

# Agenda of Regular

## The Board of Trustees El Campo Independent School District

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A Regular of the Board of Trustees of El Campo Independent School District will be held January 18, 2011, beginning at 7:00 PM in the Boardroom, 700 W. Norris, El Campo, TX 77437.

The subjects to be discussed are as listed below.

1. Call to Order/Opening Prayer/Pledge of Allegiance
2. Recognition
3. Governance
  - A. Set Date for Special Meeting to Conduct Preliminary Budget Workshop 4
  - B. Review Status of Education of Education Foundation Development and Appoint Board Representative to Steering Committee. 6
4. Personnel
  - A. Consider Approval of the Annual Summative Evaluation of the Superintendent's Job Performance 14
5. Public Comment
6. School Board Recognition Month 16
7. Recognition of New Teacher - Amber Byerly
8. Consent Agenda
9. Governance
  - A. Consider Approval of the Minutes 19
10. December 14, 2010 - Regular Meeting 21
11. January 11, 2011 - Special Meeting to Conduct Superintendent Performance Evaluation 25
12. Consider Approval of 2011-2012 School Calendar 26
13. Monthly Progress Report on Superintendent Performance Goals 33
14. Business and Support Services
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15. Consider Approval of Engagement of Financial Auditor for the Fiscal Year Ending August 31, 2011 49
16. Consider Approval of List of Investment Officers 61
17. Consider Approval of Investment Policies 64
18. Consider Action to Designate \$50,000.00 of Undesignated Fund Balance for the Replacement of Turf in Ricebird Stadium 82
19. Review of Monthly Financial Reports 84
20. Review List of Checks Written for the Month of December, 2010 92
21. Personnel
22. Curriculum and Instruction
  - A. Consider Annual Approval of District Technology Plan 94
23. Consider Approval of Evaluation of State Compensatory Education Program 115
24. Students

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26. Consider Approval of Annual Financial Audit and Compliance Report	123
27. Consider Postponed Action on Bids for Purchase of Old Middle School	125
28. Discuss Options for Financing the Demolition of the Old Middle School	129
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30. Discuss Timeline for High School Auditorium Improvements	143
31. Curriculum and Instruction	
A. Review Adequate Yearly Progress Federal Accountability Reports	145
B. Discussion with Response to Intervention and Bilingual Education/ESL Facilitators	178
32. Review of Campus Report Cards	180
33. Review Status of Exit-Level TAKS Results	211
34. Discuss Plans for Workshop with Dr. John Horn for Team of Eight Training	215
35. Discuss Need for a Workshop to Develop Superintendent Performance Goals for 2011	217
36. Closed Session:	
37. 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	
38. Final Review of Superintendent's Annual Performance Evaluation	
39. Consider Action on Superintendent's Contract	219
40. Discuss Preliminary Findings of Staffing Study Conducted by TASBO Management Review Team	222
41. Superintendent's Report	
A. Business and Support Services	
B. Curriculum and Instruction	
C. Community and Governmental Relations	
D. Legislative Update	
42. Governance	
A. Preliminary Agenda for Regular Meeting on February 15, 2011	
43. Monthly Calendar of Activities and Events	
44. Review Foundation School Program Funding at End for the Second Six Weeks Reporting Period	
45. Personnel	
46. Students	
47. Monthly DAEP Report	
48. Monthly SRO Report	
49. Adjournment	

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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 i compliance with the texas Open Meeting Act on January 14 , 2011 at 2:00 p.m.

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For the Board of Trustees

<b>Governance</b>	Special Meeting to Conduct Preliminary Budget Workshop
<b>Summary</b>	<p>In the past we generally have not held our fist budget workshop until sometime in July; reasons being that we do not have preliminary taxable values from the WCAD or final state funding information from TEA before that time. This has been especially true during a legislative year like this one.</p> <p>Some members of the Board have expressed a desire to have a budget workshop earlier in the Spring in order to have a better grasp of what the preliminary budget that will be presented in June will look like and how it was developed. Past practice has been to present that information during regular meetings beginning in March.</p> <p>There has also been a desire expressed for more information on the budget numbers that are used for the consolidated Fund and Function budget that is presented in June.</p> <p>If a majority of the board is in agreement that we need to schedule a budget workshop earlier in the Spring, then we need to propose a date for this workshop and reach a consensus on the kinds of data and information you want us to develop for discussion purposes.</p>
<b>ECISD Board Policy</b>	None.
<b>Effective Date</b>	January 11, 2011
<b>Previous Board Action</b>	None.
<b>Future Action Expected</b>	None.
<b>Background and Significant Issues</b>	<p>Standard practice as recommended in the state financial accounting resource guide is for the Board to adopt a budget at the Fund and Function level; and to review the budget at the Object level. We are prepared and more than willing to provide as much or as little detail as the Board wants, we simply need to know exactly what data you want to review.</p> <p>One thing I do plan to do differently this year is to begin providing you with different program cost per student cost comparisons with our peer districts in <i>Schools Like Us</i>.</p>

<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	An effective budget is developed to ensure the most efficient use of taxpayer dollars.
<b>Procedural and Reporting Implications</b>	Posting Notice of meeting at least 72 hours in advance.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	None.
<b>Contact Person(s)</b>	Mark Pool, Superintendent of Schools David Bright, Assistant Superintendent of Finance and Operations Tommy Turner, Board President
<b>Action Required</b>	The board president may call special meetings based on the consensus of the Board.
<b>Superintendent's Recommendation</b>	None. Discussion item only. <b>Mark Pool, Superintendent of Schools</b>

**Agenda Item Summary Sheet (7 C)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Discussion Item***

<b>Governance</b>	Status of Education Foundation Development
<b>Summary</b>	<p>I have been in contact with Dr. Pete Karabatsos and contracted with Foundation Development Consultants to begin the work of assisting the El Campo ISD with the development of a public school education foundation. The first two months of work are completed with a steering committee.</p> <p>The Board needs to select a member of the Board to serve on this steering committee.</p> <p>The Board should also provide the names of potential foundation presidents.</p>
<b>ECISD Board Policy</b>	None.
<b>Effective Date</b>	January 11, 2011
<b>Previous Board Action</b>	Last month the Board authorized the administration to contract with Foundation Development Consultants to assist the district with the development of a public school education foundation.
<b>Future Action Expected</b>	None.
<b>Background and Significant Issues</b>	I have attached a document that outlines the composition of the steering committee, their roles and responsibilities, and a program of activities for the first two months.
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	Faculty, staff and students will benefit from enrichment funding provided by the ECISD Education Foundation.
<b>Procedural and Reporting Implications</b>	Notification of Steering Committee members to Dr. Pete Karabatsos.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.

**Other Comments and Related Issues**

None.

**Attachments**

- *Organizing and Developing the El Campo ISD Education Foundation, The Staff Steering Committee*

**Contact Person(s)**

Mark Pool, Superintendent of Schools

**Action Required**

Selection of a member of the Board of Trustees to serve on the Foundation Development Steering Committee and identification of names of a potential founding president.

**Superintendent's Recommendation**

No recommendation.

**Mark Pool, Superintendent of Schools**

**Organizing and Developing  
the El Campo ISD  
Education Foundation  
*The Staff Steering Committee***

***Roles and Responsibilities***

**Foundation Development Consultants**

## **Suggested Staff Utilization**

Even though the superintendent of school is expected to assume a leadership role in the development of an educational foundation, time constraints make it impossible for the chief school administrator to assume any type of organizational leadership role. However, through proper utilization of staff personnel, most of the initial organizational, developmental and implementation tasks and responsibilities can be assumed with minimal overload to a particular individual. The following is a suggested procedure for appropriate utilization of district staff personnel and proper distribution of tasks and responsibilities.

The initial planning and development should be through a Steering committee consisting of the following:

- 1. Superintendent of Schools**
- 2. A member of the Board of Trustees**
- 3. Director of Curriculum and Instruction**
- 5. Business Manager/Chief Financial Officer**
- 6. Foundation coordinator if assigned**
- 7. Foundation Consultant**
- 8. Potential foundation president**

The Steering Committee should be concerned with the following areas:

- 1. Legal Considerations**
  - a. Review of Model Articles of Incorporation
  - b. Review of the Model Bylaws
- 2. Identification and Recruitment of Prospective Directors for the foundation board**
- 3. Preparation of a proposed organizational model**
- 4. Preparation of a proposed Grant Application Process**
- 5. Development of fund management policies**
- 6. Establishment of proposed goals and objectives**
- 7. Preparation of a proposed Mission Statement**
- 8. Determination of initial funding priorities to be recommended to the Board of Directors**
- 9. Procedure for acknowledging and managing donor gifts**

With the exception of the Articles of Incorporation, all of the above areas will require review and formal adoption by the Foundation Board of Directors. However, by preparing the information in draft form, the development process will move forward much faster and more systematically.

Once the foundation board is in place, the Steering committee will cease to function and the foundation's executive committee will assume the leadership role in future planning and development.

As the foundation proceeds in the reorganization process, individual directors will work with school support personnel in organizing specific components such as the Grant Application Process, Fund Management Policies, Funding Priorities and the El Campo ISD Alumni Association.

# El Campo ISD Education Foundation

## *Timeline*

### ***First Month: (Staff Steering Committee***

1. The Developmental Process
  - a. Purpose
  - b. Essential tasks to be completed
  - c. Role of the El Campo Independent School District and support staff
2. Information Input for Preparation of Legal Documents
  - a. Review draft of proposed Articles of Incorporation
  - b. Review first draft of proposed operational bylaws
  - c. Discuss procedure for IRS application for 501-(c) (3) tax exemption status
3. Proposed Organizational Model
  - a. Foundation Objectives
  - b. Table of Organization
  - c. Committee Structure
4. Draft of Proposed Mission Statement, Goals and Objectives
  - a. Review first draft
  - b. Discuss goals and objectives
  - c. Suggested changes
5. Grant Application Process—Part 1, Guidelines and Procedures
6. Selecting and Recruiting Foundation Directors
  - a. Review guidelines for selecting and recruiting directors
  - b. Discuss types of expertise needed on the Board of Directors
  - c. Begin to identify potential directors

### ***Second Month: (Staff Steering Committee***

1. Review recorded Articles of Incorporation
2. Operational Bylaws
  - a. Review and discussion
  - b. Questions, concerns, further proposed changes
  - c. Approval of draft of proposed operational bylaws

3. Initial Funding Priorities
  - a. Discuss procedure to be followed in identifying priorities
  - b. Involving the El Campo Independent School District staff in this process
  - c. Typical types of initial funding priorities
4. Mission Statement (2nd Draft)
  - a. Review and adoption of proposed Mission Statement
  - b. Review and adoption of proposed long-range goals and objectives
5. Selection of Prospective Directors
  - a. Review and discuss the list of potential directors
  - b. Determine if all areas of expertise are represented
  - d. Select final list of prospective directors to be recruited by the superintendent
6. Begin Planning for the Organizational Meeting of the Board of Directors
  - a. Potential foundation officers.
  - b. Logistical arrangements for the meeting
  - c. Directors' notebook
  - d. Public relations and related news releases
  - e. Organizational meeting agenda
  - f. Organizational resolutions
7. Marketing Aids:
  - a. Review examples of types of marketing aids that must be developed
  - b. Begin preparing drafts of proposed marketing aids
    - Logo
    - Stationery
    - Brochure
8. Fund Management Policies
  - a. Receipt of funds
  - b. Management of funds
  - c. Distribution of funds
9. Grant Application Process—Part 2, Evaluating and Awarding Grants

### ***Third Month: (Organizational Meeting of the Board of Directors)***

*Note: This will conclude the work of the Steering Committee on a monthly basis. However, there will be foundation development components that will require your attention and you will be consulted on an individual basis as the need arises. The Foundation Board of Directors will assume full management of the Foundation commencing with the Organizational Meeting.*

*All district staff members serving on the Steering Committee should be present at the Organizational Meeting for the purpose of introducing each of you and sharing with the Directors, your role in the school district. As the Foundation develops, future programs and projects may require your attendance at selected board meetings for informational input.*

**Agenda Item Summary Sheet (9 A)**  
**Meeting Date: January 18, 2010**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

**Personnel** Consider Approval of Annual Summative Evaluation of Superintendent's Job Performance

**Summary** The annual performance evaluation of the Superintendent was completed at a special meeting called for that purpose on Tuesday, January 11, 2011. Superintendent Performance Goals were reviewed and duties and responsibilities were evaluated.

The rating scale for Part II – Duties and Responsibilities was as follows:

- 5 Exceptional – progress exceeds expectations
- 3 Proficient – progress meets expectations
- 1 Needs Improvement – progress insufficient

Composite scores for the seven domains were as follows:

School Organization and Climate	3.5
Personnel Management	3.5
Administration / Fiscal and Facilities Mgt	4.1
Student Services Management	3.4
School Community Relations	3.0
Professional Growth	4.1
Board / Superintendent Relations	3.9

**ECISD Board Policy** BJCD (LOCAL), SUPERINTENDENT: EVALUATION

**Effective Date** January 18, 2010

**Previous Board Action** The Board annually does a formal summative evaluation of the Superintendent's job performance in January.

**Future Action Expected** The Board annually does a formal summative evaluation of the Superintendent's job performance in January.

<b>Background Information and Significant Issues</b>	None.
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	Improved job performance.
<b>Procedural and Reporting Implications</b>	Evaluation instrument filed.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	None.
<b>Contact Person(s)</b>	Mark Pool, Superintendent of Schools
<b>Action Required</b>	Motion, second and majority vote to approve the annual performance evaluation of the Superintendent that was completed during the special meeting workshop on Tuesday, January 11, 2011.
<b>Superintendent's Recommendation</b>	Board's decision. <b>Mark Pool, Superintendent of Schools</b>

<b>Recognition</b>	A. School Board Recognition Month B. New Middle School Teacher – Amber Byerly
<b>Summary</b>	<p><b>School Board Recognition Month.</b> January is School Board Recognition Month to help build awareness of the crucial role an elected board of trustees plays in our communities and schools. Hats off to each of you for your commitment and sacrifice.</p> <p><b>New Teacher Recognition – Amber Byerly.</b> Ms. Byerly started this school year as an instructional aide in the Grand Central Station lab at the middle school. When Leah Morton was reassigned to the high school librarian position, Ms. Byerly was hired to fill the vacancy in middle school mathematics created by that reassignment.</p>
<b>ECISD Board Policy</b>	None.
<b>Effective Date</b>	January 18, 2011
<b>Previous Board Action</b>	The Board periodically recognizes students for their accomplishments above and beyond district level competition or faculty and staff members who have achieved some type of special recognition. This section of the agenda is also used to introduce teachers who are new to the District.
<b>Future Action Expected</b>	The Board periodically recognizes students for their accomplishments above and beyond district level competition or faculty and staff members who have achieved some type of special recognition. This section of the agenda is also used to introduce teachers who are new to the District.
<b>Background Information and Significant Issues</b>	<p><b>New Teacher Recognition – Amber Byerly.</b> Ms. Byerly holds a Bachelor of Science degree from San Angelo State University. She holds the following certifications:</p> <ul style="list-style-type: none"><li>• Elementary Self-Contained – Grades 1-8</li><li>• Elementary Physical Education – Grades 1-8</li><li>• Early Childhood Education – Grades PK-KG</li></ul> <p>She has fourteen years teaching experience and has taught in the following school districts:</p> <ul style="list-style-type: none"><li>• Lockhart (1994-1996)</li><li>• Abilene (1996-2000)</li><li>• Eastland (2000-2001)</li></ul>

- Breckenridge (2001-2002)
- Azle (2004-2006)
- Snyder (2006-2009)
- Hillsboro (2009-2010)

<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	The Board has the opportunity to recognize student and faculty for their extra effort.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.
<b>Other Comments and Related Issues</b>	None
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Letter from Special Education Department for School Board Recognition Month</li> </ul>
<b>Contact Person(s)</b>	Mark Pool, Superintendent of School Rodney Montello, Middle School Principal
<b>Action Required</b>	No action required.
<b>Superintendent's Recommendation</b>	Information item only. <b>Mark Pool, Superintendent of Schools</b>

# EL CAMPO-LOUISE-RICE SPECIAL EDUCATION COOPERATIVE

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**DAN HAMMOCK**  
Director of Special Education

**CHERYL ROITSCH**  
Special Education Coordinator

2620 Meadow Lane  
El Campo, TX 77437  
Telephone 979-543-9051  
Fax 979-541-5283

January 14, 2011

Dear Tommy Turner, Ralph Novosad, David Hodges, J.J. Croix, James Russell, Cecil Davis, and Dr. Melissa Erwin

In recognition of School Board Month, we would like to take this opportunity to thank you for all you are doing for our special students and our schools. Your contribution of time and energy has helped to make our district a vital, harmonious, and happy place to be.

Therefore, we offer you the thanks of this department, the community, the thanks and love of our students, and the deep and abiding gratitude we personally hold for each and every one of you.

We count ourselves as honored to be able to serve with you and recognize your dedicated service to the schoolchildren of our community.

Sincerely,

The Special Education Department  
El Campo-Louise-Rice Special Ed Coop., SSA

**Agenda Item Summary Sheet (4 A.1)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

<b>Consent Agenda: Governance</b>	Minutes of Previous Meetings <ol style="list-style-type: none"><li>1. December 14, 2010 – Regular Meeting</li><li>2. January 11, 2011 – Special Meeting to Conduct Superintendent Performance Evaluation</li></ol>
<b>Summary</b>	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.
<b>ECISD Board Policy</b>	BE (LOCAL), BOARD MEETINGS
<b>Effective Date</b>	January 18, 2011.
<b>Previous Board Action</b>	The Board approves minutes at each regular monthly meeting.
<b>Future Action Expected</b>	The Board approves minutes at each regular monthly meeting.
<b>Background Information and Significant Issues</b>	None.
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	An accurate record of all discussions and actions by the Board of Trustees is maintained.
<b>Procedural and Reporting Implications</b>	After approval minutes are filed with the official records of the District.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.

**Other Comments and Related Issues**

None

**Attachments**

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

1. Regular Meeting – December 14, 2010
2. Special Meeting – January 11, 2011

**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  
December 14, 2010**

The Board of Trustees of the El Campo Independent School District met in a regular session December 14, 2010 in the Board Room, 700 West Norris, El Campo, Texas.

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

**MEMBERS ABSENT:** James Russell

**OTHERS PRESENT:** Mark Pool, Carolyn Gordon, David Bright, Scott Gelardi, Pat Buss, Mauri Couey, Dollie Coleman

Board President Tommy Turner called the meeting to order at 7:02 p.m. David Hodges gave the opening prayer followed by the Pledge of Allegiance. There was a quorum present.

**PUBLIC COMMENT:** Public Hearing on Annual AEIS Report

**RECOGNITION:** None

**CONSENT AGENDA:** A motion was made by J. J. Croix and seconded by David Hodges to approve the Consent Agenda with the removal of Item 4B1:

A. Governance

1. Consider Approval of the Minutes
  - a. November 16, 2010 – Special Meeting – Public Hearing on FIRST
  - b. November 16, 2010 – Regular Monthly Meeting
2. Consider Approval of Proposal by Foundation Development Consultants to Develop a Public Education Foundation for the El Campo Independent School District
3. Monthly Progress Report on Superintendent Performance Goals
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 Application for Payment to Polasek Construction for the Myatt Elementary School Canopy
2. Review of Invoices from RWS Architects
3. Review of Monthly Financial Reports
4. Review of Quarterly Investment Reports
5. Review of Monthly Financial Reports

C. Personnel

1. Consider Annual Approval of compensation Study Market Comparison Groups

2. Review of Superintendent Compensation Information
- D. Curriculum and Instruction
1. Annual Evaluation of Dyslexia Program
  2. Review of Bilingual Education / ESL Improvement Plan

E. Students

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

**CONSIDER APPROVAL OF APPLICATION FOR PAYMENT TO POLASEK CONSTRUCTION FOR THE YATT ELEMENTARY SCHOOL CANOPY:** A motion was made by Melissa Erwin and seconded by Cecil Davis to approve the application for payment to Polasek Construction for the Myatt Elementary School Canopy. Motion carried by a 6 – 0 – 1 vote with Trustee James Russell being absent.

***BUSINESS AND OPERATIONS***

**CONSIDER APPROVAL OF CONTRACT FOR THE PURCHASE OF THE OLD MIDDLE SCHOOL PROPERTY:** A motion was made by Ralph Novosad and seconded by Melissa Erwin table the approval of contract for the purchase of the Old Middle School Property. Motion carried by a 6 – 0 – 1 vote with Trustee James Russell being absent.

**CONSIDER APPROVAL OF CONTRACT FOR THE DEMOLITION OF THE OLD MIDDLE SCHOOL:** A motion was made by Ralph Novosad and seconded by Melissa Erwin to table the approval of contract for the demolition of the Old Middle School. Motion carried by a 6 – 0 – 1 vote with Trustee James Russell being absent.

***CURRICULUM AND INSTRUCTION***

**CONSIDER PROPOSALS FOR NEW COURSE OFFERINGS AND/OR CHANGES IN CURRICULUM:** A motion was made by Melissa Erwin and seconded by David Hodges to approve new course offerings and/or changes in curriculum of AJP Human Geography, Pre-AP Spanish III, and CTE Innovative Math Course. Motion carried by a 6 – 0 – 1 vote with Trustee James Russell being absent.

**FIRST SEMESTER DISCUSSION WITH HIGH SCHOOL CURRICULUM**

**FACILITATORS:** Rich DuBroc introduced High School Curriculum Facilitators Debbie Hammon, Sheri Janke, B. J. Swenson and Marcia Palt, who then discussed the high school curriculum with the Board.

***GOVERNANCE***

**CONSIDER APPROVAL OF LOCAL BOARD ADVOCACY STATEMENTS:**

1. Resolution of Adknowledgment “Make Education a Priority”
2. Lesigative Briefing Statements on:

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

A motion was made by J. J. Croix and seconded by Cecil Davis to approve Local Board Advocacy Statements "Make Education a Priority" and affirm Legislative Briefing Statements on Fund Balances, Unfunded Mandates and Career and Technology Education. Motion carried by a 6 – 0 – 1 vote with Trustee James Russell being absent.

**REVIEW OF PROPOSED SCHOOL CALENDAR FOR 2011-2012:** The Board reviewed the proposed school calendar for the 2011-2012 school year.

**FORMAL ANNOUNCEMENT OF BOARD TRAINING HOURS OF INDIVIDUAL TRUSTEES FOR 2010:** Mr. Pool announced board training hours of individual trustees for 2010.

**SET JANUARY 11, 2011 AS DATE FOR A SPECIAL MEETING TO CONDUCT THE ANNUAL SUMMATIVE PERFORMANCE EVALUATION OF THE SUPERINTENDENT:** The Board set January 11, 2011 as the date for a special meeting to conduct the Annual Summative Performance Evaluation of the Superintendent.

### ***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 Board entered executive session at 8:59 p.m. and reconvened in open session at 9:16 p.m. to take the following action: No action taken.

### ***PERSONNEL***

**REVIEW OF SUPERINTENDENT EVALUATION PROCESS:** Mr. Pool reviewed the process of the Superintendent Evaluation.

### ***SUPERINTENDENT'S REPORT***

- A. Governance
  - 1. Preliminary Agenda for Regular Meeting on January 18, 2011.
  - 2. Monthly Calendar of Activities and Events: Board members were given a monthly calendar of activities and events.
- B. Business and Support Services
  - 1. Review FSP Funding at End of First Reporting Period
- C. Personnel
- D. Curriculum and Instruction
- E. Students
  - 1. Review of Enrollment and Attendance Following First Reporting Period

- 2. Monthly DAEP Report
- 3. Monthly SRO Report
- F. Community and Governmental Relations
- G. Legislative Update

There being no further discussion, the meeting adjourned at 9:53 p.m.

DRAFT

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PRESIDENT

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SECRETARY

**MINUTES OF THE BOARD OF TRUSTEES  
EL CAMPO INDEPENDENT SCHOOL DISTRICT  
January 11, 2011**

The Board of Trustees of the El Campo Independent School District met in a Special Session January 11, 2011 at 7:00 p.m. in the Boardroom, 700 W. Norris, El Campo, Texas.

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

**MEMBERS ABSENT:** None

**OTHERS PRESENT:** Mark Pool,  
Tommy Turner called the meeting to order at 7:03 p.m. Tommy Turner gave the opening prayer followed by the Pledge of Allegiance. There was a quorum present.

**EXECUTIVE SESSION:** The president of the Board called for an Executive Session in accordance with Government Code §551.074 to deliberate personnel matters of appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee. Specifically, the Board conducted the annual summative evaluation of the Superintendent's contract. The Board entered executive session at 7:05 p.m. and reconvened in open session at 8:42 p.m.

There being no further discussion, the meeting adjourned at 8:43 p.m.

DRAFT

\_\_\_\_\_ President

\_\_\_\_\_ Secretary

**Agenda Item Summary Sheet (4 A.2)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

**Consent Agenda**  
**Curriculum And Instruction**

Consider approval of 2011-2012 School Calendar

**Summary**

After the Board set the parameters for the development of the 2011-2012 school calendar, the district administration worked with the Districtwide Education Improvement Council to develop three calendars that were then submitted to the faculty and staff for a vote.

The committee procedure that has been followed in the past with calendar committees on each campus and a district calendar committee was not used this year because of the inefficiency of the process. With the state dictating school start date, number of instructional days, and the state testing schedule there are a very limited number of options available.

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

As mentioned earlier three calendars were submitted to the faculty and staff for consideration. 76.3% of the ballots returned favored Calendar No. 1.

The following table represents the results of the vote:

<b>Campus / Department</b>	<b>Eligible Voters</b>	<b>Total Votes</b>		<b>Calendar No. 1</b>	<b>Calendar No. 2</b>	<b>Calendar No. 3</b>
High School	125	55	44.0%	27	17	11
Middle School	79	49	62.0%	46	3	0
Northside	73	69	94.5%	55	4	10
Hutchins	66	60	90.9%	43	2	15
Myatt	83	76	91.6%	71	0	5
MLRC	4	4	100.0%	0	0	4
Special Education	20	20	100.0%	16	1	3
Support Services	7	7	100.0%	4	0	3
Administration	13	10	76.9%	5	4	1
<b>Totals</b>	<b>470</b>	<b>350</b>	<b>74.5%</b>	<b>267</b>	<b>31</b>	<b>52</b>

**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** None.

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

**Staff Development Days – Student Holiday (5)**

August 16-19  
January 16

**Data Analysis & Instructional Planning – Student Holiday (2)**

November 7  
April 9

**Curriculum & Instructional Planning – 10:30 a.m. Start for Classes (8)**

September 12  
October 3  
November 14  
December 12  
February 6  
February 27  
April 16  
May 7

**Important Instructional Dates (180 Instructional Days)**

August 22 – First Day of First Semester (90 Days)

September 9 – 1<sup>st</sup> Quarter Progress Report 1 (14 Days)  
September 30 – 1<sup>st</sup> Quarter Progress Report 2 (15 Days)  
October 21 – End of First Quarter (15 Days)

November 11 – 2<sup>nd</sup> Quarter Progress Report 1 (14 Days)  
December 9 – 2<sup>nd</sup> Quarter Progress Report 2 (17 Days)  
January 13 – End of 2<sup>nd</sup> Quarter (15 Days)

January 17 – First Day of Second Semester (90 Days)

February 3 – 3<sup>rd</sup> Quarter Progress Report 1 (14 Days)  
February 24 – 3<sup>rd</sup> Quarter Progress Report 2 (15 Days)  
March 23 – End of 3<sup>rd</sup> Quarter (15 Days)

April 13 – 4<sup>th</sup> Quarter Progress Report 1 (13 Days)  
May 3 – 4<sup>th</sup> Quarter Progress Report 2 (14 Days)  
June 1 – End of 4<sup>th</sup> Quarter (19 Days)

**School Holidays (22 Days)**

September 5 – Labor Day  
November 23 – 25 – Thanksgiving  
December 19 – December 30 – Christmas / New Years  
March 12-16 – Spring Break  
April 6 – Good Friday  
May 4 – Fair Day  
May 28 – Memorial Day

**Parent Conferences**

Monday, November 1  
Monday, April 11

**Early Dismissal**

November 1 – Parent Conference (Students Only)  
November 4 – Friday following Parent Conference  
April 4 – Parent Conference (Students Only)  
April 5 – Thursday following Parent Conference and Before  
Good Friday

**Weather Make-Up Days**

Friday, May 4 (Fair Day)  
Monday, May 28 (Memorial Day)

**Progress Reports**

First Quarter – September 9, September 30  
Second Quarter – November 11, December 9  
Third Quarter – February 3, February 24  
Fourth Quarter – April 13, May 3

**Report Cards**

November 1 – First Quarter (Parent Conference)  
January 20 – Second Quarter  
April 4 – Third Quarter (Parent Conference)  
June 4 – Fourth Quarter

**Graduation**

Friday, June 1

**Fiscal Impact**

None.

<b>Student and Public Benefit</b>	A locally developed calendar that faculty and staff consider to be the most instructionally sound.
<b>Procedural and Reporting Implications</b>	Once approved the calendar will be printed and widely disseminated throughout the District.
<b>Public Comments</b>	None.
<b>Alternatives</b>	With the parameters set by the Board of Trustees, the state assessment schedule, and TEA requirements options are very limited.
<b>Other Comments and Related Issues</b>	<p>New to next year's calendar are the delayed start instructional days at the end of each three-week period to provide core curriculum teachers the opportunity to plan for instruction without the necessity of hiring substitutes as is the current practice. There is a considerable amount of best practice research that indicates that we must create blocks of time periodically during the regular work day for teachers to work together to collaboratively plan instruction. We have been doing that every nine-weeks by hiring substitutes to cover the teachers classes for half days. With the 2011-2012 calendar teachers will be able to collaboratively plan more frequently, spend less time out of the classroom, and we eliminate the necessity of hiring substitutes.</p> <p>The delayed start of the instructional day means that regular classes will not start until 10:30 a.m. Core curriculum teachers will work with their colleagues to plan their instruction for the next three-week period. Non-core curriculum teachers will provide supervised enrichment or remedial activities for elementary and middle school students.</p> <p>At the high school the late start of classes may be used as an incentive since most students drive to school so their parents will not be impacted by a delayed start. Those students who need to be in some type of remediation may be required to attend.</p> <p>Core curriculum teachers will be required to meet with their colleagues in professional learning groups from 7:30 – 10:30 a.m.</p>
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Memo from Carolyn Gordon with Calendar Vote Results</li> <li>• Copy of Proposed School Calendar No. 1</li> </ul>
<b>Contact Person(s)</b>	Carolyn Gordon, Assistant Superintendent for Instruction

**Action Required**

Motion, second, majority to approve the 2011-2012 school calendar that has been selected by a majority of the faculty and staff.

**Superintendent's Recommendation**

I recommend that the Board approve the 2011-2012 school calendar that has been selected by a majority of the faculty and staff.

**Mark Pool, Superintendent of Schools**

To: Board Members  
Mark Pool, Superintendent

From: Carolyn Gordon

Date: January 10, 2010

Re: Calendar Vote

Three calendars were submitted to all campuses and voted on Thursday, January 6th.  
The following are the results of the vote.

<b>Campus</b>	<b>Calendar #1</b>	<b>Calendar #2</b>	<b>Calendar #3</b>	<b>Other</b>
<b>ECHS</b>	<b>27</b>	<b>17</b>	<b>11</b>	
<b>ECMS</b>	<b>46</b>	<b>3</b>	<b>0</b>	
<b>Northside</b>	<b>55</b>	<b>4</b>	<b>10</b>	
<b>Hutchins</b>	<b>43</b>	<b>2</b>	<b>15</b>	<b>2</b>
<b>Myatt</b>	<b>71</b>	<b>0</b>	<b>5</b>	
<b>Supervisors</b>	<b>0</b>	<b>0</b>	<b>4</b>	
<b>Special Ed.</b>	<b>16</b>	<b>1</b>	<b>3</b>	
<b>Maintenance</b>	<b>4</b>	<b>0</b>	<b>0</b>	
<b>Transportation</b>	<b>0</b>	<b>0</b>	<b>3</b>	
<b>Administration</b>	<b>5</b>	<b>4</b>	<b>1</b>	
<b>Total</b>	<b>267</b>	<b>31</b>	<b>52</b>	<b>2</b>

### AUGUST 2011

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

### SEPTEMBER

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

### OCTOBER

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

### NOVEMBER

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

### DECEMBER

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

### JANUARY 2012

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

# 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 <sup>st</sup> 9 weeks	44 days
2 <sup>nd</sup> 9 weeks	46 days
3 <sup>rd</sup> 9 weeks	44 days
4 <sup>th</sup> 9 weeks	46 days

### FEBRUARY

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

### MARCH

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

### APRIL

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

### MAY

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

### JUNE

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

### JULY

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

## 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.*

	<b>Past Activities</b>	<b>Next Steps</b>
<b>October</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Contact Dr. Horn to confirm date.</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>Date for Board Workshop with Dr. John Horn has been set for Tuesday, January 4, 2011.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>Email communications with Dr. Horn regarding expectations and objectives for meeting scheduled for January 4, 2011.</li> </ul>	<ul style="list-style-type: none"> <li>Continued discussions with Dr. Horn regarding the board's expectations for this workshop.</li> </ul>

<b>January</b>	<ul style="list-style-type: none"><li>• Discussions were conducted with Dr. Horn in preparation for the January 4, 2011, workshop.</li><li>• January 4, workshop was canceled because not all Trustees could attend.</li></ul>	<ul style="list-style-type: none"><li>• Reschedule workshop for later in the spring of 2011.</li></ul>
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**Goal:** *The Superintendent will assist the Board in exploring the possibility of establishing an Education Foundation for the District.*

	<b>Past Activities</b>	<b>Next Steps</b>
<b>October</b>	<ul style="list-style-type: none"> <li>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.</li> <li>10/18/2010 Email doe Dr. Pete Karabatsos. He has replied and is sending a consulting proposal.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Set a date for Pete Karabatsos to make a presentation at a regular board meeting.</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Board will review the consulting proposal</li> <li>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.</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>Board reviewed proposal from Foundation Development Consultants at the Regular Meeting on November 16, 2010.</li> <li>Telephone conversation with Dr. Pete Karabatsos to discuss FDC's proposal and pending board action.</li> </ul>	<ul style="list-style-type: none"> <li>Board considers approving the proposal submitted by Foundation Development Consultants for assistance in the development of the ECISD Public Education Foundation.</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>Proposal submitted by Foundation Development Consultants for assistance in the development of the ECISD Public Education Foundation was approved by the Board.</li> <li>Contract was signed and retainer issued to FDC.</li> <li>Preliminary discussions with Dr. Pete Karabatsos on the formation of a steering committee and developing a plan of action.</li> </ul>	<ul style="list-style-type: none"> <li>Formation of steering committee.</li> <li>Finalizing action plan and timeline for development of foundation with FDC consultant.</li> <li>Begin steering committee work.</li> </ul>

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

	<b>Past Activities</b>	<b>Next Steps</b>
<b>October</b>	<ul style="list-style-type: none"> <li>• Summer 2010 – Administrative Staff and Supervisors met with Dr. Bryan Cole to begin the development of a comprehensive administrative evaluation process.</li> <li>• Campus principals have submitted their draft of a proposed principal evaluation document.</li> </ul>	<ul style="list-style-type: none"> <li>• Secure draft documents from other administrators and supervisors.</li> <li>• Submit proposal for the evaluation process and documents to the Board for considered approval.</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• A draft document of the principal evaluation document has been submitted to the Board of Trustees for review.</li> </ul>	<ul style="list-style-type: none"> <li>• Board approval of the principal evaluation process and instrument.</li> <li>• Secure draft evaluation documents for assistant principals and department supervisors and submit them to the Board for review.</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Board reviewed the principal evaluation document at the Regular Meeting on November 16, 2010.</li> </ul>	<ul style="list-style-type: none"> <li>• Secure draft evaluation documents for assistant principals and department supervisors and submit them to the Board for review.</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• Senior administrative staff and assistant principals have been notified that they have until January 31, 2011, to submit their draft of their performance evaluation document.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of principals.</li> <li>• Board approval of other administrator evaluation documents.</li> </ul>

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

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

<b>January</b>	<ul style="list-style-type: none"><li>• No activity since last meeting.</li></ul>	<ul style="list-style-type: none"><li>• Reinstitute Board Briefs following each regular board meeting.</li><li>• Superintendent View Point Article to Leader-News on weeks when KULP does not air "District News"</li><li>• Implement Facebook</li><li>• Plan and schedule additional articles to be written by campus based staff and published in Leader-News.</li></ul>
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**Goal:** *The Superintendent will research best practice and explore the possibility of implementing effective After School Programs for the District.*

	<b>Past Activities</b>	<b>Next Steps</b>
<b>October</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>No progress since last report.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>No progress since last report.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li>No progress since last report.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

**Agenda Item Summary Sheet (4 A.3)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Only***

<b>Consent Agenda: Governance</b>	Progress Report on Superintendent Performance Goals
<b>Summary</b>	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
<b>ECISD Board Policy</b>	None.
<b>Effective Date</b>	June 8, 2010
<b>Previous Board Action</b>	Superintendent Performance Goals are approved annually following the Superintendent's Summative Evaluation in January.
<b>Future Action Expected</b>	Progress toward the accomplishment of Superintendent Performance Goals will be reported each month in the Consent Agenda.
<b>Background Information and Significant Issues</b>	None.
<b>Fiscal Impact</b>	Unknown.
<b>Student and Public Benefit</b>	The priority items the Superintendent has been asked to focus on are monitored on a regular basis.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.

<b>Attachments</b>	Superintendent's Performance Goals Progress Report, 2010-2011
<b>Contact Person(s)</b>	Mark Pool, Superintendent of Schools
<b>Action Required</b>	No action required.
<b>Superintendent's Recommendation</b>	This is an informational item only. <b>Mark Pool, Superintendent of Schools</b>

**Agenda Item Summary Sheet (4 B.3)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

**Consent Agenda**  
**Business and Support**  
**Services**

Approval of Sources of Investment Officer(s) Training and Report on Investment Officer(s) Training

**Summary**

According to *Government Code § 2256.008(a)(b)(c)*, within 12 months after taking office or assuming duties, the treasurer or chief financial officer and the investment officer of the District shall attend at least one training session from an independent source approved by the Board. This initial training must contain at least ten hours of instruction relating to their respective responsibilities under the Public Funds Investment Act.

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

Investment training must include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Government Code, Chapter 2256.

**ECISD Board Policy**

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

**Effective Date**

January 18, 2011.

**Previous Board Action**

The Board annually approves the training of district investment officers and the sources for investment officer training.

**Future Action Expected**

The Board annually approves the training of district investment officers and the sources for investment officer training.

**Background Information and Significant Issues**

The RESOLUTION approves the training of investment officers and the independent sources of instruction relating to investment responsibilities.

**Fiscal Impact**

None.

**Student and Public Benefit**

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

<b>Procedural and Reporting Implications</b>	Resolution approving the training for district investment officers and the independent sources of instruction relating to investment responsibilities will be included in the official board minutes for this meeting, and is subject to audit.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Copy of: RESOLUTION, Approving the Training of Investment Officers and the Independent Sources of Instruction Relating to Investment Responsibilities.</li> <li>• Copies of Certificates for Investment Officers Training</li> </ul>
<b>Contact Person(s)</b>	David Bright, Assistance Superintendent of Finance and Operations
<b>Action Required</b>	Motion, second and majority vote approving the sources for Investment Officer training.
<b>Superintendent's Recommendation</b>	<p>I recommend you approve the sources for Investment Officer training as a part of the Consent Agenda.</p> <p><b>Mark Pool, Superintendent of Schools</b></p>

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

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

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

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

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

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

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

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

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

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

**Section 2:** The approval of the attached list of training hours which have been completed by the investment officers of the District for the fiscal year ended August 31, 2010.

**PASSED AND APPROVED** this 18th day of January 2011.

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**Tommy Turner, President**

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**Melissa Erwin, Secretary**



Texas Association of School Business Officials

Certificate of Attendance  
Presented to

Mark Pool

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

October 27, 2009  
Victoria, Texas

  
Staci Robertson, Instructor



Texas Association of School Business Officials

Certificate of Attendance  
Presented to

**Joyce M. Supak**

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

**October 19, 2010**  
**Victoria, Texas**

Staci Robertson, Instructor



Texas Association of School Business Officials

Certificate of Attendance  
Presented to

DAVID BRICHAU

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

October 18, 2010  
Victoria, Texas

Staci Robertson, Instructor

**Agenda Item Summary Sheet (4 B.1)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

<b>Consent Agenda Business and Support Services</b>	Approval of engagement of an audit firm to conduct the annual financial and compliance.
<b>Summary</b>	<p>In 2005 we requested qualification proposals from public accounting firms to perform the District's annual audit for fiscal year 2005. We had two firms to respond to our RFQ —John R. Pechacek, Bellville; and Silva and Reed, Bay City.</p> <p>At a regular meeting on February 21, 2005, the Board approved John R. Pechacek, <i>Certified Public Accountant</i>, as the firm to conduct our annual audit(s) for the year's ended August 31, 2005, 2006, 2007, 2008, and 2009.</p> <p>At a regular meeting on January 19, 2010, the Board approved John R. Pechacek, <i>Certified Public Accountant</i>, as the firm to conduct our annual audit for the year ended August 31, 2010, and August 31, 2011. During the course of 2010, Mr. Pechacek his firm and clients with another audit firm to form Belt, Harris, and Pechacek, LLLP.</p> <p>This engagement letter is from the audit firm of Belt, Harris, and Pechacek, LLLP, <i>Certified Public Accountants</i>. The engagement offers two options —a one year engagement, or a three year engagement.</p>
<b>ECISD Board Policy</b>	CFC (LEGAL), ACCOUNTING: AUDITS
<b>Effective Date</b>	August 31, 2011.
<b>Previous Board Action</b>	The current letter of engagement with John R. Pechacek, <i>Certified Public Accountant</i> , was approved at regular meetings on January 19, 2010.
<b>Future Action Expected</b>	Next action in January 2012 or January 2014.
<b>Background Information and Significant Issues</b>	<p>According to state statute, the Board shall have the District's fiscal accounts audited annually at District expense by a Texas certified or public accountant holding a permit from the State Board of Public Accountancy.</p> <p>The TEA <i>Financial Accountability System Resource Guide</i> states that school districts should appoint an external auditor as far in advance as possible of the close of the school year to be</p>

audited. The process should consist of re-engaging the prior year auditor or seeking new auditors through the request-for-proposal process.

The *Texas Government Code* does not permit us to use competitive bids for professional services of licensed or registered certified public accountants. Contracts for these professional services must be made on the basis of demonstrated competence and qualifications to perform the services and for a fair and reasonable price.

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

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

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

**Fiscal Impact**

According to the terms of the Letter of Engagement, if we choose Option No. 1 the cost for the audit for the year ending August 31, 2011, would be approximately \$24,500; about a \$7,500 increase over this year.

If we choose Option No. 2 the cost of the audit will escalate over three years:

Year ended August 31, 2011 .....	\$19,500
Year ended August 31, 2012 .....	\$22,000
Year ended August 31, 2013 .....	\$24,500

If they do the CAFR option it will be an additional \$4,500.

**Student and Public Benefit**

Selection of a qualified public accounting firm to do the annual financial audit provides the public with assurances of the integrity of financial accounting for the District and the

appropriate use of public funds.

**Procedural and Reporting Implications**

An engagement letter is an a written agreement that is binding upon both the school district and public accounting firm. It is intended to set forth the terms for the current year's audit.

The engagement letter should be an integral part of the auditor's working paper file and be attached to or referred to in the school district's board minutes concerning auditor selection.

**Public Comments**

None.

**Alternatives**

Prepare a request for proposals and seek a new audit firm.

**Other Comments and Related Issues**

None

**Attachments**

- Copy of Audit Engagement Letter from Belt Harris Pechacek, LLLP, *Certified Public Accountant*.

**Contact Person(s)**

David Bright, Assistant Superintendent of Finance and Operations

**Action Required**

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

**Superintendent's Recommendation**

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

**Mark Pool, Superintendent of Schools**



## Engagement Letter- Financial Statement and Single Audit

January 7, 2011

Robert Mark Pool, Superintendent  
El Campo Independent School District  
700 W. Norris Street  
El Campo, Texas 77437-2499

We are pleased to confirm our understanding of the services we are to provide El Campo Independent School District (the "District") for the year ended August 31, 2011 (one-year term) or for the years ended August 31, 2011, 2012, and 2013 (three-year term) as specified by the district at the end of this letter. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements, of the District as of and for the year ended August 31, 2011 (one-year term) or for the years August 31, 2011, 2012, and 2013 (three-year term) as specified by the district at the end of this letter.

Accounting standards generally accepted in the United States provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to accompany the District's basic financial statements.

As part of our engagement, we will apply certain limited procedures to the District's RSI. These limited procedures will consist principally of inquiries of management regarding the methods of measurement and presentation, which management is responsible for affirming to us in its representation letter. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis
2. Budgetary Comparison Schedules

We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and will provide an opinion on it in relation to the basic financial statements.

1. Schedule of Federal Expenditures and Awards

In addition to these services-

1. We will also provide routine advisory services through phone calls, conferences or otherwise in connection with incidental matters arising during the year. These costs would be absorbed in our estimated annual fee. We encourage open lines of communication throughout the year as part of our services.

2. We will draft the financial statements, including the Management's Discussion and Analysis with input from management.
3. We will print and bind the financial reports for the District, and provide an electronic PDF copy via email and/or CD of all reports.
4. We will handle normal correspondence from grantor, regulatory, or oversight agencies related to the audit.
5. We will perform procedures to comply with the Public Funds Investment Act (Chapter 2256 local government code).
6. We will make your annual financial report conveniently accessible on our website for affiliated organizations to view provided that they accept the legal disclaimer notification.

### **Audit Objectives**

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

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

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

Our audit will be conducted in accordance with U.S. generally accepted auditing standards; generally accepted government auditing standards contained in the *Texas Education Agency Financial Accountability System Resource Guide*; the Single Audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of accounting records, a determination of major program(s) in accordance with Circular A-133, and other procedures we consider necessary to enable us to express such an opinion and to render the required reports. If our opinion on the financial statements or the Single Audit compliance opinion is other than unqualified, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

**Management Responsibilities**

Management is responsible for establishing and maintaining internal controls, including monitoring ongoing activities; for the selection and application of accounting principles; for the fair presentation in the financial statements of the respective financial position of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the District and the respective changes in financial position and, where applicable, cash flows in conformity with U.S. generally accepted accounting principles; and for federal award program compliance with applicable laws and regulations and the provisions of contracts and grant agreements. Management is responsible for the basic financial statements and all accompanying information as well as all representations contained therein.

You are responsible for management decisions and functions. As part of the audit, we will prepare a draft of your financial statements, schedule of expenditures of federal awards, and related notes. In accordance with *Government Auditing Standards*, you will be required to review and approve those financial statements prior to their issuance and have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements. Further, you are required to designate a qualified management-level individual to be responsible and accountable for overseeing our services.

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

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud or illegal acts affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants. Additionally, as required by OMB Circular A-133, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review prior to the beginning of our audit fieldwork.

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

### **Audit Procedures—General**

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective Government Auditing Standards do not expect auditors to provide reasonable assurance of detecting abuse.

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

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

### **Audit Procedures—Internal Controls**

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

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

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

### **Audit Procedures—Compliance**

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

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

### **Audit Administration, Fees, and Other**

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any invoices selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of and sign the Data Collection Form that summarizes our audit findings. We will provide copies of our reports to the District; however, it is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and a corrective action plan) along with the Data Collection Form to the designated federal clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' reports or nine months after the end of the audit period, unless a longer period is agreed to in advance by the cognizant or oversight agency for audits. At the conclusion of the engagement, we will provide information to management as to where the reporting packages should be submitted and the number to submit.

The audit documentation for this engagement is the property of Belt Harris Pechacek, LLLP and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to Oversight Agency for Audit or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Robert Belt. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend or decide to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release or for any additional period requested by the Oversight Agency for Audit. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting and audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Fees for our services are based on the actual time spent at our standard hourly rates, plus travel and other out-of-pocket costs such as report production, typing, postage, etc. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. The time estimates used to project our fees are based on anticipated cooperation from your personnel and management fulfilling its responsibility, as discussed previously. Our time budget for this engagement does not include addressing matters related to managements' responsibilities, such as modifications to the District's financial information, additional procedures related to alleged noncompliance with laws and regulations and similar improprieties, the District's lack of preparation for the audit, and similar matters. Such time requirements have not been included in the estimate and would be billed in addition to the fees quoted at our standard hourly rates and actual costs incurred, including legal consultations, if necessary. We will notify the appropriate party when such conditions are encountered, such as identifying schedules not prepared, out-of-balance accounts, alleged violations, etc. When possible, we will provide management with options for alleviating the conditions. If it appears the item will not be addressed by the District, we may perform procedures to address incidental matters to facilitate timely completion of the audit. To the extent possible, we will obtain approval before performing additional work for matters considered significant to the original proposed fee. Due to the nature of our work, such approval may not always be possible (i.e., we may be legally compelled by subpoena or similar request to expend additional time and incur other expenses to handle matters arising from this engagement). As customary in the industry the price quoted is an estimate. In accordance with rules of the State Board of Public Accountancy we cannot be bound to provide the audit for the amount estimated. However, in practice we honor our fee quotes unless adverse conditions such as those described above are encountered. Our fee estimates for a one- year option and a three-year option of the audit of the District's financial statements is presented below.

	Option 1	Option 2		
	2011	2011	2012	2013
Financial Audit and Filing	\$ 18,500	\$ 13,500	\$ 16,000	\$ 18,500
Single Audit- Major Programs* (3 @ \$2,000 each)	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
<b>Total</b>	<b>\$ 24,500</b>	<b>\$ 19,500</b>	<b>\$ 22,000</b>	<b>\$ 24,500</b>
Optional: CAFR (not included above)	\$ 4,500	\$ 4,500	\$ 4,500	\$ 4,500

\*A single audit is required when federal funds over \$500,000 are expended. Our fees are based on the number of major programs (programs over \$300,000). Three major programs are included within the estimate above.

Our invoices for these fees will be rendered each month as work progresses and are payable within 30 days. In accordance with our firm policies, work will be suspended if your account becomes 30 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. This agreement and rights and responsibilities of this audit engagement are specifically assigned to Belt Harris Pechacek, LLLP. Notwithstanding anything contained in this engagement to the contrary, in the event no funds or insufficient funds are appropriated and budgeted or are otherwise unavailable in any fiscal period for fees due under this engagement agreement, the District will immediately notify us in writing of such

occurrence and this agreement shall terminate on the last day of the fiscal period for which appropriations have been received or made.

*Government Auditing Standards* require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2009 peer review accompanies this letter.

**Dissemination of Electronic Copies of Report**

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on internet websites, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document or updated documents.

We currently provide an additional service to our clients by providing an electronic copy of all of the annual financial reports of the organizations we have audited on our website so they may be easily accessed. You are providing your organization's authorization for our firm to distribute your financial information in this format.

**Authorization of CPA's Disclosure**

Any client certified public accountant involved with assisting us shall not be prohibited from disclosure of information required to be made available by the standards of the public accounting profession in reporting on the examination of financial statements. Management understands and provides permission to staff certificate or registration holders as required under the Rules of Professional Conduct, Texas Administrative Code, Title 22, Part 22, Chapter 501, Subchapter C, Section 501.75.

We appreciate the opportunity to be of service to the District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Sincerely,

**Belt Harris Pechacek, LLLP**  
*Certified Public Accountants*

Authorized by:



Robert Belt, CPA  
Managing Partner

RESPONSE:

This letter correctly sets forth the understanding of the El Campo Independent School District, and the District has elected a: (please check one term option below)

- One-year audit engagement
- Three-year audit engagement

\_\_\_\_\_  
Robert Mark Pool, Superintendent

\_\_\_\_\_  
Date

BUMGARDNER, MORRISON & COMPANY, L.L.P.

*BMC*

CERTIFIED PUBLIC ACCOUNTANTS

JOSEPH B. BUMGARDNER, CPA  
(1911-2002)  
JACK R. MORRISON, SR., CPA  
(1922-1997)

MEMBERS:  
AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS  
TEXAS SOCIETY OF CERTIFIED PUBLIC ACCOUNTANTS  
AICPA PRIVATE COMPANIES PRACTICE SECTION  
AICPA TAX DIVISION

JACK R. MORRISON, JR., CPA  
CHRISTOPHER E. KREJCI, CPA  
JEROME G. KOTZUR, CPA  
G. DENNIS SHAY, CPA, CFP®  
PAULA G. LESKE, CPA  
MICHAEL E. WENSKE, CPA

JACK C. FITZGERALD, CPA

October 29, 2009

**System Review Report**

To the Partners of Belt Harris & Associates, LLLP  
and the Peer Review Committee of the  
Texas Society of Certified Public Accountants

We have reviewed the system of quality control for the accounting and auditing practice of Belt Harris & Associates, LLLP (the firm) in effect for the year ended June 30, 2009. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary).

As required by the standards, engagements selected for review included engagements performed under the *Government Auditing Standards*.

In our opinion, the system of quality control for the accounting and auditing practice of Belt Harris & Associates, LLLP in effect for the year ended June 30, 2009, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency (ies)* or *fail*. Belt Harris & Associates, LLLP has received a peer review rating of *pass*.

*Bumgardner, Morrison + Company, LLP*

**Agenda Item Summary Sheet (4 B.2)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

<b>Consent Agenda</b>	Approval of District Investment Officers
<b>Business and Support Services</b>	
<b>Summary</b>	<p>According to <i>Government Code § 2246.005(f)</i> the Board shall designate one or more officers or employees as investment officer(s) to be responsible for the investment of its funds. In the administration of the duties of an investment officer, the person designated as an investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the Board retains the ultimate responsibility as fiduciaries of the assets of the District.</p> <p>Authority granted to a person to invest the entity's funds is effective until rescinded by the Board or until termination of the person's employment by the District.</p> <p>LOCAL policy states that the Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board in accordance with the District's written investment policy and generally accepted accounting procedures.</p>
<b>ECISD Board Policy</b>	<p>CDA (LEGAL), OTHER REVENUES: INVESTMENTS, INVESTMENT OFFICER</p> <p>CDA (LOCAL), OTHER REVENUES: INVESTMENTS, INVESTMENT AUTHORITY</p>
<b>Effective Date</b>	January 18, 2011
<b>Previous Board Action</b>	The Board annually passes a resolution approving a list of investment officers for the District.
<b>Future Action Expected</b>	The Board annually passes a resolution approving a list of investment officers for the District.
<b>Background Information and Significant Issues</b>	The RESOLUTION designates Mark Pool, David Bright, and Joyce Supak as the district investment officers
<b>Fiscal Impact</b>	None.

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

**RESOLUTION**  
**Designation of Investment Officer(s)**

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

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

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

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

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

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

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

**ADOPTED AND SIGNED** this 18th day of January 2011.

\_\_\_\_\_  
**Tommy Turner, President**

\_\_\_\_\_  
**Melissa Erwin, Secretary**

**Agenda Item Summary Sheet (4 B.4)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

<b>Consent Agenda</b>	Approval of Investment Policies
<b>Business and Support Services</b>	
<b>Summary</b>	<p>According to <i>Government Code § 2256.026</i>, all investments made by the District shall comply with the Public Funds Investment Act and all federal, state, and local statutes, rules or regulations.</p> <p><i>Government Code § 2256.005(b)</i> states that investments shall be made in accordance with written policies approved by the Board. The investment policies must primarily emphasize safety of principal and liquidity and must address investment diversification, yield and maturity and the quality and capability of investment management.</p> <p><i>Government Code 2256.005(e)</i> states that the investment policy and investment strategy shall be reviewed not less than annually. The Board shall adopt a written instrument stating that it has reviewed the investment policy and investment strategies and that the written instrument so adopted shall record any changes made to either the investment policy or investment strategies.</p>
<b>ECISD Board Policy</b>	CDA (LEGAL), OTHER REVENUES: INVESTMENTS, INVESTMENT OFFICER
<b>Effective Date</b>	January 18, 2011
<b>Previous Board Action</b>	The Board annually reviews and approves the District's investment policies.
<b>Future Action Expected</b>	The Board annually reviews and approves the District's investment policies.
<b>Background Information and Significant Issues</b>	<p>The RESOLUTION approves the investment policy for the El Campo Independent School District.</p> <p>The policy must include:</p> <ol style="list-style-type: none"><li>1. A list of types of authorized investments in which the District's funds may be invested;</li><li>2. The maximum allowable stated maturity of any individual investment owned by the District;</li><li>3. For pooled fund groups, the maximum dollar-weighted average maturity allowed based on the stated maturity date of the portfolio;</li></ol>

4. Methods to monitor the market price of investments acquired with public funds; and
5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a deliver versus payment basis.

**Fiscal Impact**

None.

**Student and Public Benefit**

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

**Procedural and Reporting Implications**

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

**Public Comments**

None.

**Alternatives**

None.

**Other Comments and Related Issues**

None

**Attachments**

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

**Contact Person(s)**

David Bright, Assistance Superintendent of Finance and Operations

**Action Required**

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

**Superintendent's Recommendation**

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

**Mark Pool, Superintendent of Schools**

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

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

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

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

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

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

**PASSED AND APPROVED** this 18th day of January 2011.

\_\_\_\_\_  
**Tommy Turner, President**

\_\_\_\_\_  
**Melissa Erwin, Secretary**

OTHER REVENUES  
INVESTMENTS

CDA  
(LEGAL)

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

WRITTEN POLICIES

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

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

*Gov't Code 2256.005(b)*

ANNUAL REVIEW

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

ANNUAL AUDIT

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

INVESTMENT  
STRATEGIES

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

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

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

*Gov't Code 2256.005(d)*

INVESTMENT  
OFFICER

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

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

INVESTMENT  
TRAINING  
INITIAL

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

WITHIN A TWO-  
YEAR PERIOD

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

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

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

STANDARD OF  
CARE

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

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

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

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

*Gov't Code 2256.006*

PERSONAL  
INTEREST

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

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(LEGAL)

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

*Gov't Code 2256.005(i)*

QUARTERLY  
REPORTS

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

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

OTHER REVENUES  
INVESTMENTS

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(LEGAL)

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

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

*Gov't Code 2256.023*

SELECTION OF  
BROKER

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

AUTHORIZED  
INVESTMENTS

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

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

The following investments are authorized:

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

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

The following investments are not authorized:

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

*Gov't Code 2256.009(b)*

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

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

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

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

*Gov't Code 2256.010(b)*

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

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

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

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

*Gov't Code 2256.0115*

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

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

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

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

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

*Gov't Code 2256.014*

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

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

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

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

To be eligible as an authorized investment:

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

*Gov't Code 2256.015*

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

CHANGE IN LAW

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

SELLERS OF  
INVESTMENTS

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

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(LEGAL)

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

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

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

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

DONATIONS

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

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

ELECTRONIC FUNDS  
TRANSFER

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

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(LOCAL)

INVESTMENT  
AUTHORITY

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

APPROVED  
INVESTMENT  
INSTRUMENTS

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

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

SAFETY AND  
INVESTMENT  
MANAGEMENT

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

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LIQUIDITY AND  
MATURITY

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

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

DIVERSITY

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

MONITORING MARKET  
PRICES

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

FUNDS / STRATEGIES

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

OPERATING FUNDS

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

AGENCY FUNDS

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

DEBT SERVICE  
FUNDS

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

CAPITAL PROJECTS

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

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

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

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

PORTFOLIO REPORT

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

**Agenda Item Summary Sheet (4 B.5)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

<b>Consent Agenda Business and Support Services</b>	Designation of \$50,000 in the General Fund Fund Balance for Turf Replacement
<b>Summary</b>	<p>At the time the track and field at Ricebird Stadium was renovated the Board made a decision to designate \$50,000 per year in the General Fund fund balance for future replacement of the synthetic turf; the idea being that the turf may need to be replaced in ten years at a cost of \$500,000.</p> <p>In this year's budget planning it was agreed to continue with this practice, bring the total of the designated fund balance for turf replacement to \$150,000. The Board needs to take formal action for this designation.</p>
<b>ECISD Board Policy</b>	CFC (LEGAL), ACCOUNTING : AUDITS
<b>Effective Date</b>	January 18, 2011
<b>Previous Board Action</b>	The Board annually designates \$50,000 of the General Fund fund balance for future replacement of the synthetic turf at Ricebird Stadium.
<b>Future Action Expected</b>	The Board annually designates \$50,000 of the General Fund fund balance for future replacement of the synthetic turf at Ricebird Stadium.
<b>Background Information and Significant Issues</b>	None.
<b>Fiscal Impact</b>	Moves \$50,000 from the undesignated General Fund fund balance to General Fund fund balance designated for synthetic turf replacement in Ricebird Stadium,
<b>Student and Public Benefit</b>	Once the time comes to replace the synthetic turf in Ricebird Stadium, the funds to do so will be available.
<b>Procedural and Reporting Implications</b>	The necessary accounting procedures will be followed to show this as designated fund balance.
<b>Public Comments</b>	None.

<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None
<b>Attachments</b>	None.
<b>Contact Person(s)</b>	David Bright, Assistance Superintendent of Finance and Operations
<b>Action Required</b>	Motion, second and majority vote to designate \$50,000 of the current General Fund fund balance for the future replacement of the synthetic turf in Ricebird Stadium.
<b>Superintendent's Recommendation</b>	I recommend you approve the designation of \$50,000 of the current General Fund fund balance for the future replacement of the synthetic turf in Ricebird Stadium as a part of the Consent Agenda. <b>Mark Pool, Superintendent of Schools</b>

**Agenda Item Summary Sheet (4 B.6)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Only***

**Consent Agenda:  
Business and Support  
Services**

Review of Monthly Financial Reports for Month of December

**Summary**

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

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

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

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

**ECISD Board Policy**

None.

**Effective Date**

December 31, 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 audited fund balance in the General Fund (Fund 199 only) on August 31, 2010 was \$5,832,903, which is 20.22% 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 \$5,682,903; or 19.70% of the approved General Fund operating expenditures (as defined in the AEIS Report).

The undesignated fund balance is currently below the 20% goal by \$87,352.

**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 41.96% of our amended revenue projections; and expended 30.73% of our amended expenditure estimates.  
Compared to the same time last year, our revenue increased by \$831,658 and our expenditures decreased by \$467,447.

	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp
<b>Sep</b>	8.49%	8.16%	19.97%	10.32%	20.59%	11.53%	10.41%	10.59%	9.93%	10.95%
<b>Oct</b>	16.45%	15.08%	36.50%	17.60%	36.88%	17.18%	19.64%	17.92%	18.64%	18.81%
<b>Nov</b>	25.79%	22.03%	40.10%	24.60%	39.46%	24.10%	26.01%	25.17%	27.97%	23.69%
<b>Dec</b>	39.14%	28.13%	55.32%	32.30%	52.68%	31.52%	38.96%	32.11%	41.96%	30.73%
<b>Jan</b>	71.88%	35.58%	75.42%	42.30%	73.77%	38.60%	57.38%	39.07%		
<b>Feb</b>	77.49%	46.72%	83.18%	51.98%	79.39%	48.85%	68.68%	50.45%		
<b>Mar</b>	79.75%	53.89%	85.20%	58.88%	81.29%	55.83%	70.62%	58.65%		
<b>Apr</b>	84.35%	61.00%	86.78%	66.91%	82.79%	62.87%	75.39%	65.99%		
<b>May</b>	87.88%	68.32%	89.07%	76.81%	84.31%	69.96%	79.21%	72.77%		
<b>Jun</b>	92.93%	75.96%	90.38%	82.81%	86.04%	77.28%	85.20%	80.00%		
<b>Jul</b>	98.46%	84.97%	91.72%	88.08%	87.23%	85.52%	91.73%	85.63%		
<b>Aug</b>	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 \$15,935 giving us a new adjusted levy of \$13,383,111; and we have currently collected \$5,292,095 which amounts to 39.54% of the adjusted levy. This leaves an uncollected balance of \$8,091,016.

Delinquent collections YTD are \$112,553 plus \$40,690 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%	39.54%
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	\$4,253,749	\$4,525,649	\$271,900	\$12,613,969	\$13,578,565	\$964,596
Expenditures	\$2,399,720	\$2,411,605	\$11,885	\$8,960,691	\$9,061,827	\$101,136
Balance	\$1,854,029	\$2,114,044	\$260,015	\$3,653,278	\$4,516,738	\$863,460

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

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

**Action Required** No Action Required.

**Superintendent's Recommendation** This is an information report only.

**Mark Pool, Superintendent of Schools**

**EL CAMPO INDEPENDENT SCHOOL DISTRICT  
MONTHLY FINANCIAL REPORT  
January 18, 2011**

**Comparison of Revenue and Expenditures  
to the Budget for the General Operating Fund  
9-1-10 to 12-31-10**

**ESTIMATED REVENUE:**

	<i>Original Budget</i>	<i>Amended Budget</i>	<i>Revenue Realized</i>	<i>Revenue Balance</i>
<i>Local:</i>	\$14,731,532	\$14,731,532	\$5,716,091	(\$9,015,441)
<i>State:</i>	\$17,394,053	\$16,428,745	\$7,421,441	(\$9,007,304)
<i>Federal:</i>	\$1,202,013	\$1,202,013	\$441,033	(\$760,980)
<i>Other Resources:</i>	\$0	\$0	\$0	\$0
<i>Total:</i>	\$33,327,598	\$32,362,290	\$13,578,565	(\$18,783,725)

**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	\$9,061,827	\$946,783	\$10,008,610	\$22,565,881

**COMPARISONS TO DECEMBER 31 OF PRIOR YEAR:**

	<i>2009-2010</i>	<i>2010-2011</i>	<i>Increase/ Decrease</i>
<i>Revenues:</i>	\$12,746,907	\$13,578,565	\$831,658
<i>Expenditures:</i>	\$10,476,057	\$10,008,610	(\$467,447)
<i>Cash Position:</i>	\$9,262,176	\$9,778,526	\$516,350

**PRIOR MONTH CASH POSITION as of 11/30/10:** \$8,621,973

<b>GENERAL FUND - FUND BALANCE</b>	<b>GENERAL OPERATING</b>	<b>FUND BALANCE</b>	<b>% of OPERATING</b>
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	\$5,832,903	20.22%

**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**

<b>Reporting Period</b>	<b>Beginning Levy</b>	<b>Adjustments</b>	<b>Adjusted Levy</b>	<b>Current Tax Year Collections</b>	<b>% Collected</b>	<b>% Collected Prior Year</b>	<b>Delinquent Collections</b>	<b>Penalty &amp; Interest</b>	<b>Total Collections</b>	<b>Current Tax Year Uncollected</b>
<b>Monthly Recap</b>										
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	
Dec-10	\$13,399,047	-\$15,935	\$13,383,111	4,140,381	30.94%	29.56%	\$23,473	\$11,322	\$4,175,176	
<b>Year To Date</b>				<b>5,292,095</b>	<b>39.54%</b>	<b>30.01%</b>	<b>\$112,553</b>	<b>\$40,690</b>	<b>\$5,445,337</b>	<b>\$8,091,016</b>

**EL CAMPO INDEPENDENT SCHOOL DISTRICT**

**Cash Flow**

2010-2011

199	GENERAL FUND	Actual Sep-10	Actual Oct-10	Actual Nov-10	Actual Dec-09	Actual Dec-10	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
<b>REVENUE:</b>															
<b>5700</b>	<b>Local Revenue:</b>														
5711	Taxes Current Year	23,630	40,831	961,630	3,437,085	3,603,820	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	39,161	29,097	20,740	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	12,190	15,941	10,501	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	9,931	12,934	10,678	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	33,874	-35,667	-6,729	1,715	2,837	3,314	4,752	1,439	0	6,591	15,879	115,084
	<b>Total Local Rev:</b>	<b>55,312</b>	<b>125,858</b>	<b>1,056,787</b>	<b>3,459,390</b>	<b>3,639,009</b>	<b>5,034,301</b>	<b>2,349,608</b>	<b>275,558</b>	<b>152,950</b>	<b>101,549</b>	<b>114,659</b>	<b>67,731</b>	<b>198,027</b>	<b>12,156,216</b>
<b>5800</b>	<b>State Revenue:</b>														
5811	Available School Fund	25,845	141,876	122,645	18,562	25,491	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	1,224,643	23,737	0	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	30,571	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	3,495	0	0	0	0	0	0	0	0	952	2,265	6,816
5831	TRS On-Behalf	108,735	109,955	109,990	106,641	110,124	109,679	109,481	109,050	108,870	108,979	110,164	109,099	163,254	1,351,300
	<b>Total State Rev:</b>	<b>3,208,711</b>	<b>2,585,771</b>	<b>1,460,773</b>	<b>148,940</b>	<b>166,186</b>	<b>139,026</b>	<b>138,828</b>	<b>112,762</b>	<b>1,048,121</b>	<b>927,016</b>	<b>1,636,657</b>	<b>1,954,197</b>	<b>2,748,191</b>	<b>16,214,111</b>
<b>5900</b>	<b>Federal Revenue:</b>														
5930	Federal	0	0	0	4,896	38,511	0	0	4,997	0	0	6,223	0	6,449	173,648
	<b>Total Federal Rev:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4,896</b>	<b>38,511</b>	<b>0</b>	<b>0</b>	<b>4,997</b>	<b>0</b>	<b>0</b>	<b>6,223</b>	<b>0</b>	<b>6,449</b>	<b>173,648</b>
<b>7900</b>	<b>Other Res/Non-Oper</b>														
	Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	0	0	167,251	167,251
	<b>Total Other Res:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>167,251</b>	<b>167,251</b>
	<b>Total Revenue:</b>	<b>3,264,022</b>	<b>2,711,629</b>	<b>2,517,561</b>	<b>3,613,225</b>	<b>3,843,707</b>	<b>5,173,327</b>	<b>2,488,437</b>	<b>393,317</b>	<b>1,201,071</b>	<b>1,028,565</b>	<b>1,757,538</b>	<b>2,021,928</b>	<b>3,119,917</b>	<b>28,711,226</b>
<b>EXPENDITURES:</b>															
<b>6000</b>	<b>Expenditures:</b>														
6100	Payroll Costs	1,176,237	1,873,879	1,912,447	1,866,025	1,865,040	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	179,474	265,248	155,457	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	258,971	86,296	153,976	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	45,012	29,700	39,746	35,494	72,627	43,187	35,023	37,906	267,788	100,247	36,165	774,106
6500	Debt Services	0	0	500	0	0	0	272,625	0	0	500	0	0	52,438	326,063
6600	Capital Outlay	82,658	44,949	8,230	0	64,338	28,549	3,441	2,097	122	0	298	22,692	381,080	639,385
8900	Other Uses/Non Operating	0	0	6,037	0	-6,037	0	0	0	0	0	0	0	0	0
	<b>Total Expenditures:</b>	<b>1,521,749</b>	<b>2,354,262</b>	<b>2,410,671</b>	<b>2,247,269</b>	<b>2,272,520</b>	<b>2,251,547</b>	<b>2,563,220</b>	<b>2,308,925</b>	<b>2,152,472</b>	<b>2,257,401</b>	<b>2,447,733</b>	<b>2,196,520</b>	<b>3,775,868</b>	<b>28,484,189</b>
	<b>ENDING BALANCE</b>	<b>1,742,273</b>	<b>357,367</b>	<b>106,890</b>	<b>1,365,957</b>	<b>1,571,186</b>	<b>2,921,780</b>	<b>-74,783</b>	<b>-1,915,608</b>	<b>-951,401</b>	<b>-1,228,836</b>	<b>-690,194</b>	<b>-174,592</b>	<b>-655,951</b>	<b>227,037</b>
	<b>GF FB as of 8/31/10</b>	<b>5,832,903</b>													
		7,575,176	7,932,542	8,039,432	8,744,809	9,610,618	12,532,398	12,457,615	10,542,007	9,590,606	8,361,770	7,671,576	7,496,984	6,841,033	

240	FOOD SERVICE	Actual Sep-10	Actual Oct-10	Actual Nov-10	Actual Dec-09	Actual Dec-10	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
<b>REVENUE:</b>															
5700	<b>Local Revenue:</b>														
	Earnings from Temp Dep			1,149	0	0	0	2,200	0	0	2,263	0	0	1,928	8,679
	Foundation Revenue														
	Breakfast	6,580	7,564	6,560	6,368	4,382	11,525	10,365	8,204	8,572	6,689	601	0	7,680	87,585
	Lunch	18,288	19,225	17,796	13,634	11,727	20,784	21,363	19,088	19,930	15,490	1,489	15	14,805	191,692
	A La Carte	10,790	11,167	8,916	8,682	6,734	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	75	310	125	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
	<b>Total Local Ren:</b>	<b>35,658</b>	<b>38,062</b>	<b>33,347</b>	<b>28,994</b>	<b>22,967</b>	<b>45,179</b>	<b>47,899</b>	<b>37,967</b>	<b>39,477</b>	<b>34,683</b>	<b>3,516</b>	<b>225</b>	<b>31,746</b>	<b>404,267</b>
5800	<b>State Revenue</b>														
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
	<b>Total State Rev:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9,822</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9,822</b>
5900	<b>Federal Revenue</b>														
5921	School Breakfast	0	29,398	28,191	27,756	24,100	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	102,841	80,679	87,442	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	6,878	5,799	6,878	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
	<b>Total Federal Rev:</b>	<b>6,878</b>	<b>139,313</b>	<b>137,910</b>	<b>114,234</b>	<b>118,420</b>	<b>92,141</b>	<b>126,058</b>	<b>134,687</b>	<b>120,617</b>	<b>133,808</b>	<b>122,398</b>	<b>36,767</b>	<b>51,164</b>	<b>1,211,674</b>
7900	<b>Other Res/Non-Oper:</b>														
7940	Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total Other Res:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Total Revenue:</b>	<b>42,536</b>	<b>177,375</b>	<b>171,258</b>	<b>143,228</b>	<b>141,387</b>	<b>137,320</b>	<b>173,957</b>	<b>182,476</b>	<b>160,094</b>	<b>168,490</b>	<b>125,914</b>	<b>36,992</b>	<b>82,910</b>	<b>1,625,763</b>
<b>EXPENDITURES:</b>															
6000	<b>Expenditures:</b>														
6100	Payroll & Benefits	33,814	50,498	48,873	47,049	47,261	46,454	48,305	48,938	48,523	50,227	48,736	42,814	58,574	571,972
6200	Contracted Services	0	114,290	94,681	99,509	84,834	93,554	149,600	97,723	96,972	85,234	0	127,189	44,211	921,254
6300	Supplies & Materials	6,878	6,963	6,995	5,831	6,919	6,015	5,865	5,906	5,861	5,853	5,799	5,841	-1,761	62,722
6400	Other Operating	0	34	13	63	70	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
	<b>Total Expenditures:</b>	<b>40,693</b>	<b>171,785</b>	<b>150,562</b>	<b>152,452</b>	<b>139,085</b>	<b>196,815</b>	<b>203,783</b>	<b>152,785</b>	<b>151,383</b>	<b>141,343</b>	<b>54,685</b>	<b>185,651</b>	<b>302,551</b>	<b>1,818,682</b>
	<b>ENDING BALANCE</b>	<b>1,844</b>	<b>7,434</b>	<b>28,130</b>	<b>127,924</b>	<b>30,433</b>	<b>-29,062</b>	<b>-58,888</b>	<b>-29,198</b>	<b>-20,487</b>	<b>6,660</b>	<b>77,889</b>	<b>-70,770</b>	<b>-290,411</b>	<b>-192,919</b>

511	DEBT SERVICE	Actual Sep-10	Actual Oct-10	Actual Nov-10	Actual Dec-09	Actual Dec-10	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
<b>REVENUE:</b>															
5700	<b>Local Revenue:</b>														
5711	Taxes Current Year	3,386	6,079	143,174	492,538	536,561	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	5,308	3,281	2,733	1,904	3,688	2,334	2,890	1,593	1,217	775	877	26,275
5719	Pen, Int, & Other	983	1,426	1,418	1,061	821	665	2,830	3,342	2,191	1,599	1,981	1,127	1,540	19,375
5742	Earnings Fm Temp Dep	133	144	192	416	441	1,136	1,166	1,346	1,342	1,408	0	1,447	602	9,773
	<b>Total Local Rev:</b>	4,603	12,691	150,092	497,295	540,556	715,538	332,760	36,395	17,549	13,158	13,010	8,868	5,443	1,661,125
5800	<b>State Revenue:</b>														
5829	St Rev Dist By TEA	0	0	0	0	0	0	0	0	0	0	0	0	53,869	64,696
	<b>Total State Rev:</b>	0	0	0	0	0	0	0	0	0	0	0	0	53,869	64,696
7900	<b>Other Res/Non-Oper:</b>														
7940	Other Res/Non-Oper Rev	0	0	0	0	0	0	0	0	0	0	1,381	0	0	1,381
	<b>Total Other Res:</b>	0	0	0	0	0	0	0	0	0	0	1,381	0	0	1,381
	<b>Total Revenue:</b>	4,603	12,691	150,092	497,295	540,556	715,538	332,760	36,395	17,549	13,158	14,391	8,868	59,312	1,727,202
<b>EXPENDITURES:</b>															
6000	<b>Expenditures:</b>														
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	0	0	0	0	400	0	0	0	0	0	900
	<b>Total Expenditures:</b>	0	0	500	0	0	0	818,284	400	0	0	0	0	977,384	1,796,569
	<b>ENDING BALANCE</b>	4,603	17,293	166,885	528,731	707,441	1,422,979	937,454	973,450	990,998	1,004,157	1,018,547	1,027,416	109,343	-69,367
<b>Total Approved Budget</b>															
<b>199, 240, 511</b>															
	<b>TOTAL REVENUE</b>	3,311,162	2,901,695	2,838,910	4,253,749	4,525,649	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
	<b>TOTAL EXP</b>	1,562,442	2,526,047	2,561,733	2,399,720	2,411,605	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
	<b>ENDING BALANCE</b>	1,748,719	2,124,367	2,401,544	3,653,278	4,515,589	8,093,412	7,503,279	5,653,356	4,728,215	3,539,684	2,935,110	2,620,727	827,062	

**Agenda Item Summary Sheet (4 B.7)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Only***

**Consent Agenda:  
Business and Support  
Services**

Review of Checks Written – December 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**

December 31, 2010

**Previous Board Action**

Approval of 2010-2011 General Operating Budget on August 17, 2010 authorizing the expenditure of funds.

**Future Action Expected**

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

**Background Information and  
Significant Issues**

None.

**Fiscal Impact**

Historical comparison of monthly check totals:

	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>September</b>	\$597,731.27	\$589,273.28	\$808,126.97	\$655,949.80	\$629,351.65
<b>October</b>	\$642,432.03	\$804,931.69	\$778,762.11	\$970,451.63	\$640,667.05
<b>November</b>	\$742,766.77	\$750,671.57	\$1,140,664.10	\$750,661.87	\$865,783.43
<b>December</b>	\$658,798.47	<b>\$1,211,146.13</b>	\$1,030,485.01	\$853,561.12	\$720,971.25
<b>Subtotal YTD</b>	<b>\$2,641,728.54</b>	<b>\$3,356,022.67</b>	<b>\$3,758,038.19</b>	<b>\$3,230,624.42</b>	<b>\$2,856,773.38</b>
<b>January</b>	\$2,339,695.79	\$1,045,238.51	\$995,619.31	\$880,591.27	
<b>February</b>	\$775,240.17	\$1,993,265.44	\$1,128,501.50	\$874,019.06	
<b>March</b>	\$1,924,176.33	\$660,962.20	\$1,107,119.75	\$694,107.70	
<b>April</b>	\$1,955,246.06	\$777,024.72	\$779,634.45	\$846,903.79	
<b>May</b>	\$947,243.08	\$867,612.30	\$1,105,700.63	\$758,644.83	
<b>June</b>	\$841,401.34	\$1,529,388.36	\$816,384.98	\$718,912.56	
<b>July</b>	\$485,322.31	\$803,678.77	\$813,160.04	\$718,935.08	
<b>August</b>	<b>\$1,415,904.27</b>	\$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 D.2)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Only***

<b>Consent Agenda: Curriculum and Instruction</b>	Review of District Technology Plan
<b>Summary</b>	A copy of the 2011-2012 El Campo ISD Technology Plan is included as an attached document for your review. Of particular interest may be the <i>Executive Summary</i> on pages 4-5.
<b>ECISD Board Policy</b>	No specific policy on Technology Plans
<b>Effective Date</b>	2011-2012 School Year
<b>Previous Board Action</b>	The District's Technology Plan is reviewed on an annual basis before it is submitted to the Texas Education Agency during the spring semester.
<b>Future Action Expected</b>	The District's Technology Plan is reviewed on an annual basis before it is submitted to the Texas Education Agency during the spring semester.
<b>Background Information and Significant Issues</b>	<p>The following is a list of the goals outlined in the ECISD Technology Plan:</p> <p>Goal 1 - <u>Teaching and Learning</u>: Improve student achievement and teacher effectiveness through the use of technology.</p> <p>Goal 2 – <u>Educator Preparation and Development</u>: Encourage teachers and staff to increase their computer proficiency, thereby raising teacher standards.</p> <p>Goal 3 – <u>Leadership, Administration and Support Services</u>: The administration will provide effective leadership for the district in integrating technology into the curriculum and administrative functions, thereby improving student success and administrative effectiveness and efficiency.</p> <p>Goal 4 – <u>Infrastructure for Technology</u>: Support, maintain, and upgrade the infrastructure as required to meet present and future demands.</p> <p>Objectives and strategies for the accomplishment of each of these goals can be reviewed in the plan document on pages 9-17.</p> <p>Of additional interest may be the Technology Needs listed on pages 6-8.</p>

<b>Fiscal Impact</b>	The Technology Plan Budget of \$843,241 can be viewed on page 18.
<b>Student and Public Benefit</b>	ECISD students benefit by having current technology for educating them to become productive citizens in the Information Age.
<b>Procedural and Reporting Implications</b>	This plan must be filed with TEA annually.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• El Campo ISD Technology Plan, 2011-2012</li> </ul>
<b>Contact Person(s)</b>	Turk Krenek, Director of Information Technology
<b>Action Required</b>	<p>The support people at the Texas Education Agency recommend that technology plans be presented to School Boards as information items only, so that they can be changed as needs change.</p> <p>Technology Plans do not require School Board approval.</p>
<b>Superintendent's Recommendation</b>	<p>Information only.</p> <p><b>Mark Pool, Superintendent of Schools</b></p>

# **EL CAMPO ISD Technology Plan**

**2011 - 2012**

**ROBERT POOL**

**SUPERINTENDENT**

## DISTRICT PROFILE

**ESC Region** 3  
**City, State Zip** EL CAMPO, TX 774372499  
**Phone** (979) 543-6771  
**Fax** (979) 543-1670  
**County District Number** 241903

<b>Number of Campuses</b>	5
<b>Total Student Enrollment</b>	3520
<b>District Size</b>	3,000 - 4,999
<b>Percent Econ. Disadvantaged</b>	67.33%

<b>Technology Expenditures</b>	<b>\$843,241.00</b>
<b>Technology budgets reported in plan by category</b>	Teaching and Learning Budget \$211,622.00 Educator Preparation and Development Budget \$205,000.00 Leadership, Administration and Support Budget \$143,000.00 Infrastructure for Technology Budget \$283,619.00 <b>Total: \$843,241.00</b>
<b>Technology Expenditure Per Pupil</b>	\$239.56
<b>Number of Campuses with Direct Connection to Internet</b>	5
<b>Percentage of Campuses with Direct Connection to Internet</b>	100.00%
<b>Number of Classrooms with Direct Connection to Internet</b>	276
<b>Percentage of Classrooms with Direct Connection to Internet</b>	100.00%
<b>Computer/Student Ratio</b>	3 student(s) for every computer
<b>Computer/Teacher Ratio</b>	1 teacher(s) for every computer
<b>Number of campuses that need to complete the Texas Campus STaR Chart</b>	5
<b>Percentage of campuses that have completed the Texas Campus STaR Chart</b>	100.00 %

## Plan Introduction

Plan Last Edited 12/10/2010

**Plan status:** not submitted  
**Years Included in the Plan:** 2011 - 2012  
**Number of years covered by the plan:** 1

**Does the district file E-Rate? yes**

The district had a "written" plan before E-Rate Form 470 was filed on .

### Technology Planning Committee

Mark Pool - Superintendent  
 Thomas Krenek - Director Information Services  
 Carolyn Gordon - Asst Superintendent for Curriculum  
 David Bright - Asst Superintendent for Finance  
 Tana Martin - Assessment Coordinator  
 Jackie Korenek - Teacher Technology Specialist  
 Donald Oldag - Network Manager  
 Bobby Little - Community Representative  
 Marsha Payne - Parent Representative  
 Delores Janik - K5 Facilitator  
 Laura Deiss - K5 Facilitator  
 Gwen Johnson - K5 Facilitator  
 Summer Dorotik - MS Facilitator  
 Brenda Tomanek - MS Facilitator  
 Jana Fernandez - MS Facilitator  
 Tammy DuBroc - MS Facilitator  
 Debbie Hamman - HS Facilitator  
 BJ Swensen - HS Facilitator  
 Sheri Janke - HS Facilitator  
 Marcia Palt - HS Facilitator  
 Lynn Lamberth - El Campo Middle School  
 Diane Wallace - El Campo High School  
 Liz Graves - Principal, Myatt Elementary  
 Mauri Couey - Principal, Hutchins Elementary  
 Diann Srubar - Principal, Northside Elementary  
 Rodney Montello - Principal, El Campo Middle School  
 Rich DuBroc - Principal, El Campo High School  
 Peggy Glaze - Special Ed, El Campo ISD  
 Dellinda Hyer - Library Services, El Campo ISD  
 Jim Paul - Webmaster, El Campo Middle School

# Executive Summary

## INTRODUCTION

The El Campo Independent School District faces an enormous challenge in developing and maintaining technology infrastructures and systems that keep pace with the demands of today's high-tech society. In addition to implementing computer and telecommunications systems that support administrative requirements, we must have the appropriate technology available in the classroom to prepare students to live and work in the Internet society. Technology will continue to be an important part of our modern society. Integrating technology into our schools will help to prepare our students to succeed in this rapidly changing world. This is not a task that is performed easily, nor do we take it lightly. In fact, we are mandated by the No Child Left Behind Act of 2001 to improve student academic achievement through the use of technology in elementary and secondary schools.

## VISION

The Board of Education is committed to improving the technological conditions of the El Campo Independent School District. We realize that learning in the 21st Century has to be different. Learning can no longer be confined to the four walls of a classroom. We realized that students must be allowed to learn new ways to learn and teachers new methods of teaching. Our students will graduate into a global and digital world of information. Because of this, the board has adopted the following vision statement:

Graduates from El Campo ISD will know, apply and produce what is necessary to succeed in a technological society.

## GOALS

We realize, to accomplish this and for our students to be successful, we must develop a plan that outlines clear goals and objectives. We must then develop strategies to accomplish these goals. These goals and strategies must correlate with the goals and strategies of the District Improvement Plan and the State Long Range Plan for Technology (2006-2020), to insure that we maximize utilization in meeting the needs of our students and staff.

## STAFF DEVELOPMENT

It is not enough that we possess the correct hardware and software, our faculty and staff must be properly trained in the use of these technologies. We have made staff development a high priority for our professionals. We have embarked on a multifaceted approach for receiving this training. To be successful, staff development must be received from varied sources. State and regional institutions as well as private vendors have all played a role in developing, facilitating, and delivering different models of professional development. We are committed to spend twenty five to thirty percent of all grant funds and NCLB federal funds on staff development. ECISD currently employs a full time classroom teacher as a Teacher Technology Specialist. Her primary job is to assist the staff with integrating technology into the curriculum, provide just-in-time training for those teachers who require immediate technical support, and to develop and present summer Staff Development sessions. Additionally, ECISD employs eight full time lab aides, who are responsible for assisting the teachers in integrating technology into their lesson plans, as well as performing minor troubleshooting and repairs in the district labs. ECISD will continue to seek new and innovative opportunities for professional development. We realize that for the teacher to be successful in integrating technology into the classroom, they must be well trained and feel confident with the material and equipment that is available to them.

## BUDGET AND SUSTAINABILITY

El Campo ISD is committed to sustaining and improving the use of technology to increase the academic performance of all students. Beyond the state technology allotment, the district has contributed local funds in the past for technology enhancements and will continue to do so in the future. The technology staff is also active in working to ensure that all technology equipment functions well and to seek additional funding sources for equipment, services, software, and other electronically delivered learning materials and print resources that will ensure successful and effective uses of technology.

El Campo ISD is committed to providing the best for its students and staff. We realize that to successfully integrate technology into the curriculum, we must first build a strong foundation. The school board has demonstrated their commitment by spending in excess of one million dollars of local tax revenues on technology initiatives during the recent years. This is in addition to state and federal funds. Many of these funds have been used to improve our infrastructure for technology and to improve our educator preparedness through enhanced staff development. We consider these two areas to be critical to a successful technology integration program. The administration has demonstrated their commitment as well, using a combination of State Technology Allotment funds and local tax dollars to fund positions for a full time Director of Information Services, Network Manager and Computer Technician. These positions provide "behind the scenes" network and systems support, and maintain the districts technology resources and systems so that they are in good working order and meets the current technological demands of our users.

In addition to the Local Funds for Technology provided by our school board and the State Technology Allotment, ECISD has been a successful recipient of numerous state grants. These grants have allowed us to make nearly one million dollars of improvements to our infrastructure and to replace aging computer equipment and peripherals. ECISD will continue to seek outside sources of funds to supplement our technology plan.

The school district is also participating in the E-rate program. For funding year 2011/2012, El Campo ISD will apply for approximately \$150,000 in E-rate eligible services and equipment. We have included in our budget the matching funds necessary to secure this funding.

#### NEEDS ASSESSMENT AND PLAN EVALUATION

El Campo ISD has established a District Technology Committee. The committee is charged with providing an annual needs assessment and will meet during each semester to evaluate our Technology Plan. They will use the Texas STaR Chart as the major instrument in proving the assessment and evaluation. Using this chart will provide an objective measurement of our needs and will allow us to make midyear adjustments to our plan when necessary.

#### Internet Safety Policy

Prior to gaining admission to our technological infrastructure, all students and staff must sign an Acceptable Use Policy. In addition to outlining the appropriate rules that users must follow, this policy also includes information on the measures that El Campo ISD uses to block or filter Internet content as required by CIPA (Children's Internet Safety Act.) This policy also addresses the safety of minors when using email, chat rooms and other forms of electronic communication, as well as guidelines dealing with unauthorized access to restricted data, unlawful activities, and unauthorized disclosure of personal information regarding minors.

## Needs Assessment

### Assessment Process:

The District Technology Committee is chaired by the Director of Information Services and is composed of district administrators and members from each campus appointed by the campus principal. The committee also includes representative members from area businesses and the community. The focus of this committee is to evaluate the effectiveness of the District Technology Plan in all areas, especially in the areas of technology staff development and integration of technology into the curriculum. Acquisition and installation of technologies and telecommunications services will be accessed and evaluated as well. The committee will use the Texas School Technology and Readiness (STaR) Chart as the primary tool for measuring our progress and assessing our needs for the next term. The committee will also use information gathered from periodic administrator, teacher and student surveys as well as feedback from the monthly District Leadership Team meetings. In the spring of each year, the committee will evaluate any Technological Special Requests that are made to the Superintendent as he prepares for the subsequent budget.

### Existing Conditions:

We have concluded that the present aggregate condition of the infrastructure, telecommunications systems, proficiency of teaching staff and administrative support to be slightly better than average, or 7 on a scale of 1 (Not acceptable) to 10 (excellent). Currently, our systems consist of the following:

#### Telecommunications:

- 02 T1 Circuits (Dedicated Distance Education)
- 85 Voice Lines (Long Distance/Local Service)
- 12 Fax Lines
- 05 Alarm Circuits
- 95 Cellular Phones

#### Internet Access:

- 01 DS3 Circuits (40 Mb to ISP)
- ISP for unlimited number of nodes

#### Computer Infrastructure Hardware:

- (Category 5, Level 2 Fiber Backbone)
- 07 Campus and Admin Application Servers
- 01 Special Ed Manager Server
- 01 Central Office RSCCC Server
- 01 Destiny Library Automation Server
- 01 Email Server
- 01 Iprism Internet Filter Appliance
- 01 Intranet Server
- 01 FTP Server
- 01 Cisco ASA 550 Firewall
- 01 Cisco 3801 Router
- 02 Cisco 2801 Router
- 08 Cisco 3750G Fiber Switch
- 57 Cisco 3560G POE Switches
- 340 Cisco 1548 Classroom Switch
- 1500 Windows XP/Vista Workstations
- 400 Windows XP/Vista Laptops
- 75 Network Laser Printers
- 03 Network Copiers
- 06 Network MFP
- 350 Deskjet Printers
- 01 Distance Education Studio (To Area JC)
- 01 Staff Development Studio (To ESC)
- 225 LCD Projectors
- 225 Document cameras
- 03 Canon Professional Cameras
- 35 Flatbed Scanners
- 75 Document Cameras

#### Software:

- 08 Windows Server 2008

02 Windows Server 2003  
 01 Windows Server 2000  
 01 Skyward Student Accounting Software  
 999 Symantec EndPoint Protection Software  
 05 Microsoft 3.0 Office School Agreement  
 300 FilemakerPro 6.0  
 175 FastForward Software  
 03 Campus License Sleek Software  
 03 Campus License Heartbeeps Software  
 02 Campus License A+ Software  
 04 Campus License Accelerated Reader  
 01 Campus License Accelerated Math  
 01 District License Destiny Library Automation  
 Misc Other Campus Specific Software

Misc. Electronics:

350 Televisions  
 350 VCR/DVD's  
 18 Fax Machines  
 498 VoIP Phones

Technical Support:

01 Director of Information Services  
 01 Network Manager  
 01 Computer Technician  
 01 Teacher Technology Specialist  
 08 Certified Secondary TechApps Instructors  
 04 Certified FastForward Instructors  
 02 Certified Credit Recovery Instructor  
 08 Technology Lab Aides

**Technology Needs:**

Teaching and Learning:

1. Additional software to be used in the integration of Technology into foundation area TEKS
2. More access to computer peripherals, such as digital cameras, projectors, PDA's, graphing calculators, interactive whiteboards, video distribution systems and electronic microscopes
3. Adequate software and hardware to insure we are meeting all requirements of TEKS, including eMail, Keyboarding, Word Processing, Spreadsheets, Database and web content.

Educator Preparedness:

1. Staff Development on creating and publishing Web Pages and web content.
2. Staff Development on integrating technology into the core foundation areas.
3. Insure that all secondary Technology Applications teachers have SBEC TA Certification.
4. Assist current educators meet SBEC standards for Technology Applications that are mandatory for all beginning teachers.
5. Develop ways to measure teacher computer proficiencies.

Administration and Support:

1. Continue to hire and retain High Quality Teachers who are technologically proficient.
2. Continue to provide local funds to supplement the technological needs of the district.
3. Continue to support programs that foster Parental Involvement, such as Family Literacy Night and Skyward Family Access.

Infrastructure for Technology:

1. Increase Bandwidth to ISP and ESC III.
2. Continue program of planned obsolescence, so that all computer workstations are less than 5 years old.
3. Continue to make lab space available, so that we can reach the student to computer ratio of 1:1 on each campus.
4. Expand wireless connectivity on each campus and office.
5. Enhance the District network infrastructure by extending the fiber network on each campus.
6. Expand the district-wide VoIP phone system.
7. Replace existing legacy 10/100 switches with 10/100/1000 bps switches with POE.
8. Upgrade the connectivity to each district classroom and office with Cat 6 Ethernet cable.
9. Upgrade existing intercom/bell/paging system at all campuses.
10. Expand a district-wide video distribution system.
11. Upgrade Email Server

12. Renew Basic Maintenance contract for phone system and network infrastructure.
13. Maintain or increase current level of local, long distance, T1, and cellular service.
14. Renew contract for Webhosting and Email services.
15. Install LCD Projectors, Document Cameras and interactive whiteboards in every classroom.
16. Continue to upgrade campus security via cameras and emerging technologies.
17. Enhance district communication to all users by expanding use of cellular devices, Blackberies, and expanded bandwidth to all campuses administrative offices and maintenance and transportation vehicles and busses.
18. Continue to use student accounting, PEIMS and other technologies to enhance data driven decision making.

## Goals, Objectives, and Strategies

<b>GOAL 1: Teaching and Learning: Improve student achievement and teacher effectiveness through the use of technology.</b>					
<b>OBJECTIVE 1.1:</b>					
All teachers in ECISD will integrate technology into their classroom instruction in an effort to increase student achievement.					
<i>Budget Amount \$211,622.00</i>					
<i>LRPT category: Teaching and Learning</i>					
E-Rate Correlates: ER01					
NCLB Correlates: 01, 02, 04a, 07, 11					
Strategies	State/Status:	Timeline:	Person(s) Responsible:	Evidence:	
1.1.1: Campus Technology Committees will meet twice each semester to identify campus technology needs and identify best teaching practices which integrate technology into the classroom  LEA LRPT Correlates: LAS07, LAS13, TL06	State: Original  Status: In Progress	September 2011 and January 2012	Campus Principals, Tech Committee Chairman	Meeting Agendas and sign-in sheets	
1.1.2: Continue to purchase Microsoft School Agreement so that Office productivity software is available on every student and teacher workstation.  LEA LRPT Correlates: I09	State: Original  Status: In Progress	November 2011	Director of Information Services	Annual Contract, Purchase Order	
1.1.3: Increase the number of students able to utilize FastForward Software by increasing the seat licenses, and offer on all campuses  LEA LRPT Correlates: TL04, TL05, TL06	State: Original  Status: In Progress	September 2011	Language Arts Facilitators Asst Superintendent of Instruction	Purchase Order, Benchmark testing Results	
1.1.4: Purchase campus appropriate software to address K-8 TA TEKS for keyboarding, email, word processing, spreadsheets and database, and advanced web based applications  LEA LRPT Correlates: TL01	State: Original  Status: In Progress	July 2011	Director of Information Services, Campus Tech Committee	Purchase Order, Erate FCDL, Tech Committee Recommendations	
1.1.5: Continue to utilize existing technology based programs, such as Accelerated Reader, Accelerated Math, Ellis Essentials, Odysseyware, Destiny and A Plus to aid in improving academic achievement. Purchase additional software.  LEA LRPT Correlates: TL03	State: Original  Status: In Progress	September 2011 - May 2012	Campus Librarians, Teacher Technology Specialist, Campus Principals	Benchmark Tests	
1.1.6: Increase the number of Technology Application courses offered for	State: Original	August 2011	Board of Education, ECHS Counselors	Course Requests	

	instruction to high school students to include Webmastering, Multimedia, Video Technology and Digital Graphics  LEA LRPT Correlates: TL02	Status: In Progress			
1.1.7:	Increase the number of Dual Credit and Concurrent Credit Course offerings from Wharton County Junior College available via ITV and Distance Learning.  LEA LRPT Correlates: LAS15, TL09, TL13	State: Original  Status: In Progress	September 2011	ECHS Principal, ECHS Counselors	Course Requests
1.1.8:	Continue to use library automation and research software at each campus in order to improve library efficiency and increase student exposure to technology  LEA LRPT Correlates: TL10, TL11	State: Original  Status: In Progress	July 2010 - June 2011	Campus Librarians	MARC Records
1.1.9:	Continue to utilize CScope and the common assessment approach to obtain research driven data, so that we can better target individual learning weaknesses.  LEA LRPT Correlates: TL07	State: Original  Status: In Progress	October 2011 - June 2012	Superintendent, Assessment Coordinator, Subject-area Facilitators	Benchmark and Assessment results

GOAL 2: Educator Preparation and Development: Encourage Teachers and Staff to increase computer proficiency, thereby raising teaching standards.					
OBJECTIVE 2.1:					
All of ECISD teachers will continue professional development training, as mandated by the El Campo ISD School Board.					
<i>Budget Amount \$200,000.00</i>					
<i>LRPT category: Educator Preparation and Development</i>					
E-Rate Correlates: ER02					
NCLB Correlates: 01, 02, 03, 04b, 08					
Strategies	State/Status:	Timeline:	Person(s) Responsible:	Evidence:	
2.1.1: Deliver sustained Staff Development programs as necessary to insure all teachers are proficient in communicating with parents and the community via Teacher Web Pages and other electronic methods.  LEA LRPT Correlates: EP03, LAS06, TL15	State: Original  Status: In Progress	July 2011 - August 2012	Teacher Technology Specialists	Staff Development Sign-in sheets	
2.1.2: Deliver sustained Staff Development programs as necessary to insure all teachers are proficient in the use of Word Processing, SpreadSheet and DataBase Software.  LEA LRPT Correlates: EP01	State: Original  Status: In Progress	July 2011 - August 2012	Teacher Technology Specialists	Staff Development Sign-in Sheets	
2.1.3: Deliver sustained Staff Development programs as necessary to insure all teachers are proficient in sending and receiving email, performing Internet searches and other Web activities  LEA LRPT Correlates: EP05	State: Original  Status: In Progress	July 2011 - August 2012	Teacher Technology Specialists	Staff Development Sign-in Sheets	
2.1.4: Deliver sustained Staff Development programs as necessary to insure all teachers are proficient in performing routine network logins, drive mappings, file and print sharing, and minor troubleshooting.  LEA LRPT Correlates: EP03	State: Original  Status: In Progress	July 2011 - August 2012	Teacher Technology Specialists	Staff Development Sign-in Sheets	
2.1.5: Deliver sustained Staff Development programs as necessary to insure all teachers are proficient in electronic grade reporting, attendance submission and other data capturing programs.  LEA LRPT Correlates: EP03	State: Original  Status: In Progress	August 2011 - May 2012	Teacher Technology Specialists	Staff Development Sign-in Sheets, HelpDesk Logs	
2.1.6: Provide professional development opportunities for all Secondary Technology Application and Computer Literacy Teachers and all computer lab aides annually at the TCEA Convention.	State: Original  Status: Planned	February 2012	Director of Information Services	Registration Forms, Staff Development Requests	

	LEA LRPT Correlates: EP06				
2.1.7:	Continue just-in-time training by Teacher Technology Specialists to assist teachers in integrating technology into their classrooms.  LEA LRPT Correlates: EP01	State: Original  Status: In Progress	September 2011 - May 2012	Teacher Technology Specialists	HelpDesk Requests
2.1.8:	Continue to receive staff development training from ESC3 via the regional communications network.  LEA LRPT Correlates: EP08	State: Original  Status: In Progress	July 2011 - June 2012	Director Information Systems, Teacher Technology Specialists	ESC3 Staff Development Calendar and Sign-in Sheets
2.1.9:	Provide the appropriate type and level of training for various non-teaching support staff, based on the nature of each position.  LEA LRPT Correlates: LAS10	State: Original  Status: Planned	September 2011 - May 2012	Teacher Technology Specialists, ESC3 Staff	Staff Development Sign-in sheets
2.1.10:	Deliver sustained Staff Development programs as necessary to insure all teachers are proficient in the operation of classroom projectors, document cameras, interactive whiteboards, and visual responders.  LEA LRPT Correlates: I05, I09, LAS06, TL08	State: Original  Status: In Progress	August 2011 - May 2012	Director, IS, Teacher Technology Specialists	Staff Development Sign-in rosters. Teacher evaluation reports.
<b>OBJECTIVE 2.2:</b>					
All ECISD Teachers will be of High Quality and Technologically proficient.					
<i>Budget Amount \$5,000.00</i>					
<i>LRPT category: Educator Preparation and Development</i>					
E-Rate Correlates: ER01, ER02					
NCLB Correlates: 01, 04a, 04b					
<i>Strategies</i>		<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
2.2.1:	Insure that all Secondary Technology Applications and Computer Literacy Teachers are Highly Qualified and possess the TATCP certification.  LEA LRPT Correlates: EP02, LAS12	State: Original  Status: In Progress	July 2011 - August 2012	Asst Superintendent of Instruction	SBEC Certificate
2.2.2:	Develop Teacher Technology Proficiency Test as a method to access the competencies of our teaching staff.  LEA LRPT Correlates: EP04	State: Original  Status: Planned	March 2012	Director of Information Systems, Teacher Technology Specialist	Pre- and Post-Proficiency Test
2.2.3:	Provide opportunities for teachers to participate in varied technology training, including thr Master echnology Teacher Program.  LEA LRPT Correlates: EP07	State: Original  Status: Planned	August 2011 - May 2012	Asst Superintendent for Instruction	Training Requests

**GOAL 3: Leadership, Administration and Support Services:** The administration will provide effective leadership for the district in integrating technology into the curriculum and administrative functions, thereby improving student success and teaching and administrative and efficiency.

**OBJECTIVE 3.1:**

The ECISD will continue to employ highly qualified employees who will utilize technology to increase student achievement and administrative efficiency.

*Budget Amount \$90,000.00*

*LRPT category: Leadership, Administration and Support*

E-Rate Correlates: ER01

NCLB Correlates: 03, 04b, 05, 06, 08

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
3.1.1:	Hire Highly Qualified and properly certified teaching professionals who are technologically proficient.  LEA LRPT Correlates: EP04	State: Original  Status: In Progress	July 2011 - August 2012	Superintendent	Employment Applications and Contracts
3.1.2:	Continue to provide funding for a full time Technology Support Staff.  LEA LRPT Correlates: EP09	State: Original  Status: In Progress	July 2011	Asst Superintendent for Finance	Annual Budget
3.1.3:	Seek additional sources of funding and utilize third-party grant writers to assist in the acquisition of additional internet bandwidth and other computer devices and technology equipment.  LEA LRPT Correlates: I03, I04	State: Original  Status: In Progress	August 2011 - June 2012	Superintendent, Asst. Superintendent for Instruction	Grant Notifications
3.1.4:	Administration will seek out ways to use social networking media as a means of providing relevant information to stakeholders.  LEA LRPT Correlates: TL15	State: Original  Status: Planned	July 2011 - June 2012	Superintendent, Director IS	Subscription to Twitter and Facebook programs

**OBJECTIVE 3.2:**

100% of ECISD campuses will use student management technology to improve efficiency.

*Budget Amount \$28,000.00*

*LRPT category: Leadership, Administration and Support*

E-Rate Correlates: ER01

NCLB Correlates: 11

Strategies		State/Status:	Timeline:	Person(s) Responsible:	Evidence:
3.2.1:	All teachers will submit attendance data and grades to a centralized database located on their campus server.  LEA LRPT Correlates: LAS08	State: Original  Status: In Progress	August 2011 - May 2012	Campus Principals	PEIMS Reports, Report Cards
3.2.2:	All campus clerks will electronically	State:	July 2011 -	PEIMS Coordinator,	PEIMS Reports

	submit student demographic information to a centralized database on the district server.  LEA LRPT Correlates: LAS08, TL16	Original  Status: In Progress	May 2012	Campus Principals	
3.2.3:	Make the Skyward Student Management System available to administrators, principals and counselors.  LEA LRPT Correlates: LAS01	State: Original  Status: In Progress	August 2011 - May 2012	Campus Principals	WinSchool Program Logs
<p><b>OBJECTIVE 3.3:</b></p> <p>The administration will continue to seek technological practices that encourage all stakeholders to participate in the education of the students of ECISD.</p> <p><i>Budget Amount \$25,000.00</i> <i>LRPT category: Leadership, Administration and Support</i></p> <p>E-Rate Correlates: ER01 NCLB Correlates: 03, 08, 09, 10</p>					
<i>Strategies</i>		<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>
3.3.1:	The administration will continue to support Family Literacy Night.  LEA LRPT Correlates: TL12	State: Original  Status: In Progress	August 2011 - May 2012	ESL District Coordinator	Family Literacy Sign - in Logs
3.3.2:	The administration will continue to support parent, student and teacher communication via Skyward Family Access and SchoolCenter  LEA LRPT Correlates: I08, LAS11	State: Original  Status: In Progress	August 2011 - May 2012	Secondary Principals	AUP and Family Access Consent forms
3.3.3:	Lobby the state and federal government for increased funding to support technology initiatives.  LEA LRPT Correlates: I02	State: Original  Status: In Progress	July 2011 - June 2012	Superintendent	Correspondence with State and Federal Representatives
3.3.4:	Encourage community access to ECISD facilities, including Internet connected workstations and Distance Education Studio  LEA LRPT Correlates: I03, LAS09	State: Original  Status: In Progress	July 2011 - June 2012	Director Information Services	ESC Staff Development sign-in sheets

<b>GOAL 4: Infrastructure for Technology: Support, maintain, and upgrade the infrastructure as required to meet present and future demands.</b>					
<b>OBJECTIVE 4.1:</b>					
Administrators, teachers and students will have access to the appropriate resources in order to succeed in a technological environment.					
<i>Budget Amount \$283,619.00</i>					
<i>LRPT category: Infrastructure for Technology</i>					
E-Rate Correlates: ER01, ER02					
NCLB Correlates: 02, 05, 06, 12					
<i>Strategies</i>	<i>State/Status:</i>	<i>Timeline:</i>	<i>Person(s) Responsible:</i>	<i>Evidence:</i>	
4.1.1: Continue with planned obsolescence of computer workstations, so that all computers are less than 5 years old.  LEA LRPT Correlates: I02, I07	State: Original  Status: In Progress	September 2011 - June 2012	Director Information Services	Inventory Reports	
4.1.2: Increase bandwidth by aggregating and increasing T1/DS3 lines to our ISP  LEA LRPT Correlates: I06	State: Original  Status: Planned	July 2011 - August 2012	Director Information Services	Purchase Order, Erate FCDL	
4.1.3: Leverage our previous investment in our fiber backbone with expanded services for voice, video and data between campuses.  LEA LRPT Correlates: I01	State: Original  Status: Planned	July 2011 - December 2012	Director Information Services	Erate FCDL	
4.1.4: Analyze our current telecommunications system and make enhancements where necessary.  LEA LRPT Correlates: I01	State: Original  Status: In Progress	July 2011 - May 2012	Director Information Services	Erate FCDL	
4.1.5: Utilize full-featured warranty contracts on mission critical hardware, to minimize downtime.  LEA LRPT Correlates: LAS14	State: Original  Status: In Progress	July 2011 - September 2012	Director Information Services	Purchase Orders, Warranty Contracts	
4.1.6: Enhance the video infrastructure to provide video on demand, CCTV and public access programming  LEA LRPT Correlates: I01	State: Original  Status: Planned	January 2012 - May 2012	Director Information Services	Purchase Orders	
4.1.7: Complete the installation of cable television in each classroom to take advantage of distributed learning opportunities provided by cable and satellite providers  LEA LRPT Correlates: I01	State: Original  Status: In Progress	September 2011 - December 2012	Director of Information Services	Inventory Reports	
4.1.8: Replace aging technological infrastructure per ECISD established replacement schedule  LEA LRPT Correlates: I08	State: Original  Status: In Progress	July 2011 - May 2012	Director of Information Services	Inventory Reports, Purchase Orders	
4.1.9: Upgrade district email capabilities to provide	State: Original	July 2011	Director	Erate FCDL	

	remote access and web-based email LEA LRPT Correlates: I01	Status: In Progress		Information Services	
4.1.10:	Continue to utilize third party specialist for network consultation and design LEA LRPT Correlates: I01	State: Original Status: In Progress	July 2011 - June 2012	Director of Information Services	Purchase Order, Network Designs
4.1.11:	Renew annual license for Internet content filtering appliance, as required by CIPA (Children's Internet Protection Act) LEA LRPT Correlates: TL14	State: Original Status: In Progress	July 2011 - June 2012	Director Information Services	Purchase Order, License Agreement
4.1.12:	Investigate alternative funding and leasing to secure technology assets. LEA LRPT Correlates:	State: Original Status: In Progress	September 2011 - June 2012	Asst Superintendent of Finance	Vendor Price Quotes
4.1.13:	ECISD will access the technology needs of each campus by requiring that 100% of the teachers on that campus complete the Teacher Star Chart. LEA LRPT Correlates: LAS03	State: Original Status: Planned	September 2011	Campus Principals	On-line Star Charts
4.1.14:	ECISD will access the Technology needs of the District by competing 100% of the Campus Star Charts. LEA LRPT Correlates: LAS03	State: Original Status: Planned	November 2011	Director Information Services	On-Line Star Chart Reports
4.1.15:	ECISD will seek E-Rate funds based on a completed and comprehensive annual Technology Plan that is aligned with the District Improvement Plan and completed by the District Technology Committee. LEA LRPT Correlates: LAS02, LAS04, LAS05	State: Original Status: Planned	December 2011	Director Information Services	Completed Tech Plan, Erate Form 470
4.1.16:	Seek E-rate funding to provide a district-wide VoIP phone system to foster improved communications between teachers and parents LEA LRPT Correlates: I01	State: Original Status: Planned	July 2011	Director Information System	E-Rate Form 470, FC DL
4.1.17:	Seek E-Rate funding to replace legacy 10/100 switches with 10/100/1000 Switches with POE LEA LRPT Correlates: I01	State: Original Status: Planned	July 2011	Director Information Services	E-Rate Form 470, FC DL
4.1.18:	Seek E-Rate funding to extend fiber network on every campus. LEA LRPT Correlates: I01	State: Original Status: Planned	July 2011	Director, Information Services	E-Rate Form 470, FC DL
4.1.19:	Seek E-Rate funding to upgrade connectivity to district offices and classrooms to Cat 6 LEA LRPT Correlates: I01	State: Original Status: Planned	July 2011	Director, Information Services	Erate Form 470, FC DL
4.1.20:	Seek E-Rate funding to install a district-wide video distribution system.	State: Original Status:	July 2011	Director, Information Services	Erate Form 470, FC DL

	LEA LRPT Correlates: I01	Planned			
4.1.21:	Seek E-Rate funds to purchase Basic Maintenance contract for Phone system and network infrastructure.  LEA LRPT Correlates: I01	State: Original  Status: Planned	July 2011	Director, Information Services	E-Rate Form 470, FCDL
4.1.22:	Seek E-Rate Funds to provide district-wide local, long distance, data, cellular and DSL phone service; and webhosting and e-mail services.  LEA LRPT Correlates: I01	State: Original  Status: Planned	July 2011	Director, Information Services	Erate Form 470, FCDL

## Budget

Total amount of Title II, Part D formula funds received for the current year of this plan: \$0.00

Method of application for formula funds: Local Application

<b>Budget year 2011</b>		
<b>Budget item</b>	<b>Cost</b>	<b>Funding Sources with amount per source</b>
Staff Development	\$175,000.00	General Salaries 145,000 Local (Tech) 30,000
Telecommunications & Internet Access	\$150,353.00	Erate 125,000 Local Tech 25,353
Materials & Supplies	\$123,000.00	Local (Tech) 123,000
Equipment	\$279,742.00	Tech Allotment 95,000 Local (Tech) 171622 ARRA 13,120
Maintenance	\$70,146.00	Local (Salaries) 45,000 Erate 20,621 Local Tech 4,525
Miscellaneous Expenses	\$45,000.00	Local (Salaries) 45,000
<b>Total</b>	<b>\$843,241.00</b>	

## Evaluation

**Evaluation Process:**

The evaluation of the District Technology Plan will be performed during an established committee meeting in the spring semester of each school year. The committee will review the activities that have been accomplished that year and preview the activities called for by the plan during the subsequent year. Needs will be re-assessed, and adjustments which are necessary to meet the education needs of the students of El Campo Independent School District will be made to the plan. Called meetings of this committee will be made at any time during the school year in response to new developments and opportunities as they arise.

**Evaluation Method:**

Evaluation of the Technology Plan will be a systematic ongoing process. All aspects of the Plan will be formally evaluated by the District Technology Committee during the Fall and Spring Semester of each school year.

The District Technology Committee will be responsible for the ongoing evaluation of this plan. The intention of the evaluation will be to make decisions on the impact that technology has on the learning process for all students. A written report will be given to the Superintendent after each formal evaluation occurs.

El Campo ISD's STaR Chart results for each campus will be used to help El Campo ISD assess its progress toward meeting the goals of the Long Range Plan for Technology.

Other methods used for evaluation will include:

- Surveys of the staff conducted periodically in regards to their use of technology in the classroom
- Informal interviews conducted by the campus Technology Committee representative
- Records of staff member participation in technology training monitored by sign-in sheets and teacher professional development records.
- Integration of training into the classroom as measured by lesson plans and number and type of technology projects.
- Monitoring and documentation of community access to technology resources and information on the campuses and on the web site.
- Monitoring and documentation of community involvement
- Yearly inventory of hardware and software
- Support and maintenance of technology as documented by technical support records

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EL CAMPO ISD does not discriminate on the basis of sex, disability, race, color, age, or national origin in its educational programs, activities, or employment as required by Title IX, Section 504 and Title VI.

**Agenda Item Summary Sheet (4 D.1)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

<b>Consent Agenda</b>	Evaluation of State Compensatory Education Program
<b>Summary</b>	<p>Texas Education Code § 7.027 (b) states:</p> <p><i>The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.</i></p> <p>To comply with this statutory requirement we have evaluated our State Compensatory Education Program and the results of the evaluation are presented for your consideration.</p>
<b>ECISD Board Policy</b>	EHBC, SPECIAL PROGRAMS: COMPENSATORY / ACCELERATED SERVICES
<b>Effective Date</b>	JANUARY 18, 2011.
<b>Previous Board Action</b>	The Board annually evaluates the State Compensatory Education Program.
<b>Future Action Expected</b>	The Board annually evaluates the State Compensatory Education Program. Based on that evaluation, the Board will be presented with an <i>Improvement Plan</i> for the district's program.
<b>Background Information and Significant Issues</b>	<p>The <i>Texas Education Code</i> § 29.081(d) specifies a list of criteria to be used to identify the students who are to receive compensatory / accelerated services.</p> <p>The same section of the <i>Education Code</i> requires that the District use student performance data from state basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services to enable students to be performing at grade level at the conclusion of the next regular school term.</p> <p>At the secondary level, accelerated instruction is to be provided to students who have not performed satisfactorily on each section of the secondary exit-level assessment instrument or who are at risk of dropping out of school.</p> <p>The <i>Education Code</i> further requires that the District must evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on state assessment instruments or disparity in the rates of high school</p>

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

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

**Fiscal Impact**

Total current State Compensatory Education allotment is \$2,326,107.

**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**

- Evaluation of 2010-2011 Program Improvement Plan

**Contact Person(s)**

Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction

**Action Required**

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

**Superintendent's Recommendation**

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

**Mark Pool, Superintendent of Schools**

## ECISD State Compensatory Education Program Evaluation January 2011

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

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

The following data represents the number of at-risk students in each grade level who met the State passing standards for the Texas Assessment of Knowledge and Skills in 2010.

	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>Total % passing</b>
<b>English Language Arts / Reading</b>	108/137 79%	50/68 74%	78/97 80%	57/73 78%	78/98 80%	93/101 92%	85/105 81%	96/120 80%	105/123 85%	<b>750/922 81%</b>
<b>Writing</b>		60/67 90%			97/98 99%					<b>157/165 95%</b>
<b>Mathematics</b>	100/137 73%	53/68 78%	85/97 88%	48/72 67%	52/99 53%	68/93 73%	37/95 39%	31/113 27%	86/124 69%	<b>560/898 62%</b>
<b>Science</b>			61/98 62%			42/100 42%		34/117 29%	91/123 74%	<b>228/438 52%</b>
<b>Social Studies</b>						83/99 84%		88/112 79%	113/123 92%	<b>284/334 85%</b>
<b>Percent that passed all Tests</b>	76%	80%	77%	72%	77%	73%	61%	54%	80%	<b>72%</b>

**Objective 1:** By the end of school year 2009-2010, 75% of all at-risk students will meet or exceed State requirements on State Assessments.

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

<b><i>Activity / Strategy</i></b>	<b><i>Person Responsible</i></b>	<b><i>Formative Evaluation</i></b>	<b><i>Status</i></b>	<b><i>Summative Evaluation</i></b>	<b><i>Yes or No</i></b>
1. Provide teachers a list of at-risk students in order to monitor progress throughout the school year.	ECISD Principals	Disaggregated data Benchmark results	All data was disaggregated at the beginning of the school year and at the end of each grading period	Increased performance on State assessments	Yes, at-risk students had an increase in TAKS test scores in all content areas except a slight decrease at grade 3, 6 and 8.
2. Continue to provide intervention activities for at-risk students needing additional instruction at grades K-12	ECISD Principals	List of at-risk students Agenda from intervention meetings	Students were given accelerated instruction in learning labs, after school tutorials, Grand Central Station and Credit Recovery	Improved student performance for at-risk students	Yes, at-risk students had an increase in TAKS test scores in all content areas except a slight decrease at grade 3, 6 and 8.

<b>Activity / Strategy</b>	<b>Person Responsible</b>	<b>Formative Evaluation</b>	<b>Status</b>	<b>Summative Evaluation</b>	<b>Yes or No</b>
3. Continue to provide at-risk students the opportunity to attend tutorials that are offered at each campus	ECISD Principals	List of students attending and progress made	Each campus provided tutorials throughout the school year	Spring 2010 TAKS tests for at-risk students showed an increase in all contents and grade levels except grade 3 reading and math, grade 6 & 8 reading, and 8 <sup>th</sup> grade social studies.	Did not meet the goal of 75% passing all tests but did show a 72% passing rate for all test taken
4. Continue to supplement salaries for Teen Leadership, Intervention Teachers at Myatt and ECHS and Instructional Facilitators.	Carolyn Gordon, Asst. Supt. for Instruction	List of personnel	Two teachers taught Teen Leadership at ECHS  One intervention teachers at each campus	All 9 <sup>th</sup> grade students took the Teen Leadership class  Intervention Teachers are each campus work with struggling students	Yes, at-risk students had an increase in TAKS test scores in all content areas except a slight decrease at grade 3, 6 and 8.
5. Continue to utilize state compensatory funds for specialized instructional materials for at risk students.	Carolyn Gordon, Asst. Supt. for Instruction	List of purchased materials and purchase orders	Materials for Fast Forward, Dyslexia, RTI, Family Literacy, and Reading	Requested materials from campuses were purchased	Yes

<b>Activity / Strategy</b>	<b>Person Responsible</b>	<b>Formative Evaluation</b>	<b>Status</b>	<b>Summative Evaluation</b>	<b>Yes or No</b>
6. Continue to purchase equipment such as computers, projectors and other technology equipment as needed.	Carolyn Gordon, Asst. Supt. for Instruction	List of purchased equipment	14 laptops and 2 carts-ECHS  Elmo and projectors - Myatt	Requested equipment was purchased	Yes

**Objective 2:** Increase parental involvement for at-risk students.

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

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

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

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

<b><i>Activity / Strategy</i></b>	<b><i>Person Responsible</i></b>	<b><i>Formative Evaluation</i></b>	<b><i>Status</i></b>	<b><i>Summative Evaluation</i></b>	<b><i>Yes or No</i></b>
1. Continue to provide teachers the opportunity to attend Capturing kids Hearts conference and other conferences offering strategies for at-risk students.	Campus Principals	List of teachers and counselors attending	7 teachers attended Capturing Kids Hearts	Continuing to offer the training each year	Yes

**Agenda Item Summary Sheet (5 A)**  
**Meeting Date: January 18, 2010**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

<b>Business and Operations</b>	Consider approval of Annual Financial Report for Year Ended August 31, 2010
<b>Summary</b>	A representative of Belt Harris Pechacek, LLLP, <i>Certified Public Accountants</i> will attend the meeting to present the Independent Auditor's Annual Financial Report for the Year Ended August 31, 2010.
<b>ECISD Board Policy</b>	CFC (LEGAL), ACCOUNTING: AUDITS, ANNUAL AUDIT
<b>Effective Date</b>	<p>The Annual Financial Audit is for the Fiscal Year, September 1, 2009 through August 31, 2010. This audit becomes the official record of the District once it has been accepted by the Board and signed by the Board President and Board Secretary.</p> <p><i>According to ECISD policy, a copy of the annual audit report, approved by the Board, shall be filed with TEA not later than the 150<sup>th</sup> day after the end of the fiscal year for which the audit was made.</i></p>
<b>Previous Board Action</b>	None
<b>Future Action Expected</b>	None
<b>Background Information and Significant Issues</b>	None.
<b>Fiscal Impact</b>	<p>The cost of this year's audit was approximately \$13,700; compared to approximately \$10,500 in 2005.</p> <p>The cost of next year's audit is estimated to range from \$19,500 to \$24,500 depending upon whether the Board chooses a single or multi-year option.</p> <p>We have surveyed some area schools for comparison purposes:</p> <ul style="list-style-type: none"> <li>• Cuero ISD.....\$16,500</li> <li>• Calhoun Co. ISD.....\$18,900</li> <li>• Angleton ISD .....\$37,257</li> </ul>

<b>Student and Public Benefit</b>	An annual financial and compliance audit provides complete disclosure to the taxpaying public of the District's financial status and compliance with state and federal financial accounting and reporting requirements.
<b>Procedural and Reporting Implications</b>	A copy of the annual audit report must be filed with the Texas Education Agency.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None
<b>Other Comments and Related Issues</b>	None
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• A copy of the Annual Financial Report will be provided under separate cover.</li> </ul>
<b>Contact Person(s)</b>	David Bright, Assistant Superintendent of Finance and Operations
<b>Action Required</b>	<p>Following the report, the Board must certify the annual financial report as reviewed and either approved or disapprove. A motion, second and majority vote is required for either of these actions.</p> <p>If the Board disapproves the auditor's report, the reason(s) for disapproval must be reported to TEA.</p>
<b>Superintendent's Recommendation</b>	<p>I will have a recommendation at the meeting after I have had the opportunity to review the report.</p> <p><b>Mark Pool, Superintendent of Schools</b></p>

Agenda Item Summary Sheet (5 B)  
Meeting Date: January 18, 2011  
Submitted by: Mark Pool, Superintendent

## *Action Item*

**Business** Consider Action Postponed Last Month on Approval of Contract for the Purchase of the Old Middle School Property

**Summary** At the last regular meeting on December 14, 2010, the Board postponed action on the following agenda item.

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.)

Should we end negotiations with Eagles Nest Enterprises, Broken Chains Ministry is still interested in the property and has submitted an addendum to their original proposal for your consideration, which is included under separate cover.

We have discussed Broken Chains Ministry's proposal with our attorney, George Grimes. He has offered the following comments:

- School districts are prohibited from "lending credit" by the Texas Constitution, Article 3, Section 52(a). That is a school district cannot make a loan. What Broken Chains Ministry appears to be proposing is owner (District)-financing of the sale. This would be a form of loan prohibited by the Constitution.; therefore the District cannot do it.
- The District may be able to sell the property on a "contract for sale"

basis. This is a form of sales agreement in which the title to the property does not transfer until the end of the payment period. That is, the buyer has possession of the property from the beginning, but the deed is not delivered until the end of the payment period.

- Another way to achieve something like what Broken Chains Ministry is proposing is a long-term lease with an option to purchase at the end. That is, the District could lease the property to Broken Chains Ministry with a lease payment equal to what a loan payment would be and at the end of the lease, the District could sell the property to Broken Chains Ministry for a nominal payment.
- Finally, George Grimes states that in his opinion the parties could not agree on either of these options under the current bidding process. If the District wants to consider one of these options, we must terminate negotiations, reject all bids and start over with a new advertisement and request for bids.

**ECISD Board Policy**

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

**Effective Date**

January 18, 2011

**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**

Conditions and requirements that must be met before the property is sold.

- Texas Education Code §§ 11.151 and 11.154. Requires that a resolution be approved by the Board authorizing the sale of the property.
- Texas Local Government Code Chapter 272. Requires that before the land owned by a school district may be sold that notice to the general public of the offer of the land for sale must be published twice in a newspaper of general circulation in the county in which the land is located.
- Civil Order 5281, *United States v. State of Texas*, Civil Action No. 5281 (E.D. Tex.). Requires that the deed conveying the school district property include language prohibiting use of the property for a segregated school system; that a copy of the Deed be submitted to the Texas Commissioner of Education for review before it is signed; and that a copy of the signed Deed be filed with the Commissioner of Education.
- Article III, §§ 51 and 52 of the Texas Constitution. Requires that the school District receive fair market value for any property sold.
- After the Board of Trustees approves a resolution for sale, the District should prepare a request for sealed proposals setting out its requirements. The RFP should also contain notices required by state and federal law of certain conditions on the property.
- After bids on the property are received and opened, the Board of Trustees must take action to accept a bid or reject all bids.

**Attachments**

Proposal submitted by Broken Chains Ministry included under separate cover.

**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 C)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Discussion Only***

<b>Business</b>	Discuss Financing Options for Demolition of Old Middle School
<b>Summary</b>	<p>J.J. Croix discussed with David Bright the possibility of exploring some options for financing the demolition of the old middle school property to see if it would be more effective to finance the demolition than to continue to pay the annual insurance premiums and other ongoing maintenance costs. David talked with Lewis Wilks, our financial advisor from Coastal Securities. Lewis prepared preliminary models of two possible options. The total amount to be financed in both models is \$370,000.</p> <p>Option No. 1 would be a 5-Year Time Warrant. Total debt service for this option would be \$397,820.40, with an average annual debt service of \$90,988.15.</p> <p>Option No. 2 would be 10-Year Maintenance Tax Notes. Total debt service for this option would be \$445,671.51, with an average annual debt service of \$47,522.38.</p>
<b>ECISD Board Policy</b>	CCF (LEGAL), LOCAL REVENUE SOURCES : LOANS AND NOTES
<b>Effective Date</b>	January 18, 2011
<b>Previous Board Action</b>	None.
<b>Future Action Expected</b>	None.
<b>Background Information and Significant Issues</b>	<p>The models for both options are attached.</p> <p>If the Board is interested in looking at this possibility further I would like to have Lewis Wilks to attend the next meeting to discuss the different options with you.</p>
<b>Fiscal Impact</b>	Depends on the model selected —\$47,522 to \$90,988 annually.
<b>Student and Public Benefit</b>	Finding the most financially efficient means to fund the demolition.
<b>Procedural and Reporting Implications</b>	None.

<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Time Warrant Series, 2011</li> <li>• Maintenance Tax Note Series, 2011</li> </ul>
<b>Contact Person(s)</b>	David Bright, Assistant Superintendent for Finance and Operations
<b>Action Required</b>	No Action Required.
<b>Superintendent's Recommendation</b>	<p>This is a discussion item only.</p> <p><b>Mark Pool, Superintendent of Schools</b></p>

SOURCES AND USES OF FUNDS

El Campo Independent School District  
Time Warrant, Series 2011

Dated Date 04/01/2011  
Delivery Date 04/01/2011

Sources:

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Bond Proceeds:	
Par Amount	370,000.00
	<hr/>
	370,000.00

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Uses:

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Project Fund Deposits:	
Project Fund	350,000.00
Delivery Date Expenses:	
Cost of Issuance	20,000.00
	<hr/>
	370,000.00

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BOND SUMMARY STATISTICS

El Campo Independent School District  
Time Warrant, Series 2011

Dated Date	04/01/2011
Delivery Date	04/01/2011
Last Maturity	08/15/2015
Arbitrage Yield	2.589105%
True Interest Cost (TIC)	2.589105%
Net Interest Cost (NIC)	2.593439%
All-In TIC	4.617962%
Average Coupon	2.593439%
Average Life (years)	2.899
Duration of Issue (years)	2.801
Par Amount	370,000.00
Bond Proceeds	370,000.00
Total Interest	27,820.40
Net Interest	27,820.40
Total Debt Service	397,820.40
Maximum Annual Debt Service	100,367.50
Average Annual Debt Service	90,988.15
Underwriter's Fees (per \$1000)	
Average Takedown	
Other Fee	
Total Underwriter's Discount	
Bid Price	100.000000

Bond Component	Par Value	Price	Average Coupon	Average Life
Serial Bonds	370,000.00	100.000	2.593%	2.899
	370,000.00			2.899

	TIC	All-In TIC	Arbitrage Yield
Par Value	370,000.00	370,000.00	370,000.00
+ Accrued Interest			
+ Premium (Discount)			
- Underwriter's Discount			
- Cost of Issuance Expense		-20,000.00	
- Other Amounts			
Target Value	370,000.00	350,000.00	370,000.00
Target Date	04/01/2011	04/01/2011	04/01/2011
Yield	2.589105%	4.617962%	2.589105%

## BOND DEBT SERVICE

El Campo Independent School District  
Time Warrant, Series 2011

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service	Bond Balance	Total Bond Value
08/31/2011			3,337.90	3,337.90	3,337.90	370,000	370,000
02/29/2012			4,483.75	4,483.75		370,000	370,000
08/31/2012	90,000	1.750%	4,483.75	94,483.75	98,967.50	280,000	280,000
02/28/2013			3,696.25	3,696.25		280,000	280,000
08/31/2013	90,000	2.250%	3,696.25	93,696.25	97,392.50	190,000	190,000
02/28/2014			2,683.75	2,683.75		190,000	190,000
08/31/2014	95,000	2.750%	2,683.75	97,683.75	100,367.50	95,000	95,000
02/28/2015			1,377.50	1,377.50		95,000	95,000
08/31/2015	95,000	2.900%	1,377.50	96,377.50	97,755.00		
	370,000		27,820.40	397,820.40	397,820.40		

## BOND DEBT SERVICE

El Campo Independent School District  
Time Warrant, Series 2011

Period Ending	Principal	Coupon	Interest	Debt Service	Bond Balance	Total Bond Value
08/31/2011			3,337.90	3,337.90	370,000	370,000
08/31/2012	90,000	1.750%	8,967.50	98,967.50	280,000	280,000
08/31/2013	90,000	2.250%	7,392.50	97,392.50	190,000	190,000
08/31/2014	95,000	2.750%	5,367.50	100,367.50	95,000	95,000
08/31/2015	95,000	2.900%	2,755.00	97,755.00		
	370,000		27,820.40	397,820.40		

SOURCES AND USES OF FUNDS

El Campo Independent School District  
Maintenance Tax Note, Series 2011

Dated Date            04/01/2011  
Delivery Date        04/01/2011

Sources:

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Bond Proceeds:	
Par Amount	370,000.00
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	370,000.00

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Uses:

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Project Fund Deposits:	
Project Fund	350,000.00
Delivery Date Expenses:	
Cost of Issuance	20,000.00
	<hr/>
	370,000.00

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## BOND SUMMARY STATISTICS

El Campo Independent School District  
Maintenance Tax Note, Series 2011

Dated Date	04/01/2011
Delivery Date	04/01/2011
Last Maturity	08/15/2020
Arbitrage Yield	3.658276%
True Interest Cost (TIC)	3.658276%
Net Interest Cost (NIC)	3.686398%
All-In TIC	4.799953%
Average Coupon	3.686398%
Average Life (years)	5.548
Duration of Issue (years)	5.009
Par Amount	370,000.00
Bond Proceeds	370,000.00
Total Interest	75,671.51
Net Interest	75,671.51
Total Debt Service	445,671.51
Maximum Annual Debt Service	51,555.00
Average Annual Debt Service	47,552.38
Underwriter's Fees (per \$1000)	
Average Takedown	
Other Fee	
Total Underwriter's Discount	
Bid Price	100.000000

Bond Component	Par Value	Price	Average Coupon	Average Life
Serial Bonds	370,000.00	100.000	3.686%	5.548
	370,000.00			5.548

	TIC	All-In TIC	Arbitrage Yield
Par Value	370,000.00	370,000.00	370,000.00
+ Accrued Interest			
+ Premium (Discount)			
- Underwriter's Discount			
- Cost of Issuance Expense		-20,000.00	
- Other Amounts			
Target Value	370,000.00	350,000.00	370,000.00
Target Date	04/01/2011	04/01/2011	04/01/2011
Yield	3.658276%	4.799953%	3.658276%

## BOND DEBT SERVICE

El Campo Independent School District  
Maintenance Tax Note, Series 2011

Period Ending	Principal	Coupon	Interest	Debt Service	Annual Debt Service	Bond Balance	Total Bond Value
08/31/2011			4,529.01	4,529.01	4,529.01	370,000	370,000
02/29/2012			6,083.75	6,083.75		370,000	370,000
08/31/2012	35,000	1.750%	6,083.75	41,083.75	47,167.50	335,000	335,000
02/28/2013			5,777.50	5,777.50		335,000	335,000
08/31/2013	40,000	2.250%	5,777.50	45,777.50	51,555.00	295,000	295,000
02/28/2014			5,327.50	5,327.50		295,000	295,000
08/31/2014	40,000	2.750%	5,327.50	45,327.50	50,655.00	255,000	255,000
02/28/2015			4,777.50	4,777.50		255,000	255,000
08/31/2015	40,000	2.900%	4,777.50	44,777.50	49,555.00	215,000	215,000
02/29/2016			4,197.50	4,197.50		215,000	215,000
08/31/2016	40,000	3.200%	4,197.50	44,197.50	48,395.00	175,000	175,000
02/28/2017			3,557.50	3,557.50		175,000	175,000
08/31/2017	40,000	3.500%	3,557.50	43,557.50	47,115.00	135,000	135,000
02/28/2018			2,857.50	2,857.50		135,000	135,000
08/31/2018	45,000	3.900%	2,857.50	47,857.50	50,715.00	90,000	90,000
02/28/2019			1,980.00	1,980.00		90,000	90,000
08/31/2019	45,000	4.300%	1,980.00	46,980.00	48,960.00	45,000	45,000
02/29/2020			1,012.50	1,012.50		45,000	45,000
08/31/2020	45,000	4.500%	1,012.50	46,012.50	47,025.00		
	370,000		75,671.51	445,671.51	445,671.51		

## BOND DEBT SERVICE

El Campo Independent School District  
Maintenance Tax Note, Series 2011

Period Ending	Principal	Coupon	Interest	Debt Service	Bond Balance	Total Bond Value
08/31/2011			4,529.01	4,529.01	370,000	370,000
08/31/2012	35,000	1.750%	12,167.50	47,167.50	335,000	335,000
08/31/2013	40,000	2.250%	11,555.00	51,555.00	295,000	295,000
08/31/2014	40,000	2.750%	10,655.00	50,655.00	255,000	255,000
08/31/2015	40,000	2.900%	9,555.00	49,555.00	215,000	215,000
08/31/2016	40,000	3.200%	8,395.00	48,395.00	175,000	175,000
08/31/2017	40,000	3.500%	7,115.00	47,115.00	135,000	135,000
08/31/2018	45,000	3.900%	5,715.00	50,715.00	90,000	90,000
08/31/2019	45,000	4.300%	3,960.00	48,960.00	45,000	45,000
08/31/2020	45,000	4.500%	2,025.00	47,025.00		
	370,000		75,671.51	445,671.51		

**Agenda Item Summary Sheet (5 D)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Item***

**Business** Consider Action Postponed Last Month on Approval of Contract for Demolition of Old Middle School

**Summary** At the last regular meeting on December 14, 2010, the Board postponed action on the following agenda item.

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**

Original Proposal from Renew Environmental was \$394,500.

The revised amount after considering Post Proposal Addendum A was \$378,650. The value engineering recommendations would save an additional \$16,000 to \$18,000.

Final cost estimate of about \$360,000.

**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**

None.

**Related Issues**

**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		
	<b>WEIGHTED FACTOR</b>	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	
	<b>TOTAL</b>	100							425.20		347.15							451.00		351.95	
	<b>RANKING</b>							2		4							1		3		

<b>Business</b>	Timeline for Auditorium Improvements
<b>Summary</b>	<p>In the 2010-2011 General Operating Budget the board approved funds for planned improvements to the High School Auditorium. The three primary considerations are lighting, sound, and replacement of ceiling tiles.</p> <p>We have been working with Malcolm Gaus of RWS Architects in preparation for bidding of these projects. At the request of the Board we are looking at bidding these projects individually and as a combined single project in order to obtain the best value for the district.</p> <p>The following is a timeline for this project:</p> <ul style="list-style-type: none"><li>• Complete the Drawings and Specifications for Board approval at the regular meeting on February 15<sup>th</sup>, and if approved release for proposals the following day.</li><li>• Competitive Sealed Proposals will be received on March 8<sup>th</sup> in separate packages so that the sound, lighting, and acoustical ceiling can be submitted separately and as one package.</li><li>• Award a contract to a vendor(s) at the regular monthly meeting on March 22<sup>nd</sup>.</li><li>• Start of construction on May 23, 2011 (which avoids conflict with prom and other activities scheduled for May).</li><li>• Complete Construction and obtain substantial completion on August 12, 2011.</li></ul>
<b>ECISD Board Policy</b>	CVA (LEGAL) – FACILITIES CONSTRUCTION: COMPETITIVE BIDDING
<b>Effective Date</b>	January 18, 2011
<b>Previous Board Action</b>	The Board has discussed these improvements for some time and appropriated funds for the projects in the 2010-2011 General Operating Budget.
<b>Future Action Expected</b>	Regular Meeting on February 15, 2011 – approve specifications and authorization to request proposals. Regular Meeting on March 22, 2011 – award contract(s) for the projects. Regular Meeting on August 16, 2011 – accept projects.

<b>Background Information and Significant Issues</b>	None.
<b>Fiscal Impact</b>	2010-2011 General Operating Budget appropriated \$146,042.
<b>Student and Public Benefit</b>	The High School Auditorium is used for numerous school and community activities.
<b>Procedural and Reporting Implications</b>	If approved a Notice to Proceed will issued following the regular meeting on March 22, 2011.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	None.
<b>Contact Person(s)</b>	Mark Pool, Superintendent of School
<b>Action Required</b>	No action required.
<b>Superintendent's Recommendation</b>	This is an information item only. <b>Mark Pool, Superintendent of Schools</b>

**Curriculum and Instruction**      Review Adequate Yearly Progress Accountability Reports

**Summary**

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

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

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

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

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

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

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

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

**ECISD Board Policy**

EHBD (LEGAL), SPECIAL PROGRAMS: FEDERAL TITLE I

<b>Effective Date</b>	2009-2010 School Year
<b>Previous Board Action</b>	The Board annually reviews the Federal Adequate Yearly Progress Accountability Reports.
<b>Future Action Expected</b>	The Board annually reviews the Federal Adequate Yearly Progress Accountability Reports
<b>Background Information and Significant Issues</b>	<p>If a campus, district, or state that is receiving Title I, Part A funds fails to meet AYP for two consecutive years, that campus, district, or state is subject to certain requirements such as offering supplemental education services, offering school choice, and/or taking corrective action.</p> <p>For the first time in five years in 2010 the district and all campuses met the Adequately Yearly Progress requirements.</p>
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	State and Federal Accountability Standards are in place to insure that students are performing to a specified level of academic achievement.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	<p>Reading/ELA performance standard for 2007-2008 was 60%, increased to 67% for 2008-2009, and 73% for 2009-2010. In 2010-2011 the Reading/ELA performance standard will be 80%.</p> <p>Mathematics performance standard for 2007-2008 was 50%, increased to 58% for 2008-2009, and 67% for 2009-2010. In 2010-2011 the mathematics performance standard will be 75%.</p>
<b>Attachments</b>	Final Adequate Yearly Progress results for the district and all campuses.
<b>Contact Person(s)</b>	Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction

**Action Required**

None.

**Superintendent's  
Recommendation**

This is an information report only.

**Mark Pool, Superintendent of Schools**

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress District Data Table

Final 2010 AYP Results

District Name: EL CAMPO (241903)  
Status: Recognized, Meets AYP

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Reading/English Language Arts (ELA) (AYP Target: 73%)</b>								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	1,480	205	814	459	968	87	133	n/a
Number Tested	1,661	250	925	484	1,128	120	175	94
% Met Standard	89%	82%	88%	95%	86%	73%	76%	n/a
Student Group %	100%	15%	56%	29%	68%	7%	n/a	6%
Performance Improvement/Safe Harbor								
2008-09 Assessments								
Met Standard	1,449	205	772	470	885	96	131	n/a
Number Tested	1,646	247	902	494	1,047	131	184	104
% Met Standard	88%	83%	86%	95%	85%	73%	71%	n/a
Change in % Met Standard	1	-1	2	0	1	0	5	
2009-10 AYP Proficiency Rate including Growth								
Met Standard or Growth	1,585	226	887	470	1,058	95	164	
Number Tested	1,661	250	925	484	1,128	120	175	
% Met Standard or Growth	95%	90%	96%	97%	94%	79%	94%	

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

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

Final 2010 AYP Results

District Name: EL CAMPO (241903)  
Status: Recognized, Meets AYP

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Mathematics (AYP Target: 67%)</b>								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	1,367	179	735	451	884	82	148	n/a
Number Tested	1,660	250	926	482	1,128	120	177	97
% Met Standard	82%	72%	79%	94%	78%	68%	84%	n/a
Student Group %	100%	15%	56%	29%	68%	7%	n/a	6%
Performance Improvement/Safe Harbor								
2008-09 Assessments								
Met Standard	1,335	179	710	443	799	85	143	n/a
Number Tested	1,646	247	905	491	1,049	130	185	105
% Met Standard	81%	72%	78%	90%	76%	65%	77%	n/a
Change in % Met Standard	1	0	1	4	2	3	7	
2009-10 AYP Proficiency Rate including Growth								
Met Standard or Growth	1,487	208	809	468	981	85	156	
Number Tested	1,660	250	926	482	1,128	120	177	
% Met Standard or Growth	90%	83%	87%	97%	87%	71%	88%	

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

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

Final 2010 AYP Results

District Name: EL CAMPO (241903)  
Status: Recognized, Meets AYP

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Participation: Reading/ELA (AYP Target: 95%)</b>								
2009-10 Assessments								
Number Participating	*	*	976	*	*	*		105
Total Students	*	*	981	*	*	*		108
Participation Rate	>99%	>99%	99%	>99%	>99%	98%		97%
Student Group %	*	*	56%	*	*	*		6%
2008-09 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		99%
<b>Participation: Mathematics (AYP Target: 95%)</b>								
2009-10 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	99%		>99%
Student Group %	*	*	*	*	*	*		*
2008-09 Assessments								
Number Participating	*	*	*	507	*	*		*
Total Students	*	*	*	510	*	*		*
Participation Rate	>99%	>99%	>99%	99%	>99%	>99%		>99%

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

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

Final 2010 AYP Results

District Name: EL CAMPO (241903)  
Status: Recognized, Meets AYP

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Ever HS)	LEP (Students)
<b>Four-Year Longitudinal Cohort</b>								
<b>Graduation Rate Class of 2009 (AYP Target: 75%)</b>								
Graduates	218	33	88	94	76	26	3	*
Number in Class	245	39	104	99	86	31	6	2
Graduation Rate	89.0%	84.6%	84.6%	94.9%	88.4%	83.9%	50.0%	*
Student Group %	100%	16%	42%	40%	35%	13%	n/a	1%
<b>Graduation Rate Class of 2008 (Safe Harbor or Improvement of 1.0)</b>								
Graduates	226	31	91	103	89	29	6	*
Number in Class	263	36	114	112	114	34	9	2
Graduation Rate	85.9%	86.1%	79.8%	92.0%	78.1%	85.3%	66.7%	*
Change 2008 to 2009	3.1	-1.5	4.8	2.9	10.3	-1.4	-16.7	
Safe Harbor Target	0.4	0.4	1.0	-0.2	1.2	0.5	2.3	
<b>Five-Year Longitudinal Cohort (AYP Target: 80%)</b>								
<b>Class of 2008 Five-Year Graduation Rate</b>								
Graduates	233	32	94	106	94	32	6	*
Number in Class	264	37	113	113	115	34	8	2
Graduation Rate	88.3%	86.5%	83.2%	93.8%	81.7%	94.1%	75.0%	*

Decreases in graduation rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year. The 2010 AYP graduation rate safe harbor targets are provided for all student groups regardless of their use for safe harbor calculations.

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

Final 2010 AYP Results

District Name: EL CAMPO (241903)  
Status: Recognized, Meets AYP

2010-11 School Improvement Program Requirement: None

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

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

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2010 AYP Results

Campus Name: EL CAMPO H S (241903001) EL CAMPO  
Status: Academically Acceptable, Meets AYP

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Reading/English Language Arts (ELA) (AYP Target: 73%)</b>								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	210	19	104	85	107	11	*	n/a
Number Tested	236	26	116	*	124	25	*	*
% Met Standard	89%	73%	90%	92%	86%	44%	60%	n/a
Student Group %	100%	11%	49%	*	53%	11%	n/a	*
Performance Improvement/Safe Harbor								
2008-09 Assessments								
Met Standard	203	29	86	87	92	11	12	n/a
Number Tested	240	35	105	99	114	23	19	9
% Met Standard	85%	83%	82%	88%	81%	48%	63%	n/a
Change in % Met Standard	4	-10	8	4	5	-4	-3	
2009-10 AYP Proficiency Rate including Growth								
Met Standard or Growth	227	23	112	*	118	18	*	
Number Tested	236	26	116	*	124	25	*	
% Met Standard or Growth	96%	88%	97%	98%	95%	72%	80%	

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

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

Final 2010 AYP Results

Campus Name: EL CAMPO H S (241903001) EL CAMPO  
Status: Academically Acceptable, Meets AYP

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Mathematics (AYP Target: 67%)</b>								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	147	10	56	79	63	10	*	n/a
Number Tested	235	26	117	90	124	25	*	*
% Met Standard	63%	38%	48%	88%	51%	40%	14%	n/a
Student Group %	100%	11%	50%	38%	53%	11%	n/a	*
Performance Improvement/Safe Harbor								
2008-09 Assessments								
Met Standard	131	14	41	75	39	*	7	n/a
Number Tested	236	35	104	96	112	*	18	8
% Met Standard	56%	40%	39%	78%	35%	9%	39%	n/a
Change in % Met Standard	7	-2	9	10	16	31	-25	
Improvement Required	4		6		7			
2009-10 AYP Proficiency Rate including Growth								
Met Standard or Growth	187	16	82	87	89	12	*	
Number Tested	235	26	117	90	124	25	*	
% Met Standard or Growth	80%	62%	70%	97%	72%	48%	29%	

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

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

Final 2010 AYP Results

Campus Name: EL CAMPO H S (241903001) EL CAMPO  
Status: Academically Acceptable, Meets AYP

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Participation: Reading/ELA (AYP Target: 95%)</b>								
2009-10 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	99%	97%	99%	>99%	99%	96%		*
Student Group %	*	*	*	*	*	*		*
2008-09 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	99%	>99%	98%	>99%	99%	>99%		>99%

**Participation: Mathematics (AYP Target: 95%)**

2009-10 Assessments								
Number Participating	246	*	*	*	127	*		*
Total Students	251	*	*	*	130	*		*
Participation Rate	98%	97%	98%	98%	98%	96%		*
Student Group %	100%	*	*	*	52%	*		*
2008-09 Assessments								
Number Participating	246	*	*	99	115	*		*
Total Students	250	*	*	102	118	*		*
Participation Rate	98%	>99%	99%	97%	97%	>99%		>99%

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

Final 2010 AYP Results

Campus Name: EL CAMPO H S (241903001) EL CAMPO  
Status: Academically Acceptable, Meets AYP

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Ever HS)	LEP (Students)
<b>Four-Year Longitudinal Cohort</b>								
<b>Graduation Rate Class of 2009 (AYP Target: 75%)</b>								
Graduates	218	33	88	94	76	26	3	*
Number in Class	245	39	104	99	86	31	6	2
Graduation Rate	89.0%	84.6%	84.6%	94.9%	88.4%	83.9%	50.0%	*
Student Group %	100%	16%	42%	40%	35%	13%	n/a	1%
<b>Graduation Rate Class of 2008 (Safe Harbor or Improvement of 1.0)</b>								
Graduates	226	31	91	103	89	29	6	*
Number in Class	263	36	114	112	114	34	9	2
Graduation Rate	85.9%	86.1%	79.8%	92.0%	78.1%	85.3%	66.7%	*
Change 2008 to 2009	3.1	-1.5	4.8	2.9	10.3	-1.4	-16.7	
Safe Harbor Target	0.4	0.4	1.0	-0.2	1.2	0.5	2.3	
<b>Five-Year Longitudinal Cohort (AYP Target: 80%)</b>								
<b>Class of 2008 Five-Year Graduation Rate</b>								
Graduates	233	32	94	106	94	32	6	*
Number in Class	264	37	113	113	115	34	8	2
Graduation Rate	88.3%	86.5%	83.2%	93.8%	81.7%	94.1%	75.0%	*

Decreases in graduation rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.  
The 2010 AYP graduation rate safe harbor targets are provided for all student groups regardless of their use for safe harbor calculations.

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

Final 2010 AYP Results

Campus Name: EL CAMPO H S (241903001) EL CAMPO  
Status: Academically Acceptable, Meets AYP

2010-11 School Improvement Program Requirement: None

2010 AYP Explanation Table

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

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

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Reading/English Language Arts (ELA) (AYP Target: 73%)</b>								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	636	93	354	189	413	41	43	n/a
Number Tested	699	111	395	*	470	57	57	23
% Met Standard	91%	84%	90%	98%	88%	72%	75%	n/a
Student Group %	100%	16%	57%	*	67%	8%	n/a	3%
Performance Improvement/Safe Harbor								
2008-09 Assessments								
Met Standard	639	89	348	201	392	41	44	n/a
Number Tested	700	102	388	208	443	57	58	26
% Met Standard	91%	87%	90%	97%	88%	72%	76%	n/a
Change in % Met Standard	0	-3	0	1	0	0	-1	
2009-10 AYP Proficiency Rate including Growth								
Met Standard or Growth	676	102	383	*	449	42	52	
Number Tested	699	111	395	*	470	57	57	
% Met Standard or Growth	97%	92%	97%	99%	96%	74%	91%	

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

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

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Mathematics (AYP Target: 67%)</b>								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	573	78	313	182	361	40	42	n/a
Number Tested	699	111	395	193	470	57	57	23
% Met Standard	82%	70%	79%	94%	77%	70%	74%	n/a
Student Group %	100%	16%	57%	28%	67%	8%	n/a	3%
Performance Improvement/Safe Harbor								
2008-09 Assessments								
Met Standard	559	70	300	187	327	38	36	n/a
Number Tested	700	102	388	208	443	57	58	26
% Met Standard	80%	69%	77%	90%	74%	67%	62%	n/a
Change in % Met Standard	2	1	2	4	3	3	12	
2009-10 AYP Proficiency Rate including Growth								
Met Standard or Growth	614	89	338	187	398	40	44	
Number Tested	699	111	395	193	470	57	57	
% Met Standard or Growth	88%	80%	86%	97%	85%	70%	77%	

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

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

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Participation: Reading/ELA (AYP Target: 95%)</b>								
2009-10 Assessments								
Number Participating	*	*	417	*	497	*		27
Total Students	*	*	420	*	500	*		30
Participation Rate	>99%	>99%	99%	>99%	99%	>99%		90%
Student Group %	*	*	57%	*	68%	*		4%
2008-09 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		97%

**Participation: Mathematics (AYP Target: 95%)**

2009-10 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%
Student Group %	*	*	*	*	*	*		*
2008-09 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%

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

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

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Attendance Rate 2008-09 (AYP Target: 90%)</b>								
Days Present	123,241	18,458	68,056	36,387	77,821	10,741		4,699
Days Membership	129,694	19,286	72,294	37,758	82,428	11,567		4,958
Attendance Rate	95.0%	95.7%	94.1%	96.4%	94.4%	92.9%		94.8%
Student Group %	100%	15%	56%	29%	64%	9%		4%
<b>Attendance Rate 2007-08</b>								
Days Present	125,470	17,771	66,372	40,593	76,297	13,780		6,558
Days Membership	131,547	18,528	70,030	42,249	80,578	14,651		6,909
Attendance Rate	95.4%	95.9%	94.8%	96.1%	94.7%	94.1%		94.9%
Change 2008 to 2009	-0.4	-0.2	-0.7	0.3	-0.3	-1.2		-0.1

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

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

2010 AYP Explanation Table

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

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

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Reading/English Language Arts (ELA) (AYP Target: 73%)</b>								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	427	62	238	127	300	*	55	n/a
Number Tested	488	75	275	138	355	*	*	31
% Met Standard	88%	83%	87%	92%	85%	91%	74%	n/a
Student Group %	100%	15%	56%	28%	73%	*	n/a	*
Performance Improvement/Safe Harbor								
2008-09 Assessments								
Met Standard	386	61	212	113	252	36	44	n/a
Number Tested	463	79	268	116	321	42	69	31
% Met Standard	83%	77%	79%	97%	79%	86%	64%	n/a
Change in % Met Standard	5	6	8	-5	6	5	10	
2009-10 AYP Proficiency Rate including Growth								
Met Standard or Growth	469	69	269	131	337	*	*	
Number Tested	488	75	275	138	355	*	*	
% Met Standard or Growth	96%	92%	98%	95%	95%	91%	97%	

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

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

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Mathematics (AYP Target: 67%)</b>								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	454	67	253	134	323	19	71	n/a
Number Tested	488	75	275	*	355	22	*	31
% Met Standard	93%	89%	92%	97%	91%	86%	96%	n/a
Student Group %	100%	15%	56%	*	73%	5%	n/a	*
Performance Improvement/Safe Harbor								
2008-09 Assessments								
Met Standard	428	70	244	*	288	36	65	n/a
Number Tested	466	79	271	*	324	42	71	33
% Met Standard	92%	89%	90%	98%	89%	86%	92%	n/a
Change in % Met Standard	1	0	2	-1	2	0	4	
2009-10 AYP Proficiency Rate including Growth								
Met Standard or Growth	468	69	263	*	335	19	*	
Number Tested	488	75	275	*	355	22	*	
% Met Standard or Growth	96%	92%	96%	99%	94%	86%	97%	

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

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Participation: Reading/ELA (AYP Target: 95%)</b>								
2009-10 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%
Student Group %	*	*	*	*	*	*		*
2008-09 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%
<b>Participation: Mathematics (AYP Target: 95%)</b>								
2009-10 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%
Student Group %	*	*	*	*	*	*		*
2008-09 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%

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

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Attendance Rate 2008-09 (AYP Target: 90%)</b>								
Days Present	82,873	14,393	47,841	20,639	57,615	7,868		5,731
Days Membership	85,792	14,783	49,721	21,288	59,809	8,253		5,908
Attendance Rate	96.6%	97.4%	96.2%	97.0%	96.3%	95.3%		97.0%
Student Group %	100%	17%	58%	25%	70%	10%		7%
<b>Attendance Rate 2007-08</b>								
Days Present	86,891	13,002	51,448	22,441	58,865	10,215		7,841
Days Membership	90,250	13,490	53,573	23,187	61,388	10,786		8,079
Attendance Rate	96.3%	96.4%	96.0%	96.8%	95.9%	94.7%		97.1%
Change 2008 to 2009	0.3	1.0	0.2	0.2	0.4	0.6		-0.1

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

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

2010 AYP Explanation Table

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

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

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
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Performance: Reading/English Language Arts (ELA) (AYP Target: 73%)

AYP Proficiency Rate

2009-10 Assessments

Met Standard	207	31	118	58	148	*	32	n/a
Number Tested	238	38	139	61	179	*	39	39
% Met Standard	87%	82%	85%	95%	83%	94%	82%	n/a
Student Group %	100%	16%	58%	26%	75%	*	n/a	16%

Performance Improvement/Safe Harbor

2008-09 Assessments

Met Standard	221	26	126	*	149	*	31	n/a
Number Tested	243	31	141	*	169	*	38	38
% Met Standard	91%	84%	89%	97%	88%	89%	82%	n/a

Change in % Met Standard	-4	-2	-4	-2	-5	5	0	
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2009-10 AYP Proficiency Rate including Growth

Met Standard or Growth	213	32	123	58	154	*	36	
Number Tested	238	38	139	61	179	*	39	
% Met Standard or Growth	89%	84%	88%	95%	86%	94%	92%	

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

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

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Mathematics (AYP Target: 67%)</b>								
AYP Proficiency Rate								
2009-10 Assessments								
Met Standard	193	24	113	56	137	13	34	n/a
Number Tested	238	38	139	61	179	*	*	39
% Met Standard	81%	63%	81%	92%	77%	81%	87%	n/a
Student Group %	100%	16%	58%	26%	75%	*	n/a	*
Performance Improvement/Safe Harbor								
2008-09 Assessments								
Met Standard	217	25	125	67	145	*	35	n/a
Number Tested	244	31	142	71	170	*	38	38
% Met Standard	89%	81%	88%	94%	85%	>99%	92%	n/a
Change in % Met Standard	-8	-18	-7	-2	-8	*	-5	
2009-10 AYP Proficiency Rate including Growth								
Met Standard or Growth	218	34	126	58	159	*	*	
Number Tested	238	38	139	61	179	*	*	
% Met Standard or Growth	92%	89%	91%	95%	89%	88%	97%	

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

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Participation: Reading/ELA (AYP Target: 95%)</b>								
2009-10 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	99%	>99%	99%	95%		>99%
Student Group %	*	*	*	*	*	*		*
2008-09 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%

**Participation: Mathematics (AYP Target: 95%)**

2009-10 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	99%	>99%	99%	95%		>99%
Student Group %	*	*	*	*	*	*		*
2008-09 Assessments								
Number Participating	*	*	*	*	*	*		*
Total Students	*	*	*	*	*	*		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%		>99%

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

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Attendance Rate 2008-09 (AYP Target: 90%)</b>								
Days Present	87,508	12,144	51,259	24,105	60,556	6,904		15,103
Days Membership	90,636	12,578	53,203	24,855	62,930	7,232		15,599
Attendance Rate	96.5%	96.5%	96.3%	97.0%	96.2%	95.5%		96.8%
Student Group %	100%	14%	59%	27%	69%	8%		17%
<b>Attendance Rate 2007-08</b>								
Days Present	84,745	12,775	47,795	24,175	58,848	6,045		12,209
Days Membership	88,024	13,216	49,828	24,980	61,318	6,299		12,569
Attendance Rate	96.3%	96.7%	95.9%	96.8%	96.0%	96.0%		97.1%
Change 2008 to 2009	0.2	-0.2	0.4	0.2	0.2	-0.5		-0.3

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

Final 2010 AYP Results

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

2010-11 School Improvement Program Requirement: None

2010 AYP Explanation Table

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

+ Meets AYP

- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable

% Missed AYP for this performance measure due to the 2% and/or the 1% federal caps

X Missed AYP for this measure

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2010 AYP Results

Campus Name: MYATT EL (241903107) EL CAMPO  
Status: Recognized, Meets AYP - Results of Small Number Analysis

2010-11 School Improvement Program Requirement: None

All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
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Performance: Reading/English Language Arts (ELA) (AYP Target: 73%)

AYP Proficiency Rate

2009-10 Assessments

Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Improvement/Safe Harbor

2008-09 Assessments

Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Change in % Met Standard	-	-	-	-	-	-	-	-
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2009-10 AYP Proficiency Rate including Growth

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

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

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2010 AYP Results

Campus Name: MYATT EL (241903107) EL CAMPO  
Status: Recognized, Meets AYP - Results of Small Number Analysis

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
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Performance: Mathematics (AYP Target: 67%)

AYP Proficiency Rate

2009-10 Assessments

Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Improvement/Safe Harbor

2008-09 Assessments

Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Change in % Met Standard	-	-	-	-	-	-	-	-
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2009-10 AYP Proficiency Rate including Growth

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

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

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2010 AYP Results

Campus Name: MYATT EL (241903107) EL CAMPO  
Status: Recognized, Meets AYP - Results of Small Number Analysis

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Participation: Reading/ELA (AYP Target: 95%)</b>								
2009-10 Assessments								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a		n/a
2008-09 Assessments								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a		n/a
<b>Participation: Mathematics (AYP Target: 95%)</b>								
2009-10 Assessments								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a		n/a
2008-09 Assessments								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a		n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a		n/a

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

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

Final 2010 AYP Results

Campus Name: MYATT EL (241903107) EL CAMPO  
Status: Recognized, Meets AYP - Results of Small Number Analysis

2010-11 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Attendance Rate 2008-09 (AYP Target: 90%)</b>								
Days Present	48,879	6,191	29,959	12,563	34,540	4,549		10,358
Days Membership	50,649	6,378	31,138	12,955	35,824	4,749		10,669
Attendance Rate	96.5%	97.1%	96.2%	97.0%	96.4%	95.8%		97.1%
Student Group %	100%	13%	61%	26%	71%	9%		21%
<b>Attendance Rate 2007-08</b>								
Days Present	46,359	6,499	27,752	12,108	33,033	5,548		8,361
Days Membership	48,382	6,821	29,034	12,527	34,667	5,885		8,644
Attendance Rate	95.8%	95.3%	95.6%	96.7%	95.3%	94.3%		96.7%
Change 2008 to 2009	0.7	1.8	0.6	0.3	1.1	1.5		0.4

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

Final 2010 AYP Results

Campus Name: MYATT EL (241903107) EL CAMPO  
Status: Recognized, Meets AYP - Results of Small Number Analysis

2010-11 School Improvement Program Requirement: None

2010 AYP Explanation Table

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

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

**Agenda Item Summary Sheet (6 D)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Discussion Item***

<b>Curriculum and Instruction</b>	Conversation with Response to Intervention and Bilingual Education / ESL Facilitators
<b>Summary</b>	The Board will have the opportunity to engage in dialogue with our Response to Intervention and Bilingual / ESL Facilitators.
<b>ECISD Board Policy</b>	None.
<b>Effective Date</b>	January 18, 2011
<b>Previous Board Action</b>	None.
<b>Future Action Expected</b>	The Board will occasionally meet with Rtl and Bilingual / ESL Facilitators to discuss their programs.
<b>Background Information and Significant Issues</b>	None.
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	These discussions should help us all to stay focused on improving student academic performance.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	None.

<b>Contact Person(s)</b>	Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction Molli Bodungen – Response to Intervention Facilitator Lisa Hernandez – Bilingual Education / ESL Facilitator
<b>Action Required</b>	No action required.
<b>Superintendent's Recommendation</b>	This is an information item only. . <b>Mark Pool, Superintendent of Schools</b>

**Curriculum and Instruction**      Review of School Report Cards

**Summary**

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

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

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

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

**ECISD Board Policy**      BR (LEGAL), REPORTS.

**Effective Date**      January 18, 2011

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

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

**Background Information and Significant Issues**

If parents have follow-up questions about the information provided, the *Glossary* produced for the 2009-10 Academic Excellence Indicator System (AEIS) reports contains detailed definitions and sources of data for all the information included in the SRC. The data in the SRC is a subset of that published in the AEIS reports. The *Glossary* can be viewed and/or downloaded from the following website address:

<http://ritter.tea.state.tx.us/perfreport/aeis/2010/glossary.html>

Should you wish to review the Commissioner of Education rules governing the School Report Card, see 19 TAC § 61.1021, located on the agency's website at:

<http://ritter.tea.state.tx.us/rules/tac/chapter061/ch61bb.html>

<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	Provides parents with much information about academic performance and other factors of their child's school in an easy to understand format.
<b>Procedural and Reporting Implications</b>	School Report Cards are sent home to the parent or guardian of each student.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	<ul style="list-style-type: none"><li>• <i>School Report Cards for each campus</i></li><li>• <i>2009-2010 School Report Card Definitions</i></li></ul>
<b>Contact Person(s)</b>	Mark Pool, Superintendent of Schools Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction
<b>Action Required</b>	No Action Required.
<b>Superintendent's Recommendation</b>	This is an information report only. <b>Mark Pool, Superintendent of Schools</b>

## ***2009-10 School Report Card***

***School Name: EL CAMPO H S***

***School Number: 241903001***

***2010 School Accountability Rating: Academically Acceptable***

***District Name: EL CAMPO ISD***

***2010 District Accountability Rating: Recognized***

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

School Enrollment: 997  
Grade Span: 09 - 12  
School Type: Secondary

		State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
<b>TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)</b>											
Reading/ELA	2010	90%	90%	92%	91%	86%	89%	96%	*	*	88%
	2009	88%	87%	90%	89%	83%	89%	91%	*	*	87%
Mathematics	2010	84%	81%	77%	70%	54%	58%	89%	*	*	56%
	2009	80%	78%	71%	62%	46%	53%	78%	*	*	47%
Science	2010	83%	74%	82%	72%	62%	62%	87%	*	*	62%
	2009	78%	70%	75%	68%	45%	63%	82%	*	*	54%
Soc Studies	2010	95%	94%	94%	92%	85%	91%	97%	*	*	87%
	2009	93%	92%	94%	91%	85%	88%	96%	*	*	87%
All Tests	2010	77%	72%	71%	63%	49%	51%	83%	*	*	51%
	2009	72%	68%	65%	58%	39%	50%	74%	*	*	44%
<b>Students Not Tested Due to Exemptions</b>											
LEP Exempt	2010	0.9%	0.5%	0.2%	0.3%	0.0%	0.6%	0.0%	*	*	0.3%
	2009	0.9%	0.7%	0.2%	0.6%	0.0%	1.3%	0.0%	-	*	1.0%
<b>Progress of Prior Year TAKS Failers Percent of Failers Passing TAKS (Sum of Gr 4-11)</b>											
Reading/ELA	2010	57%	60%	55%	48%	36%	50%	56%	*	*	45%
	2009	43%	44%	55%	58%	43%	78%	38%	*	*	64%
Mathematics	2010	43%	37%	49%	38%	32%	37%	46%	*	*	34%
	2009	36%	31%	36%	29%	24%	27%	39%	*	*	21%

T E X A S E D U C A T I O N A G E N C Y  
2009-10 School Report Card

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

School Enrollment: 997  
Grade Span: 09 - 12  
School Type: Secondary

State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.	
<b>Student Success Initiative</b>										
<b>Grade 8 Mathematics</b>										
<b>TAKS Failers Promoted by Grade Placement Committee</b>										
2009	91.1%	50.0%	*	*	-	*	-	-	*	
2008	90.5%	66.7%	*	-	-	-	-	-	-	
<b>TAKS Met Standard (Failed in Previous Year)</b>										
<b>Promoted to Grade 9</b>										
2010	19%	*	12%	*	*	*	*	*	*	
2009	13%	< 1%	*	< 1%	*	< 1%	*	*	< 1%	
<b>Attendance Rate</b>										
2008-09	95.6%	95.3%	94.9%	94.0%	94.0%	93.0%	95.2%	-	98.0%	93.2%
2007-08	95.5%	95.4%	94.1%	94.4%	94.5%	93.2%	95.8%	-	98.9%	93.4%
<b>Annual Dropout Rate (Gr 9-12)</b>										
2008-09	2.9%	0.8%	1.3%	0.8%	2.5%	0.8%	0.2%	-	0.0%	0.6%
2007-08	3.2%	2.8%	1.5%	2.8%	4.0%	3.8%	1.2%	-	0.0%	4.0%

T E X A S E D U C A T I O N A G E N C Y  
2009-10 School Report Card

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

School Enrollment: 997  
Grade Span: 09 - 12  
School Type: Secondary

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
<b>4-Year Completion Rate (Gr 9-12)</b>										
<b>Class of 2009</b>										
Graduated	80.6%	89.0%	91.3%	89.0%	84.6%	84.6%	94.9%	-	*	88.4%
Received GED	1.4%	0.4%	0.0%	0.4%	0.0%	0.0%	1.0%	-	*	0.0%
Continued HS	8.6%	6.5%	3.9%	6.5%	5.1%	11.5%	2.0%	-	*	7.0%
Dropped Out	9.4%	4.1%	4.1%	4.1%	10.3%	3.8%	2.0%	-	*	4.7%
<b>Class of 2008</b>										
Graduated	79.1%	85.9%	87.0%	85.9%	86.1%	79.8%	92.0%	-	*	78.1%
Received GED	1.5%	1.5%	0.6%	1.5%	0.0%	2.6%	0.9%	-	*	1.8%
Continued HS	8.9%	3.4%	3.4%	3.4%	2.8%	3.5%	3.6%	-	*	4.4%
Dropped Out	10.5%	9.1%	7.5%	9.1%	11.1%	14.0%	3.6%	-	*	15.8%
<b>5-Year Extended Completion Rate (Gr 9-12)</b>										
<b>Class of 2008</b>										
Graduated	83.4%	88.3%	89.7%	88.3%	86.5%	83.2%	93.8%	-	*	81.7%
Received GED	2.1%	1.9%	1.0%	1.9%	0.0%	3.5%	0.9%	-	*	2.6%
Continued HS	2.4%	0.8%	0.0%	0.8%	2.7%	0.0%	0.9%	-	*	0.9%
Dropped Out	12.2%	9.1%	8.3%	9.1%	10.8%	13.3%	4.4%	-	*	14.8%
<b>Completion Rate I (Graduates and Continuers)</b>										
Class of 2009	89.2%	95.5%	95.7%	95.5%	89.7%	96.2%	97.0%	-	*	95.3%
Class of 2008	88.0%	89.4%	92.3%	89.4%	88.9%	83.3%	95.5%	-	*	82.5%
<b>Recommended HS and Distinguished Achievement Program Graduates</b>										
Class of 2009	82.5%	70.1%	78.2%	70.1%	61.8%	60.4%	81.3%	-	*	62.0%
Class of 2008	81.4%	73.9%	82.3%	73.9%	59.4%	65.6%	85.7%	-	*	62.6%
<b>Texas Success Initiative (TSI) Higher Education Readiness Component</b>										
Eng Lang Arts 2010	60%	47%	55%	47%	36%	32%	68%	*	*	27%
2009	63%	62%	61%	62%	44%	65%	67%	*	*	55%
Mathematics 2010	66%	58%	61%	58%	43%	43%	81%	*	*	41%
2009	62%	55%	61%	55%	26%	56%	67%	*	*	45%

T E X A S E D U C A T I O N A G E N C Y  
2009-10 School Report Card

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

School Enrollment: 997  
Grade Span: 09 - 12  
School Type: Secondary

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
<b>SAT/ACT Results</b>										
<b>Tested</b>										
Class of 2009	61.5%	62.6%	60.0%	62.6%	100.0%	38.5%	72.2%	-	*	n/a
Class of 2008	65.0%	56.6%	67.8%	56.6%	65.4%	35.4%	71.7%	-	*	n/a
<b>At/Above Criterion</b>										
Class of 2009	26.9%	17.2%	17.4%	17.2%	0.0%	3.3%	27.7%	-	*	n/a
Class of 2008	27.2%	18.1%	19.2%	18.1%	0.0%	21.4%	21.1%	-	-	n/a
<b>Average SAT Score</b>										
Class of 2009	985	932	967	932	788	869	997	-	*	n/a
Class of 2008	987	911	966	911	778	892	954	-	-	n/a
<b>Average ACT Score</b>										
Class of 2009	20.5	18.4	19.7	18.4	17.1	16.9	20.6	-	*	n/a
Class of 2008	20.5	19.6	19.6	19.6	*	19.2	20.6	-	-	n/a

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

School Enrollment: 997  
Grade Span: 09 - 12  
School Type: Secondary

	State Average	District Average	School Group Average	School
<b>Class Size Averages by Subject</b>				
Secondary: English/Language Arts	17.8	14.5	17.0	14.1
Foreign Languages	19.4	18.5	18.2	18.5
Mathematics	18.5	14.1	16.8	13.9
Science	19.3	16.9	17.9	16.6
Social Studies	20.4	18.6	19.8	19.4
<b>Number of Students per Teacher</b>	14.5	13.6	12.7	12.4
<b>Instructional Staff Percent **</b>	64.0%	67.3%	n/a	n/a
<b>Instructional Expenditure Ratio **</b>	64.9%	66.3%	n/a	n/a
<b>Expenditures per Student (2008-2009):</b>			<b>School Group Average (All Funds)</b>	<b>School (All Funds)</b>
Total Operating Expenditures			\$7,387	\$7,673
Instruction (11,95)			\$5,034	\$5,397
Instructional-Related Services (12,13)			\$219	\$468
Instructional Leadership (21)			\$69	\$63
School Leadership (23)			\$504	\$544
Support Services-Student (31,32,33)			\$385	\$355
Other Campus Costs (35,36,51,52,53)			\$1,176	\$846

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'\*\*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

'\*\*\*' For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.

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

## ***2009-10 School Report Card***

***School Name: EL CAMPO MIDDLE***

***School Number: 241903041***

***2010 School Accountability Rating: Recognized***

***Gold Performance Acknowledgments:***

***Commended on Writing  
Commended on Social Studies***

***District Name: EL CAMPO ISD***

***2010 District Accountability Rating: Recognized***

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

School Enrollment: 729  
Grade Span: 06 - 08  
School Type: Middle

		State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
<b>TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)</b>											
Reading/ELA	2010	90%	90%	88%	92%	86%	91%	97%	*	*	89%
	2009	88%	87%	85%	88%	80%	87%	94%	*	*	84%
Mathematics	2010	84%	81%	82%	83%	73%	80%	94%	*	*	78%
	2009	80%	78%	81%	80%	69%	78%	90%	*	*	75%
Writing	2010	93%	97%	95%	99%	97%	99%	> 99%	*	*	99%
	2009	92%	95%	92%	97%	> 99%	96%	99%	*	*	96%
Science	2010	83%	74%	77%	71%	58%	64%	88%	*	*	60%
	2009	78%	70%	73%	68%	60%	56%	91%	*	*	55%
Soc Studies	2010	95%	94%	95%	96%	97%	96%	96%	*	*	95%
	2009	93%	92%	93%	96%	91%	95%	> 99%	*	*	94%
All Tests	2010	77%	72%	72%	74%	63%	70%	90%	*	*	67%
	2009	72%	68%	70%	69%	55%	64%	85%	*	*	60%
<b>Students Not Tested Due to Exemptions</b>											
LEP Exempt	2010	0.9%	0.5%	0.7%	0.7%	0.0%	1.0%	0.0%	-	*	1.0%
	2009	0.9%	0.7%	0.8%	0.9%	0.0%	1.7%	0.0%	*	*	1.5%
<b>Progress of Prior Year TAKS Failers Percent of Failers Passing TAKS (Sum of Gr 4-11)</b>											
Reading/ELA	2010	57%	60%	63%	70%	54%	73%	86%	*	*	67%
	2009	43%	44%	36%	52%	60%	43%	60%	*	*	50%
Mathematics	2010	43%	37%	35%	31%	33%	28%	42%	*	*	30%
	2009	36%	31%	34%	29%	24%	32%	22%	*	*	27%

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

School Enrollment: 729  
Grade Span: 06 - 08  
School Type: Middle

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
<b>Student Success Initiative</b>										
<b>Grade 5 Reading (English and Spanish)</b>										
<b>TAKS Met Standard (Failed in Previous Year)</b>										
<b>Promoted to Grade 6</b>										
2010	31%	*	28%	*	*	*	*	*	*	*
2009	27%	< 1%	*	< 1%	*	*	*	*	*	< 1%
<b>Grade 5 Mathematics (English and Spanish)</b>										
<b>TAKS Met Standard (Failed in Previous Year)</b>										
<b>Promoted to Grade 6</b>										
2010	23%	*	19%	*	*	*	*	*	*	*
2009	19%	< 1%	*	< 1%	*	< 1%	*	*	*	< 1%
<b>Grade 8 Reading</b>										
<b>Students Requiring Accelerated Instruction</b>										
2010	9%	9%	10%	9%	12%	10%	6%	*	*	12%
2009	7%	5%	8%	5%	8%	6%	2%	*	*	8%
<b>TAKS Cumulative Met Standard (1st &amp; 2nd Admin)</b>										
2010	95%	95%	95%	95%	91%	95%	96%	*	*	93%
2009	89%	92%	89%	92%	86%	93%	95%	*	*	89%
<b>TAKS Failers Promoted by Grade Placement Committee</b>										
2009	88.5%	*	92.1%	*	-	*	-	-	-	*
2008	88.5%	90.0%	*	90.0%	*	83.3%	*	-	-	85.7%
<b>TAKS Met Standard (Failed in Previous Year)</b>										
<b>Retained in Grade 8</b>										
2010	51%	*	*	*	*	*	*	*	*	*
2009	34%	*	*	*	*	*	*	*	*	*

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

School Enrollment: 729  
Grade Span: 06 - 08  
School Type: Middle

State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.	
<b>Student Success Initiative (continued)</b>										
<b>Grade 8 Mathematics</b>										
<b>Students Requiring Accelerated Instruction</b>										
2010	19%	19%	22%	19%	33%	21%	8%	*	*	26%
2009	20%	17%	21%	17%	26%	18%	12%	*	*	20%
<b>TAKS Cumulative Met Standard (1st &amp; 2nd Admin)</b>										
2010	88%	88%	88%	88%	76%	86%	96%	*	*	81%
2009	85%	89%	84%	89%	80%	89%	92%	*	*	87%
<b>TAKS Failers Promoted by Grade Placement Committee</b>										
2009	91.1%	50.0%	94.4%	42.9%	*	*	*	-	-	*
2008	90.5%	66.7%	*	66.7%	100.0%	53.3%	71.4%	-	-	60.0%
<b>TAKS Met Standard (Failed in Previous Year)</b>										
<b>Retained in Grade 8</b>										
2010	53%	*	*	*	*	*	*	*	*	*
2009	48%	50%	*	50%	*	40%	*	*	*	40%
<b>Attendance Rate</b>										
2008-09	95.6%	95.3%	95.9%	95.0%	95.7%	94.1%	96.4%	*	*	94.4%
2007-08	95.5%	95.4%	95.7%	95.4%	95.9%	94.8%	96.1%	*	*	94.7%
<b>Annual Dropout Rate (Gr 7-8)</b>										
2008-09	0.3%	0.6%	0.1%	0.6%	0.0%	1.1%	0.0%	-	*	0.7%
2007-08	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	0.0%

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

School Enrollment: 729  
Grade Span: 06 - 08  
School Type: Middle

	State Average	District Average	School Group Average	School
<b>Class Size Averages by Grade and Subject</b>				
Elementary: Kindergarten	19.3	17.3	-	-
Grade 1	19.1	18.6	-	-
Grade 2	19.2	20.2	-	-
Grade 3	19.3	19.2	-	-
Grade 4	19.9	20.0	-	-
Grade 5	22.4	22.2	45.0	-
Grade 6	21.1	18.1	22.9	18.1
Mixed Grades	24.7	-	23.7	-
Secondary: English/Language Arts	17.8	14.5	18.7	15.1
Foreign Languages	19.4	18.5	21.2	-
Mathematics	18.5	14.1	19.8	14.7
Science	19.3	16.9	20.9	17.3
Social Studies	20.4	18.6	21.3	17.3
<b>Number of Students per Teacher</b>	<b>14.5</b>	<b>13.6</b>	<b>14.1</b>	<b>12.3</b>
<b>Instructional Staff Percent **</b>	<b>64.0%</b>	<b>67.3%</b>	<b>n/a</b>	<b>n/a</b>
<b>Instructional Expenditure Ratio **</b>	<b>64.9%</b>	<b>66.3%</b>	<b>n/a</b>	<b>n/a</b>
<b>Expenditures per Student (2008-2009):</b>			<b>School Group Average (All Funds)</b>	<b>School (All Funds)</b>
Total Operating Expenditures			\$6,241	\$7,035
Instruction (11,95)			\$4,411	\$5,198
Instructional-Related Services (12,13)			\$212	\$585
Instructional Leadership (21)			\$74	\$55
School Leadership (23)			\$464	\$521
Support Services-Student (31,32,33)			\$336	\$422
Other Campus Costs (35,36,51,52,53)			\$745	\$253

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## ***2009-10 School Report Card***

***School Name: NORTHSIDE EL***

***School Number: 241903103***

***2010 School Accountability Rating: Recognized***

***Gold Performance Acknowledgments:***

***Commended on Mathematics***

***District Name: EL CAMPO ISD***

***2010 District Accountability Rating: Recognized***

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T E X A S E D U C A T I O N A G E N C Y  
2009-10 School Report Card

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

School Enrollment: 498  
Grade Span: 04 - 05  
School Type: Elementary

		State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
<b>TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)</b>											
Reading/ELA	2010	90%	90%	90%	87%	81%	87%	92%	*	*	84%
	2009	88%	87%	87%	83%	75%	79%	97%	*	*	78%
Mathematics	2010	84%	81%	88%	93%	89%	92%	97%	*	*	91%
	2009	80%	78%	87%	91%	87%	90%	97%	*	*	88%
Writing	2010	93%	97%	92%	96%	94%	96%	96%	*	*	95%
	2009	92%	95%	94%	93%	89%	91%	97%	*	*	91%
Science	2010	83%	74%	85%	81%	74%	76%	97%	*	*	75%
	2009	78%	70%	88%	76%	63%	73%	94%	*	*	70%
All Tests	2010	77%	72%	80%	79%	72%	76%	91%	*	*	74%
	2009	72%	68%	77%	73%	60%	68%	92%	*	*	65%
<b>Students Not Tested Due to Exemptions</b>											
LEP Exempt	2010	0.9%	0.5%	0.0%	0.6%	0.0%	1.0%	0.0%	-	-	0.8%
	2009	0.9%	0.7%	0.0%	0.2%	0.0%	0.3%	0.0%	-	-	0.3%
<b>Progress of Prior Year TAKS Failers Percent of Failers Passing TAKS (Sum of Gr 4-11)</b>											
Reading/ELA	2010	57%	60%	40%	44%	46%	43%	*	*	*	44%
	2009	43%	44%	36%	10%	< 1%	15%	*	*	*	11%
Mathematics	2010	43%	37%	49%	48%	22%	56%	*	*	*	45%
	2009	36%	31%	44%	45%	57%	35%	*	*	*	42%

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

School Enrollment: 498  
Grade Span: 04 - 05  
School Type: Elementary

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
<b>Student Success Initiative</b>										
<b>Grade 5 Reading (English and Spanish)</b>										
<b>Students Requiring Accelerated Instruction</b>										
2010	15%	21%	16%	21%	26%	27%	5%	*	*	26%
2009	17%	23%	18%	23%	36%	24%	15%	*	*	30%
<b>TAKS Cumulative Met Standard (1st &amp; 2nd Admin)</b>										
2010	92%	87%	93%	87%	81%	83%	98%	*	*	84%
2009	90%	86%	90%	86%	81%	84%	94%	*	*	80%
<b>TAKS Failers Promoted by Grade Placement Committee</b>										
2009	84.7%	21.4%	86.1%	21.4%	*	20.0%	*	-	-	25.0%
2008	84.0%	36.8%	100.0%	36.8%	*	35.7%	*	-	-	35.3%
<b>TAKS Met Standard (Failed in Previous Year)</b>										
<b>Retained in Grade 5</b>										
2010	72%	82%	*	82%	*	75%	*	*	*	89%
2009	65%	64%	*	64%	*	63%	*	*	*	56%
<b>Grade 5 Mathematics (English and Spanish)</b>										
<b>Students Requiring Accelerated Instruction</b>										
2010	14%	13%	15%	13%	21%	12%	8%	*	*	15%
2009	16%	14%	17%	14%	19%	16%	7%	*	*	18%
<b>TAKS Cumulative Met Standard (1st &amp; 2nd Admin)</b>										
2010	92%	95%	92%	95%	90%	95%	97%	*	*	93%
2009	91%	91%	91%	91%	86%	90%	94%	*	*	87%
<b>TAKS Failers Promoted by Grade Placement Committee</b>										
2009	84.7%	50.0%	100.0%	50.0%	-	50.0%	*	-	-	60.0%
2008	84.0%	52.0%	100.0%	52.0%	*	44.4%	*	-	-	47.6%
<b>TAKS Met Standard (Failed in Previous Year)</b>										
<b>Retained in Grade 5</b>										
2010	74%	67%	*	67%	*	60%	*	*	*	*
2009	71%	73%	*	73%	*	67%	*	*	*	67%

T E X A S E D U C A T I O N A G E N C Y  
2009-10 School Report Card

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

School Enrollment: 498  
Grade Span: 04 - 05  
School Type: Elementary

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
<b>Attendance Rate</b>										
2008-09	95.6%	95.3%	96.6%	96.6%	97.4%	96.2%	97.0%	-	-	96.3%
2007-08	95.5%	95.4%	96.4%	96.3%	96.4%	96.0%	96.8%	-	-	95.9%

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

School Enrollment: 498  
Grade Span: 04 - 05  
School Type: Elementary

	State Average	District Average	School Group Average	School
<b>Class Size Averages by Grade</b>				
Elementary: Kindergarten	19.3	17.3	18.5	-
Grade 1	19.1	18.6	18.4	-
Grade 2	19.2	20.2	17.7	-
Grade 3	19.3	19.2	18.3	-
Grade 4	19.9	20.0	20.0	20.0
Grade 5	22.4	22.2	21.3	22.2
Grade 6	21.1	18.1	21.5	-
Mixed Grades	24.7	-	30.2	-
<b>Number of Students per Teacher</b>	14.5	13.6	14.1	16.6
<b>Instructional Staff Percent **</b>	64.0%	67.3%	n/a	n/a
<b>Instructional Expenditure Ratio **</b>	64.9%	66.3%	n/a	n/a
<b>Expenditures per Student (2008-2009):</b>			<b>School Group Average (All Funds)</b>	<b>School (All Funds)</b>
Total Operating Expenditures			\$6,581	\$6,208
Instruction (11,95)			\$4,926	\$4,935
Instructional-Related Services (12,13)			\$245	\$372
Instructional Leadership (21)			\$95	\$49
School Leadership (23)			\$447	\$534
Support Services-Student (31,32,33)			\$295	\$284
Other Campus Costs (35,36,51,52,53)			\$574	\$34

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## ***2009-10 School Report Card***

***School Name: HUTCHINS EL***

***School Number: 241903102***

***2010 School Accountability Rating: Recognized***

***District Name: EL CAMPO ISD***

***2010 District Accountability Rating: Recognized***

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T E X A S E D U C A T I O N A G E N C Y  
2009-10 School Report Card

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

School Enrollment: 532  
Grade Span: 02 - 03  
School Type: Elementary

		State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
<b>TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)</b>											
Reading/ELA	2010	90%	90%	-	87%	83%	84%	95%	*	*	82%
	2009	88%	87%	-	89%	77%	87%	97%	*	*	85%
Mathematics	2010	84%	81%	-	81%	64%	81%	91%	*	*	76%
	2009	80%	78%	-	89%	80%	88%	94%	*	*	85%
All Tests	2010	77%	72%	-	75%	53%	74%	91%	*	*	69%
	2009	72%	68%	-	83%	70%	80%	93%	*	*	77%
<b>Students Not Tested Due to Exemptions</b>											
LEP Exempt	2010	0.9%	0.5%	n/a	0.8%	0.0%	1.4%	0.0%	-	-	1.1%
	2009	0.9%	0.7%	n/a	1.2%	0.0%	2.0%	0.0%	-	-	1.7%
<b>Attendance Rate</b>											
	2008-09	95.6%	95.3%	-	96.5%	96.5%	96.3%	97.0%	-	-	96.2%
	2007-08	95.5%	95.4%	-	96.3%	96.7%	95.9%	96.8%	-	-	96.0%

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

School Enrollment: 532  
Grade Span: 02 - 03  
School Type: Elementary

	State Average	District Average	School Group Average	School
<b>Class Size Averages by Grade</b>				
Elementary: Kindergarten	19.3	17.3	-	-
Grade 1	19.1	18.6	-	-
Grade 2	19.2	20.2	-	20.2
Grade 3	19.3	19.2	-	19.2
Grade 4	19.9	20.0	-	-
Grade 5	22.4	22.2	-	-
Grade 6	21.1	18.1	-	-
Mixed Grades	24.7	-	-	-
<b>Number of Students per Teacher</b>	14.5	13.6	-	15.0
<b>Instructional Staff Percent **</b>	64.0%	67.3%	n/a	n/a
<b>Instructional Expenditure Ratio **</b>	64.9%	66.3%	n/a	n/a
<b>Expenditures per Student (2008-2009):</b>			<b>School Group Average (All Funds)</b>	<b>School (All Funds)</b>
Total Operating Expenditures			-	\$6,531
Instruction (11,95)			-	\$5,279
Instructional-Related Services (12,13)			-	\$337
Instructional Leadership (21)			-	\$53
School Leadership (23)			-	\$481
Support Services-Student (31,32,33)			-	\$343
Other Campus Costs (35,36,51,52,53)			-	\$38

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## ***2009-10 School Report Card***

***School Name: MYATT EL***

***School Number: 241903107***

***2010 School Accountability Rating: Recognized***

***This school is paired with 241903102 ,HUTCHINS EL***

***District Name: EL CAMPO ISD***

***2010 District Accountability Rating: Recognized***

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T E X A S E D U C A T I O N A G E N C Y  
2009-10 School Report Card

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

School Enrollment: 709  
Grade Span: EE - 01  
School Type: Elementary

		State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Econ. Disadv.
<b>TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)</b>											
Reading/ELA	2010	90%	90%	-	87%	83%	84%	95%	*	*	82%
	2009	88%	87%	-	89%	77%	87%	97%	*	*	85%
Mathematics	2010	84%	81%	-	81%	64%	81%	91%	*	*	76%
	2009	80%	78%	-	89%	80%	88%	94%	*	*	85%
All Tests	2010	77%	72%	-	75%	53%	74%	91%	*	*	69%
	2009	72%	68%	-	83%	70%	80%	93%	*	*	77%
<b>Students Not Tested Due to Exemptions</b>											
LEP Exempt	2010	0.9%	0.5%	n/a	0.8%	0.0%	1.4%	0.0%	-	-	1.1%
	2009	0.9%	0.7%	n/a	1.2%	0.0%	2.0%	0.0%	-	-	1.7%
<b>Attendance Rate</b>											
	2008-09	95.6%	95.3%	-	96.5%	97.1%	96.2%	97.0%	-	*	96.4%
	2007-08	95.5%	95.4%	-	95.8%	95.3%	95.6%	96.7%	-	-	95.3%

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

School Enrollment: 709  
Grade Span: EE - 01  
School Type: Elementary

	State Average	District Average	School Group Average	School
<b>Class Size Averages by Grade</b>				
Elementary: Kindergarten	19.3	17.3	-	17.3
Grade 1	19.1	18.6	-	18.6
Grade 2	19.2	20.2	-	-
Grade 3	19.3	19.2	-	-
Grade 4	19.9	20.0	-	-
Grade 5	22.4	22.2	-	-
Grade 6	21.1	18.1	-	-
Mixed Grades	24.7	-	-	-
<b>Number of Students per Teacher</b>	14.5	13.6	-	15.0
<b>Instructional Staff Percent **</b>	64.0%	67.3%	n/a	n/a
<b>Instructional Expenditure Ratio **</b>	64.9%	66.3%	n/a	n/a
<b>Expenditures per Student (2008-2009):</b>			<b>School Group Average (All Funds)</b>	<b>School (All Funds)</b>
Total Operating Expenditures			-	\$5,312
Instruction (11,95)			-	\$4,414
Instructional-Related Services (12,13)			-	\$260
Instructional Leadership (21)			-	\$40
School Leadership (23)			-	\$377
Support Services-Student (31,32,33)			-	\$203
Other Campus Costs (35,36,51,52,53)			-	\$18

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# 2009-10 School Report Card Definitions

## School Accountability Rating

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

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

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

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

**TAKS Met 2010 Standard:** The TAKS (Texas Assessment of Knowledge and Skills) is a comprehensive testing program for public school students in grades 3 through 11. TAKS measures the extent to which a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. Students are assessed in English language arts (ELA) (grades 10 & 11), reading (grades 3-9), mathematics (grades 3-11), writing (grades 4 & 7), science (grades 5, 8, 10 & 11), and social studies (grades 8, 10 & 11). Results shown include only the performance of those students who were enrolled at the campus by the last Friday in October. Results are summed across grades for all grades tested at the school. Results for TAKS (Accommodated) are included for all grades and subjects.

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

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

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

**Student Success Initiative (SSI):** Students in grades 5 and 8 must pass both the reading and mathematics TAKS in order to be promoted to grades 6 and 9, respectively. Students are given three opportunities to pass each test. Depending on the school, up to four measures are shown: 1) *Students Requiring Accelerated Instruction:* For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the first administration must be provided accelerated instruction in preparation for the second administration. 2) *TAKS Cumulative Met Standard:* For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined. 3) *TAKS Failers Promoted by Grade Placement Committee:* This shows the percent of students who failed all attempts to pass but were promoted to the next grade by their grade placement committee. 4) *TAKS Met Standard (Failed in Previous Year):* This presents two calculations for students who failed all administrations of the reading (or mathematics) test in 2009: For those who were promoted to the next grade, the first measure shows the percentage that passed the reading (or mathematics) test in 2010. For those who were retained, the second measure shows the percent that passed the grade reading (or mathematics) test in 2010. The same information is presented for the previous year.

**Recommended HS and Distinguished Achievement Program Graduates:** The report shows the percent of graduates for the classes of 2009 and 2008 who satisfied the requirements for the Texas State Board of Education Recommended High School Program or the Distinguished Achievement Program.

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

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

**Completion Rates:** These indicators show the status of students after 4 years in high school (*4-Year Completion Rate*) or—new for 2009-10—after 5 years in high school (*5-Year Extended Completion Rate*). The 4-year rate includes students who first attended ninth grade in 2005-06, showing their final status with the class of 2009. The 5-year rate includes students who first attended ninth grade in 2004-05, showing their final status by the fall of 2009. These show the percent of students who graduated, received a GED, continued high school, or dropped out. *Completion Rate I* sums the 4-year percent of students who graduated or continued high school. (*Completion Rate II* is shown for AECs rated under AEA procedures. It includes GED recipients as completers.)

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

**SAT/ACT Results:** The report provides four measures: (1) *Tested* shows the percent of graduates who took either the SAT or the ACT. (2) *At/Above Criterion* shows the percent of examinees who scored at or above the “Criterion Score” (criterion score is 1110 for SAT and 24 for ACT). (3) & (4) *Average SAT Score* and *Average ACT Score* show the average score on the SAT and ACT. Information is shown for the classes of 2009 and 2008.

## School Characteristics

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

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

**Instructional Staff Percent:** This measure indicates the percentage of the district’s full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2009-10 school year.

**Instructional Expenditure Ratio:** This measure shows the percent of the district’s total actual expenditures for the 2008-09 fiscal year that were used to fund direct instructional activities.

**Expenditures per Student:** This value shows actual 2008-09 expenditures for groups of functions divided by the total number of 2008-09 students. Note that the expenditures shown are not the amount actually spent on each and every student, but rather a per-pupil average of the total. Per pupil expenditures are shown for total operating expenditures and by operating categories.

## Comparisons Provided

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

## Special Symbols

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

**Curriculum and Instruction**      Exit Level TAKS Results

**Summary**

The *Texas Administrative Code* requires the Superintendent to accurately report all test results with appropriate interpretations to the Board. To comply with this rule we are reporting our current Exit-Level results for students who are retaking the TAKS tests through the last administration in December of 2010.

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

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

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

**ECISD Board Policy**

EKB (LEGAL), TESTING PROGRAMS: STATE ASSESSMENT PROGRAM

**Effective Date**

January 18, 2011

**Previous Board Action**

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

**Future Action Expected**

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

**Background Information and Significant Issues**

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

The *Education Code* does provide for exemption of special

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

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

**Fiscal Impact** None.

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

**Procedural and Reporting Implications** None.

**Public Comments** None.

**Alternatives** None.

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

	2007		2008		2009		2010		2011	
<b>Previous Spring 11th Graders</b>	215		227		229		222		222	
<b>Failed English Language Arts</b>	21	9.7%	25	11.0%	27	11.8%	25	11.3%	15	6.8%
<b>Failed Social Studies</b>	20	9.3%	31	13.7%	19	8.3%	13	5.6%	9	4.1%
<b>Failed Mathematics</b>	62	28.8%	53	23.3%	58	25.3%	49	22.1%	42	18.9%
<b>Failed Science</b>	89	41.4%	57	25.1%	57	24.9%	43	19.4%	33	14.9%
<b>Current ELA Failures</b>	4	1.9%	9	4.0%	7	3.1%	4	1.8%	3	1.4%
<b>Current Soc Stu Failures</b>	6	2.8%	8	3.5%	7	3.1%	13	5.9%	2	0.9%
<b>Current Mathematics Failures</b>	25	11.6%	23	10.1%	25	10.9%	32	14.4%	10	4.5%
<b>Current Science Failures</b>	31	14.4%	30	13.2%	18	7.9%	22	9.9%	7	3.2%

<b>Currently One or More Tests</b>	39	35	34	35	15
<b>Currently Need to Pass One Test</b>	17	17	20	15	10
<b>Currently Need to Pass Two Tests</b>	15	8	7	8	4
<b>Currently Need to Pass Three Tests</b>	7	8	4	8	
<b>Currently Need to Pass All Four Tests</b>	1	2	3	4	1

We are considerably ahead of where we have been at this point for the past four years.

**Attachments**

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

**Contact Person(s)**

Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction

**Action Required**

None.

**Superintendent's Recommendation**

This is an information item only. No action required.

**Mark Pool, Superintendent of Schools**

To: Board of Trustees  
Mark Pool, Superintendent  
From: Carolyn Gordon  
Date: January 7, 2011  
Subject: Exit TAKS results

Two hundred twenty-two (222) 11<sup>th</sup> graders took the Exit level test for the first time during the Spring 2010. At that time 15 students did not pass the English Language Arts portion of the test, 9 did not pass Social Studies, 42 did not pass Mathematics and 33 did not pass the Science portion of the test. These students have had the opportunity to take 2 more test since the Spring testing and the students that are still needing to pass will have 2 more opportunities to retake these tests before graduation.

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

**English Language Arts** – Three (3) students

**Social Studies** – Two (2) students

**Mathematics** – Ten (10) students

**Science** – Seven (7) students

**In summary, a total of 15 ECHS students have not yet passed all sections of the TAKS Exit.** Ten students need one test, Four need two tests, and one needs all four test.

**Agenda Item Summary Sheet (7 B)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Discussion Item***

**Governance** Discuss Plans for Workshop with Dr. John Horn

**Summary** As you are aware, we had a team of eight training scheduled for Tuesday, January 4<sup>th</sup>, and ended up canceling because not all seven board members could attend.

The following information was taken from board policy BBD (LEGAL), BOARD MEMBERS, TRAINING AND ORIENTATION:

*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. The assessment of needs shall be based on the framework for governance leadership and shall be used to plan continuing education activities for the governance leadership team for the upcoming year.*

Dr. Horn has already done much of his preparation for the meeting, therefore he is prepared to come to El Campo in February, March or April. We need to confirm a date so that I can let him know.

**ECISD Board Policy** BBD (LEGAL), BOARD MEMBERS, TRAINING AND ORIENTATION

**Effective Date** January 11, 2011

**Previous Board Action** Previously scheduled January 4, 2011, for this training, but canceled because not all members of the Board could attend.

**Future Action Expected** None.

**Background and Significant Issues** None.

**Fiscal Impact** None.

<b>Student and Public Benefit</b>	Team Building training supports a more effective Board-Superintendent Team resulting in more effective governance.
<b>Procedural and Reporting Implications</b>	Confirm date with Dr. Horn. Posting Notice of meeting at least 72 hours in advance.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	None.
<b>Contact Person(s)</b>	Mark Pool, Superintendent of Schools Tommy Turner, Board President
<b>Action Required</b>	The board president may call special meetings based on the consensus of the Board and availability of training consultant.
<b>Superintendent's Recommendation</b>	None. Discussion item only. <b>Mark Pool, Superintendent of Schools</b>

**Agenda Item Summary Sheet (7 D)**  
**Meeting Date: January 18, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Discussion Item***

<b>Governance</b>	Special Meeting to Conduct Develop Superintendent Performance Goals
<b>Summary</b>	<p>Now that the 2010 Superintendent Evaluation has been completed it is time to develop Superintendent Performance Goals for 2011.</p> <p>Tommy Turner and I have discussed the need for a board workshop to work together in the development of these performance goals.</p>
<b>ECISD Board Policy</b>	None.
<b>Effective Date</b>	January 11, 2011
<b>Previous Board Action</b>	Board annually approves Superintendent Performance Goals
<b>Future Action Expected</b>	Board will formally approve this year's Annual Superintendent Performance Goals.
<b>Background and Significant Issues</b>	None.
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	A good set of Superintendent Performance Goals keeps the superintendent focused on the issues that the Board sees as being the most important.
<b>Procedural and Reporting Implications</b>	2011 Superintendent Performance Goals become a part of next year's annual evaluation.
<b>Public Comments</b>	None.
<b>Alternatives</b>	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 may call special meetings based on the consensus of the Board.

**Superintendent's Recommendation**

None. Discussion item only.

**Mark Pool, Superintendent of Schools**

**Agenda Item Summary Sheet (9 B)**  
**Meeting Date: January 18, 2010**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

<b>Personnel</b>	Consider Action on Superintendent's Contract and Compensation
<b>Summary</b>	<p>The annual performance evaluation of the Superintendent was completed at a special meeting called for that purpose on Tuesday, January 11, 2011. Based on that evaluation and the discussion that followed it is proposed to extend the term of the Superintendent's contract by one year to June 30, 2014.</p> <p>With regards to compensation, any salary increase for the current Superintendent has historically followed salary considerations for other personnel the previous year. Since salaries for all employees were frozen for the 2010-2011 school year there was no consideration of increasing the Superintendent's salary for 2011-2012.</p> <p>Consideration was requested to convert other benefits (automobile allowance and mobile telephone allowance) to salary without changing the total amount of compensation.</p>
<b>ECISD Board Policy</b>	BJC (LEGAL), SUPERINTENDENT: CONTRACT
<b>Effective Date</b>	January 18, 2010
<b>Previous Board Action</b>	The Board annually considers the Superintendent's contract and compensation in January.
<b>Future Action Expected</b>	The Board annually considers the Superintendent's contract and compensation in January.
<b>Background Information and Significant Issues</b>	<p>Current contract is for a three-year term through June 30, 2014.</p> <p>Sections 3.6 and 3.9 will be deleted from the contract and automobile allowance and mobile telephone allowance will be converted to salary without changing total compensation.</p>
<b>Fiscal Impact</b>	Salary and Benefits

<b>Student and Public Benefit</b>	Leadership continuity.																								
<b>Procedural and Reporting Implications</b>	Following any action to extend the Superintendent's contract and/or adjust the Superintendent's compensation, a contract addendum is prepared to attach to the existing contract.																								
<b>Public Comments</b>	None.																								
<b>Alternatives</b>	None.																								
<b>Other Comments and Related Issues</b>	<p>Historical annual superintendent total compensation since employment on December 1, 2003:</p> <table border="0"> <tr> <td>2003-2004.....</td> <td>\$108,400</td> <td>(\$103,000 +\$4,800 + \$600)</td> </tr> <tr> <td>2004-2005.....</td> <td>\$108,400</td> <td>(\$103,000 +\$4,800 + \$600)</td> </tr> <tr> <td>2005-2006.....</td> <td>\$108,400</td> <td>(\$103,000 +\$4,800 + \$600)</td> </tr> <tr> <td>2006-2007.....</td> <td>\$114,400</td> <td>(\$109,000 +\$4,800 + \$600)</td> </tr> <tr> <td>2007-2008.....</td> <td>\$122,400</td> <td>(\$117,000 +\$4,800 + \$600)</td> </tr> <tr> <td>2008-2009.....</td> <td>\$126,400</td> <td>(\$121,000 +\$4,800 + \$600)</td> </tr> <tr> <td>2009-2010.....</td> <td>\$132,450</td> <td>(\$127,050 +\$4,800 + \$600)</td> </tr> <tr> <td>2010-2011.....</td> <td>\$137,255</td> <td>(\$131,255 +\$4,800 + \$1,200)</td> </tr> </table>	2003-2004.....	\$108,400	(\$103,000 +\$4,800 + \$600)	2004-2005.....	\$108,400	(\$103,000 +\$4,800 + \$600)	2005-2006.....	\$108,400	(\$103,000 +\$4,800 + \$600)	2006-2007.....	\$114,400	(\$109,000 +\$4,800 + \$600)	2007-2008.....	\$122,400	(\$117,000 +\$4,800 + \$600)	2008-2009.....	\$126,400	(\$121,000 +\$4,800 + \$600)	2009-2010.....	\$132,450	(\$127,050 +\$4,800 + \$600)	2010-2011.....	\$137,255	(\$131,255 +\$4,800 + \$1,200)
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<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Proposed Addendum to 2011-2012 Superintendent's Employment Contract</li> </ul>																								
<b>Contact Person(s)</b>	Mark Pool, Superintendent of Schools																								
<b>Action Required</b>	<p>Motion, second and majority vote to approve any action on the Superintendent's contract and/or compensation.</p> <p>Suggested wording:</p> <p>Approve a one-year extension to the Superintendent's contract to June 30, 2014, and a conversion of automobile and mobile telephone allowances to salary without changing the total amount of compensation.</p>																								
<b>Superintendent's Recommendation</b>	<p>Board's decision.</p> <p><b>Mark Pool, Superintendent of Schools</b></p>																								

**ADDENDUM TO  
EMPLOYMENT CONTRACT**

A red stamp with the word "COPY" in a bold, sans-serif font, tilted slightly to the right. To the left of the text is a blue outline of a document folder.

The BOARD OF TRUSTEES (hereinafter, Board) of EL CAMPO INDEPENDENT SCHOOL DISTRICT, hereby employs the undersigned professional employee, **Robert Mark Pool**, as Superintendent of Schools, and the employee accepts the employment on the terms and conditions of the original contract with the following amendment(s):

**Section I – Terms**

1.1 The Board, by and on behalf of the District, does hereby employ the Superintendent, and the Superintendent does hereby accept employment as Superintendent of Schools for the District for a term of three (3) years, commencing on the 1<sup>st</sup> day of July 2011, and ending on the 30<sup>th</sup> day of June 2014. The District may, by action of the Board, and with the consent and approval of the Superintendent, extend the term of this Contract as permitted by state law.

**Section III – Compensation**

3.1 Salary. The District shall provide the Superintendent with an annual salary in the sum of \$137,255. This annual salary shall be paid to the Superintendent in equal installments consistent with the Board's policies. (Salary adjustment in accordance with motion recorded in board minutes.)

**Delete the following subsections:**

~~3.6 Automobile. The District shall provide the Superintendent with a monthly automobile allowance in the amount of \$400.00 per month in lieu of mileage expense reimbursement for travel destinations within the District.~~

~~3.9 Mobile Telephone Allowance. The District shall provide the Superintendent with a mobile telephone allowance in the sum of One Hundred and no/100 (\$100.00) per month. The Superintendent shall maintain a personal account for mobile telephone service and shall not open an account in the name of the District. The Superintendent shall have total responsibility for payment of his personal account and the District shall have no obligation or responsibility related to said mobile telephone account other than the monthly payment to the Superintendent of the mobile telephone allowance stated herein.~~

EXECUTED this 18th day of January, 2011.

By: \_\_\_\_\_  
**ROBERT MARK POOL**, Superintendent

\_\_\_\_\_  
**Tommy Turner**, President, Board of Trustees

Attest: \_\_\_\_\_  
**Dr. Melissa Erwin**, Secretary, Board of Trustees

**Agenda Item Summary Sheet (9 C)**  
**Meeting Date: January 18, 2010**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Only***

<b>Personnel</b>	Preliminary Findings of Staffing Study
<b>Summary</b>	Consultants from the Texas Association of School Business Officials have completed the staffing study that we requested and reported their findings and recommendations in a draft report. We are in the process of reviewing the draft at this time for accuracy. Once our review has been completed a final report will be presented. Findings from that report will be presented to the Board in February and an action plan for implementation of recommendations will be presented to the Board in March.
<b>ECISD Board Policy</b>	BQ (LEGAL), PLANNING AND DECISION MAKING
<b>Effective Date</b>	January 18, 2010
<b>Previous Board Action</b>	The Board authorized TASBO to conduct a district staffing study at the regular meeting on October 19, 2010.
<b>Future Action Expected</b>	The Board will be presented with the findings and recommendations from the report in February, and an action plan for implementing the recommendations in March.
<b>Background Information and Significant Issues</b>	None.
<b>Fiscal Impact</b>	Potential savings of \$3.7 million.
<b>Student and Public Benefit</b>	Improved staffing efficiency helps to make the most efficient use of taxpayer dollars.
<b>Procedural and Reporting Implications</b>	None.

<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	Letter with preliminary Executive Summary
<b>Contact Person(s)</b>	Mark Pool, Superintendent of Schools David Bright, Assistant Superintendent of Finance and Operations Terese Faas, Human Resources Coordinator
<b>Action Required</b>	No action required.
<b>Superintendent's Recommendation</b>	This is an information item only. <b>Mark Pool, Superintendent of Schools</b>

January \_\_\_\_ 2011

Mr. Mark Pool  
Superintendent of Schools  
El Campo I. S. D.  
700 W Norris Street  
El Campo, TX 77437-2499

Dear Mr. Pool:

At your request a management team was organized through the Texas Association of School Business Officials (TASBO) for the purpose of assessing all staffing levels of El Campo ISD and providing recommendations in staffing and/or changes in organizational structure in order to maintain an efficient and effective organization.

The visiting committee included selected personnel with extensive experience in school districts. The criteria utilized for selecting these evaluators included their expertise and their professional reputation in the areas they were asked to review. The names of these team members and the organizations they represent are listed in this report.

We have completed our on-site review of the areas named above. This letter states the objectives of the evaluation, the tasks that were accomplished, summarizes our findings, and provides the recommendations we perceived to be appropriate for consideration by you and your staff.

A more detailed report provided by the evaluators is included in a separate section of this report.

#### Scope

The objective of this evaluation is to provide the Superintendent, Board of Trustees, and staff members with an objective analysis of the staffing levels at El Campo Independent School District and to make recommendations in staffing and/or changes in organizational structure in order to maintain an efficient and effective organization.

### Tasks Accomplished

After collecting data from the Superintendent, Human Resources, Finance, Curriculum, Operations, Technology departments, and all campuses, the following tasks were accomplished by the team members in order to achieve the objectives of the evaluation.

- Reviewed historical and current financial, operational, student, and staff data;
- Studied relevant written material pertaining to the district, such as policies, procedures, forms, organizational structure, and staffing rosters, including campus master schedules;
- Reviewed staffing levels as identified by campus master schedules and/or staff rosters;
- Studied the economy and efficiency of the organizational structure;
- Interviewed selected personnel in the school district;
- Reviewed the roles and responsibilities of selected personnel in the school district;
- Reviewed automation and operational procedures;
- Reviewed job descriptions;
- Reviewed student enrollment historical data and projections;
- Reviewed budget/financial data as it relates to staffing expenditures and availability of resources;
- Reviewed current staffing and hiring practices;
- Reviewed and compared El Campo ISD staffing levels to peer districts, statewide averages, and/or to industry standards; and
- Reviewed other related information obtained as part of the review process.

### Commendations

- The review team members were impressed with the commitment to the El Campo Independent School District displayed by the employees.
- The district has strategically decreased and/or increased staff Full Time Equivalents (FTEs) over the past five years in response to the decrease or increase in student enrollment and changes in the instructional program such as the implementation of the inclusion model and Response to Intervention (RtI) strategies.
- The fine arts and athletic programs are effectively utilizing staff for multi-campus assignments.
- The elementary campuses have implemented a coordinated vertical planning process that includes regular meetings of the campus administrators and core area teachers. One of the most effective strategies is perhaps the coordinated development of Campus Improvement, Discipline Management and Staff Development Plans.
- Staff members interviewed were very cooperative and helpful.

### Findings

- The district has not formalized nor documented staffing guidelines, nor a position control system for professional staff.
- The district has not formalized nor documented staffing guidelines, nor a position control system for support staff.

## Recommendations

- The district should develop and implement well-defined staffing guidelines for professional staff. The staffing guidelines should be used to implement cost saving recommendations, as appropriate.
- The district should develop and implement well-defined staffing guidelines for support staff. The staffing guidelines should be used to implement cost saving recommendations, as appropriate.

## Summary

El Campo ISD has established a proactive strategy of adjusting staff FTEs based on the changes in student enrollment. This strategy has provided an opportunity for the district to maintain quality educational programs while maximizing federal, state, and local funds. If the reduction of student enrollment continues in the future, the district may want to consider the implementation of the cost savings proposals contained in this report. Even if the student enrollment remains constant, the district may consider implementing some of the cost savings as they relate to increasing the class size in some subject areas and grade levels as recommended in this report.

A summary of the potential cost savings \$3,744,774 is included in the Appendix.

In addition to the commendations, findings and recommendations outlined above, the observations should provide opportunities for increased efficiencies.

The district is clearly interested in improving operations and becoming more efficient in the area of staffing levels. This approach will go a long way in helping to improve the financial forecast of the district as it faces the challenges of the future.

Sincerely,

Gwendolyn W. Santiago, CAE, CTSBA  
Executive Director