of those mandates for the 2009–10 school year?
- How much state funding did your district receive to comply with each of those mandates?
- What factors contributed to the cost of compliance? (e.g., hiring new staff, increasing the workload of existing employees, purchasing additional supplies, requiring employee training, general maintenance and upkeep)

Description of State Mandate	District’s Total Cost of Compliance for 2009–10	State Funding Received for that Mandate	Cost Factors

Issue: Career and Technology Education

Career and Technology Education (CTE) programs are designed to enable students to continue their education and/or gain entry-level employment in a high-skill, high-wage job. Employers, state leaders, economic development groups, school trustees, and educators agree that providing students with access to high-quality, rigorous CTE programs helps Texas build a workforce pipeline that enhances the state's competitive edge.

Current Law

In 2006, the Legislature mandated that *all* Texas high school students graduate on either the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) (26 credits) *unless* certain requirements are met for a student to pursue the Minimum High School Program (22 credits). Students pursuing the RHSP or DAP must complete four years each of math, science, English language arts, and social studies (commonly known as the 4x4 curriculum).

In 2009, the Legislature allowed students greater opportunity to take elective courses within the RHSP or DAP, but the same legislation also made it more difficult for a student to substitute a CTE course for one of the four required math or science credits. In order for a CTE course to count for math or science credit, (1) the student must have completed Algebra II or Physics, (2) the CTE course must be a college credit course or a prerequisite to a college credit course, and (3) the CTE course must cover all of the Texas Essential Knowledge and Skills (TEKS) required for the advanced math or science course.

The Legislature directed the State Board of Education (SBOE) to revise the TEKS for CTE courses, so that a greater number of advanced CTE courses fulfill the fourth science credit (after Physics) and/or math credit (after Algebra II). After revising the CTE TEKS, the SBOE approved 10 CTE courses that fulfill the fourth science credit and two CTE courses that fulfill the fourth math credit. The SBOE also approved one CTE course that can be taken for math credit prior to Algebra II. Since most CTE courses that count towards the graduation requirements do so only after a student has completed Physics or Algebra II, middle school students generally do not have the option of taking CTE courses for graduation credit.

The state provides school districts with additional funding for each full-time equivalent student enrolled in CTE courses in grades 9–12 (or grades 7–12 for students in special education). The program weight for a CTE courses is 1.35. In 2009, the Legislature created two CTE-related grant programs: one provides funds to universities to develop advanced math and science courses that prepare high school students for employment in high-demand occupations, and another program assists public junior colleges, technical institutes, and eligible nonprofits in defraying the start-up costs of new CTE programs (including dual-credit courses).

In 2007, the Legislature authorized a program to reimburse CTE students who pass a state license or certification exam and demonstrate financial need.

Legislative Activity

In 2010, legislative leaders requested all state agencies to reduce their 2011–12 budgets by 10 percent. TEA's proposed budget reduction for fiscal year 2011–12 includes reducing the industrial certification examinations program by \$350,000.

District Information

Legislators will likely find your district's answers to the following questions helpful in determining how to vote on CTE-related legislation during the upcoming session:

- What percent of your district's students are enrolled in CTE courses?
- Does your district offer CTE courses that students can take prior to completing Algebra II or Physics?
- Do you believe that those CTE courses are as rigorous as the traditional math or science courses offered for graduation credit? If so, how do you measure the comparable rigor of CTE and traditional math and science courses?
- Does the amount of state funding your district receives for CTE cover the costs of providing CTE courses?
- Are there any legal or practical obstacles preventing your district from offering more CTE courses?

Agenda Item Summary Sheet (7 C)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Action Required

Governance	Announcement of Board Continuing Education Credits
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>Required 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>
ECISD Board Policy	BBD (LEGAL), BOARD MEMBERS: TRAINING AND ORIENTATION
Effective Date	January 1, 2010 through December 31, 2010
Previous Board Action	A review of the current continuing education credits for each board member is always made at the meeting prior to the required announcement.
Future Action Expected	At the last regular meeting of the calendar year, a public announcement will be made and the minutes caused to reflect whether each Trustee has met or is delinquent in meeting the required training.
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 service. The orientation shall be delivered by regional education</p>

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

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	Summary of Board Member Training
Contact Person(s)	Dianne Cerny, Administrative Assistant to Superintendent
Action Required	The Board President shall publicly read the School Board Continuing Education Record.
Superintendent's Recommendation	No recommendation required. Mark Pool, Superintendent of Schools

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 8.50 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 4.50 hours
Melissa Erwin	N/A	N/A	Workshop with Dr. John Horn scheduled for January 4, 2011	On-Line Training Pending To be completed prior to Dec 31st	N/A	D 5.00 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 7.00 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 7.00 hours
James Russell	N/A	N/A	Workshop with Dr. John Horn scheduled for January 4, 2011	Completed 5.50 hours of on-line board training	N/A	E 0.50 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 5.75 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

Agenda Item Summary Sheet (7 D)
Meeting Date: December 14, 2010
Submitted by: Mark Pool, Superintendent

Action Item

Governance	Special Meeting to Conduct Annual Summative Performance Evaluation of the Superintendent
Summary	The Board generally conducts a special meeting to conduct the annual summative performance evaluation of the Superintendent prior to the regular monthly meeting in January. Tommy Turner has indicated that he would like to have a special meeting on Tuesday, January 11, 2011, at 6:00 p.m.
ECISD Board Policy	None.
Effective Date	January 11, 2011
Previous Board Action	None.
Future Action Expected	Special Meetings to evaluate superintendent.
Fiscal Impact	None.
Student and Public Benefit	Ensuring a high performance that meets the board's expectations for the district's chief executive.
Procedural and Reporting Implications	Posting Notice of meeting at least 72 hours in advance.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	None.

Contact Person(s)

Mark Pool, Superintendent of Schools
Tommy Turner, Board President

Action Required

The board president will call special meetings based on the consensus of the Board.

Superintendent's Recommendation

I recommend that we schedule a special meeting for Tuesday, January 11, 2011.

Mark Pool, Superintendent of Schools

Governance	Review of Superintendent Performance Evaluation Process
Summary	<p>According to the <i>Texas Education Code § 21.354(c)</i> the Board must appraise the Superintendent annually using either:</p> <ul style="list-style-type: none">• The commissioner's recommended appraisal process and criteria; or• An appraisal process and performance criteria that are:<ul style="list-style-type: none">○ Developed by the District in consultation with the District- and campus-level committees; and○ Adopted by the Board. <p><i>Texas Education Code § 39.054(3)(c)</i> 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.</p> <p>The appraisal process and criteria adopted by the Board for 2010 was approved by the Board on November 17, 2009.</p>
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 based on the previous year's job performance.
Future Action Expected	The Board annually evaluates the Superintendent's performance in January based on the previous year's job performance.
Background Information and Significant Issues	<p>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.</p> <p>The Board must furnish the Superintendent with a copy of the completed evaluation and shall discuss its conclusions with the Superintendent in closed meeting.</p>

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 19, to reach a consensus on the evaluation.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments

- Board approved Evaluation Instrument for 2010

Contact Person(s)

Mark Pool, Superintendent of Schools

Action Required

No Action Required

Superintendent's Recommendation

Information item only.

Mark Pool, Superintendent of Schools

Items for Board Agenda
Regular Meeting
December 14, 2010 at 7:00 p.m.

1. Call to Order

2. Public Comment

3. Recognition

- A. School Board Recognition Month

4. Consent Agenda

A. Governance

1. Consider approval of the minutes:
 - a. December 14, 2010 – Regular Meeting
2. Consider Approval of 2011-2012 School Calendar
3. Monthly Progress Report on Superintendent Performance Goals

B. Business and Support Services

1. Consider Approval of Engagement of Financial Auditor for the Fiscal Year Ending August 31, 2011
2. Consider Approval of List of Investment Officers
3. Review Report on Investment Training
4. Review of Investment Policies
5. Review of Monthly Financial Reports
6. Review list of checks written for the Month of December, 2010

C. Personnel

- 1.

DRAFT
No. 1, December 10, 2010

D. Curriculum and Instruction

1. Consider Approval of State Compensatory Education Program
2. Review of Dyslexia Improvement Plan

E. Students

- 1.

5. Business and Operations

- A. Consider Approval of Annual Financial Audit and Compliance Report

6. Curriculum and Instruction

- A. Review Adequate Yearly Progress Federal Accountability Reports
- B. Review of Campus Report Cards
- C. Review Status of Exit-Level TAKS Results
- D. Discussion with Response to Intervention and Bilingual Education / ESL Facilitators

7. Governance

- A. Set Date for Special Meeting to Conduct Preliminary Budget Workshop

8. Closed Session

- A. 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

- 1.

9. Personnel

- A. Consider Approval of the Annual Summative Evaluation of the Superintendent's Job Performance
- B. Consider Action on Superintendent's Contract

- C. Discuss Preliminary Findings of Staffing Study Conducted by TASBO Management Review Team

10. Superintendent's Report

A. Governance

- 1. Preliminary Agenda for regular meeting on February 15, 2011
- 2. Monthly Calendar of Activities and Events

B. Business and Support Services

- 1.

C. Personnel

- 1.

D. Curriculum and Instruction

- 1.

E. Students

- 1. Monthly DAEP Report
- 2. Monthly SRO Report

F. Community and Governmental Relations

- 1. Legislative Update

11. Adjourn

Superintendent's Report First Six Weeks Review of Foundation School Program Funding

Summary At the end of each six weeks period we recalculate our state funding and compare the state funding template calculation with the latest Summary of Finance from the Texas Education Agency.

The State Summary of Finance provides us with two numbers:

- Legislative Planning Estimate – the amount the Legislature allocates for ECISD in determining state appropriations.
- District Planning Estimate – the amount the Texas Education Agency calculates that we should receive. This estimate will generally show whether the district is being under funded or over funded by comparing it to the Legislative Planning Estimate.

The number calculated locally is usually the most accurate because we are able to use the latest average daily attendance numbers at the end of each six weeks reporting period. We try to compare our local calculation with the Legislative Planning Estimate and the original local calculated amount used for current year budget revenue projections.

ECISD Board Policy CBA (LEGAL), STATE AND FEDERAL REVENUE SOURCES

Effective Date October 1, 2010 – End of First Six Weeks

Previous Board Action The Board receives a Foundation School Program state funding calculation at the end of each six weeks period.

Future Action Expected The Board receives a Foundation School Program state funding calculation at the end of each six weeks period.

Background Information and Significant Issues The following chart provides a cumulative look at information throughout the year:

	Legislative Planning Estimate	TEA District Planning Estimate	Current Local Calculation from State Funding Template	Current Local Variance from LPE	Current Local Variance from Original Budget
Original Budget	\$15,304,315	\$15,304,315	\$16,135,094	\$830,779	\$0
First Six Weeks	\$15,315,445	\$15,189,945	\$16,637,882	\$1,322,437	\$502,788
Second Six Weeks					
Third Six Weeks					
Fourth Six Weeks					
Fifth Six Weeks					
Sixth Six Weeks					

Fiscal Impact

The data indicates that ECISD is currently under funded from the State by \$1,322,437 (to be settled up at the end of the fiscal year).

The data also shows that the current calculations indicate \$502,788 more in state funding than was originally budgeted.

Student and Public Benefit

Recalculating state funding at the end of each six weeks period ensures that the taxpayers that the District is always aware of the amount of money due from the State through the Foundation School Program.

Procedural and Reporting Implications

None.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments

- Foundation School Program Summary of Finance, October 1, 2010

Contact Person(s)

David Bright, Assistant Superintendent of Business and Operations

Action Required

No action required.

Superintendent's Recommendation

This is an information report only.

Mark Pool, Superintendent of Schools

STATE FUNDING
1st Six Weeks
2010-2011

	TEA Summary of Finances		District State Aid Template			
	11/22/2010		Original	Current	Variance from	Variance from
	Legislative	District	Budget	Planning	LPE	Budget
	Planning	Planning	Planning	Estimate	(Over Funded)	(Over Funded)
	Estimate	Estimate	Estimate	1st Six Wks	Under Funded	Under Funded
Refined ADA	3138.958	3138.958	3239.28	3320.98		
Tier I Funding By Program Intent Code						
Regular Program Allotment	\$14,039,130	\$14,039,130	\$14,707,474	\$14,955,624	\$916,494	\$248,150
Special Education Program Allotment	\$1,876,961	\$1,876,961	\$1,476,043	\$1,306,625	(\$570,336)	(\$169,418)
Career & Tech Block Allotment	\$1,696,524	\$1,696,524	\$1,697,934	\$1,921,656	\$225,132	\$223,722
Gifted & Talented Adjusted Allotment	\$94,471	\$94,471	\$94,792	\$92,219	(\$2,252)	(\$2,573)
Compensatory Education Allotment	\$2,329,940	\$2,329,940	\$2,301,869	\$2,330,362	\$422	\$28,493
Bilingual Education Allotment	\$149,918	\$149,918	\$142,561	\$145,389	(\$4,529)	\$2,828
New Instructional Facility Allotment	\$0	\$0	\$0	\$0	\$0	\$0
Transportation Allotment	\$325,185	\$325,185	\$311,591	\$325,185	\$0	\$13,594
High School Allotment	\$266,593	\$266,593	\$257,208	\$260,576	(\$6,017)	\$3,368
Total Cost of Tier I	\$20,778,722	\$20,778,722	\$20,989,472	\$21,337,636	\$558,914	\$348,164
LESS: Local Fund Assignment	(\$10,413,421)	(\$10,413,421)	(\$10,413,421)	(\$10,413,421)	\$0	\$0
Total Tier I State Aid	\$10,365,301	\$10,365,301	\$10,576,051	\$10,924,215	\$558,914	\$348,164
Foundation School Fund Detail						
Tier II Aid for Second Level @ \$59.02	\$943,392	\$943,392	\$915,690	\$941,342	(\$2,050)	\$25,652
Tier II Aid for Third Level @ \$31.95	\$146,160	\$146,160	\$147,039	\$158,349	\$12,189	\$11,310
Total Tier II State Aid	\$1,089,552	\$1,089,552	\$1,062,729	\$1,099,691	\$10,139	\$36,962
Technology Allotment	\$92,066	\$92,066	\$96,077	\$98,500	\$6,434	\$2,423
Existing Debt Allotment	\$0	\$0	\$22,275	\$66,182	\$66,182	\$43,907
Sub Total Other State Aid	\$92,066	\$92,066	\$118,352	\$164,682	\$72,616	\$46,330
Other Programs						
Additional Aid for School Employee Benefits	\$0	\$0	\$0	\$0	\$0	\$0
Staff Allotment (\$500 or \$250 per Employee)	\$125,000	\$0	\$150,000	\$150,000	\$25,000	\$0
Hold Harmless Additional State Aid	\$0	\$0	\$0	\$0	\$0	\$0
Additional Aid for Tax Reduction	\$2,678,218	\$2,677,628	\$3,262,654	\$3,333,986	\$655,768	\$71,332
Transfer to TX School for the Deaf	\$0	\$0	\$0	\$0	\$0	\$0
Transfer to TX School for the Blind	\$0	\$0	\$0	\$0	\$0	\$0
Total Other Programs	\$2,803,218	\$2,677,628	\$3,412,654	\$3,483,986	\$680,768	\$71,332
SFSF - Foundation School Fund Grant	\$526,967	\$526,967	\$526,967	\$526,967	\$0	\$0
SFSF - Available School Fund Grant	\$438,341	\$438,431	\$438,341	\$438,341	\$0	\$0
Total State Aid - All Funds	\$15,315,445	\$15,189,945	\$16,135,094	\$16,637,882	\$1,322,437	\$502,788