

Agenda of Regular

The Board of Trustees El Campo Independent School District

A Regular of the Board of Trustees of El Campo Independent School District will be held October 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. Consent Agenda
 - A. Curriculum and Instruction
2. Business and Operations
3. Closed Session:
4. Call to Order/Opening Prayer/Pledge of Allegiance
5. Public Hearing
6. Public Hearing - Financial Management Report, 2011 School FIRST Rating 3
7. Public Hearing - Concerning the Contemplated Taxation of "Goods-In-Transit" Which Property, Absent Action by the District, Will Become Exempt From Taxation, Effective January 1, 2012, in Accordance with the Texas Tax Code, Section 11.235
8. Public Comment
9. Recognition
 - A. Teachers New to District 46
 1. Third Grade Classroom Teacher - Kathryn Peterson
10. High School Construction Science - Aaron Wilson
11. Speech Therapist - Susanne Oetzel
12. High School Social Studies - Robert Nastoupil
13. Governance
14. Consider Approval of the Minutes 48
 - A. September 20, 2011 - Regular Meeting 50
15. Consider Approval of Campus Attendance Committee Members 53
16. Business and Support Services
 - A. Review Budget Planning and Development Calendar 60
17. Report on Property and Casualty Alliance of Texas (PCAT) Cash Dividend 63
18. Review of Monthly Financial Reports 65
19. Review List of Checks Written for the Month of September, 2011 73
20. Personnel
21. Students
22. Curriculum and Instruction
23. Review and Approval of District and Campus Performance Objectives 75
24. Review and Approval of School Improvement Plan Developed by the Campus Leadership Team 92
25. Governance
 - A. Discuss Impact of SB100 and Implications for Voting Locations 105

26. Consider Continuation of Taxation on "Goods-in-Transit"	108
27. Consider Approval of a Resolution Supporting Region III Education Service Center	113
28. Discuss Possibility of Participation in School Finance Litigation	116
29. Discuss Required Board Training	143
30. Legislative Update	
31. Team of Eight Team Building	
32. Discuss Possible Book Study for Board of Trustees	
33. Discuss TASA/TASB Convention Sessions	
34. Texas Government Code § 551.074 (1) PERSONNEL MATTERS, to Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline, or Dismissal of a Public Officer or Employee	
35. The Board Will Meet in a Closed Meeting to Discuss the Employment of Personnel	
36. Personnel	
37. Consider Approval of Probationary Contracts for Those Recommended for the Following Positions:	145
38. Middle School Special Education Inclusion Teacher	
39. Consider Approval of Revised Substitute Compensation	
40. Review and Discuss Compensation for Secondary School Principals	147
41. Superintendent's Report	
A. Business and Support Services	
B. Curriculum and Instruction	
C. Community and Governmental Relations	
42. Governance	
43. Personnel	
44. Students	
45. Adjournment	

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

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on October 7, 2011 at 4:00 p.m.

For the Board of Trustees

Agenda Item Summary Sheet (2 A)
Meeting Date: October 18, 2011
Submitted by: Mark Pool, Superintendent

Information Only

Public Hearing

A. Public Hearing on the 2011 Financial Management Report and School FIRST Financial Accountability Rating

Summary

Senate Bill (SB) 218, which was passed during the 77th Texas Legislature, Regular Session, 2001, authorized the implementation of a financial accountability rating system, which officially is referred to as School FIRST (Financial Integrity Rating System of Texas). The district's School FIRST rating is based upon an analysis of staff and student data reported for the 2009-2010 school year as well as budgetary and actual financial data for the 2010 fiscal year that ended August 31, 2010.

In accordance with the Texas Education Code and the adopted SBOE and/or Commissioner's Rules (Texas Administrative Code), the School FIRST rating is taken into consideration in determining a district's accreditation status. The School FIRST rating may also impact the district's special education determination status as issued by the Texas Education Agency under the requirements of the Individuals with Disabilities Education Act (IDEA) and 34 Code of Federal Regulations (CFR) §300.608(a).

At the last regular board meeting the Board was presented with an explanation of the twenty-two indicators used to determine the district's School FIRST financial accountability rating.

State statute and TEA rules require that within two months after receipt of the School FIRST rating in August, the district must announce and hold a public meeting to distribute a financial management report that explains the district's rating and its performance under each of the 22 indicators for the current and prior year. The public meeting may be combined with a scheduled regular meeting of the Board of Trustees. At the public meeting the district should review the disclosures that must be included in the financial management report.

ECISD Board Policy

CFA (LEGAL) – ACCOUNTING, FINANCIAL REPORTS AND STATEMENTS

Effective Date

October 18, 2011

Previous Board Action

The Board holds an annual public hearing on the Financial Management Performance Report and School FIRST Rating.

Future Action Expected

The Board holds an annual public hearing on the Financial Management Performance Report and School FIRST Rating.

Background Information and Significant Issues

According to district policy CFA (LEGAL), the District is required to prepare and distribute an annual financial management report. The report must include a description of the District's financial management performance based on a comparison provided by the Texas Education Agency of the District's performance on the indicators in 19 Administrative Code 109.1002.

The public must be given an opportunity to comment on the report at the a hearing.

The report must contain information on state-established standards and the District's financial management performance under each indicator for the current and previous years' financial accountability ratings, along with a description of the data submitted to the Texas Education Agency and any descriptive information required by the Commissioner of Education including:

1. A copy of the Superintendent's current employment contract.
2. A summary for the fiscal year of total reimbursements received by the Superintendent and each Board member. The summary schedule must separately report reimbursements for meals, lodging, transportation, motor fuel, and other items but not reimbursements for supplies that were purchased for the operation of the District.
3. A summary for the fiscal year of the dollar amount of compensation and/or fees received by the Superintendent from another school district or other outside entity in exchange for professional consulting and/or other personal services.
4. A summary for the fiscal year of the total dollar amount received by the executive officers and Board members of gifts that had an economic value of \$250 or more in the aggregate in the fiscal year.
5. A summary for the fiscal year of the dollar amount by Board member for the aggregate amount of business transactions with the District.
6. Any other information the Board of Trustees of determines to be useful.

Fiscal Impact

None.

Student and Public Benefit

The public has the benefit of being able to review and comment on the Financial Management Performance Report of the District.

Procedural and Reporting Implications

- Public hearing must be held in the District's facilities within two months of receipt of a financial accountability rating.
- Board must give notice of the hearing to property owners in the geographic boundaries of the District and to parents of District students.
- Notice of the hearing must be provided to a newspaper of general circulation in the geographic boundaries of the District once a week for two weeks prior to holding the public meeting.
- Notice of the hearing must be provided through electronic mail to media serving the District.
- Report must be disseminated to parents and taxpayers in

- attendance at the hearing.
- Report must be retained in the District for at least a three-year period after the public hearing and shall be made available to parents and taxpayers upon request.

Public Comments	None.
Other Comments and Related Issues	None
Attachments	<ul style="list-style-type: none"> • <i>ECISD Financial Management Performance Report and 2011 School FIRST Rating</i>
Contact Person(s)	David Bright, Assistant Superintendent of Finance and Operations
Action Required	No action required.
Superintendent's Recommendation	Information item only. Mark Pool, Superintendent of Schools

ECISD FINANCIAL MANAGEMENT PERFORMANCE REPORT

2011 School FIRST Rating

Submitted October 18, 2011

ECISD PUBLIC MEETING

Prepared by David Bright,
Assistant Superintendent for Finance

**NOTICE OF PUBLIC MEETING
TO DISCUSS**

**El Campo Independent School District's
2011 Schools FIRST
(Financial Integrity Rating System of Texas)
Accountability Rating**

**El Campo Independent School District will hold
a public meeting at 6:45 pm, October 18, 2011,
in the ECISD Board Room, 700 W. Norris, El Campo, Texas.**

**The purpose of this meeting is to discuss the
El Campo Independent School District
2011 Schools FIRST Rating
which is based on an analysis of staff and student
data reported for the 2009-2010 school year, and
budgetary and actual financial data for the 2010
fiscal year ending August 31, 2010.**

TABLE OF CONTENTS

	<u>Page</u>
Notice of Public Hearing	1
2008-2009 School FIRST Rating Information	
Overall Statistics	<i>(pages 1 of 6)</i>
<i>Status Counts</i>	
<i>Rating Counts</i>	
<i>All Results by Indicator</i>	
<i>Answers by Indicator</i>	
District Status Detail	<i>(pages 1 of 4)</i>
<i>Indicators Answered Yes</i>	
<i>Indicators Answered No</i>	
2009-2010 School FIRST Rating Information	
Overall Statistics	<i>(pages 1 of 6)</i>
<i>Status Counts</i>	
<i>Rating Counts</i>	
<i>All Results by Indicator</i>	
<i>Answers by Indicator</i>	
District Status Detail	<i>(pages 1 of 4)</i>
<i>Indicators Answered Yes</i>	
<i>Indicators Answered No</i>	
School FIRST Annual Financial Management Report	26-40
<i>Superintendents and Board Members</i>	
<i>Reimbursements Received by Superintendent and Board Members</i>	
<i>Outside Compensation and/or Fees Received by the Superintendent for</i> <i>Professional Consulting</i>	
<i>Gifts Received by Executive Officers and Board Members</i>	
<i>Business Transactions between School District and Board Members</i>	
<i>Superintendents Current Employment Contract</i>	

YEAR **2008-2009****Select An Option****Help****Home****Log Out****Financial Integrity Rating System of Texas****OVERALL STATISTICS
2008-2009 STATUS COUNTS**

Status	Count	% Total	Enrollment	% Total Enrollment
Passed	1,019	98.93 %	4,540,119	99.53 %
Failed	11	1.07 %	21,537	0.47 %
Total	1,030	100.00 %	4,561,656	100.00 %

2008-2009 RATING COUNTS

Ratings	Count	% Total	Enrollment	% Total Enrollment
Superior Achievement	843	81.84 %	3,894,891	85.38 %
Above Standard Achievement	156	15.15 %	618,126	13.55 %
Standard Achievement	20	1.94 %	27,102	0.59 %
Substandard Achievement	11	1.07 %	21,537	0.47 %
Total	1,030	100.00 %	4,561,656	100.00 %

2008-2009 ALL RESULTS BY INDICATOR

Indicator	Result	Count	% of Districts	Enrollment	% Total Enrollment
1	Yes	1022	99.22 %	4544058	99.61 %
	No	8	0.78 %	17598	0.39 %

2	Yes	1024	99.42 %	4554784	99.85 %
	No	6	0.58 %	6872	0.15 %
3	Yes	1030	100.00 %	4561656	100.00 %
	No	0	0.00 %	0	0.00 %
4	Yes	1029	99.90 %	4559615	99.96 %
	No	1	0.10 %	2041	0.04 %
5	Yes	1027	99.71 %	4549502	99.73 %
	No	3	0.29 %	12154	0.27 %
6	Yes	983	95.44 %	4155120	91.09 %
	No	47	4.56 %	406536	8.91 %
7	5	984	95.53 %	4294839	94.15 %
	0	46	4.47 %	266817	5.85 %
8	5	884	85.83 %	4161992	91.24 %
	4	135	13.11 %	363540	7.97 %
	3	8	0.78 %	28268	0.62 %
	2	2	0.19 %	6610	0.14 %
	1	1	0.10 %	1246	0.03 %
9	5	1013	98.35 %	4532160	99.35 %
	0	17	1.65 %	29496	0.65 %
10	5	661	64.17 %	4034124	88.44 %
	4	164	15.92 %	252306	5.53 %

	3	73	7.09 %	107431	2.36 %
	2	44	4.27 %	77363	1.70 %
	1	31	3.01 %	43696	0.96 %
	0	57	5.53 %	46736	1.02 %
11	5	999	96.99 %	4259917	93.39 %
	0	31	3.01 %	301739	6.61 %
12	5	1027	99.71 %	4553662	99.82 %
	0	3	0.29 %	7994	0.18 %
13	5	1018	98.83 %	4547702	99.69 %
	0	12	1.17 %	13954	0.31 %
14	5	1026	99.61 %	4559961	99.96 %
	0	4	0.39 %	1695	0.04 %
15	5	1028	99.81 %	4557074	99.90 %
	4	1	0.10 %	3762	0.08 %
	0	1	0.10 %	820	0.02 %
16	5	985	95.63 %	4514331	98.96 %
	0	45	4.37 %	47325	1.04 %
17	5	961	93.30 %	4399696	96.45 %
	4	34	3.30 %	101603	2.23 %
	3	19	1.84 %	48448	1.06 %
	2	5	0.49 %	1577	0.03 %

	1	4	0.39 %	9543	0.21 %
	0	7	0.68 %	789	0.02 %
18	5	689	66.89 %	3851419	84.43 %
	4	141	13.69 %	435302	9.54 %
	3	62	6.02 %	158337	3.47 %
	2	52	5.05 %	40864	0.90 %
	1	39	3.79 %	45594	1.00 %
	0	47	4.56 %	30140	0.66 %
19	5	816	79.22 %	3928972	86.13 %
	4	7	0.68 %	8408	0.18 %
	3	13	1.26 %	15837	0.35 %
	2	8	0.78 %	24387	0.53 %
	1	9	0.87 %	6250	0.14 %
	0	177	17.18 %	577802	12.67 %
20	5	973	94.47 %	4307746	94.43 %
	4	3	0.29 %	21965	0.48 %
	3	1	0.10 %	2364	0.05 %
	1	3	0.29 %	63835	1.40 %
	0	50	4.85 %	165746	3.63 %
21	5	1030	100.00 %	4561656	100.00 %
22	5	920	89.32 %	3809122	83.50 %

	4	14	1.36 %	50340	1.10 %
	3	3	0.29 %	9900	0.22 %
	2	6	0.58 %	16404	0.36 %
	1	10	0.97 %	229317	5.03 %
	0	77	7.48 %	446573	9.79 %

2008-2009 ANSWERS BY INDICATOR

Indicator	Yes	No	5	4	3	2	1	0	Total
1	1022	8	x	x	x	x	x	x	1030
2	1024	6	x	x	x	x	x	x	1030
3	1030	x	x	x	x	x	x	x	1030
4	1029	1	x	x	x	x	x	x	1030
5	1027	3	x	x	x	x	x	x	1030
6	983	47	x	x	x	x	x	x	1030
7	x	x	984	x	x	x	x	46	1030
8	x	x	884	135	8	2	1	x	1030
9	x	x	1013	x	x	x	x	17	1030
10	x	x	661	164	73	44	31	57	1030
11	x	x	999	x	x	x	x	31	1030
12	x	x	1027	x	x	x	x	3	1030
13	x	x	1018	x	x	x	x	12	1030
14	x	x	1026	x	x	x	x	4	1030
15	x	x	1028	1	x	x	x	1	1030

16	x	x	985	x	x	x	x	45	1030
17	x	x	961	34	19	5	4	7	1030
18	x	x	689	141	62	52	39	47	1030
19	x	x	816	7	13	8	9	177	1030
20	x	x	973	3	1	x	3	50	1030
21	x	x	1030	x	x	x	x	x	1030
22	x	x	920	14	3	6	10	77	1030

Last Updated: Sunday, April 03, 2011 8:06:46 PM

Audit Home Page: [School Financial Audits](#) | Send comments or suggestions to schoolaudits@tea.state.tx.us

THE **TEXAS EDUCATION AGENCY**

1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

YEAR **2008-2009**

Select An Option

Help

Home

Log Out



Financial Integrity Rating System of Texas

2008-2009 DISTRICT STATUS DETAIL

Name: EL CAMPO ISD(241903)	Publication Level 1: 6/11/2010 12:03:10 PM
Status: Passed	Publication Level 2: 8/30/2010 4:06:59 PM
Rating: Superior Achievement	Last Updated: 8/30/2010 4:06:59 PM
District Score: 79	Passing Score: 56

#	Indicator Description	Updated	Score
1	<u>Was The Total Fund Balance Less Reserved Fund Balance Greater Than Zero In The General Fund?</u>	3/30/2010 4:09:04 PM	Yes
2	<u>Was the Total Unrestricted Net Asset Balance (Net of Accretion of Interest on Capital Appreciation Bonds) In the Governmental Activities Column in the Statement of Net Assets Greater than Zero? (If the District's 5 Year % Change in Students was 10% more)</u>	3/30/2010 4:09:05 PM	Yes
3	<u>Were There No Disclosures In The Annual Financial Report And/Or Other Sources Of Information Concerning Default On Bonded Indebtedness Obligations?</u>	3/30/2010 4:09:05 PM	Yes
4	<u>Was The Annual Financial Report Filed Within One Month After November 27th or January 28th Deadline Depending Upon The District's Fiscal Year End Date (June 30th or August 31st)?</u>	3/30/2010 4:09:05 PM	Yes
5	<u>Was There An Unqualified Opinion in Annual Financial Report?</u>	3/30/2010 4:09:05 PM	Yes
6	<u>Did The Annual Financial Report Not Disclose Any Instance(s) Of Material Weaknesses In Internal</u>	3/30/2010 4:09:05 PM	Yes

	<u>Controls?</u>		1 Multiplier Sum
7	<u>Did the Districts Academic Rating Exceed Academically Unacceptable?</u>	3/30/2010 4:09:06 PM	5
8	<u>Was The Three-Year Average Percent Of Total Tax Collections (Including Delinquent) Greater Than 98%?</u>	3/30/2010 4:09:06 PM	5
9	<u>Did The Comparison Of PEIMS Data To Like Information In Annual Financial Report Result In An Aggregate Variance Of Less Than 3 Percent Of Expenditures Per Fund Type (Data Quality Measure)?</u>	3/30/2010 4:09:06 PM	5
10	<u>Were Debt Related Expenditures (Net Of IFA And/Or EDA Allotment) < \$350.00 Per Student? (If The District's Five-Year Percent Change In Students = Or > 7%, Or If Property Taxes Collected Per Penny Of Tax Effort > \$200,000 Per Student)</u>	3/30/2010 4:09:06 PM	4
11	<u>Was There No Disclosure In The Annual Audit Report Of Material Noncompliance?</u>	3/30/2010 4:09:07 PM	5
12	<u>Did The District Have Full Accreditation Status In Relation To Financial Management Practices? (e.g. No Conservator Or Monitor Assigned)</u>	3/30/2010 4:09:07 PM	5
13	<u>Was The Aggregate Of Budgeted Expenditures And Other Uses Less Than The Aggregate Of Total Revenues, Other Resources and Fund Balance In General Fund?</u>	3/30/2010 4:09:07 PM	5
14	<u>If The District's Aggregate Fund Balance In The General Fund And Capital Projects Fund Was Less Than Zero, Were Construction Projects Adequately Financed? (To Avoid Creating Or Adding To The Fund Balance Deficit Situation)</u>	3/30/2010 4:09:07 PM	5
15	<u>Was The Ratio Of Cash And Investments To Deferred Revenues (Excluding Amount Equal To Net Delinquent Taxes Receivable) In The General Fund Greater Than</u>	3/30/2010 4:09:08 PM	5

	<u>Or Equal To 1:1? (If Deferred Revenues Are Less Than Net Delinquent Taxes Receivable)</u>		
16	<u>Was The Administrative Cost Ratio Less Than The Threshold Ratio?</u>	3/30/2010 4:09:08 PM	5
17	<u>Was The Ratio Of Students To Teachers Within the Ranges Shown Below According To District Size?</u>	3/30/2010 4:09:08 PM	5
18	<u>Was The Ratio Of Students To Total Staff Within the Ranges Shown Below According To District Size?</u>	3/30/2010 4:09:08 PM	5
19	<u>Was The Total Fund Balance In The General Fund More Than 50% And Less Than 150% Of Optimum According To The Fund Balance And Cash Flow Calculation Worksheet In The Annual Financial Report?</u>	3/30/2010 4:09:08 PM	5
20	<u>Was The Decrease In Undesignated Unreserved Fund Balance < 20% Over Two Fiscal Years?(If 1.5 Times Optimum Fund Balance < Total Fund Balance In General Fund Or If Total Revenues > Operating Expenditures In The General Fund,Then District Receives 5 Points)</u>	3/30/2010 4:09:09 PM	5
21	<u>Was The Aggregate Total Of Cash And Investments In The General Fund More Than \$0?</u>	3/30/2010 4:09:09 PM	5
22	<u>Were Investment Earnings In All Funds (Excluding Debt Service Fund and Capital Projects Fund) More Than \$20 Per Student?</u>	3/30/2010 4:09:09 PM	5
			79 Weighted Sum
			1 Multiplier Sum
			79 Score

DETERMINATION OF RATING

A.	Did The District Answer 'No' To Indicators 1, 2, 3 Or 4? OR Did The District
-----------	---

Answer 'No' To Both 5 and 6? If So, The District's Rating Is **Substandard Achievement**.

B. Determine Rating By Applicable Range For summation of the indicator scores (Indicators 7-22)

Superior Achievement	72-80 and Yes to indicator 7
Above Standard Achievement	64-71 or >= 72 and No to indicator 7
Standard Achievement	56-63
Substandard Achievement	<56 or No to one default indicator

INDICATOR 17 & 18 RATIOS

Indicator 17	Ranges for Ratios		Indicator 18	Ranges for Ratios	
	Low	High		Low	High
District Size - Number of Students Between			District Size - Number of Students Between		
< 500	7	22	< 500	5	14
500-999	10	22	500-999	5.8	14
1000-4999	11.5	22	1000-4999	6.3	14
5000-9999	13	22	5000-9999	6.8	14
=> 10000	13.5	22	=> 10000	7.0	14

OPTIONS

Suspension Reason.

Audit Home Page: [School Financial Audits](#) | Send comments or suggestions to schoolaudits@tea.state.tx.us

THE **TEXAS EDUCATION AGENCY**

1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

YEAR **2009-2010****Select An Option****Help****Home****Log Out****Financial Integrity Rating System of Texas****OVERALL STATISTICS
2009-2010 STATUS COUNTS**

Status	Count	% Total	Enrollment	% Total Enrollment
Passed	1,017	98.83 %	4,687,803	99.62 %
Failed	12	1.17 %	17,760	0.38 %
Total	1,029	100.00 %	4,705,563	100.00 %

2009-2010 RATING COUNTS

Ratings	Count	% Total	Enrollment	% Total Enrollment
Superior Achievement	784	76.19 %	3,705,144	78.74 %
Above Standard Achievement	215	20.89 %	951,089	20.21 %
Standard Achievement	18	1.75 %	31,570	0.67 %
Substandard Achievement	12	1.17 %	17,760	0.38 %
Total	1,029	100.00 %	4,705,563	100.00 %

2009-2010 ALL RESULTS BY INDICATOR

Indicator	Result	Count	% of Districts	Enrollment	% Total Enrollment
1	Yes	1023	99.42 %	4695947	99.80 %
	No	6	0.58 %	9616	0.20 %

2	Yes	1025	99.61 %	4700916	99.90 %
	No	4	0.39 %	4647	0.10 %
3	Yes	1029	100.00 %	4705563	100.00 %
	No	0	0.00 %	0	0.00 %
4	Yes	1027	99.81 %	4696155	99.80 %
	No	2	0.19 %	9408	0.20 %
5	Yes	1026	99.71 %	4696948	99.82 %
	No	3	0.29 %	8615	0.18 %
6	Yes	993	96.50 %	4464457	94.88 %
	No	36	3.50 %	241106	5.12 %
7	5	1015	98.64 %	4579585	97.32 %
	0	14	1.36 %	125978	2.68 %
8	5	866	84.16 %	4312735	91.65 %
	4	148	14.38 %	348125	7.40 %
	3	15	1.46 %	44703	0.95 %
9	5	992	96.40 %	4536786	96.41 %
	0	37	3.60 %	168777	3.59 %
10	5	660	64.14 %	4177633	88.78 %
	4	139	13.51 %	201175	4.28 %
	3	74	7.19 %	121910	2.59 %
	2	50	4.86 %	92331	1.96 %

	1	45	4.37 %	62325	1.32 %
	0	61	5.93 %	50189	1.07 %
11	5	998	96.99 %	4270142	90.75 %
	0	31	3.01 %	435421	9.25 %
12	5	1020	99.13 %	4677301	99.40 %
	0	9	0.87 %	28262	0.60 %
13	5	1019	99.03 %	4687262	99.61 %
	0	10	0.97 %	18301	0.39 %
14	5	1027	99.81 %	4704819	99.98 %
	0	2	0.19 %	744	0.02 %
15	5	1027	99.81 %	4704502	99.98 %
	0	2	0.19 %	1061	0.02 %
16	5	990	96.21 %	4670129	99.25 %
	0	39	3.79 %	35434	0.75 %
17	5	950	92.32 %	4577513	97.28 %
	4	41	3.98 %	70737	1.50 %
	3	19	1.85 %	49055	1.04 %
	2	7	0.68 %	5467	0.12 %
	1	4	0.39 %	1719	0.04 %
	0	8	0.78 %	1072	0.02 %
18	5	680	66.08 %	3913325	83.16 %

	4	135	13.12 %	503266	10.70 %
	3	93	9.04 %	205846	4.37 %
	2	47	4.57 %	39491	0.84 %
	1	26	2.53 %	15205	0.32 %
	0	48	4.66 %	28430	0.60 %
19	5	889	86.39 %	4200206	89.26 %
	4	9	0.87 %	76531	1.63 %
	3	9	0.87 %	33105	0.70 %
	2	9	0.87 %	7383	0.16 %
	1	8	0.78 %	17508	0.37 %
	0	105	10.20 %	370830	7.88 %
20	5	971	94.36 %	4570930	97.14 %
	3	1	0.10 %	7809	0.17 %
	1	2	0.19 %	1770	0.04 %
	0	55	5.34 %	125054	2.66 %
21	5	1027	99.81 %	4704550	99.98 %
	0	2	0.19 %	1013	0.02 %
22	5	531	51.60 %	759660	16.14 %
	4	12	1.17 %	68917	1.46 %
	3	16	1.55 %	56600	1.20 %
	2	20	1.94 %	48780	1.04 %

1	12	1.17 %	58423	1.24 %
0	438	42.57 %	3713183	78.91 %

2009-2010 ANSWERS BY INDICATOR

Indicator	Yes	No	5	4	3	2	1	0	Total
1	1023	6	x	x	x	x	x	x	1029
2	1025	4	x	x	x	x	x	x	1029
3	1029	x	x	x	x	x	x	x	1029
4	1027	2	x	x	x	x	x	x	1029
5	1026	3	x	x	x	x	x	x	1029
6	993	36	x	x	x	x	x	x	1029
7	x	x	1015	x	x	x	x	14	1029
8	x	x	866	148	15	x	x	x	1029
9	x	x	992	x	x	x	x	37	1029
10	x	x	660	139	74	50	45	61	1029
11	x	x	998	x	x	x	x	31	1029
12	x	x	1020	x	x	x	x	9	1029
13	x	x	1019	x	x	x	x	10	1029
14	x	x	1027	x	x	x	x	2	1029
15	x	x	1027	x	x	x	x	2	1029
16	x	x	990	x	x	x	x	39	1029
17	x	x	950	41	19	7	4	8	1029
18	x	x	680	135	93	47	26	48	1029

19	x	x	889	9	9	9	8	105	1029
20	x	x	971	x	1	x	2	55	1029
21	x	x	1027	x	x	x	x	2	1029
22	x	x	531	12	16	20	12	438	1029

Last Updated: Wednesday, August 31, 2011 12:59:28 PM

Audit Home Page: [School Financial Audits](#) | Send comments or suggestions to schoolaudits@tea.state.tx.us

THE **TEXAS EDUCATION AGENCY**

1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

YEAR **2009-2010**

Select An Option

Help

Home

Log Out



Financial Integrity Rating System of Texas

2009-2010 DISTRICT STATUS DETAIL

Name: EL CAMPO ISD(241903)	Publication Level 1: 6/17/2011 9:03:31 AM
Status: Passed	Publication Level 2: 8/31/2011 1:00:45 PM
Rating: Superior Achievement	Last Updated: 8/31/2011 1:00:45 PM
District Score: 79	Passing Score: 56

#	Indicator Description	Updated	Score
1	<u>Was The Total Fund Balance Less Reserved Fund Balance Greater Than Zero In The General Fund?</u>	4/25/2011 9:45:40 PM	Yes
2	<u>Was the Total Unrestricted Net Asset Balance (Net of Accretion of Interest on Capital Appreciation Bonds) In the Governmental Activities Column in the Statement of Net Assets Greater than Zero? (If the District's 5 Year % Change in Students was 10% more)</u>	4/25/2011 9:45:41 PM	Yes
3	<u>Were There No Disclosures In The Annual Financial Report And/Or Other Sources Of Information Concerning Default On Bonded Indebtedness Obligations?</u>	4/25/2011 9:45:41 PM	Yes
4	<u>Was The Annual Financial Report Filed Within One Month After November 27th or January 28th Deadline Depending Upon The District's Fiscal Year End Date (June 30th or August 31st)?</u>	4/29/2011 3:55:08 PM	Yes
5	<u>Was There An Unqualified Opinion in Annual Financial Report?</u>	4/25/2011 9:45:41 PM	Yes
6	<u>Did The Annual Financial Report Not Disclose Any Instance(s) Of Material Weaknesses In Internal</u>	4/25/2011 9:45:41 PM	Yes

	<u>Controls?</u>		1 Multiplier Sum
7	<u>Did the Districts Academic Rating Exceed Academically Unacceptable?</u>	4/25/2011 9:45:42 PM	5
8	<u>Was The Three-Year Average Percent Of Total Tax Collections (Including Delinquent) Greater Than 98%?</u>	4/25/2011 9:45:42 PM	5
9	<u>Did The Comparison Of PEIMS Data To Like Information In Annual Financial Report Result In An Aggregate Variance Of Less Than 3 Percent Of Expenditures Per Fund Type (Data Quality Measure)?</u>	5/10/2011 10:14:32 PM	5
10	<u>Were Debt Related Expenditures (Net Of IFA And/Or EDA Allotment) < \$350.00 Per Student? (If The District's Five-Year Percent Change In Students = Or > 7%, Or If Property Taxes Collected Per Penny Of Tax Effort > \$200,000 Per Student)</u>	4/25/2011 9:45:42 PM	4
11	<u>Was There No Disclosure In The Annual Audit Report Of Material Noncompliance?</u>	4/25/2011 9:45:42 PM	5
12	<u>Did The District Have Full Accreditation Status In Relation To Financial Management Practices? (e.g. No Conservator Or Monitor Assigned)</u>	4/25/2011 9:45:43 PM	5
13	<u>Was The Aggregate Of Budgeted Expenditures And Other Uses Less Than The Aggregate Of Total Revenues, Other Resources and Fund Balance In General Fund?</u>	4/25/2011 9:45:43 PM	5
14	<u>If The District's Aggregate Fund Balance In The General Fund And Capital Projects Fund Was Less Than Zero, Were Construction Projects Adequately Financed? (To Avoid Creating Or Adding To The Fund Balance Deficit Situation)</u>	5/10/2011 4:18:25 PM	5
15	<u>Was The Ratio Of Cash And Investments To Deferred Revenues (Excluding Amount Equal To Net Delinquent Taxes Receivable) In The General Fund Greater Than</u>	4/25/2011 9:45:43 PM	5

	<u>Or Equal To 1:1? (If Deferred Revenues Are Less Than Net Delinquent Taxes Receivable)</u>		
16	<u>Was The Administrative Cost Ratio Less Than The Threshold Ratio?</u>	4/25/2011 9:45:44 PM	5
17	<u>Was The Ratio Of Students To Teachers Within the Ranges Shown Below According To District Size?</u>	4/25/2011 9:45:44 PM	5
18	<u>Was The Ratio Of Students To Total Staff Within the Ranges Shown Below According To District Size?</u>	4/25/2011 9:45:44 PM	5
19	<u>Was The Total Fund Balance In The General Fund More Than 50% And Less Than 150% Of Optimum According To The Fund Balance And Cash Flow Calculation Worksheet In The Annual Financial Report?</u>	4/25/2011 9:45:44 PM	5
20	<u>Was The Decrease In Undesignated Unreserved Fund Balance < 20% Over Two Fiscal Years?(If 1.5 Times Optimum Fund Balance < Total Fund Balance In General Fund Or If Total Revenues > Operating Expenditures In The General Fund,Then District Receives 5 Points)</u>	4/25/2011 9:45:45 PM	5
21	<u>Was The Aggregate Total Of Cash And Investments In The General Fund More Than \$0?</u>	4/25/2011 9:45:45 PM	5
22	<u>Were Investment Earnings In All Funds (Excluding Debt Service Fund and Capital Projects Fund) More Than \$20 Per Student?</u>	4/25/2011 9:45:45 PM	5
			79 Weighted Sum
			1 Multiplier Sum
			79 Score

DETERMINATION OF RATING

A. Did The District Answer 'No' To Indicators 1, 2, 3 Or 4? **OR** Did The District

Answer '**No**' To Both 5 and 6? If So, The District's Rating Is **Substandard Achievement**.

B. Determine Rating By Applicable Range For summation of the indicator scores (Indicators 7-22)

Superior Achievement	72-80 and Yes to indicator 7
Above Standard Achievement	64-71 or >= 72 and No to indicator 7
Standard Achievement	56-63
Substandard Achievement	<56 or No to one default indicator

INDICATOR 17 & 18 RATIOS

Indicator 17	Ranges for Ratios		Indicator 18	Ranges for Ratios	
	Low	High		Low	High
District Size - Number of Students Between			District Size - Number of Students Between		
< 500	7	22	< 500	5	14
500-999	10	22	500-999	5.8	14
1000-4999	11.5	22	1000-4999	6.3	14
5000-9999	13	22	5000-9999	6.8	14
=> 10000	13.5	22	=> 10000	7.0	14

OPTIONS

Suspension Reason.

Audit Home Page: [School Financial Audits](#) | Send comments or suggestions to schoolaudits@tea.state.tx.us

THE **TEXAS EDUCATION AGENCY**

1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

School FIRST Annual Financial Management Report

EL CAMPO ISD

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.1005. Amended to be effective 2/3/11. The template has been established to help the districts in gathering their data and presenting it at their School FIRST hearing. The template may not be all inclusive.

Superintendent's Current Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided. In lieu of publication in the annual School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. If published on the Internet, the contract is to remain accessible for twelve months.

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period
Ended August 31, 20XX

Description of Reimbursements	Board							
	Superintendent	Member 1	Member 2	Member 3	Member 4	Member 5	Member 6	Member 7
Meals	\$0.00	\$44.50	\$31.41	\$0.00	\$89.08	\$0.00	\$99.39	\$0.00
Lodging	\$1,210.94	\$568.95	\$386.00	\$0.00	\$546.09	\$1,127.52	\$751.68	\$201.57
Transportation	\$977.95	\$334.44	\$246.38	\$0.00	\$331.00	\$451.89	\$387.37	\$187.00
Motor Fuel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$1,170.00	\$645.00	\$335.00	\$0.00	\$350.00	\$620.00	\$645.00	\$335.00
Total	\$3,358.89	\$1,592.89	\$998.79	\$0.00	\$1,316.17	\$2,199.41	\$1,883.44	\$723.57

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:

Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).

Lodging - Hotel charges.

Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).

Motor fuel – Gasoline.

Other: - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period
 Ended August 31, 20XX
 Name(s) of Entity(ies)

Amount Received
 \$

\$0.00

Total

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any) (gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)

For the Twelve-Month Period
 Ended August 31, 20XX

	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Superintendent	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

Business Transactions Between School District and Board Members

For the Twelve-Month Period
 Ended August 31, 20XX

	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Amounts	\$0.00	\$0.00	\$0.00	\$5,935.35	\$0.00	\$0.00	\$0.00

Note - The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.

Summary Schedule of Data Submitted under the Financial Solvency Provisions of TEC §39.0822

General Fund - First-Quarter Expenditures By Object Code

Report 2010-2011 first-quarter (first three months of fiscal year 2010-2011) GENERAL FUND expenditures by object code using whole numbers.

Payroll- Expenditures for payroll costs	object codes 6110-6149	\$4,962,563.84
Contract Costs- Expenditures for services rendered by firms, individuals, and other organizations	object code series 6200	\$468,801.16
Supplies and Materials- Expenditures for supplies and materials necessary to maintain and/or operate furniture, computers, equipment, vehicles, grounds, and facilities	object code series 6300	\$615,953.84
Other Operating- Expenditures for items other than payroll, professional and contracted services, supplies and materials, debt service, and capital outlay	object code series 6400	\$270,384.60
Debt Service- Expenditures for debt service	object code series 6500	\$500.00
Capital Outlay- Expenditures for land, buildings, and equipment	object code series 6600	\$135,836.87

Additional Financial Solvency Questions

1) Districts with a September 1- August 31 fiscal year:

Within the last two years, did the school district

- 1) draw funds from a short-term financing note (term less than 12 months) between the months of September and December, inclusive, and
- 2) for the prior fiscal year, have a total General Fund balance of less than 2 percent of total expenditures for General Fund function codes 11-61?

	Yes	No
	_____	X _____
	_____	X _____
	_____	X _____

2) Has the school district declared financial exigency within the past two years?

3) Provide comments or explanations for student-to-staff ratios significantly (more than 15%) below the norm, rapid depletion of General Fund balances, or any significant discrepancies between actual budget figures and projected revenues and expenditures, or any other information that may be helpful in evaluating the school district's financial solvency.

<u>Mean Enroll-to-Teacher Ratio</u>	<u>85% of Mean Enroll-to-Teacher Ratio</u>	<u>School District Size</u>
8.39	7.13	Under 100
9.48	8.06	100 to 249
10.73	9.12	250 to 499

11.48	9.76	500 to 999
12.45	10.58	1,000 to 1,599
13.52	11.50	1,600 to 2,999
14.29	12.15	3,000 to 4,999
14.80	12.58	5,000 to 9,999
14.88	12.65	10,000 to 24,999
15.01	12.76	25,000 to 49,999
15.06	12.80	50,000 and Over

4) How many superintendents has your school district had in the last five years? 1

5) How many business managers has your school district had in the last five years? 1

SUPERINTENDENT'S EMPLOYMENT CONTRACT

THE STATE OF TEXAS :

KNOW ALL MEN BY THESE PRESENTS:

COUNTY OF WHARTON :

THIS AGREEMENT is made and entered into, this 10th day of November, 2003, by and between the Board of Trustees (the "Board") of the El Campo Independent School District (the "District") and Robert Mark Pool (the "Superintendent").

WITNESSETH:

NOW, THEREFORE, the Board and the Superintendent, for and in consideration of the terms hereinafter established and pursuant to Section 11.201 of the Texas Education Code, have agreed, and do hereby agree, as follows:

1. 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 seven (7) months, commencing on the 1st day of December, 2003, and ending on the 30th day of June 2007. 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.
- 1.2 The Board has not adopted any policy, rule, regulation, law, or practice providing for tenure. No right of tenure is created by this Contract. No property interest, express or implied, is created in continued employment beyond the Contract term.

II. Employment

- 2.1 Duties. The Superintendent is the chief executive of the District and shall faithfully perform the duties of the Superintendent of Schools for the District as prescribed in the job description set forth in El Campo ISD Policy BJA. The Superintendent shall comply with all lawful directives of the Board, state and federal law, District policy, rules, and regulations as they exist or may hereafter be amended. Specifically, it shall be the duty of the Superintendent to recommend for employment all professional employees of the District subject to the Board's approval unless the District's Board Policy authorizes the Superintendent to hire professional employees. It shall be the further duty of the Superintendent to employ all other personnel consistent with the Board's policies. It shall be the further duty of the Superintendent to direct, assign, reassign, and evaluate all of the employees of the District consistent with Board policies and federal and state law. It shall be the further duty of the Superintendent to organize, reorganize, and arrange the staff of the District, and to develop and establish administrative regulations, rules, and procedures which the Superintendent deems necessary for the efficient and effective operation of the District consistent with the Board's lawful directives, the Board's

policies, and state and federal law. It shall be the further duty of the Superintendent to accept all resignations of employees of the District consistent with the Board's policies, except the Superintendent's resignation, which must be accepted by the Board. The Superintendent shall perform the duties of the Superintendent of Schools for the District with reasonable care, diligence, skill, and expertise.

- 2.2 **Professional Certification.** The Superintendent shall at all times during the term of this Contract, and any renewal or extension thereof, hold and maintain a valid certificate required of a superintendent by the State of Texas and issued by the State Board for Educator Certification and any other certificates required by law.
- 2.3 **Reassignment.** The Superintendent cannot be reassigned from the position of Superintendent to another position without the Superintendent's express written consent.
- 2.4 **Board Meetings.** The Superintendent shall attend, and shall be permitted to attend, all meetings of the Board, both public and closed, with the exception of those closed meetings: (1) devoted to the consideration or discussion of any action or lack of action on the Superintendent's Contract, including but not limited to salary or benefits; (2) regarding the Superintendent's evaluation or performance; (3) for purposes of resolving conflicts between individual Board Members; (4) when the Board is acting in its capacity as a tribunal; or (5) for purposes of attorney-client consultations between the Board and the District's attorney concerning the foregoing matters numbered (1) - (4). In the event of illness or Board-approved absence, the Superintendent's designee shall attend such meetings.
- 2.5 **Criticisms, Complaints, and Suggestions.** The Board, individually and collectively, shall refer all substantive criticisms, complaints, and suggestions called to the Board's attention to the Superintendent for study and appropriate action, and the Superintendent shall investigate such matters and inform the Board of the results of such efforts.
- 2.6 **Legal Defense.** The District shall provide a legal defense to the Superintendent in connection with any and all demands, claims, suits, actions, or any legal proceedings brought against the Superintendent in his individual capacity or in his official capacity providing the incident(s) which is(are) the basis of any claim or lawsuit arose while the Superintendent was acting in good faith within the course and scope of his employment with the District. This paragraph does not apply if the Superintendent has acted with gross negligence, has acted with the intent to violate a person's clearly established legal rights, or has been charged with criminal acts. This paragraph does not apply to actions in which the Board and Superintendent have adverse interests or when the Board determines that the Superintendent was not acting in good faith and in the course and scope of the Superintendent's employment. The District's obligation to provide a legal defense to the Superintendent under this paragraph survives the termination of this Contract.

III. Compensation

- 3.1 Salary. The District shall provide the Superintendent with an annual salary in the sum of \$103,000. This annual salary shall be paid to the Superintendent in equal installments consistent with the Board's policies.
- 3.2 Salary Adjustments. At any time during the term of this Contract, the Board may, in its discretion, review and adjust the salary of the Superintendent, but in no event shall the Superintendent be paid less than the salary set forth pursuant to Section 3.1 of this Contract except by mutual agreement of the two parties. Such adjustments, if any, shall be made pursuant to lawful Board resolution.
- 3.3 Health Insurance. The District shall pay the premium for insurance coverage as selected by the District for health insurance as it does for all employees.
- 3.4 Professional Growth. The Superintendent shall devote the Superintendent's time, attention, and energy to the direction, administration, and supervision of the District. The Board shall encourage the participation of the Superintendent in pertinent education seminars and courses offered by public and private institutions or by educational associations, as well as the participation in informational meetings with those individuals whose particular skills, expertise, or backgrounds would serve to improve the capacity of the Superintendent to perform the Superintendent's professional responsibilities for the District. In its encouragement of the Superintendent to grow professionally, the Board shall permit a reasonable amount of release time for the Superintendent per year, as the Superintendent and Board deem appropriate, to attend such seminars, courses, or meetings. The District shall pay the Superintendent's membership dues to the American Association of School Administrators and the Texas Association of School Administrators.
- 3.5 Civic Activities, Etc. The Superintendent is encouraged to participate in community and civic affairs. The District shall pay the annual dues for the Superintendent's membership to one local civic organization that the Superintendent chooses to join.
- 3.6 Automobile. The District shall provide the Superintendent a monthly automobile allowance in the amount of \$400.00 per month in lieu of mileage expense reimbursement for travel to destinations within the District.
- 3.7 Out of District Travel. The District shall reimburse the Superintendent for travel incurred by the Superintendent to destinations outside the District in the continuing performance of the Superintendent's duties under this Contract at the standard mileage rate per mile as established by the Board Policy for the District.
- 3.8 Travel and Professional Growth Expenses. The District shall pay or reimburse the Superintendent for reasonable travel expenses not covered by Paragraphs 3.4, 3.6 and 3.7 above which are incurred by the Superintendent in the continuing performance of the

Superintendent's duties under this Contract. The District agrees to pay the actual and incidental costs incurred by the Superintendent for travel and registration expenses for seminars, courses and meetings. Such actual or incidental costs may include, but are not limited to, registration fees, hotels and accommodations, meals, rental car expenses, and other reasonable expenses incurred in the performance of the business of the District. The Superintendent shall comply with all procedures and documentation requirements for reimbursement of travel expenses in accordance with Board policies.

- 3.9 Mobile Telephone Allowance. The District shall provide the Superintendent with a mobile telephone allowance in the sum of Fifty and no/100 (\$50.00) 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.
- 3.10 Relocation Expenses. The District shall reimburse the Superintendent for reasonable relocation and moving expenses from Van, Texas to El Campo, Texas once, at the initiation of this Contract. The Superintendent shall obtain bids from two different moving companies and the District shall pay an amount equal to the lowest bid.
- 3.11 Vacation, Holidays, Personal Leave. The Superintendent's number of working days per year shall be 226. The Superintendent may take, at the Superintendent's choice, subject to the Board's approval, the same number of days of vacation authorized by policies adopted by the Board for administrative employees on twelve month contracts, the days to be in a single period or at different times. The vacation days taken by the Superintendent will be taken at such time or times as will least interfere with the performance of the Superintendent's duties as set forth in this Contract. The Superintendent shall observe the same legal holidays as provided by Board policies for administrative employees on twelve month contracts. The Superintendent is hereby granted the same personal leave benefits as authorized by Board policies for administrative employees on twelve month contracts.

IV. Annual Performance Goals

- 4.1 Development of Goals. The Superintendent shall submit to the Board each year, for the Board's consideration and adoption, a preliminary list of goals for the Superintendent and the District. The goals approved by the Board shall at all times be reduced to writing and shall be among the criteria on which the Superintendent's performance is reviewed and evaluated.

V. Review of Performance

- 5.1 Time and Basis of Evaluation. The Board shall evaluate and assess in writing the performance of the Superintendent in January of each year during the term of this

Contract (Superintendent's Evaluation). The Superintendent's evaluation instrument and process shall be developed and/or revised with input from the Superintendent and shall be reasonably related to the duties of the Superintendent as outlined in the Superintendent's job description.

5.2 Confidentiality. Unless the Superintendent expressly requests otherwise in writing, the evaluation of the Superintendent shall at all times be conducted in closed meeting and shall be considered confidential to the extent permitted by law. Nothing herein shall prohibit the Board or the Superintendent from sharing the content of the Superintendent's evaluation with their respective legal counsel.

5.3 Evaluation Format and Procedures. The evaluation format and procedure shall be in accordance with the evaluation instrument selected by the Board in accordance with the provisions of Article V of this Contract, the Board's policies, and state and federal law. In the event the Board deems that the evaluation instrument, format and/or procedure is to be modified by the Board, and such modification would require new or different performance expectations, the Superintendent shall be provided a reasonable period of time to demonstrate such expected performance before being evaluated.

VI. Renewal or Nonrenewal of Employment Contract

6.1 Renewal/Nonrenewal. Renewal or nonrenewal shall be in accordance with Board policy and applicable law.

VII. Termination of Employment Contract

7.1 Mutual Agreement. This contract shall be terminated by the mutual agreement of the Superintendent and the Board in writing, upon such terms and conditions as may be mutually agreed upon.

7.2 Retirement or Death. This Contract shall be terminated upon the retirement or death of the Superintendent. However, in the event the Superintendent chooses to retire during the first nineteen (19) months of this Contract, then the Superintendent shall reimburse the District for all relocation and moving expenses which the District paid the Superintendent to relocate to El Campo, Texas and for search fees paid by the District to TASB for the recruitment of the Superintendent. If the Superintendent chooses to retire after the first nineteen (19) months, but before the 30th day of June, 2007, then the Superintendent shall reimburse the District for such moving expenses and Superintendent search fees on a prorata basis, by dividing the total of such expenses by the total number of months of this Contract and multiplying the result by the remaining number of months of the Contract term.

7.3 Dismissal for Good Cause. The Board may dismiss the Superintendent during the term of the contract for good cause. The term "good cause" is defined as follows:

- (a) Failure to fulfill duties or responsibilities as set forth under the terms and conditions of this Contract;
- (b) Incompetence or inefficiency in the performance of required or assigned duties as documented by evaluations, supplemental memoranda, or other written communication from the Board; provided, however, the terms and conditions of this paragraph shall not justify good cause unless the Board has provided the Superintendent a reasonable opportunity to remediate any incompetency or inefficiency;
- (c) Insubordination or failure to comply with lawful written Board directives;
- (d) Failure to comply with the Board's policies or the District's administrative regulations;
- (e) Neglect of duties;
- (f) Drunkenness or excessive use of alcoholic beverages;
- (g) Illegal use of drugs, hallucinogens, or other substances regulated by the Texas Controlled Substances Act;
- (h) Conviction of a felony or crime involving moral turpitude;
- (i) Failure to meet the District's standards of professional conduct;
- (j) Failure to comply with reasonable District professional development requirements regarding advanced coursework or professional development;
- (k) Disability, not otherwise protected by law, that impairs performance of the required duties of the Superintendent;
- (l) Immorality, which is conduct the Board determines, is not in conformity with the accepted moral standards of the community encompassed by the District. Immorality is not confined to sexual matters, but includes conduct inconsistent with rectitude or indicative of corruption, indecency, or depravity;
- (m) Assault on an employee or student;
- (n) Knowingly falsifying records or documents related to the District's activities;
- (o) Conscious misrepresentation of facts to the Board or other District officials in the conduct of the District's business;
- (p) Failure to fulfill requirements for superintendent certification;

(g) Any other reason constituting "good cause" as determined by the Board.

7.4 Termination Procedure. In the event the Board terminates this Contract for "good cause", the Superintendent shall be afforded all the rights as set forth in the Board's policies, and state and federal law.

VIII. Miscellaneous

8.1 Controlling Law. This Contract shall be governed by the laws of the State of Texas and shall be performable in Wharton County, Texas.

8.2 Complete Agreement. This Contract embodies the entire agreement between the parties hereto and cannot be varied except by written agreement of the undersigned parties, except as expressly provide herein.

8.3 Conflicts. In the event of any conflict between the terms, conditions, and provisions of this Employment Contract and the provisions of the Board's policies, or any permissive state or federal law, then, unless otherwise prohibited by law, the terms of this Contract shall take precedence over the contrary provisions of the Board's policies or any such permissive law during the term of the Contract.

8.4 Savings Clause. In the event any one or more of the of the provisions contained in this Contract shall, for any reason, be held to be invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other provision thereof, and this Contract shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein. All existing agreements and contracts, both verbal and written, between the parties hereto regarding the employment of the Superintendent have been superseded by this Contract, and this Contract constitutes the entire agreement between the parties unless amended pursuant to the terms of this Contract.


8.5 Acceptance. This offer will expire unless signed and returned to the Board or its authorized representative by 5:00 p.m., the 10th day of November, 2003.

EXECUTED this 10th day of November, 2003.

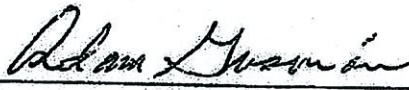
By: Robert Mark Pool
ROBERT MARK POOL, Superintendent

EXECUTED this 10th day of November, 2003.

EL CAMPO INDEPENDENT SCHOOL DISTRICT

By: 
Wesley Lange
President, Board of Trustees

ATTEST:

By: 
Secretary, Board of Trustees

**ADDENDUM TO
EMPLOYMENT CONTRACT**

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

Employee shall be employed on an 12 - month basis, beginning on July 1, 2005 and ending June 30, 2008, according to the hours and dates set by the District as they exist or may hereafter be amended.

Robert Mark Pool 01/21/2005 By: [Signature] 1-21-2005
Employee Date President, Board of Trustees Date

**ADDENDUM TO
EMPLOYMENT CONTRACT**

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 1st day of July 2007, and ending on the 30th day of June 2010. 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 \$117,000. This annual salary shall be paid to the Superintendent in equal installments consistent with the Board's policies.

EXECUTED this 15th day of January, 2007.

By: 
ROBERT MARK POOL, Superintendent


Judy Waligura, President, Board of Trustees

Attest: 
Melissa Erwin, Secretary, Board of Trustees

**ADDENDUM TO
EMPLOYMENT CONTRACT**

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 1st day of July 2008, and ending on the 30th day of June 2011. 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 \$121,000. This annual salary shall be paid to the Superintendent in equal installments consistent with the Board's policies.

EXECUTED this 22nd day of January, 2008.

By: Robert Mark Pool
ROBERT MARK POOL, Superintendent

Judy Waligura
Judy Waligura, President, Board of Trustees

Attest: Melissa Erwin
Melissa Erwin, Secretary, Board of Trustees

**ADDENDUM TO
EMPLOYMENT CONTRACT**

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 1st day of July 2009, and ending on the 30th day of June 2012. 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 \$127,050. 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.)

EXECUTED this 20th day of January, 2009.

By: 
ROBERT MARK POOL, Superintendent


Judy Waligura, President, Board of Trustees

Attest: 
Laketa Jo Dennis, Secretary, Board of Trustees

**ADDENDUM TO
EMPLOYMENT CONTRACT**

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 1st day of July 2010, and ending on the 30th day of June 2013. 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 \$131,255. 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.)
- 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 19th day of January, 2010.

By: 
ROBERT MARK POOL, Superintendent


Tommy Turner, President, Board of Trustees

Attest: 
Dr. Melissa Erwin, Secretary, Board of Trustees

Recognition	A. Teachers New to the District
Summary	We have the following teachers who are new to the district this year: <ol style="list-style-type: none">1. High School Construction Science Teacher – Aaron Wilson (replacing Fritz Cornelius)2. Speech Therapist – Susanne Oetzel (replacing private contractor)3. Third Grade Classroom Teacher – Kathryn Peterson (new position)4. High School Social Studies – Robert Nastoupil (replacing Betty Thomas)
ECISD Board Policy	None.
Effective Date	October 18, 2011
Previous Board Action	The Board periodically recognizes and welcomes teachers who are new to the district.
Future Action Expected	The Board periodically recognizes and welcomes teachers who are new to the district.
Background Information and Significant Issues	None.
Fiscal Impact	None.
Student and Public Benefit	The Board has the opportunity to meet and welcome teachers who are new to the district.
Procedural and Reporting Implications	None.
Public Comments	None.

Other Comments and Related Issues

None

Attachments

None.

Contact Person(s)

Mark Pool, Superintendent of School

Action Required

No action required.

Superintendent's Recommendation

Information item only.

Mark Pool, Superintendent of Schools

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

Action Required

Consent Agenda: Governance	Minutes of Previous Meetings 1. September 20, 2011 – Regular Meeting
Summary	According to policy BE (LOCAL), BOARD MEETINGS, MINUTES, board action shall be carefully recorded by the secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board.
ECISD Board Policy	BE (LOCAL), BOARD MEETINGS
Effective Date	October 18, 2011.
Previous Board Action	The Board approves minutes at each regular monthly meeting.
Future Action Expected	The Board approves minutes at each regular monthly meeting.
Background Information and Significant Issues	None.
Fiscal Impact	None.
Student and Public Benefit	An accurate record of all discussions and actions by the Board of Trustees is maintained.
Procedural and Reporting Implications	After approval minutes are filed with the official records of the District.
Public Comments	None.
Alternatives	None.

**Other Comments and
Related Issues**

None

Attachments

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

1. Regular Meeting – September 20, 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
September 20, 2011**

The Board of Trustees of the El Campo Independent School District met in a Regular Session September 20, 2011 in the Board Room, 700 West Norris, El Campo, Texas.

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

MEMBERS ABSENT: None

OTHERS PRESENT: Mark Pool, Carolyn Gordon, David Bright, M. Stumer, Rita Hernandez, Herlinda Reese, Molli Bodungen, Mary Hargrove, Charlotte Baker, Beverly Schmidt, Harold Simmons, E. Dawson, Mauri Couey, T. Felder, Nancy Hlimesin, Fransisca Garcia, Reverend Otha Edison, Steven Staff, Leah Bullock, L. D. Hardeway, Willie Gooden, Dan Hammock

Board President Tommy Turner called the meeting to order at 7:00 p.m. Ralph Novosad gave the opening prayer followed by the Pledge of Allegiance. There was a quorum present.

PUBLIC COMMENT: There was no public comment.

RECOGNITION: Rich DuBroc introduced the following new teachers:
High School Math – Clarke Collins
High School Construction Science – Aaron Wilson was unable to attend
Speech Therapist – Susanne Oetzel was unable to attend

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

- A. Governance
 - 1. Consider Approval of the Minutes
 - a. August 23, 2011 Regular Minutes
 - b. August 30, 2011 Special Meeting
 - 2. Consider Approval of District Representative to the Wharton County Central Appraisal District Board of Directors – Anthony Dorotik
- B. Business and Support Services
 - 1. Review of Criteria for FIRST Financial Accountability System
 - 2. Review of Monthly Financial Reports
 - 3. Review of Quarterly Investment Reports
 - 4. Review of Annual Portfolio Report
 - 5. Review List of Checks Written for the Month of August, 2011
- C. Personnel
 - 1. Consider Approval of Adjunct Faculty Members
- D. Curriculum and Instruction
- E. Students

Motion carried unanimously.

BUSINESS AND OPERATIONS

REQUEST BY RITA E. HERNANDEZ FOR PLACEMENT OF AN ITEM ON THE AGENDA TO DISCUSS:

1. School and/or Public Transportation Options for In-Town Children;
2. School Transportation Budget in General;
3. Safety of Children;
4. Options to seek additional funds for transportation or slim existing budget to allow for children necessities

Rita E. Hernandez made a presentation to the Board about school transportation options for in-town children, the school transportation budget, the safety of children and the options to seek additional funds for transportation.

CURRICULUM AND INSTRUCTION

GOVERNANCE

REQUEST BY REVEREND HAROLD SIMMONS FOR PLACEMENT OF AN ITEM ON THE AGEND TO DISCUSS SINGLE-MEMBER DISTRICTS: Reverend Harold Simmons addressed the Board and asked that they consider single-member district.

CONSIDER APPROVAL OF COMPREHENSIVE DISTRICT GOALS: A motion was made by David Hodges and seconded by James Russell to approve Comprehensive District Goals. Motion carried unanimously.

DISCUSS USE OF WORKSHOPS FOR DISCUSSIONS WITH CURRICULUM FACILITATORS: Carolyn Gordon will give an overview of curriculum at the monthly meetings and the Board will meet in a workshop twice a year for discussions with Curriculum Facilitators.

CONFIRM DATE FOR TEAM OF EIGHT TRAINING TO CONDUCT TASB EFFECTIVE BOARD PRACTICES INVENTORY: The Board will meet on November 29, 2011 from 6:00 p.m. to 9:00 p.m. for Team of Eight Training to Conduct TASB *Effective Board Practices Inventory*.

CLOSED SESSION

EXECUTIVE SESSION: The president of the Board called for an Executive Session as authorized by 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. The Board entered executive session at 7:39 p.m. and reconvened in open session at 8:35 p.m. to take the following action: No action taken.

PERSONNEL

CONSIDER EMPLOYMENT OF PERSONNEL RECOMMENDED FOR THE FOLLOWING POSITIONS: A motion was made by James Russell and seconded by David Hodges to approve probationary contracts for the following positions:

Third Grade Classroom Teacher – Kathryn Petersen
High School Social Studies Teacher – Robert Nastoupil

Motion carried unanimously.

CONSIDER APPROVAL OF A NEW PERSONNEL POSITION – MIDDLE SCHOOL SPECIAL EDUCATION

INCLUSION TEACHER: A motion was made by David Hodges and seconded by J. J. Croix to approve a new position of a middle school special education inclusion teacher. Motion carried unanimously.

SUPERINTENDENT’S REPORT

- A. Governance
 - 1. Preliminary Agenda for Regular Meeting on October 18, 2011
 - 2. Monthly Calendar of Activities and Events
 - 3. Report on Superintendent’s Annual Travel Plans
- B. Business and Support Services
- C. Personnel
- D. Curriculum and Instruction
- E. Students
 - 1. Report on Beginning of School and Enrollments
 - 2. Monthly DAEP Report
 - 3. Monthly SRO Report
- F. Community and Governmental Relations
 - 1. Legislative Update

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

DRAFT

DRAFT

PRESIDENT

SECRETARY

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

Action Required

Consent Agenda: Personnel Approval of 2011-2012 Attendance Review Committees

Summary

According to LOCAL policy the Board is to establish an attendance committee or as many committees as necessary for the efficient implementation of *Education Code § 25,092*, which states that a student must not be given credit for a class unless the student is in attendance for at least 90 percent of the days the class is offered.

This section of the *Education Code* further states that the board of trustees of each school district shall appoint one or more attendance committees to hear petitions for class credit by students who are in attendance fewer than the number of days required.

LOCAL policy further states that the Superintendent or designee shall make the specific appointments in accordance with legal requirements. The committee must consist of ten members with no fewer than four to make a quorum. Committee members are to serve for one school year.

LEGAL policy requires that classroom teachers must comprise a majority of the attendance committee.

ECISD Board Policy

FEC (LOCAL), ATTENDANCE: ATTENDANCE FOR CREDIT

Effective Date

October 18, 2011

Previous Board Action

The Board should annually approve the members of the Attendance Committees as appointed by the Superintendent.

Future Action Expected

The Board should annually approve the members of the Attendance Committees as appointed by the Superintendent.

Background Information and Significant Issues

A student and the student's parent or guardian shall be given written notice prior to and at such time when the student's attendance in any class drops below 90 percent of the days the class is offered (typically 18 days absent for the year). At that point the student loses credit for non-attendance.

When a student's attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may regain credit for the class by completing a plan approved by the campus principal. If the student fails to successfully complete the plan, or the student's attendance drops below 75 percent, the student, parent, or representative may request award of credit by submitting a written petition with

supporting documentation to the appropriate attendance committee. (The committee may review the records of all student whose attendance drops below 90 percent of the days the class is offered, whether a petition is file or not.) Campus principals may review the documentation to verify extenuating circumstances and may recommend to the attendance committee that documented absences are excused,

The attendance committee then shall review the student's entire attendance records and the reasons for absences and shall determine whether or not to award credit.

Fiscal Impact	None.
Student and Public Benefit	Students who lose credit for a class because they failed to attend class at least 75 percent of the time the class is offered have the opportunity to petition the Attendance Committee for credit.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	<p>Students who have lost credit because of excessive absences may regain credit by fulfilling the requirements established by the attendance committee.</p> <p>The policy contains guidelines on extenuating circumstances, documentation, and imposing conditions for awarding credit. The policy also provides for an appeals process to the committee's decision.</p>
Attachments	List of recommended Attendance Committee members from each campus.
Contact Person(s)	<p>Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction</p> <p>Campus Principals</p>
Action Required	Motion, second and majority vote to approve the members of the 2011-2012 Attendance Review Committees.
Superintendent's Recommendation	<p>I recommend that you approve the membership of the 2011-2012 Attendance Review Committees as a part of the consent agenda.</p> <p>Mark Pool, Superintendent of Schools</p>

Myatt Elementary Attendance Committee

2011-2012

Gretchen Seymour - Teacher

Katie Cox - Teacher

Lindsay Sohrt - Teacher

Holly Cranek - Teacher

Lisa Raun - Teacher

Hanni Mican - Teacher

Maria Delgado - Teacher

Fran Kyle - PPCD Teacher

Lura Faye Motley - Counselor

Liz Graves - Principal

Deborah Capak - Asst. Principal

Hutchins Elementary Attendance Committee

2011-2012

Nelda Kovar - Teacher

Cindy Mathews - Teacher

Mary McClain - Teacher

Tanya Bunge - Teacher

Donna Nevlud - Teacher

Daphne Hensley - Teacher

Emily Bush - Teacher

Veronica Richards - Nurse

Elaine Rawlings - Counselor

Mauri Couey - Principal

Laura Pustejovsky - Asst. Principal

Northside Elementary Attendance Committee

2011-2012

Polly Wilkins - 4th Grade Teacher

Laura Smith - 5th Grade Teacher

Suzanne Brandl - 5th Grade Teacher

Jennifer Haas - 5th Grade Teacher

Lileette Ilse - Special Teacher

Chris Saenz - Counselor

Jayne Drozd - Nurse

Donna Korenek - Attendance Clerk

Molli Bodungen - Principal

Kyle Poenitzsch - Asst. Principal

El Campo Middle School Attendance Committee

2011-2012

Jennifer Bullard - Teacher

Natalie Faas - Teacher

Kevin Gordon - Teacher

Susan Horak - Teacher

Anna Hubenak - Teacher

Dana Jung - Teacher

Nick Popp - Teacher

Mathew Schoener - Teacher

Grade Level Counselor

Steve Wernecke - Asst. Principal

El Campo High School Attendance Committee

2011-2012

BJ Swenson - Teacher

Kim Couvillion - Teacher

Stephanie Jensen - Teacher

Sheri Janke - Teacher

Robin Crowell - Counselor

Lisa Gillis - Counselor

Sara Kahla - Counselor

Jeanette Hunter - PEIMS Coordinator

Mark Freeman - Asst. Principal

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

Information Only

Consent Agenda: Business and Support Services	2012-2013 Budget Planning Process and Calendar
Summary	<p>It is time to start the budget planning process for FY2012-2013.</p> <p>The proposed calendar calls for major budget decisions, i.e., compensation and capital improvements, to be discussed in May so that a preliminary budget can be presented in June; and compensation plan approved in June, so that a proposed budget can be prepared and payroll decisions completed by August.</p>
ECISD Board Policy	None.
Effective Date	October 18, 2011.
Previous Board Action	The Board annually reviews the budget planning process and schedule.
Future Action Expected	The next step in the budget development process for the Board will occur in November, when we will approve the districts to be used in the annual compensation study.
Background Information and Significant Issues	None.
Fiscal Impact	None.
Student and Public Benefit	Beginning the budgeting process early allows the administration to do a much more thorough job in budget preparation.
Procedural and Reporting Implications	None.
Public Comments	None.

Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none">• Memo from David Bright re: Budget Planning Calendar
Contact Person(s)	David Bright, Assistant Superintendent for Finance
Action Required	No Action Required. This is an information report only.
Superintendent's Recommendation	Information only. Mark Pool, Superintendent of Schools

October 18, 2011

TO: Mark Pool
FROM: David Bright
RE: Budget Planning Calendar

Below is a proposed Budget Planning Calendar for the 2012-2013 Budget.

BUDGET PLANNING CALENDAR

2011

October Meet with Principals and Directors.
October/November Distribute budget worksheets for preparation.

November 15th Approve Market Area Districts for Compensation Study.
November/December Collect, review and prepare budgets on the campus level.

2012

January 17th Board approves Superintendents Compensation.
January 31st Campus Budgets and Special Request Items Due to Central Office.

February Discuss and Identify Budget Assumptions/Priorities with Board.
February 21st Review/Discuss with Board – Administration/Professional Compensation Study.

March Discuss proposed Compensation and Capital Improvement Plans with Board.
March 20th Review/Discuss with Board – Teacher Compensation Study.

April 17th Review/Discuss with Board – Clerical, Paraprofessional & Manual Trades Compensation Study.

May 15th Discuss Compensation and Capital Improvements Plan.

June 19th Present Preliminary 2012-2013 Budget to Board of Trustees.
Approve 2012-2013 Compensation Plan.

June/July Call Budget Workshops as needed.

August 21st Approve 2012-13 Budget.

Consent Agenda: Report on PACT Cash Dividend
Business and Operations

Summary For the fourth time in four years, the Property Casualty Alliance of Texas (PCAT) approved cash dividends to be distributed to its 107 school district members. ECISD received \$25,799.57 this year as our part of the overall dividend program. Dividends result from lower than normal claims activity achieved through a comprehensive risk management strategy. Member's tenure with PCAT is the largest factor in determining the amount of dividend. PCAT has returned more than \$9.5 million to Texas schools in the past four years.

ECISD Board Policy None.
Effective Date October 18, 2011
Previous Board Action None.
Future Action Expected None.

Background Information and Significant Issues PCAT is a Texas Interlocal governmental risk program representing 107 school districts and protecting more than \$20 billion in school assets. Formed in 2003, PCAT has grown to become the largest public school risk pool in the United States devoted solely to property/casualty insurance.

From 2008 thru 2010, PCAT distributed \$7,301,221 in Member Cash Dividends and \$501,140 to fund state-mandated Safety and Security Audits for its Members. In 2011 PCAT is distributing an additional \$2,645,860 in Member Cash Dividends. The amount of each Member's dividend is based on a percentage of their cumulative contributions since joining PCAT as it relates to cumulative contributions from all PCAT Members through February 28, 2011.

EXAMPLE:

	District A	District B
PCAT Member Tenure	7 Years	4 Years
Annual Member Premium	\$300,000	\$300,000
Cumulative Member Premium (A)	\$2,100,000	\$1,200,000
Cumulative PCAT Program Premiums (B)	\$161,563,682	\$161,563,682
Dividend Factor (A divided B)	1.2998%	0.7427%

Program Dividend	\$2,645,860	\$2,645,860
Cash Dividend to Member	\$34,391	\$19,651

Fiscal Impact	\$25,799.57 in Member Cash Dividend.
Student and Public Benefit	Cash dividend returned to district.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	<p>PCAT Member Dividend Policy states that when the following conditions are met at the end of a fiscal year, the Board has the discretion to declare dividends to PCAT Members.</p> <ol style="list-style-type: none"> 1. Unencumbered fund balance is at least 75% of net contributions after dividends; and, 2. Unencumbered fund balance, when stress-tested for 5 subsequent years, is at least 65% of net contributions after dividends. <p>To be eligible to receive a dividend in 2011, the PCAT Board of Trustees approved the following criteria:</p> <ol style="list-style-type: none"> 1. PCAT Member must renew and pay their contribution invoice for the 2011-2012 coverage period; and, 2. PCAT Member must be current on all invoices due PCAT; and, 3. PCAT Member must be in compliance with loss prevention measures as recommended by the PCAT loss prevention team.
Attachments	None.
Contact Person(s)	David Bright, Assistant Superintendent for Finance and Operations
Action Required	No Action Required. This is an information report only.
Superintendent's Recommendation	Information only. Mark Pool, Superintendent of Schools

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

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Monthly Financial Reports for Month of September

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

September 30, 2011

Previous Board Action

Approval of 2011-2012 General Operating Budget on August 30, 2011.

Future Action Expected

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

**Background Information and
Significant Issues**

The unaudited fund balance in the General Fund (Fund 199 only) on August 31, 2011 was \$6,760,897, which is 22.78% of the approved General Fund operating expenditures (as defined in the AEIS Report) of \$29,673,717.

Fund balance designated for replacement of artificial turf at Ricebird Stadium is \$200,000, leaving an undesignated fund balance of \$6,560,897; or 22.11% of the approved General Fund operating expenditures (as defined in the AEIS Report).

The undesignated fund balance currently exceeds the 20% goal by \$626,154.

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 10.63% of our amended revenue projections; and expended 12.13% of our amended expenditure estimates.

Compared to the same time last year, our revenue decreased by \$3,011 and our expenditures decreased by \$9,415.

	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp	Rev	Exp
Sep	19.97%	10.32%	20.59%	11.53%	10.41%	10.59%	9.93%	10.95%	10.63%	12.13%
Oct	36.50%	17.60%	36.88%	17.18%	19.64%	17.92%	18.64%	18.81%		
Nov	40.10%	24.60%	39.46%	24.10%	26.01%	25.17%	27.97%	23.69%		
Dec	55.32%	32.30%	52.68%	31.52%	38.96%	32.11%	41.96%	30.73%		
Jan	75.42%	42.30%	73.77%	38.60%	57.38%	39.07%	60.48%	37.99%		
Feb	83.18%	51.98%	79.39%	48.85%	68.68%	50.45%	66.83%	48.02%		
Mar	85.20%	58.88%	81.29%	55.83%	70.62%	58.65%	68.88%	55.20%		
Apr	86.78%	66.91%	82.79%	62.87%	75.39%	65.99%	73.41%	62.72%		
May	89.07%	76.81%	84.31%	69.96%	79.21%	72.77%	77.20%	69.62%		
Jun	90.38%	82.81%	86.04%	77.28%	85.20%	80.00%	82.93%	76.81%		
Jul	91.72%	88.08%	87.23%	85.52%	91.73%	85.63%	89.99%	84.05%		
Aug	100.03%	99.34%	99.94%	98.05%	100.10%	98.92%	100.38%	98.74%		

Tax Collection Report. Our beginning tax levy of \$13,399,047 has been adjusted by \$29,189 giving us a new adjusted levy of \$13,369,858; and we have currently collected \$13,086,844 which amounts to 97.88% of the adjusted levy. This leaves an uncollected balance of \$233,401.

Delinquent collections YTD are \$342,381 plus \$222,405 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%	81.26%
Feb	92.59%	94.40%	93.58%	93.04%	92.80%	93.50%
Mar	95.44%	95.38%	94.44%	94.06%	94.60%	94.95%
Apr	95.68%	96.11%	95.13%	94.97%	95.27%	95.52%
May	96.54%	96.69%	95.78%	95.61%	95.84%	96.26%
Jun	97.04%	97.40%	96.55%	96.69%	96.50%	96.67%
Jul	97.19%	97.64%	96.87%		96.83%	97.10%
Aug	97.59%	97.81%	97.15%	97.48%	97.17%	97.74%
Sep	97.69%	97.97%	97.31%	97.60%	97.37%	97.88%

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		
	2010-2011	2011-2012	Difference	2010-2011	2011-2012	Difference
Revenue	\$3,311,162	\$3,308,151	(\$3,011)	\$3,311,162	\$3,308,151	(\$3,011)
Expenditures	\$1,562,442	\$1,292,674	(\$269,768)	\$1,562,442	\$1,292,674	(\$269,768)
Balance	\$1,748,720	\$2,015,477	\$266,757	\$1,748,720	\$2,015,477	\$266,757

Attachments

- Monthly Financial Report – September 30, 2011
- Tax Collection Recap 2010-2011
- Cash Flow Report 2011-2012

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
 October 18, 2011

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

ESTIMATED REVENUE:

	<i>Original Budget</i>	<i>Amended Budget</i>	<i>Revenue Realized</i>	<i>Revenue Balance</i>
<i>Local:</i>	\$14,322,830	\$14,322,830	\$152,178	(\$14,170,652)
<i>State:</i>	\$15,587,706	\$15,587,706	\$3,149,095	(\$12,438,611)
<i>Federal:</i>	\$1,218,383	\$1,218,383	\$6,878	(\$1,211,505)
<i>Other Resources:</i>	\$0	\$0	\$0	\$0
Total:	\$31,128,919	\$31,128,919	\$3,308,151	(\$27,820,768)

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>
\$30,015,642	\$30,015,642	\$1,292,674	\$2,347,678	\$3,640,352	\$26,375,290

COMPARISONS TO SEPTEMBER 30 OF PRIOR YEAR:

	<i>2010-2011</i>	<i>2011-2012</i>	<i>Increase/ Decrease</i>
<i>Revenues:</i>	\$3,311,162	\$3,308,151	(\$3,011)
<i>Expenditures:</i>	\$3,649,767	\$3,640,352	(\$9,415)
<i>Cash Position:</i>	\$8,688,608	\$9,502,911	\$814,303

PRIOR MONTH CASH POSITION as of 8/31/11: \$6,888,639

GENERAL FUND - FUND BALANCE	GENERAL OPERATING	FUND BALANCE	% of OPERATING	
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%	
GENERAL FUND - FUND BALANCE as of 8-31-11:	\$29,673,717	\$6,760,897	22.78%	unaudited

BUDGET AMENDMENTS:

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

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

Reporting Period	Beginning Levy	Adjustments	Adjusted Levy	Current Tax Year Collections	% Collected	% Collected Prior Year	Delinquent Collections	Penalty & Interest	Total Collections	Current Tax Year Uncollected
Monthly Recap										
Oct-10	\$13,399,047		\$13,399,047	46,910	0.35%	0.00%	\$44,610	\$15,759	\$107,279	
Nov-10	\$13,399,047		\$13,399,047	1,104,804	8.25%	0.44%	\$44,470	\$13,608	\$1,162,882	
Dec-10	\$13,399,047	-\$15,935	\$13,383,111	4,140,381	30.94%	29.56%	\$23,473	\$11,322	\$4,175,176	
Jan-11	\$13,399,047	-\$15,614	\$13,383,433	5,583,148	41.72%	42.99%	\$45,852	\$18,763	\$5,647,762	
Feb-11	\$13,399,047	-\$21,609	\$13,377,438	1,632,362	12.20%	19.63%	\$24,037	\$24,328	\$1,680,726	
Mar-11	\$13,399,047	-\$21,609	\$13,377,438	194,358	1.45%	1.77%	\$23,863	\$26,958	\$245,180	
April-11	\$13,399,047	-\$24,020	\$13,375,027	74,433	0.56%	0.67%	\$12,406	\$15,727	\$102,566	
May-11	\$13,399,047	-\$25,271	\$13,373,776	96,898	0.72%	0.52%	\$22,351	\$24,565	\$143,815	
Jun-11	\$13,399,047	-\$25,271	\$13,373,776	54,666	0.41%	0.59%	\$24,865	\$19,599	\$99,129	
July-11	\$13,399,047	-\$29,189	\$13,369,858	53,528	0.40%	0.33%	\$26,689	\$21,132	\$101,349	
Aug-11	\$13,399,047	-\$29,189	\$13,369,858	86,052	0.64%	0.15%	\$34,016	\$30,643	\$150,711	
Sept-11	\$13,399,047	-\$29,189	\$13,369,858	19,304	0.14%	0.21%	\$15,750	\$10,996	\$46,050	
Year To Date				13,086,844	97.88%	97.37%	342,381	233,401	\$13,662,627	\$283,014

EL CAMPO INDEPENDENT SCHOOL DISTRICT

Cash Flow

2011-2012

199	GENERAL FUND	Actual Sep-10	Actual Sep-11	Actual Oct-10	Actual Nov-10	Actual Dec-10	Actual Jan-11	Actual Feb-11	Actual Mar-11	Actual Apr-11	Actual May-11	Actual Jun-11	Actual Jul-11	Actual Aug-11	2010-11 Totals
REVENUE:															
5700	Local Revenue:														
5711	Taxes Current Year	23,630	16,803	40,831	961,630	3,603,820	4,859,615	1,420,820	169,171	64,787	84,341	47,581	46,591	74,900	11,397,718
5712	Taxes Prior Years	1,638	13,911	39,569	39,161	20,740	40,548	37,597	21,228	10,983	19,951	22,226	23,658	30,017	307,317
5719	Pen, Int, & Other	12,398	9,786	14,333	12,190	10,501	17,319	21,775	23,907	14,098	22,122	17,613	18,751	27,157	212,164
5720	Service to Other LEAs	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5730	Tuition and Fees	0	0	0	0	0	0	0	0	0	0	0	0	3,900	3,900
5740	Other Local Sources	10,621	31,373	11,063	9,931	10,678	15,194	15,482	18,455	14,815	10,028	12,439	10,134	169,975	308,813
5750	Co/Curr Activities	7,025	36,634	20,062	33,874	-6,729	860	2,746	2,083	1,432	171	0	5,130	17,959	84,613
	Total Local Rev:	55,312	108,507	125,858	1,056,787	3,639,009	4,933,535	1,498,420	234,844	106,116	136,613	99,860	104,263	323,907	12,314,525
5800	State Revenue:														
5811	Available School Fund	25,845	0	141,876	122,645	25,491	52,702	52,702	141,876	111,578	111,578	175,046	106,130	0	1,067,469
5812	Foundation Entitlement	3,074,131	3,060,877	2,333,540	1,224,643	0	0	0	400	995,143	659,279	1,321,357	1,718,049	2,717,355	14,163,369
5812	Founda Ent-Prior Yr	0	0	400	0	30,571	0	0	0	0	22,418	0	240	0	53,629
5819	LEP Student Success Init	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5820	Misc State Program Rev	0	0	0	3,495	0	0	0	0	0	0	0	0	5,350	8,845
5831	TRS On-Behalf	108,735	88,218	109,955	109,990	110,124	110,026	110,116	109,639	109,011	110,974	113,650	100,795	156,816	1,359,831
	Total State Rev:	3,208,711	3,149,095	2,585,771	1,460,773	166,186	162,728	162,818	251,915	1,215,732	904,249	1,610,053	1,925,214	2,879,521	16,653,143
5900	Federal Revenue:														
5930	Federal	0	0	0	0	38,511	0	7,315	0	0	6,805	0	0	6,828	59,458
	Total Federal Rev:	0	0	0	0	38,511	0	7,315	0	0	6,805	0	0	6,828	59,458
7900	Other Res/Non-Oper														
	Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	0	0	3,424	3,424
	Total Other Res:	0	0	0	0	0	0	0	0	0	0	0	0	3,424	3,424
	Total Revenue:	3,264,022	3,257,602	2,711,629	2,517,561	3,843,707	5,096,263	1,668,553	486,759	1,321,849	1,047,666	1,709,913	2,029,477	3,213,681	29,030,550
EXPENDITURES:															
6000	Expenditures:														
6100	Payroll Costs	1,176,237	891,648	1,873,879	1,912,447	1,865,040	1,856,847	1,863,096	1,866,706	1,856,577	1,892,389	1,994,932	1,714,050	2,441,122	22,313,323
6200	Contracted Services	84,769	237,438	127,769	179,474	155,457	151,504	188,092	229,891	129,218	129,352	119,845	96,026	401,221	1,992,618
6300	Supplies & Materials	113,192	84,308	162,541	258,971	153,976	107,145	107,631	132,393	152,758	137,127	177,822	46,401	165,625	1,715,582
6400	Other Operating	64,894	46,415	145,124	45,012	39,746	148,348	56,257	34,593	149,558	24,510	44,743	408,618	179,056	1,340,460
6500	Debt Services	0	0	0	500	0	0	277,438	0	0	500	0	0	47,006	325,444
6600	Capital Outlay	82,658	0	44,949	8,230	64,338	93,800	6,563	6,758	0	0	9,351	5,253	93,230	415,130
8900	Other Uses/Non Operating	0	0	0	6,037	-6,037	0	0	0	0	0	0	0	0	0
	Total Expenditures:	1,521,749	1,259,808	2,354,262	2,410,671	2,272,520	2,357,644	2,499,076	2,270,342	2,288,112	2,183,878	2,346,692	2,270,347	3,327,261	28,102,556
	ENDING BALANCE	1,742,273	1,997,793	357,367	106,890	1,571,186	2,738,619	-830,524	-1,783,583	-966,263	-1,136,212	-636,780	-240,870	-113,581	927,995
	GF FB as of 8/31/11	6,760,897													
		7,717,498	8,758,690	9,116,057	9,222,946	10,794,133	13,532,752	12,702,229	10,918,646	9,952,382	8,816,171	8,179,391	7,938,521	7,824,940	

240	FOOD SERVICE	Actual Sep-10	Actual Sep-11	Actual Oct-10	Actual Nov-10	Actual Dec-10	Actual Jan-11	Actual Feb-11	Actual Mar-11	Actual Apr-11	Actual May-11	Actual Jun-11	Actual Jul-11	Actual Aug-11	2010-11 Totals
REVENUE:															
5700	Local Revenue:														
	Earnings from Temp Dep				1,149	0	0	1,293	0	0	1,542	0	0	1,395	5,379
	Foundation Revenue														
	Breakfast	6,580	7,821	7,564	6,560	4,382	8,423	7,856	7,006	7,503	6,925	344	0	7,060	70,201
	Lunch	18,288	20,934	19,225	17,796	11,727	21,548	19,647	18,578	16,479	16,815	355	0	17,556	178,014
	A La Carte	10,790	9,299	11,167	8,916	6,734	11,168	11,166	10,435	8,981	9,917	1,519	0	4,558	95,351
	Adult Lunches	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Catering/Vending	0	0	106	75	125	644	30	367	384	498	204	0	958	3,389
	Summer Food Service	0	0	0	0	0	0	0	0	0	0	69	70	0	139
	Total Local Rev:	35,658	38,054	38,062	34,496	22,967	41,782	39,992	36,386	33,347	35,696	2,492	70	30,131	352,474
5800	State Revenue														
5829	Misc St Program Rev.	0	0	0	0	0	0	0	9,939	0	0	0	0	0	9,939
5831	TRS On-Behalf Benefit	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total State Rev:	0	0	0	0	0	0	0	9,939	0	0	0	0	0	9,939
5900	Federal Revenue														
5921	School Breakfast	0	0	29,398	28,191	24,100	17,658	26,517	25,456	25,088	26,437	28,755	3,483	9,492	244,575
5922	National School Lunch	0	0	103,037	102,841	87,442	63,799	97,069	91,358	65,302	91,784	97,426	12,545	37,638	850,241
5923	USDA Donated Com	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	6,878	8,061	83,721
5929	Fed Rev TEA-Sum Feed	0	0	0	0	0	0	0	0	0	0	0	8,075	4,883	12,958
	Total Federal Rev:	6,878	6,878	139,313	137,910	118,420	88,335	130,464	123,692	97,268	125,099	133,059	30,981	60,074	1,191,495
7900	Other Res/Non-Oper:														
7940	Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Other Res:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Revenue:	42,536	44,933	177,375	172,407	141,387	130,118	170,456	170,017	130,615	160,796	135,551	31,051	91,599	1,553,908
EXPENDITURES:															
6000	Expenditures:														
6100	Payroll & Benefits	33,814	25,954	50,498	48,873	47,261	45,146	47,558	49,493	47,805	51,264	46,978	40,802	61,228	570,721
6200	Contracted Services	0	0	114,290	94,681	84,834	66,288	73,769	88,066	92,671	80,782	86,260	16,532	46,906	845,079
6300	Supplies & Materials	6,878	6,912	6,963	6,995	6,919	7,069	6,958	7,001	7,014	7,157	7,024	6,952	53,617	130,547
6400	Other Operating	0	0	34	13	70	18	58	39	33	37	68	0	208	576
6600	Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Expenditures:	40,693	32,865	171,785	150,562	139,085	118,521	128,343	144,599	147,523	139,240	140,329	64,286	161,958	1,546,922
	ENDING BALANCE	1,844	12,067	17,658	39,503	41,805	53,402	95,515	120,933	104,025	125,581	120,802	87,568	17,209	6,985

511	DEBT SERVICE	Actual Sep-10	Actual Sep-11	Actual Oct-10	Actual Nov-10	Actual Dec-10	Actual Jan-11	Actual Feb-11	Actual Mar-11	Actual Apr-11	Actual May-11	Actual Jun-11	Actual Jul-11	Actual Aug-11	2010-11 Totals
REVENUE:															
5700	Local Revenue:														
5711	Taxes Current Year	3,386	2,502	6,079	143,174	536,561	723,533	211,541	25,187	9,646	12,557	7,084	6,937	11,152	1,696,838
5712	Taxes Prior Years	101	1,839	5,041	5,308	2,733	5,304	2,691	2,635	1,422	2,400	2,638	3,032	3,999	37,304
5719	Pen, Int, & Other	983	1,211	1,426	1,418	821	1,444	2,553	3,051	1,629	2,443	1,986	2,381	3,486	23,622
5742	Earnings Fm Temp Dep	133	66	144	192	441	1,177	1,411	1,336	1,326	1,391	1,369	1,433	554	10,906
	Total Local Rev:	4,603	5,617	12,691	150,092	540,556	731,458	218,197	32,209	14,023	18,791	13,077	13,783	19,191	1,768,670
5800	State Revenue:														
5829	St Rev Dist By TEA	0	0	0	0	0	35,714	0	0	0	0	0	0	0	35,714
	Total State Rev:	0	0	0	0	0	35,714	0	0	0	0	0	0	0	35,714
7900	Other Res/Non-Oper:														
7940	Other Res/Non-Oper Rev	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Other Res:	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Revenue:	4,603	5,617	12,691	150,092	540,556	767,172	218,197	32,209	14,023	18,791	13,077	13,783	19,191	1,804,384
EXPENDITURES:															
6000	Expenditures:														
6500	Debt Service														
6511	Bond Principal	0	0	0	0	0	0	310,000	0	0	0	0	0	480,000	790,000
6521	Interest on Bonds	0	0	0	0	0	0	508,184	0	0	0	0	0	501,984	1,010,169
6599	Other Debt Fees	0	0	0	500	0	0	0	400	0	0	0	0	0	900
	Total Expenditures:	0	0	0	500	0	0	818,184	400	0	0	0	0	981,984	1,801,069
	ENDING BALANCE	4,603	5,617	18,307	167,899	708,455	1,475,627	875,639	907,448	921,471	940,263	953,340	967,123	4,329	3,315
Total Approved Budget 199, 240, 511															
	TOTAL REVENUE	3,311,162	3,308,151	2,901,695	2,840,059	4,525,649	5,993,553	2,057,206	688,984	1,466,487	1,227,253	1,858,541	2,074,311	3,324,471	32,388,842
	TOTAL EXP	1,562,442	1,292,674	2,526,047	2,561,733	2,411,605	2,476,165	3,445,603	2,415,340	2,435,635	2,323,118	2,487,022	2,334,633	4,471,204	31,450,547
	ENDING BALANCE	1,748,719	2,015,477	2,391,125	2,669,451	4,783,496	8,300,884	6,912,486	5,186,130	4,216,982	3,121,117	2,492,636	2,232,315	1,085,582	

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

Information Only

**Consent Agenda:
Business and Support
Services**

Review of Checks Written – September 2011

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 2011-2012 General Operating Budget.

ECISD Board Policy

None.

Effective Date

August 31, 2011

Previous Board Action

Approval of 2011-2012 General Operating Budget on August 30, 2011 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:

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
September	\$589,273.28	\$808,126.97	\$655,949.80	\$629,351.65	\$591,106.98
Subtotal YTD	\$589,273.28	\$808,126.97	\$655,949.80	\$629,351.65	\$591,106.98
October	\$804,931.69	\$778,762.11	\$970,451.63	\$640,667.05	
November	\$750,671.57	\$1,140,664.10	\$750,661.87	\$865,783.43	
December	\$1,211,146.13	\$1,030,485.01	\$853,561.12	\$720,971.25	
January	\$1,045,238.51	\$995,619.31	\$880,591.27	\$747,638.61	
February	\$1,993,265.44	\$1,128,501.50	\$874,019.06	\$594,414.61	
March	\$660,962.20	\$1,107,119.75	\$694,107.70	\$704,337.28	
April	\$777,024.72	\$779,634.45	\$846,903.79	\$656,212.94	
May	\$867,612.30	\$1,105,700.63	\$758,644.83	\$620,111.02	
June	\$1,529,388.36	\$816,384.98	\$718,912.56	\$736,989.79	
July	\$803,678.77	\$813,160.04	\$718,935.08	\$658,378.35	
August	\$1,161,873.57	\$873,588.10	\$1,463,086.35	\$1,172,766.92	
Total	\$12,195,066.54	\$11,377,746.95	\$10,185,825.06	\$8,747,622.90	

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 (May 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 (6 A)
Meeting Date: October 18, 2011
Submitted by: Mark Pool, Superintendent

Action Item

Curriculum and Instruction	Review and Approval of District and Campus Performance Objectives
Summary	<p>According to policy BQ (LEGAL), PLANNING AND DECISION-MAKING, the Board shall ensure that a District improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students.</p> <p>The policy further requires the Board to annually approve district and campus performance objectives.</p> <p>The performance objectives are directly tied to the district's comprehensive goals developed by the district's Board of Trustees.</p>
ECISD Board Policy	BQ (LEGAL), PLANNING AND DECISION-MAKING PROCESS
Effective Date	2011-2012 School Year
Previous Board Action	The Board annually reviews and approves the district and campus performance objectives for the district and campus improvement plans.
Future Action Expected	The Board annually reviews and approves the district and campus performance objectives for the district and campus improvement plans.
Background Information and Significant Issues	None.
Fiscal Impact	Costs of activities to implement district and campus performance objectives will be detailed in the District and Campus Improvement Plans.
Student and Public Benefit	Good planning will help to improve the achievement level of all students.

Procedural and Reporting Implications	District and Campus Plans and Performance Objectives will be made available to the public on each campus and at various other locations throughout the District, and on the district website.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • District Performance Objectives • Campus Performance Objectives for Each Campus
Contact Person(s)	<p>Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction</p> <p>Campus Principals</p>
Action Required	Motion, second and majority vote to approve the district and campus performance objectives.
Superintendent's Recommendation	<p>I recommend that the Board approve the district and campus performance objectives.</p> <p>Mark Pool, Superintendent of Schools</p>

EL CAMPO INDEPENDENT SCHOOL DISTRICT GOALS AND OBJECTIVES

Goals: Our main goal is to increase student achievement.

Main Goal 1: Increase Student Achievement

Goal 1: The students of our district will show performance gains based on scores on STAAR, EOC, SAT, as well as other state, and nation tests. We will narrow achievement gaps, and graduate students who are college and career-ready.

Objective 1: El Campo Independent School District will decrease the achievement gap of our African American and Economically Disadvantaged students in the areas of Reading, math, and Science. All Students, and each sub group will increase performance gauged by STAAR performance bridged to TAKS passing standards in all areas in each cohort group. El Campo ISD will strive to increase the percent of students performing at the Advanced Academic Standard when bridged to TAKS Commended standards.

Main Goal 2: Effective Personnel

Goal 2: The students at El Campo Independent School District will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in District's quest for excellence.

Objective: El Campo ISD will build a high performing data culture by continuing to provide opportunities for all employees to collaborate to construct their understanding of student-learning problems and provide professional development based upon the results of the data as well as teachers' individual needs. Employees will analyze and use current and ongoing data to share success, to make the necessary adjustments in instructional delivery to improve teaching, to effectively engage students in the learning and decision making, to continuously actively monitor students, and to improve student participation and achievement.

Main Goal 3: Provide a Safe Environment

El Campo Independent School District shall provide an environment where all students feel safe and the atmosphere is conducive to learning. El Campo ISD will provide safety and security measures at all facilities and all school related events.

Objective: El Campo Independent School District will continue to provide a safe, welcoming, student-focused environment where students feel safe and are excited about attending their classes. SRO officer, administrators, teachers, and staff will interact positively with students, thus build relationships of trust with students.

Main Goal 4: Effectiveness and Efficiency

El Campo Independent School District will use a Learning Community model of organizational structure to empower those closest to the point of action. With a district-wide commitment to continuous improvement and a shared accountability system in place, the district shall employ best practices of pedagogical and administrative principles to make optimal use of district resources and taxpayers dollars.

Objective: El Campo Independent School District will continue to commit to empowering the teachers of each Professional Learning Community (PLC) to collaborate with others and administrators, understand and implement best practices, demonstrate leadership skills, set meaningful goals for student learning, and use multiple measures to assess progress toward those goals while striving to allocate resources and use funding sources in the most effective and efficient manner possible.

Main Goal #5: Improves Public Support and Confidence in Schools.

The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. The district will increase confidence and respect as it improves transparency, accountability, and meaningful engagement with the community.

Objective: El Campo Independent School District will continue to serve and be accountable to parents while strongly encouraging, reaching out to parents in the diverse communities, scheduling meetings in diverse communities to share information/answer concerns, and establishing open lines of communication with parents in efforts to increase the number of parents taking a proactive as well as active role in supporting their student and school.

Main Goal #6: Focus on a Positive District Culture

With an unwavering focus on our mission and goals, El Campo School District will create a shared sense of community and direction among personnel, parents, students, and the public. The district realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.

Objective: El Campo Independent School District will continue to align with the District's vision and continue to hold high standards for teachers as well as high expectations for our students, parents, and community. A strong emphasis will be placed on retaining quality teachers and holding every stakeholder responsible for helping El Campo ISD move forward in a positive direction.

MYATT ELEMENTARY GOALS AND OBJECTIVES

Goals: Our main goal is to increase student achievement.

Main Goal 1: Increase Student Achievement

Goal 1: **The students at Myatt Elementary School** will show performance gains based on State and local assessments. We will narrow achievement gaps, and help to graduate students who are college and career-ready.

Objective: Myatt Elementary will decrease the achievement gap of our African American and Economically Disadvantaged student populations, while at the same time working to increase the scores of the populations of All Students, Hispanics, and White, by evaluating performance progress utilizing research based assessment tools such as the following: Developmental Reading Assessment (DRA), I-Station, Dibels, Ekwall, and AIMsWeb Math. All identified student's strengths and weaknesses will be addressed through individualized, small group, and focused teaching for early intervention strategies/rigorous learning expectations.

Main Goal 2: Effective Personnel

Goal 2: **The students at Myatt Elementary School** will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in District's quest for excellence.

Objective: Myatt Elementary School will provide teachers opportunities to plan and collaborate their lessons to meet the scope and sequence of the C-Scope curriculum and TEKS in an effort to provide teachers adequate time to review data and make instructional adjustments to improve teaching, student achievement, and enriching activities in the four main content areas.

Main Goal 3: Provide a Safe Environment

Myatt Elementary School shall provide an environment where all students feel safe and the atmosphere is conducive to learning. **Myatt Elementary School** will provide safe and secure measures at all facilities and all school related events.

Objective: Myatt Elementary School will continue to provide a safe, welcoming, student focused environment where students feel secure, enthusiastic, and successful about their learning. All Myatt staff will interact positively with students to build relationships of trust. Myatt Elementary rules, procedures, and expectations are communicated and taught consistently throughout the campus. School wide and individual behavior incentives are provided to encourage students to make safe and positive choices every day.

Main Goal 4: Effectiveness and Efficiency

Myatt Elementary School will use a Learning Community model of organizational structure to empower those closest to the point of action. With a Campus-wide commitment to continuous improvement and a shared accountability system in place, **Myatt Elementary School** shall employ best practices of pedagogical and administrative principles to make optimal use of Campus resources and taxpayers dollars.

Objective: Myatt Elementary School will continue to commit to empowering the teachers of each Professional Learning Community (PLC) to collaborate with others and administrators, understand and implement best practices, demonstrate leadership skills, set meaningful goals for student learning, and use multiple measures to assess progress toward academic goals.

Main Goal #5: Improves Public Support and Confidence in Schools.

The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. **Myatt Elementary School** will increase confidence and respect as it improves transparency, accountability, and meaningful engagement with the community.

Objective: Myatt Elementary School will continue to serve and be accountable to parents while strongly encouraging parents to be active in their child's educational year. Myatt Elementary will continue to provide diverse membership on committees, encourage parent participation in PTO activities, parenting and other school programs, as well as provide various lines of communication from teacher, administration, and district, in efforts to be proactive in support of all students.

Main Goal #6: Focus on a Positive District Culture

With an unwavering focus on our mission and goals, **Myatt Elementary School** will create a shared sense of community and direction among personnel, parents, students, and the public. **Myatt Elementary School** realizes that people are its most valuable resource and places strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.

Objective: Myatt Elementary School will continue to align with the District's vision and goals while continuing to share and communicate high expectations for our campus, parents, and community. A strong emphasis will be placed on retaining quality teachers and holding every stakeholder responsible for helping Myatt Elementary move forward in a positive direction.

HUTCHINS ELEMENTARY GOALS AND OBJECTIVES

Goals: Our main goal is to increase student achievement.

Main Goal 1: Increase Student Achievement

Goal 1: **The students at Hutchins Elementary School** will show performance gains based on scores on STAAR as well as other state, and nation tests. We will narrow achievement gaps, and graduate students who are college and career-ready.

Objective: Hutchins Elementary will decrease the achievement gap of our African American and Economically Disadvantaged student populations and will demonstrate measurable improvement on local and state summative assessment measures in all students, including all accountability subgroups and all special populations groups.

Main Goal 2: Effective Personnel

Goal 2: **The students at Hutchins Elementary School** will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in District's quest for excellence.

Objective: Hutchins Elementary School will invest in personal employee growth through professional development and opportunities for all employees to collaborate, plan, and review data to better understand the needs individual learners so that each child develops a passion for learning and achieves academic excellence through challenging the engaging learning experiences.

Main Goal 3: Provide a Safe Environment

Hutchins Elementary School shall provide an environment where all students feel safe and the atmosphere is conducive to learning. **Hutchins Elementary School** will provide safety and security measures at all facilities and all school related events.

Objective: Hutchins Elementary School will continue to provide a safe, welcoming, structured educational setting in which administrators, teachers, and staff will foster positive relationships with students.

Main Goal 4: Effectiveness and Efficiency

Hutchins Elementary School will use a Learning Community model of organizational structure to empower those closest to the point of action. With a Campus-wide commitment to continuous improvement and a shared accountability system in place, **Hutchins Elementary School** shall employ best practices of pedagogical and administrative principles to make optimal use of Campus resources and taxpayers dollars.

Objective: Hutchins Elementary School will continue to commit to empowering the teachers of each Professional Learning Community (PLC) to collaborate with other educational professionals, master and execute best practices, develop and demonstrate leadership skills, and set attainable goals for student learning by using multiple measures to assess progress toward those goals while striving to allocate resources and use funding sources in the most effective and efficient manner possible in order to support a positive learning environment, thereby maximizing student achievement.

Main Goal #5: Improves Public Support and Confidence in Schools.

The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. **Hutchins Elementary School** will increase confidence and respect as it improves transparency, accountability, and meaningful engagement with the community.

Objective: Hutchins Elementary School will promote collaboration among home, school, and community and instill pride and trust through ongoing and effective communication through active participation in enrichment opportunities for our students to develop socially, emotionally, and physically in addition to developing their academic success.

Main Goal #6: Focus on a Positive District Culture

With an unwavering focus on our mission and goals, **Hutchins Elementary School** will create a shared sense of community and direction among personnel, parents, students, and the public. **Hutchins Elementary School** realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.

Objective: Hutchins Elementary School will continue to align with the District's vision and goals while continuing to hold high standards for teachers as well as high expectations for our students, parents, and community. A strong emphasis will be placed on recruiting, developing, and retaining exceptional teachers and holding every stakeholder responsible for helping Hutchins Elementary move forward in a positive direction.

NORTHSIDE ELEMENTARY GOALS AND OBJECTIVES

Goals: Our main goal is to increase student achievement.

Main Goal 1: Increase Student Achievement

Goal 1: **The students at Northside Elementary School** will show performance gains based on STAAR performance bridged to TAKS passing standards. We will narrow achievement gaps, and promote students who are on track to be college and career-ready upon high school graduation.

Objective 1: Northside Elementary will decrease the achievement gap of our African American and Economically Disadvantaged students in the areas of Reading, Math, and Science. All Students, and each sub group will increase performance gauged by STAAR performance bridged to TAKS passing standard in all areas in each cohort group. Northside Elementary will increase the percent of students performing at the Advanced Academic Standard when bridged to TAKS Commended standard for each cohort group as well.

Objective 2: Northside Elementary will continue to use the Response to Intervention process to identify students in need of intervention in reading and/or math and deliver high quality, research-based targeted intervention in a timely manner to facilitate success of struggling students.

Main Goal 2: Effective Personnel

Goal 2: **The students at Northside Elementary School** will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in District's quest for excellence.

Objective: Northside Elementary School will build a culture that embraces utilizing historical and current data to maximize student performance through differentiated instruction so that students are highly/actively engaged and retain content over time. Teachers and administration will utilize data to facilitate professional reflection that focuses on what the campus and teachers should do differently to engage students and create students who are driven to succeed. The campus will then seek out appropriate resources/training to accomplish this.

Main Goal 3: Provide a Safe Environment

Northside Elementary School shall provide an environment where all students feel safe and the atmosphere is conducive to learning. **Northside Elementary School** will provide safety and security measures at all facilities and all school related events.

Objective: Northside Elementary School will continue to provide a safe, welcoming, student-focused environment in which students feel safe and are excited about attending school. All staff will interact positively with students to foster relationships based on trust and mutual respect. Northside Elementary will embrace campus-wide positive behavioral supports, implement daily character education curriculum, and organize campus-wide service projects to encourage students to make positive choices for the betterment of their school and society. Northside Elementary will maintain a clean, organized facility in which students and staff feel safe and are proud to be affiliated.

Main Goal 4: Effectiveness and Efficiency

Northside Elementary School will use a Learning Community model of organizational structure to empower those closest to the point of action. With a Campus-wide commitment to continuous improvement and a shared accountability system in place, **Northside Elementary School** shall employ best practices of pedagogical and administrative principles to make optimal use of Campus resources and taxpayers dollars.

Objective 1: Northside Elementary School will continue to commit to empowering the teachers of each Professional Learning Community (PLC) to collaborate with others and administrators, understand and implement best practices, demonstrate leadership skills, set meaningful goals for student learning, and use multiple measures to assess progress toward those goals. Northside administration and Site Based Committee will ensure that instructional supplies/resources and professional development are tied to identified needs to maximize effective use of campus funds.

Objective 2: Northside Elementary administration and facilitators will collaborate with Hutchins and El Campo Middle School to identify skill sets, both academic and behavioral, that need to be taught or reinforced to provide for successful and efficient transition to and from Northside Elementary.

Main Goal #5: Improves Public Support and Confidence in Schools.

The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. **Northside Elementary School** will increase confidence and respect as it improves transparency, accountability, and meaningful engagement with the community.

Objective 1: Northside Elementary School will continue to serve and be accountable to our parents and community at large. Northside will strive to use local media to invite parents and community to campus events, relay successes and on-going projects, as well as unique learning experiences that occur throughout the year in effort to foster parent and community confidence in our actions. Northside Elementary will partner with the El Campo Rotary Club to create the EarlyAct FirstKnight service organization which will complete at least one local service project and one global project.

Objective 2: Northside Elementary School will continue to serve and be accountable to parents while strongly encouraging parents to be active in their child's educational year. Myatt Elementary will continue to provide diverse membership on committees, encourage parent participation in PTO activities and school programs, as well as provide various lines of communication from teacher, administration, and district, in efforts to be proactive in support of all students.

Main Goal #6: Focus on a Positive District Culture

With an unwavering focus on our mission and goals, **Northside Elementary School** will create a shared sense of community and direction among personnel, parents, students, and the public. **Northside Elementary School** realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.

Objective: Northside Elementary School will continue to align with the District's vision and goals while continuing to hold high standards for teachers as well as high expectations for our students, parents, and community. A strong emphasis will be placed on retaining quality teachers and holding every stakeholder responsible for helping Myatt Elementary move forward in a positive direction.

EL CAMPO MIDDLE SCHOOL GOALS AND OBJECTIVES

Goals: Our main goal is to increase student achievement.

Main Goal 1: Increase Student Achievement

Goal 1: **The students at El Campo Middle School** will show performance gains based on scores on STAAR, as well as other state, and nation tests. We will narrow achievement gaps, and graduate students who are college and career-ready.

Objective: El Campo Middle School will decrease the achievement gap of our African American and Economically Disadvantaged student populations, increase the scores of the populations of All Students, Hispanics, and White, increase the # of students scoring commended on local, state, and national tests, in efforts to prepare our students to be college and career ready and successful in the global society.

Main Goal 2: Effective Personnel

Goal 2: **The students at El Campo Middle School** will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in District's quest for excellence.

Objective: El Campo Middle School will build a high performing data culture by continuing to provide opportunities for all employees to collaborate to construct their understanding of student-learning problems and provide professional development based upon the results of the data as well as teachers' individual needs. Employees will analyze and use current and ongoing data to share success, to make the necessary adjustments in instructional delivery to improve teaching, to effectively engage students in the learning and decision making, to continuously actively monitor students, and to improve student participation and achievement.

Main Goal 3: Provide a Safe Environment

El Campo Middle School shall provide an environment where all students feel safe and the atmosphere is conducive to learning. **El Campo Middle School** will provide safety and security measures at all facilities and all school related events.

Objective: El Campo Middle School will continue to provide a safe, welcoming, student-focused environment where students feel safe and are excited about attending their classes. SRO officer, administrators, teachers, and staff will interact positively with students, thus build relationships of trust with students.

Main Goal 4: Effectiveness and Efficiency

El Campo Middle School will use a Learning Community model of organizational structure to empower those closest to the point of action. With a Campus-wide commitment to continuous improvement and a shared accountability system in place, **El Campo Middle School** shall employ best practices of pedagogical and administrative principles to make optimal use of Campus resources and taxpayers dollars.

Objective: El Campo Middle School will continue to commit to empowering the teachers of each Professional Learning Community (PLC) to collaborate with others and administrators, understand and implement best practices, demonstrate leadership skills, set meaningful goals for student learning, and use multiple measures to assess progress toward those goals.

Main Goal #5: Improves Public Support and Confidence in Schools.

The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. **El Campo Middle School** will increase confidence and respect as it improves transparency, accountability, and meaningful engagement with the community.

Objective: El Campo Middle School will continue to serve and be accountable to parents while strongly encouraging, reaching out to parents in the diverse communities, scheduling meetings in diverse communities to share information/answer concerns, and establishing open lines of communication with parents in efforts to increase the number of parents taking a proactive as well as active role in supporting their student and El Campo Middle School.

Main Goal #6: Focus on a Positive District Culture

With an unwavering focus on our mission and goals, **El Campo Middle School** will create a shared sense of community and direction among personnel, parents, students, and the public. **El Campo Middle School** realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.

Objective: El Campo Middle School will continue to align with the District's vision and continue to hold high standards for teachers as well as high expectations for our students, parents, and community. A strong emphasis will be placed on retaining quality teachers and holding every stakeholder responsible for helping ECMS move forward in a positive direction.

EL CAMPO HIGH SCHOOL GOALS AND OBJECTIVES

Goals: Our main goal is to increase student achievement.

Main Goal 1: Increase Student Achievement

Goal 1: **The students at El Campo High School** will show performance gains based on scores on TAKS, SAT, as well as other state, and nation tests. We will narrow achievement gaps, and graduate students who are college and career-ready.

Objective: El Campo High School will decrease the achievement gap of our African American and Economically Disadvantaged student populations, increase the scores of the populations of All Students, Hispanics, and White, increase the # of students scoring commended on local, state, and national tests, in efforts to prepare our students to be college and career ready and successful in the global society.

Main Goal 2: Effective Personnel

Goal 2: **The students at El Campo High School** will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in District's quest for excellence.

Objective: El Campo High School will build a high performing data culture by continuing provide opportunities for all employees to collaborate to construct their understanding of student-learning problems and provide professional development based upon the results of the data as well as teachers' individual needs. Employees will analyze and use current and ongoing data to share success, to make the necessary adjustments in instructional delivery to improve teaching, to effectively engage students in the learning and decision making, to continuously actively monitor students, and to improve student participation and achievement.

Main Goal 3: Provide a Safe Environment

El Campo High School shall provide an environment where all students feel safe and the atmosphere is conducive to learning. **El Campo High School** will provide safety and security measures at all facilities and all school related events.

Objective: El Campo High School will continue to provide a safe, welcoming, student-focused environment where students feel safe and are excited about attending their classes. SRO officer, administrators, teachers, and staff will interact positively with students, thus build relationships of trust with students.

Main Goal 4: Effectiveness and Efficiency

El Campo High School will use a Learning Community model of organizational structure to empower those closest to the point of action. With a Campus-wide commitment to continuous improvement and a shared accountability system in place, **El Campo High School** shall employ best practices of pedagogical and administrative principles to make optimal use of Campus resources and taxpayers dollars.

Objective: El Campo High School will continue to commit to empowering the teachers of each Professional Learning Community (PLC) to collaborate with others and administrators, understand and implement best practices, demonstrate leadership skills, set meaningful goals for student learning, and use multiple measures to assess progress toward those goals.

Main Goal #5: Improves Public Support and Confidence in Schools.

The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. **El Campo High School** will increase confidence and respect as it improves transparency, accountability, and meaningful engagement with the community.

Objective: El Campo High School will continue to serve and be accountable to parents while strongly encouraging, reaching out to parents in the diverse communities, scheduling meetings in diverse communities to share information/answer concerns, and establishing open lines of communication with parents in efforts to increase the number of parents taking a proactive as well as active role in supporting their student and El Campo High School.

Main Goal #6: Focus on a Positive District Culture

With an unwavering focus on our mission and goals, **El Campo High School** will create a shared sense of community and direction among personnel, parents, students, and the public. **El Campo High School** realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.

Objective: El Campo High School will continue to align with the District's vision and continue to hold high standards for teachers as well as high expectations for our students, parents, and community. A strong emphasis will be placed on retaining quality teachers and holding every stakeholder responsible for helping ECHS move forward in a positive direction.

Agenda Item Summary Sheet (6 B)
Meeting Date: October 18, 2011
Submitted by: Mark Pool, Superintendent

Action Item

Curriculum and Instruction Review and Approval of School Improvement Plan

Summary

Because El Campo High School received a 2011 Accountability Rating of Academically Unacceptable, a Campus Intervention Team (CIT) has been appointed to develop a School Improvement Plan (SIP). According to Texas Education Code §39.113 “a campus intervention team appointed under this subchapter may consist of teachers, principals, other educational professionals, and superintendents recognized for excellence in their roles and appointed by the commissioner to serve as members of a team.”

Bill Silliman has been approved as an external member to the team representing the Commissioner of Education, and Carolyn Gordon has been appointed as an internal member representing the Superintendent of Schools. The TEA Program Specialist from the Division of Program Monitoring and Interventions is Oscar Zepeda.

The CIT is an independent body who's actions are driven mostly by a data review process and State law. The Texas Education Code empowers the CIT to find and resolve the reason(s) for low academic performance. Within a campus, the CIT has authority over those staff members who directly influence the state assessment results.

Before a SIP is approved by the TEA Program Specialist the CIT can make adjustments to the document. For example, if the Superintendent or Board of Trustees refuses to support a certain strategy in the SIP the CIT will review the data presented by the Superintendent or Board of Trustees and decide if an adjustment is warranted.

If a strategy in the SIP is not approved by the TEA Program Specialist, the CIT can decide to move the strategy to the Campus Improvement Plan.

ECISD Board Policy AIC (LEGAL) – ACCOUNTABILITY: INVESTIGATIONS AND SANCTIONS

Effective Date 2011-2012 School Year

Previous Board Action None.

Future Action Expected None.

Background Information and Significant Issues Texas Education Code §39.106 directs the Campus Intervention Team to conduct a targeted on-site needs assessment. A copy of the needs assessment is attached for your review.

A part of the needs assessment involves a Focused Data Analysis (FDA). The FDA addresses the follow areas:

Section I – State Assessment Performance

Section II – Causal Factors for Low Performance

1. Feeder System Analysis
2. Attendance
3. Discipline
4. Student Data
5. Curriculum
6. Instructional Program

Section III – Completion / Dropout Rate

A copy of the FDA is attached for your review.

The CIT then develops the School Improvement Plan (SIP), which outlines the strategies identified to address the reason(s) for low performance. A copy of SIP is attached for your review.

These documents will be reviewed and discussed in more detail at the meeting.

Fiscal Impact Compensation for external members of the Campus Intervention Team.

Student and Public Benefit Reason(s) are identified and a plan is developed to address the students' low academic performance.

Procedural and Reporting Implications All of the documents developed by the Campus Intervention Team are submitted to the Texas Education Agency.

Public Comments None.

Alternatives None.

Other Comments and Related Issues None.

Attachments

- On-Site Needs Assessment and Recommendations
- Accountability Monitoring System Focused Data Analysis for Campuses Rated AU
- School Improvement Plan

Contact Person(s)

Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction

Rich DuBroc, High School Principal

Dollie Coleman, Dean of Secondary Instruction

Action Required

Motion, second and majority vote to approve the School Improvement Plan developed by the Campus Intervention Team.

Superintendent's Recommendation

I recommend that the Board approve the School Improvement Plan developed by the Campus Intervention Team.

Mark Pool, Superintendent of Schools

CIT On-Site Needs Assessment and Recommendations

School Year: 2011-2012	Accountability Year: 1st Yr AU
LEA Name: El Campo	Campus Name: El Campo
CDN: 241903	Campus Number: 001

SECTION I: ON-SITE NEEDS ASSESSMENT

Texas Education Code (TEC)	Guidelines and Procedures Relevant to Each Area of Insufficient Performance	Findings: Determine contributing education-related and other factors resulting in the campus's low performance and lack of progress [TEC §39.106(b)] Address findings in Section II - CIT Recommendations(below) or in the School Improvement Plan (SIP), as appropriate.	Other/Comments/Notes
§39.106(b)(1)	Assessment of the staff to determine the percentage of certified teachers who are teaching in their field	NA	100% certified and teaching in their field
	Assessment of the staff to determine the percentage of teachers who are fully certified	NA	100% fully certified
	Assessment of the staff to determine the number of teachers with more than 3 years experience	NA	
	Assessment of the staff to determine teacher retention rates	NA	High retention rate
§39.106(b)(2)	Compliance with the appropriate class-size rules	NA	High School Campus
	Number of class-size waivers received	<center grade level (K-4) and number of waivers received per grade>	
§39.106(b)(3)	Assessment of the quality, quantity, and appropriateness of instructional materials	NA	Quality, quantity , and appropriate instructional materials are made readily available to all math teachers
	Availability of technology-based instructional materials	Need to purchase technology-based instructional materials	
§39.106(b)(4)	Report on parental involvement strategies and the effectiveness of those strategies	Need to increase parental involvement and provide more effective strategies to involve parents	
§39.106(b)(5)	Assessment of the extent and quality of the mentoring program provided for new teachers on the campus	NA	New teachers are provided mentor and professional learning community to plan with
	Assessment of the extent and quality of the mentoring program provided for experienced teachers on the campus who have less than two years experience in the subject or grade level to which the teacher is assigned	NA	All teachers have more than 3 years of experience and PLCs to meet and plan with
§39.106(b)(6)	Assessment of the type and quality of the professional development provided to the staff	Need to provide professional development in the areas questioning, instructional strategies, and cultural diversity	
Other Considerations	Examine the impact on student success of Professional Learning Communities (PLCs), vertical and horizontal teams, academic teams, and departments	NA	PLCs has positive impact on student success
§39.106(b)(7)	Demographic analysis of the targeted student population, including - Student demographics	Need to target the African American and Economically Disadvantaged student populations K-12	
	- At-risk populations	Continue to target and monitor At-risk population	
	- Special education percentages	Continue to target and monitor special education population with an emphasis on increasing the number of African Americans meeting the standard	
§39.106(b)(8)	Report of disciplinary incidents (PEIMS 425 Record)	Need to decrease the high number of disciplinary incidents	
	Instructional services provided to students while in a DAEP or ISS	Need to incorporate "Smart ISS" whereby teachers are expected to go to ISS room during their conference to assist their students.	

School Year:	2011-2012	Accountability Year:	1st Yr AU
LEA Name:	El Campo	Campus Name:	El Campo
CDN:	241903	Campus Number:	001
	Report of school safety information	NA	SRO on campus
§39.106(b)(9)	Financial and accounting practices	NA	
§39.106(b)(10)	Assessment of the appropriateness of the curriculum	NA	
	Assessment of the appropriateness of teaching strategies	Need to ensure that research based strategies are being taught in appropriate manner	
Other Considerations	Describe the process used for monitoring instruction and providing feedback to teachers	Administrators will conduct a minimum of 4 walkthrough on each teacher per year	
	Describe how the district's teacher evaluation system is used to accurately identify teachers' instructional skill level, determine needed professional development, and when necessary, create appropriate plans for teachers in need of assistance	Administrators will conduct yearly appraisals on all teachers. Teachers in need of assistance will develop a plan in collaboration with their administrator. Professional development will be provided based upon teacher's need(s).	
	Describe how instructional strategies promote critical thinking and problem solving	Instructional strategies will be taught at the application or higher level of Bloom's Taxonomy to promote critical thinking and problem solving. Students will be given opportunities for discussion and elaboration on topics.	
§39.106(b)(11)	A comparison of the findings from Subdivisions (1) through (10) to other campuses serving the same grade levels within the district or to other campuses within the campus's comparison group if there are no other campuses within the district serving the same grade levels as the campus	NA	
§39.106(b)(12)	Any other research-based data or information obtained from a data collection process that would assist the campus intervention team in recommending an action relating to any area of insufficient performance (see Section II)	NA	
	Any other research-based data or information obtained from a data collection process that would assist the campus intervention team in implementing the school improvement plan	NA	
Other Considerations	Describe how the district's administrator and counselor evaluation process is being implemented to accurately measure decision-making skills, organizational skills, leadership, strengths and weaknesses and productivity, and to identify needed professional development	Superintendent evaluates the Assistant Superintendents and Campus Principals; Campus Principals evaluate Assistant Principals and Counselors using the district evaluation instrument.	
	Examine implementation and effectiveness of the campus and district decision-making processes mandated by TEC §11.251 and §11.252	NA	Campus and district decision-making processes are effectively implemented.
	Examine the tools utilized to gather and analyze student data, the quality of teacher training, and processes to effectively implement data-driven decisions to target and design instruction	NA	Eduphoria, Skyward, PEIMS, PEIMS Data+ and locally developed reports. Teachers are trained to disaggregate and analysis data to make effective instructional decisions.

School Year:	2011-2012	Accountability Year:	1st Yr AU
LEA Name:	El Campo	Campus Name:	El Campo
CDN:	241903	Campus Number:	001
SECTION II: CIT RECOMMENDATIONS			
Texas Education Code (TEC)	CIT Focus Areas	Recommendations to Address Areas of Insufficient Performance <i>Address recommendations in the SIP.</i>	Other/Comments/Notes
§39.106(c)(1)	Reallocation of resources	No need for reallocations of resources at this time	
§39.106(c)(2)	Technical assistance	None needed other than External CIT and Region 3	
§39.106(c)(3)	Changes in school procedures or operations	Change in location of Family Literacy Academy	
§39.106(c)(4)	Staff development for instructional and administrative staff	Purchase PD360 and Priority campus staff development from Region 3	
§39.106(c)(5)	Intervention for individual administrators or teachers	NA	
§39.106(c)(6)	Waivers from state statutes or rules	Consider waiver for Flexible School Year	
§39.106(c)(7)	Teacher recruitment or retention strategies and incentives provided by the district to attract and retain teachers with the characteristics included in Subsection (b)(1) of Section I	NA	
§39.106(c)(8)	Other actions the campus intervention team considers appropriate	Increase parental involvement and community outreach	

**Accountability Monitoring System
Focused Data Analysis (FDA) for
Campuses Rated AU**

Campus Name: El Campo High School

Campus Number: 001

LEA Name: El Campo

Accountability Year: 1st Year AU

SECTION I: State Assessment Performance

(Required for AU campuses with unacceptable performance in any subject area)

- Using the [selection criteria chart](#) identify students with low performance in the AU subject area(s) and list them on the SLR Student Demographics worksheet.
- To identify students with low performance in subject areas not tested the previous year (depending upon grade level - writing, science, or social studies), evaluate historical testing data, including state and district assessments, and by using common factors such as limited English proficiency (LEP) status, disciplinary placements, failing grades, students who were placed in their grade level (which include students at the Student Success Initiative (SSI) grade levels), or other at-risk indicators. Those students determined to be at-risk of failing state assessments should be added to the SLR.

SECTION II: CAUSAL FACTORS FOR LOW PERFORMANCE

Feeder Pattern & Campus Based Analysis

(Required for AU campuses with unacceptable performance in any subject area)

- Feeder System Analysis:** Using three years of historical data from the feeder schools, analyze by accountability subgroups, special program participation or other commonalities to determine significant factors that impact student performance. Consider state assessment, attendance, and discipline trends. Evaluate SSI Committee decisions, campus to campus transition plans, Response to Intervention (Rti), etc. For elementary schools, perform the same type of analysis for each grade level.

Identified Issues and Findings

The math TAKS data from the student populations of All Students, African American, and Economically Disadvantaged from El Campo Middle School were analyzed for the study. In 2011, All Students population (80%-1st adm.; 86%-2nd adm.) increased in TAKS math mastery compared to 2010 (78%) and 2009 (77%) data. In 2011, the African American population (69%-1st adm.; 78%-2nd adm.) increased in TAKS mastery compared to 2010 (69%) and 2009 (67%) data. In 2011, the Economically Disadvantaged population (75%-1st adm.; 82%-2nd adm.) increased in TAKS mastery compared to 2010 (73%) and 2009 (70%) data.

From 2009-2011, the weakest objective for All Students, African American, and Economically Disadvantaged was objective #4, "The student will demonstrate an understanding of the concepts and uses of measurement." The second weakest objective was objective #2, "The student will demonstrate an understanding of patterns, relationships, and algebraic reasoning." In 2010, the data revealed a tremendous drop in every objective with the exception of objective #3.

Cohort group: In 2011, the 8th grade math TAKS data from the All Student population revealed 16 out of 37 SE (Student Expectations) percentages were 70% or below. In 2010, the 7th grade math TAKS data revealed 18 out of 37 SE (Student Expectations) percentages were 70% and below. In 2009, the 6th grade math TAKS data revealed 15 out of 36 SE (Student Expectations) percentages that were 70% and below.

Cohort group: In 2011, the 8th grade math TAKS data from the African American population revealed 26 out of 37 SE (Student Expectations) percentages were 70% and below. In 2010, the 7th grade math TAKS data revealed 25 out of 37 SE (Student Expectations) percentages that were 70% and below. In 2009, the 6th grade math TAKS data revealed 18 out of 36 SE (Student Expectations) percentages that were 70% and below.

**Accountability Monitoring System
Focused Data Analysis (FDA) for
Campuses Rated AU**

Campus Name: El Campo High School

Campus Number: 001

LEA Name: El Campo

Accountability Year: 1st Year AU

Cohort group: In 2011, the 8th grade math TAKS data from the Economically Disadvantaged population revealed 24 out of 37 SE (Student Expectations) percentages were 70% and below. In 2010, the 7th grade math TAKS data revealed 21 out of 37 SE (Student Expectations) percentages were 70% and below. In 2009, the 6th grade math TAKS data revealed 18 out of 36 SE (Student Expectations) percentages were 70% and below.

The Northside Elementary 5th grade math TAKS data were also analyzed for the study. The data revealed the following: All Students population (82%-1st adm.; 86% 2nd adm.), African American population (70%-1st adm.; 87%-2nd adm.), and Economically Disadvantaged population (77%-1st adm.; 83%-2nd adm.).

Some factors that affect student performance are student absences and the increased number of office discipline referrals that resulted in ISS, OSS, and DAEP placement. Schoolwide Positive Behavior Support incentives have been implemented, and incentives have been given to students who have decreased their number of absences.

In 2009-2010, our SSI committee decision revealed that we promoted 11 students that did not have the foundation that was necessary for success at the high school level. Only one student met standard on TAKS math. Students were promoted primarily due to age and previous retention(s). Student transition plans were delivered to the high school for teachers use. Rtl was implemented in 2009. To date, students are identified and placed on their appropriate tier level. Intervention plans are developed, monitored, and adjusted as needed.

2. Attendance: Analyze the attendance for students listed on the SLR Student Demographics worksheet and identify possible causal factors for low performance and/or failure to complete or graduate with the cohort group. Evaluate the effectiveness of the campus attendance system including the timeliness of administrative responses to unexcused absences, tardiness to class, the "recovery/re-teach" practices for students who are absent, and current practices to improve student attendance such as parent support/conferences, counseling, disciplinary and/or legal consequences. Evaluate systems and procedures in place to comply with TEC §25.092, Minimum Attendance for Class Credit as it relates to mastery of the TEKS (not applicable to charter schools).

Identified Issues and Findings

The attendance for El Campo High School in the 2009-2010 school year was 95.2 compared to 95.3 in the 2008-2009 school year, which was reflective of no change. The attendance for African American students in the 2009-2010 school year was 95.2 % compared to 95.7% in the 2008-2009 school year, which was reflective of a decrease of .5%.

A review of the attendance data for African American students (39) revealed 16 students had 0 to 4% absences, 18 students had 5 to 10% absences, 2 students had 11 to 20% absences, and 2 students had 21 to 29% absences.

A review of the attendance data for Economically Disadvantaged students (155) revealed 70 students had 0 to 4% absences, 56 students had 5 to 10% absences, 21 students had 11 to 20% absences and 7 students had 21 to 29% absences.

Fifteen (15) of the 160 students were assigned to DAEP, and 7 of those 15 students had 5 or more absences.

Twenty three (23) of the 160 students were denied credit in some classes due to excessive absences. Nineteen (19) of the 23 students were denied credit due excessive absences

Campus Name: El Campo High School

Campus Number: 001

LEA Name: El Campo

Accountability Year: 1st Year AU

in their afternoon classes. Twenty six (26) of the 160 students participated in extra curricula activity.

Campus administrators respond to unexcused absences and tardiness to class in a timely manner. Attendance notices are sent out on the 3rd, 5th, and 10th absences. Tardies are tracked daily by a designated teacher. After the 4th tardy in any class period, the administrators call students in for a conference. On the 5th tardy the student is assigned a consequence.

Teachers follow district grading policy for students who are absent. Students are strongly encouraged to attend tutorials before and after school to make up their work. Currently, the school's calling system notifies parents when their child is absent. In addition, parents who utilize Family Access are notified daily of their child absences period by period. A teacher from the RtI team has been designated to call in students who have received their 4th absence to reinforce the importance of attending class and maintaining good grades. She also calls parents to see if the school can help in any way. Administrators, mentors, and counselors are also involved in this process. Students who are truant and/or have excessive absences are being filed on. El Campo High School is in compliance with legal consequences and TEC Section 25.092, Minimum Attendance for Class Credit as it relates to mastery of the TEKS.

3. Discipline: (ISS, DAEP, OSS, JJAEP, and Expulsion): Analyze disciplinary removals for students listed on the SLR Student Demographics worksheet to identify possible causal factors for low performance and/or failure to complete or graduate with the cohort group. Evaluate the administration's effectiveness in the implementation of the Student Code of Conduct and the discipline management plan, including the equity and appropriateness of disciplinary removals. Evaluate the rigor/relevance of the instructional delivery in alternative settings in relation to the regular program. Evaluate the effectiveness of the transition plan from a disciplinary removal setting to the regular classroom, as well as the procedures to "accelerate" student learning if essential knowledge and skills were not mastered.

Identified Issues and Findings

Of the 39 African American students who failed math TAKS, 13 students were not assigned to disciplinary placements; either ISS, OSS, or DAEP. Data revealed the number of students who missed instruction due to placement in ISS or OSS was: five (5) students were assigned 1 to 5 days, 8 students were assigned 6 to 10 days, and 7 students were assigned 11 to 24 days. Four (4) students were assigned to DAEP.

Of the 155 Economically Disadvantaged students who failed math TAKS, 48 students were not assigned to disciplinary placements; either ISS, OSS, or DAEP. Data revealed the number of students who missed instruction due to placement in ISS or OSS was: 36 students were assigned 1 to 4 days, 14 students were assigned 5 to 10 days, and 12 students were 11 to 25 days. Six (6) students were assigned to DAEP.

Campus administrators effectively implement the Student Code of Conduct and Discipline Management Plan in an equitable and appropriate manner.

In ISS, a paraprofessional is assigned to monitor, and a certified special education teacher¹⁰⁰ is assigned for one period. Currently, our teachers are not required to go during their

**Accountability Monitoring System
Focused Data Analysis (FDA) for
Campuses Rated AU**

Campus Name: El Campo High School

Campus Number: 001

LEA Name: El Campo

Accountability Year: 1st Year AU

conference period to assist their student who was assigned to ISS. There is no transition plan from a disciplinary room setting to the regular classroom at this time, and procedures are not in place to "accelerate" student learning if essential knowledge and skills were not mastered.

4. Student Data: Disaggregate and analyze data by accountability subgroups, special program participation, or other commonalities. Determine if student classroom grades align with 1) local benchmark assessment results, 2) local curriculum-based assessment (CBA) results, and 3) previous state assessment results. Determine if local assessments used to track student progress are aligned with TEKS objectives and are written at STAAR rigor. Determine if decisions regarding student interventions are based on local assessment results.

Identified Issues and Findings

Based on the common assessment scores, our targeted students who did not meet the passing standard of 70% did not meet the standard on TAKS math. However, 94 of the 160 targeted students made a 70 or above in their math class and received credit.

El Campo High School math department uses CScope unit formative assessments and common assessments at the end of each grading period to monitor the progress of students throughout the school year. Teachers use the information from the assessments to monitor their instructional methodology to ensure that they are teaching at the correct level of rigor and that their students are benefiting from instruction. They also make instructional adjustments and identify students who are struggling. The RTI team is notified if students grades are reflective of a need for targeted Tier 2 and/or Tier 3 interventions.

5. Curriculum: Analyze the curriculum for each area of low performance. Determine if the curriculum is based on TEKS objectives and provides sufficient rigor. Evaluate the vertical and horizontal alignment of local curriculum with TEKS. Evaluate the implementation of the curriculum. Conduct item analysis for assessment objectives/ Student Expectations (SE) to determine strengths and weaknesses of the curriculum. Consider the effectiveness and pacing of the district's scope and sequence. Evaluate the alignment of local assessments to state assessments.

Identified Issues and Findings

El Campo Independent School District adopted the scope and sequence of CScope during the 2007-2008 school year. The area of low performance for El Campo High School was math, and the math teachers use most of the exemplary lessons from CScope. The rigor of CScope exemplary lessons is considered to be aligned with that of STAAR. The scope and sequence is aligned both horizontally and vertically and addresses the TEKS at each content level. Common assessments were TEKS based with questions taken from TMSDS, CScope, other states' regents' tests, and released TAKS tests.

Campus Name: El Campo High School

Campus Number: 001

LEA Name: El Campo

Accountability Year: 1st Year AU

6. Instructional Program: Analyze the instructional program for each area of low performance. Use the item analysis developed in #5 to determine strengths and weaknesses of the instructional program. Determine if the curriculum is implemented consistently district wide. Evaluate the effectiveness of instructional delivery in the area(s) of low performance, including the lesson cycle, learning styles and/or brain compatibility strategies, formative assessment and questioning, and individualized instructional methodologies, sheltered instruction, etc. Evaluate the effectiveness of the academic interventions and teacher support strategies. Evaluate the availability, utilization, and effectiveness of instructional materials and resources.

Evaluate the effectiveness of special services and programs available to provide timely interventions to students from prior cohorts. Determine if all requirements of TEC §28.0211 (Accelerated Instruction), TEC §28.0212 (Personal Graduation Plan- PGP; optional for charters), and TEC §28.0213 (Intensive Program of Instruction) have been met. Review campus procedures for identifying targeted students.

Identified Issues and Findings

The math CScope curriculum is implemented consistently district wide. All teachers are following the lesson cycle. A learning style inventory was administered in the English classrooms whereby the students were able to identify their learning styles. Formative assessments (checking for understandings) were inconsistent. Unit tests were not returned to the students in a timely manner (within 2 to 3 days) to review and make the necessary adjustments. Questioning techniques were not at the appropriate level of rigor. There is a need for more small group and hand-on instructional methodologies. Teachers are in the beginning stages of using sheltered instruction strategies. Professional development is given yearly to update teachers. Math intervention classes are assigned as an elective for targeted 9th and 10th grade students. 9th grade students will receive local credit, and 10th grade students will receive state credit. Teachers are available for tutorials before and after school. ECHS is in the process of assigning mentors to all targeted students. Instructional materials and resources are readily available to all teachers. There is a need to monitor the implementation and effectiveness of purchased instructional materials and resources.

SECTION III: COMPLETION/DROPOUT RATE
(Required for campuses with low completion and/or dropout rate)

1. Identify the students that did not complete or graduate with their cohort groups for 2009, 2010, and 2011. Evaluate the quality of leaver data and student tracking systems. Determine the characteristics of students impacting the completion and/or dropout rates for these years. Identify factors and trends which impacted the completion and/or dropout rate (i.e. demographics, attendance, discipline, academic performance data, state assessment exemptions, etc.). By subpopulations, identify the special programs in which students in the targeted group participated (i.e., PEP, homeless, BE/ESL, CTE, special education, migrant, etc.), and determine reasons for not graduating. Analyze the data of the feeder campuses and identify trends/issues that impact completion rates. Identify students who were placed in their grade level which includes those at SSI grade levels. Note: Findings from this probe should also be addressed in the feeder schools' campus improvement plans and the district improvement plan.

Identified Issues and Findings

Campus Name:

Campus Number:

LEA Name:

Accountability Year:

2. Evaluate the effectiveness of special services and programs available to assist students from prior cohorts with timely interventions. Determine if all requirements of TEC §28.0211 (Accelerated Instruction), TEC §28.0212 (Personal Graduation Plan- PGP; optional for charters), and TEC §28.0213 (Intensive Program of Instruction) have been met. Review campus procedures for identifying targeted students. Analyze the effectiveness of support services and drop out recovery programs available. Review campus procedures for accurately documenting and reporting student leavers.

Identified Issues and Findings

3. Apply the characteristics identified in #1 and the findings in #2 above to the current student cohorts to identify the target group. Enter the names on the SLR (Student Demographics worksheet) and complete the demographic information for each student. Analyze the process used to monitor student progress prior to failure and before students have dropped out of school.

Identified Issues and Findings

School Improvement Plan (SIP)

LEA Name: El Campo	Campus Name: El Campo High School
CDN: 241903	Campus Number: 001
Date: 10/7/2011	Date SIP was Approved by Local Board: 10/18/2011

Section I: Area(s) of Low Performance and Target Groups

Identify the areas of low performance and each group not meeting the 2011 state standards (include all areas not meeting state standards without required improvement (RI)).

Disaggregation of the El Campo High School data shows math students in 2011 scored 70% on TAKS. African American population scored 55% and Economically Disadvantaged population scored 60%.

Section II: Process for Evaluating Progress Toward Meeting Performance Standards

Describe the assessment process, rigorous TEKS-aligned instruments, and the measures that will be used to evaluate progress toward meeting performance standards. Example: administer curriculum-based assessments at the end of the first grading period; administer released assessment tests in December; administer benchmark tests at the end of the first semester.

Administer unit assessments at least once every 3 week period and common assessments at the end of each 9 week grading period that are rigorously aligned with the TEKS. Review unit and common assessments with all students 2 to 3 days after administration to determine a need for instructional adjustments. Analyze individual teacher data and share results at next scheduled Professional Learning Community (PLC).

Section III: SIP Development

Performance Area Targeted	Major System Targeted	Components	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible
TAKS	Curriculum_Assessment	Monitoring / Evaluation of Curriculum Implementation	Conduct walkthroughs both on ECHS campus and at DAEP to monitor the implementation of CScope curriculum (ECHS), and Odyssey Ware and A+ curriculum (DAEP), student engagement, teacher active monitoring, classroom management, and instructional strategies, including the lesson cycle. Provide timely feedback to teachers.	Walkthroughs, lesson plans, PLC (Professional Learning Community), student grades; Math teachers who are teaching targeted students will receive additional walkthroughs	Increase in scores on daily grades, unit tests, common assessments, report card grades, TAKS, and EOC	Local funding as reflected in the District Improvement Plan; Principal and other Campus Administrators
TAKS	Instruction	Instructional Processes / Pedagogy	Provide professional development to address instructional processes/pedagogy, differentiated instruction, and cultural awareness/sensitivity.	PD360 (Professional Development On Demand) purchased; utilized during PLCs and/or by individual teachers; certificate of completion	Increased teacher knowledge, understanding, and implementation of research based strategies. Increase in scores on daily grades, unit tests, common assessments, report card grades, TAKS, and EOC	Local funding as reflected in the District Improvement Plan; Principal, Campus Administrators, Teachers, and Facilitators
TAKS	Instruction	Data Driven Instructional Decisions	Review unit tests with all students 2 to 3 days after administration to determine a need for instructional adjustments. Analyze individual teacher data and share results at next PLC. Make necessary adjustments in instructional delivery to improve teaching.	Lesson plans, walkthroughs, PLC meeting agenda, and documentation of instructional adjustments	Increase in scores on daily grades, unit tests, common assessments, report card grades, TAKS, and EOC	Teachers, Facilitators, Principal, and Campus Administrators
TAKS	Culture_Climate	Adult Advocate / Mentor / Advisor	Provide adult advocate/mentors (teachers, community members) for targeted students.	List of targeted students and their mentors, and record of background check for adult advocate (Vsoft Raptor)	Increase in scores on daily grades, unit tests, common assessments, report card grades, TAKS, EOC, and attendance	Mentors and Adult Advocates; Principal, Counselor and Dean of Instruction
TAKS	Parents_Community	Parent Involvement	Utilize the school messenger to provide positive messages to parents. Investigate the possibility of relocating Family Literacy Academy to the El Campo High School campus to increase parental awareness of high school culture, requirements, and involvement.	School messenger tracking system of messages sent/received; scheduled meetings; list of targeted students	Increase in positive messages and reminders to parents. Increase in parental involvement	Local funding as reflected in the District Improvement Plan; Campus Principal
TAKS	Parents_Community	Parent / Community Support	Provide informal gatherings at designated community locations to create a partnership between parents, community, and school.	Scheduled meetings at designated locations at least once a semester	Increase in community awareness and involvement	Local funding as reflected Improvement Plan; Campus Principal, Counselors, Parent Liaison, and campus Parent and Community representatives
			104			

Governance

Discuss Impact of Senate Bill 100 and Implications for Voting Locations

Summary

SB 100 deals with the adoption of voting procedures necessary to implement the federal Military and Overseas Voter Empowerment Act. A number of amendments were added to the bill that have caused some implications for school board elections.

The bill provides that local political subdivisions, including school districts, have the following options for their elections:

- Second Saturday in May of odd-numbered years;
- Second Saturday in May of even-numbered years except a county would not be required to conduct the election; and
- The November general election.

Historically school board elections have been held on the first, or more recently the second Saturday in May although there has been some movement in recent years to hold school board elections in November with the general election.

Many school boards have resisted changing to the November election for fear that school board elections would become partisan elections. Candidates would be required to run under a particular party and could be elected or defeated based on the strength of the party vote rather than the individual's qualifications and dedication to the school district.

SB 100 is causing some boards that hold joint elections with their county to change their elections to every-other-year rather than annually because the county is no longer required to conduct an election on the second Saturday in May of even-number years. This causes boards to have to change the length of terms for their board members. SB 100 includes a provision that allows trustees to change the length of their terms by board resolution no later than December 31, 2011.

The reason counties are no longer required to conduct an election on the second Saturday in May of even-numbered years stems from the change in the primary runoff date to the fourth Tuesday in May. (Primary elections are conducted in even-numbered years.) Counties are required to secure their voting machines 30 days prior to and following an election and therefore would not have a sufficient number of voting machines available for a school board election on the second Saturday in May prior to a possible primary runoff election on the fourth Tuesday in May.

ECISD Board Policy	BBB (LOCAL) – BOARD MEMBERS, ELECTIONS
Effective Date	September 1, 2011
Previous Board Action	Judy Owens, former Wharton County Election Administrator, addressed the Board regarding this issue at the regular meeting on July 19, 2011.
Future Action Expected	Some action will be required and will more than likely require pre-clearance by the U.S. Department of Justice.
Background Information and Significant Issues	<p>At the regular board meeting on July 19, 2011, former Wharton County Election Administrator, Judy Owens, offered the district a third alternative:</p> <p>The county has enough voting machines to continue to hold school board elections (joint elections with the city and county) annually on the second Saturday in May provided we close the Glen Flora voting location. Ms. Owens stated that if the Glen Flora voting location remained open she would not have enough voting machines in even-numbered years due to the requirement to secure the machines for the primary runoff date. The county will only be able to provide a limited number of voting machines at the four joint election voting locations; i.e., Wharton, El Campo, East Bernard, and Needville. She suggested that voters from Glen Flora could vote in Wharton for early voting but would have to come to El Campo to vote on election day.</p> <p>The other option that she offered would be for ECISD to conduct our own election using paper ballots at the Glen Flora voting location. We would still have to purchase or lease an American with Disabilities Act (ADA) compliant machine for that location.</p>
Fiscal Impact	The Glen Flora voting location has historically not been cost effective when the cost per vote cast was the only consideration.
Student and Public Benefit	More cost effective election.
Procedural and Reporting Implications	Any change in how we conduct our school board election will require pre-clearance from the U.S. Department of Justice.
Public Comments	None.

Alternatives

ECISD has the following options with regards to future school board elections:

1. Change the election to the general election in November;
2. Change terms of board members and conduct a board election on the second Saturday in May of odd-numbered years;
3. Close the Glen Flora voting location and continue to hold a joint election annually with the city and county on the second Saturday in May; or
4. Conduct our on election with paper ballots at the Glen Flora voting location, which would require the district to purchase or lease an ADA compliant voting machine.

Other Comments and Related Issues

Ms. Judy Owens has currently resigned her position as Election Administrator for Wharton County. Since her resignation I have been conferring with County Judge Phillip Spenrath regarding this matter.

Following the July meeting there was an article published in the Leader-News regarding Ms. Owens suggestion to close the Glen Flora voting location. I received a note from Ms. Vivian White, along with a copy of the newspaper article, stating that closing the Glen Flora location would also affect voters in Wharton and Egypt.

Attachments

None.

Contact Person(s)

David Bright, Assistant Superintendent for Finance and Operations

Action Required

No action required at this time.

Superintendent's Recommendation

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

Action Required

Governance	Consider Action on Resolution Authorizing the Taxation on "Goods-in-Transit"
Summary	<p>Earlier this year during the First Called Special Session , the Texas Legislature passed Senate Bill 1 that made comprehensive changes to the goods-in-transit exemption, a summary of which include:</p> <ul style="list-style-type: none">• For a tax year that begins on or after January 1, 2012, a taxing unit may not tax good-in-transit unless the governing body takes official action on or after October 1, 2011, to provide for the taxation of goods-in-transit. Official action to tax the property must be taken before January 1, of the tax year in which the governing body of the taxing unit proposes to tax the property.• Before acting to tax the exempt property, the governing body must conduct a public hearing.• Goods-in-transit made subject to taxation by a taxing unit remain so by the taxing unit until the unit by official action rescinds or repeals its previous action to tax the property. <p>Goods-in-Transit, as defined by the amended statute, include tangible personal property (with certain limited exemptions) stored in a public warehouse in Texas and transported to another location within or outside of the state not later than 175 days after the date the goods were acquired.</p> <p>According to Chief Appraiser, Tylene Gamble, for the 2011 appraisal year the Wharton County Central Appraisal District did not have any such public warehouse or property that would have qualified. She issues the caveat that there is nothing to prevent the owner of such a warehouse from targeting a different customer base causing inventory to become qualified at some time in the future.</p>
ECISD Board Policy	CCG (LEGAL) – LOCAL REVENUE SOURCES, AD VALOREM TAXES
Effective Date	January 1, 2012
Previous Board Action	On November 20, 2007, the ECISD Board of Trustees passed a resolution approving the taxation of "goods-in-transit" that were otherwise automatically exempt from taxation under Texas Tax Code §11.253.

Future Action Expected	The goods-in-transit remain subject to taxation by the District until the Board rescinds or repeals its previous action to tax goods-in-transit, or otherwise determines that the exemption prescribed above will apply to that District.
Background Information and Significant Issues	It is important to note that Board action required by the amendment to Tax Code §11.253 is required even if the district has previously acted under Chapter 11 of the Tax Code electing to tax Goods-in-Transit, which the ECISD Board did in November of 2007. Accordingly, if the Board elects to tax Goods-in-Transit prior to October 1, 2011, the Board must <u>again</u> take the official action required by the amendment to tax the Goods-in-Transit.
Fiscal Impact	None at this time since there is currently no such taxable property in the district.
Student and Public Benefit	Provides for the possible future increase of tax base.
Procedural and Reporting Implications	<ol style="list-style-type: none"> 1. Conduct a public hearing concerning official action to tax Goods-in-Transit. 2. Take official action at a Board Meeting electing to tax Goods-in-Transit. 3. Notify the taxing authority that such election has been made.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none"> • Copy of Proposed Resolution for Taxation of Goods-in-Transit
Contact Person(s)	David Bright, Assistant Superintendent for Finance
Action Required	Motion, second and majority vote to adopt a Resolution authorizing the taxation of goods-in-transit.
Superintendent's Recommendation	<p>I recommend that the Board adopt a Resolution authorizing the taxation of goods-in-transit.</p> <p>Mark Pool, Superintendent of Schools</p>

**A RESOLUTION OF THE EL CAMPO INDEPENDENT SCHOOL
DISTRICT BOARD OF TRUSTEES
REGARDING TAXATION OF GOODS-IN-TRANSIT**

WHEREAS, El Campo Independent School District (“District”) is a taxing unit in the State of Texas;

WHEREAS, Texas Tax Code §11.253(b) creates an exemption from taxation of the appraised value of any portion of a person’s property that consists of goods-in-transit;

WHEREAS, Texas Tax Code §11.253(c) provides that the exemption is to be subtracted from the market value of the property to determine the taxable value of the property;

WHEREAS, Texas Tax Code §11.253(j) allowed the governing body of a taxing unit, such as the District Board of Trustees, to tax goods-in-transit which would otherwise be exempt under §11.253(b), provided they are not exempt under other law;

WHEREAS, S.B. 1, Article 48, in the 82nd Texas Legislature amended Tax Code §11.253 to, among other things, create subsection (j-1), which specifies that, notwithstanding any prior official action, any taxing unit wishing to tax goods-in-transit in a tax year that begins on or after January 1, 2012 must take official action on or after October 1, 2011, and before January 1 of the first tax year in which it is proposed that goods-in-transit be taxed;

WHEREAS, Texas Tax Code §11.253(j-1) continues to require the governing body of a taxing unit wishing to tax goods-in-transit to conduct a public hearing on the issue, as contemplated in Article VIII, Section 1-n(d) of the Texas Constitution, before taking official action to do so;

WHEREAS, the District wishes to continue to preserve its right to tax goods-in-transit, as contemplated by Texas Tax Code §11.253, as amended by S.B. 1, including in the tax year beginning on January 1, 2012 and each subsequent tax year; and

WHEREAS, the District conducted a public hearing regarding taxation of goods-in-transit on _____, 2011 as required by S.B. 1;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE El Campo INDEPENDENT SCHOOL DISTRICT:

1. That the District elects to tax goods-in-transit not exempt from taxation under other law.

2. That such goods-in-transit will remain subject to taxation until such time as the Board of Trustees takes action to rescind or repeal this action.

3. That it is hereby found, determined and declared that sufficient written notice of the date, time, place and subject of the meeting of the Board of Trustees of the District at which this Resolution was adopted was posted at a place convenient and readily accessible at all times to the general public for the time required by law preceding this meeting, as required by chapter 551, Texas Government Code, and that this meeting has been open to the public as required by law at all times during which this Resolution and the subject matter thereof has been discussed, considered and formally acted upon. The Board of Trustees further ratifies, approves and confirms such written notice and posting thereof.

CERTIFICATE FOR RESOLUTION

I hereby certify that the foregoing Resolution was presented to the Board of Trustees of the El Campo Independent School District during a meeting on _____, 2011. A quorum of the Board of Trustees being then present, it was then duly moved and seconded that the Resolution be adopted, and such Resolution was then adopted according to the following vote:

Ayes: _____
Nays: _____
Abstentions: _____

To certify which, witness my hand and the official seal of the District this _____ day of _____, 2011.

Thomas Turner, President

ATTEST:

David Hodges, Secretary

THE STATE OF TEXAS §
 § ACKNOWLEDGMENT
COUNTY OF El Campo §

BEFORE ME, a Notary Public, on this day personally appeared Thomas Turner, known to me to be the person whose name is subscribed to the foregoing instrument, and having been sworn, upon his oath stated that he is the President of the Board of Trustees of the El Campo Independent School District; that he was authorized to execute such instrument pursuant to Resolution of the Board of Trustees adopted on _____, 2011; and that said instrument is executed as the free and voluntary act and deed of such governmental unit for the purposes expressed therein.

GIVEN UNDER MY HAND AND SEAL OF OFFICE on this the ____ day of _____, 2011.

Notary Public, State of Texas

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

Action Item

Governance Consider Approval of Resolution Supporting Region III Education Service Center

Summary Due to a reduction in funding Commissioner Robert Scott is considering the consolidation of Region Service Centers as a cost savings measure. Region III ESC has specifically been mentioned, which I assume would cause the 40 school districts in the Region III service area to be forced to seek services from Region 2 in Corpus Christi, Region 4 in Houston, or Region 20 in San Antonio.

The school districts supported by the Region III ESC are mostly small rural school districts that lack the necessary personnel with the needed expertise to deal with the myriad of issues and challenges imposed upon them by mandates at both the State and Federal levels. The consolidation of the Region III with adjoining service centers will cause districts to lose the individualized support that is currently provided by Region III to meet each district's unique needs.

Many, if not all, of the school boards in Region III are considering a resolution of support to be sent to the Commissioner of Education and elected state officials.

ECISD Board Policy GNB (LEGAL) – RELATIONS WITH EDUCATIONAL ENTITIES, REGIONAL EDUCATION SERVICE CENTERS

Effective Date October 18, 2011

Previous Board Action None.

Future Action Expected None.

Background Information and Significant Issues None.

Fiscal Impact Closing the Region III ESC will cost the El Campo Independent School District more in travel expense and possibly more for contracted services.

Student and Public Benefit Support for rural Education Service Centers is important for students attending rural schools.

Procedural and Reporting Implications	Resolution will be sent to the Commissioner of Education and state elected officials.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	Copy of Proposed Resolution.
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	Motion, second and majority vote to approve resolution in support of the Region III Education Service Center.
Superintendent's Recommendation	I recommend the Board approve a resolution in support of the Region III Education Service Center. Mark Pool, Superintendent of Schools

A Resolution of Support

Board of Trustees, El Campo Independent School District

WHEREAS independent school systems in the state of Texas are experiencing a reduction in available funding requiring districts to do more with less;

WHEREAS each independent school system must now implement previously required programs as well as additional new programs, and academically more rigorous testing;

WHEREAS the smaller the independent school system the less likely that system is to employ curriculum experts, budgetary experts, and technology experts;

WHEREAS the smaller the independent school system the more likely travel and contractual service budgets are to be radically restricted;

WHEREAS the Texas Education Agency has been dramatically reduced in funding and staffing, therefore creating a greater need for local ESC services;

WHEREAS the delivery vehicle for state mandates and requirements, as well as expertise in all subjects and programs required by the state, are now vested in the Regional Service Centers;

WHEREAS Educational Service Center Region 3 serves numerous small rural districts ensuring all students, regardless of district size, receive quality education in the 21st Century.

THEREFORE BE IT RESOLVED that no other service center in the State of Texas is more important to member Independent School Districts than the Region 3 Education Service Center, and that by unanimous action of the Board of Trustees of the El Campo Independent School District, we strongly support the continued funding and operation of the Region 3 Service Center as an essential partner in the education of children in our region.

Adopted this 18th day of October, 2011.

Tommy Turner, President

David Hodges, Secretary

Cecil Davis, Vice President

Ralph Novosad, Member

J.J. Croix, Member

James Russell, Member

Kristi David, Member

Governance

Discuss Possibility of Participation in School Finance Litigation

Summary

The first lawsuit over the current state school finance system has already been filed by the Equity Center. As of this date 205 districts have already signed on as co-plaintiffs in the lawsuit. The filing of a second lawsuit by Thompson & Horton, LLP, is imminent. We have been asked by both groups to sign on as co-plaintiffs.

There are some similarities between the two lawsuits, but also some significant differences. David Thompson's lawsuit will be filed on behalf of a diverse group of Chapter 42 and Chapter 41 districts working together to make the system better for all districts and students. (Chapter 41 districts are wealthy districts with large tax bases that must share their wealth under the current school finance plan. Chapter 42 districts are average and below average wealth districts.) The co-plaintiffs in the Equity Center lawsuit will more than likely be Chapter 42 districts that are primarily poorer districts.

David Thompson's group will pursue a State property tax / meaningful discretion argument; i.e., our current system is basically funded by what could be considered a state property tax, which is unconstitutional, that creates a lack of meaningful discretion in taxation and spending at the local level. The Equity Center group opposed this argument during the last round of litigation, but could support it this time.

David Thompson's group will pursue an adequacy argument, particularly related to costs associated with getting the more difficult to educate students, and therefore more expensive to educate students, to the higher standards the State has set for all students, i.e., post-secondary readiness. The Equity Center lawsuit may also include an adequacy claim.

David Thompson will argue that the system is inefficient because it is arbitrary, not rational, and the differences between the target revenue of different districts cannot be explained. The Equity Center may make a similar argument.

The Equity Center will make their traditional equity argument. David Thompson believes that this is a strong political argument, but not a strong legal argument, and therefore will make the equity argument.

Probably the biggest difference between the two lawsuits:

The Equity Center has spoken in support of leveling down the system in the name of equity. Thompson's group will not support leveling down the system. David Thompson believes

we need to improve equity by leveling up the system. The system must be rational and make sense, must provide reasonable opportunity to meet the high standards the State has set, and must leave meaningful discretion for districts over their own tax rates and tax revenues.

ECISD Board Policy	None.
Effective Date	October 18, 2011
Previous Board Action	None.
Future Action Expected	The Board may consider a resolution to join one of the plaintiff groups.
Background Information and Significant Issues	I have attached litigation packets from both David Thompson and the Equity Center for your review.
Fiscal Impact	None at this time.
Student and Public Benefit	The School Finance System in the State of Texas must be changed for the benefit of all students and taxpayers.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	<ul style="list-style-type: none">• Litigation Packet from Thompson & Horton, LLP• Litigation Packet from the Equity Center
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	No action at this time.
Superintendent's Recommendation	This is a discussion item only. Mark Pool, Superintendent of Schools

J. David Thompson
dthompson@thompsonhorton.com

Philip D. Fraissinet
pfraissinet@thompsonhorton.com

Partners

713.554.6767 Office
713.583.9668 Fax

Thompson & Horton LLP
Phoenix Tower, Suite 2000
3200 Southwest Freeway
Houston, Texas 77027

October 5, 2011

Superintendent or Board Member
Texas Public School District

Re: School Finance Litigation – Time for Unified Action for All Texas School Districts

Dear Superintendent or Board Member:

We are writing to you, a leader in Texas public education, to share some information about school finance litigation and to invite your school district to participate in a broad, diverse coalition of school districts in a unified effort to challenge the constitutionality of the Texas public school finance system. As you know, there has been significant discussion in the last year, particularly since the end of the 82nd Legislature, regarding the possibility of litigation against the State over school funding. We have never taken lightly the matter of school finance litigation, and we strongly believe that a lawsuit should be undertaken only when other avenues for significant structural improvements in our system are closed and when a real possibility of success is achievable through litigation. Ultimately, we must remember that we will all work with the legislative and executive branches to implement needed changes in our school funding system. We have concluded that a broad-based, unified, and forceful challenge to the current funding system is now needed to move Texas forward. We invite your district to participate in this effort.

Our legal team will be led by me and Philip Fraissinet of our firm, Thompson & Horton. We plan to retain top-quality experts, including Lynn Moak, Dan Casey and others from Moak Casey & Associates. Attached at the back of this letter is a summary of the claims and strategies we believe have the most likely probability of success under current law and circumstances.

Enclosed with this letter are the following three documents:

- A resolution for your board to adopt to participate in this coalition
- An engagement letter to retain our law firm for representation in this effort



October 5, 2011

Page 2

- A sample media statement that can be modified/used to announce your District's support of this effort

In order to have your board act on this matter, we suggest that you include the following language on your board agenda:

"Consider adoption of resolution to participate in school finance litigation and to engage Thompson & Horton LLP regarding same."

If you would like us to meet with your board to answer any questions, we will be happy to do so. We truly hope you and your district will consider being a part of this effort. Once your board acts, please return to us a copy of the signed resolution and a copy of the signed engagement letter.

Please do not hesitate to contact me (at 713-554-6752) or Philip Fraissinet (at 713-554-6743) if you have any questions or wish to discuss any aspect of our efforts.

We sincerely appreciate your consideration of this invitation.

Very truly yours,
Thompson & Horton LLP



J. David Thompson



Philip D. Fraissinet

JDT/PDF/sjr
Attached Summary
Enclosures

497320



October 5, 2011

Page 3

SCHOOL FINANCE LITIGATION

We believe that the coming litigation will affect and, if successfully handled, should positively impact all Texas school districts. The fact is this: districts can spend their time and resources fighting each other or they can spend their time and resources working together to assert common concerns about the State system. It always has been our team's approach in school finance lawsuits to assert those claims that a broad and diverse group of Texas school districts can support rather than issues that divide districts. That will be our approach now.

Why litigation, and why now?

Less than six years ago, the Texas Supreme Court struck down the State school funding system. In November of 2005, the Court found that over time the Texas legislature had come to rely too heavily on local property tax revenue even as it deprived school districts of meaningful discretion over tax rates. The Court found the system amounted to a State property tax in violation of the Texas Constitution. Our coalition was the only plaintiff group in *West Orange Cove vs. Neeley* that challenged the State on these successful issues.

Importantly, in its decision the Texas Supreme Court also warned legislators about the school funding system's march toward constitutional inadequacy. The Court stated that structural change was needed and warned the legislature: "it remain[ed] to be seen whether the system's predicted drift toward constitutional inadequacy will be avoided by legislative reaction to widespread calls for changes."

In April and May of 2006, the 79th Texas Legislature met in a third special session to address public school finance. Just days ahead of the Court's June 1, 2006 deadline, after which school operations statewide would have been enjoined, the Legislature passed House Bill 1. Initially, House Bill 1 afforded a substantial increase in funding to schools. At the same time, it compressed local property tax rates by one-third over a two-year period, making up the difference with a newly enacted business margins tax plus a portion of State general revenues and other state-sourced funds. With House Bill 1, legislators also created a massive new State hold-harmless provision for school funding, commonly known as target revenue, which locked many districts' funding at 2006 levels per weighted student.

Six years after the Supreme Court's decision, it is evident that the Texas legislature's supposedly temporary solution to the last Court decision has failed to answer the call for needed change, and Texas is once again operating under an unconstitutional school funding system. Revenue added since the Supreme Court's 2005 decision now has been significantly reduced by the 82nd Legislature's cuts this year of more than \$5 billion. The new business tax has failed to generate sufficient revenue to make up for the reduction of local property tax rates. And the "temporary" target revenue system adopted by the legislature in 2006 has become a permanent, parallel and large unexplainable funding system.



October 5, 2011

Page 4

As it currently stands, the system utterly fails to address growth. Texas has added, on average, more than 80,000 students per year since the Court's decision. It will add about 170,000 students in the next two years. Yet this past spring—and for the first time since World War II—the Texas legislature failed to appropriate funding to cover the costs of student population growth under existing formulas over the next biennium. To fund enrollment growth, the legislature reduced funding for the FSP, effectively deciding that all Texas students are worth about \$500 per year less.

Exacerbating the funding crisis are the legislature's new requirements for school districts and students that dramatically increase accountability standards and testing requirements. Let us be clear: increased standards and a shift to an emphasis on post-secondary readiness for all students is a very positive direction. Though well-intentioned, these unfunded measures strain a system that is already overburdened financially. Thus, it is as if, over a five-year period from 2006-2011, the State has responded to the Court's decision declaring the system unconstitutional by raising standards and requirements without sufficient additional resources. Would this response have been acceptable in 2006? We believe that the answer is clearly no. So, why should this response be acceptable today?

In short, the legislature's funding commitment is more distanced than ever from its plans and dictates. It has failed to change the system fundamentally, and more particularly, in a way that will rationally connect resources to the requirements the State has set for all students. The Supreme Court's prediction now is reality: the Texas school funding system, as it currently stands, is unconstitutional.

Unifying and Successful Claims

Our legal team believes that the present Texas school finance system fails to meet the high standards of the Texas Constitution on multiple claims that can provide common ground for a diverse group of districts. We believe that the present Texas school finance system fails to meet the standards of the Texas Constitution in at least three respects:

1. **Adequacy** – Schools and students face significantly increased State performance requirements, curriculum mandates and “college ready” performance levels relative to those in place prior to 2005. Eliminated as part of the 82nd Legislature's dramatic reductions in State funding for public education, however, was funding for specific programs that the Legislature itself has identified as necessary to help the growing population of at-risk students in Texas reach these higher standards. These include programs such as full-day prekindergarten for at-risk students, credit recovery and tutoring, and the technology allotment, among others. The formula adjustments that were retained for student and community differentials are long out of date and have not been updated in decades. If the system is not structured and funded so that there is a close relationship between the State's performance expectations for all students and a funding system actually designed to support those expectations, we believe that it falls short of Constitutional requirements.



October 5, 2011

Page 5

2. **Statewide Property Tax** – the Texas Supreme Court held in 2005 that the system had deteriorated into an unconstitutional State property tax because districts did not have “meaningful discretion” over their own taxes to enrich the State’s required program. Ours was the only group that raised the state property tax issue in *West Orange Cove*. At present, a majority of districts in Texas find themselves with significantly increased State requirements as compared to 2005 and with little discretion remaining other than to cut programs important to parents and students.
3. **Efficiency/Suitability/Arbitrariness** – Many school districts continue to be locked into a target revenue hold-harmless funding system that was enacted as temporary in 2006. The system has significant differences between districts, in many cases differences that are difficult if not impossible to explain. If the system has become so complex that it is largely unexplainable, and if the funding levels for districts have become arbitrary and not reasonably connected to the State’s own high requirements for all students, it is not efficient or suitable as required by the Texas Constitution. Critically, we believe that this violation cannot be remedied simply by eliminating or lowering target revenue for some. Instead, it requires that the Legislature adopt a system that ties funding to the actual costs of meeting the State’s high standards for all Texas children. We must level up, not down.

We believe that these are claims upon which a broad coalition of districts can unite. We believe that having a broad and diverse coalition of districts was critical before, when we achieved success before the trial court and the Supreme Court in *West Orange Cove*. With similar participation and support of school districts across the State now, we believe we have a reasonable probability of succeeding again before *both* a Travis County District Court *and* the Texas Supreme Court.

Goals of Litigation

In the past, Texas courts have generally limited the remedy for a constitutionally deficient funding system to the threat of enjoining the operation of the public school system. We believe that more forceful and direct remedies are required to compel the legislature to implement more long-term and structural changes to the funding system. Specifically, we believe the following goals are ones that can benefit all districts in Texas, and around which all districts can unify:

- Meaningful discretion for ALL Texas school districts to be able to choose locally to provide enrichment beyond State requirements;
- Adequate funding that allows ALL Texas school districts to provide a meaningful opportunity for ALL students, regardless of background or condition, to meet or exceed the standards that we set in Texas; and



October 5, 2011

Page 6

- A finance system that provides funding for ALL Texas school districts in a way that is rationally connected to the standards and requirements set by the State and that offers the greatest opportunity for all schoolchildren in Texas to succeed.

Next Steps

In the very near future, a lawsuit asserting these claims and seeking this relief will be filed. Other school districts and interested parties will have an opportunity to join this effort.

Our goal is to have a diverse, representative, and unified coalition that will assert common claims and share in the costs of this effort. The enclosed engagement letter describes the terms under which each member will participate in the coalition. With regard to costs, we note that because of our success in the *West Orange Cove* case we were able to recover our coalition's legal expenses from the State, and we returned those funds to each and every district that participated in the effort. Although we cannot guarantee the outcome, we can assure you that we will vigorously pursue success and the recovery of legal costs to the fullest extent possible.

**RESOLUTION AND CONSENT OF THE
BOARD OF TRUSTEES OF THE
_____ INDEPENDENT SCHOOL DISTRICT**

The Board of Trustees ("Board") of the _____ Independent School District ("District") does hereby consent and agree, pursuant to Section 11.151 of the Texas Education Code, that the following resolutions be, and hereby are, adopted by the Board:

WHEREAS the Board believes that the presently existing statutory system for the financing of public education in Texas ("Finance System") has and will continue to impair, unless significantly reformed, the education available to the students within the District as well as the ability of the District to provide an appropriate education to all students within the District; and

WHEREAS the Board deems it in the best interest of the District to seek an end to such impairment through the judicial system; and

WHEREAS the Board deems it in the interest of the District to participate with other school districts to retain the law firm of Thompson & Horton LLP to challenge the Finance System; now, therefore, be it

RESOLVED, that the District is hereby authorized to join with other school districts to participate in litigation to challenge the existing Finance System; and be it further

RESOLVED, that the retention of the law firm of Thompson & Horton LLP (the "Firm") be and hereby is authorized and approved for that purpose according to the terms of the engagement letter provided by the Firm; and be it further

RESOLVED, that the Firm be, and hereby is, authorized, empowered, and directed to file and prosecute a lawsuit challenging the presently existing statutory system for the financing of public education in Texas; and be it further

RESOLVED, that the expenditure of public funds by the District be and hereby is authorized and approved for that purpose.

IN WITNESS WHEREOF, the Board of Trustees has approved this Resolution as of this ___ day of _____, 2011.

By: _____
Board President

Attest:

Board Secretary

J. David Thompson
dthompson@thompsonhorton.com

Philip D. Fraissinet
pfraissinet@thompsonhorton.com

Partners

713.554.6767 Office
713.583.9668 Fax

Thompson & Horton LLP
Phoenix Tower, Suite 2000
3200 Southwest Freeway
Houston, Texas 77027

October 5, 2011

Superintendent or Board Member
Texas Public School District

Re: School Finance Litigation – Engagement of Thompson & Horton LLP
("Firm")

Dear Superintendent or Board Member:

We greatly appreciate the opportunity to represent your District ("District") in litigation to challenge the constitutionality of the existing system of financing public schools in Texas ("Litigation").

The purpose of this letter is to describe the terms and conditions under which we will represent the District in the Litigation. We will represent the District as part of a broad, diverse group of public school Districts that will assert claims aimed at improving the school finance system for all Texas students. Each member of this coalition, including your District, will be kept apprised of and have regular opportunity to provide input into strategy and the course of the Litigation. In addition, after the coalition is formed, a "Litigation Committee" will be formed that will be authorized to make day-to-day decisions that may be needed regarding litigation issues which may arise from time to time and require quick direction.

As you know, this is major litigation involving issues that are critical to the future of public education in Texas. From past litigation and experience, we know that significant resources will be necessary to be successful. From discussions we have had with numerous Districts, we anticipate there is sufficient interest among school Districts to form this coalition and to adequately support the efforts that will be required by many to be successful.

As a member of this effort, your District will be asked to contribute in various ways. First, we know that Districts have extensive information and expertise in various areas that will be necessary to the successful prosecution of this lawsuit. We ask that each District provide a



October 5, 2011

Page 2

primary contact for the purpose of gathering information, preparing strategy, and responding to discovery that may be asked for during the Litigation.

Second, school finance cases are expensive. The State will have access to extensive resources and has, in the past, used such resources to defend the finance system. In addition to legal fees, a successful case will require top-quality experts and research in numerous areas. We strongly believe it is important to retain the most qualified experts and conduct the most thorough research and studies in order to be successful. As such, each member of the coalition will be asked to contribute to the costs of litigation, which will include legal fees and expenses, expert fees and expenses, and court and litigation costs.

Under this engagement, the District agrees to contribute financially as follows. For the 2011-2012 school District budget year, the District will contribute \$1 per student in weighted average daily attendance ("WADA"), with a maximum contribution per school District of \$65,000. Based on expressed interest level and past experiences, we anticipate that this contribution will fund all legal and expert fees and costs from pre-filing activities through discovery and trial of the case.

In addition, by approving this engagement, the District authorizes a second possible contribution from the 2012-2013 school District budget year, for an amount *up to* an additional \$1 per WADA. This second contribution will be made if necessary to account for any delay strategy by the State, unanticipated issues that arise during the course of litigation, and future appeals.

After authorization of this engagement, your District will be asked to make its initial contribution. Distribution of payments for case costs and expenses will be made as authorized by the Litigation Committee from time to time.

Under any scenario, any contributions that are made over the two budget periods that are not ultimately required will be returned to each District. Moreover, as in past litigation, we will seek to recover attorney fees and costs from the State at the conclusion of the case and, if successful, will return any such recovery to each District on a prorated basis.

We will represent all of the Districts in this coalition and certainly do not anticipate any conflict arising between the interests of any Districts in our group during this Litigation. However, in any coalition effort, it is important to provide options up-front should such a conflict arise. If a conflict does arise, it may be necessary for Thompson & Horton to withdraw from the representation of one or more Districts in this case. If such a situation arises, your District will have the option of (1) withdrawing from further participation in the case or (2) remaining in the case and retaining another lawyer or law firm to represent the District. Whichever option you choose, however, by signing below, you specifically agree (i) not to move to disqualify the Firm from representing other Districts in the lawsuit under such circumstances and (2) to waive any conflicts that may arise from Thompson &



October 5, 2011
Page 3

Horton's current or continued representation of other school Districts under such circumstances.

If your District's Board of Trustees agrees to these terms and authorizes this engagement by adoption of the Resolution submitted herewith, please have an authorized official sign below and return to us at the address above.

Again, we greatly appreciate the opportunity to represent your District and the coalition in this crucial effort.

Very truly yours,

Thompson & Horton LLP


David Thompson


Philip D. Fraissinet

Superintendent of Schools or Other Authorized Official

Independent School District

JDT/PDF/sjr

497325

PRESS STATEMENT
INDEPENDENT SCHOOL DISTRICT TO CHALLENGE
TEXAS SCHOOL FINANCE SYSTEM

Less than six years ago, the Texas Supreme Court struck down the State school funding system. In November 2005, the Court found that the Texas legislature had over-relied on local property taxes, left local school districts without meaningful discretion over local tax rates, and was operating a state property tax in violation of the Texas Constitution. The Supreme Court also cautioned that the school funding system was on the verge of resulting in a constitutionally inadequate education system. The Court warned that structural change was needed and stated that it “remain[ed] to be seen whether the system’s predicted drift toward constitutional inadequacy [would] be avoided by legislative reaction to widespread calls for changes.”

Six years later, it is evident that the Texas legislature has failed to answer the call for needed change, and Texas is once again operating under an unconstitutional school funding system. Revenue added after the Supreme Court’s last decision has now been significantly reduced by the most recent legislative cuts of more than \$5 billion. The business tax created to bring down local property taxes has failed to generate revenue sufficient to replace lost property tax revenue. And the “temporary” target revenue system adopted by the legislature in 2006 has become a permanent funding system that assigns different levels of money to students in different school districts without regard for the actual costs of educating a growing and increasingly diverse and poor student population.

Texas has added an average of over 80,000 students every year since the Court’s decision. It will add about 170,000 students in the next two years. In 2011, for the first time since WWII, the Texas legislature failed to provide funding to cover the costs of student growth at current formulas in the next biennium.

Despite these cuts, the Texas legislature has continued to add requirements for school districts and students and to increase accountability standards and testing requirements. Increased standards and a shift in emphasis to post-secondary readiness for all students is a good thing. But the State’s funding commitment no longer matches its plans, and the legislature has failed to fundamentally change the system in a way that will rationally connect resources to the requirements the State has set.

Because of these failings, today the _____ Independent School District has agreed to join a coalition of school districts to challenge the constitutionality of the current school funding system. This will be a broad and diverse coalition of school districts that will stand together and raise common concerns to seek a ruling to compel the legislature to adequately fund public education, provide local discretion, and tie funding to the standards and requirements set by the State.

The coalition will be represented by David Thompson and Philip Fraissinet of Thompson & Horton LLP. Mr. Thompson and Mr. Fraissinet were part of the legal team that successfully argued the State property tax claim in 2005. Mr. Thompson also represented Texas Association of School Boards Legal Assistance Fund in Edgewood IV in 1995 on behalf of 263 diverse school districts to raise the adequacy claim for the first time in Texas. Moak Casey and Associates will assist the coalition as experts.

“Our goal is to benefit all school districts by requiring the Texas legislature to establish a rational and understandable funding system actually tied to the high standards it has set for all students, rather than simply leveling down to fit funds available,” said _____. “We believe this legal team has the expertise, experience, and record of success to represent a diverse coalition of districts seeking this common objective.”

In taking this action, the _____ Independent School District and all school districts involved are keenly aware of the economic challenges that have faced our country, state and local communities. Many Texas families have had to do more with less, and Texas school districts and their students, families and employees have done the same. The answers are not easy. But our State cannot use the difficulty of these challenges as an excuse to fail to live up to the constitutional duty placed on our legislature to provide an adequate and understandable school funding system that is not funded by a State property tax.



EQUITY CENTER

Standing Up For Texas Children

President
JODDIE WITTE
Van ISD

First Vice-President
ROBERT DURON
San Antonio ISD

Vice-President, Program
PAUL CLORE
Gregory-Portland ISD

Vice-President, Finance
LELAND WILLIAMS
Dickinson ISD

Vice-President, Membership
ROLANDO PENA
Lasara ISD

Secretary-Treasurer
RUSS PERRY
Nueces Canyon ISD

Immed. Past President
DANNY KING
Pharr-San Juan-Alamo ISD

Regional Directors
GONZALO SALAZAR
Reg 1 · Los Fresnos CISD

SCOTT ELLIFF
Reg 2 · Corpus Christi ISD

JEFF BLACK
Reg 3 · Ganado ISD

RALPH DRAPER
Reg 4 · Spring ISD

SHANNON HOLMES
Reg 5 · Hardin-Jefferson ISD

DARRELL MYERS
Reg 6 · Livingston ISD

PHIL WORSHAM
Reg 7 · Joaquin ISD

GARY VANDEAVER
Reg 8 · New Boston ISD

DEAN GILSTRAP
Reg 9 · Bellevue ISD

KYLE COLLIER
Reg 10 · Pottsboro ISD

DEBORAH CRON
Reg 11 · Weatherford ISD

ROBIN BATTERSHELL
Reg 12 · Temple ISD

CHARLES DUPRE
Reg 13 · Pflugerville ISD

ALAN RICHEY
Reg 15 · Bronte ISD

MONTY HYSINGER
Reg 16 · Clarendon ISD

KAREN GARZA
Reg 17 · Lubbock ISD

DENNIS MCENTIRE
Reg 18 · Presidio ISD

ELDEFONSO GARCIA
Reg 19 · Fabens ISD

Legislative Advisors
BILL GRUSENDORF
Ret., San Saba ISD

ROD SCHRODER
Amarillo ISD

September 7, 2011

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

Dear Mr. Pool:

Because of the historical problems with the school finance system, coupled with the actions of the 82nd Legislature, we believe now is the time to pursue legal action because we must have a system that is fair for all Texas children, taxpayers and districts. Therefore, we are moving forward and would like you to be involved in our efforts as a named plaintiff or financial supporter.

With a core group of districts already established and in the process of getting final board approval, we will advance with a strong and comprehensive legal argument. The basis for the suit (further described in the attached memo) will attack the school finance system for its lack of: *efficiency*, both from a student and taxpayer equity position, and in regards to the arbitrary and irrational Target Revenue scheme; *adequacy*, most especially with respect to districts' inability to meet state requirements and local expectations; and *meaningful discretion* (*de facto* state property tax argument).

Our focus will expand beyond the courtroom to include a strategic emphasis on media messaging, community outreach, district training and legislative impact.

Please join us as we move forward to stand up for Texas children, taxpayers and districts. We encourage you to read the attached litigation packet as we believe it will answer many of your questions. If you have additional questions or would like to meet with us in person to discuss this issue, you are invited to come to Austin on September 14 to attend a litigation meeting (see enclosed flier for more details).

Thank you for your consideration and we hope to hear from you soon.

Sincerely,

Wayne Pierce, EdD
Executive Director

CC: CFO/Business Manager

Enclosure: Litigation Packet



The Justification for School Finance Litigation

August 26, 2011

Actions taken during the regular and special sessions of the 82nd Legislature put public education in an untenable financial position. And, there are clear indicators that this is not a short-term problem, necessary only to deal with a temporary budget shortfall, but what members of the leadership have termed “the new normal.”

We believe these legislative actions regarding the funding of Texas public schools are just cause for those committed to an efficient and adequate funding system for children in Texas schools, fair treatment for Texas taxpayers, and a return to local control of public schools to take necessary action to stop the erosion of these principles.

You are invited to join together with other Texas public schools, business owners, parents and other taxpayers for the purpose of speaking with one voice in the litigation of public school finance matters essential to the fair treatment of Texas taxpayers and public school children.

The following are particularly concerning, and represent a call to action:

- The Legislature’s failure to fund enrollment growth for the first time since at least 1949, even to the extent of opposing using *windfall* Rainy Day Funds (any money that comes in over the comptroller’s revenue estimate) to at least partially fund enrollment growth;
- The Legislature’s insistence on keeping the Regular Program Adjustment Factor (RPAF) in the calculation of Tier 1 Regular Program allotment, showing an intent to continue cutting every district’s regular program allotment well after next biennium;
- The Legislature’s attempt—which we helped block—to allow permanent reductions in public education funding in the appropriations bill through proration without the currently-required payback in the following school year;
- The Legislature’s opposition to a schedule of reducing Target Revenue and using the savings to increase the Basic Allotment.

Additionally,

- The Legislature’s continued refusal to address the \$10 billion structural deficit that will continue to plague us each biennium.
- The Legislature’s choice to avoid closing unjustified tax loopholes to fund public education when the alternative is a \$5.1 billion reduction in current funding levels (\$4 billion in FSP plus \$1.1 billion in grants).

These are all symptomatic of an overall new problem of tremendous significance, the Legislature’s change in philosophy—going from a commitment to maintaining current service levels of public education as a budget priority to using public education as a budget-balancing tool.

During the legislative session, these new issues overshadowed the Legislature's habitual complicity in maintaining a system that requires many districts to tax at the absolute highest levels in order to spend at levels that are below the state average. Although not discussed during the legislative sessions, the existing problems with the finance system were merely exacerbated. They include:

- The Legislature's failure to increase the Basic Allotment to a legitimate level, causing the percent of districts actually funded through the formula system to range from 0% (2007-08 and 2008-09) to less than 25% (2009-10 and 2010-11; estimated for 2011-12);
- The Legislature's continued refusal to update weights and formulas that the Legislature's own studies have determined to be seriously inadequate or based on hopelessly outdated data;
- The Legislature's failure to fund new applications for the Instructional Facilities Allotment next biennium ;
- The Legislature's failure to increase the guaranteed level for the Existing Debt Allotment for over a decade, even though building costs have more than doubled in many places;
- The Legislature's failure to eliminate the biennium lag of state equalization funding for facilities;
- The Legislature's failure to establish equalized funding above 29¢ of I&S tax rate even though the low equalization level has forced a significant number of districts above that rate;
- The Legislature's continued insistence upon maintaining arbitrary and inefficient hold-harmlesses like the Target Revenue funding system rather than raising all districts to appropriate levels of funding.

For these and other reasons, we believe litigation is the only way to ensure taxpayer equity and a quality education for Texas children. We must litigate for a school finance system that makes sense and is fair to all children, taxpayers, and districts.

Please review our entire litigation packet as your district makes its decision to get involved. We believe we have made the case for it. Please call me at 512-478-7313 if you have questions.

Thank you for all you do for Texas children and the future of our state.



Wayne Pierce, EdD
Executive Director

MEMORANDUM

To: Dr. Wayne Pierce
From: Buck Wood, Partner
Ray, Wood & Bonilla
Date: August 26, 2011
Subject: School Finance Litigation

In 2006 the legislature passed a school finance plan that was not a permanent system but a complex number of patches that tried to do the impossible; keep wealthy districts funded at their current level while spending the only real money available, not on schools, but in politically popular tax reductions.

The legislation could only be a temporary patch because holding so many districts harmless and not putting in the revenue to raise the level of funding for the lower wealth districts was going to drive an unreasonable distribution of state funding if the plan stayed in place which it did.

What has resulted can hardly be called a system. Built around a hold harmless scheme called "target revenue," the present "system" is little more than a hodgepodge of devices intended to satisfy some wants of certain legislators with no conception for a system that would address the real needs and priorities of our public schools.

The legislature paid no attention to whether these plans were constitutional or not. They have been led to believe by some representing the interests of districts that

benefit from the current distribution scheme, that equity is no longer an issue that can be litigated. This belief is not grounded in any legal or logical grounds. In order for the Court to reach such a conclusion, it would have to overrule *Edgewood I* and *II* and parts of *IV*. Regardless of what the state may argue, the data are certainly on our side, and the futures of all Texas children and taxpayers are at stake. We believe our case is strong, and it is outlined in the following four points.

THE LEGAL CASE

The lawsuit will attack the legislature's actions on four fronts:

1. Equity, both for students and taxpayers.
2. Arbitrary fund distribution scheme.
3. Adequacy.
4. Tax operates as a state property tax.

1. Equity for Students and Taxpayers.

In *Edgewood I* and *II*, the rules for determining the constitutionality of the finance system were established. *Edgewood I* established that *districts (students) should have access to substantially equal revenues at similar tax rates.*

Edgewood II reaffirmed *Edgewood I* but extended the equality requirement to taxpayers. It held that property that was being taxed very low by wealthy school districts created inefficiency in the system. Because of the lack of taxes from those wealthy districts, the system was being deprived of the revenues from these undertaxed properties. Thus taxpayer equity was required.

Until *Edgewood IV*, the inequities were calculated in dollars per WADA. In that case the low wealth districts contended that there was a \$600 gap among weighted students and that was too great. In its decision, the Court used a different calculation. It converted the dollar gap to a tax rate gap by comparing the 15% of the wealthiest districts to the 15% of the poorest districts. This gap was calculated at 9 cents. The

Court concluded that a 9 cent gap was not so great to cause the system to be unconstitutional.

The latest data developed by the Equity Center show dollar gaps and tax rate gaps that would have shocked the Court in *Edgewood IV*. Gaps of \$1,500 per WADA (not including the huge gaps in facilities funding) are common, and, using the Court's top and bottom 15% of the districts, analysis reveals a gap in tax rates of approximately 50 cents. Such a huge disparity should cause the Court to declare the system unconstitutional.

2. **Arbitrary Fund Distribution.**

It is apparent to anyone reviewing the distribution of state funds to school districts that there is no rhyme or reason why comparable districts are receiving very different amounts of state funding.

We know that this first difference is due in large part to the so-called "target revenue" concept embedded in the 2006 funding scheme passed by the legislature. Whatever the rationale for using target revenue in 2006, it has resulted in funds being distributed in an arbitrary fashion. In short, there is no rational basis for the distribution of funds under current law.

Under our Constitution, if a legislative scheme has no rational basis, it is unconstitutional. This is a claim that has not been addressed by our Supreme Court because no funding scheme has ever been so irrational. The data are developed and the

results are undisputed. This claim has great potential in that the State is going to be forced to conjure up a reason for the scheme and that is going to be difficult if not impossible.

3. Adequacy.

In the *West Orange Cove* decision, the Supreme Court adopted the adequacy definition contained in the Education Code. Simply put, this definition requires that school districts be able to “provide all of their students with a *meaningful opportunity* to acquire the essential knowledge and skills reflected in ... curriculum requirements ... such that upon graduation, students are prepared to “continue to learn in postsecondary educational, training, or employment settings.” TEX. EDUC. CODE § 28.001 (emphasis added) ...

The Court did add the following caveat:

“The public education system need not operate perfectly; it is adequate if districts are *reasonably* able to provide their students the access and opportunity the district court described.”

While a pure adequacy suit is difficult to prove, the Court in *West Orange Cove* conceded this about the system in place at that time: “the public education system has reached the point where continued improvement will not be possible absent significant change, whether that change take the form of increased funding, improved efficiencies, or better methods of education.”

Things are worse now and this claim should be made.

4. **Tax Constitutes a State Property Tax.**

In *West Orange Cove*, the Supreme Court held that because some school districts which were at or near the tax cap of \$1.50, were left with no meaningful discretion in meeting state standards, the tax had become an unconstitutional state property tax. In short, the Court said that the \$1.50 tax cap had become both a floor and ceiling for some school districts when raising revenues to meet their obligation under state law.

Presently, there are over 200 school districts in Texas which are at the \$1.17 tax cap. Almost all of these districts are low wealth districts. Using the same type of evidence that was used in the *West Orange Cove case*, we believe that a good case can be made that for many districts, the tax cap has created the identical situation that existed in that case. An important holding in *West Orange Cove* was that a single district may maintain a claim; no large group of districts was required. This allows plaintiffs to focus on specific districts where the evidence is strong.

Conclusion

The legal arguments presented here should leave no room for doubt that a challenge to the legislature's method for funding public schools in Texas is necessary and timely.

Litigation Talking Points

Why is a lawsuit necessary?

A lawsuit is necessary because:

- The Texas Legislature has failed to fund public schools in an efficient, equitable and adequate manner, as required by the Texas Constitution.
- The Texas Legislature has failed to implement a school funding system that lives up to the promise of the 2006 special session, called in response to a Texas Supreme Court ruling that the system in place at that time created, in effect, an unconstitutional state property tax. Since 2006, the funding system has deteriorated to the point that, with only sporadic exception, districts are funded by arbitrary and inequitable hold-harmless and other outside-the-system schemes.
- The Texas Legislature has refused to adopt a rational, efficient system that treats all school children and taxpayers fairly.

Why must equity be a key component of school finance litigation?

- **Student Inequity:** Per weighted student¹ revenues for the basic education program, including both state and local, across Texas will range from less than \$5,000 per student to more than \$12,000 per student for the 2011-12 school year.
 - Even within the same city, revenues range greatly—even at the same property tax rate. For example, at \$1.04 M&O Tax Rate, San Antonio ISD is funded at \$5,036 per student for 2011-12, while Alamo Heights is funded at \$6,243.
 - It's important to note that the children in these districts are held to the same accountability and graduation standards—and will be expected to compete with one another in colleges, universities, and in the workforce.
- **Taxpayer Inequity:** M&O tax rates range across the state from \$.70 to \$1.17 per \$100 of property valuation. Taxpayers in the districts currently at the maximum M&O rate of \$1.17 are able to generate only \$49.80 per student per penny of adopted tax rate. The same number of districts with the lowest tax rates are able to generate \$68.89. This is unfair to taxpayers and businesses.

What outcome will the lawsuit seek?

- The goal of this lawsuit is to achieve a funding system that treats all Texas children and taxpayers fairly, and provides each child the opportunities for a world-class education.

¹ The state uses a weighted student count for school funding purposes that takes into account extra student costs, such as in special education. "Student" will have this meaning throughout this document.

Board Resolution Template

The _____ ISD Board of Education authorizes a one-time expenditure not to exceed \$1 per WADA to join together with other Texas public schools, taxpayers and parents as an unincorporated association for the purpose of speaking with one voice in the litigation of public school finance matters essential to the fair treatment of Texas taxpayers and public school children.

1) How should the item appear on the board agenda?

Agenda appropriate for consultation with attorney and action item:

"Consultation with attorney under Texas Government Code Sect. 551.071 – consultation with attorney in closed session to discuss contemplated litigation related to the school finance system."

Action Item:

"Consider Resolution to join unincorporated association concerning the Texas school finance system and potential litigation to protect the taxpayers and school children of Texas."

Agenda appropriate to consider resolution when attorney is not present with action item:

"Consider resolution related to potential school finance litigation."

Action Item:

"Consider Resolution to join unincorporated association concerning the Texas school finance system and potential litigation to protect the taxpayers and school children of Texas."

Note: A school board cannot go into closed/executive session to discuss school finance litigation unless they are doing so to consult with their attorney.

2) What is the resolution language we should approve?

"The _____ ISD Board of Education authorizes an expenditure not to exceed \$1 per WADA to join together with other Texas public schools, taxpayers and parents as an unincorporated association for the purpose of speaking with one voice in the litigation of public school finance matters essential to the fair treatment of Texas taxpayers and public school children."

3) What if my district wants to participate, but we can't commit to the \$1/WADA recommended cost?

Replace the relevant language in the resolution with an amount you feel comfortable. We don't want any district to not participate because of the cost, but we do need a board resolution committing the district to the suit.

(continued)

4) Will the district be liable for additional financial support?

No, there is no additional liability. In the event additional funds are needed, you may be asked for further consideration, but whatever the district chooses to do will be 100% its own decision. If you wish to add that to the resolution, please do.

5) Can a district support the litigation financially without being a named plaintiff?

Yes, each district has a unique set of circumstances to take into consideration.

6) Is there a deadline to join the Equity Center group?

No, however the sooner districts are able to officially join (pass the resolution), the sooner we can move forward. We realize some districts are waiting to first pass a TRE before bringing up the issue in order to not complicate messages. That's understandable and fine. But please keep in mind that the sooner we can file (with a confirmed group of plaintiffs), the stronger our position will be.

7) What do I do after my board adopts the resolution?

Please send a copy of the adopted resolution to us -- either fax to 512/478-6433 or e-mail to nickell@equitycenter.org

We will put you on a special contact list and will get in touch with you about next steps, payment, and your preferred level of involvement, etc.

Agenda Item Summary Sheet (7 E)
Meeting Date: October 18, 2011
Submitted by: Mark Pool, Superintendent

Information Only

Governance	Required Board Training
Summary	According to LEGAL policy, each Trustee must complete any training required by the State Board of Education which includes legislative update and team building sessions.
ECISD Board Policy	BBD (LEGAL), BOARD MEMBERS: TRAINING AND ORIENTATION
Effective Date	October 18, 2011
Previous Board Action	Board members are required to participate in an annual team building session with the Superintendent and to complete a Legislative Update following each legislative session.
Future Action Expected	Board members are required to participate in an annual team building session with the Superintendent and to complete a Legislative Update following each legislative session.
Background Information and Significant Issues	<p>According to LEGAL policy after each session of the Texas Legislature, each Board member must receive an updated session form a regional education service center or any registered provider to the basic orientation to the Texas Education Code. The update session shall be sufficient in length to familiarize Board members with major changes in the Education Code and other relevant legal developments related to school governance.</p> <p>This year rather than requiring boards to schedule a special meeting for this training to be provided in person or by video conference over the NET3 video conferencing system, the Region III Education Service Center is making the update available for individual members to complete on-line at their convenience on their own personal computer. I can email each of you the directions and materials for you to complete the training on your own, or we can call a special meeting and connect a computer to a projector and view it as a group.</p> <p>The session takes about one hour and 30 minutes.</p> <p>Charlotte Baker has requested that all board members keep a record of their viewing of the session and turn that information in to Peggy Van Pelt at the Region III ESC so that you can receive the two board training credit hours. Dianne Cerny can assist you with this notification.</p>

LEGAL policy further specifies that the entire Board, including all Board members, must 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.

Charlotte Baker has agreed to do our Team of Eight training on Tuesday, November 29, 2011, from 6:00 to 9:00 p.m. She will use the TASB *Effective Board Practices Inventory* for this training. A copy of the inventory will be furnished at the regular meeting in November to be completed by each individual board member prior to the training session.

Fiscal Impact	None.
Student and Public Benefit	The Board is the educational policy-making body for the District. To effectively meet the challenges of public education, the Board and the Superintendent must function together as a leadership team. Continuing education is designed to achieve that end.
Procedural and Reporting Implications	Notification to the Region III ESC following completion of the on-line Legislative Update.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	None.
Attachments	None.
Contact Person(s)	Mark Pool, Superintendent of Schools
Action Required	None.
Superintendent's Recommendation	This is an information item only. Mark Pool, Superintendent of Schools

Action Required

Personnel	Consider approval of probationary contracts for new personnel.
Summary	Recommendations will be presented to fill the following position(s): <ol style="list-style-type: none">1. Middle School Special Education Inclusion Teacher – new position Personnel Recommendation Data Summary Sheets will be furnished for each candidate that is being recommended.
ECISD Board Policy	DCA (LEGAL). EMPLOYMENT PRACTICES: PROBATIONARY CONTRACTS
Effective Date	October 18, 2011
Previous Board Action	None.
Future Action Expected	Contract renewals will be considered next March.
Background Information and Significant Issues	A probationary contract employee may be terminated at the end of the contract period if the Board determines that such termination will serve the best interests of the District. The Board shall give the employee notice of its decision to terminate the employment not later than the 45 th day before the last day of instruction required under the contract. The Board's decision to terminate a probationary employee at the end of a contract period is final and may not be appealed.
Fiscal Impact	Salary and Benefits
Student and Public Benefit	We are ethically bound to provide the best instructors possible for the children we serve.
Procedural and Reporting Implications	Probationary contracts will be issued following action by the Board.
Public Comments	None.
Alternatives	None.

Other Comments and Related Issues

In some cases members of the Board may need to abstain from voting on some employees due the nepotism laws. Rules regarding nepotism may be reviewed at ECISD policy DBE (LEGAL). EMPLOYMENT REQUIREMENTS AND RESTRICTIONS: Nepotism

The nepotism prohibitions described in this policy shall not apply to the confirmation or appointment of an individual to a position if the individual is employed in the position immediately before the election or appointment of the Trustee to whom the individual is related in a prohibited degree and that prior employment is continuous for at least thirty days if the Trustee is appointed; or six months if the Trustee is elected.

If a person continues in a position under this exception, the Trustee who is related to the employee shall not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employee.

Attachments

Personnel Recommendation Data Summary Sheets (not released to public)

Contact Person(s)

Mark Pool, Superintendent of Schools
Rich DuBroc, Middle School Principal
Dan Hammock, Special Education Director

Action Required

Motion, second and majority vote to approve administration's recommendations for personnel contracts.

Superintendent's Recommendation

I recommend that you approve administration's recommendations for personnel contracts.

Mark Pool, Superintendent of Schools

Information Item

Personnel

Compensation for Secondary School Principals

Summary

As discussed last month I have done a 2010 Compensation Study comparing the salaries of high school and middle school principals. I used three comparison groups:

- The Original Market Study Group developed by the TASB Compensation Consultant when we developed our compensation plan in 2005;
- A Statewide Comparison Group with districts that have 3,000 to 4,000 student enrollments;
- A Comparison Group from the “Schools Like Us” lists for El Campo High School and El Campo Middle School.

The following data represents salary ranges of 103% to 105% of the group average for each of these market comparison groups:

Middle School Principals

Comparison Group	103% of Group Average	105% of Group Average
Original	\$83,906	\$85,535
Statewide	\$80,035	\$81,589
“Schools Like Us”	\$84,548	\$86,190

High School Principals

Comparison Group	103% of Group Average	105% of Group Average
Original	\$86,520	\$88,200
Statewide	\$88,291	\$90,005
“Schools Like Us”	\$92,879	\$94,683

ECISD Board Policy

DEA (LOCAL) – COMPENSATION AND BENEFITS :
 SALARIES AND WAGES

Effective Date	2011-2012 School Year
Previous Board Action	Compensation Study was completed and Plan adopted in 2005. A market study has been completed and the Compensation Plan updated annually since then.
Future Action Expected	Determination of compensation for middle school and high school principals' positions.
Background Information and Significant Issues	None.
Fiscal Impact	Compensation to be paid to middle and high school principals.
Student and Public Benefit	A competitive compensation plan allows the district to recruit and retain highly qualified and effective professionals.
Procedural and Reporting Implications	None.
Public Comments	None.
Alternatives	None.
Other Comments and Related Issues	Current High School Principal compensation includes base salary plus a \$4,500 travel allowance. Comparisons were made considering base salary only.
Attachments	<ul style="list-style-type: none"> • Summary of Market Comparison Groups • Data from Original Compensation Study Market Group • List of Schools in Original Market Group • Data from Statewide Market Comparison Group with Enrollments of 3,000 to 4,000 Students • Data from Middle School "Schools Like Us" • List of Middle Schools in "Schools Like Us" Comparison Group (highlighted schools did not report) • Data from High School "Schools Like Us" • List of High Schools in "Schools Like Us" Comparison Group (highlighted schools did not report)

Contact Person(s)

Mark Pool, Superintendent of Schools

Action Required

No formal action required. Board should agree by consensus on a salary to pay for the middle school principal position.

**Superintendent's
Recommendation**

Information and discussion item only.

Mark Pool, Superintendent of Schools

Comparison Group	Middle School Principal				
	Average Pay	ECISD	Market Ratio	103% of Market	105% of Market
Original Market Study Comparison Group	\$81,462	\$87,654	107.6%	\$83,906	\$85,535
Satewide Group with 3,000 to 4,000 Enrollment	\$77,704	\$87,654	112.8%	\$80,035	\$81,589
"Schools Like Us" Comparison Group	\$87,090	\$87,654	100.6%	\$89,703	\$91,445
Average of Comparison Groups	\$82,085	\$87,654	106.8%	\$84,548	\$86,190

Comparison Group	High School Principal				
	Average Pay	ECISD	Market Ratio	103% of Market	105% of Market
Original Market Study Comparison Group	\$84,000	\$92,275	109.9%	\$86,520	\$88,200
Satewide Group with 3,000 to 4,000 Enrollment	\$85,719	\$92,275	107.6%	\$88,291	\$90,005
"Schools Like Us" Comparison Group	\$90,174	\$92,275	102.3%	\$92,879	\$94,683
Average of Comparison Groups	\$86,631	\$92,275	106.5%	\$89,230	\$90,963



2010 Custom Comparison Report
 Report ID = Original Compensation Study Market Group - Secondary Principals
 Report Created: 10/13/2011 1:27:57 PM
 Enrollment Selection: All
 ESC Selection: All

Position Information				Duty Days		Pay Range Minimum			Average Pay		
Position	Districts Reporting	Total Staff	My District Staff	Median Duty Days	My District Duty Days	Market Minimum	My District Minimum	My District % of Market	Market Average	My District Average	My District % of Market
Principal - High School	9	12	1	226	226	\$63,971	\$73,070	114.2%	\$84,000	\$92,275	109.9%
Principal - Middle School	9	15	1	226	226	\$62,628	\$68,290	109.%	\$81,462	\$87,654	107.6%

[Reports](#) >> Custom Comparison Report

Report Selection Criteria

As a DataCentral participant, you choose the comparison districts to include in your custom reports. Create your own custom data set by selecting from the criteria below. Name your report and check each category to view the options available.

[Go Back](#)

[Create Report](#)



[Print Selections](#)

Confirmation You are about to create a report with the following selections. Click "Create Report" to view report or "Go Back" to change selections.

Report Name: Original Compensation Study Market Group - Secondary Principals

District Enrollment:
ALL DATA

ESC Region:
ALL DATA

Districts:
ANGLETON ISD
BAY CITY ISD
CALHOUN COUNTY ISD
COLUMBIA-BRAZORIA ISD
LAMAR CISD
NEEDVILLE ISD
PALACIOS ISD
SEALY ISD
SWEENEY ISD

Positions:
Principal - High School
Principal - Middle School



2010 Custom Comparison Report
 Report ID = Statewide Enrollment Comparison Group - Secondary Principal
 Report Created: 10/13/2011 1:19:14 PM
 Enrollment Selection: 3,000 to 4,000
 ESC Selection: All

Position Information				Duty Days		Pay Range Minimum			Average Pay		
Position	Districts Reporting	Total Staff	My District Staff	Median Duty Days	My District Duty Days	Market Minimum	My District Minimum	My District % of Market	Market Average	My District Average	My District % of Market
Principal - High School	36	42	1	226	226	\$70,171	\$73,070	104.1%	\$85,719	\$92,275	107.7%
Principal - Middle School	36	40	1	226	226	\$65,448	\$68,290	104.3%	\$77,704	\$87,654	112.8%



Report ID = Schools Like Us - Middle School Principal
 Report Created: 10/13/2011 1:07:50 PM
 Enrollment Selection: All
 ESC Selection: All

Position Information				Duty Days		Pay Range Minimum			Average Pay		
Position	Districts Reporting	Total Staff	My District Staff	Median Duty Days	My District Duty Days	Market Minimum	My District Minimum	My District % of Market	Market Average	My District Average	My District % of Market
Principal - Middle School	22	135	1	226	226	\$74,699	\$68,290	91.4%	\$87,090	\$87,654	100.7%

2009-10 Top 24 Matched Campuses for EL CAMPO MIDDLE and Their Contact Information

SCHOOL NAME	DISTRICT	STREET ADDRESS	CITY, STATE, ZIP	CAMPUS TYPE	PRINCIPAL	PHONE
1 EL CAMPO MIDDLE	EL CAMPO ISD	4010 FM 2765	EL CAMPO, TX 77437-5399	REGULAR INSTRUC	RODNEY MONTELLO	(979) 543-6362
2 C D FULKES MIDDLE	ROUND ROCK ISD	300 W ANDERSON AVE	ROUND ROCK, TX 78664-4306	REGULAR INSTRUC	NANCY GUERRERO	(512) 428-3100
3 TAYLOR MIDDLE SCHOOL	TAYLOR ISD	304 CARLOS PARKER BLVD NW	TAYLOR, TX 76574-2704	REGULAR INSTRUC	MR RICHARD KOLEK	(512) 365-8591
4 GARNER MIDDLE	NORTH EAST ISD	4302 HARRY WURZBACH RD	SAN ANTONIO, TX 78209-2498	REGULAR INSTRUC	MS DAVID CROWE	(210) 805-5100
5 SMYLYE WILSON MIDDLE	LUBBOCK ISD	4402 31ST ST	LUBBOCK, TX 79410	REGULAR INSTRUC	MS CINDY WALLACE	(806) 766-0799
6 TRAVIS MIDDLE	IRVING ISD	1600 FINLEY RD	IRVING, TX 75062-4399	REGULAR INSTRUC	TERRY COOPER	(972) 600-0100
7 LONG MIDDLE	CARROLLTON-FARMERS BR 2525	FRANKFORD	DALLAS, TX 75287-3081	REGULAR INSTRUC	JOSEPH R COPELAND	(972) 662-4100
8 BOWMAN MIDDLE	PLANO ISD	2501 JUPITER RD	PLANO, TX 75074-4828	REGULAR INSTRUC	MS GLORIA MARTINEZ	(469) 752-4800
9 STEPHEN F AUSTIN	BRYAN ISD	801 S ENNIS ST	BRYAN, TX 77803-5098	REGULAR INSTRUC	MS PATRICIA MOORE	(979) 209-6700
10 COVINGTON M S	AUSTIN ISD	3700 CONVICT HILL RD	AUSTIN, TX 78749-2526	REGULAR INSTRUC	MS CANDACE HUGHES	(512) 414-3276
11 BAY CITY J H	BAY CITY ISD	1507 SYCAMORE	BAY CITY, TX 77414	REGULAR INSTRUC	MR BRANDON HOOD	(979) 245-6345
12 MILLER MIDDLE	SAN MARCOS CISD	301 FOXTAIL RUN	SAN MARCOS, TX 78666	REGULAR INSTRUC	MR DOUG WOZNAK	(512) 393-6660
13 ELGIN MIDDLE	ELGIN ISD	1351 N AVE C	ELGIN, TX 78621	REGULAR INSTRUC	RIZA COOPER	(512) 281-3382
14 WALLER J H	WALLER ISD	2402 WALLER ST	WALLER, TX 77484-8402	REGULAR INSTRUC	MRS MINA SCHNITTA	(936) 931-1353
15 CRAIN MIDDLE	VICTORIA ISD	P O BOX 1759	VICTORIA, TX 77902-4117	REGULAR INSTRUC	MRS LISA CORTEZ	(361) 573-7453
16 LAURA B WALLACE MIDDLE	HAYS CISD	1500 W CENTER ST	KYLE, TX 78640-9530	REGULAR INSTRUC	BRENDA A GNEW	(512) 268-2891
17 CEDAR BAYOU J H	GOOSE CREEK CISD	P O BOX 30	BAYTOWN, TX 77522-0030	REGULAR INSTRUC	MR GREG LYND	(281) 420-4570
18 CRAIG MIDDLE	ABILENE ISD	702 S JUDGE ELY BLVD	ABILENE, TX 79601	REGULAR INSTRUC	MR GUSTAVO VILLANUEVA	(325) 794-4100
19 WESTVIEW MIDDLE	PFLUGERVILLE ISD	1805 SCOFIELD LN	AUSTIN, TX 78727-4462	REGULAR INSTRUC	MS MARTHA FORNEY	(512) 594-2200
20 ADAMS MIDDLE	GRAND PRAIRIE ISD	833 W TARRANT RD	GRAND PRAIRIE, TX 75050-3499	REGULAR INSTRUC	MS MESHELLY WHITE	(972) 262-1934
21 CALHOUN MIDDLE	DENTON ISD	709 CONGRESS ST	DENTON, TX 76201-4098	REGULAR INSTRUC	ANTHONY SIMS	(940) 369-2400
22 G W HARBY J H	ALVIN ISD	301 E HOUSE ST	ALVIN, TX 77511-3581	REGULAR INSTRUC	MR JOHNNY BRISENO	(281) 585-6626
23 BAYTOWN J H	GOOSE CREEK CISD	P O BOX 30	BAYTOWN, TX 77522-0030	REGULAR INSTRUC	MR MICHAEL WAHL	(281) 420-4560
24 MCMICHAEL MIDDLE	NACOGDOCHES ISD	DRAWER 631521	NACOGDOCHES, TX 75963-1521	REGULAR INSTRUC	MRS KRISTI SHOFNER	(936) 552-0519
25 ARMSTRONG MIDDLE	PLANO ISD	3805 TIMBERLINE DR	PLANO, TX 75074-4001	REGULAR INSTRUC	MR STEVEN EWING	(469) 752-4600



2010 Custom Comparison Report
 Report ID = Schools Like Us - High School Principal
 Report Created: 10/13/2011 12:30:46 PM
 Enrollment Selection: All
 ESC Selection: All

Position Information				Duty Days		Pay Range Minimum			Average Pay		
Position	Districts Reporting	Total Staff	My District Staff	Median Duty Days	My District Duty Days	Market Minimum	My District Minimum	My District % of Market	Market Average	My District Average	My District % of Market
Principal - High School	21	32	1	226	226	\$70,572	\$73,070	103.5%	\$90,174	\$92,275	102.3%

2009-10 Top 24 Matched Campuses for EL CAMPO H S and Their Contact Information

SCHOOL NAME	DISTRICT	STREET ADDRESS	CITY, STATE, ZIP	CAMPUS TYPE	PRINCIPAL	PHONE
1 EL CAMPO H S	EL CAMPO ISD	600 W NORRIS ST	EL CAMPO, TX 77437-2499	REGULAR INSTRU	RICH DUBROC	(979) 543-6341
2 BAY CITY H S	BAY CITY ISD	400 7TH ST	BAY CITY, TX 77414	REGULAR INSTRU	DR MARY BASHARA	(979) 245-5771
3 TAYLOR H S	TAYLOR ISD	3101 N MAIN ST	TAYLOR, TX 76574-1298	REGULAR INSTRU	MR DANNY WARD	(512) 365-1291
4 ELGIN H S	ELGIN ISD	14000 COUNTY LINE RD	ELGIN, TX 78621-2515	REGULAR INSTRU	JANIS LINDER	(512) 281-3438
5 BIG SPRING H S	BIG SPRING ISD	708 E 11TH PALCE	BIG SPRING, TX 79720-4610	REGULAR INSTRU	MR MIKE RITCHEY	(432) 264-3641
6 GONZALES H S	GONZALES ISD	1801 N SARAH DEWITT DR	GONZALES, TX 78629	REGULAR INSTRU	MR JOE MARTINEZ	(830) 672-7535
7 MARSHALL EDUCATION CENTE	ANGLETON ISD	1900 N DOWNING	ANGLETON, TX 77515	ALTERNATIVE INST	MRS BELINDA GAINES	(979) 849-6288
8 RICE H S	RICE CISD	P O BOX 338	ALTAIR, TX 77412-0338	REGULAR INSTRU	MR ERIC GROGAN	(979) 234-3531 ext:120
9 LULING H S	LULING ISD	218 E TRAVIS	LULING, TX 78648-2922	REGULAR INSTRU	DR MICHAEL SEABOLT	(830) 875-2458
10 MEMPHIS H S	MEMPHIS ISD	P O BOX 460	MEMPHIS, TX 79245-0460	REGULAR INSTRU	RICHARD HUTCHERSON	(806) 259-5910
11 SUCCESS PROGRAM	ROUND ROCK ISD	12515 MELLOW MEADOW	AUSTIN, TX 78750	ALTERNATIVE INST	MR MARK GESCH	(512) 428-2901
12 LAKE WORTH H S	LAKE WORTH ISD	4210 BOAT CLUB RD	LAKE WORTH, TX 76135-2899	REGULAR INSTRU	MIKE ELLIS	(817) 306-4230
13 LEVELLAND H S	LEVELLAND ISD	704 11TH ST	LEVELLAND, TX 79336-5424	REGULAR INSTRU	MR RAY VASQUEZ	(806) 894-8515
14 SEALY H S	SEALY ISD	2372 CHAMPIONSHIP DR	SEALY, TX 77474-3211	REGULAR INSTRU	MS MEGAN OLIVER	(979) 885-3515
15 ENNIS H S	ENNIS ISD	1405 LK BARDWELL RD	ENNIS, TX 75119-6299	REGULAR INSTRU	MR DAVID AVERETT	(972) 872-3500
16 CALHOUN H S	CALHOUN COUNTY ISD	201 SANDCRAB BLVD	PORT LAVACA, TX 77979-2489	REGULAR INSTRU	MR BRANDON STIEWIG	(361) 552-3775
17 WICHITA FALLS H S	WICHITA FALLS ISD	2149 AVE H	WICHITA FALLS, TX 76309-3396	REGULAR INSTRU	MR CHAD BREWSTER	(940) 235-1084
18 THE L I N C CTR	MCKINNEY ISD	2100 WHITE AVE	MCKINNEY, TX 75069-3211	ALTERNATIVE INST	HARVEY OAXACA	(469) 742-7800
19 PALESTINE H S	PALESTINE ISD	1600 S LOOP 256	PALESTINE, TX 75801-5898	REGULAR INSTRU	MR ORLANDO VARGAS	(903) 731-8005
20 MANOR NEW TECHNOLOGY HI	MANOR ISD	P O BOX 359	MANOR, TX 78653	REGULAR INSTRU	MR STEVEN ZIPKES	(512) 278-4875
21 FLORESVILLE H S	FLORESVILLE ISD	1813 TIGER LN	FLORESVILLE, TX 78114-2197	REGULAR INSTRU	SANDRA GALINZOGA	(830) 393-5370
22 ATHENS H S	ATHENS ISD	708 E COLLEGE ST	ATHENS, TX 75751-2687	REGULAR INSTRU	MR STACEY LOYLESS	(903) 677-6920
23 JACKSONVILLE H S	JACKSONVILLE ISD	P O BOX 631	JACKSONVILLE, TX 75766-0631	REGULAR INSTRU	TAMMY JONES	(903) 586-3661
24 GREENVILLE H S	GREENVILLE ISD	P O BOX 1022	GREENVILLE, TX 75403	REGULAR INSTRU	MR HEATH JARVIS	(903) 457-2550
25 GIDDINGS H S	GIDDINGS ISD	P O BOX 389	GIDDINGS, TX 78942-0389	REGULAR INSTRU	MR ANDY MASEK	(979) 542-3351