

# Agenda of Regular

## The Board of Trustees El Campo Independent School District

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A Regular of the Board of Trustees of El Campo Independent School District will be held January 17, 2012, beginning at 7:00 PM in the Boardroom, 700 W. Norris, El Campo, TX 77437.

The subjects to be discussed are as listed below.

1. Call to Order/Opening Prayer/Pledge of Allegiance
2. Recognition
3. Adjournment
4. Public Comment
  - A. Public Hearing on District's Annual Performance Report 4
5. School Board Appreciation Month 6
6. Consent Agenda
  - A. Governance
    1. Consider Approval of Board Policy EHBB (LOCAL) 9
7. Consider Approval of the Minutes 11
  - A. January 10, 2012 - Special Meeting for Annual Performance Evaluation of Superintendent 13
8. December 13, 2011 - Regular Meeting 14
9. Consider Approval of TASB Policy Service Localized Policy Update 92 17
10. Business and Support Services
  - A. Annual Approval of List of District Investment Officers 19
  - B. Annual Approval of Sources of Training and Report on Investment Officers Training 22
11. Annual Review of District Investment Policies 29
12. Monthly Review of Financial Reports 36
13. Monthly Review of Checks Written for the Month of December, 2011 44
14. Personnel
15. Curriculum and Instruction
  - A. Annual Report on State Accountability Program School Report Cards (SRC) 46
  - B. Annual Evaluation of Dyslexia Program 71
16. Annual Report on Federal Accountability Program Adequate Yearly Progress (ASP) 76
17. Report on Status of Exit Level TAKS 116
18. Appointment of Instructional Materials Selection Committee 120
19. Annual Review of Bilingual Education / ESL Programs 123
20. Review of Career and Technology Education Improvement Plan 132
21. Students
22. Business and Operations
23. Curriculum and Instruction

A. Review of Annual AEIS Report	139
24. Discuss Proposals for New Course Offerings and/or Changes in Curriculum	141
25. Discuss Possibility of After School Program	144
26. Discuss Proposed Modification of Grade Point Weight for Advanced Placement Courses	150
27. Governance	
28. Discuss New Options for Retaining Polling Location at Glen Flora	153
29. Review of Proposed School Calendars for 2012-2013	156
30. Discuss Possibility of Participation in School Finance Litigation	161
31. Closed Session:	
32. 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	
A. Discuss Action on Superintendent's Contract	
B. Discuss Reformation of Contract of District Employee	
33. Personnel	
34. Consider Approval of Action on Superintendent's Contract Discussed in Closed Session	166
35. Consider and Take Possible Action to Reform Administrator Contract for 2011-2012 and 2012-2013 School Years	
36. Superintendent's Report	
A. Business and Support Services	
B. Curriculum and Instruction	
37. Governance	
A. Preliminary Agenda for Regular Meeting on February 21, 2012	
B. Monthly Calendar of Activities and Events	
38. Personnel	
39. Students	
A. Monthly SRO Report	
40. Monthly DAEP Report	
41. End of Semester Report on Enrollment and Attendance	
42. Community and Governmental Relations	
43. Legislative Update	

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

The notice for this meeting was posted in compliance with the Texas Open Meeting Act on January 13, 2012 at 2:00 p.m.

For the Board of Trustees

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**Agenda Item Summary Sheet (2 A)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Only***

<b>Public Hearing</b>	Annual Performance Report for 2010-2011
<b>Summary</b>	According to policy AIB (LEGAL), ACCOUNTABILITY, PERFORMANCE REPORTING the Board shall publish an annual performance report describing the educational performance of the District and of each campus in the District. The policy outlines the required and optional contents of the report, and specifies that the Board shall hold a hearing for public discussion of the annual report.
<b>ECISD Board Policy</b>	AIB (LEGAL), ACCOUNTABILITY, PERFORMANCE REPORTING – PUBLIC HEARING
<b>Effective Date</b>	January 17, 2012
<b>Previous Board Action</b>	The Board annually publishes a performance report and holds a hearing for public discussion of the report.
<b>Future Action Expected</b>	The Board annually publishes a performance report and holds a hearing for public discussion of the report.
<b>Background Information and Significant Issues</b>	None.
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	Public has the opportunity to participate in discussion regarding the Annual Performance Report.
<b>Procedural and Reporting Implications</b>	According to policy, after the hearing the report shall be widely disseminated within the District in accordance with Commissioner rules.
<b>Public Comments</b>	None.
<b>Other Comments and Related Issues</b>	The Board must give notice of the hearing to property owners in the District and parents of and other persons standing in parental relation to a District student. The notice of hearing must include notice to a newspaper of general circulation in the District and notice to electronic media serving the District.

<b>Attachments</b>	None.
<b>Contact Person(s)</b>	Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction
<b>Action Required</b>	No action required.
<b>Superintendent's Recommendation</b>	Information item only. <b>Mark Pool, Superintendent of Schools</b>

**Agenda Item Summary Sheet (3 A)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Only***

<b>Recognition</b>	A. School Board Recognition Month
<b>Summary</b>	<p><b>School Board Recognition Month.</b> January is School Board Recognition Month to help build awareness of the crucial role an elected board of trustees play in our communities and schools. School Board Trustees are extraordinary people who voluntarily tackle the enormous job of governing school districts. Their actions and decisions affect the present and future lives of our children.</p> <p>Hats off to each of these public servants who make the time to share their vision and voice about the future of Texas children.</p>
<b>ECISD Board Policy</b>	None.
<b>Effective Date</b>	January 17, 2012
<b>Previous Board Action</b>	The Board periodically recognizes students for their accomplishments above and beyond district level competition or faculty and staff members who have achieved some type of special recognition. This section of the agenda is also used to introduce teachers who are new to the District.
<b>Future Action Expected</b>	The Board periodically recognizes students for their accomplishments above and beyond district level competition or faculty and staff members who have achieved some type of special recognition. This section of the agenda is also used to introduce teachers who are new to the District.
<b>Background Information and Significant Issues</b>	On December 27, 2011, Governor Rick Perry issued a proclamation declaring January 2012 as School Board Recognition Month.
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	The Board has the opportunity to recognize student and faculty for their extra effort.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.

**Other Comments and Related Issues**

None

**Attachments**

- Copy of Proclamation issued by Governor Rick Perry

**Contact Person(s)**

Mark Pool, Superintendent of School

**Action Required**

No action required.

**Superintendent's Recommendation**

Information item only.

**Mark Pool, Superintendent of Schools**



STATE OF TEXAS  
OFFICE OF THE GOVERNOR

Education is the foundation for a future of unlimited opportunity and prosperity. Educated Texans are empowered Texans, liberated to pursue the jobs they desire and the quality of life of their choosing.

As a state, we continue to set the bar high for education, but we also understand the importance that local control plays in our overall educational system. To that end, we count on local school boards to provide leadership in our districts and to help make sure that our students have the opportunity to achieve their education goals.

School board members volunteer their time because they care about their communities and their schools. Each year, the Texas Association of School Boards designates January as School Board Recognition Month, to emphasize the importance of the services these dedicated men and women provide to districts and students throughout Texas.

At this time, I urge all Texans to recognize the invaluable contributions our school boards make to education in Texas.

Therefore, I, Rick Perry, Governor of Texas, do hereby proclaim January 2012 to be

## School Board Recognition Month

in Texas, and urge the appropriate recognition whereof.

In official recognition whereof,  
I hereby affix my signature this the  
27<sup>th</sup> day of December, 2011.



*Rick Perry*  
Governor of Texas

**Agenda Item Summary Sheet (4 B.3)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

**Consent Agenda: Governance** Consider Approval of Revised Policy EHBB(LOCAL), SPECIAL PROGRAMS: GIFTED AND TALENTED STUDENTS

**Summary** Last spring TASB Policy Service notified us that the Texas Education Agency had revised and updated the Statewide Plan for Gifted and Talented Education to clarify requirements and to reflect new language and make recommendations that correspond to current research regarding best practices for gifted and talented students. In response, TASB Policy Service updated their recommended language for EHBB, the local policy required to implement the options within the statewide plan.

We were asked to complete a survey to reflect district-level practices to allow our policy consultant to prepare a draft of the necessary policy language appropriate for our district. Based on our responses on that survey TASB Policy Service revised EHBB(LOCAL), which was presented last month for your review.

**ECISD Board Policy** BF (LOCAL), BOARD POLICES

**Effective Date** January 17, 2012

**Previous Board Action** Revised EHBB (LOCAL) was presented at the regular meeting on December 13, 2011, for the Board's review.

**Future Action Expected** None.

**Background Information and Signification Issues** This policy is being recommended to correspond to the new Statewide Plan for Gifted and Talented Education. The plan may be found at:

<http://www.tea.state.tx.us/index2.aspx?id=6420>

**Fiscal Impact** None.

**Student and Public Benefit** Board policies are designed to promote fair and equitable treatment for all district patrons.

<b>Procedural and Reporting Implications</b>	Following Board approval, TASB Policy Service will be notified so this action may be reflected in our Localized Policy Manual as it appears on TASB's Web server for <i>Policy On-Line</i> .
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	None.
<b>Contact Person(s)</b>	Mark Pool, Superintendent of School
<b>Action Required</b>	Motion, second and majority vote to approve Revised Policy EHBB (LOCAL).
<b>Superintendent's Recommendation</b>	I recommend that the Board approve revised Policy EHBB (LOCAL) as a part of the consent agenda. <b>Mark Pool, Superintendent of Schools</b>

**Agenda Item Summary Sheet (4 A.1)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

<b>Consent Agenda: Governance</b>	Minutes of Previous Meetings <ol style="list-style-type: none"><li>1. December 13, 2011 – Regular Meeting</li><li>2. January 10, 2012 – Annual Performance Evaluation of Superintendent</li></ol>
<b>Summary</b>	According to policy BE (LOCAL), BOARD MEETINGS, MINUTES, board action shall be carefully recorded by the secretary or clerk; when approved, these minutes shall serve as the legal record of official Board actions. The written minutes of all meetings shall be approved by vote of the Board and signed by the President and the Secretary of the Board.
<b>ECISD Board Policy</b>	BE (LOCAL), BOARD MEETINGS
<b>Effective Date</b>	January 17, 2012.
<b>Previous Board Action</b>	The Board approves minutes at each regular monthly meeting.
<b>Future Action Expected</b>	The Board approves minutes at each regular monthly meeting.
<b>Background Information and Significant Issues</b>	None.
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	An accurate record of all discussions and actions by the Board of Trustees is maintained.
<b>Procedural and Reporting Implications</b>	After approval minutes are filed with the official records of the District.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.

**Other Comments and Related Issues**

None

**Attachments**

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

1. Regular Meeting – December 13, 2011
2. Special Meeting – January 10, 2012

**Contact Person(s)**

Dianne Cerny, Executive Secretary

**Action Required**

Motion, second and majority vote to approve the minutes.

**Superintendent's Recommendation**

I recommend you approve the minutes of previous meetings as part of the consent agenda.

**Mark Pool, Superintendent of Schools**

**MINUTES OF THE BOARD OF TRUSTEES  
EL CAMPO INDEPENDENT SCHOOL DISTRICT  
January 10, 2012**

The Board of Trustees of the El Campo Independent School District met in a Special Session January 10, 2012 at 6:00 p.m. in the Boardroom, 700 W. Norris, El Campo, Texas.

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

**MEMBERS ABSENT:** None

**OTHERS PRESENT:** Mark Pool,  
Tommy Turner called the meeting to order at 6:00 p.m. Cecil Davis gave the opening prayer followed by the Pledge of Allegiance. There was a quorum present.

**EXECUTIVE SESSION:** The president of the Board called for an Executive Session in accordance with Government Code §551.074 to deliberate personnel matters of appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee. Specifically, the Board conducted the annual summative evaluation of the Superintendent's contract. The Board entered executive session at 6:00 p.m. and reconvened in open session at 7:30 p.m.

There being no further discussion, the meeting adjourned at 7:37 p.m.

DRAFT

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

**MINUTES OF THE BOARD OF TRUSTEES  
EL CAMPO INDEPENDENT SCHOOL DISTRICT  
December 13, 2011**

The Board of Trustees of the El Campo Independent School District met in a Regular Session December 13, 2011 in the Board Room, 700 West Norris, El Campo, Texas.

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

**MEMBERS ABSENT:** James Russell

**OTHERS PRESENT:** Mark Pool, Carolyn Gordon, David Bright, Brenda Sommer, Shelly Schulz, Steven Ward, Harold Simmons, Donna Powers, Charles Powers, Mauri Couey, Rich DuBroc, Steven Staff, Turk Krenek

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

**PUBLIC COMMENT:**

- A. Public Hearing on Consolidation of Polling Places  
John Wind of Egypt, Texas addressed the board with concerns of consolidating polling places  
Jack Moses, Spanish Camp, Texas addressed the board with concerns of consolidating polling places
- B. Public Hearing on Internet Safety Policy and Acceptable Use Policy  
There were no public comments on Internet Safety Policy and Acceptable Use Policy

**RECOGNITION:** FFA Leadership Development Teams: Craig Hardin introduced the FFA Leadership Development Teams that competed and placed at district and state levels.

**CONSENT AGENDA:**

A motion was made by Ralph Novosad and seconded by David Hodges to approve the consent agenda:

- A. Governance
  - 1. Consider Approval of the Minutes
    - a. November 15, 2011 – Regular Meeting
    - b. November 29, 2011 – Board Training Workshop for Mandatory Team of Eight Training
  - 2. Consider Approval of TASB Policy Service Localized Policy Update 91
- B. Business and Support Services
  - 1. Annual Review of District Technology Plan
  - 2. Review of Monthly Financial Reports
  - 3. Review of Quarterly Investment Reports
  - 4. Review List of Checks Written for the Month of November, 2011
- C. Personnel
- D. Curriculum and Instruction
  - 1. Review of Career and Technology Staffing Enrollment
- E. Students

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

### ***BUSINESS AND OPERATIONS***

**CONSIDER APPROVAL OF ANNUAL FINANCIAL AUDIT AND COMPLIANCE REPORT:** A motion was made by Ralph Novosad and seconded by J. J. Croix to approve the annual financial audit and compliance report. Motion carried by a 6 – 0 – 1 vote with Trustee James Russell being absent.

### ***CURRICULUM AND INSTRUCTION***

#### ***GOVERNANCE***

**CONSIDER APPROVAL OF RESOLUTION TO CONSOLIDATE POLLING PLACES:** A motion was made by Ralph Novosad and seconded by J. J. Croix to table definitely until the next board meeting the resolution to consolidate polling places. Motion carried by a 6 – 0 – 1 vote with Trustee James Russell being absent.

**REVIEW TASB POLICY SERVICES LOCALIZED POLICY UPDATE 92:** Mr. Pool reviewed the TASB Policy Services Localized Policy Update 92 that will be voted on at the January board meeting.

**REVIEW OF REVISED POLICY EHBB (LOCAL):** Mr. Pool reviewed the revised Policy EHBB (LOCAL).

**FORMAL ANNOUNCEMENT OF BOARD TRAINING:** Board President Tommy Turner announcement of board training hours for each board member.

#### **SET DATE FOR A SPECIAL MEETING TO CONDUCT THE ANNUAL SUMMATIVE PERFORMANCE**

**EVALUATION OF THE SUPERINTENDENT:** Mr. Pool and the Board will meet on January 10, 2012 at 6:00 p.m. in the Board Room at the Administration Office.

#### ***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 8:57 p.m. and reconvened in open session at 10:20 p.m. to take the following action: No action taken.

#### ***PERSONNEL***

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

- A. Governance
  - 1. Preliminary Agenda for Regular Meeting on December 13, 2011
  - 2. Monthly Calendar of Activities and Events
  - 3. Report on Membership of District and campus Site-Based Committees
- B. Business and Support Services
  - 1. Report on Foundation School Program Funding – First Nine Weeks

- C. Personnel
- D. Curriculum and Instruction
- E. Students
  - 1. Report on Enrollment and Attendance – First Nine Weeks
  - 2. Monthly DAEP Report
  - 3. Monthly SRO Report
- F. Community and Governmental Relations
  - 1. Legislative Update

There being no further discussion, the meeting adjourned at 10:21 p.m.

DRAFT

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PRESIDENT

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SECRETARY

**Agenda Item Summary Sheet (4 A.2)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

**Consent Agenda:  
Governance**

Approval of Localized Policy Update 92

**Summary**

Last month you received a copy of the Explanatory Notes and a copy of actual policy changes for Localized Update 92. Because of the narrow focus of Update 92 the *Vantage Points* document was not issued.

According to guidelines established by TASB Policy Service, Board action on Localized Update 92 must occur within a properly posted, open meeting of the Board.

The Board's action on Localized Update 92 must be reflected in Board minutes. The Instruction Sheet —annotated to reflect any changes made by the Board—and the Explanatory Notes for the update should be filed with the Board minutes where they comprise the authoritative historical record of the District's policy manual. A copy of the replaced or rescinded (LOCAL) policies should also be retained in the historical record.

**ECISD Board Policy**

BF (LOCAL), BOARD POLICES

**Effective Date**

January 17, 2012

**Previous Board Action**

Localized Policy Update 92 was presented at the regular meeting on December 13, 2011, for the Board's review.

**Future Action Expected**

None.

**Background Information and  
Significant Issues**

None.

**Fiscal Impact**

None.

**Student and Public Benefit**

Board policies are designed to promote fair and equitable treatment for all district patrons.

**Procedural and Reporting  
Implications**

Following Board approval, TASB Policy Service will be notified so this action may be reflected in our Localized Policy Manual as it appears on TASB's Web server for *Policy On-Line*.

<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	None.
<b>Contact Person(s)</b>	Mark Pool, Superintendent of School
<b>Action Required</b>	Motion, second and majority vote to add, revise, or delete (LOCAL) policies as recommended by TASB Policy Service and according to the Instruction Sheet for TASB Localized Policy Manual Update 92.
<b>Superintendent's Recommendation</b>	I recommend that you approve the (LOCAL) policies as recommended by the TASB Policy Service according to the Instruction Sheet for Localized Policy Manual Update 92 as a part of the Consent Agenda. <b>Mark Pool, Superintendent of Schools</b>

**Agenda Item Summary Sheet (4 B.1)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

**Consent Agenda:  
Business and Support  
Services**

Approval of District Investment Officers

**Summary**

According to *Government Code § 2246.005(f)* the Board shall designate one or more officers or employees as investment officer(s) to be responsible for the investment of its funds. In the administration of the duties of an investment officer, the person designated as an investment officer shall exercise the judgment and care, under prevailing circumstances, that a prudent person would exercise in the management of the person's own affairs, but the Board retains the ultimate responsibility as fiduciaries of the assets of the District.

Authority granted to a person to invest the entity's funds is effective until rescinded by the Board or until termination of the person's employment by the District.

LOCAL policy states that the Superintendent or other person designated by Board resolution shall serve as the investment officer of the District and shall invest District funds as directed by the Board in accordance with the District's written investment policy and generally accepted accounting procedures.

**ECISD Board Policy**

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

CDA (LOCAL), OTHER REVENUES: INVESTMENTS, INVESTMENT AUTHORITY

**Effective Date**

January 17, 2012

**Previous Board Action**

The Board annually passes a resolution approving a list of investment officers for the District.

**Future Action Expected**

The Board annually passes a resolution approving a list of investment officers for the District.

**Background Information and  
Significant Issues**

The RESOLUTION designates Mark Pool, David Bright, and Joyce Supak as the district investment officers

**Fiscal Impact**

None.

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

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

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

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

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

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

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

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

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

**ADOPTED AND SIGNED** this 17th day of January 2012.

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**Tommy Turner, President**

\_\_\_\_\_  
**David Hodges, Secretary**

**Agenda Item Summary Sheet (4 B.2)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

**Consent Agenda:  
Business and Support  
Services**

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

**Summary**

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

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

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

**ECISD Board Policy**

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

**Effective Date**

January 17, 2012.

**Previous Board Action**

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

**Future Action Expected**

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

**Background Information and  
Significant Issues**

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

**Fiscal Impact**

None.

**Student and Public Benefit**

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

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

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

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

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

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

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

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

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

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

**Section 1:** The approval of Region II, III & IV ESC, TASB, TASA, TASBO, Texas Tech University, University of North Texas, Texas State University,

Southwest Securities, TexPool, Lone Star, MBIA, and LOGIC as independent sources of instruction relating to investment responsibilities for the investment officers of the District, as required by Section 2256.008(a), Texas Government Code, as amended.

**Section 2:** The approval of the attached list of training hours which have been completed by the investment officers of the District for the fiscal year ended August 31, 2011.

**PASSED AND APPROVED** this 17th day of January 2012.

---

**Tommy Turner, President**

---

**David Hodges, Secretary**



Texas Association of School Business Officials

Certificate of Attendance

Presented to

DAVID PERIGWT

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

October 18, 2010  
Victoria, Texas

A handwritten signature in cursive script that reads "Staci Robertson".

Staci Robertson, Instructor



Texas Association of School Business Officials

Certificate of Attendance

Presented to

**Joyce M. Supak**

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

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

*Staci Robertson*  
Staci Robertson, Instructor

**Mark Pool**

---

**From:** mp18@txstate.edu  
**Sent:** Wednesday, July 06, 2011 1:36 PM  
**To:** Mark Pool  
**Subject:** Order Confirmation

Texas State University-San Marcos

Thank You! Please save this email for your records.  
Merchant: Texas State University

Order ID: VSJN7A8DFF2D  
Order Placed: Wednesday, July 06, 2011 11:35:38 AM PDT

Amount of Transaction: \$200.00  
Payment Type: American Express

BILL TO

-----  
El Campo School  
700 W Norris  
El Campo  
TX  
77437  
USA  
979-543-6771  
[mpool@ecisd.org](mailto:mpool@ecisd.org)

ORDER DESCRIPTION:

-----  
Robert Mark Pool - Public Funds Investment Act Training: 5 Hours  
-----

If you have any questions, please contact us at:  
<http://uweb.txstate.edu/gao/verisign/returnpage/>

**Agenda Item Summary Sheet (4 B.3)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

**Consent Agenda:  
Business and Support  
Services**

Annual Review of Investment Policies

**Summary**

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

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

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

**ECISD Board Policy**

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

**Effective Date**

January 17, 2012

**Previous Board Action**

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

**Future Action Expected**

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

**Background Information and  
Significant Issues**

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

The policy must include:

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

4. Methods to monitor the market price of investments acquired with public funds;
5. A requirement for settlement of all transactions, except investment pool funds and mutual funds, on a deliver versus payment basis; and
6. Procedures to monitor rating changes in investments acquired with public funds and the liquidation of such investments consistent with the provisions of Government Code 2256.021. [New policy requirement.]

**Fiscal Impact**

None.

**Student and Public Benefit**

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

**Procedural and Reporting Implications**

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

**Public Comments**

None.

**Alternatives**

None.

**Other Comments and Related Issues**

None

**Attachments**

- Copy of RESOLUTION, Adopting the Investment Policy of the El Campo Independent School District.
- Copy of Policy CDA (LEGAL) with changes that were approved in Update 91

**Contact Person(s)**

David Bright, Assistance Superintendent of Finance and Operations

**Action Required**

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

**Superintendent's Recommendation**

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

**Mark Pool, Superintendent of Schools**

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

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

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

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

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

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

**PASSED AND APPROVED** this 17th day of January 2012.

---

**Tommy Turner, President**

---

**David Hodges, Secretary**

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

INVESTMENT  
AUTHORITY

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

APPROVED  
INVESTMENT  
INSTRUMENTS

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

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

SAFETY AND  
INVESTMENT  
MANAGEMENT

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

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

LIQUIDITY AND  
MATURITY

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

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

DIVERSITY

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

MONITORING MARKET  
PRICES

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

**MONITORING RATING  
CHANGES**

**In accordance with Government Code 2256.005(b), the investment officer shall develop a procedure to monitor changes in investment ratings and to liquidate investments that do not maintain satisfactory ratings.**

FUNDS / STRATEGIES

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

OPERATING FUNDS

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

AGENCY FUNDS

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

DEBT SERVICE  
FUNDS

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

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

CAPITAL PROJECTS	Investment strategies for capital project funds shall have as their objective sufficient investment liquidity to timely meet capital project obligations. Maturities longer than one year are authorized provided legal limits are not exceeded.
TRUST FUNDS	Investment strategies for trust funds shall have as their primary objectives safety, investment liquidity, and maturity sufficient to meet anticipated cash flow requirements.
SAFEKEEPING AND CUSTODY	The District shall retain clearly marked receipts providing proof of the District's ownership. The District may delegate, however, to an investment pool the authority to hold legal title as custodian of investments purchased with District funds by the investment pool.
BROKERS / DEALERS	Prior to handling investments on behalf of the District, brokers/dealers must submit required written documents in accordance with law. [See SELLERS OF INVESTMENTS, CDA(LEGAL)] Representatives of brokers/dealers shall be registered with the Texas State Securities Board and must have membership in the Securities Investor Protection Corporation (SIPC), and be in good standing with the Financial Industry Regulatory Authority (FINRA).
SOLICITING BIDS FOR CD'S	In order to get the best return on its investments, the District may solicit bids for certificates of deposit in writing, by telephone, or electronically, or by a combination of these methods.
INTEREST RATE RISK	<p>To reduce exposure to changes in interest rates that could adversely affect the value of investments, the District shall use final and weighted-average-maturity limits and diversification.</p> <p>The District shall monitor interest rate risk using weighted average maturity and specific identification.</p>
INTERNAL CONTROLS	<p>A system of internal controls shall be established and documented in writing and must include specific procedures designating who has authority to withdraw funds. Also, they shall be designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important shall include:</p> <ol style="list-style-type: none"><li>1. Separation of transaction authority from accounting and recordkeeping and electronic transfer of funds.</li><li>2. Avoidance of collusion.</li><li>3. Custodial safekeeping.</li><li>4. Clear delegation of authority.</li></ol>

OTHER REVENUES  
INVESTMENTS

CDA  
(LOCAL)

5. Written confirmation of telephone transactions.
6. Documentation of dealer questionnaires, quotations and bids, evaluations, transactions, and rationale.
7. Avoidance of bearer-form securities.

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

PORTFOLIO REPORT

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

**Agenda Item Summary Sheet (4 B.4)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Only***

**Consent Agenda:  
Business and Support  
Services**

Review of Monthly Financial Reports for Month of December

**Summary**

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

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

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

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

**ECISD Board Policy**

None.

**Effective Date**

December 31, 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 audited 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 41.60% of our amended revenue projections; and expended 33.20% of our amended expenditure estimates.  
Compared to the same time last year, our revenue decreased by \$628,415 and our expenditures decreased by \$44,493.

	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%	19.79%	20.05%
Nov	40.10%	24.60%	39.46%	24.10%	26.01%	25.17%	27.97%	23.69%	29.84%	27.07%
Dec	55.32%	32.30%	52.68%	31.52%	38.96%	32.11%	41.96%	30.73%	41.60%	33.20%
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 \$13,404,379 has been adjusted by -\$17,977 giving us a new adjusted levy of \$13,386,402; and we have currently collected \$4,522,046 which amounts to 34.01% of the adjusted levy. This leaves an uncollected balance of \$8,834,356.

Delinquent collections YTD are \$118,884 plus \$57,909 in penalty and interest.

	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Oct	0.048%	0.01%	0.00%	0.00%	0.35%	0.31%
Nov	6.67%	5.07%	2.58%	0.44%	8.60%	9.54%
Dec	29.49%	38.76%	32.28%	30.01%	39.54%	34.01%
Jan	86.80%	85.29%	81.82%	73.71%	81.26%	
Feb	94.40%	93.58%	93.04%	92.80%	93.50%	
Mar	95.38%	94.44%	94.06%	94.60%	94.95%	
Apr	96.11%	95.13%	94.97%	95.27%	95.52%	
May	96.69%	95.78%	95.61%	95.84%	96.26%	
Jun	97.40%	96.55%	96.69%	96.50%	96.67%	
Jul	97.64%	96.87%		96.83%	97.10%	
Aug	97.81%	97.15%	97.48%	97.17%	97.74%	
Sep	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	\$4,525,649	\$3,660,358	(\$865,291)	\$13,578,565	\$12,950,150	(\$628,415)
Expenditures	\$2,411,605	\$1,936,893	(\$474,712)	\$9,061,827	\$7,905,817	(\$1,156,010)
Balance	\$2,114,044	\$1,723,465	(\$390,579)	\$4,516,738	\$5,044,333	\$527,595

**Attachments**

- Monthly Financial Report – December 31, 2011
- Tax Collection Recap 2011-2012
- 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  
January 17, 2012**

**Comparison of Revenue and Expenditures  
to the Budget for the General Operating Fund  
9-1-11 to 12-31-11**

**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	\$5,028,250	(\$9,294,580)
<i>State:</i>	\$15,587,706	\$15,587,706	\$7,450,527	(\$8,137,179)
<i>Federal:</i>	\$1,218,383	\$1,218,383	\$471,374	(\$747,009)
<i>Other Resources:</i>	\$0	\$0	\$0	\$0
<i>Total:</i>	\$31,128,919	\$31,128,919	\$12,950,150	(\$18,178,769)

**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	\$7,905,818	\$2,058,299	\$9,964,117	\$20,051,525

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

	<i>2010-2011</i>	<i>2011-2012</i>	<i>Increase/ Decrease</i>
<i>Revenues:</i>	\$13,578,565	\$12,950,150	(\$628,415)
<i>Expenditures:</i>	\$10,008,610	\$9,964,117	(\$44,493)
<i>Cash Position:</i>	\$9,778,526	\$11,800,585	\$2,022,059

**PRIOR MONTH CASH POSITION as of 11/30/11:** \$10,641,959

<b>GENERAL FUND - FUND BALANCE</b>	<b>GENERAL OPERATING</b>	<b>FUND BALANCE</b>	<b>% of OPERATING</b>
GENERAL FUND - FUND BALANCE as of 8-31-07:	\$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%

**BUDGET AMENDMENTS:**

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

**EL CAMPO INDEPENDENT SCHOOL DISTRICT  
TAX COLLECTION RECAP  
2011 - 2012**

<b>Reporting Period</b>	<b>Beginning Levy</b>	<b>Adjustments</b>	<b>Adjusted Levy</b>	<b>Current Tax Year Collections</b>	<b>% Collected</b>	<b>% Collected Prior Year</b>	<b>Delinquent Collections</b>	<b>Penalty &amp; Interest</b>	<b>Total Collections</b>	<b>Current Tax Year Uncollected</b>
<b>Monthly Recap</b>										
Oct-11	\$13,404,379	-\$5,272	\$13,399,107	40,939	0.31%	0.35%	\$72,121	\$33,218	\$146,278	
Nov-11	\$13,404,379	-\$15,391	\$13,388,988	1,236,387	9.23%	8.25%	\$26,751	\$13,216	\$1,276,354	
Dec-11	\$13,404,379	-\$17,977	\$13,386,402	3,274,720	24.46%	30.94%	\$20,013	\$11,474	\$3,306,207	
<b>Year To Date</b>				<b>4,552,046</b>	<b>34.01%</b>	<b>39.54%</b>	<b>118,884</b>	<b>57,909</b>	<b>\$4,728,839</b>	<b>\$8,834,356</b>

**EL CAMPO INDEPENDENT SCHOOL DISTRICT**

**Cash Flow  
2011-2012**

199	GENERAL FUND	Actual Sep-11	Actual Oct-11	Actual Nov-11	Actual Dec-10	Actual Dec-11	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
<b>REVENUE:</b>															
<b>5700</b>	<b>Local Revenue:</b>														
5711	Taxes Current Year	16,803	35,389	1,068,764	3,603,820	2,830,750	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	13,911	64,243	23,740	20,740	17,842	40,548	37,597	21,228	10,983	19,951	22,226	23,658	30,017	307,317
5719	Pen, Int, & Other	9,786	30,346	12,270	10,501	10,830	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	31,373	5,994	11,098	10,678	8,705	15,194	15,482	18,455	14,815	10,028	12,439	10,134	169,975	308,813
5750	Co/Curr Activities	36,634	16,111	6,182	-6,729	1,199	860	2,746	2,083	1,432	171	0	5,130	17,959	84,613
	<b>Total Local Rev:</b>	<b>108,507</b>	<b>152,082</b>	<b>1,122,054</b>	<b>3,639,009</b>	<b>2,869,326</b>	<b>4,933,535</b>	<b>1,498,420</b>	<b>234,844</b>	<b>106,116</b>	<b>136,613</b>	<b>99,860</b>	<b>104,263</b>	<b>323,907</b>	<b>12,314,525</b>
<b>5800</b>	<b>State Revenue:</b>														
5811	Available School Fund	0	0	105,172	25,491	105,858	52,702	52,702	141,876	111,578	111,578	175,046	106,130	0	1,067,469
5812	Foundation Entitlement	3,060,877	2,506,858	1,314,677	0	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	0	30,571	0	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	0	0	0	0	0	0	0	0	0	5,350	8,845
5831	TRS On-Behalf	88,218	0	179,337	110,124	89,530	110,026	110,116	109,639	109,011	110,974	113,650	100,795	156,816	1,359,831
	<b>Total State Rev:</b>	<b>3,149,095</b>	<b>2,506,858</b>	<b>1,599,186</b>	<b>166,186</b>	<b>195,388</b>	<b>162,728</b>	<b>162,818</b>	<b>251,915</b>	<b>1,215,732</b>	<b>904,249</b>	<b>1,610,053</b>	<b>1,925,214</b>	<b>2,879,521</b>	<b>16,653,143</b>
<b>5900</b>	<b>Federal Revenue:</b>														
5930	Federal	0	0	67,113	38,511	0	0	7,315	0	0	6,805	0	0	6,828	59,458
	<b>Total Federal Rev:</b>	<b>0</b>	<b>0</b>	<b>67,113</b>	<b>38,511</b>	<b>0</b>	<b>0</b>	<b>7,315</b>	<b>0</b>	<b>0</b>	<b>6,805</b>	<b>0</b>	<b>0</b>	<b>6,828</b>	<b>59,458</b>
<b>7900</b>	<b>Other Res/Non-Oper</b>														
	Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	0	0	3,424	3,424
	<b>Total Other Res:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,424</b>	<b>3,424</b>
	<b>Total Revenue:</b>	<b>3,257,602</b>	<b>2,658,940</b>	<b>2,788,353</b>	<b>3,843,707</b>	<b>3,064,714</b>	<b>5,096,263</b>	<b>1,668,553</b>	<b>486,759</b>	<b>1,321,849</b>	<b>1,047,666</b>	<b>1,709,913</b>	<b>2,029,477</b>	<b>3,213,681</b>	<b>29,030,550</b>
<b>EXPENDITURES:</b>															
<b>6000</b>	<b>Expenditures:</b>														
6100	Payroll Costs	891,648	1,531,508	1,705,865	1,865,040	1,566,323	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	237,438	235,722	344,326	155,457	99,284	151,504	188,092	229,891	129,218	129,352	119,845	96,026	401,221	1,992,618
6300	Supplies & Materials	84,308	161,364	130,259	153,976	105,871	107,145	107,631	132,393	152,758	137,127	177,822	46,401	165,625	1,715,582
6400	Other Operating	46,415	173,797	40,481	39,746	29,135	148,348	56,257	34,593	149,558	24,510	44,743	408,618	179,056	1,340,460
6500	Debt Services	0	0	500	0	0	0	277,438	0	0	500	0	0	47,006	325,444
6600	Capital Outlay	0	5,830	7,075	64,338	-12,907	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	0	0	0	0	0	0	0	0	0	0
	<b>Total Expenditures:</b>	<b>1,259,808</b>	<b>2,108,221</b>	<b>2,228,506</b>	<b>2,272,520</b>	<b>1,787,706</b>	<b>2,357,644</b>	<b>2,499,076</b>	<b>2,270,342</b>	<b>2,288,112</b>	<b>2,183,878</b>	<b>2,346,692</b>	<b>2,270,347</b>	<b>3,327,261</b>	<b>28,102,556</b>
	<b>ENDING BALANCE</b>	<b>1,997,793</b>	<b>550,719</b>	<b>559,848</b>	<b>1,571,186</b>	<b>1,277,008</b>	<b>2,738,619</b>	<b>-830,524</b>	<b>-1,783,583</b>	<b>-966,263</b>	<b>-1,136,212</b>	<b>-636,780</b>	<b>-240,870</b>	<b>-113,581</b>	<b>927,995</b>
	<b>GF FB as of 8/31/11</b>	<b>6,760,897</b>													
		8,758,690	9,309,409	9,869,257	9,610,618	11,146,265	13,884,884	13,054,361	11,270,778	10,304,515	9,168,303	8,531,523	8,290,653	8,177,072	

240	FOOD SERVICE	Actual Sep-11	Actual Oct-11	Actual Nov-11	Actual Dec-10	Actual Dec-11	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
<b>REVENUE:</b>															
5700	<b>Local Revenue:</b>														
	Earnings from Temp Dep			567	0	0	0	1,293	0	0	1,542	0	0	1,395	5,379
	Foundation Revenue														
	Breakfast	7,821	7,654	7,948	4,382	3,379	8,423	7,856	7,006	7,503	6,925	344	0	7,060	70,201
	Lunch	20,934	20,726	21,714	11,727	12,223	21,548	19,647	18,578	16,479	16,815	355	0	17,556	178,014
	A La Carte	9,299	8,871	8,589	6,734	4,965	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	112	403	125	385	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
	<b>Total Local Ren:</b>	<b>38,054</b>	<b>37,363</b>	<b>38,654</b>	<b>22,967</b>	<b>20,951</b>	<b>41,782</b>	<b>39,992</b>	<b>36,386</b>	<b>33,347</b>	<b>35,696</b>	<b>2,492</b>	<b>70</b>	<b>30,131</b>	<b>352,474</b>
5800	<b>State Revenue</b>														
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
	<b>Total State Rev:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9,939</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9,939</b>
5900	<b>Federal Revenue</b>														
5921	School Breakfast	0	29,770	28,572	24,100	28,082	17,658	26,517	25,456	25,088	26,437	28,755	3,483	9,492	244,575
5922	National School Lunch	0	103,863	93,743	87,442	92,718	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
	<b>Total Federal Rev:</b>	<b>6,878</b>	<b>140,511</b>	<b>129,193</b>	<b>118,420</b>	<b>127,678</b>	<b>88,335</b>	<b>130,464</b>	<b>123,692</b>	<b>97,268</b>	<b>125,099</b>	<b>133,059</b>	<b>30,981</b>	<b>60,074</b>	<b>1,191,495</b>
7900	<b>Other Res/Non-Oper:</b>														
7940	Other Res/Non-Oper	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total Other Res:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
	<b>Total Revenue:</b>	<b>44,933</b>	<b>177,874</b>	<b>168,414</b>	<b>141,387</b>	<b>148,629</b>	<b>130,118</b>	<b>170,456</b>	<b>170,017</b>	<b>130,615</b>	<b>160,796</b>	<b>135,551</b>	<b>31,051</b>	<b>91,599</b>	<b>1,553,908</b>
<b>EXPENDITURES:</b>															
6000	<b>Expenditures:</b>														
6100	Payroll & Benefits	25,954	49,166	48,414	47,261	41,759	45,146	47,558	49,493	47,805	51,264	46,978	40,802	61,228	570,721
6200	Contracted Services	0	128,164	97,738	84,834	100,346	66,288	73,769	88,066	92,671	80,782	86,260	16,532	46,906	845,079
6300	Supplies & Materials	6,912	7,009	8,376	6,919	7,016	7,069	6,958	7,001	7,014	7,157	7,024	6,952	53,617	130,547
6400	Other Operating	0	139	19	70	66	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
	<b>Total Expenditures:</b>	<b>32,865</b>	<b>184,477</b>	<b>154,547</b>	<b>139,085</b>	<b>149,187</b>	<b>118,521</b>	<b>128,343</b>	<b>144,599</b>	<b>147,523</b>	<b>139,240</b>	<b>140,329</b>	<b>64,286</b>	<b>161,958</b>	<b>1,546,922</b>
	<b>ENDING BALANCE</b>	<b>12,067</b>	<b>5,464</b>	<b>19,331</b>	<b>30,433</b>	<b>18,773</b>	<b>30,370</b>	<b>72,483</b>	<b>97,901</b>	<b>80,993</b>	<b>102,549</b>	<b>97,770</b>	<b>64,536</b>	<b>-5,823</b>	<b>6,985</b>

511	DEBT SERVICE	Actual Sep-11	Actual Oct-11	Actual Nov-11	Actual Dec-10	Actual Dec-11	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
<b>REVENUE:</b>															
5700	<b>Local Revenue:</b>														
5711	Taxes Current Year	2,502	5,550	167,623	536,561	443,970	723,533	211,541	25,187	9,646	12,557	7,084	6,937	11,152	1,696,838
5712	Taxes Prior Years	1,839	7,878	3,011	2,733	2,170	5,304	2,691	2,635	1,422	2,400	2,638	3,032	3,999	37,304
5719	Pen, Int, & Other	1,211	2,872	946	821	644	1,444	2,553	3,051	1,629	2,443	1,986	2,381	3,486	23,622
5742	Earnings Fm Temp Dep	66	71	107	441	230	1,177	1,411	1,336	1,326	1,391	1,369	1,433	554	10,906
	<b>Total Local Rev:</b>	<u>5,617</u>	<u>16,372</u>	<u>171,687</u>	<u>540,556</u>	<u>447,015</u>	<u>731,458</u>	<u>218,197</u>	<u>32,209</u>	<u>14,023</u>	<u>18,791</u>	<u>13,077</u>	<u>13,783</u>	<u>19,191</u>	<u>1,768,670</u>
5800	<b>State Revenue:</b>														
5829	St Rev Dist By TEA	0	0	0	0	0	35,714	0	0	0	0	0	0	0	35,714
	<b>Total State Rev:</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>35,714</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>35,714</u>
7900	<b>Other Res/Non-Oper:</b>														
7940	Other Res/Non-Oper Rev	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Total Other Res:</b>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
	<b>Total Revenue:</b>	<u>5,617</u>	<u>16,372</u>	<u>171,687</u>	<u>540,556</u>	<u>447,015</u>	<u>767,172</u>	<u>218,197</u>	<u>32,209</u>	<u>14,023</u>	<u>18,791</u>	<u>13,077</u>	<u>13,783</u>	<u>19,191</u>	<u>1,804,384</u>
<b>EXPENDITURES:</b>															
6000	<b>Expenditures:</b>														
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	500	0	0	0	0	400	0	0	0	0	0	900
	<b>Total Expenditures:</b>	<u>0</u>	<u>0</u>	<u>500</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>818,184</u>	<u>400</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>981,984</u>	<u>1,801,069</u>
	<b>ENDING BALANCE</b>	5,617	21,989	193,176	707,441	640,191	1,407,363	807,376	839,185	853,208	871,999	885,077	898,859	-63,934	3,315
<b>Total Approved Budget 199, 240, 511</b>															
	<b>TOTAL REVENUE</b>	3,308,151	2,853,186	3,128,455	4,525,649	3,660,358	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
	<b>TOTAL EXP</b>	1,292,674	2,292,698	2,383,552	2,411,605	1,936,893	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
	<b>ENDING BALANCE</b>	2,015,477	2,575,965	3,320,868	4,515,589	5,044,332	8,561,720	7,173,323	5,446,967	4,477,819	3,381,954	2,753,473	2,493,151	1,346,418	

**Agenda Item Summary Sheet (4 B.5)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Only***

**Consent Agenda:  
Business and Support  
Services**

Review of Checks Written – December 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**

December 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:

	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>September</b>	\$589,273.28	\$808,126.97	\$655,949.80	\$629,351.65	\$591,106.98
<b>October</b>	\$804,931.69	\$778,762.11	\$970,451.63	\$640,667.05	\$655,040.01
<b>November</b>	\$750,671.57	\$1,140,664.10	\$750,661.87	\$865,783.43	\$718,579.69
<b>December</b>	<b>\$1,211,146.13</b>	\$1,030,485.01	\$853,561.12	\$720,971.25	\$355,804.15
<b>Subtotal YTD</b>	<b>\$3,356,022.67</b>	<b>\$3,758,038.19</b>	<b>\$3,230,624.42</b>	<b>\$2,856,773.38</b>	<b>\$2,320,530.83</b>
<b>January</b>	\$1,045,238.51	\$995,619.31	\$880,591.27	\$747,638.61	
<b>February</b>	\$1,993,265.44	\$1,128,501.50	\$874,019.06	\$594,414.61	
<b>March</b>	\$660,962.20	\$1,107,119.75	\$694,107.70	\$704,337.28	
<b>April</b>	\$777,024.72	\$779,634.45	\$846,903.79	\$656,212.94	
<b>May</b>	\$867,612.30	\$1,105,700.63	\$758,644.83	\$620,111.02	
<b>June</b>	\$1,529,388.36	\$816,384.98	\$718,912.56	\$736,989.79	
<b>July</b>	\$803,678.77	\$813,160.04	\$718,935.08	\$658,378.35	
<b>August</b>	\$1,161,873.57	\$873,588.10	\$1,463,086.35	\$1,172,766.92	
<b>Total</b>	<b>\$12,195,066.54</b>	<b>\$11,377,746.95</b>	<b>\$10,185,825.06</b>	<b>\$8,747,622.90</b>	

**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 December are available in electronic format and were emailed to each member of the Board.

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

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

**Superintendent's Recommendation** Information only.

**Mark Pool, Superintendent of Schools**

**Agenda Item Summary Sheet (4 D.2)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Only***

**Consent Agenda:** Review of School Report Cards  
**Curriculum and Instruction**

### **Summary**

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

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

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

Districts may electronically distribute the School Report Card if the district can ensure that all parents and guardians are notified that it is available for their child's school and if the following conditions are met:

1. The district is already using electronic distribution as a means of normally transmitting official communications to parents and guardians, and
2. The district provides alternative arrangements (e.g., a print copy) to anyone who does not have access electronically.

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

### **ECISD Board Policy**

BR (LEGAL), REPORTS.

AIB (LEGAL), ACCOUNTABILITY, PERFORMANCE REPORTING

### **Effective Date**

January 17, 2012

<b>Previous Board Action</b>	The Board annually reviews the School Report Cards before they are disseminated to parents.
<b>Future Action Expected</b>	The Board annually reviews the School Report Cards before they are disseminated to parents.
<b>Background Information and Significant Issues</b>	<p>If parents have follow-up questions about the information provided, the <i>Glossary</i> produced for the 2010-2011 Academic Excellence Indicator System (AEIS) reports contains detailed definitions and sources of data for all the information included in the SRC. The data in the SRC is a subset of that published in the AEIS reports. The <i>Glossary</i> can be viewed and/or downloaded from the following website address:</p> <p style="text-align: center;"><a href="http://ritter.tea.state.tx.us/perfreport/aeis/2011/glossary.html">http://ritter.tea.state.tx.us/perfreport/aeis/2011/glossary.html</a></p> <p>Should you wish to review the Commissioner of Education rules governing the School Report Card, see 19 TAC § 61.1021, located on the agency's website at:</p> <p style="text-align: center;"><a href="http://ritter.tea.state.tx.us/rules/tac/chapter061/ch61bb.html">http://ritter.tea.state.tx.us/rules/tac/chapter061/ch61bb.html</a></p>
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	Provides parents with much information about academic performance and other factors of their child's school in an easy to understand format.
<b>Procedural and Reporting Implications</b>	School Report Cards are sent home to the parent or guardian of each student and/or published on each campus website.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• <i>School Report Cards for each campus</i></li> <li>• <i>2010-2011 School Report Card Definitions</i></li> </ul>
<b>Contact Person(s)</b>	<p>Mark Pool, Superintendent of Schools</p> <p>Carolyn Gordon, Assistant Superintendent of Curriculum and</p>

Instruction

**Action Required**

No Action Required.

**Superintendent's  
Recommendation**

This is an information report only.

**Mark Pool, Superintendent of Schools**

***2010-11 School Report Card***

**School Name: EL CAMPO HS**

**School Number: 241903001**

**2011 School Accountability Rating: Academically Unacceptable**

**District Name: EL CAMPO ISD**

**2011 District Accountability Rating: Academically Acceptable**



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

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Attendance Rate @</b>												
2009-10	95.5%	95.3%	95.1%	94.0%	92.8%	93.2%	95.5%	*	*	-	*	93.0%
2008-09	95.6%	95.3%	94.9%	94.0%	94.0%	93.0%	95.2%	-	n/a	n/a	n/a	93.2%
<b>Annual Dropout Rate (Gr 9-12) @</b>												
2009-10	2.4%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%
2008-09	2.9%	0.8%	1.3%	0.8%	2.5%	0.8%	0.2%	-	n/a	n/a	n/a	0.6%
<b>4-Year Completion Rate (Gr 9-12) @</b>												
Class of 2010	84.3%	91.4%	92.5%	91.4%	88.4%	89.0%	95.6%	-	n/a	n/a	n/a	94.8%
Graduated	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	n/a	n/a	n/a	0.0%
Received GED	7.2%	6.6%	3.4%	6.6%	7.0%	8.3%	4.4%	-	n/a	n/a	n/a	3.5%
Continued HS	7.3%	2.1%	3.5%	2.1%	4.7%	2.8%	0.0%	-	n/a	n/a	n/a	1.7%
Dropped Out												
Class of 2009	80.6%	89.0%	91.3%	89.0%	84.6%	84.6%	94.9%	-	n/a	n/a	n/a	88.4%
Graduated	1.4%	0.4%	0.0%	0.4%	0.0%	0.0%	1.0%	-	n/a	n/a	n/a	0.0%
Received GED	8.6%	6.5%	3.9%	6.5%	5.1%	11.5%	2.0%	-	n/a	n/a	n/a	7.0%
Continued HS	9.4%	4.1%	4.1%	4.1%	10.3%	3.8%	2.0%	-	n/a	n/a	n/a	4.7%
Dropped Out												
<b>5-Year Extended Completion Rate (Gr 9-12) @</b>												
Class of 2009	85.1%	91.4%	93.5%	91.4%	84.6%	89.4%	96.0%	-	n/a	n/a	n/a	90.8%
Graduated	1.9%	0.8%	0.7%	0.8%	0.0%	1.0%	1.0%	-	n/a	n/a	n/a	1.1%
Received GED	2.1%	4.1%	0.0%	4.1%	5.1%	6.7%	1.0%	-	n/a	n/a	n/a	3.4%
Continued HS	10.8%	3.7%	4.8%	3.7%	10.3%	2.9%	2.0%	-	n/a	n/a	n/a	4.6%
Dropped Out												
Class of 2008	83.4%	88.3%	89.7%	88.3%	86.5%	83.2%	93.8%	-	n/a	n/a	n/a	81.7%
Graduated	2.1%	1.9%	1.0%	1.9%	0.0%	3.5%	0.9%	-	n/a	n/a	n/a	2.6%
Received GED	2.4%	0.8%	0.0%	0.8%	2.7%	0.0%	0.9%	-	n/a	n/a	n/a	0.9%
Continued HS	12.2%	9.1%	8.3%	9.1%	10.8%	13.3%	4.4%	-	n/a	n/a	n/a	14.8%
Dropped Out												
<b>Completion Rate I (Graduates and Continuers) @</b>												
Class of 2010	91.4%	97.9%	95.7%	97.9%	95.3%	97.2%	100.0%	-	n/a	n/a	n/a	98.3%
Class of 2009	89.2%	95.5%	95.7%	95.5%	89.7%	96.2%	97.0%	-	n/a	n/a	n/a	95.3%
<b>Recommended HS and Distinguished Achievement @ Program Graduates</b>												
Class of 2010	82.7%	68.8%	84.1%	68.8%	63.2%	64.3%	78.8%	-	n/a	n/a	*	61.9%
Class of 2009	82.5%	70.1%	78.2%	70.1%	61.8%	60.4%	81.3%	-	n/a	n/a	n/a	62.0%

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Texas Success Initiative (TSI) Higher Education Readiness Component												
Eng Lang Arts 2011	66%	64%	66%	64%	38%	57%	77%	*	*	*	*	51%
2010	60%	47%	55%	47%	39%	32%	67%	*	*	*	*	27%
Mathematics 2011	69%	57%	69%	57%	25%	43%	78%	*	*	*	*	40%
2010	66%	58%	61%	58%	44%	44%	80%	*	*	*	*	41%
SAT/ACT Results @												
Tested Class of 2010	62.6%	67.2%	63.1%	67.2%	71.4%	51.6%	84.0%	-	-	-	*	n/a
Class of 2009	61.5%	62.6%	60.0%	62.6%	100.0%	38.5%	72.2%	-	n/a	n/a	n/a	n/a
At/Above Criterion Class of 2010	26.9%	11.7%	19.6%	11.7%	0.0%	6.3%	20.6%	-	-	-	*	n/a
Class of 2009	26.9%	17.2%	17.4%	17.2%	0.0%	3.3%	27.7%	-	n/a	n/a	n/a	n/a
Average SAT Score Class of 2010	985	879	966	879	748	868	942	-	-	-	*	n/a
Class of 2009	985	932	967	932	788	869	997	-	n/a	n/a	n/a	n/a
Average ACT Score Class of 2010	20.5	17.8	19.9	17.8	16.5	18.3	18.6	-	-	-	-	n/a
Class of 2009	20.5	18.4	19.7	18.4	17.1	16.9	20.6	-	n/a	n/a	n/a	n/a

School Enrollment: 982  
Grade Span: 09 - 12  
School Type: Secondary

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

Class Size Averages by Subject	State Average	District Average	School Group Average	School
Secondary: English/Language Arts	17.3	16.8	16.2	15.9
Foreign Languages	19.0	18.5	18.1	18.5
Mathematics	17.9	16.3	17.1	15.3
Science	19.0	19.4	18.0	18.7
Social Studies	19.6	18.8	18.9	17.9
Number of Students per Teacher	14.7	13.7	13.1	12.5
Instructional Staff Percent **	64.4%	69.6%	n/a	n/a
Instructional Expenditure Ratio **	65.3%	66.1%	n/a	n/a
Expenditures per Student (2009-2010):			School Group Average (All Funds)	School (All Funds)
Total Operating Expenditures			\$7,394	\$8,148
Instruction (11,95)			\$5,107	\$5,728
Instructional-Related Services (12,13)			\$222	\$470
Instructional Leadership (21)			\$85	\$135
School Leadership (23)			\$503	\$553
Support Services-Student (31,32,33)			\$372	\$379
Other Campus Costs (35,36,51,52,53)			\$1,104	\$884

53

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

## ***2010-11 School Report Card***

**School Name: EL CAMPO MIDDLE**

**School Number: 241903041**

**2011 School Accountability Rating: Academically Acceptable**

**Gold Performance Acknowledgments:**

***Commended on Social Studies***

**District Name: EL CAMPO ISD**

**2011 District Accountability Rating: Academically Acceptable**



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

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Student Success Initiative (continued)												
Grade 5 Mathematics (English and Spanish)												
TAKS Met Standard (Failed in Previous Year)												
Promoted to Grade 6	28%	< 1%	13%	< 1%	*	*	*	*	*	*	*	< 1%
2011	29%	67%	33%	67%	*	60%	*	*	*	*	*	60%
2010												
Grade 8 Reading												
Students Requiring Accelerated Instruction												
2011	11%	9%	12%	9%	22%	10%	2%	*	*	*	*	13%
2010	10%	11%	10%	11%	15%	13%	6%	*	*	*	*	14%
TAKS Cumulative Met Standard (1st & 2nd Admin)												
2011	94%	95%	94%	95%	89%	94%	> 99%	*	*	*	*	93%
2010	95%	97%	95%	97%	94%	96%	> 99%	*	*	*	*	95%
TAKS Failers Promoted by Grade Placement Committee @												
2010	84.7%	*	95.6%	*	-	-	-	-	n/a	n/a	-	*
2009	88.5%	*	*	*	-	*	-	-	n/a	n/a	-	*
Grade 8 Mathematics												
Students Requiring Accelerated Instruction												
2011	20%	21%	22%	21%	33%	25%	9%	*	*	*	*	27%
2010	20%	21%	23%	21%	38%	25%	6%	*	*	*	*	29%
TAKS Cumulative Met Standard (1st & 2nd Admin)												
2011	88%	86%	87%	86%	78%	85%	92%	*	*	*	*	82%
2010	88%	87%	88%	87%	74%	85%	97%	*	*	*	*	81%
TAKS Failers Promoted by Grade Placement Committee @												
2010	86.1%	66.7%	95.9%	66.7%	83.3%	63.6%	*	-	n/a	n/a	-	71.4%
2009	91.1%	50.0%	*	42.9%	*	*	*	-	n/a	n/a	-	*
TAKS Met Standard (Failed in Previous Year)												
Retained in Grade 8												
2011	52%	83%	*	83%	*	*	*	*	*	*	*	83%
2010	54%	*	*	*	*	*	*	*	*	*	*	*
Attendance Rate @												
2009-10	95.5%	95.3%	95.8%	94.7%	95.0%	94.2%	95.6%	-	*	-	*	94.0%
2008-09	95.6%	95.3%	95.9%	95.0%	95.7%	94.1%	96.4%	*	n/a	n/a	n/a	94.4%

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

TEXAS EDUCATION AGENCY  
 2010-11 School Report Card

School Enrollment: 728  
 Grade Span: 06 - 08  
 School Type: Middle

Annual Dropout Rate (Gr 7-8) @	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
2009-10	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%
2008-09	0.3%	0.6%	0.1%	0.6%	0.0%	1.1%	0.0%	-	n/a	n/a	n/a	0.7%

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

School Enrollment: 728  
Grade Span: 06 - 08  
School Type: Middle

Class Size Averages by Grade and Subject	State Average	District Average	School Group Average	School
Elementary: Kindergarten	19.0	16.9	17.3	-
Grade 1	18.9	18.8	-	-
Grade 2	18.8	19.5	-	-
Grade 3	18.8	19.4	-	-
Grade 4	19.0	20.9	-	-
Grade 5	21.4	20.4	22.5	-
Grade 6	20.7	20.4	21.0	20.4
Mixed Grades	23.9	-	-	-
Secondary: English/Language Arts	17.3	16.8	17.3	18.1
Foreign Languages	19.0	18.5	20.0	-
Mathematics	17.9	16.3	17.8	18.2
Science	19.0	19.4	19.5	20.8
Social Studies	19.6	18.8	20.8	20.9
Number of Students per Teacher	14.7	13.7	14.4	13.0
Instructional Staff Percent **	64.4%	69.6%	n/a	n/a
Instructional Expenditure Ratio **	65.3%	66.1%	n/a	n/a
Expenditures per Student (2009-2010):			School Group Average (All Funds)	School (All Funds)
Total Operating Expenditures			\$6,627	\$7,392
Instruction (11,95)			\$4,718	\$5,572
Instructional-Related Services (12,13)			\$246	\$527
Instructional Leadership (21)			\$82	\$53
School Leadership (23)			\$487	\$520
Support Services-Student (31,32,33)			\$361	\$430
Other Campus Costs (35,36,51,52,53)			\$733	\$290

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- Indicates zero observations reported for this group.  
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## ***2010-11 School Report Card***

**School Name: NORTHSIDE EL**

**School Number: 241903103**

**2011 School Accountability Rating: Academically Acceptable**

**Gold Performance Acknowledgments:**

***Commended on Science***

**District Name: EL CAMPO ISD**

**2011 District Accountability Rating: Academically Acceptable**

		State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator) @													
Reading/ELA	2011	90%	87%	89%	83%	71%	82%	92%	*	*	*	*	78%
	2010	90%	90%	90%	88%	83%	87%	92%	*	n/a	n/a	n/a	85%
Mathematics	2011	84%	78%	90%	89%	82%	89%	93%	*	*	*	*	88%
	2010	84%	80%	88%	93%	89%	92%	97%	*	n/a	n/a	n/a	91%
Writing	2011	92%	88%	91%	83%	87%	81%	87%	*	*	*	*	79%
	2010	93%	97%	91%	95%	94%	95%	96%	*	n/a	n/a	n/a	93%
Science	2011	83%	81%	88%	87%	74%	87%	92%	*	*	*	*	83%
	2010	82%	74%	84%	80%	74%	74%	97%	*	n/a	n/a	n/a	74%
All Tests	2011	76%	69%	81%	73%	59%	71%	85%	*	*	*	*	66%
	2010	76%	71%	79%	78%	72%	74%	91%	*	n/a	n/a	n/a	72%
Students Not Tested Due to Exemptions													
LEP Exempt	2011	0.9%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	-	-	*	0.0%
	2010	0.9%	0.5%	0.0%	0.6%	0.0%	1.0%	0.0%	-	-	-	*	0.8%
Progress of Prior Year TAKS Failers Percent of Failers Passing TAKS (Sum of Gr 4-11)													
Reading/ELA	2011	47%	41%	44%	33%	33%	27%	50%	*	*	*	*	34%
	2010	50%	47%	45%	47%	42%	45%	*	*	*	*	*	47%
Mathematics	2011	42%	43%	49%	56%	53%	58%	57%	*	*	*	*	59%
	2010	45%	38%	51%	53%	22%	65%	60%	*	*	*	*	50%

T E X A S E D U C A T I O N A G E N C Y  
2010-11 School Report Card

School Enrollment: 513  
Grade Span: 04 - 05  
School Type: Elementary

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

	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Student Success Initiative</b>												
<b>Grade 5 Reading (English and Spanish)</b>												
Students Requiring Accelerated Instruction			13%	15%	41%	13%	9%	*	*	*	*	20%
2011	13%	15%	14%	27%	26%	4%	*	*	*	*	*	25%
2010	15%	20%										
<b>TAKS Cumulative Met Standard (1st &amp; 2nd Admin)</b>												
2011	93%	92%	94%	81%	93%	94%	94%	*	*	*	*	90%
2010	92%	88%	93%	83%	84%	> 99%		*	*	*	*	85%
<b>TAKS Failers Promoted by Grade Placement Committee @</b>												
2010	86.8%	73.7%	100.0%	66.7%	76.9%			-	-	-	-	72.2%
2009	84.7%	21.4%	86.1%	21.4%	20.0%		*	-	n/a	n/a	n/a	25.0%
<b>TAKS Met Standard (Failed in Previous Year)</b>												
2011	74%	*	*	*	*	75%	*	*	*	*	*	*
2010	73%	82%	*	82%			*	*	*	*	*	89%
<b>Grade 5 Mathematics (English and Spanish)</b>												
Students Requiring Accelerated Instruction			14%	17%	33%	19%	9%	*	*	*	*	21%
2011	14%	17%	16%	22%	13%	5%	*	*	*	*	*	15%
2010	14%	12%										
<b>TAKS Cumulative Met Standard (1st &amp; 2nd Admin)</b>												
2011	93%	91%	94%	81%	90%	94%	96%	*	*	*	*	89%
2010	92%	95%	92%	90%	94%	98%	98%	*	*	*	*	93%
<b>TAKS Failers Promoted by Grade Placement Committee @</b>												
2010	86.1%	75.0%	100.0%	75.0%	*	*	*	-	-	-	-	75.0%
2009	84.7%	50.0%	100.0%	50.0%	50.0%		*	-	n/a	n/a	n/a	60.0%
<b>TAKS Met Standard (Failed in Previous Year)</b>												
2011	76%	*	*	*	*	60%	*	*	*	*	*	*
2010	75%	67%	*	67%			*	*	*	*	*	*
<b>Attendance Rate @</b>												
2009-10	95.5%	95.3%	96.4%	96.7%	97.2%	96.5%	96.8%	-	-	-	*	96.5%
2008-09	95.6%	95.3%	96.6%	96.6%	97.4%	96.2%	97.0%		n/a	n/a	n/a	96.3%

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

School Enrollment: 513  
 Grade Span: 04 - 05  
 School Type: Elementary

	State Average	District Average	School Group Average	School
<b>Class Size Averages by Grade</b>				
Elementary: Kindergarten	19.0	16.9	18.4	-
Grade 1	18.9	18.8	18.6	-
Grade 2	18.8	19.5	18.8	-
Grade 3	18.8	19.4	18.3	-
Grade 4	19.0	20.9	18.4	20.9
Grade 5	21.4	20.4	20.1	20.4
Grade 6	20.7	20.4	18.9	-
Mixed Grades	23.9	-	22.3	-
<b>Number of Students per Teacher</b>	14.7	13.7	15.0	16.2
<b>Instructional Staff Percent **</b>	64.4%	69.6%	n/a	n/a
<b>Instructional Expenditure Ratio **</b>	65.3%	66.1%	n/a	n/a
<b>Expenditures per Student (2009-2010):</b>				
Total Operating Expenditures			School Group Average (All Funds)	School (All Funds)
Instruction (11,95)			\$6,244	\$5,970
Instructional-Related Services (12,13)			\$4,730	\$4,735
Instructional Leadership (21)			\$211	\$340
School Leadership (23)			\$82	\$57
Support Services-Student (31,32,33)			\$432	\$525
Other Campus Costs (35,36,51,52,53)			\$276	\$276
			\$513	\$37

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## ***2010-11 School Report Card***

**School Name: HUTCHINS EL**

**School Number: 241903102**

**2011 School Accountability Rating: Academically Acceptable**

**District Name: EL CAMPO ISD**

**2011 District Accountability Rating: Academically Acceptable**

		State Average	District Average	School Group Median	School (All Students)							
					African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator) @												
Reading/ELA	2011 2010	90% 90%	87% 90%	- -	67% 84%	88% 85%	96% 95%	83% *	n/a n/a	*	n/a	83% 83%
Mathematics	2011 2010	84% 84%	78% 80%	- -	70% 66%	84% 81%	94% 92%	83% *	n/a n/a	*	n/a	79% 77%
All Tests	2011 2010	76% 76%	69% 71%	- -	58% 55%	77% 75%	93% 92%	67% *	n/a n/a	*	n/a	71% 70%
Students Not Tested Due to Exemptions												
LEP Exempt	2011 2010	0.9% 0.9%	0.2% 0.5%	n/a n/a	0.0% 0.0%	0.0% 1.4%	0.0% 0.0%	0.0% -	*	*	*	0.0% 1.1%
Attendance Rate @												
2009-10		95.5%	95.3%	-	96.7% 96.5%	96.9% 96.5%	96.6% 96.3%	96.9% 97.0%	95.6% -	n/a n/a	*	96.4% 96.2%

T E X A S E D U C A T I O N A G E N C Y  
2010-11 School Report Card

School Enrollment: 575  
Grade Span: 02 - 03  
School Type: Elementary

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

	State Average	District Average	School Group Average	School
<b>Class Size Averages by Grade</b>				
Elementary: Kindergarten	16.9	18.8	-	-
Grade 1	18.9	19.5	-	19.5
Grade 2	18.8	19.4	-	19.4
Grade 3	18.8	20.9	-	-
Grade 4	19.0	20.4	-	-
Grade 5	21.4	20.4	-	-
Grade 6	20.7	-	-	-
Mixed Grades	23.9	-	-	-
Number of Students per Teacher	14.7	13.7	-	15.3
Instructional Staff Percent **	64.4%	69.6%	n/a	n/a
Instructional Expenditure Ratio **	65.3%	66.1%	n/a	n/a
<b>Expenditures per Student (2009-2010):</b>				
Total Operating Expenditures			School Group Average (All Funds)	School (All Funds)
Instruction (11,95)			-	\$6,187
Instructional-Related Services (12,13)			-	\$4,993
Instructional Leadership (21)			-	\$308
School Leadership (23)			-	\$60
Support Services-Student (31,32,33)			-	\$475
Other Campus Costs (35,36,51,52,53)			-	\$318
				\$35

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

## ***2010-11 School Report Card***

**School Name: MYATT EL**

**School Number: 241903107**

**2011 School Accountability Rating: Academically Acceptable**

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

**District Name: EL CAMPO ISD**

**2011 District Accountability Rating: Academically Acceptable**

T E X A S E D U C A T I O N A G E N C Y  
 2010-11 School Report Card

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

State Average		District Average	School Group Median	School (All Students)	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator) @												
Reading/ELA	2011 90%	2010 90%	-	87%	67%	88%	96%	83%	* n/a	* n/a	* n/a	83%
Mathematics	2011 84%	2010 80%	-	84%	70%	84%	94%	83%	* n/a	* n/a	* n/a	79%
All Tests	2011 76%	2010 71%	-	78%	58%	77%	93%	67%	* n/a	* n/a	* n/a	71%
Students Not Tested Due to Exemptions												
LEP Exempt	2011 0.9%	2010 0.5%	n/a	0.0%	0.0%	0.0%	0.0%	0.0%	* -	* -	* -	0.0%
Attendance Rate @	2009-10 95.5%	2008-09 95.3%	-	96.2%	96.3%	95.8%	97.0%	* -	* n/a	* n/a	* n/a	95.8%
				96.5%	97.1%	96.2%	97.0%	-	n/a	n/a	n/a	96.4%

School Enrollment: 679  
 Grade Span: EE - 01  
 School Type: Elementary

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

Class Size Averages by Grade	State Average	District Average	School Group Average	School
Elementary: Kindergarten	19.0	16.9	-	16.9
Grade 1	18.9	18.8	-	18.8
Grade 2	18.8	19.5	-	-
Grade 3	18.8	19.4	-	-
Grade 4	19.0	20.9	-	-
Grade 5	21.4	20.4	-	-
Grade 6	20.7	20.4	-	-
Mixed Grades	23.9	-	-	-
Number of Students per Teacher	14.7	13.7	-	14.4
Instructional Staff Percent **	64.4%	69.6%	n/a	n/a
Instructional Expenditure Ratio **	65.3%	66.1%	n/a	n/a
Expenditures per Student (2009-2010):			School Group Average (All Funds)	School (All Funds)
Total Operating Expenditures			-	\$5,700
Instruction (11,95)			-	\$4,674
Instructional-Related Services (12,13)			-	\$290
Instructional Leadership (21)			-	\$62
School Leadership (23)			-	\$416
Support Services-Student (31,32,33)			-	\$233
Other Campus Costs (35,36,51,52,53)			-	\$26

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

# 2010-11 School Report Card Definitions

## School Accountability Rating

School accountability ratings are based on the percent of students passing the TAKS, high school completion rate, the annual dropout rate and two new indicators: Commended Performance and English Language Learner Progress Indicator. Standards for all five indicators must be met for all students as well as for student groups (African American, Hispanic, White, and Economically Disadvantaged). Note that for this year, new federal definitions are used for race and ethnicity. Most indicators that show performance for 2009-10 and earlier show race and ethnicity using the former definitions.

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

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

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

**TAKS Met 2011 Standard:** The TAKS (Texas Assessment of Knowledge and Skills) is a comprehensive testing program for public school students in grades 3 through 11. TAKS measures the extent to which a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. Students are assessed in English language arts (ELA) (grades 10 & 11), reading (grades 3-9), mathematics (grades 3-11), writing (grades 4 & 7), science (grades 5, 8, 10 & 11), and social studies (grades 8, 10 & 11). Results shown include only the performance of those students who were enrolled at the campus by the last Friday in October. Results are summed across grades for all grades tested at the school. Results for TAKS (Accommodated), VCMU Modified, and TAKS Alternate are included for all grades and subjects.

**TAKS Progress:** This indicator is shown only for alternative education campuses (AEC) rated under alternative education accountability (AEA) procedures. It is based on the number of tests taken. It sums performance results across grades 3 through 12 and across all subjects, to provide a single measure. Students who take multiple TAKS tests are included multiple times (for every TAKS test taken). While exit-level TAKS retests are included, students who take multiple TAKS exit-level retests are included only when the passing standard is met.

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

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

**Student Success Initiative (SSI):** Students in grades 5 and 8 must pass both the reading and mathematics TAKS in order to be promoted to grades 6 and 9, respectively. Students are given three opportunities to pass each test. Depending on the school, up to four measures are shown: 1) *Students Requiring Accelerated Instruction:* For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the first administration must be provided accelerated instruction in preparation for the second administration. 2) *TAKS Cumulative Met Standard:* For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined. 3) *TAKS Failers Promoted by Grade Placement Committee:* This shows the percent of students who failed all attempts to pass but were promoted to the next grade by their grade placement committee. 4) *TAKS Met Standard (Failed in Previous Year):* This presents two calculations for students who failed all administrations of the reading (or mathematics) test in 2010: For those who were promoted to the next grade, the first measure shows the percentage that passed the reading (or mathematics) test in 2011. For those who were retained, the second measure shows the percent that passed the grade reading (or mathematics) test in 2011. The same information is presented for the previous year.

**Recommended HS and Distinguished Achievement Program Graduates:** The report shows the percent of graduates for the classes of 2010 and 2009 who satisfied the requirements for the Texas State Board of Education Recommended High School Program or the Distinguished Achievement Program.

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

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

**Completion Rates:** These indicators show the status of students after 4 years in high school (*4-Year Completion Rate*) or after 5 years in high school (*5-Year Extended Completion Rate*). The 4-year rate includes students who first attended ninth grade in 2006-07, showing their final status with the class of 2010. The 5-year rate includes students who first attended ninth grade in 2005-06, showing their final status by the fall of 2010. These show the percent of students who graduated, received a GED, continued high school, or dropped out. *Completion Rate I* sums the 4-year percent of students who graduated or continued high school. (*Completion Rate II* is shown for AECs rated under AEA procedures. It includes GED recipients as completers.)

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

**SAT/ACT Results:** The report provides four measures: (1) *Tested* shows the percent of graduates who took either the SAT or the ACT. (2) *At/Above Criterion* shows the percent of examinees who scored at or above the “Criterion Score” (criterion score is 1110 for SAT and 24 for ACT). (3) & (4) *Average SAT Score* and *Average ACT Score* show the average score on the SAT and ACT. Information is shown for the classes of 2010 and 2009.

## School Characteristics

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

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

**Instructional Staff Percent:** This measure indicates the percentage of the district’s full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2010-11 school year.

**Instructional Expenditure Ratio:** This measure shows the percent of the district’s total actual expenditures for the 2009-10 fiscal year that were used to fund direct instructional activities.

**Expenditures per Student:** This value shows actual 2009-10 expenditures for groups of functions divided by the total number of 2009-10 students. Note that the expenditures shown are not the amount actually spent on each and every student, but rather a per-pupil average of the total. Per pupil expenditures are shown for total operating expenditures and by operating categories.

## Comparisons Provided

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

## Special Symbols

- @ - For Asian, Pacific Islander and Two or More Races on indicators that use the former race/ethnicity definitions, *n/a* is shown. See the Glossary for details.
- An *asterisk* (\*) on a TAKS indicator means that fewer than 5 students were in that classification, including zero students; an *asterisk* for all other indicators means that fewer than 5 students were in that classification, excluding zero students.
- For indicators other than TAKS, a *dash* (-) means that no students were in that category.
- *n/a* - means that the information is not available or not applicable.
- A *question mark* (?) means that the information reported is outside of a reasonable range.
- A *>99%* is used to mask TAKS performance that is at or near 100%; *<1%* is used to mask TAKS performance at or near 0%.
- Two asterisks (\*\*) refer to a Chapter 44 measure. For more information, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.

**Agenda Item Summary Sheet (4 D.5)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

**Consent Agenda:**  
**Curriculum and Instruction**

Evaluation of Dyslexia Program

**Summary**

Texas Education Code § 7.027(b) of states:

*The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.*

**ECISD Board Policy**

EHB, CURRICULUM DESIGN: SPECIAL PROGRAMS

**Effective Date**

January 17, 2012

**Previous Board Action**

The Board annually evaluates the district's Dyslexia Program.

**Future Action Expected**

The Board annually evaluates the district's Dyslexia Program.

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

**Background Information and Significant Issues**

According to board policy, the Board shall ensure that procedures are implemented for identifying and providing appropriate instructional services to students for dyslexia and related disorders, in accordance with the State Board of Education's *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*.

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be provided.

Each school must provide each identified student access at his or her campus to instructional programs that are aligned with the descriptors in the *Dyslexia Handbook*, and to the services of a teacher trained in dyslexia and related disorders. The District may, with the approval of each student's parents or guardians, offer additional services at a centralized location, but centralized services must not preclude each student from receiving services at his or her campus.

Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components described in the *Dyslexia Handbook*.

<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	Program evaluation and improvement planning will provide an environment of continuous improvement of all programs for all students.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	The District must provide a parent education program for parents and guardians of students with dyslexia and related disorders. The program should include awareness of characteristics of dyslexia and related disorders; information on testing and diagnosis of dyslexia; information on effective strategies for teaching dyslexic students; and awareness of information on modifications, especially modifications allowed on standardized testing.
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Board Program Evaluation Documents</li> </ul>
<b>Contact Person(s)</b>	<p>Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction</p> <p>Ginger Kacal, Diagnostician and Dyslexia Program Coordinator</p>
<b>Action Required</b>	Motion, second and majority vote to approve the evaluation of the district's Dyslexia Program.
<b>Superintendent's Recommendation</b>	<p>I recommend that you approve the 2011-2012 evaluation of the ECISD Dyslexia Program as a part of the Consent Agenda.</p> <p><b>Mark Pool, Superintendent of Schools</b></p>

## ECISD Dyslexia Program Evaluation January 2012

The following information is a report on progress toward the accomplishment of activities and strategies identified in the ECISD Dyslexia Program Improvement Plan for 2010-2011.

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

The following data represents the number of dyslexia students in each grade level who met the State passing standards for the Texas Assessment of Knowledge and Skills in 2011

	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>Total Students</b>
<b>English Language Arts / Reading</b>	10/12	10/12	5/5	3/7	1/1	3/3	2/2	2/3	0/1	<b>36/46</b> <b>78%</b>
<b>Math</b>	10/12	7/12	4/5	5/7	0/1	3/3	½	2/3	0/1	<b>32/46</b> <b>69%</b>
<b>Science</b>			4/5			3/////3		1/3	1/1	<b>9/12</b> <b>75%</b>
<b>Social Studies</b>						3/3		2/3	1/1	<b>6/7</b> <b>86%</b>
<b>Writing</b>		9/12			1/1					<b>10/13</b> <b>77%</b>

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

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

<b><i>Activity / Strategy</i></b>	<b><i>Person Responsible</i></b>	<b><i>Formative Evaluation</i></b>	<b><i>Status</i></b>	<b><i>Summative Evaluation</i></b>	<b><i>Yes or No</i></b>
1. Continue to provide awareness to general education teachers on dyslexia characteristics including strategies and accommodations through the RTI process.	Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	RTI meetings Agenda Sign-in Sheets	Through RTI/staff development presentations campuses were made aware of strategies to use with dyslexia students.	All general education teachers were provided strategies for dyslexia students.	Yes
2. Continue to provide staff development for Dyslexia Intervention Teachers.	Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	Registration forms List of participants Absent from duty reports	Dyslexia Coordinator and two dyslexia teachers attended a workshop at Region 3.	Dyslexia teachers attended required training	Yes
3. Provide training for each 504 campus committee on policies and procedures related to Dyslexia	Dyslexia Coordinator	504 reports Agenda Minutes Sign-in sheets	Training on policy and procedures was given in the fall 2011	All teachers attend Dyslexia training	Yes

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

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

<b><i>Activity / Strategy</i></b>	<b><i>Person Responsible</i></b>	<b><i>Formative Evaluation</i></b>	<b><i>Status</i></b>	<b><i>Summative Evaluation</i></b>	<b><i>Yes or No</i></b>
1. Provide parental awareness for the dyslexia characteristics including strategies and accommodations.	Peggy Glaze, Dyslexia Coordinator	Agenda Sign In Sheet	Parent training was provided in April 2011	Parent meeting was held	Yes

**Consent Agenda:  
Curriculum and Instruction**

Review Adequate Yearly Progress Accountability Reports

**Summary**

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

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

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

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

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

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

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

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

<b>Effective Date</b>	2010-2011 School Year
<b>Previous Board Action</b>	The Board annually reviews the Federal Adequate Yearly Progress Accountability Reports.
<b>Future Action Expected</b>	The Board annually reviews the Federal Adequate Yearly Progress Accountability Reports
<b>Background Information and Significant Issues</b>	<p>The following is a summary of the AYP for the district and each campus:</p> <p><u>District</u></p> <p>Missed AYP on Reading Performance and Mathematics Performance.</p> <p>The AYP target for Reading/English Language Arts is 80%. In our African American student population we tested 240 students and only 180 (75%) met the passing standard.</p> <p>The AYP target for Mathematics is 75%. In our African American student population we tested 240 students and only 166 (69%) met the passing standard.</p> <p><u>El Campo High School</u></p> <p>Missed AYP on Mathematics Performance.</p> <p>The AYP target for Mathematics is 75%. At the high school we tested 213 students (tenth grade only) and only 141 (66%) met the passing standard. We also missed the target in our Economically Disadvantaged student population where we tested 109 students and only 59 (54%) met the passing standard.</p> <p>In our African American student population we tested 30 students and only 18 (60%) met the passing standard. This group did not count toward AYP because they did not have the minimum of 50 students tested. Some of them did count, however, in the Economically Disadvantaged student sub-group.</p> <p>In the Hispanic student population we tested 101 students and 56 (55%) met the passing standard. This is below the 75% target, but did not affect the rating because they met the required improvement of 5 percentage points. They improved the percent meeting the passing standard by 7 percentage points over 2009-2010.</p> <p><u>El Campo Middle School</u></p> <p>Missed AYP on Mathematics Performance.</p> <p>The AYP target for Mathematics is 75%. At the middle school we tested 104 African American students and only 65 (63%) met</p>

the passing standard. Some of these students also counted in the Economically Disadvantaged sub-group where we tested 481 students and only 339 (69%) met the passing standard.

Northside Elementary

Missed AYP on Reading Performance.

The Reading/English Language Arts target for AYP is 80%. At Northside we tested 73 African American students and only 52 (71%) of them met the passing standard. Some of these students also counted in the Economically Disadvantaged sub-group where we tested 340 students (68% of the total number tested) and only 264 (78%) met the passing standard.

Hutchins Elementary

Met AYP.

However, it should be noted that we tested 33 African American students (third grade only). Only 22 (67%) met the passing standard in Reading/English Language Arts and 23 (70%) in Mathematics. Both of these would have caused us to miss AYP if the population tested had exceeded 50 students.

Myatt Elementary

Met AYP based on the performance of third grade students at Hutchins.

**Fiscal Impact**

None.

**Student and Public Benefit**

State and Federal Accountability Standards are in place to insure that students are performing to a specified level of academic achievement.

**Procedural and Reporting Implications**

None.

**Public Comments**

None.

**Alternatives**

None.

**Other Comments and Related Issues**

I am concerned in the general downward trend of the percentage of students meeting the passing standard in both Reading/English Language Arts and mathematics at both the Middle School and Northside Elementary campuses.

**Attachments**

- AYP Frequently Asked Questions document
- Final Adequate Yearly Progress results for the district and all campuses.

**Contact Person(s)**

Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction

**Action Required**

None.

**Superintendent's Recommendation**

This is an information report only.

**Mark Pool, Superintendent of Schools**

# Adequate Yearly Progress

## Frequently Asked Questions

### 1. What is AYP?

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

All public school districts, campuses and the state are evaluated annually for AYP. A Texas AYP Workbook is approved annually by the United States Department of Education (USDE) and meets the requirement to evaluate all districts and campuses for AYP. Please refer to the [AYP website](#) for more in-depth information.

### 2. What is reported for AYP?

AYP reports three indicators for each district and campus in the state: Reading/English Language Arts (Reading/ELA), Mathematics, and an Other Measure. The Reading ELA and Mathematics indicators consist of the performance and participation components, taken from assessments in Reading/ELA and Mathematics for all students in Grades 3-8 and 10. The AYP performance and participation information is summed across grades 3-8 and 10 and reported for the total number of students and each student group. The district and campus performance rate is based on test results for students enrolled for the full academic year (students enrolled on the date of testing who were also enrolled on the fall enrollment snapshot date). The participation rate is based on participation in the assessment program of all students enrolled on the day of testing. AYP Reading ELA and Mathematics indicators are only evaluated for the total number of students and each student group that meets the minimum size criteria.

In addition to Reading/ELA and Mathematics, AYP evaluates one Other Measure, either Graduation Rate or Attendance Rate. The Other Measure is determined by the grades offered in the district or campus. Graduation rate is the other measure for high schools, combined elementary/secondary schools offering Grade 12, and districts offering Grade 12. Attendance Rate is used for elementary schools, middle/junior high schools, combined elementary/secondary schools not offering Grade 12, and districts not offering Grade 12. The Other Measure is evaluated for the total number of students that meet the minimum size criteria.

For more information on the evaluation of AYP, please see the [AYP Guide](#), available on the AYP website.

### 3. What are the student groups that are considered for AYP?

The student groups considered for AYP are African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient.

### **New for 2011 AYP!**

The USDE published revised standards for the collection of data on race and ethnicity and required all states to collect information on the race and ethnicity of public school students by the 2009-2010 school year. Under the new race/ethnicity data collection categories, seven reporting categories are available: one ethnic category (Hispanic/Latino), five individual race categories, and a multiracial category. Prior to the change in data collection, a large number of students who are categorized as multiracial would have been included in either the African American, White, or Hispanic student groups. To minimize the impact of the new definitions on 2011 accountability, Texas will apply a Federal Race/Ethnicity Provision to the 2011 AYP evaluations in order to address multiracial students reporting more than one race that includes both Black/African American and White racial categories. District and campus 2011 AYP results will be based on the performance and participation results of both the new federal data collection requirements and a 'bridged' single-race category based on the former definition reported in the prior year. For more information, see the [2011 AYP Guide](#).

#### **4. New for 2011 AYP! Are prekindergarten and kindergarten campuses evaluated for AYP?**

Due to a new requirement from the U.S. Department of Education (USDE), prekindergarten and kindergarten (PK/K) campuses will be evaluated for the first time in 2011. The AYP result will be based on a pairing relationship assigned by the district or selected by TEA. School districts were requested to provide campus pairing assignments for PK/K campuses for federal accountability AYP purposes only. For more information, see the [2011 AYP Guide](#).

#### **5. Where can I find AYP information for a charter school?**

Charter schools receive AYP Status reports just like any other school. These reports are located on our AYP website.

#### **6. How are Alternative Education schools evaluated for AYP?**

All Title I and non-Title I public school campuses (including alternative education campuses and charter schools) are evaluated for AYP, with the following exceptions:

Districts or campuses that serve students in the grades evaluated for AYP (Grades 3-8 and 10) but have no students in attendance for the full academic year, are not evaluated for AYP. These are identified as *Short-Term Campuses*. This includes Alternative Education Programs (AEPs) with short-term placements where students are not served for the full academic year at the AEP. Students enrolled on the campus on the Public Education Information Management System (PEIMS) fall enrollment snapshot date and tested on the same campus are considered served for the full academic year and are included in the performance measure. The snapshot date is defined as the last Friday in October.

#### **7. Is AYP reported for Texas private schools?**

No, AYP reports are produced only for Texas public schools. For additional information, you may contact the [Texas Private School Accreditation Commission](#) at (903) 643-8770.

## **8. How do Texas schools compare to schools in other states?**

The TEA does not report education data from other states. However, there are several websites that provide reports comparing different states' performance. Among these websites are the [National Center for Education Statistics](#) that also includes the [Nation's Report Card](#), the [National Education Association](#) that also includes *Rankings & Estimates*, and the [Council of Chief State School Officers](#).

### **9a. What were the changes in the Graduation rate calculations for 2010 AYP?**

The graduation rate calculations approved by the US Department of Education includes five alternatives for districts and campuses to meet the criteria:

- A statewide 4-year longitudinal Graduation Rate goal of 90.0%
- 4-year Annual Graduation Rate Target of 75%
- 4-year Graduation Rate Alternatives:
  - Safe Harbor Target - a 10.0 percent decrease in difference between the prior year 4-year Graduation Rate and the 90.0 percent statewide goal.
  - Improvement Target - a 1.0 percent increase from the prior year 4-year Graduation Rate
  
- 5-year longitudinal Annual Graduation Rate Target of 80%

### **9b. Does the change in AYP Graduation Rate calculation apply to the Other Indicator and Performance Improvement/Safe Harbor?**

Yes, the regulations require the consistent evaluation of graduation rate for the Other Indicator and Performance Improvement/Safe Harbor.

For Reading/English Language Arts and Mathematics, performance measures for all students and each student group must meet either the performance standard or performance improvement/safe harbor. The safe harbor requires 1) a 10 percent decrease from the prior year in percentage of students counted as not proficient in the subject (Reading/English Language Arts or Mathematics), and 2) the relevant other measure requirement for the student group.

The Graduation Rate is the Other Indicator used in AYP for high schools, combined elementary/secondary campuses offering Grade 12, and districts offering Grade 12. Attendance Rate is the Other Indicator for elementary schools, middle/junior high schools, combined elementary/secondary schools not offering Grade 12, and districts not offering Grade 12.

Districts and campuses that require the Graduation Rate as the other measure for Performance Improvement/Safe Harbor must meet or exceed the State's graduation rate goal or annual targets in order to meet AYP. The graduation rate calculations for the annual targets are described above.

**9c. When will individual student groups be evaluated for AYP Graduation Rate?**

Federal regulations require that 2012 AYP include the evaluation of individual student groups based on the graduation rate calculations shown above. There is no approval required by the US Department of Education in order to implement the federal requirements. Student groups will be evaluated for Graduation Rate in 2012 AYP.

**9d. Was there a change in 2010 in minimum size requirements for graduation rate as the other indicator?**

Yes. In order to provide a consistent minimum size criteria for the Other Indicator in preparation for the 2012 AYP calculations, the minimum size criteria for Graduation Rate as the Other Measure for Performance Improvement/Safe Harbor has changed. Minimum Size Criteria for Graduation Rate for 2010 AYP is based only on the most current year, the Class of 2009 Total in Class (denominator). The prior year minimum size is no longer required. The minimum size criteria for the most current 4-year graduation rate must be met to determine a) meeting the goal or target on the 4-year rate, b) safe harbor target on the 4-year rate, c) improvement on the 4-year rate and d) meeting the target on the 5-year rate.

**9e. Has there been a change in the LEP Student Group graduation rate definition?**

Proposed changes to the LEP student group graduation rate definition were approved on July 12, 2010, by the USDE. The AYP LEP student group for graduation rate definition includes the current LEP students plus students formerly identified as LEP at any time while enrolled in grades 9-12 in Texas public schools. The USDE approved change to the LEP student group definition is shown in the [July 23, 2010, To the Administrator Addressed letter](#).

**9f. How does one calculate the safe harbor target for the 4-year graduation rate?**

Guidance from the US Department of Education offered states the option to establish targets that vary for different schools and districts within a State. The Graduation Rate Alternative Safe Harbor Target requires more improvement for schools with the lowest graduation rates that are the farthest from the State's goal.

Districts and campuses may meet the Graduation Rate Safe Harbor Target if there is a 10.0 percent decrease in difference between the prior year 4-year Graduation Rate and the 90.0 percent statewide goal. For this example calculation, assume the following for our Sample School:

- Class of 2009 4-year graduation rate = 72.0%
- Class of 2010 4-year graduation rate = 74.0%

Safe Harbor Target Improvement Required:

90% - 72% graduation rate for the Class of 2009 = 18 percentage points.  
18% x 10% decrease (or divided by 10) = 1.8% improvement required.

For the Sample School, 74.0% graduation rate for 2010 minus 72.0% graduation rate for 2009 = 2.0% increase, which does meet or exceed the 1.8% increase required.

For more information on this type of calculation that establishes varying targets for different schools and districts within a State, see page 16 of the US Department of Education NCLB High School Graduation Rate, Non-Regulatory Guidance, December 22, 2008 (Accessible at <http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>).

**9g. Were there any changes in minimum size requirements for attendance rate as the other indicator for 2010 AYP calculations?**

Yes. In order to provide a consistent minimum size criteria for the Other Indicator for all campuses, the minimum size criteria for Attendance Rate as the Other Measure for Performance Improvement/Safe Harbor has changed. Minimum Size Criteria for Attendance Rate for 2010 AYP is based only on the most current year, the 2008-09 Attendance Rate Days in Membership (denominator). The prior year minimum size is no longer required. The minimum size criteria for the most current attendance rate must be met to determine a) meeting the target, or b) improvement.

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**\*School Improvement** --- *\*Please see the [NCLB Division website](#) for more in-depth information.*

**1. If a Title I, Part A district or campus Misses AYP for Reading (Performance) one year and then misses AYP for Mathematics (Participation) the next year, will it be subject to Stage 1 of Title I SIP Requirements?**

No, the district or campus that receives Title I, Part A funds must miss the same indicator for two consecutive years. Mathematics and Reading are different indicators, so in this case, they would not be subject to Stage 1 Title I AYP Requirements.

**2. I have a Title I, Part A campus that Missed AYP because of the Special Education group in Reading Performance. If next year this same campus Meets AYP with the Special Education group in Reading Performance but Misses AYP because of the Economically Disadvantaged student group in Reading Participation, will the district or campus be subject to Stage 1 of Title I SIP Requirements?**

Yes, because in the second year, they receive the status of Missed AYP because of any student group in Reading Performance or Reading Participation, therefore they would be subject to Stage 1 Requirements for Reading.

**3. Is it possible to be a Title I, Part A campus and be in Stage 1 of Title I SIP Requirements for more than one reason?**

Yes, if the campus Misses AYP for Reading and for Mathematics for two consecutive years, then they could be subject to Title I SIP Requirements for both Mathematics and Reading. Refer to the [latest AYP Guide](#) for clarification. For questions regarding the identification of the Title I SIP Requirement measures, contact Performance Reporting at (512) 463-9704. For information about the responsibilities of districts and campuses under Title I SIP Requirements, contact the Division of NCLB Program Coordination (512) 463-9374.

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

Final 2011 AYP Results

District Name: EL CAMPO (241903)

Status: Academically Acceptable, Missed AYP - Reading (Performance) and Mathematics (Performance)

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Reading/English Language Arts (ELA) (AYP Target: 80%)</b>								
AYP Proficiency Rate								
2010-11 Assessments	1,443	180	822	426	919	74	134	n/a
Met Standard	1,680	240	969	452	1,130	106	189	127
Number Tested	86%	75%	85%	94%	81%	70%	71%	n/a
% Met Standard	100%	14%	58%	27%	67%	6%	n/a	8%
<b>Performance Improvement/Safe Harbor</b>								
2009-10 Assessments	1,480	205	814	459	968	87	133	n/a
Met Standard	1,661	250	925	484	1,128	120	175	94
Number Tested	89%	82%	88%	95%	86%	73%	76%	n/a
% Met Standard								
Change in % Met Standard	-3	-7	-3	-1	-5	-3	-5	
Improvement Required		2						

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

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

Final 2011 AYP Results

District Name: EL CAMPO (241903)  
Status: Academically Acceptable, Missed AYP - Reading (Performance) and Mathematics (Performance)  
2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Mathematics (AYP Target: 75%)</b>								
AYP Proficiency Rate								
2010-11 Assessments								
Met Standard	1,347	166	761	405	853	68	145	n/a
Number Tested	1,681	240	970	452	1,131	106	190	127
% Met Standard	80%	69%	78%	90%	75%	64%	76%	n/a
Student Group %	100%	14%	58%	27%	67%	6%	n/a	8%
Performance Improvement/Safe Harbor								
2009-10 Assessments								
Met Standard	1,367	179	735	451	884	82	148	n/a
Number Tested	1,660	250	926	482	1,128	120	177	97
% Met Standard	82%	72%	79%	94%	78%	68%	84%	n/a
Change in % Met Standard Improvement Required	-2	-3	-1	-4	-3	-4	-8	

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

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress District Data Table

Final 2011 AYP Results

District Name: EL CAMPO (241903)  
Status: Academically Acceptable, Missed AYP - Reading (Performance) and Mathematics (Performance)  
2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Participation: Reading/ELA (AYP Target: 95%)</b>								
2010-11 Assessments								
Number Participating	1,742	*	1,007	*	1,171	*	*	*
Total Students	1,751	*	1,015	*	1,180	*	*	*
Participation Rate	99%	>99%	99%	>99%	99%	99%	99%	99%
Student Group %	100%	*	58%	*	67%	*	*	*
<b>2009-10 Assessments</b>								
Number Participating	*	*	976	*	*	*	*	105
Total Students	*	*	981	*	*	*	*	108
Participation Rate	>99%	>99%	99%	>99%	>99%	98%	98%	97%
<b>Participation: Mathematics (AYP Target: 95%)</b>								
<b>2010-11 Assessments</b>								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*	*
<b>2009-10 Assessments</b>								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	99%	>99%	>99%

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

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

Final 2011 AYP Results

District Name: EL CAMPO (241903)  
 Status: Academically Acceptable, Missed AYP - Reading (Performance) and Mathematics (Performance)  
 2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Ever HS)	LEP (Students)
<b>Four-Year Longitudinal Cohort</b>								
Graduation Rate Class of 2010 (AYP Target: 75%)	222	97	87	109	27	6	4	
Graduates	243	109	91	115	27	10	6	
Number in Class	91.4%	89.0%	95.6%	94.8%	100.0%	60.0%	66.7%	
Graduation Rate	100%	45%	37%	47%	11%	n/a	2%	
Student Group %								
<b>Graduation Rate Class of 2009 (Safe Harbor or Improvement of 1.0)</b>								
Graduates	218	88	94	76	26	3	*	
Number in Class	245	104	99	86	31	6	2	
Graduation Rate	89.0%	84.6%	94.9%	88.4%	83.9%	50.0%	*	
Change 2009 to 2010	2.4	4.4	0.7	6.4	16.1	10.0		
Safe Harbor Target	0.1	0.5	0.0	0.2	0.6	4.0		
<b>Five-Year Longitudinal Cohort (AYP Target: 80%)</b>								
Class of 2009 Five-Year Graduation Rate								
Graduates	224	93	95	79	28	3	*	
Number in Class	245	104	99	87	31	6	2	
Graduation Rate	91.4%	89.4%	96.0%	90.8%	90.3%	50.0%	*	

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

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

Final 2011 AYP Results

District Name: EL CAMPO (241903)  
Status: Academically Acceptable, Missed AYP - Reading (Performance) and Mathematics (Performance)  
2011-12 School Improvement Program Requirement: None

2011 AYP Explanation Table

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

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

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

Final 2011 AYP Results

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

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Reading/English Language Arts (ELA) (AYP Target: 80%)</b>								
AYP Proficiency Rate								
2010-11 Assessments								
Met Standard	196	23	94	78	97	*	6	n/a
Number Tested	213	30	101	81	109	*	9	*
% Met Standard	92%	77%	93%	96%	89%	82%	67%	n/a
Student Group %	100%	14%	47%	38%	51%	*	n/a	*
Performance Improvement/Safe Harbor								
2009-10 Assessments								
Met Standard	210	19	104	85	107	11	*	n/a
Number Tested	236	26	116	92	124	25	*	*
% Met Standard	89%	73%	90%	92%	86%	44%	60%	n/a
Change in % Met Standard	3	4	3	4	3	38	7	

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

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

Final 2011 AYP Results

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

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Mathematics (AYP Target: 75%)</b>								
AYP Proficiency Rate								
2010-11 Assessments								
Met Standard	141	18	56	66	59	7	5	n/a
Number Tested	213	30	101	81	109	11	9	*
% Met Standard	66%	60%	55%	81%	54%	64%	56%	n/a
Student Group %	100%	14%	47%	38%	51%	5%	n/a	*
Performance Improvement/Safe Harbor								
2009-10 Assessments								
Met Standard	147	10	56	79	63	10	*	n/a
Number Tested	235	26	117	90	124	25	*	*
% Met Standard	63%	38%	48%	88%	51%	40%	14%	n/a
Change in % Met Standard	3	22	7	-7	3	24	42	
Improvement Required	4		5		5			

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

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

Final 2011 AYP Results

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

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Participation: Reading/ELA (AYP Target: 95%)</b>								
2010-11 Assessments								
Number Participating	223	*	107	*	116	*	*	*
Total Students	228	*	111	*	121	*	*	*
Participation Rate	98%	97%	96%	>99%	96%	92%	*	*
Student Group %	100%	*	49%	*	53%	*	*	*
<b>2009-10 Assessments</b>								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	99%	97%	99%	>99%	99%	96%	*	*
<b>Participation: Mathematics (AYP Target: 95%)</b>								
<b>2010-11 Assessments</b>								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	99%	>99%	99%	92%	*	*
Student Group %	*	*	*	*	*	*	*	*
<b>2009-10 Assessments</b>								
Number Participating	246	*	*	*	127	*	*	*
Total Students	251	*	*	*	130	*	*	*
Participation Rate	98%	97%	98%	98%	98%	96%	*	*

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

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2011 AYP Results

Campus Name: EL CAMPO HS (241903001) EL CAMPO  
Status: Academically Unacceptable, Missed AYP - Mathematics (Performance)

All Students African American Hispanic White Econ. Disadv. Special Education LEP (Measure: Ever HS) LEP (Students)

Four-Year Longitudinal Cohort  
Graduation Rate Class of 2010 (AYP Target: 75%)

Graduates	222	38	97	87	109	27	6	4
Number in Class	243	43	109	91	115	27	10	6
Graduation Rate	91.4%	88.4%	89.0%	95.6%	94.8%	100.0%	60.0%	66.7%
Student Group %	100%	18%	45%	37%	47%	11%	n/a	2%

Graduation Rate Class of 2009 (Safe Harbor or Improvement of 1.0)

Graduates	218	33	88	94	76	26	3	*
Number in Class	245	39	104	99	86	31	6	2
Graduation Rate	89.0%	84.6%	84.6%	94.9%	88.4%	83.9%	50.0%	*
Change 2009 to 2010	2.4	3.8	4.4	0.7	6.4	16.1	10.0	
Safe Harbor Target	0.1	0.5	0.5	0.0	0.2	0.6	4.0	

Five-Year Longitudinal Cohort (AYP Target: 80%)  
Class of 2009 Five-Year Graduation Rate

Graduates	224	33	93	95	79	28	3	*
Number in Class	245	39	104	99	87	31	6	2
Graduation Rate	91.4%	84.6%	89.4%	96.0%	90.8%	90.3%	50.0%	*

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

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

Final 2011 AYP Results

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

2011 AYP Explanation Table

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

+ Meets AYP

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

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

Final 2011 AYP Results

Campus Name: EL CAMPO MIDDLE (241903041) EL CAMPO  
Status: Academically Acceptable, Missed AYP - Mathematics (Performance)

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Reading/English Language Arts (ELA) (AYP Target: 80%)</b>								
AYP Proficiency Rate								
2010-11 Assessments	601	83	351	163	392	29	26	n/a
Met Standard	699	104	419	172	480	47	48	28
Number Tested	86%	80%	84%	95%	82%	62%	54%	n/a
% Met Standard	100%	15%	60%	25%	69%	7%	n/a	4%
Student Group %								
Performance Improvement/Safe Harbor								
2009-10 Assessments	636	93	354	189	413	41	43	n/a
Met Standard	699	111	395	193	470	57	57	23
Number Tested	91%	84%	90%	98%	88%	72%	75%	n/a
% Met Standard								
Change in % Met Standard	-5	-4	-6	-3	-6	-10	-21	

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

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

Final 2011 AYP Results

Campus Name: EL CAMPO MIDDLE (241903041) EL CAMPO  
Status: Academically Acceptable, Missed AYP - Mathematics (Performance)

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Mathematics (AYP Target: 75%)</b>								
AYP Proficiency Rate								
2010-11 Assessments	537	65	315	153	339	21	29	n/a
Met Standard	700	104	420	172	481	47	48	28
Number Tested	77%	63%	75%	89%	70%	45%	60%	n/a
% Met Standard	100%	15%	60%	25%	69%	7%	n/a	4%
Performance Improvement/Safe Harbor								
2009-10 Assessments	573	78	313	182	361	40	42	n/a
Met Standard	699	111	395	193	470	57	57	23
Number Tested	82%	70%	79%	94%	77%	70%	74%	n/a
% Met Standard								
Change in % Met Standard	-5	-7	-4	-5	-7	-25	-14	
Improvement Required		3			2			

97

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

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

Final 2011 AYP Results

Campus Name: EL CAMPO MIDDLE (241903041) EL CAMPO  
Status: Academically Acceptable, Missed AYP - Mathematics (Performance)

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Participation: Reading/ELA (AYP Target: 95%)</b>								
2010-11 Assessments								
Number Participating	*	*	432	*	494	*	*	*
Total Students	*	*	435	*	497	*	*	*
Participation Rate	>99%	>99%	99%	>99%	99%	>99%	97%	*
Student Group %	*	*	60%	*	69%	*	*	*
2009-10 Assessments								
Number Participating	*	*	417	*	497	*	*	27
Total Students	*	*	420	*	500	*	*	30
Participation Rate	>99%	>99%	99%	>99%	99%	>99%	>99%	90%
<b>Participation: Mathematics (AYP Target: 95%)</b>								
2010-11 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*	*
2009-10 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%

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

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

Final 2011 AYP Results

Campus Name: EL CAMPO MIDDLE (241903041) EL CAMPO  
Status: Academically Acceptable, Missed AYP - Mathematics (Performance)

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Attendance Rate 2009-10 (AYP Target: 90%)</b>								
Days Present	124,031	17,919	72,472	32,751	83,191	10,127		4,567
Days Membership	130,974	18,853	76,937	34,268	88,527	10,907		4,768
Attendance Rate	94.7%	95.0%	94.2%	95.6%	94.0%	92.8%		95.8%
Student Group %	100%	14%	59%	26%	68%	8%		4%
<b>Attendance Rate 2008-09</b>								
Days Present	123,241	18,458	68,056	36,387	77,821	10,741		4,699
Days Membership	129,694	19,286	72,294	37,758	82,428	11,567		4,958
Attendance Rate	95.0%	95.7%	94.1%	96.4%	94.4%	92.9%		94.8%
Change 2009 to 2010	-0.3	-0.7	0.1	-0.8	-0.4	-0.1		1.0

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

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

Final 2011 AYP Results

Campus Name: EL CAMPO MIDDLE (241903041) EL CAMPO  
Status: Academically Acceptable, Missed AYP - Mathematics (Performance)

2011 AYP Explanation Table

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

+ Meets AYP  
- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable  
0% Missed AYP for this performance measure due to the 2% and/or the 1% federal caps  
0 X Missed AYP for this measure

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2011 AYP Results

Campus Name: NORTHSIDE EL (241903103) EL CAMPO  
Status: Academically Acceptable, Missed AYP - Reading (Performance)

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Reading/English Language Arts (ELA) (AYP Target: 80%)</b>								
AYP Proficiency Rate								
2010-11 Assessments	411	52	235	121	264	24	54	n/a
Met Standard	497	73	288	132	340	32	72	35
Number Tested	83%	71%	82%	92%	78%	75%	75%	n/a
% Met Standard	100%	15%	58%	27%	68%	6%	n/a	7%
Student Group %								
Performance Improvement/Safe Harbor								
2009-10 Assessments	427	62	238	127	300	*	55	n/a
Met Standard	488	75	275	138	355	*	74	31
Number Tested	88%	83%	87%	92%	85%	91%	74%	n/a
% Met Standard								
Change in % Met Standard	-5	-12	-5	0	-7	-16	1	
Improvement Required	2	2			2			

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

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

Final 2011 AYP Results

Campus Name: NORTHSIDE EL (241903103) EL CAMPO  
Status: Academically Acceptable, Missed AYP - Reading (Performance)

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Mathematics (AYP Target: 75%)</b>								
AYP Proficiency Rate								
2010-11 Assessments	441	60	255	123	297	27	64	n/a
Met Standard	497	73	288	132	340	32	73	35
Number Tested	89%	82%	89%	93%	87%	84%	88%	n/a
% Met Standard	100%	15%	58%	27%	68%	6%	n/a	7%
Student Group %								
Performance Improvement/Safe Harbor								
2009-10 Assessments	454	67	253	134	323	19	71	n/a
Met Standard	488	75	275	138	355	22	74	31
Number Tested	93%	89%	92%	97%	91%	86%	96%	n/a
% Met Standard								
Change in % Met Standard	-4	-7	-3	-4	-4	-2	-8	

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

TEXAS EDUCATION AGENCY  
Adequate Yearly Progress Campus Data Table

Final 2011 AYP Results

Campus Name: NORTHSIDE EL (241903103) EL CAMPO  
Status: Academically Acceptable, Missed AYP - Reading (Performance)

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Participation: Reading/ELA (AYP Target: 95%)</b>								
2010-11 Assessments	*	*	*	*	*	*	*	*
Number Participating	*	*	*	*	*	*	*	*
Total Students	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Participation Rate	*	*	*	*	*	*	*	*
Student Group %								
<b>2009-10 Assessments</b>								
Number Participating	*	*	*	*	*	*	*	*
Total Students	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Participation Rate	*	*	*	*	*	*	*	*
Student Group %								
<b>Participation: Mathematics (AYP Target: 95%)</b>								
2010-11 Assessments	*	*	*	*	*	*	*	*
Number Participating	*	*	*	*	*	*	*	*
Total Students	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Participation Rate	*	*	*	*	*	*	*	*
Student Group %								
<b>2009-10 Assessments</b>								
Number Participating	*	*	*	*	*	*	*	*
Total Students	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Participation Rate	*	*	*	*	*	*	*	*
Student Group %								

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

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

Final 2011 AYP Results

Campus Name: NORTHSIDE EL (241903103) EL CAMPO  
Status: Academically Acceptable, Missed AYP - Reading (Performance)

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Attendance Rate 2009-10 (AYP Target: 90%)</b>								
Days Present	86,845	12,511	51,052	22,531	62,631	4,185		5,737
Days Membership	89,822	12,869	52,906	23,279	64,886	4,386		5,872
Attendance Rate	96.7%	97.2%	96.5%	96.8%	96.5%	95.4%		97.7%
Student Group %	100%	14%	59%	26%	72%	5%		7%
<b>Attendance Rate 2008-09</b>								
Days Present	82,873	14,393	47,841	20,639	57,615	7,868		5,731
Days Membership	85,792	14,783	49,721	21,288	59,809	8,253		5,908
Attendance Rate	96.6%	97.4%	96.2%	97.0%	96.3%	95.3%		97.0%
Change 2009 to 2010	0.1	-0.2	0.3	-0.2	0.2	0.1		0.7

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

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

Final 2011 AYP Results

Campus Name: NORTHSIDE EL (241903103) EL CAMPO  
Status: Academically Acceptable, Missed AYP - Reading (Performance)

2011-12 School Improvement Program Requirement: None

2011 AYP Explanation Table

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

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

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

Final 2011 AYP Results

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

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Reading/English Language Arts (ELA) (AYP Target: 80%)</b>								
AYP Proficiency Rate	235	22	142	64	166	12	48	n/a
2010-11 Assessments								
Met Standard	271	33	161	67	201	16	60	60
Number Tested	87%	67%	88%	96%	83%	75%	80%	n/a
% Met Standard	100%	12%	59%	25%	74%	6%	n/a	22%
Student Group %								
<b>Performance Improvement/Safe Harbor</b>								
2009-10 Assessments	207	31	118	58	148	*	32	n/a
Met Standard	238	38	139	61	179	*	39	39
Number Tested	87%	82%	85%	95%	83%	94%	82%	n/a
% Met Standard								
Change in % Met Standard	0	-15	3	1	0	-19	-2	

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

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

Final 2011 AYP Results

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

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Mathematics (AYP Target: 75%)</b>								
AYP Proficiency Rate								
2010-11 Assessments	228	23	135	63	158	13	47	n/a
Met Standard	271	33	161	67	201	16	60	60
Number Tested	84%	70%	84%	94%	79%	81%	78%	n/a
% Met Standard	100%	12%	59%	25%	74%	6%	n/a	22%
Student Group %								
<b>Performance Improvement/Safe Harbor</b>								
2009-10 Assessments	193	24	113	56	137	13	34	n/a
Met Standard	238	38	139	61	179	16	39	39
Number Tested	81%	63%	81%	92%	77%	81%	87%	n/a
% Met Standard								
Change in % Met Standard	3	7	3	2	2	0	-9	

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

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

Final 2011 AYP Results

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

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Participation: Reading/ELA (AYP Target: 95%)</b>								
2010-11 Assessments	*	*	*	*	*	*	*	*
Number Participating	*	*	*	*	*	*	*	*
Total Students	>99%	>99%	99%	>99%	>99%	>99%	>99%	98%
Participation Rate	*	*	*	*	*	*	*	*
Student Group %								
<b>2009-10 Assessments</b>								
Number Participating	*	*	*	*	*	*	*	*
Total Students	>99%	>99%	99%	>99%	99%	95%	>99%	>99%
Participation Rate								

108

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

<b>2010-11 Assessments</b>								
Number Participating	*	*	*	*	*	*	*	*
Total Students	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Participation Rate	*	*	*	*	*	*	*	*
Student Group %								
<b>2009-10 Assessments</b>								
Number Participating	*	*	*	*	*	*	*	*
Total Students	>99%	>99%	99%	>99%	99%	95%	>99%	>99%
Participation Rate								

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

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

Final 2011 AYP Results

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

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Attendance Rate 2009-10 (AYP Target: 90%)</b>								
Days Present	93,312	12,241	53,206	25,653	69,549	7,147		17,932
Days Membership	96,537	12,638	55,101	26,480	72,148	7,547		18,420
Attendance Rate	96.7%	96.9%	96.6%	96.9%	96.4%	94.7%		97.4%
Student Group %	100%	13%	57%	27%	75%	8%		19%
<b>Attendance Rate 2008-09</b>								
Days Present	87,508	12,144	51,259	24,105	60,556	6,904		15,103
Days Membership	90,636	12,578	53,203	24,855	62,930	7,232		15,599
Attendance Rate	96.5%	96.5%	96.3%	97.0%	96.2%	95.5%		96.8%
Change 2009 to 2010	0.2	0.4	0.3	-0.1	0.2	-0.8		0.6

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

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

Final 2011 AYP Results

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

2011-12 School Improvement Program Requirement: None

2011 AYP Explanation Table

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

1+ Meets AYP

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

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

X Missed AYP for this measure

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

Final 2011 AYP Results

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

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Reading/English Language Arts (ELA) (AYP Target: 80%)</b>								
AYP Proficiency Rate								
2010-11 Assessments								
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Performance Improvement/Safe Harbor								
2009-10 Assessments	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Change in % Met Standard	-	-	-	-	-	-	-	-

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

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

Final 2011 AYP Results

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

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure: Current & Monitored)	LEP (Students)
<b>Performance: Mathematics (AYP Target: 75%)</b>								
AYP Proficiency Rate								
2010-11 Assessments	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Performance Improvement/Safe Harbor								
2009-10 Assessments	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Change in % Met Standard	-	-	-	-	-	-	-	-

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

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

Final 2011 AYP Results

Campus Name: MYART EL (241903107) EL CAMPO  
Status: Academically Acceptable, Meets AYP - Results of Small Number Analysis

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LFP (Measure)	LFP (Students)
<b>Participation: Reading/ELA (AYP Target: 95%)</b>								
2010-11 Assessments	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>2009-10 Assessments</b>								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Participation: Mathematics (AYP Target: 95%)</b>								
2010-11 Assessments	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>2009-10 Assessments</b>								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

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

Final 2011 AYP Results

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

2011-12 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
<b>Attendance Rate 2009-10 (AYP Target: 90%)</b>								
Days Present	51,140	6,118	31,218	12,960	37,680	4,478		12,081
Days Membership	53,162	6,354	32,582	13,365	39,349	4,641		12,468
Attendance Rate	96.2%	96.3%	95.8%	97.0%	95.8%	96.5%		96.9%
Student Group %	100%	12%	61%	25%	74%	9%		23%
<b>Attendance Rate 2008-09</b>								
Days Present	48,879	6,191	29,959	12,563	34,540	4,549		10,358
Days Membership	50,649	6,378	31,138	12,955	35,824	4,749		10,669
Attendance Rate	96.5%	97.1%	96.2%	97.0%	96.4%	95.8%		97.1%
Change 2009 to 2010	-0.3	-0.8	-0.4	0.0	-0.6	0.7		-0.2

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

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

Final 2011 AYP Results

Campus Name: MYATT EL (241903107) EL CAMPO

Status: Academically Acceptable, Meets AYP - Results of Small Number Analysis

2011-12 School Improvement Program Requirement: None

2011 AYP Explanation Table

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

-1+ Meets AYP

-1- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable

0% Missed AYP for this performance measure due to the 2% and/or the 1% federal caps

X Missed AYP for this measure

**Curriculum and Instruction**      Exit Level TAKS Results

**Summary**

The *Texas Administrative Code* requires the Superintendent to accurately report all test results with appropriate interpretations to the Board. To comply with this rule we are reporting our current Exit-Level results for students who are retaking the TAKS tests through the last administration in December of 2011.

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

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

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

**ECISD Board Policy**

EKB (LEGAL), TESTING PROGRAMS: STATE ASSESSMENT PROGRAM

**Effective Date**

January 17, 2012

**Previous Board Action**

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

**Future Action Expected**

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

**Background Information and Significant Issues**

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

The *Education Code* does provide for exemption of special

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

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

**Fiscal Impact**

None.

**Student and Public Benefit**

Students who receive a high school diploma are held to a specified standard.

**Procedural and Reporting Implications**

None.

**Public Comments**

None.

**Alternatives**

None.

**Other Comments and Related Issues**

The following table gives a historical perspective of the number of students not passing the Exit Level TAKS.

	2007		2008		2009		2010		2011		2012	
<b>Previous Spring 11th Graders</b>	215		227		229		222		222		201	
<b>Failed English Language Arts</b>	21	9.7%	25	11.0%	27	11.8%	25	11.3%	15	6.8%	17	8.5%
<b>Failed Social Studies</b>	20	9.3%	31	13.7%	19	8.3%	13	5.6%	9	4.1%	11	5.5%
<b>Failed Mathematics</b>	62	28.8%	53	23.3%	58	25.3%	49	22.1%	42	18.9%	33	16.4%
<b>Failed Science</b>	89	41.4%	57	25.1%	57	24.9%	43	19.4%	33	14.9%	26	12.9%
<b>Current ELA Failures</b>	4	1.9%	9	4.0%	7	3.1%	4	1.8%	3	1.4%	4	2.0%
<b>Current Soc Stu Failures</b>	6	2.8%	8	3.5%	7	3.1%	13	5.9%	2	0.9%	2	1.0%
<b>Current Mathematics Failures</b>	25	11.6%	23	10.1%	25	10.9%	32	14.4%	10	4.5%	11	5.5%

<b>Current Science Failures</b>	31	14.4%	30	13.2%	18	7.9%	22	9.9%	7	3.2%	2	1.0%
<b>Currently One or More Tests</b>	39		35		34		35		15		16	
<b>Currently Need to Pass One Test</b>	17		17		20		15		10		10	
<b>Currently Need to Pass Two Tests</b>	15		8		7		8		4		3	
<b>Currently Need to Pass Three Tests</b>	7		8		4		8				3	
<b>Currently Need to Pass All Four Tests</b>	1		2		3		4		1		0	

Looking at the historical data we are about where we were this time last year, and considerably ahead of where we were the four years prior to that.

**Attachments**

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

**Contact Person(s)**

Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction

**Action Required**

None.

**Superintendent's Recommendation**

This is an information item only. No action required.

**Mark Pool, Superintendent of Schools**

To: Board of Trustees  
Mark Pool, Superintendent  
From: Carolyn Gordon  
Date: January 16, 2012  
Subject: Exit TAKS results

Two hundred one (201) 11<sup>th</sup> graders took the Exit level test for the first time during the Spring 2011. At that time 17 students did not pass the English Language Arts portion of the test, 11 did not pass Social Studies, 33 did not pass Mathematics and 26 did not pass the Science portion of the test. These students have had the opportunity to take 2 more test since the Spring testing and the students that are still needing to pass will have 2 more opportunities to retake these tests before graduation.

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

**English Language Arts** – Four (4) students

**Social Studies** – Two (2) students

**Mathematics** – Eleven (11) students – 2 of these students are special education students who are taking the TAKS Accommodated test

**Science** – Eight (8) students – 2 of these students are special education students who are taking the TAKS Accommodated test

**In summary, a total of 16 ECHS students still need to pass one or more of the TAKS test.**

**Agenda Item Summary Sheet (4 D.4)**  
**Meeting Date: January 17, 2011**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

**Consent Agenda:**  
**Curriculum and Instruction**

Consider approval of Local Instructional Materials Committee

**Summary**

Senate Bill 6 (First Called Session) made significant revisions to the law on instructional materials, including changing references to the term “textbooks” to “instructional materials.”

The Bill also provides that the State Board of Education will now produce a list of approved materials, rather than a conforming list and a nonconforming list as before. If a board selects supplemental instructional materials, the district must certify to TEA that the supplemental materials, in combination with any other instructional materials used by the district, cover the essential knowledge and skills for the course.

Changes to LOCAL policy for the administration of SB 6 were approved last month in Localized Policy Update 91. Some of the changes in the new policy include changing the term “textbook selection committee” to “instructional materials selection committee”; and for flexibility purposes the requirement that only professional staff may be members of the instructional materials committee was deleted.

In accordance with LOCAL policy I am making a recommendation to the Board for the appointment of a local Instructional Materials selection committee. A majority of the committee members must be classroom teachers.

**ECISD Board Policy**

EFAA (LOCAL), INSTRUCTIONAL MATERIALS, SELECTION AND ADOPTION

**Effective Date**

January 17, 2011

**Previous Board Action**

The Board annually appoints a local Instructional Materials Selection Committee to examine instructional materials on the SBOE approved lists, and make recommendations to the Board of Trustees.

**Future Action Expected**

After examining all instructional materials reflected on the state lists, the instructional materials selection committee shall select items for use in the District and recommend the selections to the Board for ratification.

In the event the Board does not ratify all of the selections, the

reasons must be recorded in the Board minutes. The committee will make other recommendations for selection until the Board has ratified all selections.

<b>Background Information and Signification Issues</b>	None.
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	The staff serving on this committee is responsible for selecting the instructional materials that will have the greatest positive impact on student achievement.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None
<b>Attachments</b>	Memo from Carolyn Gordon to Mark Pool and the Board of Trustees dated January 12, 2012 re: Instructional Materials Committee.
<b>Contact Person(s)</b>	Carolyn Gordon, Assistant Superintendent for Instruction
<b>Action Required</b>	Motion, second and majority vote to approve recommendations for local Instructional Materials Selection Committee.
<b>Superintendent's Recommendation</b>	I recommend that the Board approve the staff on the attached memo for appointment to this year's Local Instructional Materials Selection Committee as a part of the consent agenda. <b>Mark Pool, Superintendent of Schools</b>

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

**From: Carolyn Gordon**

**Date: January 12, 2012**

**Re: Instructional Materials Selection and Adoption Committee**

**The following teachers and administrators will serve on the Instructional Materials Selection and Adoption Committee for the 2012-2013 school year:**

**Teachers:**

**Delores Janik  
Gwen Johnson  
Laura Deiss  
Pat Buss  
Jana Fernandez  
Summer Dorotik  
Brenda Tomanek  
Tammy DuBroc  
BJ Swenson  
Sheri Janke  
Debbie Hamman  
Stephanie Jensen**

**Administrators:**

**Rich DuBroc  
Mark Freeman  
Molli Bodungen  
Mauri Couey  
Liz Graves**

**Agenda Item Summary Sheet (4 D.6)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

<b>Consent Agenda: Curriculum and Instruction</b>	Evaluation of Bilingual Education / English as a Second Language Programs
<b>Summary</b>	<p><i>Texas Education Code SUBCHAPTER B, Sec. 7.028(b) states:</i></p> <p><i>The board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.</i></p> <p>To comply with these requirements we have evaluated our Bilingual Education and English as a Second Language Programs and will present the results of that evaluation for your consideration.</p>
<b>ECISD Board Policy</b>	EHBE (LEGAL), SPECIAL PROGRAMS, BILINGUAL EDUCATION/ESL
<b>Effective Date</b>	January 17, 2012
<b>Previous Board Action</b>	The Board annually reviews an evaluation of the district's Bilingual Education and ESL Programs.
<b>Future Action Expected</b>	<p>The Board annually reviews an evaluation of the district's Bilingual Education and ESL Programs.</p> <p>Next month the Board will be presented with an <i>Improvement Plan</i> for the Bilingual / ESL Program.</p>
<b>Background Information and Significant Issues</b>	<p>According to LEGAL policy and the Texas Administrative Code, bilingual education and English as a Second Language (ESL) programs shall be taught to enable limited English proficient (LEP) students to become competent in the comprehension, speaking, reading, and composition of the English language. Programs are to emphasize mastery of English language skills as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable LEP students to participate equitably in school.</p> <p>If the District has an enrollment of 20 or more LEP students in any language classification in the same grade level, it shall offer a bilingual education program for the LEP students in pre-kindergarten through the elementary grades who speak that language.</p>

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

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

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

**Fiscal Impact**

None.

**Student and Public Benefit**

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

**Procedural and Reporting Implications**

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

**Public Comments**

None.

**Alternatives**

None.

**Other Comments and Related Issues**

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

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

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

<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Bilingual Ed / ESL Program Board Evaluation Document</li> </ul>
<b>Contact Person(s)</b>	<p>Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction</p> <p>Rebecca Lisa Hernandez, Bilingual Education / ESL Facilitator</p>
<b>Action Required</b>	<p>Motion, second and majority vote to approve the evaluation of the District's Bilingual Education and English as a Second Language Programs.</p>
<b>Superintendent's Recommendation</b>	<p>I recommend that you approve the 2011-2012 evaluation of the District's Bilingual Education and English as a Second Language Programs as a part of the consent agenda.</p> <p><b>Mark Pool, Superintendent of Schools</b></p>

ECISD Bilingual/ESL Program Board Evaluation  
January 2012

The following information is a report on progress toward the accomplishment of activities and strategies identified in the ECISD Bilingual/ESL Program Plan for 2010-2011 presented to the Board in November 2010:

The following data represents the number of Bilingual/ESL students who met the State passing standards for the Texas Assessment of Knowledge and Skills in 2011

	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>Total</b>	<b>Percent by Subject</b>
<b>English Language Arts/ Reading</b>	49/62	9/21	6/13	3/15	0/3	0/4	3/3	0/3	0/2	<b>70/126</b>	<b>56%</b>
<b>Writing</b>		18/21			2/2					<b>20/23</b>	<b>87%</b>
<b>Mathematics</b>	48/62	20/21	7/13	7/15	0/3	$\frac{3}{4}$	$\frac{2}{3}$	0/3	0/2	<b>87/126</b>	<b>69%</b>
<b>Science</b>			8/13			0/4		0/2	0/2	<b>8/21</b>	<b>38%</b>
<b>Social Studies</b>						2/4		2/3	1/2	<b>5/9</b>	<b>56%</b>
<b>TOTAL (All Tests)</b>	<b>97/124</b>	<b>47/63</b>	<b>21/39</b>	<b>10/30</b>	<b>2/8</b>	<b>5/16</b>	<b>7/14</b>	<b>2/11</b>	<b>1/8</b>	<b>190/305</b>	
<b>% passing all tests</b>	<b>78%</b>	<b>75%</b>	<b>54%</b>	<b>33%</b>	<b>25%</b>	<b>31%</b>	<b>50%</b>	<b>18%</b>	<b>13%</b>	<b>62%</b>	

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

**Objective: 1 By the end of school year 2010-2011, LEP students will exceed State requirements on Texas Assessment of Knowledge and Skills (TAKS) and Texas English Language Proficiency Assessment System (TELPAS).**

<b>Activity/Strategy</b>	<b>Person Responsible</b>	<b>Formative Evaluation</b>	<b>Status</b>	<b>Summative Evaluation</b>	<b>Yes or No</b>
1. Continue to identify struggling LEP students and offer additional tutorials in all content areas throughout the school day.	Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	Disaggregated State data Nine-weeks common assessments	LEP students were identified and any student struggling were offered tutorials	Slight decrease in student performance on State assessment	Yes to the activity but there was no increase in performance on the 2011 State assessments
2. Schedule LEP students who need extra help in learning labs.	Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	List of students served	Struggling students attend Grand Central Station labs, Fast ForWord labs and used Ellis software for individual instruction	Slight decrease in student performance on State assessment	Yes to the activity but there was no increase in performance on the 2011 State assessments
3. Provide Newcomers in grades 2-5 with a Certified Bilingual Teacher to service them for a portion of their day to be determined by LPAC	Lisa Hernandez Diann Srubar Mauri Couey Liz Graves	List of Newcomers at each grade level	A Bilingual certified teacher was assigned to work with Newcomers	Increase in English language Development of Newcomers assigned to teacher	Yes

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

Activity/Strategy	Person Responsible	Formative Evaluation	Status	Summative Evaluation	Yes or No
1. Hire a Bilingual /ESL Facilitator to be in charge of the Bil/ESL program, Sheltered Instruction, LPAC and TELPAS.	Carolyn Gordon	Bilingual/ESL Facilitator position was posted	Applications were accepted	Bilingual/ESL Facilitator was hired	Yes
2. Bilingual Teachers currently engaged in ESL Support will be re-assigned as Classroom Teachers in order to comply with the state regulation that we offer a Bilingual Program. We are currently under a Bilingual Exception in which it is stated that we will have three kindergarten, one first grade and one second grade transitional bilingual classrooms next year. As such, a Bilingual ARI position is also necessary.	Lisa Hernandez Liz Graves	List of certified Bilingual teachers Schedule of classes List of LEP students	Two Bilingual teachers were assigned to a regular Bilingual classroom, one in Kindergarten and one in first grade	Myatt has 3 certified Bilingual teachers but unable to hire a Bilingual teacher for 2nd grade	Yes
3. Ensure that ALL teachers are including the ELPS in their lesson plans to guarantee that they are making content comprehensible to LEP students.	Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	Lesson plans	All teachers are including ELPS in their lesson plans	Teachers are making their content comprehensible to their LEP students	Yes

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

Activity/Strategy	Person Responsible	Formative Evaluation	Status	Summative Evaluation	Yes or No
4. Development of a District Bilingual / ESL Handbook	Lisa Hernandez Bilingual/ESL Teachers	Bilingual/ESL teacher meetings Agendas	District Bilingual/ESL handbook was developed	Handbook developed and posted to web for Campus staff	Yes

**Objective: 3 Increase parental involvement for all LEP Students.**

<b>Activity/Strategy</b>	<b>Person Responsible</b>	<b>Formative Evaluation</b>	<b>Status</b>	<b>Summative Evaluation</b>	<b>Yes or No</b>
1. Continue to offer Family Literary Nights for parents and students in grades K-12.	Rich DuBroc Rodney Montello Diann Srubar Marui Couey Liz Graves	Calendar Agendas Sign-in sheets	Fourteen meeting are scheduled for the 2011-2012 school year	Approximately 25 families attend regularly	Yes
2. Provide parents of LEP students the opportunity to attend a Parent Awareness Night concerning high school credit requirements.	Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	List of students Parent brochures in English and Spanish	Parent meeting was held in May	All LEP parents were notified of meeting	Yes
3. Conduct an informational meeting for Bilingual parents regarding the Transitional Bilingual Program.	Lisa Hernandez Bilingual Teachers	List of students Parent letters Agenda Sign-in sheets	Parent meeting with Bilingual/ESL Facilitator in May	Bilingual/ESL Facilitator met with every parent regarding the Transitional Bilingual Program	Yes
4. Translate written communication to parents beginning with the Student Code of Conduct and Campus Handbooks as provided by the Title VI Civil Rights Act.	Carolyn Gordon Lisa Hernandez Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	Translation of Student Code of Conduct and Campus Handbooks	Translation of Student Code of Conduct and Handbooks completed	100% of Spanish speaking parents received Spanish Student Code of Conduct	Yes

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

<b>Activity/Strategy</b>	<b>Person Responsible</b>	<b>Formative Evaluation</b>	<b>Status</b>	<b>Summative Evaluation</b>	<b>Yes or No</b>
1. Increase the number of teachers receiving ESL/Bilingual certification.	Lisa Hernandez Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	List of teachers taking test	District has 61 Bilingual/ESL certified teachers	An increase from 47 to 61 certified teachers	Yes
2. Continue to provide staff development for all professional and paraprofessional staff on Bilingual/ESL methods, strategies, and appropriate modifications.	Lisa Hernandez Rich DuBroc Rodney Montello Diann Srubar Dollie Coleman Liz Graves	Schedule of Staff Development Agendas Sign-in Sheets	John Seidlitz, Sheltered Instruction training Region 3 training on strategies and appropriate modifications	100% of teachers received training	Yes
3. Ensure that all teachers and paraprofessionals of LEP students attend an ELPS Academy.	Lisa Hernandez Rich DuBroc Rodney Montello Diann Srubar Mauri Couey Liz Graves	Certificate of attendance	ELPS Academy provided	All teachers attended training	Yes

**Agenda Item Summary Sheet (4 D.7)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Discussion Only***

<b>Consent Agenda: Curriculum and Instruction</b>	Career & Technology Education Program Improvement Plan
<b>Summary</b>	In November the Board approved the annual evaluation of our Career and Technology Education Program. Based upon our self-evaluation of this program we have developed an improvement plan for your review.
<b>ECISD Board Policy</b>	EHBF (LEGAL), SPECIAL PROGRAMS: CAREER AND TECHNOLOGY EDUCATION
<b>Effective Date</b>	January 17, 2012
<b>Previous Board Action</b>	The Board annually evaluates the Career and Technology Education Program and a program improvement plan is developed from that evaluation.
<b>Future Action Expected</b>	The Board annually evaluates the Career and Technology Education Program and a program improvement plan is developed from that evaluation.
<b>Background Information and Significant Issues</b>	<p>The CATE Program Improvement Plan has the following goals and objectives:</p> <p>Goal 1: Increase Career and Technology Student Enrollment.</p> <p>Objective 1: By the end of the 2011-2012 school year the Career and Technology Education student enrollment will increase by 2 percent.</p> <p>Objective 2: Advertise the benefits of CTE programs by illustrating real-life situations for students and parents.</p> <p>Objective 3: By the Spring of 2012, all Career and Technology student groups will meet or exceed the required improvement on all state assessments.</p> <p>Goal 2: Increase Career and Technology Student Awarding of Certificates / Licenses.</p> <p>Objective 1: CTE programs preparing students for certificate / license exams.</p>

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

## ECISD CTE Program Improvement Plans 2011-2012

Goal 1: Increase Career and Technology Student Enrollment.

Objective 1: By the end of the 2011-2012 school year the Career and Technology Education student enrollment will increase by 2 percent.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation
1. Implement additional courses to assist in keeping CTE department up to date in the workforce and beyond high school education.	Steve Wernecke Rich Dubroc CTE teachers	Fall Spring	Innovative course offerings by TEA	CTE funds	CTE Teachers and counselor develop CSC	Coherent Sequence of Courses are completed and included with 4-year plan
2. Recruitment of students by counselors, CTE teachers and CTE coordinator. All programs will be targeted but especially any program/programs that show a decline in enrollment. Visits made to academic classes by CTE coordinator and counselors explaining benefits of CTE courses.	Steve Wernecke CTE teachers Counselors Rich DuBroc	Spring	Registration Handbook and inserts in the handbook for technology classes.	None	Meeting with teachers, counselors and CTE coordinator on strategies to increase enrollment	2% increase in CTE enrollment

## ECISD CTE Program Improvement Plans 2011-2012

Goal 1: Increase Career and Technology Student Enrollment.

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

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation
1. 8 <sup>th</sup> grade students will visit high school campus in February 2012 and view CTE dept. Parents of 8 <sup>th</sup> grade students will be invited to attend.	Steve Wernecke High School CTE teachers ECMS Counselors ECHS Counselors	February	CTE Teachers	None	List of students that visit ECHS CTE classes	100% of 8 <sup>th</sup> grade students will visit ECHS CTE classes

## ECISD CTE Program Improvement Plans 2011-2012

Goal 1: Increase Career and Technology Student Enrollment.

Objective 3: By the Spring of 2012, all Career and Technology student groups will meet or exceed the required improvement on all State Assessments.

Activity/Strategy	Person Responsible	Timeline	Resources Needed	Cost Estimate	Formative Evaluation	Summative Evaluation
1. Continue to use sponge activities at the beginning of all CTE classes. Content vocabulary will be the main focus for sponge activities.	Steve Wernecke Rich Dubroc CTE Teachers	Ongoing	TAKS scores Sample TAKS questions TAKS materials	CTE funds	List of sponge activities	Increased State assessment scores
2. Math interventions and tutorials will be provided for code 2, 3 Special Education/CTE students	Steve Wernecke Math Intervention Teachers Tutorial Teachers	Ongoing	TAKS scores 3 weeks progress reports 9 week common assessments	None	List of students attending intervention classes and tutorials	Increase in State Assessment scores Improvement on PBMAS report in all contents
3. All CTE teachers will work with core content teachers on designated "data days".	Steve Wernecke CTE Teachers Core Facilitators	Fall date Spring date	CTE Teachers Content Facilitators	None	"Data Day" schedule	Improvement on State Assessments
4. CTE teachers attend planning days with a core teacher.	Core Teachers CTE Teachers Content Facilitators	End of each 3 week grading period	CTE Teachers	None	Schedule of planning days	Implementation of core subjects into CTE classes

## ECISD CTE Program Improvement Plans 2011-2012

5. Sheltered Instruction will continue to be provided to all teachers.	Campus Administrators	August Staff Development	Sheltered Instruction material Region 3	Local	Schedule of training	100% of teachers attend training
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## ECISD CTE Program Improvement Plans 2011-2012

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

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

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

**Agenda Item Summary Sheet (6 A)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Information Item***

**Consent Agenda:** Review of Annual AEIS Report  
**Curriculum and Instruction**

### **Summary**

#### **Academic Excellence Indicator System Annual Report.**

Every year the Academic Excellence Indicator Report pulls together a wide range of information on the performance of students in each school and district in the State. Performance on each of the indicators in the report is disaggregated by ethnicity, sex, special education, low income status, and limited English proficient status. The reports also provide extensive information on school and district staff, finances, programs and student demographics.

By law the Board is annually required to publish this report, which is intended to inform the public about the educational performance of the District and each campus in relation to the District, state, and a comparable group of schools.

Within 90 days after the report is received from TEA, the Board must hold a hearing for public discussion of the report, and shall publish the report within two weeks after the hearing. The report is then to be disseminated in public places, such as school offices, local businesses, and public libraries.

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

**Effective Date** 2010-2011 School Year

**Previous Board Action** The Board annually holds a public hearing, publishes and disseminates the Annual AEIS Report.

**Future Action Expected** The Board annually holds a public hearing, publishes and disseminates the Annual AEIS Report.

**Background Information and Significant Issues** The origins of the AIES go back to 1984, when the Texas Legislature for the first time sought to emphasize student achievement as the basis for accountability. That year, House Bill 72 called for a system of accountability based primarily on student performance. Prior to that, accountability focused mostly on process, that is, districts were checked to see if their schools had been following rules, regulations, and sound education practices.

Since the first year of the AEIS (1990-91), it has developed and evolved through legislative amendments, the recommendations of advisory committees and the commissioner of education, State Board of Education actions, and final development by Texas Education Agency researchers and analysts.

<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	The public benefits through an unbiased, standardized report of the educational performance of the District and each campus in relation to the District, state, and a comparable group of schools.
<b>Procedural and Reporting Implications</b>	Annual Report will be disseminated to the public as required by policy.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	The level of detail on the AEIS is possible thanks to the extensive amount of school data collected in Texas. TEA annually collects a broad range of information on over 1200 districts, more than 7,900 schools, 300,000 educators, and over 4.5 million students through the Public Education Information Management System (PEIMS). Additionally, testing contractors provide the agency with scores on standardized tests which are administered statewide. Other state agencies provide information such as tax rates and property values.
<b>Attachments</b>	1. Included under separate cover: <i>Academic Excellence Indicator System 2010-2011 District Report</i>
<b>Contact Person(s)</b>	Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction
<b>Action Required</b>	No action required.
<b>Superintendent's Recommendation</b>	This is an information item only. <b>Mark Pool, Superintendent of Schools</b>

## ***Action Required***

<b>Curriculum and Instruction</b>	Consider approval of new courses and changes to curriculum.
<b>Summary</b>	<p>Each year at this time the Board is asked to consider any new courses that are being proposed for the next school year. This year there we have one request from campus principals:</p> <ol style="list-style-type: none"><li>1. At the high school the high school Rich DuBroc is requesting that we make BIM (Business Information Management) a locally required course for ninth grade students in place of Teen Leadership, which is now a local eighth grade requirement.</li></ol>
<b>ECISD Board Policy</b>	EHAD (LEGAL), BASIC INSTRUCTIONAL PROGRAM: ELECTIVE INSTRUCTION
<b>Effective Date</b>	2012-2013 School Year.
<b>Previous Board Action</b>	The Board annually considers request for new courses or changes to the district's curriculum.
<b>Future Action Expected</b>	The Board annually considers request for new courses or changes to the district's curriculum.
<b>Background Information and Significant Issues</b>	Please refer to attached memoranda from Rich DuBroc.
<b>Fiscal Impact</b>	Unknown. Should not require additional personnel.
<b>Student and Public Benefit</b>	Any time we can improve our course offerings our students benefit by broadening their educational opportunities.
<b>Procedural and Reporting Implications</b>	New high school course offerings are included in the Course Description Handbook used for student registration.
<b>Public Comments</b>	None.
<b>Alternatives</b>	No changes to approved curriculum.
<b>Other Comments and Related Issues</b>	None

**Attachments**

- Rationale Memo from Rich DuBroc

**Contact Person(s)**

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

**Action Required**

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

**Superintendent's Recommendation**

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

**Mark Pool, Superintendent of Schools**

**EL CAMPO  
HIGH SCHOOL**

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**RICH DUBROC**

Principal  
rdubroc@ecisd.org

**DOLLIE COLEMAN**

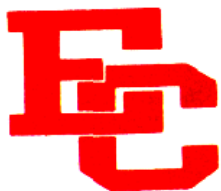
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**MARK FREEMAN**

Assistant Principal  
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**TODD FUECHEC**

Assistant Principal  
tfuehec@ecisd.org



To: Mark Pool and ECISD Board of Trustees  
From: Rich DuBroc  
Date: 01/06/2012

**Request:** We are requesting that BIM (Business Information Management), which was formerly known as BCIS, become a locally required course for all 9<sup>th</sup> Grade students at El Campo High School. This requirement will go into effect for all incoming 9<sup>th</sup> Graders at El Campo High School beginning in the fall of 2012.

**Rationale:** Since TEA removed the technology requirement for graduation we have experienced a drastic decline in the number of students enrolling in technology courses at ECHS. We do not believe removing the technology credit was in the best interest of our students as we prepare them for higher education and the work place. We believe BIM will teach our students basic computing skills that will assist with both further educational opportunities and the work place.

**Cost:** We have existing personnel and classroom space available but will need an additional classroom set of computers (approximately \$25,000).

**Curriculum and Instruction**      Discuss After School Programs

**Summary**                                      For some time there has been some discussion about whether or not the district needs to look into the operation of an “after school” program. I recently asked our three elementary principals to contact each of the campuses on their “Schools Like Us” list and survey their peers with regards to whether or not they operate an after school program. I wanted to know how the programs were funded, staffed, programmed, and hours of operation. A summary of the information they collected is attached.

**ECISD Board Policy**                      None.

**Effective Date**                              January 17, 2012

**Previous Board Action**                  None.

**Future Action Expected**                The Board may consider the development of an after school program.

**Background Information and Significant Issues**      Many of these programs were funded with a 21<sup>st</sup> Century Community Learning Center Grant. This federal grant program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

These federal grant funds are awarded to State Education Agencies, who in turn award grants to Local Education Agencies.

I am trying to investigate this program further. Initially I have heard that the grant is for five years and that funding for the grant program may not be there in the future.

I also want to look at the state accountability of the campuses that offer these programs.

<b>Fiscal Impact</b>	Other programs are fee based.
<b>Student and Public Benefit</b>	Provides extra after school support in the core academic subjects for our economically disadvantaged students.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	Elementary principals will attend the meeting to discuss their findings.
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Summary of information obtained from “Schools Like Us”</li> </ul>
<b>Contact Person(s)</b>	Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction Liz Graves, Myatt Elementary School Principal Mauri Couey, Hutchins Elementary School Principal Molli Bodungen, Northside Elementary School Principal
<b>Action Required</b>	No action required.
<b>Superintendent’s Recommendation</b>	This is a discussion item only. <b>Mark Pool, Superintendent of Schools</b>

## Schools Like Us - After School Information

School	Grade Levels	Do you have an after school program?	How Funded? Local, State, Federal, Grant	How Staffed? Professionals, Paras, Outside	Any Specific Programs Used?	What are the hours?
Myatt Elementary	PPCD -1st	no				
Xenia Voigt Elementary	PPCD -5th	yes	Aspire \$	ymca-part teachers	only students with academic concerns	till 6:30:00 M-F
Tosch Elementary	K-6th	No				
Royalwood Elementary	1st-5th	No				
Dowling Elementary	disc					
Lee Elementary	1st-5th	Yes	21 st Century	District hires-college	3-5 th grade only	5:40:00 AM - 4 days
Blake Manor Elementary	PK - 5th	yes (2) one academic & one fee based	Academic - School funded Fee based 1 child \$150/mo	Academic - Teachers/Paras 100 students - teacher nomination Fee based various people	Andrea Spencer 512-278-4013	Academic 5:15 (bused) pm Fee 6 \$1 per minute after 6
Don Jetter Elementary	2nd - 5th	Yes	21st Century	District	3-5 Grades	4 days -6 pm
Sheldon Elementary	1st-5th	Yes	?	?	Contact Wallace 281-456-6734	6:00 PM
El Dorado Elementary	1st-5th	no				
James Bowie Elementary	1st-5th	no				
Claude Berkman Elementary	EE- 5th	Yes	YMCA	ymca-part teachers	5-Mar	till 6:30:00 M-F
Shands Elementary	1st-5th	no				
Northlake Elementary	K- 5th	no				
Bluebonnet Elementary	PK - 5th	Yes	21 st Century	Pro and Paras		6:30
Hopkins Elementary	PK - 5th	Yes	Adventure Club	Varies	Gloria Treanna 210-357-0808	6
Hughey Elementary	PK - 5th	No				
Crockett Elementary	PK - 5th	No				
Casey Elementary	PK - 5th	Yes	Extended Care	City employees	All 512-472-9402	6
Oakwood Terrace Elementary	PK - 6th	Yes	Extended Day	Not School	Ray Knight 817992-2960	3-6
Albert & Iola Lee Davis Mal	K - 5th	Yes	360 Program	District?	Monica Butler 469-742-5303	3-6
Jensen Elementary	PK - 5th	Yes	Champions	Day Care- Fee		6:30
McDermott Elementary	PK - 5th	Yes	Day Care - ASK	Day Care- Fee	210-431-6466	6

Salado Intermidate	4th - 5th	Yes	YMCA	Income based fee	some college kids paid	6
Burnett Elementary	Pk - 4th	Yes	Champions	Day Care- Fee	1-4 grade level	6:30

## Schools Like Us - After School Information

School	Grade Levels	Do you have an after school program?	How Funded? Local, State,Federal, Grant	How Staffed? Professionals, Paras, Outside	Any Specific Programs Used?	What are the hours?
<b>ML Phillips EL/Fort Worth ISD</b>	<b>Grades 3-5</b>	<b>Yes</b>	<b>21st Century</b>	<b>TE/Aides</b>	<b>Enrichment/Homework</b>	<b>3:30-5:45</b>
La Porte EL/La Porte ISD	Grades PK-5	No	NA	NA	NA	NA
<b>Vic Robertson EL/ Round Rock ISD</b>	<b>Grades PK-5</b>	<b>Yes</b>	<b>21 Century</b>	<b>All</b>	<b>ASPIRE</b>	<b>2:50-6:30</b>
Marcy EL/Big Springs ISD	Grades K-4	No	NA	NA	NA	NA
<b>Robert Road EL/Waller ISD</b>	<b>Grades PK-5</b>	<b>Yes</b>	<b>21 Century</b>	<b>All</b>	<b>ACE</b>	<b>3:30-6:30</b>
Gonzales EL/Gonzales ISD	Grades 2-4	No	NA	NA	NA	NA
McKenzie EL/Mesquite ISD	Grades K-6	No	NA	NA	NA	NA
McQueeney EL/Seguin ISD	Grades K-5	No	NA	NA	NA	NA
<b>Oak Grove EL/North East ISD</b>	<b>Grades PK-5</b>	<b>Yes</b>	<b>21st Century</b>	<b>All</b>	<b>KIN</b>	<b>2:00-6:00</b>
Rowland EL/Victoria ISD	Grades PK-5	No	NA	NA	NA	NA
McDonald EL/Ferris ISD	Grades 1-3	No	NA	NA	NA	NA
Whitt EL/Grand Prarie ISD	Grades K-5	No	NA	NA	NA	NA
<b>Cunningham EL/Austin ISD</b>	<b>Grades PK-5</b>	<b>Yes</b>	<b>21 Century</b>	<b>All</b>	<b>ACE</b>	<b>2:50-6:30</b>
Travis EL/San Marcos CISD	Grades K-5	No	NA	NA	NA	NA
<b>Navarro EL/ Bryan ISD</b>	<b>Grades K-5</b>	<b>Yes</b>	<b>Tuition/156.00 monthly</b>	<b>Outside</b>	<b>AlphaBest</b>	<b>2:50-6:00</b>
Ferris Intermediate/Ferris ISD	Grades 4-6	No	NA	NA	NA	NA
Roy Roberts EL/Lubbock ISD	Grades K-5	No	NA	NA	NA	NA
Sam Houston EL/Ector County ISD	Grades K-5	No	NA	NA	NA	NA
<b>Memorial EL/Plano ISD</b>	<b>Grades PK-5</b>	<b>Yes</b>	<b>Tuition/260.00 monthly</b>	<b>Outside</b>	<b>PASAR</b>	<b>2:45-6:30</b>
<b>Travis Heights EL/Austin ISD</b>	<b>Grades PK-5</b>	<b>Yes</b>	<b>21 Century</b>	<b>All</b>	<b>ACE</b>	<b>2:50-6:30</b>
Barron EL/El Paso ISD	Grades PK-5	No	NA	NA	NA	NA
Sinclair EL/Houston ISD	Grades PR-5	No	NA	NA	NA	NA
<b>Mendenhall EL/Plano ISD</b>	<b>Grades PR-5</b>	<b>Yes</b>	<b>Tuition/260.00 monthly</b>	<b>Outside</b>	<b>PASAR</b>	<b>2:45-6:30</b>

## Schools Like Us - After School Information

School	Grade Levels	Do you have an after school program?	How Funded? Local, State, Federal, Grant	Do you charge a fee?	How Staffed? Professionals, Paras, Outside	Any Specific Programs Used?	What are the hours?
M L Phillips Elem, Fort Worth	EE-5						
Oak Grove Elem, San Antonio	E-5						
Marcy Elem, Big Spring ISD							
La Porte Elem	PK-5	No					
Roberts Road Elem - Waller Exemp 2 yrs	PK-5	Yes, started this year	5 yr 21st century grant through ACE	No fee	Teachers \$25 per hour	transportation provided  Soccer, karate, choir, piano, cooking. About 100 attend did not have anything last year at all.	AM 7:30 PM until 6 p.m. with transportation
McKenzie Elem	K-6	No - city only does it	not the district	charge parents			
Hillsboro Elem		No					
Burks Elem - McKinney ISD	K-5	Club 360 through ISD	at all elementaries	Tiered levels	1-2 teachers from campus	no transportation	operates until 6:30 p.m.
She said they have a higher percentage paying the regular rate			\$180 free lunch  Can pay through the \$200 reduced \$260 per month for	Several plans  Discounts for ED Holiday care \$50 membership	Academic Specialist for tutoring  Staff with teachers, Have a director for the	coordinated by the campus	
Booker T Washington - Elgin ISD		No					
Porter Elem - Mesquite ISD		No					
Vic Robertson Elem		Yes, but by	free if qualify or pay		YMCA staff		
McQueeney Elem - Seguin ISD	K-5	Yes, but city					
Ferris Intermediate	4-6th						
Memorial Elem - Plano ISD	K-5	Yes, ran by	PASAR 469-752-	Similar structure as the McKinney district. Go to parent resources and click on PASAR			
Sinclair Elem - Houston							

**Agenda Item Summary Sheet (6 D)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Discussion Only***

**Curriculum and Instruction**      Discuss Proposed Modification to Grade Point Calculation

**Summary**

For some time we have discussed the need to offer some incentive to eleventh and twelfth graders to challenge Advance Placement courses. If you will recall, many students choose to take dual credit courses rather than AP courses because they both currently carry the same weight in grade point calculations. Rich DuBroc has proposed that we change the weight for AP courses to 1.2 and have the weight for pre-AP and dual credit courses to remain at 1.1.

If we move forward with this recommendation we will need to amend our LOCAL policy EIC, ACADEMIC ACHIEVEMENT, CLASS RANKING.

The proposed change would take effective beginning with the Freshman class of 2012.

**ECISD Board Policy**      EIC (LOCAL), ACADEMIC ACHIEVEMENT, CLASS RANKING

**Effective Date**      2012-2013 School Year and Thereafter

**Previous Board Action**      The Board previously approved changes to EIC (LOCAL) in March of 2010.

**Future Action Expected**      The Board may consider approval of amendments to EIC (LOCAL) on next month's Consent Agenda.

**Background Information and Significant Issues**      Please refer to attached memorandum from Rich DuBroc stating rationale.

**Fiscal Impact**      Unknown.

**Student and Public Benefit**      Encourage our juniors and seniors to take more challenging courses.

**Procedural and Reporting Implications**      None.

<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	<ul style="list-style-type: none"><li>• Memorandum from Rich DuBroc</li></ul>
<b>Contact Person(s)</b>	Carolyn Gordon, Assistant Superintendent of Curriculum and Instruction Rich DuBroc, High School Principal
<b>Action Required</b>	No action required.
<b>Superintendent's Recommendation</b>	This is a discussion item only. <b>Mark Pool, Superintendent of Schools</b>

**EL CAMPO  
HIGH SCHOOL**  
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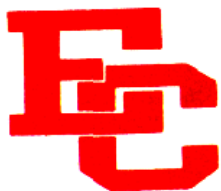
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Assistant Principal  
tfuehec@ecisd.org



To: Mark Pool and ECISD Board of Trustees  
From: Rich DuBroc  
Date: 01/06/2012

**Request:** We are requesting that the Grade Point weight for AP Courses be increased to a multiplier of 1.2. This request will only apply to AP Courses, PAP and Dual Credit Courses will remain at 1.1.

**Rationale:** We believe that increasing the weight of AP courses will encourage our higher achieving students to challenge AP courses during their 11<sup>th</sup> and 12<sup>th</sup> grade year. Our goal is to have our brightest and highest achieving students challenge AP courses. In order to accomplish this we need to make the courses more enticing. I believe increasing the weight will make the courses more enticing to students and result in increased enrollment.

**Cost:** No additional cost to the district.

**Governance**

Retaining Voting Location at Glen Flora

**Summary**

On January 3<sup>rd</sup>, David Bright and Joyce Supak met with the County's new Election Administrator, Audrey Wessels, to discuss matters related to the Glen Flora polling location. Ms. Wessels indicated that some changes have occurred that will enable the County to continue to use the Glen Flora polling location in all ECISD elections. She told them that the run-off election has been rescheduled for June so they no longer have a problem providing the required number of voting machines. She also stated that her department has received additional grant money that they could use to purchase additional voting machines if necessary.

As you are aware from previous discussions, consolidation of the polling locations would require a pre-clearance by the U.S. Department of Justice. Ms. Wessels indicated that she had received notification from the Justice Department that Glen Flora citizens had been calling to express their concern.

**ECISD Board Policy**

BBB (LOCAL) – BOARD MEMBERS, ELECTIONS

**Effective Date**

May 12, 2012

**Previous Board Action**

Judy Owens, former Wharton County Election Administrator, addressed the Board regarding this issue at the regular meeting on July 19, 2011.

At the regular meeting on October 18, 2011, the Board discussed SB 100, the implications on future Trustee elections, and the recommendation of former County Elections Administrator, Judy Owens.

At the regular meeting on November 15, 2011, the Board tabled action on a resolution to consolidate polling locations pending a public hearing on the proposed action.

At the regular meeting on December 13, 2011, the Board held a public hearing on the consolidation of polling locations. Dr. John Wynn and Mr. Jack Moses addressed the Board encouraging them to keep the Glen Flora voting location open. Action on the proposed resolution to consolidate the polling location was tabled pending additional information.

<b>Future Action Expected</b>	Polling locations to be designated on the Order of Election that will be considered at the regular meeting on February 21, 2012.
<b>Background Information and Significant Issues</b>	Following last month's discussion on this issue I asked David Bright to do some historical research. Specifically, I asked that he look at election results from the Glen Flora polling location for the past ten years with regards to the number of people voting at that location. A summary of his findings is attached.
<b>Fiscal Impact</b>	The Glen Flora voting location has historically not been cost effective when the cost per vote cast was the only consideration.
<b>Student and Public Benefit</b>	Keeping the voting location at Glen Flora open will benefit the residents of that area who wish to vote in any ECISD election.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	None.
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Summary of Glen Flora Polling Location Voting History.</li> </ul>
<b>Contact Person(s)</b>	David Bright, Assistant Superintendent for Finance and Operations
<b>Action Required</b>	No action required.
<b>Superintendent's Recommendation</b>	<p>I am recommending that we continue to utilize the polling location in Glen Flora for future ECISD elections.</p> <p><b>Mark Pool, Superintendent of Schools</b></p>

## Glen Flora Election/Voting History

Election Date	Election	Early Votes Received	Election Day Votes Received	Total Glen Flora Votes Received	Total Votes Received	Did Dr. John Wynn Vote in Glen Flora?	Did Jack Moses Vote in Glen Flora?
May 8, 2010	School Board	566	298	14	878	no	no
May 9, 2009	School Board	1117	557	23	1697	yes	yes
May 10, 2008	School Board	1446	534	46	2026	no	no
May 13, 2006	School Board	1180	516	18	1696	no	no
Sept. 10, 2005	Bond Issue	1347	867	77	2291	yes	no
May 7, 2005	School Board	411	397	10	818	no	no
Nov. 4, 2003	Bond Issue	883	940	68	1891	no	yes
May 3, 2003	School Board	452	382	136	970	no	yes *
Aug. 11, 2001	School Board	760	279	114	1153	no	yes *
May 5, 2001	School Board	153	328	7	488	no	no
May 6, 2000	School Board	925	619	10	1554	no	no
May 3, 1997	School Board	374	424	11	809	no	no
May 4, 1996	School Board	522	602	23	1147	no	no

\* High turn out at Glen Flora because Vivian Wyatt was running for the school board.

**Agenda Item Summary Sheet (7 B)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Discussion Item***

**Governance**

Review Proposed 2012-2013 School Calendars

**Summary**

With the State Assessment Calendar and school start date being determined at the state level, and the parameters the ECISD Board has set for the district's school calendar for the past few years, there are fewer and fewer options with regards to the development of a school calendar. For that reason last year we discontinued the historical practice of committees from each campus developing possible calendars for the district faculty and staff to select from. Because of the restrictions we operate under the time and effort put into these committees was not a productive use of time.

This year we have developed two options for the faculty and staff to consider. Both calendars are identical with the exception of the end of the first and start of the second semesters.

The calendar that mirrors the 2011-2012 school calendar ends the first semester before Christmas on December 21, 2012, and starts the second semester on January 7, 2013. This provides for 80 days in the first semester and 100 days in the second semester. Many of our faculty like to end the semester before the Christmas holidays, and this calendar provides us with more days in the second semester where we lose a significant number of instructional days due to scheduled state assessments.

The other proposed calendar ends the first semester after Christmas on January 18, 2013. This calendar balances the number of days in each semester.

Both Calendars have Martin Luther King Day, January 21, 2013, as a holiday as opposed to a professional development day for faculty and staff.

Many of our faculty have been asking for some time for individual professional development. Therefore, as an option we might want to consider making the first day for teachers to report as Wednesday, August 22<sup>nd</sup>, and using January 3<sup>rd</sup> and 4<sup>th</sup> as professional development comp days.

**ECISD Board Policy**

EB (LEGAL), SCHOOL YEAR

**Effective Date**

2012-2013 School Year.

<b>Previous Board Action</b>	In prior years the Board has established parameters for the development of a school calendar.
<b>Future Action Expected</b>	The Board will formally approve a school calendar for the 2012-2013 school year at the regular meeting on February 21, 2012.
<b>Background Information and Signification Issues</b>	<p>The following parameters were considered in the development of these two options:</p> <ul style="list-style-type: none"> <li>• Calendar must include 187 contract days for teachers;</li> <li>• Calendar must include 180 instructional days for students;</li> <li>• First day of instruction may not occur prior to Monday, August 20, 2012 (state law)</li> <li>• Last day of instruction must be on or before Friday, June 7, 2013.</li> <li>• The following student/teacher holidays will be observed: <ul style="list-style-type: none"> <li>○ Labor Day</li> <li>○ Thanksgiving</li> <li>○ Christmas Eve and Christmas Day</li> <li>○ New Years Day</li> <li>○ Good Friday</li> <li>○ Wharton County Youth Fair Day</li> <li>○ Memorial Day</li> </ul> </li> <li>• No more than three instructional days will be taken for Thanksgiving Holidays (November 21-23)</li> <li>• No more than ten instructional days will be taken for Christmas / New Years Day (December 24 – January 4)</li> </ul>
<b>Fiscal Impact</b>	None.
<b>Student and Public Benefit</b>	A locally developed calendar that faculty and staff consider to be the most instructionally sound.
<b>Procedural and Reporting Implications</b>	Two Proposed Calendars will be submitted to Districtwide Improvement Council for discussion and a possible vote the faculty and staff.
<b>Public Comments Alternatives</b>	None. With the parameters set by the Board of Trustees, the state assessment schedule, and TEA requirements options are very limited.

**Other Comments and Related Issues**

None.

**Attachments**

- Copy of Proposed School Calendar No. 1
- Copy of Proposed School Calendar No. 2

**Contact Person(s)**

Carolyn Gordon, Assistant Superintendent for Instruction

**Action Required**

No Action Required

**Superintendent's Recommendation**

This is a discussion item only.

**Mark Pool, Superintendent of Schools**

# Proposed Calendar No. 1

## AUGUST

S	M	T	W	T	F	S
			1	2	3	4
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ST – STAAR  
 TK – TAKS  
 EO – EOC  
 [ - Beginning of 9 weeks  
 ] – End of 9 weeks

holiday

data analysis

staff dev

159

1<sup>st</sup> 9 weeks – 39  
 2<sup>nd</sup> 9 weeks – 41----->80

3<sup>rd</sup> 9 weeks – 49  
 4<sup>th</sup> 9 weeks – 51----->100

# Proposed Calendar No. 2

## AUGUST

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## JUNE

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## JULY

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ST – STAAR  
 TK – TAKS  
 EO – EOC  
 [ - Beginning of 9 weeks  
 ] – End of 9 weeks

holiday

data analysis

staff dev

160

1<sup>st</sup> 9 weeks – 44  
 2<sup>nd</sup> 9 weeks – 46----->90

3<sup>rd</sup> 9 weeks – 39  
 4<sup>th</sup> 9 weeks – 51----->90

**Governance**

Discuss Possibility of Participation in School Finance Litigation

**Summary**

At the regular meeting in October the Board received information and litigation packets on two school finance lawsuits against the State of Texas. Since then two more suits have been filed.

According to an editorial in the Ft. Worth Star-Telegram, “the suits are expected to be combined, with a trial in state district court by next fall and an initial ruling from the court shortly before the Legislature convenes in January 2013.”

“Nothing about this looks favorable to the state’s side of the courtroom. For the first time in four decades of school finance litigation in Texas, almost half of its school districts, including the 10 largest representing about 60 percent of the state’s public school students are lined up against the state. More expected to join before the suits go to trial.”

“School districts have an impressive record in these fights, having won five out of seven since 1971. In none of those wins has their starting advantage been stronger than it is now.”

The Texas Taxpayer and Student Fairness Coalition, led by the Equity Center — an Austin advocate for property-poor school districts, has been joined by 379 (as of December 22) of the state’s 1,030 districts (36.8%). These districts have more than 1.25 million (25.5%) of the 4.9 million Texas public school students.

A 63-district group led by Houston attorney David Thompson, a veteran of previous school funding suits, includes the 10 largest districts and more than 1.5 million (30.6%) of the state’s students.

Sixty districts from the Texas School Coalition, an organization of property-wealthy districts.

Four districts represented by MALDEF (Mexican American Legal Defense and Education Fund), a civil rights organization on behalf of low-income and English language learner students.

The arguments focus on three areas:

(1) Lack of equity in the school finance system. The suit organized by the Equity Center says taxpayers in 546 districts could adopt the maximum maintenance and operations tax rate of \$1.17 for each \$100 of assessed property value and still not raise as much money as even the poorest of 91 wealthy districts have available at a rate of \$1.04.

(2) Adequacy. The suits pushed by the Texas School Coalition

and Thompson's group say there is not enough money in the system to meet the state's ever-increasing education requirements.

(3) Meaningful discretion. All of the suits argue that the current system in effect contains an unconstitutional state property tax. The court has said districts must have "meaningful discretion" in deciding how to spend local tax money. Districts argue that they can't raise enough maintenance and operations tax money to pay for anything but meeting state requirements.

**ECISD Board Policy** None.

**Effective Date** January 17, 2012

**Previous Board Action** The Board reviewed litigation packets from the Texas Taxpayer and Student Fairness Coalition (Equity Center) and the Thompson group at the regular meeting in October.

**Future Action Expected** The Board may consider a resolution to join one of the plaintiff groups.

**Background Information and Significant Issues** The Texas Tribune has put together a chart for comparing the four different lawsuits:

	<b>Texas School Coalition</b>	<b>Taxpayer and Student Fairness Coalition</b>	<b>David Thompson Group</b>	<b>MALDEF</b>
<b>Who</b>	About 60 property-wealthy districts, including Alamo Heights, Eanes, and Highland Park ISDs	As of the mid-December, 381 districts, primarily mid-to low-property wealth	A variety of districts, including the state's largest, Houston ISD	Districts with large portions of low-income and English-language-learning students, including San Antonio's Edgewood ISD
<b>Property Tax</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Adequacy</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>Equity</b>	<b>—</b>	<b>X</b>	<b>—</b>	<b>X</b>
<b>Representation</b>	Haynes & Boone	Equity Center	Thompson & Horton	MALDEF

**Fiscal Impact** Cost per district for the Equity Center and Thompson group suits is \$1.00 per WADA for the 2011-2012 and 2012-2013 school years each.

Our latest reported WADA on the June 2011 Summary of Finance was 4,234.229.

<b>Student and Public Benefit</b>	The School Finance System in the State of Texas must be changed for the benefit of all students and taxpayers.
<b>Procedural and Reporting Implications</b>	None.
<b>Public Comments</b>	None.
<b>Alternatives</b>	None.
<b>Other Comments and Related Issues</b>	Since 1949, the Texas Legislature has never taken meaningful steps to address public school finance in the absence of litigation or threatened litigation.
<b>Attachments</b>	<ul style="list-style-type: none"> <li>• Timeline of Legislation and Lawsuits in Texas School Funding</li> </ul>
<b>Contact Person(s)</b>	Mark Pool, Superintendent of Schools
<b>Action Required</b>	No action at this time.
<b>Superintendent's Recommendation</b>	This is a discussion item only. <b>Mark Pool, Superintendent of Schools</b>

## Timeline of Legislation and Lawsuits in Texas School Funding

### 1949 - *Gilmer-Aiken Act*

- First comprehensive system for Texas school funding.
- Guaranteed a minimum amount of funds per student and allowed local enrichment.
- 80 percent of educational funding came from the state level.
- Provided for minimum teacher salaries and altered how school districts were zoned.

### 1971-1973 - *Rodriguez v. San Antonio I.S.D.*

- Though districts were encouraged to develop special education programs with matching state funds, poorer school districts were unable to take part in the program, increasing inequality among districts.
- Thus, the lawsuit was filed to challenge what it described as a "violation of equal protection."
- The district court sided with the plaintiff.
- The U.S. Supreme Court, however, reversed the ruling, finding that the system met the benchmarks of furthering state education goals while supporting local control provisions.

### 1989 - *Edgewood I.S.D. v. Kirby (I)*

- In this suit, property-poor districts challenged the second tier of financing created under the 1975 Foundation School Program law, claiming it to create unfair inequity in funding.
- The trial court found the system violated the Texas Constitution. The Court of Appeals reversed the trial court's decision.
- The Texas Supreme Court found that the system was "neither financially efficient nor efficient in the sense of providing for a 'general diffusion of knowledge' statewide, and therefore it violates article VII, section 1 of the Texas Constitution."

### 1991 - *Edgewood I.S.D. v. Kirby (II)*

- In response to the 1989 case, the Texas Legislature adopted SB 1 in 1990, which required biennial studies on district inequity, followed by adjustments to address the gaps. The mechanism for funding remained the same.
- The Texas Supreme Court found the system remained unconstitutional.

### 1992 - *Carrollton-Farmers Branch I.S.D. v. Edgewood I.S.D.*

- In 1991, the Legislature passed House Bill 351, which created 188 County Education districts-which were allowed to levy state-mandated property taxes and redistribute the revenues to member districts.
- Districts sued, asserting that HB 351 levied a state ad valorem tax in violation of Texas Constitution Article VIII.
- The Texas Supreme Court sided with the plaintiffs and found the bill unconstitutional.

*1995 - Edgewood I.S.D. v. Meno*

- In 1993, the Legislature passed Senate Bill 7 which, instead of a state property tax, created a provision-known as "recapture"-that redistributed property tax dollars to create equity.
- School districts of all economic strata sued on the same grounds as in the 1991 and 1992 cases.
- The Texas Supreme Court found for the defense, upholding the system.

*2001 - West Orange-Cove Consolidated I.S.D. v. Alanis et. al.*

- In this case, plaintiff school districts argue that, because they must levy the maximum property tax rate to maintain equity, the local property tax has become equivalent to a state ad valorem tax, which is prohibited by the Texas Constitution.
- In March 2003, the suit was argued before the Texas Supreme Court, which ruled that the case should not have been dismissed by an appeals court and sent it back to Texas ' 250th Judicial Court in Travis County for a trial.

*2004 - West Orange-Cove Consolidated I.S.D. v. Neeley et. al.*

- Judge John Dietz, the Travis County trial court judge declared:
  - The state's school finance system fails to provide an adequate, suitable education as required by Article VII, section 1 of the Texas Constitution
  - Some districts are forced to tax at the \$1.50 cap on maintenance and operations taxes, violating the Texas Constitution
  - The Texas school finance system is not financially efficient or efficient in the sense of providing for the mandated adequate education.
  - The system for funding school facilities is inadequate and violates the Texas Constitution
- The judge issued an injunction against state spending for education if the Texas Legislature does not remedy the problems of the funding system by October 1, 2005.

**Agenda Item Summary Sheet (9 A)**  
**Meeting Date: January 17, 2012**  
**Submitted by: Mark Pool, Superintendent**

## ***Action Required***

<b>Personnel</b>	Consider Action on Superintendent's Contract and Compensation
<b>Summary</b>	<p>The annual performance evaluation of the Superintendent was completed at a special meeting called for that purpose on Tuesday, January 10, 2012. Based on that evaluation and the discussion that followed it is proposed to extend the term of the Superintendent's contract by one year to June 30, 2015.</p> <p>With regards to compensation, any salary increase for the current Superintendent has historically followed salary considerations for other personnel the previous year. Since salaries for all employees were frozen for the 2011-2012 school year there was no consideration of increasing the Superintendent's salary for 2012-2013.</p>
<b>ECISD Board Policy</b>	BJC (LEGAL), SUPERINTENDENT: CONTRACT
<b>Effective Date</b>	January 17, 2012
<b>Previous Board Action</b>	The Board annually considers the Superintendent's contract and compensation in January.
<b>Future Action Expected</b>	The Board annually considers the Superintendent's contract and compensation in January.
<b>Background Information and Significant Issues</b>	Current contract is for a three-year term through June 30, 2014. A one-year extension would push the contract through June 30, 2015.
<b>Fiscal Impact</b>	Salary and Benefits
<b>Student and Public Benefit</b>	Leadership continuity.
<b>Procedural and Reporting Implications</b>	Following any action to extend the Superintendent's contract and/or adjust the Superintendent's compensation, a contract addendum is prepared to attach to the existing contract.

**Public Comments** None.

**Alternatives** None.

**Other Comments and Related Issues** Historical annual superintendent total compensation since employment on December 1, 2003:

2003-2004.....	\$108,400	(\$103,000 +\$4,800 + \$600)
2004-2005.....	\$108,400	(\$103,000 +\$4,800 + \$600)
2005-2006.....	\$108,400	(\$103,000 +\$4,800 + \$600)
2006-2007.....	\$114,400	(\$109,000 +\$4,800 + \$600)
2007-2008.....	\$122,400	(\$117,000 +\$4,800 + \$600)
2008-2009.....	\$126,400	(\$121,000 +\$4,800 + \$600)
2009-2010.....	\$132,450	(\$127,050 +\$4,800 + \$600)
2010-2011.....	\$137,255	(\$131,255 +\$4,800 + \$1,200)
2011-2012.....	\$137,255	

**Attachments**

- Proposed Addendum to 2012-2013 Superintendent's Employment Contract

**Contact Person(s)** Mark Pool, Superintendent of Schools

**Action Required** Motion, second and majority vote to approve any action on the Superintendent's contract and/or compensation.

**Superintendent's Recommendation** Board's decision.  
**Mark Pool, Superintendent of Schools**

**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 1<sup>st</sup> day of July 2012, and ending on the 30<sup>th</sup> day of June 2015. The District may, by action of the Board, and with the consent and approval of the Superintendent, extend the term of this Contract as permitted by state law.

**Section III – Compensation**

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

EXECUTED this 17th day of January, 2012.

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

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

Attest: \_\_\_\_\_  
**David Hodges**, Secretary, Board of Trustees