

Agenda of Regular

The Board of Trustees El Campo Independent School District

A Regular of the Board of Trustees of El Campo Independent School District will be held February 25, 2020, beginning at 7:00 PM in the Boardroom, 700 W. Norris, El Campo, TX 77437.

The subjects to be discussed are as listed below.

1. Call to Order/Opening Prayer/Pledge of Allegiance
2. Public Comment
3. Recognition
 - A. State and National Winners
 1. FFA State Winners
State Champion Jr. Creed Speaker– Nationals Bound – Claire Crowell
State Champion Jr Skills Team – Hailey Peters, Bridget Dorotik, Anna Rod
State Champion Sr. Skills Team – Kolin Cerny, Meredith Radley, Darby Lutrick
State Reserve Champion Sr. Quiz Team – Ryan Williamson, Kennedy Klatt, Chloe Bush, Madison Rose, Hannah Sutton
State Semi – Finalist Ag Advocacy Team – Taylor Watz, Abby Weinheimer, Makensie Till, Georgia Priesmeyer
State Semi- Finalist Ag Issues Team – Reid Williams, Kendal Klatt, Emorie Dornak, Kate Bodungen, Carter Hlavinka
State Semi- Finalist Public Relations Team – Shannon Schulz, Hailey Tupa, Carleene Rawlings

Ryan Williamson also received a 10,000 San Antonio Scholarship from being 1st high individual in Poultry Judging.
 2. UIL - Students who competed in State Congress in January
Manna Trevino, Austin Viktorin, Jose Brito
 3. Band - Stefany Flota - All State Band - Selected to play flute in the All State Band in San Antonio. Stefany placed in region and the area. She was one of 280 students to be invited for the all State honors.
4. **Consent Agenda**
 - A. Governance
 1. Budget Amendment(s) 4
 2. RWS Invoices 7
 3. Consider Approval of Minutes
 4. Consider Approval of Renewal of Membership on Walsh-Gallegos Retainer Program 14
 5. Consider Approval of Northside Center Board Members 25
 6. Consider Approval of TASB Policy Update 114 affecting local policies (see attached list) 27

| | |
|--|-----|
| 7. Consider Necessary Actions to Cancel the May 4, 2019 Board Election and Declare Unopposed Candidates Elected | 31 |
| B. Business and Support Services | |
| 1. Review Budget Assumptions for Development of FY2020-21 General Operating Budget | 35 |
| 2. Review of Monthly Financial Reports | 40 |
| 3. Review of Checks Written for the Month of January, 2020 | 48 |
| 4. Facility/Security Update | |
| 5. Consider and Approve Revision to Local Policy CDC | |
| C. Curriculum and Instruction | |
| 1. Consider Approval of 2020-2021 School Calendar | 73 |
| 5. Consider Approving Goals and Graduate Profile as Developed by the Strategic Planning Committee | 76 |
| 6. Interest Information on Local Accountability System | 79 |
| 7. BMD 1.A Part 2 College, Career, Military Readiness (CCMR) | 141 |
| 8. BMD 1.A Part 3 Graduation Rate | 145 |
| 9. Attendance Incentive for Fall Semester | 147 |
| 10. Consider and Approve Resolution to submit the grant application for the Building Leadership Capacity Project to the Office of the Governor | 149 |
| 11. Report on Section 504 Services and Dyslexia Program | 152 |
| 12. Consider Approval of Action on Superintendent's Contract as Discussed in Closed Session | |
| 13. Presentation Items | |
| A. Curriculum and Instruction | |
| 1. BMD 6 Create a Positive District Culture | 159 |
| B. Business and Operations | |
| 1. Consider Alternate Bid for High School Fencing Project | 166 |
| 2. BMD- Long-Range Planning Transportation Department | |
| C. Governance | |
| 14. Discussion and Action Items | |
| A. Business and Operations | |
| 1. Discussion and Possible Action on Wind Farm Financial Report and Funding | 174 |
| 2. Consider Final Approval of Contract with Singleton Zimmer Haliburton (SZH) Architecture. | |
| 3. Discussion and Possible Action Concerning the District Facility Needs | |
| B. Curriculum and Instruction | |
| C. Governance | |
| 1. Board Suggestions for Superintendent's 2020-2021 Performance Goals | 189 |
| 15. Review Items | |
| A. Curriculum and Instruction | |
| 1. Report on Campus Discipline Committees | 191 |
| 2. Discuss Annual SHAC Report | 193 |
| 3. BMD - GPM Part 1 School Progress- Academic Growth and 1.B Part 2 School Progress -Relative Performance | 197 |

| | |
|---|-----|
| B. Business and Operations | |
| 16. Closed Session | |
| A. The Board Will Conduct a Closed Meeting in Accordance With Government Code § 551.074, Personnel Matters to Deliberate the Appointment, Employment, Evaluation, Reassignment, Duties, Discipline or Dismissal of a Public Employee. | |
| 1. Consider Action on Superintendent's Contract | |
| 2. Discuss Employment of Teachers, Administrative Professional Personnel and Other Personnel | |
| 17. Personnel | |
| A. Consider Approval of Personnel Recommendations | |
| 18. Superintendent's Report | |
| A. Governance | 272 |
| B. Business and Support Services | 314 |
| C. Personnel | 321 |
| D. Curriculum and Instruction | |
| E. Students | 322 |
| F. Community and Governmental Relations | 325 |
| 19. Adjournment | |

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

For the Board of Trustees

Action Required

Meeting Date: February 26, 2019

Submitted by: David Bright, Assistant Superintendent for Finance

| | |
|--|---|
| Consent Agenda: Business and Support Services | Amendment – Appropriate funds for salary and travel expense for Security Guard assigned to Elementary Campuses. |
| Summary | According to district policy, the budget shall be amended when a change is made increasing any one of the functional spending categories. |
| ECISD Board Policy | CE (LOCAL), ANNUAL OPERATING BUDGET |
| Effective Date | February 26, 2019 |
| Previous Board Action | The Board approved the 2017-2018 General Operating Budget on August 28, 2018. |
| Future Action Expected | The Board is required to amend the budget when a change increases any one of the functional spending areas. |
| Background Information and Significant Issues | None |
| Fiscal Impact | \$14,610 |
| Student and Public Benefit | Accurate accounting for the expenditure of public funds. |
| Procedural and Reporting Implications | Record the official budget amendment and make the necessary changes in the general operating budget. |
| Public Comments | None. |
| Alternatives | None. |

Other Comments and Related Issues

None.

Attachments

- Amendment

Contact Person(s)

David Bright, Assistant Superintendent for Finance & Operations

Action Required

Motion, second and majority vote to approve budget amendment(s).

Superintendent's Recommendation

I recommend you approve the budget amendment(s) as a part of the Consent Agenda.

Kelly Waters, Superintendent of Schools

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

Feb. 26, 2019

DATE

2018-19

BUDGET YEAR

TO: Board of Trustees

FROM: David Bright *DMB*
 Assistant Superintendent for Finance

RE: Budget Amendment(s)

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

AMENDMENT #1

| BUDGET CODE | ACCOUNT NAME | BUDGET | CHANGE+- | AMENDED |
|---------------------------|---------------------------|------------|------------|-----------|
| 199 52 61xx 00 999 999000 | Elementary Security Guard | \$ -0- | +\$ 13,610 | \$ 13,610 |
| 199 52 6411 00 999 999000 | Travel Expense | \$ -0- | +\$ 1,000 | \$ 1,000 |
| 199 11 6119 00 999 911W00 | Salaries-Prof. | \$ 107,889 | -\$ 14,610 | \$ 93,279 |

Appropriate funds for salaries & travel expense for a new Security Guard for the Elementary campuses.

Information Only

Meeting Date: February 26, 2019

Submitted By: David Bright, Assistant Superintendent for Finance

**Consent Agenda
Business and Support
Services**

Review of Invoices from RWS Architects, Inc.

Summary

Although payments to RWS Architects, Inc. are in accordance with their contract with the district, applications for payment are presented for review each month as a part of the Consent Agenda.

Invoice No. 8597 – ECHS Security Fencing, Application for Payment No 1. This invoice in the amount of \$12,794.90 is for architectural services through 12/31/18.

Invoice No. 8598 – ECHS Security Fencing, Application for Payment No 2 REIM. This invoice in the amount of \$505.65 is for printing of proposal documents and legal ads.

ECISD Board Policy

CH (LOCAL) PURCHASING AND ACQUISITION, PURCHASING AUTHORITY

Effective Date

February 26, 2019.

Previous Board Action

The board has previously approved RWS Architects, Inc. as the design firm for the district construction projects. Applications for Payment are in accordance with Article 11.2 of this contract between the owner and the architect.

Future Action Expected

The Board will review Applications for Payment from RWS Architects as a part of the Consent Agenda each month throughout the duration of the construction projects.

Background Information and Significant Issues

ECHS Security Fencing Project

Payment Recap for ECHS Security Fencing Project

| Date | Application for Payment No. | Invoice No. | Amount | Paid to Date |
|-------------------------------------|-----------------------------|-------------|-------------|--------------|
| Fee Basis: Hourly Rate Basis | | | | |
| 1/15/19 | 1 | 8597 | \$12,794.90 | \$12,794.90 |
| | | | | |

Reimbursable Expenses

| Date | Application for Payment No. | Invoice No. | Amount | Paid to Date |
|---------|-----------------------------|-------------|----------|--------------|
| | | | | |
| 1/15/19 | RWS | 2 REIM | \$505.65 | \$505.65 |
| | | | | |

Student and Public Benefit

Monthly review of the Applications for Payment from the district's architect insures accounting transparency for the public on these projects.

Procedural and Reporting Implications

None.

Public Comments

None.

Alternatives

None.

Other Comments and Related Issues

None.

Attachments

- RWS Application for Payment No. 1
- RWS Application for Payment No. 2 REIM

Contact Person(s)

David Bright, Assistant Superintendent for Finance

Action Required

None.

Recommendation

No action required.

**Superintendent's
Recommendation**

Information only.

Kelly Waters, Superintendent of Schools

RWS Invoice

ARCHITECTS

To: **El Campo ISD**
700 West Norris Street
El Campo, Texas 77437
Attention: **Ms. Kelly Waters, Superintendent**
Project: **ECHS Security Fencing**
Project No.: 2018-06

Date: January 15, 2019
Invoice No.: 8597
RWS Application for Payment No.: 1
Fee Basis: Hourly Rate Basis
You're Purchase Order:

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


Twelve Thousand Seven Hundred Ninety Four & 90/100 Dollars **\$12,794.90**

The amount of the invoice is calculated as follows:

For Architectural Services through 12/31/18

| | | |
|--------------------------------------|-----------------------------|---------------------------|
| Cheryl B. Lawrence | 1.0 hr x \$198.20/hr..... | \$ 198.20 |
| Malcolm C. Gaus | 50.5 hrs x \$145.97/hr..... | \$7,371.48 |
| Juha I. Nolo | 25.5 hrs x \$124.41/hr..... | \$5,225.22 |
| TOTAL AMOUNT DUE THIS INVOICE | | <u>\$12,794.90</u> |

THANK YOU



RWS Invoice

ARCHITECTS

To: **El Campo ISD**
700 West Norris Street
El Campo, Texas 77437
Attention: **Ms. Kelly Waters, Superintendent**
Project: **ECHS Security Fencing**

Date: January 15, 2019

Invoice No.: 8598

RWS Application for Payment No.: 2 REIM

Fee Basis: At Cost

Project No.: 2018-06

You're Purchase Order:

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

Five Hundred Five & 65/100 Dollars

\$505.65

The amount of the invoice is calculated as follows:

Reimbursable Expenses – Printing of Proposal Documents and Legal Ads

Thomas Printworks – Printing of Drawings and Specifications for Owner and Proposers

(see attached RWS Check No. 9584 dated 01/14/19 and Thomas Printworks Inv#141857).....\$505.65

TOTAL AMOUNT DUE THIS INVOICE\$505.65

THANK YOU

KWB
1-31-19

Payable at the offices of:



INVOICE

Please Remit to:

THOMAS PRINTWORKS

P.O. Box 740967, Dallas, TX 75374-0967

713.621.0022 • Fax: 713.621.2537

www.ThomasPrintworks.com

INVOICE DATE
12/05/18

PAGE
1

INVOICE NO.
141857

LOC-0 LI-0 REF> 354812

INVOICE TO: EL CAMPO ISD
C/O RWS ARCHITECTS
3100 TIMMONS LN STE. 410
HOUSTON TX 77027-5926

INVOICE FROM: THOMAS PRINTWORKS
SENT ON DT - 4235 RICHMOND AVE.
(713) 621-1651

INVOICE DATE: 12/05/18

INVOICE NO.: 141857

TERMS: NET 30

SHIP DATE: 12/05/18

DUPLICATE COPY 8.5x11
SPECIAL STOCK - XEROX
DIGITAL COPY 8.5x11
MISC BINDING CHARGE
SPECIAL BIND 14
DOCUMENT PREPARATION
3000 PRINT UP TO 300x2
STAPLE BIND PRINTS
300 DPI RAM SCAN UP TO 300x2
LARGE FORMAT INDEXING
DFS POSTING - PLANS
SMALL DOC SCAN TO FILE
SMALL DOC INDEXING
DFS POSTING - SMALL DOC
DELIVERY TO CUSTOMER - ZONE 2
PICKUP SERVICE (IF APPLICABLE)

QUANTITY: 14 EA, 14 EA, 75 EA, 14 EA, 14 EA, 5 EA, 70 EA, 14 EA, 5 EA, 5 EA, 5 EA, 75 EA, 75 EA, 75 EA, 1 EA, 1 EA

UNIT PRICE: 2.50, 11.88, 143.94, 2.50, 0.80, 7.50, 18.00, 12.18, 11.25, 2.00, 10.00, 39.00, 12.00, 7.50, 14.75

TOTAL: 505.65

NO CHARGE

505.65

| SM | WORK ORDER# | ACCOUNT NO. | REFERENCE | JOB# | P.O. NO. | SHIP DATE | TERMS |
|----|-------------|-------------|-----------|--------------------------------|------------|-----------|--------|
| ES | 024021067 | 31466 | 141857 | 2018-06 | 2018-06 | 12/05/18 | NET 30 |
| | | QUANTITY | UNIT | DESCRIPTION | UNIT PRICE | TOTAL | |
| | | 14 | EA | DIGITAL COPY 8.5x11 | 2.50 | 35.00 | |
| | | 14 | EA | SPECIAL STOCK - XEROX | 11.88 | 166.32 | |
| | | 75 | EA | DIGITAL COPY 8.5x11 | 143.94 | 10798.50 | |
| | | 14 | EA | MISC BINDING CHARGE | 2.50 | 35.00 | |
| | | 14 | EA | SPECIAL BIND 14 | 0.80 | 11.20 | |
| | | 5 | EA | DOCUMENT PREPARATION | 7.50 | 37.50 | |
| | | 70 | EA | 3000 PRINT UP TO 300x2 | 18.00 | 1260.00 | |
| | | 14 | EA | STAPLE BIND PRINTS | 12.18 | 170.52 | |
| | | 5 | EA | 300 DPI RAM SCAN UP TO 300x2 | 11.25 | 56.25 | |
| | | 5 | EA | LARGE FORMAT INDEXING | 2.00 | 10.00 | |
| | | 5 | EA | DFS POSTING - PLANS | 10.00 | 50.00 | |
| | | 75 | EA | SMALL DOC SCAN TO FILE | 39.00 | 2925.00 | |
| | | 75 | EA | SMALL DOC INDEXING | 12.00 | 900.00 | |
| | | 75 | EA | DFS POSTING - SMALL DOC | 7.50 | 562.50 | |
| | | 1 | EA | DELIVERY TO CUSTOMER - ZONE 2 | 14.75 | 14.75 | |
| | | 1 | EA | PICKUP SERVICE (IF APPLICABLE) | | | |
| | | | | SUB-TOTAL | | 505.65 | |
| | | | | TOTAL AMOUNT DUE | | 505.65 | |

ORDERED BY: MALCOLM DAUR
PRINTS TO EL CAMPO ISD
INVOICED BY: Y. GERRMICHIEL

005
(1207 0717) REV. BY:

PHYSICAL ADDRESS: 4235 RICHMOND AVE., HOUSTON, TEXAS 77027
OFFICE AND PAYABLE IN DALLAS COUNTY, TX

RWS
ARCHITECTS

RWS ARCHITECTS INCORPORATED
3100 TIMMONS LN STE 410
HOUSTON, TX 77027-5960

WELLS FARGO BANK, N.A.
www.wellsfargo.com
37-65/1119

9584

January 14, 2019

PAY TO THE
ORDER OF

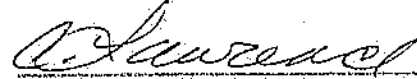
THOMAS PRINTWORKS

\$ ***\$505.65***

Five Hundred Five and 65/100**

DOLLARS

THOMAS PRINTWORKS
PO BOX 740967
DALLAS, TEXAS 75374-0967



ATTESTED SIGNATURE

MEMO

INV#141857

⑈0000009584⑈ ⑆1⑆1⑆1900659⑆ 6885036993⑈

RWS ARCHITECTS INCORPORATED

9584

THOMAS PRINTWORKS

January 14, 2019

\$505.65

RWS ARCHITECTS INCORPORATED

9584

THOMAS PRINTWORKS

January 14, 2019

\$505.65

Action Required

Meeting Date: February 26, 2019

Submitted by: David Bright, Assistant Superintendent for Finance

**Consent Agenda:
Governance**

Legal Services Retainer Agreement

Summary

According to LEGAL policy, the purchasing requirements of Education Code Section 44.031 do not apply to a contract for professional services rendered, including the services of an attorney. Contracts for these professional services shall be made on the basis of demonstrated competence and qualifications to perform the services and for a fair and reasonable price. *Gov't Code 2254.002, 2254.003(a)*

The Board has had a Legal Services Retainer Agreement with Walsh, Gallegos, Trevino, Russo and Kyle, P.C. (formerly *Walsh, Gallegos, Green, and Trevino, P.C.*) since 2002. The annual retainer fee is \$1,000 and is billed each year on the anniversary of the District joining the program.

Telephone consultation with school officials in this program regarding general routine legal matters is free of charge. The firm has toll-free telephone numbers that are made available to these clients.

An hourly rate of \$220/hour for associates licensed less than one year, \$230/hour for associates licensed one or two years, \$275/hour for associates licensed over two years, or \$295/hour for shareholders is charged for time spent on research, opinion letters, office visits, board meetings, and other work of a general nature.

For matters requiring more in-depth work, such as document review, negotiation of contract, grievance, nonrenewal, review of construction documents, litigation, administrative appeals, and the like, all time, including telephone calls, is charged at the current hourly retainer rates shown above, plus expenses.

ECISD Board Policy

CH (LEGAL), PURCHASING AND ACQUISITION

Effective Date

February 26, 2019

Previous Board Action

The Board previously approved the Legal Services Retainer Agreement with the Walsh-Gallegos firm.

| | |
|--|---|
| Future Action Expected | Annually the Board will consider the renewal of the Legal Services Retainer Agreement. |
| Background Information and Significant Issues | None. |
| Fiscal Impact | \$1,000 |
| Student and Public Benefit | Tax dollars are saved by being able to obtain certain legal services under a retainer agreement. |
| Procedural and Reporting Implications | Following approval by the Board, a contract will be signed and returned to Walsh, Gallegos, Trevino, Russo & Kyle P.C. |
| Public Comments | None. |
| Alternatives | Seek another law firm. |
| Other Comments and Related Issues | None |
| Attachments | <ul style="list-style-type: none"> • Copy of Letter re: Renewal of Membership in Independent Retainer Program • Copy of Legal Services Retainer Contract • Copy of Fee Schedule • Benefits of Walsh-Gallegos Retainer Program |
| Contact Person(s) | Kelly Waters, Superintendent of Schools |
| Action Required | Motion, second and majority vote to approve the Legal Services Retainer Agreement with <i>Walsh, Gallegos, Trevino, Russo & Kyle P.C.</i> |
| Superintendent's Recommendation | <p>I recommend you approve the Legal Services Retainer Agreement with <i>Walsh, Gallegos, Trevino, Russo & Kyle P.C.</i> as part of the consent agenda.</p> <p>Kelly Waters, Superintendent of Schools</p> |



WALSH GALLEGOS
TREVINO RUSSO & KYLE P.C.

February 1, 2019

VIA FIRST CLASS MAIL

Ms. Kelly Waters
Superintendent
El Campo ISD
700 West Norris Street
El Campo, Texas 77437

RE: Renewal of Membership in Walsh Gallegos' Retainer Program

Dear Ms. Waters:

It is our privilege to serve El Campo Independent School District through the Walsh Gallegos Retainer Program. It is time to renew your membership and so enclosed with your monthly statement you will find our Legal Services Retainer Agreement and our invoice for membership in our Retainer Program. Please note that in accordance of the provisions of HB 89 that was recently passed by the 85th Texas Legislature, we have changed our agreement to state that we are not boycotting Israel and will not boycott Israel during the term of the contract. This program includes the following valuable benefits for just \$1,000.00 per year:

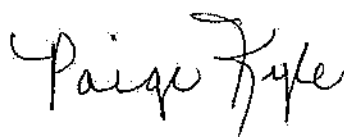
- No-charge telephone consultation on day-to-day general and special education matters with attorneys in any of our offices,
- Reduced rates for legal work,
- Reduced fees for inservices,
- Reduced rates for practical Walsh Gallegos products such as the web-based Student Code of Conduct, The Legal Guide to DAEP & Expulsion and the Extracurricular Code of Conduct,
- A free subscription to our bi-monthly general education newsletter "*Time Out with Walsh Gallegos,*"
- A free subscription to our monthly special education newsletter "*This Just In,*" and
- Email updates about the latest developments in education law.

More information about these services and other advantages of the retainer program are included in the attached description. Also enclosed is information about our EFT/ACH payment program that provides a convenient, efficient, secure, and less costly method of payment than paper checks.

It is an honor to be of service to El Campo Independent School District. Many districts have adopted the Texas Association of School Boards' policy BDD (local) which requires approval of the agreement by the Board of Trustees; check your policy to see who is authorized to approve and sign the Agreement. Additionally, please note that in accordance with the requirements of HB 1295 we have filed Form 1295 with the Texas Ethics Commission and are enclosing a certification of filing of Form 1295 for your records.

We look forward to receiving your signed contract. In the meantime, please remember that you can call any of our offices and speak with the attorney of your choice to get the guidance you need, when you need it. I am pleased to be your shareholder contact regarding the retainer program. Should you have any questions about the Retainer Agreement or wish to reach me directly, please contact me at (800) 232-9469.

Sincerely,

A handwritten signature in black ink that reads "Paige Kyle". The signature is written in a cursive, flowing style.

Paige C. Kyle

PCK/glo
Enclosures

cc: Mr. Dennis Rawlings, Board President
(not including billing statement or email update form)

**LEGAL SERVICES RETAINER AGREEMENT
FOR EL CAMPO INDEPENDENT SCHOOL DISTRICT**

The El Campo Independent School District (hereinafter "District"), acting by and through the authorized Trustee or Employee whose signature appears below, hereby retains the law firm of Walsh Gallegos Treviño Russo & Kyle P.C. (hereinafter "Law Firm"), to provide the services to the District set forth below.

1. Telephone Consultation: The Law Firm shall provide telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director, or designee pertaining to questions arising out of the general operation of the District. The District shall have access to a statewide toll-free telephone number for calls to the Law Firm.
2. Additional Legal Work: The District shall be entitled to reduced hourly rates for additional legal work over and above general telephone consultation. Examples of such additional legal work are research, opinion letters, and legal advice or representation in adversarial matters. Expenses incurred by the Law Firm in providing such additional legal work shall be charged.
3. Publications: The Law Firm shall provide at no charge the monthly publication This Just In, dealing with special education law issues, and the bi-monthly general school law publication Time Out with Walsh Gallegos, both published by the Law Firm.
4. E-mail Updates: The Law Firm shall send periodic e-mail updates to designated District personnel and trustees relating to developments in school law. The content and publication schedule of such updates shall be determined solely by the Law Firm.
5. Retainer Term and Cost: There shall be a fee of \$1,000.00 for this Retainer Agreement due upon execution and annually thereafter on the anniversary of the execution date below. This Retainer Agreement shall remain in effect until notice of cancellation is received.
6. Compliance with HB 89: The Law Firm does not boycott Israel and will not boycott Israel during the term of this contract.

7. Scope of Attorney-Client Relationship: This Retainer Agreement establishes a limited attorney-client relationship only between the Law Firm and the District. The relationship exists only as to the consultations and additional legal work that are initiated by the District and accepted by the Law Firm pursuant to this Agreement. The Retainer Agreement does not impose any duty upon the Law Firm to provide advice or work to the District regarding legal matters absent a request by the District's Board President, Superintendent, Special Education Director, or designee for such advice or work on a matter. The Law Firm and the District acknowledge and represent that this Agreement does not establish an attorney-client relationship between the Law Firm and any individual Trustees or Employees of the District. If a lawsuit or other adversarial matter is brought against the District and/or any Trustee or Employee of the District, the Law Firm may require the execution of one or more separate Letters of Engagement prior to undertaking an attorney-client relationship in the matter.

EL CAMPO INDEPENDENT SCHOOL DISTRICT

By: David Bright
(Signature)

David Bright
(Print Name)

Assistant Supt. for Finance
(Title)

2-5-19
(Date)

WALSH GALLEGOS TREVIÑO RUSSO & KYLE P.C.

By: 
Joe A. De Los Santos
Managing Shareholder

2/1/19
(Date)

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.
Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY CERTIFICATION OF FILING

Certificate Number:
2019-438183

Date Filed:
01/04/2019

Date Acknowledged:

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.

Walsh Gallegos Trevino Russo & Kyle P.C.
Austin, TX United States

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.

El Campo ISD

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.

08100
Legal Services Retainer Agreement

| 4 | Name of Interested Party | City, State, Country (place of business) | Nature of interest (check applicable) | |
|---|--------------------------|--|---------------------------------------|--------------|
| | | | Controlling | Intermediary |
| | Walsh, Jim | Austin, TX United States | X | |
| | Gallegos, Elena | Austin, TX United States | X | |
| | Trevino, Oscar | Austin, TX United States | X | |
| | Kyle, Paige | Austin, TX United States | X | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

5 Check only if there is NO Interested Party.

6 UNSWORN DECLARATION

My name is Diana Stangl, and my date of birth is 9/29/1957.

My address is 2603 Tip Cove, Austin, TX, 78704, USA.
(street) (city) (state) (zip code) (country)

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Travis County, State of Texas, on the 16th day of January, 2019.
(month) (year)



Signature of authorized agent of contracting business entity
(Declarant)



Program for EFT/ACH Payments

Walsh Gallegos Treviño Russo & Kyle P.C. is working to improve our services to you and assist you in saving time and money. To that end, we now offer our clients the option to pay their invoices electronically by either Electronic Funds Transfer (EFT) or Automated Clearing House (ACH) payment--instead of the traditional paper, check-by-mail method.

An EFT/ACH payment authorizes the client's bank to move funds from its bank account to the bank account of the authorized merchant (Walsh, Gallegos). This movement of funds is done between banks electronically—thus the term Electronic Funds Transfer (EFT) or Automated Clearing House (ACH). This electronic movement of funds between banks is more convenient, efficient, secure, and far less costly than the handling of paper checks.

If your district is interested in participating in our EFT/ACH payment program, please e-mail a request to WA-EFT@wabsa.com or call Lisa González at (800) 252-3405 to receive our bank account information for EFT/ACH payments.

We are excited to be able to extend this opportunity to our clients. Please feel free to contact us if you have any questions.



FEE SCHEDULE AS OF JULY 16, 2016 LEGAL SERVICES RETAINER AGREEMENT

For Retainer Program Clients

Annual retainer fee is \$1,000 billed each year on the anniversary of the client joining the program.

Telephone consultation with school officials in this program regarding general routine legal matters is free of charge. The firm has toll-free telephone numbers that are made available to these clients.

An hourly rate of \$220/hour for associates licensed less than one year, \$230/hour for associates licensed one to two years, \$275/hour for associates licensed over two years, or \$295/hour for shareholders is charged for time spent on research, opinion letters, office visits, board meetings, and other work of a general nature.

For matters requiring more in-depth work, such as document review, negotiation of a contract, grievance, nonrenewal, review of construction documents, litigation, administrative appeals, and the like, all time, including telephone calls, is charged at the current hourly retainer rates shown above, plus expenses. A new file is set up so that the billings show legal fees attributable to that particular matter.

For Non-retainer Program Clients

An hourly rate of \$220/hour for associates licensed less than one year, \$230/hour for associates licensed one to two years, \$295/hour for associates licensed over two years, or \$315/hour for shareholders is charged for time spent on any work, including all telephone calls, office visits, litigation, research, opinion letters, hearings, and the like.

The above rates are subject to change at any time.

BENEFITS OF THE RETAINER PROGRAM

1. **FREE TELEPHONE CONSULTATION:** The law firm provides telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director or any designee pertaining to questions arising out of the general operation of the District. Last year, our member clients received an average of 10 free hours of telephone consultation. That is a \$2,800 value in telephone calls alone!

As a retainer client, the District has exclusive access to the statewide toll-free telephone numbers for calls to the law firm. Before making decisions with legal consequences, use our exclusive toll-free number to reach any Walsh Gallegos attorney:

- Austin (800) 252-3405
- San Antonio (800) 232-9169
- Irving (800) 231-4207
- Houston (888) 565-6864
- Rio Grande Valley (866) 770-6864
- Albuquerque (800) 771-6864

2. **REDUCED RATES FOR ADDITIONAL LEGAL WORK:** The District receives reduced hourly rates for additional works that goes beyond the initial general telephone consultations, such as analyzing documents, writing opinion letters, attending school board meetings, or follow up phone consultations. Though the hourly rates are reduced for retainer clients, any actual expenses (copy costs or mileage, for example) incurred by the law firm in providing such additional work are charged.

3. **FREE SUBSCRIPTIONS TO FIRM PUBLICATIONS:** Membership in the Walsh Gallegos Retainer Program also entitles the District to receive free subscriptions to both of the firm's newsletters:

- (1) the informative bi-monthly newsletter "*Time Out with Walsh Gallegos*" that provides timely reminders and practical suggestions about general education law issues arising throughout the school year, and
- (2) the monthly publication "*This Just In*" which addresses legal issues specific to the special needs of students with disabilities.

4. **E-MAIL UPDATES:** As another benefit of the Retainer Program, Walsh Gallegos sends periodic e-mail updates to you (and to any other District personnel or trustees you designate) to help keep the District abreast of the latest developments in school law. These updates, averaging more than one per month, address a broad range of timely topics and are designed to keep you informed and better prepared in your work for the District. Examples of the topics of our updates include:

- Information on How to Become a District of Innovation
- Information regarding new legislation on cyber-bullying

- Information on new legislation regarding inappropriate teacher-student relationships.
- Information regarding recent Attorney General opinions.
- Department of Education clarification about Security and Surveillance Videos.

Don't let your District personnel miss our next update!

5. **REDUCED RATES ON ALL WALSH GALLEGOS INSERVICES:** Our Retainer Program members also receive reduced rates on all inservices presented at the District. Our up-to-date training programs are presented by attorneys with firsthand experience and knowledge about the current legal issues confronting Texas school districts. Our retainer clients also receive priority scheduling for inservice training.
6. **REDUCED RATES ON ALL WALSH GALLEGOS PRODUCTS:** To assist clients in their day-to-day operations, we have developed several practical products to save you time and head off potential problems during the school year. These products are easy to navigate, written in plain language, and are full of useful suggestions. As a member of the Retainer Program, clients receive reduced rates on these helpful tools, including:
 - Interactive Student Code of Conduct
 - Discipline Guide for DAEP & Expulsion
 - Administrator's Anti-Bullying Toolkit
7. **ONE FREE AUDIO CONFERENCE:** Our retainer clients are also eligible for one free audio conference of the District's choice, to be selected from our published audio conference schedule. Our audio conferences provide excellent training for school administrators without having to leave the district.

Consent Agenda

Governance

Approve appointment of Northside Center, Inc. Board Members

Summary

According to the Bylaws of the Northside Center, Inc., the affairs of the corporation shall be managed by its Board of Directors. There are nineteen directors, and each is to hold office until the next annual meeting of members and until his/her successor is appointed. The members of the Board of Directors are as follows:

- Four members appointed by the Board of Trustees of the El Campo Independent School District.
- Four members appointed by the El Campo City Council.
- Seven standing members as follows:
 - President or representative of the El Campo Chamber of Commerce & Agriculture;
 - President or representative of the El Campo Economic Development Corporation;
 - Superintendent or representative of the El Campo Independent School District;
 - El Campo City Manager or representative;
 - President or representative of the City Development Corporation;
 - President of Wharton County Junior College; and
 - President of the University of Houston-Victoria.
- Four members at large may be appointed for a term by the Northside Center, Inc. Board of Directors

Appointed directors are to serve staggered terms. At the first meeting of the Board, members are to draw for their terms of office. At the first drawing, three members shall draw three-year terms, three members shall draw two-year terms, and two members shall draw one-year terms. After the first year, all new terms of office will be for three years.

- Todd Fuehec–3-year term will expire at the end of 2018
- Dolores Trevino – 3-year term will expire at the end of 2020
- Ralph Novosad - 3-year terms will expire at the end of 2019
- Linda Raun – 3-year terms will expire at the end of 2020

ECISD Board Policy

None.

Effective Date

February 27, 2018

| | |
|---|---|
| Previous Board Action | At the February meeting, the Board continued the appointment of Linda Raun as the school district's representatives to the Northside Education, Inc. Center Board of Directors. |
| Future Action Expected | Annual appointment of school representatives whose terms are expiring. |
| Background Information and Signification Issues | None. |
| Fiscal Impact | None. |
| Student and Public Benefit | Adult and continuing education facility. |
| Procedural and Reporting Implications | Nominees will be reported to the Northside Center, Inc. Board of Directors at their next regular meeting. |
| Public Comments | None. |
| Alternatives | None. |
| Other Comments and Related Issues | None. |
| Attachments | None. |
| Contact Person(s) | Kelly Waters, Superintendent of School |
| Action Required | Appointment of one positions for three-year terms. |
| Superintendent's Recommendation | I recommend that the board consider Demetric Wells as district representative to the NSC for a three-year term as part of the Consent Agenda. |

Consent Agenda

| | |
|--|---|
| Governance | Approval of TASB Policy Update 112 |
| Summary | <p>Update 112 focuses primarily on amendments to the Administrative Code resulting from legislation from the 85th Legislative Session. Recommended changes to local policies include the following topics:</p> <ul style="list-style-type: none"><input type="checkbox"/> District acceptance of electronic signatures<input type="checkbox"/> Procurement requirements for federal awards<input type="checkbox"/> Term contract entitlement<input type="checkbox"/> False claims of discrimination, harassment, or retaliation<input type="checkbox"/> Standards for advertisements<input type="checkbox"/> Grievance procedures for when a district refuses entry to or ejects a person from district property |
| ECISD Board Policy | See attached list |
| Effective Date | February 26, 2019 |
| Previous Board Action | Approval of TASB Update 111 |
| Future Action Expected | None. |
| Background Information and Significant Issues | Please bear in mind that the (LEGAL) policies reflect the ever-changing context for governance and management of the district. They should not be adopted by, rather, should inform local decision making. The (LOCAL) policy recommendation in this update will need close attention by both the administration and the board to ensure that they reflect the practices of the district and the intentions of the board. Board action will be needed to adopt, revise, or repeal (LOCAL) policy. |
| 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 | None. |
| Public Comments | None. |

| | |
|--|---|
| Alternatives | None. |
| Other Comments and Related Issues | None. |
| Attachments | Update 112 Packet Local Comparison Packet |
| Contact Person(s) | Kelly Waters, Superintendent of Schools |
| Action Required | None |
| Superintendent's Recommendation | I recommend the board approve TASB Update 112 as part of the Consent Agenda Kelly Waters, Superintendent of Schools |

Instruction Sheet

TASB Localized Policy Manual Update 112

EI Campo ISD

| Code | Type | Action To Be Taken | Note |
|------|-----------|---------------------------|---------------------------|
| BBFA | (LEGAL) | Replace policy | Revised policy |
| BBFB | (LEGAL) | Replace policy | Revised policy |
| BJA | (LOCAL) | Replace policy | Revised policy |
| BJCD | (LEGAL) | Replace policy | Revised policy |
| C | (LEGAL) | Replace table of contents | Revised table of contents |
| CBB | (LEGAL) | Replace policy | Revised policy |
| CCE | (LEGAL) | Replace policy | Revised policy |
| CCG | (LEGAL) | Replace policy | Revised policy |
| CCG | (LOCAL) | DELETE policy | See explanatory note |
| CCGA | (LEGAL) | ADD policy | See explanatory note |
| CCGA | (LOCAL) | ADD policy | See explanatory note |
| CCGB | (LEGAL) | ADD policy | See explanatory note |
| CCGB | (LOCAL) | ADD policy | See explanatory note |
| CCH | (LEGAL) | Replace policy | Revised policy |
| CFA | (LEGAL) | Replace policy | Revised policy |
| CFC | (LEGAL) | Replace policy | Revised policy |
| CH | (LEGAL) | Replace policy | Revised policy |
| CH | (LOCAL) | Replace policy | Revised policy |
| CHF | (LEGAL) | Replace policy | Revised policy |
| CHG | (LEGAL) | Replace policy | Revised policy |
| CNA | (LEGAL) | Replace policy | Revised policy |
| CO | (LEGAL) | Replace policy | Revised policy |
| COA | (LEGAL) | Replace policy | Revised policy |
| COB | (LEGAL) | Replace policy | Revised policy |
| CQ | (LOCAL) | Replace policy | Revised policy |
| CV | (LOCAL) | Replace policy | Revised policy |
| DBB | (LEGAL) | Replace policy | Revised policy |
| DBD | (LEGAL) | Replace policy | Revised policy |
| DCB | (LEGAL) | Replace policy | Revised policy |
| DCB | (LOCAL) | Replace policy | Revised policy |
| DFE | (LEGAL) | Replace policy | Revised policy |
| DH | (LOCAL) | Replace policy | Revised policy |
| DH | (EXHIBIT) | Replace exhibit | Revised exhibit |
| DHB | (LEGAL) | Replace policy | Revised policy |

Instruction Sheet

TASB Localized Policy Manual Update 112

El Campo ISD

| Code | Type | Action To Be Taken | Note |
|------|---------|--------------------|----------------|
| DHE | (LEGAL) | Replace policy | Revised policy |
| DIA | (LEGAL) | Replace policy | Revised policy |
| DIA | (LOCAL) | Replace policy | Revised policy |
| DP | (LEGAL) | Replace policy | Revised policy |
| EHAC | (LEGAL) | Replace policy | Revised policy |
| EHAD | (LEGAL) | Replace policy | Revised policy |
| EHB | (LEGAL) | Replace policy | Revised policy |
| EHBC | (LEGAL) | Replace policy | Revised policy |
| EHBE | (LEGAL) | Replace policy | Revised policy |
| EHBI | (LEGAL) | Replace policy | Revised policy |
| EHDC | (LEGAL) | Replace policy | Revised policy |
| EI | (LEGAL) | Replace policy | Revised policy |
| EIF | (LEGAL) | Replace policy | Revised policy |
| FFAC | (LEGAL) | Replace policy | Revised policy |
| FMA | (LOCAL) | Replace policy | Revised policy |
| FNG | (LOCAL) | Replace policy | Revised policy |
| FODA | (LEGAL) | Replace policy | Revised policy |
| GF | (LOCAL) | Replace policy | Revised policy |
| GKA | (LEGAL) | Replace policy | Revised policy |
| GKA | (LOCAL) | Replace policy | Revised policy |
| GKB | (LEGAL) | Replace policy | Revised policy |
| GKB | (LOCAL) | Replace policy | Revised policy |
| GRA | (LEGAL) | Replace policy | Revised policy |

Action Required

Meeting Date: February 26, 2019

Submitted by: David Bright, Assistant Supt. Superintendent for Finance

**Consent Agenda:
Governance** Cancel the May 4, 2019 Board Election and Declare Unopposed Candidates Elected

Summary In an at-large election, the election may be canceled if the number of candidates for at-large positions is the same or fewer as the number of at-large positions up for election.

For the 2019 School Board Election there were two positions up for election and only one unopposed candidate for each position.

To cancel an election, after receiving certification of unopposed status from the authority responsible for preparing the ballot, the board must take action in a properly-posted meeting to cancel the election and declare the unopposed candidates elected. A copy of the order canceling the election should be posted during early voting and on election day at each polling place that would have been used in the election. Copies of the cancellation order can simply be posted on the polling place door.

If the election is cancelled, the Texas Election Code requires the board to issue a Certificate of Election to each candidate who is declared elected in the same manner as required for a candidate elected at the election. The elections division of the Secretary of State's office advises that Certificates of Election are issued to unopposed candidates after election day, and the unopposed candidates are then sworn in just as candidates elected at an election.

ECISD Board Policy BBB(LEGAL), BOARD MEMBERS, ELECTIONS

Effective Date February 26, 2019

Previous Board Action The Board called the May 4, 2019, School Board Election at the regular meeting on January 22, 2019.

Future Action Expected The Board will swear in the unopposed candidates at the regular meeting on May 21, 2019.

**Background Information and
Significant Issues** None.

| | |
|--|--|
| Fiscal Impact | Cost of election is saved. |
| Student and Public Benefit | District voters will be assured that the Board of Trustees has reviewed the election results before certifying the election. |
| Procedural and Reporting Implications | Post Order for Cancellation on Election Day. |
| Public Comments | None. |
| Alternatives | None. |
| Other Comments and Related Issues | None. |
| Attachments | <ul style="list-style-type: none"> • Order of Cancellation • Certification of Unopposed Candidates |
| Contact Person(s) | David Bright, Assistant Superintendent of Finance and Operations |
| Action Required | Motion, second and majority vote to cancel the May 4, 2019, School Board Election and certify unopposed candidates Rich Dubroc, Position 3, and Ed Erwin, Position 5, as elected. |
| Superintendent's Recommendation | <p>I recommend that you take the necessary action to cancel the May 4, 2019, School Board Election and certify unopposed candidates Ed Erwin and Rich Dubroc as elected as a part of the Consent Agenda.</p> <p>Kelly Waters, Superintendent of Schools</p> |

SAMPLE ORDER OF CANCELLATION
EJEMPLO DE ORDEN DE CANCELACIÓN

The El Campo ISD hereby cancels the election scheduled to be held on
(official name of governing body)
May 4, 2019 in accordance with Section 2.053(a) of the Texas
(date on which election was scheduled to be held)
Election Code. The following candidates have been certified as unopposed and are hereby
elected as follows:

*El El Campo ISD por la presente cancela la elección que, de lo contrario,
(nombre oficial de la entidad gobernante)
se hubiera celebrado el May 4, 2019 de conformidad, con
(fecha en que se hubiera celebrado la elección)
la Sección 2.053(a) del Código de Elecciones de Texas. Los siguientes candidatos han sido
certificados como candidatos únicos y por la presente quedan elegidos como se haya indicado
a continuación:*

| Candidate (Candidato) | Office Sought (Cargo al que presenta candidatura) |
|------------------------------|--|
| Richard DuBroc | School Trustee, Position 3 |
| Edgar Erwin | School Trustee, Position 5 |

A copy of this order will be posted on Election Day at each polling place that would have been used in the election.

El Día de las Elecciones se exhibirá una copia de esta orden en todas las mesas electorales que se hubieran utilizado en la elección.

Dennis Rawlings
President (Presidente)

Kevin Wied
Secretary (Secretario)

**CERTIFICATION OF UNOPPOSED CANDIDATES FOR
OTHER POLITICAL SUBDIVISIONS (NOT COUNTY)
CERTIFICACIÓN DE CANDIDATOS ÚNICOS
PARA OTRAS SUBDIVISIONES POLITICAS (NO EL CONDADO)**

To: Presiding Officer of Governing Body
Al: Presidente de la entidad gobernante

As the authority responsible for having the official ballot prepared, I hereby certify that the following candidates are unopposed for election to office for the election scheduled to be held on May 4, 2019

Como autoridad a cargo de la preparación de la boleta de votación oficial, por la presente certifico que los siguientes candidatos son candidatos únicos para elección para un cargo en la elección que se llevará a cabo el May 4, 2019

List offices and names of candidates:
Lista de cargos y nombres de los candidatos:

| Office(s) Cargo(s) | Candidate(s) Candidato(s) |
|----------------------------|----------------------------------|
| School Trustee, Position 3 | Richard DuBroc |
| School Trustee, Position 5 | Edgar Erwin |

Signature (Firma)

Printed name (Nombre en letra de molde)

Title (Puesto)

Date of signing (Fecha de firma)

(Seal) (sello)

Information Only

Meeting Date: February 26, 2019

Submitted by: David Bright, Assistant Supt. for Finance & Operations

**Consent Agenda:
Business and Support
Services**

FY2019-2020 Budget Assumptions and Priorities

Summary

As we begin to think about the development of our FY2019-2020 general operating budget, there are certain assumptions that must be made; e.g.,

- What will the district's tax base and taxable values be?
- What rate of tax collection can be expected?
- What will the refined ADA that is necessary for calculating state funding be?
- What will the proposed tax rate be?
- Will there be any salary increases, and if so how much?
- What capital expenditures are necessary?

These assumptions will all change as we gain more information and the budget development process continues.

ECISD Board Policy

None.

Effective Date

FY 2019-2020

Previous Board Action

The Board annually reviews the assumptions that will be used for development of the next year's general fund operating budget.

Future Action Expected

The Board annually reviews the assumptions that will be used for development of the next year's general fund operating budget.

**Background Information and
Significant Issues**

See attached information from David Bright.

Fiscal Impact

None.

| | |
|--|--|
| Student and Public Benefit | The development of a realistic general operating budget. |
| Procedural and Reporting Implications | None. |
| Public Comments | None. |
| Alternatives | None. |
| Other Comments and Related Issues | None. |
| Attachments | <ul style="list-style-type: none"> • Memorandum from David Bright outlining some of the current assumptions that are being made in the development of the FY2019-2020 general operating budget. |
| Contact Person(s) | David Bright, Assistance Superintendent of Finance and Operations |
| Action Required | None. |
| Superintendent's Recommendation | This is an information item only. No action required. Kelly Waters, Superintendent of Schools |

TO: Kelly Water, and Board of Trustees

FROM: David Bright

SUBJECT: **2019-2020 BUDGET ASSUMPTIONS**

Each year we try to make assumptions based on issues that could impact the coming school year budget. The following information is what we know at this time. Change will occur before the 2019-2020 Budget is approved in August 2019.

TAXABLE VALUES

Each year, the State Comptroller’s office is required by law to present an annual Property Value Study (Study) to the Legislature. The Study, conducted by the Property Tax Division (PTD), draws heavily on information obtained from the school district and the local County Appraisal District (CAD). Each year before February 1, the Comptroller’s office estimates, and certifies to the Commissioner of Education, the preliminary total taxable value of property for each school district based on the Study as required by Section 403.302 of the Government Code. This begins a process that allows each District to review the Study and to protest it if necessary.

In July 2018, Chief Appraiser, Tylene Gamble certified values at \$1,139,386,143. This represented an increase of \$70,949,687 in value for the district from the prior year’s certification. In February 2018, we were notified by the CPTD that we had been assigned preliminary local value of \$1,232,069,101 for 2017.

| | <u>2016</u> | <u>2017</u> | <u>2018</u> |
|----------------------------------|------------------------|------------------------|------------------------|
| CAD Local Certified Value | \$1,089,002,706 | \$1,159,952,393 | \$1,139,386,143 |
| Increase/Decrease | | \$70,949,687 | -\$20,566,250 |
| CPTD Value Assigned | \$1,154,680,207 | \$1,232,069,101 | \$1,219,319,077 |
| Increase/Decrease | | \$77,388,894 | -\$12,750,024 |

VALUE CATEGORIES

| | <u>2017 Assigned Value</u> | <u>2018 Assigned Value</u> | <u>Difference</u> |
|------------------------------|----------------------------|----------------------------|--------------------|
| A. Single-Family Residences | 579,942,200 | 593,331,592 | 13,389,392 |
| B. Multi-Family Residences | 14,093,157 | 15,331,200 | 1,238,043 |
| C. Vacant Lots | 30,549,895 | 30,333,002 | -216,893 |
| C2. Colonia Lots | 0 | 0 | 0 |
| D. Rural Real (Taxable) | 93,822,663 | 94,796,016 | 973,353 |
| D2. Real Prop Farm & Ranch | 458,887 | 4,098,999 | 3,640,112 |
| E. Real Prop NonQual Acres | 122,268,302 | 124,771,145 | 2,502,843 |
| F1. Commercial Real | 149,847,179 | 149,645,709 | -201,470 |
| F2. Industrial Real | 13,814,473 | 13,660,858 | -153,615 |
| G. Oil, Gas, Minerals | 56,612,083 | 47,511,644 | -9,100,439 |
| J. Utilities | 192,337,989 | 166,773,149 | -25,564,840 |
| L1. Commercial Personal | 90,377,744 | 92,837,326 | 2,459,582 |
| L2. Industrial Personal | 62,759,326 | 62,317,995 | -441,331 |
| M. Other Personal | 2,453,293 | 2,585,143 | 131,850 |
| N. Intangibles Personal Prop | 0 | 0 | 0 |
| O. Residential Inventory | 412,632 | 303,404 | -109,228 |
| S. Special Inventory | 6,150,085 | 7,629,375 | 1,479,290 |

TAX COLLECTIONS (Excluding Delinquent Taxes)

Currently 2018-19 collections are running slightly ahead of 2017-18 collections for the first quarter of the collection year. As of December 31, 2018, the District’s tax collections totaled \$5,770,465 or 39.13% of the Adjusted Tax Levy. At this time last year we had collected 38.26% of the Adjusted Tax Levy. As always we expect current year collections to top out above the 97 percent level by year end.

| <u>Year</u> | <u>Adjusted Levy</u> | <u>Collected</u> | <u>Percent</u> |
|------------------|----------------------|---------------------|----------------|
| 2006-2007 | \$16,009,118 | \$15,683,404 | 97.97% |
| 2007-2008 | \$12,371,025 | \$12,038,345 | 97.31% |
| 2008-2009 | \$13,003,365 | \$12,662,310 | 97.60% |
| 2009-2010 | \$13,166,956 | \$12,794,273 | 97.17% |
| 2010-2011 | \$13,369,858 | \$13,086,844 | 97.88% |
| 2011-2012 | \$13,378,158 | \$13,107,950 | 97.98% |
| 2012-2013 | \$13,624,501 | \$13,330,620 | 97.84% |
| 2013-2014 | \$13,897,797 | \$13,629,865 | 98.07% |
| 2014-2015 | \$14,705,036 | \$14,452,124 | 98.28% |
| 2015-2016 | \$13,696,628 | \$13,430,913 | 98.06% |
| 2016-2017 | \$13,718,987 | \$13,304,452 | 96.98% |
| 2017-2018 | \$14,768,868 | \$14,397,826 | 97.60% |
| 2018-2019 | \$14,747,356 | \$ 5,770,465 | 39.13%* |

*as of 12/31/18`

REVENUE

Below is a breakdown of revenue as reported in the District’s Audit Report for the past five-year period.

Where does our revenue come from?

| | <u>Local</u> | <u>%</u> |
|-----------|----------------|----------|
| 2013-2014 | \$16,692,279 | 44.7 |
| 2014-2015 | \$17,349,877 | 45.4 |
| 2015-2016 | \$16,351,186 | 42.8 |
| 2016-2017 | \$16,653,944 | 42.3 |
| 2017-2018 | \$18,556,642 | 44.5 |
| | <u>State</u> | <u>%</u> |
| 2013-2014 | \$15,974,018 | 42.8 |
| 2014-2015 | \$15,840,590 | 41.5 |
| 2015-2016 | \$16,922,980 | 44.3 |
| 2016-2017 | \$18,027,591 | 45.8 |
| 2017-2018 | \$18,572,411 | 44.6 |
| | <u>Federal</u> | <u>%</u> |
| 2013-2014 | \$ 4,691,230 | 12.5 |
| 2014-2015 | \$ 5,019,152 | 13.1 |
| 2015-2016 | \$ 4,946,020 | 12.9 |
| 2016-2017 | \$ 4,660,369 | 11.9 |
| 2017-2018 | \$ 4,542,076 | 10.9 |
| | <u>Total</u> | <u>%</u> |
| 2013-2014 | \$37,357,527 | 100.0 |
| 2014-2015 | \$38,209,619 | 100.0 |
| 2015-2016 | \$38,220,186 | 100.0 |
| 2016-2017 | \$39,341,904 | 100.0 |
| 2017-2018 | \$41,671,129 | 100.0 |

AVERAGE DAILY ATTENDANCE - ADA

Below is a breakdown of Refined Average Daily Attendance Rates for the first, second, and third six-weeks.

| <u>Year</u> | <u>Six Weeks Refined ADA</u> | <u>Percent</u> |
|-------------|------------------------------|----------------|
| 2018-2019 | 1 st 3,449.6 | 96.5% |
| | 2 nd 3,420.6 | 95.5% |
| | 3 rd 3,365.8 | 94.7% |

Prior Year's Attendance Rates

| <u>Year</u> | <u>Year End Refined ADA</u> | <u>Percent</u> |
|-------------|-----------------------------|----------------|
| 2010-2011 | 3,265.2 | 95.5% |
| 2011-2012 | 3,272.8 | 95.6% |
| 2012-2013 | 3,277.0 | 95.0% |
| 2013-2014 | 3,336.5 | 95.1% |
| 2014-2015 | 3,348.7 | 95.4% |
| 2015-2016 | 3,333.0 | 96.2% |
| 2016-2017 | 3,348.3 | 95.1% |
| 2017-2018 | 3,369.4 | 95.2% |

TAX RATE

Each year the rate needed to equal the prior year's budget level is the first consideration. As always, property values play a big part in any projection. Without knowing what changes may or may not occur from the state it is difficult to predict what may happen. In August 2018, the Board of Trustees approved a Tax Rate of \$1.20800 (\$1.170 M&O and \$.0380 for I&S) which was a \$0.01 increase from the prior year.

| <u>Year</u> | <u>M&O</u> | <u>I&S</u> | <u>Total</u> |
|-------------|----------------|----------------|--------------|
| 2009-2010 | 1.04005 | .14904 | 1.18909 |
| 2010-2011 | 1.04005 | .15485 | 1.19490 |
| 2011-2012 | 1.04005 | .16312 | 1.20317 |
| 2012-2013 | 1.04005 | .15610 | 1.19615 |
| 2013-2014 | 1.04005 | .15564 | 1.19569 |
| 2014-2015 | 1.04005 | .13798 | 1.17803 |
| 2015-2016 | 1.04005 | .15800 | 1.19805 |
| 2016-2017 | 1.17000 | .02800 | 1.19800 |
| 2017-2018 | 1.17000 | .02800 | 1.19800 |
| 2018-2019 | 1.17000 | .03800 | 1.20800 |

SALARY INCREASES

Normally, we submit information to the Board of Trustees beginning in February concerning the Districts Compensation Plan for the upcoming school year. I recommend we wait to see what the 86th Legislature proposes before making any recommendations.

Information Only

Meeting Date: February 26, 2019

Submitted By: David Bright, Assistant Superintendent for Finance & Operations

**Consent Agenda:
Business and Support
Services**

Review of Monthly Financial Reports for Month of January 2019.

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

January 31, 2019

Previous Board Action

Approval of 2018-2019 General Operating Budget on August 28, 2018.

Future Action Expected

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

**Background Information and
Significant Issues**

The unaudited fund balance in the General Fund (Fund 199 only) on August 31, 2018 was \$8,439,355, which is 27.95% of the approved General Fund operating expenditures (as defined in the AEIS Report) of \$30,195,279.

Fund balance designated for replacement of artificial turf at Ricebird Stadium is \$100,000, leaving an undesignated fund balance of \$8,339,355; or 27.62% of the approved General Fund operating expenditures (as defined in the AEIS Report).

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 62.84% of our amended revenue projections; and expended 39.50% of our amended expenditure estimates.

Compared to the same time last year, our revenue decreased by \$182,207 and our expenditures decreased by \$950,440.

| | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | | 2018-2019 | |
|------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
| | Rev | Exp | Rev | Exp | Rev | Exp | Rev | Exp | Rev | Exp |
| Sep | 9.48% | 7.12% | 9.16% | 13.52% | 9.52% | 12.19% | 10.17% | 12.97% | 10.71% | 11.82% |
| Oct | 17.85% | 21.80% | 17.27% | 21.34% | 17.85% | 20.11% | 19.45% | 20.95% | 20.45% | 18.94% |
| Nov | 26.58% | 29.90% | 22.80% | 28.98% | 27.59% | 28.12% | 28.89% | 27.56% | 31.14% | 27.01% |
| Dec | 40.85% | 36.86% | 39.16% | 35.12% | 41.32% | 34.35% | 41.90% | 33.49% | 44.04% | 33.33% |
| Jan | 62.03% | 44.07% | 59.00% | 42.07% | 58.41% | 41.42% | 59.09% | 40.75% | 62.84% | 39.50% |
| Feb | 69.79% | 53.68% | 65.53% | 49.94% | 65.27% | 50.86% | 65.17% | 48.31% | | |
| Mar | 71.73% | 60.47% | 67.50% | 56.42% | 67.46% | 57.88% | 67.29% | 54.67% | | |
| Apr | 76.33% | 68.17% | 72.22% | 64.06% | 72.39% | 65.38% | 72.22% | 61.22% | | |
| May | 79.87% | 75.87% | 77.76% | 72.65% | 76.21% | 72.04% | 76.12% | 68.27% | | |
| Jun | 85.40% | 81.68% | 82.90% | 79.64% | 81.90% | 78.37% | 81.98% | 74.00% | | |
| Jul | 91.51% | 88.53% | 88.57% | 85.51% | 84.87% | 81.71% | 88.73% | 80.73% | | |
| Aug | 100.83% | 99.17% | 101.01% | 99.54% | 100.85% | 97.42% | 99.92% | 99.28% | | |

Tax Collection Report. Our 2018-19 beginning tax levy of \$14,753,666 has been adjusted by **-\$24,593** giving us a new adjusted levy of \$14,729,074 and we have currently collected \$11,937,193 which amounts to 81.05% of the adjusted levy. This leaves an uncollected balance of \$2,791,880.

Delinquent collections YTD are \$109,288 plus \$61,012 in penalty and interest.

| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Oct | 0.26% | 0.23% | 0.00% | 0.12% | 0.28% | 0.23% |
| Nov | 9.69% | 7.96% | 1.76% | 8.01% | 8.48% | 12.27% |
| Dec | 41.43% | 36.39% | 38.01% | 38.96% | 38.26% | 39.13% |
| Jan | 84.25% | 79.99% | 81.34% | 78.42% | 79.61% | 81.05% |
| Feb | 94.03% | 94.03% | 94.03% | 91.96% | 92.41% | |
| Mar | 95.09% | 95.49% | 95.25% | 93.39% | 93.94% | |
| Apr | 95.78% | 96.39% | 95.99% | 94.03% | 94.97% | |
| May | 96.26% | 96.91% | 96.69% | 95.38% | 96.06% | |
| Jun | 96.99% | 97.58% | 97.59% | 96.01% | 96.62% | |
| Jul | 97.61% | 97.86% | 98.00% | 96.53% | 97.23% | |
| Aug | 97.97% | 98.21% | 98.06% | 96.79% | 97.49% | |
| Sep | 98.07% | 98.28% | 98.13% | 96.98% | 97.60% | |

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 | | |
|---------------------|-------------|-------------|-------------|--------------|--------------|-------------|
| | 2017-2018 | 2018-2019 | Difference | 2017-2018 | 2018-2019 | Difference |
| | | | | | | |
| Revenue | \$6,488,884 | \$6,620,016 | \$131,132 | \$22,309,402 | \$22,127,196 | (\$182,206) |
| Expenditures | \$3,048,510 | \$2,684,918 | (\$363,592) | \$12,009,457 | \$12,225,721 | \$216,264 |
| Balance | \$3,440,374 | \$3,935,098 | \$494,724 | \$10,299,945 | \$9,901,475 | (\$398,470) |

Attachments

- Monthly Financial Report – as of January 31, 2018
- Tax Collection Recap 2018-2019
- Cash Flow Report 2018-2019

Submitted by:

David Bright, Assistant Superintendent of Finance and Operations

Recommendation:

This is an information report only.

EL CAMPO INDEPENDENT SCHOOL DISTRICT
MONTHLY FINANCIAL REPORT
 February 26, 2019

Comparison of Revenue and Expenditures
to the Budget for the General Operating, Food Service & Debt Service Fund
9-1-18 to 1-31-19

ESTIMATED REVENUE:

| | <i>Original Budget</i> | <i>Amended Budget</i> | <i>Revenue Realized</i> | <i>Revenue Balance</i> |
|-------------------------|----------------------------|---------------------------|-----------------------------|----------------------------|
| <i>Local:</i> | \$15,755,847 | \$15,755,847 | \$12,630,237 | (\$3,125,610) |
| <i>State:</i> | \$17,476,972 | \$17,476,972 | \$8,701,779 | (\$8,775,193) |
| <i>Federal:</i> | \$1,981,080 | \$1,981,080 | \$795,179 | (\$1,185,901) |
| <i>Other Resources:</i> | \$0 | \$0 | \$0 | \$0 |
| <i>Total:</i> | \$35,213,899 | \$35,213,899 | \$22,127,195 | (\$13,086,704) |

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> |
|----------------------------|---------------------------|-----------------|-------------------------------------|--------------------------------------|-----------------------------|
| \$35,453,899 | \$35,911,109 | \$12,225,722 | \$1,957,651 | \$14,183,373 | \$21,727,736 |

COMPARISONS TO JAN 31 OF PRIOR YEAR:

| | <i>2017-2018</i> | <i>2018-2019</i> | <i>Increase/ Decrease</i> |
|--|------------------|------------------|-------------------------------|
| <i>Revenues:</i> | \$22,309,402 | \$22,127,195 | (\$182,207) |
| <i>Expenditures:</i> | \$15,133,813 | \$14,183,373 | (\$950,440) |
| <i>Cash Position:</i> | \$14,380,174 | \$17,644,794 | \$3,264,620 |
| PRIOR MONTH CASH POSITION as of 12/31/18: | | \$12,188,523 | |

| GENERAL FUND - FUND BALANCE | GENERAL OPERATING | FUND BALANCE | % of OPERATING |
|--|----------------------|-----------------|-------------------|
| GENERAL FUND - FUND BALANCE as of 8-31-13: | \$27,161,780 | \$8,490,723 | 31.26% |
| GENERAL FUND - FUND BALANCE as of 8-31-14: | \$27,800,164 | \$6,074,037 | 21.85% |
| GENERAL FUND - FUND BALANCE as of 8-31-15: | \$27,855,710 | \$5,683,928 | 20.40% |
| GENERAL FUND - FUND BALANCE as of 8-31-16: | \$28,363,926 | \$6,267,856 | 22.10% |
| GENERAL FUND - FUND BALANCE as of 8-31-17: | \$28,363,926 | \$7,424,287 | 26.18% |
| GENERAL FUND - FUND BALANCE as of 8-31-18: | \$30,195,279 | \$8,434,939 | 27.93% |

BUDGET AMENDMENTS:

Appropriate funds to replace Fuel Storage Tanks; transfer from the fund balance \$457,210

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

EL CAMPO INDEPENDENT SCHOOL DISTRICT
Cash Flow
2018-2019

| 199 GENERAL FUND | Actual Sep-18 | Actual Oct-18 | Actual Nov-18 | Actual Dec-18 | Actual Jan-18 | Actual Jan-19 | Actual Feb-18 | Actual Mar-18 | Actual Apr-18 | Actual May-18 | Actual Jun-18 | Actual Jul-18 | Actual Aug-18 | 2017-18 Totals |
|--------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|-------------------|------------------|------------------|-------------------|-------------------|
| REVENUE: | | | | | | | | | | | | | | |
| 5700 Local Revenue: | | | | | | | | | | | | | | |
| 5711 Taxes Current Year | 15,269 | 33,205 | 1,720,264 | 3,835,475 | 5,958,698 | 5,972,742 | 1,843,319 | 220,811 | 144,531 | 158,281 | 78,892 | 85,444 | 36,566 | 14,070,878 |
| 5712 Taxes Prior Years | 7,479 | 55,360 | 10,944 | 22,747 | 26,029 | 16,305 | 19,367 | 108,774 | 21,594 | 10,111 | 14,446 | 15,840 | 10,441 | 370,533 |
| 5717 Excess Tax Proceeds | 0 | 0 | 0 | 0 | 0 | 0 | 21,079 | 0 | 0 | 0 | 0 | 0 | 0 | 29,613 |
| 5719 Pen, Int, & Other | 6,304 | 12,412 | 6,982 | 10,446 | 12,124 | 29,836 | 21,838 | 21,557 | 22,010 | 17,688 | 20,075 | 13,048 | 9,577 | 202,761 |
| 5730 Tuition and Fees | 1,900 | 1,900 | 1,900 | 2,280 | 380 | 19,349 | 380 | 380 | 0 | 335 | 15,760 | 65 | 150 | 18,970 |
| 5740 Other Local Sources | 15,391 | 94,737 | 18,188 | 21,184 | 17,035 | 26,498 | 14,611 | 23,352 | 18,999 | 15,297 | 15,921 | 62,304 | 15,842 | 211,548 |
| 5750 Co/Curr Activities | 18,339 | 25,929 | 21,165 | 10,123 | 2,619 | 5,277 | 5,437 | 3,863 | 3,034 | 9,404 | 964 | 9,725 | 19,235 | 134,415 |
| Total Local Rev: | 64,683 | 223,543 | 1,779,443 | 3,902,255 | 6,016,886 | 6,070,006 | 1,926,030 | 378,736 | 210,167 | 211,117 | 146,058 | 186,427 | 91,811 | 15,038,718 |
| 5800 State Revenue: | | | | | | | | | | | | | | |
| 5811 Available School Fund | 0 | 171,670 | 168,347 | 118,709 | 24,492 | 54,007 | 24,492 | 68,126 | 53,830 | 79,373 | 70,836 | 74,596 | 50,668 | 699,777 |
| 5812 Foundation Entitlement | 3,275,967 | 2,681,594 | 1,410,472 | 0 | -1,004 | 0 | 0 | 0 | 1,278,022 | 820,049 | 1,643,577 | 2,137,074 | 2,167,718 | 16,134,742 |
| 5812 Founda Ent-Prior Yr | 259,936 | 0 | 0 | 0 | 0 | -1,720 | 0 | 0 | 0 | 0 | 0 | 0 | 40,256 | 40,256 |
| 5820 Misc State Program Rev | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4,440 | 4,440 |
| 5831 TRS On-Behalf | 112,034 | 112,189 | 111,744 | 114,487 | 112,905 | 112,343 | 112,282 | 113,229 | 112,042 | 112,513 | 114,543 | 117,251 | 231,910 | 1,466,495 |
| Total State Rev: | 3,647,937 | 2,965,453 | 1,690,563 | 233,196 | 136,393 | 164,630 | 136,774 | 181,355 | 1,443,894 | 1,011,935 | 1,828,956 | 2,328,921 | 2,494,992 | 18,345,710 |
| 5900 Federal Revenue: | | | | | | | | | | | | | | |
| 5930 Federal | 0 | 15,430 | 9,102 | 97,509 | 28,507 | 24,247 | 12,385 | 20,243 | 26,961 | 40,898 | 52,725 | 12,400 | 24,780 | 509,917 |
| Total Federal Rev: | 0 | 15,430 | 9,102 | 97,509 | 28,507 | 24,247 | 12,385 | 20,243 | 26,961 | 40,898 | 52,725 | 12,400 | 24,780 | 509,917 |
| 7900 Other Res/Non-Oper | | | | | | | | | | | | | | |
| Other Res/Non-Oper | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Other Res: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total Revenue: | 3,712,620 | 3,204,426 | 3,479,108 | 4,232,960 | 6,181,786 | 6,258,883 | 2,075,188 | 580,334 | 1,681,022 | 1,263,949 | 2,027,739 | 2,527,748 | 2,611,584 | 33,894,345 |
| EXPENDITURES: | | | | | | | | | | | | | | |
| 6000 Expenditures: | | | | | | | | | | | | | | |
| 6100 Payroll Costs | 662,327 | 1,861,743 | 1,836,520 | 1,869,730 | 1,773,358 | 1,870,385 | 1,733,464 | 1,784,137 | 1,742,476 | 1,764,970 | 1,795,029 | 1,764,580 | 3,043,667 | 21,815,000 |
| 6200 Contracted Services | 206,628 | 444,211 | 329,546 | 319,844 | 408,972 | 344,730 | 397,456 | 273,874 | 290,752 | 343,586 | 305,395 | 292,811 | 548,882 | 4,257,627 |
| 6300 Supplies & Materials | 50,812 | 134,912 | 114,289 | 110,114 | 197,925 | 185,930 | 110,936 | 91,339 | 224,722 | 182,529 | 191,288 | 42,013 | 296,577 | 1,760,530 |
| 6400 Other Operating | 364,587 | 40,969 | 267,166 | 35,916 | 452,675 | 37,815 | 50,297 | 30,164 | 25,623 | 484,107 | 96,171 | 390,407 | 28,905 | 2,440,891 |
| 6500 Debt Services | 750 | 0 | 0 | 0 | 0 | 0 | 191,800 | 0 | 0 | 0 | 0 | 0 | 30,200 | 222,750 |
| 6600 Capital Outlay | 0 | 9,186 | 280,853 | 1,151 | 21,800 | 42,281 | 47,867 | 44,590 | 172,837 | 0 | -21,800 | 6,252 | 364,117 | 894,036 |
| 8900 Other Uses/Non Operating | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,492,859 | 1,492,859 |
| Total Expenditures: | 1,285,104 | 2,491,021 | 2,828,374 | 2,336,755 | 2,854,729 | 2,481,141 | 2,531,821 | 2,224,103 | 2,456,410 | 2,775,191 | 2,366,084 | 2,496,063 | 5,805,207 | 32,883,693 |
| ENDING BALANCE | 2,427,516 | 713,405 | 650,734 | 1,896,205 | 3,327,057 | 3,777,742 | -456,632 | -1,643,769 | -775,388 | -1,511,242 | -338,344 | 31,685 | -3,193,623 | |
| GF FB as of 8/31/18 | 8,434,939 | | | | | | | | | | | | | |
| | 10,862,455 | 11,575,860 | 12,226,594 | 14,122,800 | 16,321,248 | 17,900,542 | 17,443,910 | 15,800,141 | 15,024,753 | 13,513,510 | 13,175,166 | 13,206,851 | 10,013,227 | |

| 240 | FOOD SERVICE | Actual Sep-18 | Actual Oct-18 | Actual Nov-18 | Actual Dec-18 | Actual Jan-18 | Actual Jan-19 | Actual Feb-18 | Actual Mar-18 | Actual Apr-18 | Actual May-18 | Actual Jun-18 | Actual Jul-18 | Actual Aug-18 | 2017-18 Totals |
|-----------------------|----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| REVENUE: | | | | | | | | | | | | | | | |
| 5700 | Local Revenue: | | | | | | | | | | | | | | |
| | Earnings from Temp Dep | 0 | 0 | 640 | 0 | 0 | 0 | 577 | 0 | 0 | 710 | 0 | 0 | 654 | 2,452 |
| | Foundation Revenue | | | | | | | | | | | | | | 0 |
| | Lunch | 33,416 | 39,660 | 28,789 | 24,864 | 23,632 | 27,535 | 31,212 | 24,200 | 31,430 | 26,475 | 1,060 | -11 | 29,304 | 289,359 |
| | Breakfast | 5,886 | 6,259 | 4,331 | 3,837 | 5,855 | 5,917 | 6,539 | 6,341 | 5,875 | 5,002 | 163 | 0 | 8,873 | 61,513 |
| | A La Carte | 4,623 | 5,512 | 4,178 | 2,680 | 3,417 | 4,653 | 5,003 | 3,927 | 4,588 | 4,192 | 13 | 0 | 4,406 | 48,382 |
| | Catering/Vending | 0 | 1,727 | 75 | 209 | 0 | 300 | 2,324 | 643 | 695 | 2,308 | 3,918 | 3,418 | 3,000 | 17,486 |
| | Summer Food Service | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 125 | 181 | 0 | 305 |
| | Total Local Ren: | 43,925 | 53,158 | 38,013 | 31,589 | 32,904 | 38,405 | 45,655 | 35,110 | 42,588 | 38,688 | 5,279 | 3,588 | 46,237 | 419,497 |
| 5800 | State Revenue | | | | | | | | | | | | | | |
| 5829 | Misc St Program Rev. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9,994 | 0 | 0 | 0 | 0 | 0 | 10,116 |
| 5831 | TRS On-Behalf Benefit | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3,529 | 3,529 |
| | Total State Rev: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9,994 | 0 | 0 | 0 | 0 | 3,529 | 13,645 |
| 5900 | Federal Revenue | | | | | | | | | | | | | | |
| 5921 | School Breakfast | 0 | 37,164 | 40,937 | 31,915 | 25,422 | 26,867 | 24,609 | 34,330 | 26,788 | 33,181 | 35,920 | 0 | 23,739 | 312,095 |
| 5922 | National School Lunch | 0 | 121,776 | 138,534 | 106,318 | 92,294 | 88,827 | 88,615 | 121,132 | 93,194 | 120,212 | 127,279 | 0 | 84,473 | 1,090,245 |
| 5923 | USDA Donated Com | 11,311 | 11,311 | 11,311 | 11,311 | 11,218 | 11,311 | 11,218 | 11,218 | 11,218 | 11,218 | 11,218 | 11,218 | 16,576 | 139,974 |
| 5929 | Fed Rev TEA-Sum Feed | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14,107 | 14,107 |
| | Total Federal Rev: | 11,311 | 170,251 | 190,782 | 149,544 | 128,933 | 127,005 | 124,441 | 166,680 | 131,201 | 164,611 | 174,418 | 11,218 | 138,896 | 1,556,421 |
| 7900 | Other Res/Non-Oper: | | | | | | | | | | | | | | |
| 7940 | Other Res/Non-Oper | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total Other Res: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total Revenue: | 55,235 | 223,409 | 228,794 | 181,133 | 161,837 | 165,409 | 170,096 | 211,784 | 173,789 | 203,298 | 179,697 | 14,806 | 188,662 | 1,989,563 |
| EXPENDITURES: | | | | | | | | | | | | | | | |
| 6000 | Expenditures: | | | | | | | | | | | | | | |
| 6100 | Payroll & Benefits | 15,140 | 57,583 | 57,577 | 58,195 | 55,138 | 55,749 | 53,034 | 56,731 | 53,836 | 52,476 | 59,271 | 54,658 | 95,494 | 676,479 |
| 6200 | Contracted Services | 0 | 154,499 | 112,998 | 88,142 | 127,039 | 136,344 | 54,616 | 101,352 | 110,676 | 111,699 | 109,217 | 17,332 | 97,045 | 1,071,562 |
| 6300 | Supplies & Materials | 11,818 | 12,077 | 11,409 | 11,552 | 11,549 | 11,616 | 11,662 | 11,598 | 11,493 | 11,633 | 11,380 | 11,489 | 23,052 | 150,408 |
| 6400 | Other Operating | 0 | 61 | 146 | 66 | 55 | 68 | 13 | 129 | 0 | 94 | 169 | 0 | 145 | 984 |
| 6600 | Capital Outlay | 6,786 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total Expenditures: | 33,744 | 224,220 | 182,131 | 157,955 | 193,780 | 203,777 | 119,324 | 169,810 | 176,006 | 175,901 | 180,036 | 83,479 | 215,735 | 1,899,434 |
| ENDING BALANCE | | 21,491 | 20,680 | 67,343 | 90,522 | 68,290 | 52,154 | 102,926 | 144,900 | 142,683 | 170,081 | 169,742 | 101,069 | 73,995 | |

| 511 | DEBT SERVICE | Actual Sep-18 | Actual Oct-18 | Actual Nov-18 | Actual Dec-18 | Actual Jan-18 | Actual Jan-19 | Actual Feb-18 | Actual Mar-18 | Actual Apr-18 | Actual May-18 | Actual Jun-18 | Actual Jul-18 | Actual Aug-18 | 2017-18 Totals |
|------------------------------|----------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|
| REVENUE: | | | | | | | | | | | | | | | |
| 5700 | Local Revenue: | | | | | | | | | | | | | | |
| 5711 | Taxes Current Year | 365 | 1,078 | 55,872 | 124,571 | 142,601 | 193,987 | 44,113 | 5,285 | 3,459 | 3,788 | 1,888 | 2,045 | 875 | 336,739 |
| 5712 | Taxes Prior Years | 610 | 1,877 | 529 | 821 | 1,449 | 705 | 1,755 | 3,577 | 1,601 | 749 | 1,081 | 1,473 | 719 | 20,055 |
| 5719 | Pen, Int, & Other | 388 | 482 | 237 | 339 | 556 | 280 | 1,035 | 1,039 | 962 | 630 | 961 | 644 | 509 | 9,722 |
| 5742 | Earnings Fm Temp Dep | 515 | 575 | 577 | 658 | 655 | 753 | 550 | 549 | 580 | 636 | 654 | 702 | 686 | 6,910 |
| | Total Local Rev: | 1,879 | 4,012 | 57,215 | 126,388 | 145,261 | 195,724 | 47,454 | 10,449 | 6,602 | 5,804 | 4,583 | 4,864 | 2,790 | 373,427 |
| 5800 | State Revenue: | | | | | | | | | | | | | | |
| 5829 | St Rev Dist By TEA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44,308 |
| | Total State Rev: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 44,308 |
| 7900 | Other Res/Non-Oper: | | | | | | | | | | | | | | |
| 7911 | Issuance of Bonds | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7916 | Issuance of Bonds | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 7940 | Other Res/Non-Oper Rev | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,492,859 | 1,492,859 |
| | Total Other Res: | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1,492,859 | 1,492,859 |
| | Total Revenue: | 1,879 | 4,012 | 57,215 | 126,388 | 145,261 | 195,724 | 47,454 | 10,449 | 6,602 | 5,804 | 4,583 | 4,864 | 1,495,649 | 1,910,594 |
| EXPENDITURES: | | | | | | | | | | | | | | | |
| 6000 | Expenditures: | | | | | | | | | | | | | | |
| 6500 | Debt Service | | | | | | | | | | | | | | |
| 6511 | Bond Principal | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 914,997 | 914,997 |
| 6521 | Interest on Bonds | 0 | 0 | 0 | 0 | 0 | 0 | 439,667 | 0 | 0 | 0 | 0 | 0 | 754,670 | 1,194,337 |
| 6599 | Other Debt Fees | 750 | 0 | 0 | 750 | 0 | 0 | 1,000 | 450 | 0 | 0 | 0 | 0 | 0 | 2,950 |
| 8949 | Other Uses-Bond Escrow | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total Expenditures: | 750 | 0 | 0 | 750 | 0 | 0 | 440,667 | 450 | 0 | 0 | 0 | 0 | 1,669,667 | 2,112,284 |
| | ENDING BALANCE | 1,129 | 5,141 | 62,356 | 187,994 | 333,689 | 383,718 | -9,496 | 503 | 7,105 | 12,909 | 17,492 | 22,357 | -151,662 | |
| Total Approved Budget | | | | | | | | | | | | | | | |
| 199, 240, 511 | | | | | | | | | | | | | | | |
| | TOTAL REVENUE | 3,769,734 | 3,431,847 | 3,765,117 | 4,540,482 | 6,488,884 | 6,620,016 | 2,292,738 | 802,567 | 1,861,413 | 1,473,051 | 2,212,020 | 2,547,418 | 4,295,894 | 37,794,501 |
| | TOTAL EXP | 1,319,597 | 2,715,241 | 3,010,505 | 2,495,460 | 3,048,510 | 2,684,918 | 3,091,812 | 2,394,363 | 2,632,416 | 2,951,092 | 2,546,120 | 2,579,542 | 7,690,609 | 36,895,410 |
| | ENDING BALANCE | 2,450,136 | 3,166,742 | 3,921,354 | 5,966,376 | 9,299,946 | 9,901,474 | 9,102,401 | 7,510,605 | 6,739,602 | 5,261,561 | 4,927,461 | 4,895,337 | 1,500,622 | |

**TAX COLLECTION RECAP
2018-19**

| Reporting Period | Beginning Levy | Adjustments | Adjusted Levy | Current Tax Year Collections | % Collected | % Collected Prior Year | Delinquent Collections | Penalty & Interest | Total Collections | Current Tax Year Uncollected |
|-------------------------|-----------------------|--------------------|----------------------|-------------------------------------|--------------------|-------------------------------|-------------------------------|-------------------------------|--------------------------|-------------------------------------|
| Monthly Recap | | | | | | | | | | |
| Oct-18 | \$14,753,666 | -\$1,010 | \$14,752,656 | 34,283 | 0.23% | 0.28% | \$57,237 | \$12,894 | \$104,415 | |
| Nov-18 | \$14,753,666 | -\$4,601 | \$14,749,065 | 1,776,136 | 12.04% | 8.20% | \$11,473 | \$7,219 | \$1,794,828 | |
| Dec-18 | \$14,753,666 | -\$6,310 | \$14,747,356 | 3,960,046 | 26.85% | 29.78% | \$23,568 | \$10,784 | \$3,994,398 | |
| Jan-18 | \$14,753,666 | -\$24,593 | \$14,729,074 | 6,166,728 | 41.87% | 41.33% | \$17,010 | \$30,115 | \$6,213,853 | |
| Year To Date | | | | 11,937,193 | 81.05% | 79.61% | 109,288 | 61,012 | \$12,107,494 | \$2,791,880 |

Information Only

Meeting Date: February 26, 2019

Submitted By: David Bright, Assistant Superintendent for Finance and Operations

**Consent Agenda:
Business and Support
Services**

Review of Checks Written – January 2019

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 2018-2019 General Operating Budget.

ECISD Board Policy

None.

Effective Date

February 26, 2019

Previous Board Action

Approval of 2018-2019 General Operating Budget on August 28, 2018 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:

| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|------------------|------------------------|------------------------|------------------------|-----------------------|-----------------------|
| September | \$658,325.30 | \$1,399,678.56 | \$1,033,938.71 | \$1,031,015.79 | \$1,052,671.02 |
| October | \$1,064,624.04 | \$1,126,642.32 | \$612,795.03 | \$615,403.39 | \$865,293.51 |
| November | \$1,211,571.45 | \$1,747,797.79 | \$1,169,787.64 | \$1,041,346.73 | \$1,015,743.04 |
| December | \$823,732.34 | \$1,011,674.34 | \$664,688.91 | \$862,671.89 | \$617,427.10 |
| January | \$1,103,712.44 | \$1,690,791.76 | \$1,090,651.74 | \$887,610.54 | \$847,546.49 |
| February | \$1,016,149.68 | \$1,494,298.77 | \$1,064,617.04 | \$717,930.31 | \$0.00 |
| March | \$1,195,775.91 | \$1,627,997.80 | \$713,711.66 | \$606,138.91 | \$0.00 |
| April | \$1,142,411.57 | \$1,686,657.61 | \$801,504.57 | \$911,663.00 | \$0.00 |
| May | \$1,491,459.97 | \$1,540,860.07 | \$845,031.62 | \$795,284.57 | \$0.00 |
| June | \$928,443.96 | \$1,587,984.05 | \$741,139.54 | \$775,625.86 | \$0.00 |
| July | \$981,513.94 | \$1,930,095.39 | \$1,045,946.97 | \$433,133.73 | \$0.00 |
| August | \$1,576,091.97 | \$3,188,684.97 | \$936,491.89 | \$0.00 | \$0.00 |
| Total | \$13,193,812.57 | \$20,033,163.43 | \$10,720,305.32 | \$8,677,824.72 | \$4,398,681.16 |

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 None.

Attachments List of checks written during the month are available in electronic format and were emailed to each member of the Board.

Submitted By David Bright, Assistant Superintendent of Finance and Operations

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

Recommendation Information only.

For the Month of January

| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|-----------|------------|-----------------------|--------|-------------|---------------------------|--------------------------------|-----------------|-----|
| 064888 | 01-25-2019 | EL CAMPO I.S.D. | DEDCH | | 863-00-2159.00-322-900000 | JAN DED MISCELLANEOUS DEDU | 2,280.00 | N |
| 064889 | 01-25-2019 | TEXAS TEACHERS ALTE | DEDCH | | 863-00-2159.00-306-900000 | JAN DED MISCELLANEOUS DEDU | 825.00 | N |
| 064890 | 01-25-2019 | GENWORTH LIFE INSUR | DEDCH | | 863-00-2153.00-326-900000 | JAN DED LIFE INSURANCE | 121.47 | N |
| 064891 | 01-25-2019 | TEXAS INDUSTRIAL VOC | DEDCH | | 863-00-2159.00-335-900000 | JAN DED TSTA DUES | 55.83 | N |
| 064892 | 01-25-2019 | REGION III SERVICE CE | DEDCH | | 863-00-2159.00-336-900000 | JAN DED MISCELLANEOUS DEDU | 160.00 | N |
| 064893 | 01-25-2019 | TRELLIS COMPANY | DEDCH | | 863-00-2159.00-343-900000 | JAN DED MISCELLANEOUS DEDU | 395.11 | N |
| 064894 | 01-25-2019 | TEXAS STATE TEACHER | DEDCH | | 863-00-2159.00-005-900000 | JAN DED TSTA DUES | 46.41 | N |
| 064895 | 01-25-2019 | ASSOC OF TX PROF ED | DEDCH | | 863-00-2159.00-006-900000 | JAN DED TSTA DUES | 1,473.03 | N |
| 064896 | 01-25-2019 | NTALIFE BUSINESS SER | DEDCH | | 863-00-2153.00-011-900000 | JAN DED LIFE INSURANCE | 25.80 | N |
| 064897 | 01-25-2019 | SOUTHERN FARM BURE | DEDCH | | 863-00-2153.00-036-900000 | JAN DED LIFE INSURANCE | 806.81 | N |
| 064898 | 01-25-2019 | TX CLASSROOM TEACH | DEDCH | | 863-00-2159.00-043-900000 | JAN DED TSTA DUES | 639.26 | N |
| 080742 | 02-14-2019 | GARY FIGIROVA | 000012 | DALLAS | 199-23-6411.00-041-999000 | lost check | -94.43 | N |
| 080971 | 01-08-2019 | ALERT SERVICES, INC. | 001982 | 5033964 | 199-36-6399.99-001-991000 | TRAINING SUPPLIES | 207.45 | N |
| | | | 001982 | 5034504 | 199-36-6399.99-001-991000 | TRAINING SUPPLIES | 388.05 | N |
| | | | | | | Totals for Check 080971 | 595.50 | |
| 080972 | 01-08-2019 | AMERICAN EXPRESS | 000001 | TAMS CONF | 199-41-6411.00-701-999000 | HOTEL EXP | 277.98 | N |
| | | | 000001 | TAMS CONF | 199-41-6411.00-750-999000 | HOTEL EXP | 277.98 | N |
| | | | | | | Totals for Check 080972 | 555.96 | |
| 080973 | 01-08-2019 | AQUA BEVERAGE CO/O | 001314 | 884060 | 199-21-6269.00-999-999000 | WATER COOLER RENTAL/WATER | 10.50 | N |
| | | | 001147 | 884351 | 199-34-6269.00-999-999000 | WATER RENTAL/WATER | 9.99 | N |
| | | | 001314 | 884556 | 199-41-6269.00-750-999W00 | WATER COOLER RENTAL/WATER | 9.99 | N |
| | | | | | | Totals for Check 080973 | 30.48 | |
| 080974 | 01-08-2019 | CENTERPOINT ENERGY | 001308 | DIST-DEC | 199-51-6258.00-999-999000 | NATURAL GAS | 7,783.28 | N |
| 080975 | 01-08-2019 | CITY OF EL CAMPO UTIL | 001309 | DEC 2018 | 199-51-6255.00-999-999000 | CITY UTILITIES-WATER,SEWER,G | 11,871.62 | N |
| 080976 | 01-08-2019 | CONNER & SONS PLUM | 001060 | 60648 | 199-51-6316.00-999-999000 | PLUMBING MAINT & SUPPLIES | 13.40 | N |
| | | | 001060 | 60649 | 199-51-6316.00-999-999000 | PLUMBING MAINT & SUPPLIES | 38.36 | N |
| | | | | | | Totals for Check 080976 | 51.76 | |
| 080977 | 01-08-2019 | EL CAMPO PARTS, INC. | 001171 | 150397 | 199-34-6399.01-999-999000 | SHOP SUPPLIES-TRANS | 49.15 | N |
| | | | 001171 | 150398 | 199-34-6399.01-999-999000 | SHOP SUPPLIES-TRANS | 18.39 | N |
| | | | | | | Totals for Check 080977 | 67.54 | |
| 080978 | 01-08-2019 | H.E. BUTT GROCERY | 001127 | | 199-11-6399.00-102-911000 | GENERAL INSTRUCTIONAL SUPP | 102.49 | N |
| | | | 001078 | | 199-11-6399.78-001-922000 | CULINARY ARTS SUPPLIES/MATE | 1,307.79 | N |
| | | | 001080 | | 199-11-6399.79-001-922000 | CULINARY SUPPLIES/MATERIALS | 2,734.47 | N |
| | | | 002060 | | 199-23-6399.00-001-999000 | ADMIN-GENERAL SUPPLIES | 941.42 | N |
| | | | 001265 | | 199-41-6399.00-720-999000 | ADM/GEN SUPP/CURR SUPPLIES | 21.38 | N |
| | | | 080102 | 463515 | 212-61-6499.00-999-924000 | PAC MEETING EXPENSES | 13.12 | N |
| | | | 001993 | | 240-35-6341.00-999-999000 | FOOD SERVICE EXPENSE | 80.75 | N |
| | | | 002114 | | 240-35-6341.00-999-999000 | FOOD SERVICE EXPENSE | 187.63 | N |
| | | | | | | Totals for Check 080978 | 5,389.05 | |

For the Month of January

| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|--------------------------------|------------|----------------------|--------|-------------|---------------------------|-----------------------------|------------------|-----|
| 080979 | 01-08-2019 | HAMPTON INN AUSTIN-N | 010801 | T MARTIN | 199-31-6411.01-999-999Y00 | HOTEL RESERVATION | 178.76 | N |
| 080980 | 01-08-2019 | HODGES WELDING SUP | 001316 | CR38213 | 199-11-6269.70-001-922000 | CYLINDER RENTALS | 179.80 | N |
| | | | 001316 | CR38216 | 199-11-6269.70-001-922000 | CYLINDER RENTALS | 37.20 | N |
| | | | 001248 | 254664 | 199-11-6399.22-001-922000 | WELDING SUPPLIES | 447.08 | N |
| | | | 001316 | CR38214 | 199-34-6269.00-999-999000 | CYLINDER RENTALS | 6.20 | N |
| | | | 001316 | CR38215 | 199-51-6269.00-999-999000 | CYLINDER RENTALS | 18.60 | N |
| | | | 001085 | 254545 | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 30.32 | N |
| Totals for Check 080980 | | | | | | | 719.20 | |
| 080981 | 01-08-2019 | HOLIDAY INN EXPRESS | 010801 | 29669397 | 270-13-6411.35-103-924000 | HOTEL RESERVATION | 183.12 | N |
| | 01-23-2019 | HOLIDAY INN EXPRESS | 010801 | 29669397 | 270-13-6411.35-103-924000 | did not need room | -183.12 | N |
| Totals for Check 080981 | | | | | | | .00 | |
| 080982 | 01-08-2019 | HOMEWOOD SUITES BY | 010801 | L WILLIAMS | 211-13-6411.35-102-930000 | HOTEL RESERVATION | 94.34 | N |
| 080983 | 01-08-2019 | LONESTAR COPY PROD | 001934 | 31391 | 199-11-6399.04-001-911000 | GENERAL SUPPLIES-INK | 3,026.51 | N |
| 080984 | 01-08-2019 | MCCOY'S BUILDING SUP | 001669 | 9641953 | 199-11-6399.03-001-922000 | WOOD SHOP SUPPLIES/MATERIA | 585.40 | N |
| | | | 001669 | 9642243 | 199-11-6399.03-001-922000 | WOOD SHOP SUPPLIES/MATERIA | 263.40 | N |
| | | | 001669 | 9642246 | 199-11-6399.03-001-922000 | WOOD SHOP SUPPLIES/MATERIA | 67.98 | N |
| | | | 001669 | 9643364 | 199-11-6399.03-001-922000 | WOOD SHOP SUPPLIES/MATERIA | 83.22 | N |
| | | | 002034 | 9643364 | 199-11-6399.03-001-922000 | WOOD SHOP SUPPLIES/MATERIA | 454.98 | N |
| | | | 001668 | 9641954 | 199-11-6399.82-001-922000 | CONSTRUCTION TECH SUPPLIES | 211.44 | N |
| | | | 002048 | 9643156 | 199-51-6316.00-999-999000 | CARPENTER-CAMPUS PROJECT | 3,166.80 | N |
| Totals for Check 080984 | | | | | | | 4,833.22 | |
| 080985 | 01-08-2019 | MCDEE ENTERPRISES, I | 001028 | 12201 | 199-36-6639.07-001-999000 | BAND-TRAILER | 16,653.59 | N |
| | | | 001028 | 006414 | 199-36-6639.07-001-999000 | BAND-TRAILER | 2,850.00 | N |
| Totals for Check 080985 | | | | | | | 19,503.59 | |
| 080986 | 01-08-2019 | RICHARD NAVA | 000001 | DIST 275A | 199-36-6412.90-001-9910SM | STUDENT MEALS-SWIM TEAM | 184.00 | N |
| 080987 | 01-08-2019 | O'REILLY AUTO PARTS | 001989 | 0471-211267 | 199-11-6399.72-001-922000 | AUTO TECH SUPPLIES/MATERIAL | 28.70 | N |
| 080988 | 01-08-2019 | RIOUX HARDWARE | 001992 | 576573 | 199-11-6399.74-001-922000 | FOLDING TABLES 6' | 69.98 | N |
| | | | 001992 | 576575 | 199-11-6399.74-001-922000 | FOLDING TABLES 6' | 1,679.72 | N |
| | | | 001689 | 577216 | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 25.28 | N |
| Totals for Check 080988 | | | | | | | 1,774.98 | |
| 080989 | 01-08-2019 | SPACE CENTER HOUST | 010801 | C GONZALES | 199-13-6411.30-999-925BIL | WORKSHOP REGISTRATION | 289.95 | N |
| 080990 | 01-08-2019 | SUNSHINE LAUNDRY | 001319 | DEC 2018 | 199-11-6299.70-001-922000 | UNIFORM/RAG SERVICE | 28.00 | N |
| | | | 001319 | DEC 2018 | 199-34-6299.00-999-999000 | UNIFORM/RAG SERVICE | 35.00 | N |
| | | | 001319 | DEC 2018 | 199-51-6299.00-999-999000 | UNIFORM/RAG SERVICE | 229.50 | N |
| Totals for Check 080990 | | | | | | | 292.50 | |
| 080991 | 01-08-2019 | SUPERIOR MOTOR PAR | 001095 | 9319-306262 | 199-51-6317.00-999-999000 | GROUPS SUPPLIES&MATERIAL | 42.99 | N |
| 080992 | 01-08-2019 | SUPERIOR MOTOR PAR | 001260 | 9319-305892 | 199-11-6399.22-001-922000 | WELDING SUPPLIES/MATERIALS | 338.00 | N |
| 080993 | 01-08-2019 | SUTHERLANDS | 001727 | 130504 | 199-11-6399.03-041-911000 | GCT CLASSROOM PROJECT SUP | 65.97 | N |
| | | | 001857 | 130474 | 199-11-6399.74-001-922000 | HORTICULTURE SUPPLIES/MATE | 90.15 | N |
| | | | 001821 | 130518 | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 107.92 | N |
| | | | 001846 | 130501 | 199-51-6316.00-999-999000 | CARPENTER-CAMPUS PROJECT | 18.99 | N |
| | | | | 130519 | 199-51-6316.00-999-999000 | RETURN | -67.98 | N |
| Totals for Check 080993 | | | | | | | 215.05 | |

For the Month of January

| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|--------------------------------|------------|----------------------|--------|-----------------|---------------------------|-----------------------------|-----------------|-----|
| 080994 | 01-08-2019 | TIDEHAVEN ATHLETIC A | 000001 | ECHSJV | 199-36-6499.91-001-991000 | ENTRY FEE | 250.00 | N |
| 080995 | 01-08-2019 | UNIVERSAL PREMIUM | 001180 | DP343(11/23-12/ | 199-34-6311.00-999-999000 | FUEL CARD | 243.64 | N |
| 080996 | 01-08-2019 | VISD | 000001 | ECHS SWIM | 199-36-6499.90-001-9910SM | ENTRY FEE | 420.00 | N |
| 080997 | 01-08-2019 | WALMART COMMUNITY | 001421 | | 199-11-6399.00-001-923000 | CLASSROOM MATERIALS | 125.18 | N |
| | | | 001779 | | 199-11-6399.00-001-923000 | BEHAVIOR CLASS MATERIALS | 284.72 | N |
| | | | 001645 | | 199-11-6399.00-041-911000 | GEN INSTRUCTIONAL SUPPLIES | 53.64 | N |
| | | | 002088 | | 199-11-6399.00-041-911TEC | MISC NETWORK SUPPLIES/EQUI | 33.23 | N |
| | | | 001421 | | 199-11-6399.00-103-923000 | CLASSROOM MATERIALS | 17.45 | N |
| | | | 001644 | | 199-11-6399.00-103-923000 | BEHAVIOR REWARDS | 12.57 | N |
| | | | 001406 | | 199-11-6399.00-107-911000 | CLASSROOM INSTRUCTIONAL M | 284.11 | N |
| | | | 001421 | | 199-11-6399.00-107-923000 | CLASSROOM MATERIALS | 17.33 | N |
| | | | 001728 | | 199-11-6399.03-041-911000 | GCT SUPPLIES | 101.65 | N |
| | | | 001915 | | 199-11-6399.12-001-911000 | SUPPLIES-DRAMA | 37.09 | N |
| | | | 001409 | | 199-11-6399.18-107-911000 | CLASSROOM INSTRUCTION SUP | 41.49 | N |
| | | | 001740 | | 199-11-6399.19-102-911000 | MATH MATERIALS | 63.12 | N |
| | | | 001556 | | 199-11-6399.21-001-911000 | SCIENCE-SUPPLIES | 325.20 | N |
| | | | 001711 | | 199-11-6399.21-041-911000 | SCIENCE SUPPLIES | 209.23 | N |
| | | | 001804 | | 199-11-6399.27-001-922000 | BUSINESS CLASS SUPPLIES | 161.41 | N |
| | | | 001771 | | 199-11-6399.71-001-922000 | AG SUPPLIES AND MATERIALS | 87.56 | N |
| | | | 001462 | | 199-11-6399.78-001-922000 | INTRO CULINARY ARTS SUPP | 44.37 | N |
| | | | 001462 | | 199-11-6399.78-001-922000 | INTRO CULINARY ARTS SUPP | 244.78 | N |
| | | | 001453 | | 199-11-6399.80-001-922000 | HORTICULTURE SUPPLIES/MATE | 210.83 | N |
| | | | 001667 | | 199-11-6399.82-001-922000 | CONSTRUCTION TECH SUPPLIES | 68.80 | N |
| | | | 001507 | | 199-13-6399.01-999-911Y00 | GENERAL ADM SUPPLIES | 25.28 | N |
| | | | 001507 | | 199-21-6399.02-999-999000 | GENERAL ADM SUPPLIES | 19.20 | N |
| | | | 001431 | | 199-23-6499.00-107-999000 | FACULTY MISC EXPENSE | 110.24 | N |
| | | | 001902 | | 199-33-6399.00-103-999000 | HEALTH SUPPLIES | 60.41 | N |
| | | | 001933 | | 199-34-6399.02-999-999000 | TRANS OFFICE SUPPLIES | 113.86 | N |
| | | | 001405 | | 199-36-6399.94-001-991000 | FOOTBALL SUPPLIES | 29.28 | N |
| | | | 002000 | | 199-41-6399.00-701-999000 | ADMIN SUPPLIES | 98.76 | N |
| | | | 001507 | | 199-41-6399.00-720-999000 | GENERAL ADM SUPPLIES | 57.19 | N |
| | | | 001394 | | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 148.53 | N |
| | | | 001397 | | 199-51-6499.00-999-999000 | GEN MAINT SUPPLIES/MATERIAL | 119.65 | N |
| | | | 001597 | 05187 | 263-11-6399.00-999-925000 | FAMILY LITERACY MATERIALS | 63.32 | N |
| | | | 001422 | | 437-21-6399.00-751-923000 | BREAKROOM/OFFICE SUPPLIES | 27.05 | N |
| Totals for Check 080997 | | | | | | | 3,296.53 | |
| 080998 | 01-08-2019 | WHARTON CO. ELECTRI | 001321 | M&T-DEC 2018 | 199-51-6257.00-999-999000 | MAINT/TRANS ELECTRICAL SERV | 1,426.00 | N |
| 080999 | 01-08-2019 | WHARTON CO. ELECTRI | 001322 | 4320133401- | 199-51-6257.00-999-999000 | ECMS ELECTRICAL SERVICE | 10,958.00 | N |
| 081000 | 01-09-2019 | AMERICAN EXPRESS | 100001 | 0740002 | 199-36-6411.70-001-922000 | FCCLA LEADERSHIP CONF REG | 34.00 | N |
| | | | 100001 | 0740002 | 199-36-6412.70-001-922000 | FCCLA LEADERSHIP CONF REG | 1,092.00 | N |
| Totals for Check 081000 | | | | | | | 1,126.00 | |

For the Month of January

| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|--------------------------------|------------|----------------------|--------|----------------|---------------------------|------------------------------|------------------|-----|
| 081001 | 01-09-2019 | APPLE COMPUTER, INC | 001960 | 6779733658 | 199-21-6397.00-999-999TEC | MISC COMPUTER EQUIPMENT | 1,299.00 | N |
| | | | 001960 | 6788125784 | 199-21-6397.00-999-999TEC | MISC COMPUTER EQUIPMENT | 116.00 | N |
| | | | 001960 | 6789071241 | 199-21-6397.00-999-999TEC | MISC COMPUTER EQUIPMENT | 179.00 | N |
| Totals for Check 081001 | | | | | | | 1,594.00 | |
| 081002 | 01-09-2019 | AM EXP/AT&T | 001590 | 713A0160869555 | 199-51-6256.00-999-999000 | DISTRICTWIDE PHONE LINE CHA | 3,672.50 | N |
| 081003 | 01-09-2019 | AM EXP/AT&T | 001591 | 8310006526135 | 199-51-6259.00-999-999W00 | DISTRICT INTERNET CHARGES | 2,786.63 | N |
| | | | 001591 | 8310006526135 | 199-51-6259.00-999-999W00 | DISTRICT INTERNET CHARGES | 2,786.63 | N |
| Totals for Check 081003 | | | | | | | 5,573.26 | |
| 081004 | 01-09-2019 | AM EXP/AT&T | 001622 | 97954395325410 | 199-51-6256.00-999-999000 | TRANSPORTATION FAX LINE | 32.47 | N |
| 081005 | 01-09-2019 | DAYS INN ROBSTOWN | 000001 | 2019 ATSSB | 199-36-6411.07-001-999000 | HOTEL EXP-2019 ATSSB TRYOUT | 115.45 | N |
| | | | 000001 | 2019 ATSSB | 199-36-6412.07-001-999000 | HOTEL EXP-2019 ATSSB TRYOUT | 115.45 | N |
| Totals for Check 081005 | | | | | | | 230.90 | |
| 081006 | 01-09-2019 | DEPARTMENT OF INFOR | 001532 | 19111460N-NOV | 199-51-6259.00-999-999W00 | T1 LINE CHARGES-INTERNET | 539.28 | N |
| 081007 | 01-09-2019 | AM EXP/HDP, LTD. | 001768 | IN390542 | 199-51-6249.00-999-999000 | HVAC | 491.48 | N |
| | | | 001808 | DI015619 | 199-51-6319.00-999-999000 | HVAC | 436.00 | N |
| | | | 001808 | DI015655 | 199-51-6319.00-999-999000 | HVAC | 1,164.00 | N |
| | | | 001918 | DI015518 | 199-51-6639.01-102-999000 | HVAC - HUTCHINS BLDG C | 772.00 | N |
| | | | 001918 | DI015615 | 199-51-6639.01-102-999000 | HVAC - HUTCHINS BLDG C | 17,413.00 | N |
| | | | 001918 | DI015651 | 199-51-6639.01-102-999000 | HVAC - HUTCHINS BLDG C | 3,735.00 | N |
| | | | 001918 | DI015656 | 199-51-6639.01-102-999000 | HVAC - HUTCHINS BLDG C | 857.00 | N |
| Totals for Check 081007 | | | | | | | 24,868.48 | |
| 081008 | 01-09-2019 | AM EXP/HVAC MECHANI | 001231 | SCH021126 | 199-51-6249.00-999-999000 | HVAC MIDDLE SCHOOL-BAS AGR | 816.00 | N |
| | | | 001232 | SCH021336 | 199-51-6249.00-999-999000 | HVAC SERVICE-SCH SERVICE AG | 3,127.50 | N |
| | | | 001233 | SCH021127 | 199-51-6249.00-999-999000 | MIDDLE BOILER/WATER HTR | 1,267.50 | N |
| | | | 001233 | SCH021389 | 199-51-6249.00-999-999000 | MIDDLE BOILER/WATER HTR | 1,267.50 | N |
| | | | 001233 | SCH021390 | 199-51-6249.00-999-999000 | MIDDLE BOILER/WATER HTR | 1,267.50 | N |
| | | | 001234 | SCH021125 | 199-51-6249.00-999-999000 | ECISD FACILITIES-BAS AGREEME | 2,112.00 | N |
| | | | 001235 | SCH021128 | 199-51-6249.00-999-999000 | HVAC HUTCHINS-PREV MAINT | 381.00 | N |
| | | | 001826 | SVC109299 | 199-51-6319.00-999-999000 | HVAC MAINT/REPAIR-DISTRICTWI | 681.00 | N |
| Totals for Check 081008 | | | | | | | 10,920.00 | |
| 081009 | 01-09-2019 | AM EXP/PITNEY BOWES, | 001994 | 3307615405 | 199-41-6269.00-750-999000 | POSTAGE MACHINE CONTRACT | 651.51 | N |
| 081010 | 01-09-2019 | AM EXP/QUILL CORPOR | 001662 | 2037278 | 199-11-6399.00-001-911000 | COPY PAPER | 139.80 | N |
| | | | 001739 | 2219648 | 199-11-6399.00-001-911000 | GENERAL SUPPLIES-HS | 377.52 | N |
| | | | 001760 | 2360066 | 199-11-6399.00-001-911000 | GENERAL SUPPLIES-HS | 495.68 | N |
| | | | 001854 | 2688180 | 199-11-6399.00-001-911000 | GENERAL SUPPLIES-HS | 212.90 | N |
| | | | 001673 | 2030063 | 199-11-6399.00-001-923000 | OFFICE & CLASSROOM SUPPLIE | 72.49 | N |
| | | | 001673 | 2037571 | 199-11-6399.00-001-923000 | OFFICE & CLASSROOM SUPPLIE | 27.79 | N |
| | | | 001798 | 2463434 | 199-11-6399.00-041-911000 | MS SUPPLIES | 394.80 | N |
| | | | 001784 | 2431536 | 199-11-6399.00-041-911000 | MS SUPPLIES | 36.10 | N |
| | | | 001692 | 2135813 | 199-11-6399.00-102-911000 | CLASSROOM SUPPLIES | 230.78 | N |
| | | | 001692 | 2188513 | 199-11-6399.00-102-911000 | CLASSROOM SUPPLIES | 1,119.60 | N |
| | | | 001750 | 2431173 | 199-11-6399.00-102-911000 | INK CARTRIDGES | 197.34 | N |
| | | | 001707 | 2219368 | 199-11-6399.00-102-923000 | OFFICE & CLASSROOM SUPPLIE | 66.28 | N |

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| | | | 001817 | 2572922 | 199-11-6399.00-103-911000 | GENERAL SUPPLIES | 429.70 | N |
| | | | 001658 | 1959817 | 199-11-6399.02-041-911000 | TECH APP SUPPLIES-HEADPHON | 203.00 | N |
| | | | 001872 | 2790026 | 199-11-6399.04-001-911000 | GENERAL SUPPLIES-INK | 160.09 | N |
| | | | 001764 | 2360174 | 199-11-6399.06-001-911000 | ART-SUPPLIES | 50.68 | N |
| | | | 001701 | 2145785 | 199-11-6399.15-102-911000 | READING SUPP | 134.49 | N |
| | | | 001720 | 2219615 | 199-11-6399.18-001-911000 | SOCIAL STUDIES-SUPPLIES | 393.90 | N |
| | | | 001856 | 2645324 | 199-11-6399.18-041-911000 | SOC STU SUPPLIES | 143.40 | N |
| | | | 001763 | 2359895 | 199-11-6399.19-041-911000 | MATH SUPPLIES | 14.99 | N |
| | | | 001763 | 2361394 | 199-11-6399.19-041-911000 | MATH SUPPLIES | 14.99 | N |
| | | | 001774 | 2326278 | 199-11-6399.19-041-911000 | MATH SUPPLIES | 45.68 | N |
| | | | 001714 | 2219507 | 199-11-6399.21-001-911000 | SCIENCE-SUPPLIES | 214.45 | N |
| | | | 001788 | 2325707 | 199-12-6399.00-999-911Y00 | TONER CARTRIDGES | 283.88 | N |
| | | | 001788 | 2325707 | 199-21-6399.00-999-999000 | TONER CARTRIDGES | 353.58 | N |
| | | | 001788 | 2325707 | 199-21-6399.02-999-999000 | TONER CARTRIDGES | 22.09 | N |
| | | | 001788 | 2325707 | 199-21-6399.04-999-999000 | TONER CARTRIDGES | 353.58 | N |
| | | | 001765 | 2358359 | 199-23-6399.00-041-999000 | ADMIN MONITOR | 99.99 | N |
| | | | 001788 | 2325707 | 199-31-6399.01-999-999Y00 | TONER CARTRIDGES | 353.58 | N |
| | | | 001758 | 2320995 | 199-41-6399.00-750-999000 | ADMINISTRATIVE SUPPLIES | 67.64 | N |
| | | | 001758 | 2326202 | 199-41-6399.00-750-999000 | ADMINISTRATIVE SUPPLIES | 58.76 | N |
| | | | 001748 | 2246025 | 199-51-6399.00-999-999000 | GEN MAINT SUPPLIES/MATERIAL | 53.98 | N |
| | | | 001748 | 2252212 | 199-51-6399.00-999-999000 | GEN MAINT SUPPLIES/MATERIAL | 74.99 | N |
| | | | 001748 | 2286826 | 199-51-6399.00-999-999000 | GEN MAINT SUPPLIES/MATERIAL | 186.44 | N |
| | | | 001707 | 2253768 | 437-11-6399.00-751-923000 | OFFICE & CLASSROOM SUPPLIE | 199.99 | N |
| | | | 001283 | 1232381 | 437-11-6399.03-751-923000 | INSTRUCT AIDS/SPEECH SUPPLI | 298.58 | N |
| | | | 001283 | 1241474 | 437-11-6399.03-751-923000 | INSTRUCT AIDS/SPEECH SUPPLI | 31.45 | N |
| | | | 001673 | 2037571 | 437-21-6399.00-751-923000 | OFFICE & CLASSROOM SUPPLIE | 212.63 | N |
| | | | 001850 | 2681486 | 437-21-6399.00-751-923000 | OFFICE SUPPLIES | 465.30 | N |
| | | | | | | Totals for Check 081010 | 8,292.91 | |
| 081011 | 01-09-2019 | TFS LEASING A PGM O F | 001481 | 62054923-JAN | 437-21-6269.00-751-923000 | COPIER LEASE-GARWOOD CAMP | 124.95 | N |
| 081012 | 01-09-2019 | UNITED AGRICULTURAL | 001220 | 151087 | 199-11-6399.22-001-922000 | WELDING SUPPLIES/MATERIALS | 29.11 | N |
| | | | 001246 | 152106 | 199-11-6399.81-001-922000 | AG BARN SUPPLIES/MATERIALS | 415.92 | N |
| | | | | | | Totals for Check 081012 | 445.03 | |
| 081013 | 01-09-2019 | AM EXP/XEROX | 000009 | 09485079-SEPT | 199-11-6269.00-001-911W00 | HIGH SCHOOL COPIER RENTAL | 133.14 | N |
| | | | 000010 | 095103780-OCT | 199-11-6269.00-001-911W00 | HIGH SCHOOL COPIER RENTAL | 133.14 | N |
| | | | 000009 | 094850797-SEPT | 199-11-6399.00-001-911000 | HIGH SCHOOL BILLABLE PRINTS- | 826.74 | N |
| | | | 000010 | 095103780-OCT | 199-11-6399.00-001-911000 | HIGH SCHOOL BILLABLE PRINTS- | 1,780.45 | N |
| | | | 000009 | 094677213-SEPT | 199-21-6269.00-999-999000 | CURRICULUM COPIER RENTAL | 142.66 | N |
| | | | 000010 | 095002765-OCT | 199-21-6269.00-999-999000 | CURRICULUM COPIER RENTAL | 142.66 | N |
| | | | 000009 | 094677212-SEPT | 199-23-6269.00-102-999W00 | HUT COPIER RENTAL | 142.66 | N |
| | | | 000010 | 095002764-OCT | 199-23-6269.00-102-999W00 | HUT COPIER RENTAL | 142.66 | N |
| | | | 000009 | 094677215-SEPT | 199-23-6269.00-103-999W00 | NORTHSIDE COPIER RENTAL | 142.66 | N |
| | | | 000010 | 095002767-OCT | 199-23-6269.00-103-999W00 | NORTHSIDE COPIER RENTAL | 142.66 | N |
| | | | 000009 | 094677214-SEPT | 437-21-6269.00-751-923000 | SP ED COPIER RENTAL | 142.66 | N |
| | | | 000010 | 095002766-OCT | 437-21-6269.00-751-923000 | SP ED COPIER RENTAL | 142.66 | N |
| | | | | | | Totals for Check 081013 | 4,014.75 | |

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| 081014 | 01-09-2019 | AM EXP/XEROX CORP | 000009 | 094677205-SEPT | 199-11-6269.00-041-911W00 | MIDDLE SCHOOL COPIER RENTA | 436.87 | N |
| | | | 000010 | 095002757-OCT | 199-11-6269.00-041-911W00 | MIDDLE SCHOOL COPIER RENTA | 436.87 | N |
| | | | 000009 | 094677207-SEPT | 199-11-6269.00-102-911W00 | HUTCHINS COPIER RETNAL | 436.87 | N |
| | | | 000010 | 095002770-OCT | 199-11-6269.00-102-911W00 | HUTCHINS COPIER RETNAL | 436.87 | N |
| | | | 000009 | 094777358-SEPT | 199-11-6269.00-103-911W00 | NORTHSIDE COPIER RENTAL | 315.83 | N |
| | | | 000010 | 095127639-OCT | 199-11-6269.00-103-911W00 | NORTHSIDE COPIER RENTAL | 315.83 | N |
| | | | 000009 | 094677209-SEPT | 199-11-6269.00-107-911W00 | MYATT COPIER RENTAL | 315.83 | N |
| | | | 000010 | 095002759-OCT | 199-11-6269.00-107-911W00 | MYATT COPIER RENTAL | 315.83 | N |
| | | | 000010 | 095002769-OCT | 199-41-6269.00-750-999W00 | B/O COPIER RENTAL | 689.32 | N |
| | | | 000009 | 094677217-SEPT | 199-41-6269.00-750-999W00 | B/O COPIER RENTAL | 689.32 | N |
| | | | 000010 | 095002769-OCT | 199-41-6399.00-750-999000 | B/O BILLABLE PRINTS | 108.98 | N |
| | | | | | | Totals for Check 081014 | 4,498.42 | |
| 081015 | 01-09-2019 | AM EXP/XEROX CORP | 000009 | 094850791-SEPT | 199-11-6269.00-001-911W00 | HIGH SCHOOL COPIER RENTAL | 343.75 | N |
| | | | 000009 | 09765267-SEPT | 199-11-6269.00-001-911W00 | HIGH SCHOOL COPIER RENTAL | 180.25 | N |
| | | | 000009 | 094809780- | 199-11-6269.00-001-911W00 | HIGH SCHOOL COPIER RENTAL- | 68.85 | N |
| | | | 000009 | 094822198-SEPT | 199-11-6269.00-001-911W00 | HIGH SCHOOL COPIER RENTAL | 180.25 | N |
| | | | 000009 | 094850796- | 199-11-6269.00-001-911W00 | HIGH SCHOOL COPIER RENTAL- | 13.35 | N |
| | | | 000010 | 095002756-OCT | 199-11-6269.00-001-911W00 | HIGH SCHOOL COPIER RENTAL | 519.30 | N |
| | | | 000010 | 095002762-OCT | 199-11-6269.00-001-911W00 | HIGH SCHOOL COPIER RENTAL | 258.93 | N |
| | | | 000010 | 095002761-OCT | 199-11-6269.00-001-911W00 | HIGH SCHOOL COPIER RENTAL- | 248.73 | N |
| | | | 000009 | 094850792-SEPT | 199-11-6269.00-041-911W00 | MIDDLE SCHOOL COPIER RENTA | 524.02 | N |
| | | | 000010 | 095154758-OCT | 199-11-6269.00-041-911W00 | MIDDLE SCHOOL COPIER RENTA | 524.02 | N |
| | | | 000009 | 094850794-SEPT | 199-11-6269.00-102-911W00 | HUTCHINS COPIER RENTAL | 573.32 | N |
| | | | 000010 | 095002771-OCT | 199-11-6269.00-102-911W00 | HUTCHINS COPIER RENTAL | 519.30 | N |
| | | | 000009 | 094850793-SEPT | 199-11-6269.00-103-911W00 | NORTHSIDE COPIER RENTAL | 573.32 | N |
| | | | 000010 | 095002758-OCT | 199-11-6269.00-103-911W00 | NORTHSIDE COPIER RENTAL | 519.30 | N |
| | | | 000009 | 094788129-SEPT | 199-11-6269.00-107-911W00 | MYATT COPIER RENTAL | 573.32 | N |
| | | | 000010 | 095154759-OCT | 199-11-6269.00-107-911W00 | MYATT COPIER RENTAL | 519.30 | N |
| | | | 000010 | 095002762-OCT | 199-11-6399.00-001-911000 | HIGH SCHOOL BILLABLE PRINTS | 51.95 | N |
| | | | 000010 | 095002761-OCT | 199-11-6399.00-001-911000 | HIGH SCHOOL BILLABLE PRINTS | 90.46 | N |
| | | | 000009 | 094765266-SEPT | 199-31-6269.00-001-999W00 | HS GUID COPIER RENTAL | 142.66 | N |
| | | | 000009 | 094809779- | 199-31-6269.00-001-999W00 | HS GUID COPIER RENTAL-CANCE | 24.61 | N |
| | | | 000010 | 095002760-OCT | 199-31-6269.00-001-999W00 | HS GUID COPIER RENTAL | 197.08 | N |
| | | | 000009 | 094677211-SEPT | 199-51-6269.00-999-999000 | MAINT COPIER RENTAL | 133.14 | N |
| | | | 000009 | 094809781- | 199-51-6269.00-999-999000 | MAINT COPIER RENTAL- | 11.60 | N |
| | | | | | | Totals for Check 081015 | 6,790.81 | |
| 081016 | 01-17-2019 | ARAMARK INC | 000001 | KC00930593 | 240-35-6219.00-999-999000 | FOOD SVC EXP | 136,343.63 | N |
| 081017 | 01-17-2019 | AT&T MOBILITY | 001624 | 826438882X0101 | 199-51-6256.00-999-999000 | CELL PHONE FEES | 1,598.35 | N |
| 081018 | 01-17-2019 | CENTERPOINT ENERGY | 001308 | M&T JAN | 199-51-6258.00-999-999000 | NATURAL GAS | 1,057.71 | N |
| 081019 | 01-17-2019 | FASTENAL COMPANY | 001221 | TXELC38416 | 199-11-6399.22-001-922000 | WELDING SUPPLIES | 350.93 | N |
| 081020 | 01-17-2019 | GENE'S WRECKER SER | 001562 | 34229 | 199-34-6299.00-999-999000 | TOWING SERVICES | 286.00 | N |

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| 081021 | 01-17-2019 | IRON MOUNTAIN | 001218 | AKFN013-JAN | 199-51-6299.00-999-999000 | RECORD STORAGE CONTRACT | 569.30 | N |
| 081022 | 01-17-2019 | LA QUINTA INN CLUTE L | 110011 | REG BAND | 199-36-6411.07-001-999000 | HOTEL EXP-REGION BAND CONC | 73.83 | N |
| | | | 110011 | REG BAND | 199-36-6412.07-001-999000 | HOTELE XP-REGION BAND CONC | 147.66 | N |
| Totals for Check 081022 | | | | | | | 221.49 | |
| 081023 | 01-17-2019 | MUSIC REGION XIII | 110011 | ECHS BAND | 199-36-6497.07-001-999000 | ENTRY FEE | 189.00 | N |
| 081024 | 01-17-2019 | NORTH TEXAS TOLLWA | 001174 | 802363001 | 199-34-6411.00-999-999000 | TOLL FEES | 16.81 | N |
| 081025 | 01-17-2019 | RELIANT | 001268 | 3100002139827 | 199-51-6257.00-999-999000 | DISTRICT ELECTRICAL SERVICE | 48,980.63 | N |
| 081026 | 01-17-2019 | SSC SERVICE SOLUTIO | 001021 | 3736100036-JAN | 199-51-6249.01-999-999000 | CUSTODIAL CONTRACT SERVICE | 66,452.82 | N |
| 081027 | 01-17-2019 | TELECOMMUNICATIONS | 001023 | 125725085-JAN | 199-51-6259.00-999-999W00 | MAINT INTERNET SERVICE | 68.74 | N |
| 081028 | 01-17-2019 | TEXAS DEPT OF PUBLIC | 001626 | CRS2018121609 | 199-41-6219.00-720-999000 | CRIMINAL HISTORY BACKGROUN | 3.00 | N |
| 081029 | 01-17-2019 | MARK VAN GORP | 100001 | REG BAND | 199-36-6412.07-001-999000 | STUDENT MEALS-BAND | 90.00 | N |
| 081030 | 01-17-2019 | WHARTON HIGH SCHOO | 110011 | ECHS VARSITY | 199-36-6499.96-001-991000 | TENNIS ENTRY FEE | 75.00 | N |
| 081031 | 01-25-2019 | AT&T LONG DISTANCE | 001623 | 805382507-DEC | 199-51-6256.00-999-999000 | DISTRICT LONG DISTANCE CHAR | 149.95 | N |
| 081032 | 01-25-2019 | INTERNATIONAL COACH | 012401 | L | 199-11-6495.00-999-911Y00 | ICF MEMBERSHIP- L PUSTEJOVS | 306.25 | N |
| 081033 | 01-25-2019 | NORTH TEXAS TOLLWA | 001174 | 802450037 | 199-34-6411.00-999-999000 | TOLL FEES | 12.85 | N |
| 081034 | 01-25-2019 | OMNI AUSTIN HOTEL | 012401 | A STARY | 199-21-6411.00-999-999000 | HOTEL RESERVATION | 429.44 | N |
| | | | 012401 | T MARTIN | 199-31-6411.01-999-999Y00 | HOTEL RESERVATION | 429.43 | N |
| Totals for Check 081034 | | | | | | | 858.87 | |
| 081035 | 01-25-2019 | OMNI AUSTIN HOTEL | 012401 | D TREVINO | 199-21-6411.00-999-999000 | HOTEL RESERVATION | 972.25 | N |
| | | | 012401 | K WATERS | 199-41-6411.00-701-999000 | HOTEL RESERVATION | 429.44 | N |
| Totals for Check 081035 | | | | | | | 1,401.69 | |
| 081036 | 01-25-2019 | OMNI AUSTIN HOTEL | 012401 | D. BRIGHT | 199-41-6411.00-750-999000 | HOTEL RESERVATION | 858.87 | N |
| 081037 | 01-25-2019 | TASA | 001429 | 114818 | 199-21-6411.00-999-924000 | CONFERENCE REGISTRATIONS | 400.00 | N |
| | | | 001429 | 114818 | 199-21-6411.00-999-999000 | CONFERENCE REGISTRATIONS | 400.00 | N |
| | | | 001429 | 114818 | 199-23-6411.00-102-999000 | CONFERENCE REGISTRATIONS | 225.00 | N |
| | | | 142901 | 114818 | 199-31-6411.00-999-999Y00 | WORKSHOP REGISTRATION | 175.00 | N |
| | | | 001429 | 114818 | 199-31-6411.01-999-999Y00 | CONFERENCE REGISTRATIONS | 225.00 | N |
| | | | 001429 | 114818 | 199-31-6411.70-001-922000 | CONFERENCE REGISTRATIONS | 225.00 | N |
| Totals for Check 081037 | | | | | | | 1,650.00 | |
| 081038 | 01-25-2019 | TCEA | 012401 | 430669 | 289-13-6411.00-999-924000 | CONFERENCE REGISTRATION | 389.00 | N |
| | | | 012401 | 493125 | 289-13-6411.00-999-924000 | CONFERENCE REGISTRATION | 389.00 | N |
| Totals for Check 081038 | | | | | | | 778.00 | |
| 081039 | 01-25-2019 | TEXAS EDUCATIONAL M | 001022 | FEB 2019 | 199-11-6299.00-001-928W00 | 2018/19 SALARIES | 4,679.92 | N |
| | | | 001022 | FEB 2019 | 199-11-6299.01-001-911W00 | 2018/19 SALARIES | 3,543.75 | N |
| | | | 001022 | FEB 2019 | 199-11-6299.01-001-924W00 | 2018/19 SALARIES | 506.25 | N |
| Totals for Check 081039 | | | | | | | 8,729.92 | |
| 081040 | 01-25-2019 | TIVA | 002104 | APRIL SCHMIDT | 244-13-6411.00-001-922000 | REGISTRATION | 650.00 | N |
| 081041 | 01-31-2019 | ABLENET, INC | 002144 | CI900575 | 199-11-6399.00-999-9230VI | VISION MATERIALS | 148.50 | N |

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|-----------|------------|---------------------|--------|--------------|---------------------------|--------------------------------|-----------------|-----|
| 081042 | 01-31-2019 | ACE EDUCATIONAL SUP | 002211 | 2300369 | 314-11-6399.00-751-823000 | CLASSROOM MATERIALS | 58.34 | N |
| 081043 | 01-31-2019 | ALL CAMPUS SECURITY | 002042 | 5948 | 199-11-6397.00-001-911TEC | Additional Camera Storage | 2,586.60 | N |
| 081044 | 01-31-2019 | AMAZON CAPITAL | 002138 | 1N6FH7DY7WJ6 | 199-11-6399.00-041-911000 | MS SUPPLIES | 119.91 | N |
| | | | 002184 | 1QRQQLG71H3 | 199-11-6399.00-041-911000 | MS SUPPLIES | 97.71 | N |
| | | | 002253 | 1LWVT7DYHQ6 | 199-11-6399.00-041-911000 | MS SUPPLIES | 141.69 | N |
| | | | 002171 | 1XLY3T4G4X77 | 199-11-6399.00-103-911000 | GENERAL / OFFICE SUPPLIES | 71.96 | N |
| | | | 002249 | 1GNRY4TMTRP | 199-11-6399.00-103-911000 | GENERAL SUPPLIES | 17.99 | N |
| | | | 002276 | 1YLM3HTW7JMF | 199-11-6399.00-103-923000 | CLASSROOM MATERIALS | 62.97 | N |
| | | | 002128 | 1RDMHYPTRKK | 199-11-6399.06-041-911000 | ART SUPPLIES | 42.68 | N |
| | | | 002273 | 1LWVT7DYQJX | 199-11-6399.06-041-911000 | ART SUPPLIES | 57.89 | N |
| | | | 002224 | 1XPXJMY1PQ61 | 199-11-6399.09-102-911000 | MUSIC SUPPLIES | 56.85 | N |
| | | | 002231 | 1CMY6GJF6YLG | 199-11-6399.11-103-911000 | LANGUAGE ARTS SUPPLIES | 25.39 | N |
| | | | 002164 | 1J617R6WYF4N | 199-11-6399.82-041-911000 | RESOURCE SUPPLIES | 102.51 | N |
| | | | 002130 | 1HV6G77RM6H | 199-11-6498.00-103-911000 | STUDENT INCENTIVES | 64.09 | N |
| | | | 002232 | 1MHRMDWY9C | 199-12-6399.00-001-911000 | LIBRARY-SUPPLIES & | 74.97 | N |
| | | | 002205 | 17P1DQ1PV9MG | 199-12-6399.00-041-911000 | LIBRARY SUPPLIES | 136.90 | N |
| | | | 002059 | 1QHTDX91V6W6 | 199-12-6399.00-102-911000 | LIBRARY SUPPLIES | 112.00 | N |
| | | | | 1KWMHGCXXY9 | 199-12-6399.00-102-911000 | RETURN | -119.98 | N |
| | | | 002058 | 1KNT-9XT7- | 199-13-6399.01-999-911Y00 | STAFF DEVELOPMENT MAT'LS | 51.02 | N |
| | | | 002079 | 146W-6MTK- | 199-13-6399.01-999-911Y00 | STAFF DEVELOPMENT MAT'LS | 86.72 | N |
| | | | 002129 | 11NQXVLWV3JN | 199-23-6399.00-041-999000 | OFFICE CHAIR | 130.99 | N |
| | | | 002171 | 1XLY3T4G4X77 | 199-23-6399.00-103-999000 | GENERAL / OFFICE SUPPLIES | 42.61 | N |
| | | | 002050 | 1WMGXXT491J | 199-31-6399.00-001-999000 | GUIDANCE-GENERAL SUPPLIES | 104.82 | N |
| | | | 002162 | 1RVXK4QYJKNG | 199-31-6399.00-001-999000 | GUIDANCE-GENERAL SUPPLIES | 225.48 | N |
| | | | 002247 | 1CMY6GJF1F3D | 199-31-6399.00-001-999000 | GUIDANCE-GENERAL SUPPLIES | 52.00 | N |
| | | | | 1GDH3NRRX699 | 199-31-6399.00-001-999000 | RETURN | -24.29 | N |
| | | | | 1MHRMDWYJTD | 199-31-6399.00-001-999000 | RETURN | -7.72 | N |
| | | | 002103 | 1V4KN1QVNNNT | 199-36-6399.90-999-991000 | ATHLETIC SUPPLY | 549.99 | N |
| | | | 002185 | 1RVXK4QY4RR | 199-36-6399.99-001-991000 | TRAINING SUPPLIES | 55.00 | N |
| | | | 002121 | 1DKF-DW4N- | 199-41-6399.00-720-999000 | BOXES FOR PENS | 221.85 | N |
| | | | 001997 | 16N6-V7DX- | 211-11-6399.35-107-930000 | INSTRUCTIONAL MATERIALS | 56.41 | N |
| | | | 001997 | 19HG-3CRT- | 211-11-6399.35-107-930000 | INSTRUCTIONAL MATERIALS | 26.85 | N |
| | | | 002147 | 1RDMHYPTTJJ6 | 437-11-6399.03-751-923000 | SPEECH MATERIALS | 26.90 | N |
| | | | 002083 | 1PHNCKJ7TTN4 | 437-21-6399.00-751-923000 | LSSP/DIAG MATERIALS | 29.96 | N |
| | | | 002052 | 1QWNQR6YF7L | 437-31-6339.00-751-923000 | TESTING MATERIALS FOR LSSP | 252.10 | N |
| | | | | | | Totals for Check 081044 | 2,946.22 | |
| 081045 | 01-31-2019 | DENISE ANDERSON | 000001 | SOFTBALL | 199-36-6411.91-001-9910SB | REIM ENTRY FEE | 90.00 | N |
| 081046 | 01-31-2019 | AQUA BEVERAGE CO/O | 001314 | 885822 | 199-21-6499.00-999-999000 | WATER COOLER RENTAL/WATER | 30.95 | N |
| | | | 001314 | 888727 | 199-21-6499.00-999-999000 | WATER COOLER RENTAL/WATER | 30.95 | N |
| | | | 001314 | 888717 | 199-41-6499.00-720-999000 | WATER COOLER RENTAL/WATER | 18.49 | N |
| | | | 001314 | 885824 | 199-41-6499.00-720-999000 | WATER COOLER RENTAL/WATER | 26.24 | N |
| | | | | | | Totals for Check 081046 | 106.63 | |

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| 081047 | 01-31-2019 | ATTAINMENT | 002143 | 298973A | 199-11-6399.00-999-9230VI | VISION MATERIALS | 64.00 | N |
| 081048 | 01-31-2019 | B&B SERVICES | 001254 | 22119 | 199-34-6249.00-999-999000 | BUS REPAIRS/MAINT REPAIR-SE | 170.00 | N |
| 081049 | 01-31-2019 | BAYES ACHIEVEMENT C | 012902 | 27479 | 315-11-6216.10-751-923000 | JANUARY RESIDENTIAL PLACEME | 19,698.33 | N |
| 081050 | 01-31-2019 | BAYES ACHIEVEMENT C | 012902 | 27333 | 315-11-6216.10-751-923000 | DECEMBER RESIDENTIAL PLACE | 19,698.33 | N |
| | | | 012902 | 27409 | 315-11-6216.10-751-923000 | NOVEMBER SPEECH THERAPY | 715.00 | N |
| | | | 012902 | 27549 | 315-11-6216.10-751-923000 | DECEMBER SPEECH THERAPY | 385.00 | N |
| Totals for Check 081050 | | | | | | | 20,798.33 | |
| 081051 | 01-31-2019 | BRANDY BEAL | 000001 | DEC 3-JAN 11 | 199-23-6411.00-041-999000 | INDISTRICT TRAVEL | 46.22 | N |
| 081052 | 01-31-2019 | BEST WESTERN PLUS C | 000001 | ECHS | 199-36-6411.91-001-991000 | HOTEL EXP-SOFTBALL COLLEGE | 259.56 | N |
| 081053 | 01-31-2019 | CHEYENNE BIBB | 110011 | VICTORIA | 199-13-6411.00-041-911000 | TRAVEL EXP | 62.68 | N |
| 081054 | 01-31-2019 | BLICK ART MATERIALS, | 002049 | 815672 | 199-11-6399.06-001-911000 | ART-SUPPLIES | 919.09 | N |
| | | | 002049 | 841411 | 199-11-6399.06-001-911000 | ART-SUPPLIES | 4.49 | N |
| Totals for Check 081054 | | | | | | | 923.58 | |
| 081055 | 01-31-2019 | BOUND TO STAY BOUN | 001859 | 997637 | 199-12-6329.00-103-911000 | LIBRARY BOOKS | 1,403.79 | N |
| | | | 001859 | 103183 | 199-12-6329.00-103-911000 | LIBRARY BOOKS | 375.24 | N |
| | | | 001859 | 104252 | 199-12-6329.00-103-911000 | LIBRARY BOOKS | 283.58 | N |
| Totals for Check 081055 | | | | | | | 2,062.61 | |
| 081056 | 01-31-2019 | PHILIP BRADY | 000001 | EC VS ROYAL | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 95.00 | N |
| | | | 000001 | ECMS VS | 199-36-6299.00-041-991W00 | ECMS BASKETBALL OFFICIAL | 120.00 | N |
| | | | 000001 | ECMS VS | 199-36-6299.00-041-991W00 | ECMS BASKETBALL OFFICIAL | 125.00 | N |
| Totals for Check 081056 | | | | | | | 340.00 | |
| 081057 | 01-31-2019 | SUSIE BROWN | 000001 | DEC 3-20 | 199-23-6411.00-001-999000 | INDISTRICT TRAVEL | 8.18 | N |
| 081058 | 01-31-2019 | MARGARET CAIN | 000003 | DEC 3-20 | 437-31-6411.00-751-923000 | INDISTRICT TRAVEL | 45.18 | N |
| 081059 | 01-31-2019 | CALHOUN HS ATHLETIC | 120012 | ECHS JV | 199-36-6499.91-001-9910SB | JV ENTRY FEE | 295.00 | N |
| 081060 | 01-31-2019 | CARDINAL'S SPORT TEA | 001874 | O737518-01 | 199-36-6399.90-001-9910SC | SOCCER SUPPLIES | 4,987.59 | N |
| | | | 001789 | O736953-01 | 199-36-6399.91-001-991000 | BASEBALL SUPPLIES | 3,823.81 | N |
| | | | 001585 | O735591-01 | 199-36-6399.93-001-991000 | GIRLS BASKETBALL | 4,076.87 | N |
| | | | 001984 | O738402-01 | 199-36-6399.98-001-991000 | GIRLS TRACK | 469.78 | N |
| Totals for Check 081060 | | | | | | | 13,358.05 | |
| 081061 | 01-31-2019 | CASASLWP, LLC | 002046 | 40 | 270-13-6299.00-001-924000 | STAFF DEV PRESENTATIONS | 4,000.00 | N |
| 081062 | 01-31-2019 | DAISY MCREYNOLDS | 000001 | TMEA AUD | 199-36-6411.08-001-999000 | TRAVEL EXP | 20.46 | N |
| | | | 000001 | UIL | 199-36-6412.08-001-999000 | CHOIR MEALS | 494.00 | N |
| Totals for Check 081062 | | | | | | | 514.46 | |
| 081063 | 01-31-2019 | ROXANNE CAVAZOS | 000001 | SOFTBALL | 199-36-6411.91-001-9910SB | TRAVEL EXP | 309.83 | N |
| 081064 | 01-31-2019 | ROXANNE CAVAZOS | 100001 | COLLEGE | 199-36-6412.91-001-9910SB | VARSITY SOFTBALL MEALS | 504.00 | N |
| | | | 100001 | PORT LAVACA- | 199-36-6412.91-001-9910SB | JV SOFTBALL MEALS | 160.00 | N |
| | | | 100001 | SUGARLAND | 199-36-6412.91-001-9910SB | VARSITY SOFTBALL MEALS | 432.00 | N |
| Totals for Check 081064 | | | | | | | 1,096.00 | |
| 081065 | 01-31-2019 | CHALK'S TRUCK PARTS, | 001148 | 841298-1 | 199-34-6399.00-999-999000 | BUS FLEET PARTS | 112.71 | N |
| | | | 001148 | 846237/1 | 199-34-6399.00-999-999000 | BUS FLEET PARTS | 79.50 | N |
| Totals for Check 081065 | | | | | | | 192.21 | |

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| 081066 | 01-31-2019 | CHEMSEARCH | 001548 | 3403075 | 199-51-6299.00-999-999000 | BIO AMP TREATMENT | 1,372.50 | N |
| 081067 | 01-31-2019 | CINTAS CORP | 001256 | 5012706327 | 199-34-6399.01-999-999000 | FIRST AID SUPPLIES | 53.89 | N |
| | | | 002023 | 5012706326 | 199-51-6319.00-999-999000 | MEDICINE CABINET-FIRST AID | 219.76 | N |
| Totals for Check 081067 | | | | | | | 273.65 | |
| 081068 | 01-31-2019 | CITY OF EL CAMPO | 000010 | NOV 2018 | 199-52-6299.00-001-999000 | SRO WAGES | 6,417.84 | N |
| | | | 000010 | NOV 2018 | 199-52-6299.00-041-999000 | SRO WAGES | 6,768.83 | N |
| Totals for Check 081068 | | | | | | | 13,186.67 | |
| 081069 | 01-31-2019 | CITY OF EL CAMPO CIVI | 000001 | ALL SPORT | 199-36-6499.00-001-991000 | ALL SPORTS BANQUET RENTAL | 2,000.00 | N |
| 081070 | 01-31-2019 | COLUMBIA HIGH SCHOO | 000001 | ECHS S&D | 199-36-6497.12-001-999000 | ENTRY FEE | 170.00 | N |
| 081071 | 01-31-2019 | COMET CLEANERS | 002153 | 507444-ECHS | 199-11-6299.08-001-911000 | CHOIR-MISC CONTRACTED SERV | 650.42 | N |
| 081072 | 01-31-2019 | THE COMPUTER CENTE | 002227 | 10083875 | 199-11-6269.00-102-911TEC | Chromebook Cart Project | 4,729.50 | N |
| | | | 002227 | 10083876 | 199-11-6269.00-102-911TEC | Chromebook Cart Project | 8,429.50 | N |
| | | | 002227 | 10083877 | 199-11-6269.00-102-911TEC | Chromebook Cart Project | 8,429.50 | N |
| | | | 002227 | 10083878 | 199-11-6269.00-102-911TEC | Chromebook Cart Project | 8,429.50 | N |
| | | | 002134 | 10083806 | 199-11-6397.00-001-911TEC | Replace Computer Lab Computers | 15,225.00 | N |
| | | | 002197 | 10083807 | 199-11-6397.00-001-911TEC | Interactive Projector-Bandhall | 1,729.00 | N |
| | | | 002133 | 10083701 | 199-11-6397.00-102-911TEC | MISC NETWORK SUPPLIES/EQUI | 2,997.00 | N |
| | | | 002135 | 10083796 | 199-11-6397.00-102-911TEC | Replace Computer Lab Computers | 15,225.00 | N |
| | | | 002136 | 10083810 | 199-11-6397.00-102-911TEC | Replace Computer Lab Computers | 6,090.00 | N |
| | | | 002217 | 10083827 | 199-11-6397.00-103-911TEC | REPLACE IC PRINTER | 799.99 | N |
| | | | 002227 | 10083875 | 199-11-6397.01-102-911TEC | Chromebook Cart Project | 3,700.00 | N |
| | | | 002133 | 10083701 | 199-11-6399.00-041-911TEC | MISC NETWORK SUPPLIES/EQUI | 5,317.00 | N |
| | | | 002220 | 10083829 | 199-11-6399.00-041-911TEC | MISC NETWORK SUPPLIES/EQUI | 485.00 | N |
| | | | 002219 | 10083826 | 199-11-6399.00-102-911TEC | MISC NETWORK SUPPLIES/EQUI | 2,295.37 | N |
| | | | 002228 | 10083880 | 199-11-6399.00-102-911TEC | MISC NETWORK SUPPLIES/EQUI | 2,250.00 | N |
| | | | 002158 | 10083820 | 199-11-6399.19-001-911000 | MATH-SUPPLIES | 540.00 | N |
| | | | 002216 | 10083830 | 199-21-6397.00-999-999TEC | GOOGLE SLATE TABLET | 1,429.97 | N |
| | | | 002218 | 10083828 | 199-21-6399.00-999-999TEC | MISC NETWORK SUPPLIES/EQUI | 4,890.00 | N |
| | | | 002113 | 10083477 | 199-34-6399.02-999-999000 | PRINTER | 129.99 | N |
| | | | 002113 | 10083557 | 199-34-6399.02-999-999000 | PRINTER | 99.99 | N |
| | | | 002132 | 10083656 | 199-41-6397.00-750-999TEC | Replace Boardroom Laptop | 999.00 | N |
| Totals for Check 081072 | | | | | | | 94,220.31 | |
| 081073 | 01-31-2019 | WAYNE CONDRA | 000001 | 1/15;1/26 | 199-36-6411.90-999-991000 | TRAVEL EXP | 104.75 | N |
| 081074 | 01-31-2019 | CONNER & SONS PLUM | 001060 | 60688 | 199-51-6316.00-999-999000 | PLUMBING MAINT & SUPPLIES | 21.30 | N |
| | | | 001060 | 60708 | 199-51-6316.00-999-999000 | PLUMBING MAINT & SUPPLIES | 10.09 | N |
| Totals for Check 081074 | | | | | | | 31.39 | |
| 081075 | 01-31-2019 | LIZ CONRAD | 000001 | GALVESTON | 199-13-6411.00-102-911000 | TRAVEL EXP | 350.54 | N |
| 081076 | 01-31-2019 | CONTRACT PAPER GRO | 002033 | 43007129401 | 199-11-6399.00-041-911000 | COPY PAPER | 2,288.00 | N |
| 081077 | 01-31-2019 | DARLA COOK | 120012 | VICTORIA | 199-13-6411.00-107-911000 | TRAVEL EXP | 62.68 | N |
| 081078 | 01-31-2019 | COURTYARD AUSTIN AI | 000001 | FELLERS, S- | 199-23-6411.00-001-999000 | HOTEL EXP-S. FELLERS-TASSP | 293.74 | N |

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| 081079 | 01-31-2019 | CROWD PLEASERS | 000001 | 1220 | 199-36-6499.61-001-991000 | REG FEE | 3,250.00 | N |
| | 02-14-2019 | CROWD PLEASERS | 000001 | 1220 | 199-36-6499.61-001-991000 | lost check | -3,250.00 | N |
| Totals for Check 081079 | | | | | | | .00 | |
| 081080 | 01-31-2019 | CUSTOM CREATIONS | 000001 | 11498 | 199-36-6498.12-001-999000 | AWARDS S/D | 755.01 | N |
| 081081 | 01-31-2019 | D I DIGITAL IMAGING & L | 002176 | IN265843 | 199-11-6299.00-041-911TEC | NETWORK PRINTER REPAIR | 90.00 | N |
| | | | 002176 | IN266644 | 199-11-6299.00-041-911TEC | NETWORK PRINTER REPAIR | 260.00 | N |
| | | | 002176 | IN268078 | 199-11-6299.00-041-911TEC | NETWORK PRINTER REPAIR | 90.00 | N |
| Totals for Check 081081 | | | | | | | 440.00 | |
| 081082 | 01-31-2019 | DEMCO, INC. | 002112 | 6526182 | 199-11-6399.11-001-911000 | LANGUAGE ARTS-SUPPLIES | 131.52 | N |
| | | | 002137 | 6531103 | 199-12-6399.00-001-911000 | LIBRARY-SUPPLIES & | 250.76 | N |
| | | | 002173 | 6533014 | 199-12-6399.00-107-911000 | LIBRARY SUPPLIES | 244.42 | N |
| Totals for Check 081082 | | | | | | | 626.70 | |
| 081083 | 01-31-2019 | DEPARTMENT OF INFOR | 001532 | 19121461N-DEC | 199-51-6259.00-999-999W00 | T1 LINE CHARGES-INTERNET | 539.28 | N |
| 081084 | 01-31-2019 | DERBY DOLL BOOSTER | 000001 | UNIFORM REIM | 199-36-6499.61-001-991000 | OFFICER UNIFORMS | 776.52 | N |
| 081085 | 01-31-2019 | DEWITT POTH AND SON | 001529 | 557462-0-DEC | 199-23-6399.01-999-928000 | DAEP BILLABLE PRINTS | 30.00 | N |
| 081086 | 01-31-2019 | DLUHOS REFRIGERATIO | 001747 | 3151 | 199-51-6319.00-999-999000 | HVAC MAINT/REPAIR-DISTRICTWI | 270.00 | N |
| | | | 002236 | 3157 | 199-51-6319.00-999-999000 | H/S STEAMER | 360.97 | N |
| Totals for Check 081086 | | | | | | | 630.97 | |
| 081087 | 01-31-2019 | DNJ DESIGNS | 002029 | 964561 | 199-11-6399.80-001-922000 | GARDEN SIGN | 25.00 | N |
| | | | 002100 | 1222477 | 199-36-6399.96-001-991000 | TENNIS SUPPLIES | 1,005.00 | N |
| Totals for Check 081087 | | | | | | | 1,030.00 | |
| 081088 | 01-31-2019 | DON DAVIS MOTOR CO., | 002194 | 57509EC | 199-34-6399.03-999-999000 | MAINT VEHICLE PARTS | 106.62 | N |
| 081089 | 01-31-2019 | DOUBLETREE BY HILTO | 120012 | FCCLA- | 199-36-6411.70-001-922000 | HOTEL EXP-FCCLA | 457.80 | N |
| | | | 120012 | FCCLA- | 199-36-6411.70-001-999W00 | HOTEL EXP-FCCLA | 218.00 | N |
| | | | 120012 | FCCLA- | 199-36-6412.70-001-922000 | HOTEL EXP-FCCLA | 1,831.20 | N |
| | | | 120012 | FCCLA- | 199-36-6412.70-001-999W00 | HOTEL EXP-FCCLA | 872.00 | N |
| Totals for Check 081089 | | | | | | | 3,379.00 | |
| 081090 | 01-31-2019 | FREDDIE C. DOUGLAS, J | 000001 | EC VS | 199-52-6299.00-001-991W00 | ECHS BASKETBALL SECURITY | 157.50 | N |
| 081091 | 01-31-2019 | JEROME DRAIN | 000001 | EC VS | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 185.00 | N |
| 081092 | 01-31-2019 | DRURY PLAZA HOTEL S | 012901 | 32L9FKRZ | 199-12-6411.00-999-911Y00 | HOTEL RESERVATION | 851.20 | N |
| 081093 | 01-31-2019 | DSG NURSERY | 001861 | ECHS HORT | 199-11-6399.74-001-922000 | HORTICULTURE SUPPLIES/MATE | 201.60 | N |
| 081094 | 01-31-2019 | DSS DRIVING SAFETY S | 001251 | 18-145791 | 199-34-6299.00-999-999000 | DRUG TESTING-DRIVERS | 50.00 | N |
| 081095 | 01-31-2019 | E.A. COLLINS AND SONS | 002166 | 62623 | 199-51-6246.00-999-999000 | MYATT GYM GATES | 2,011.00 | N |
| 081096 | 01-31-2019 | EAGLE FIRE & SAFETY, I | 002115 | 72410 | 199-51-6299.00-999-999000 | CAFETERIAS INSP & CLEANING | 1,046.75 | N |
| | | | 002115 | 72295 | 199-51-6299.00-999-999000 | CAFETERIAS INSP & CLEANING | 1,450.00 | N |
| Totals for Check 081096 | | | | | | | 2,496.75 | |
| 081097 | 01-31-2019 | EAI EDUCATION | 001975 | 0912135 | 199-11-6399.35-041-931000 | TI CALCULATORS | 3,174.96 | N |
| 081098 | 01-31-2019 | EL CAMPO CARPET ONE | 002062 | CG800671 | 199-51-6299.00-999-999000 | H/S GUIDANCE | 2,950.00 | N |

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| 081099 | 01-31-2019 | EL CAMPO CHAMBER O | 002177 | 8365 | 199-11-6299.00-001-911TEC | ANNUAL MEMBERSHIP DUES | 50.00 | N |
| | | | 000001 | 8417 | 199-41-6495.00-720-999000 | 2019 MEMBERSHIP DUES | 775.00 | N |
| | | | 000001 | 7858 | 199-41-6499.00-720-999000 | CITY/CTY LUNCHEON FEE | 50.00 | N |
| | | | | | | Totals for Check 081099 | 875.00 | |
| 081100 | 01-31-2019 | EL CAMPO GLASS COM | 001065 | 0062402 | 199-51-6299.00-999-999000 | GEN MAINT & SVC | 340.48 | N |
| | | | 002116 | 0062413 | 199-51-6299.00-999-999000 | GEN MAINT-CONT SERV-GLASS | 365.00 | N |
| | | | | | | Totals for Check 081100 | 705.48 | |
| 081101 | 01-31-2019 | EL CAMPO LEADER NE | 001315 | ACCT 2500-DEC | 199-41-6499.00-720-999000 | ADVERTISEMENTS/PUBLIC NOTI | 422.50 | N |
| 081102 | 01-31-2019 | EL CAMPO MEMORIAL H | 120012 | 2018-12- | 437-11-6216.00-751-923000 | THERAPY SERVICES | 760.00 | N |
| 081103 | 01-31-2019 | EL CAMPO MEMORIAL H | 001179 | KILLAM, | 199-34-6216.00-999-999000 | DOT PHYSICALS | 125.00 | N |
| | | | 001179 | VILLARREAL, | 199-34-6216.00-999-999000 | DOT PHYSICALS | 125.00 | N |
| | | | | | | Totals for Check 081103 | 250.00 | |
| 081104 | 01-31-2019 | EL CAMPO PARTS, INC. | 001166 | 153361 | 199-34-6399.00-999-999000 | BUS FLEET REPAIR PARTS/REPAI | 424.47 | N |
| | | | 001171 | 151555 | 199-34-6399.01-999-999000 | SHOP SUPPLIES-TRANS | 18.77 | N |
| | | | 001171 | 151653 | 199-34-6399.01-999-999000 | SHOP SUPPLIES-TRANS | 207.47 | N |
| | | | 001171 | 153239 | 199-34-6399.01-999-999000 | SHOP SUPPLIES-TRANS | 23.98 | N |
| | | | 001171 | 152616 | 199-34-6399.01-999-999000 | SHOP SUPPLIES-TRANS | 267.89 | N |
| | | | 001171 | 152753 | 199-34-6399.01-999-999000 | SHOP SUPPLIES-TRANS | 21.87 | N |
| | | | 001171 | 152965 | 199-34-6399.01-999-999000 | SHOP SUPPLIES-TRANS | 69.99 | N |
| | | | 001171 | 153362 | 199-34-6399.01-999-999000 | SHOP SUPPLIES-TRANS | 179.99 | N |
| | | | 001162 | 152187 | 199-34-6399.03-999-999000 | AUTO PARTS/MAINT/REP VEHICL | 25.99 | N |
| | | | | | | Totals for Check 081104 | 1,240.42 | |
| 081105 | 01-31-2019 | STACY ERMIS | 012901 | VICTORIA-1/47 | 270-13-6411.35-107-924000 | TRAVEL EXP | 62.68 | N |
| 081106 | 01-31-2019 | ELMA ESCOBAR | 012901 | TRAVEL TO 1/28 | 212-31-6411.00-999-924000 | INDISTRICT TRAVEL | 73.74 | N |
| 081107 | 01-31-2019 | CURTIS EVANS | 000001 | ECMS VS | 199-36-6299.00-041-991W00 | ECMS BASKETBALL OFFICIAL | 80.00 | N |
| 081108 | 01-31-2019 | ANE MARIE FARTHING | 013001 | VICTORIA-1/17 | 199-41-6411.00-750-999000 | TRAVEL EXP | 62.68 | N |
| 081109 | 01-31-2019 | FASTENAL COMPANY | 002098 | TXELC39756 | 199-11-6397.70-001-922000 | POWERMATIC TABLE SAW | 4,458.56 | N |
| | | | 002035 | TXELC39691 | 199-11-6399.03-001-922000 | WOOD SHOP SUPPLIES/MATERIA | 210.49 | N |
| | | | 001228 | TXELC32255 | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 15.15 | N |
| | | | 001228 | TXELC32187 | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 34.73 | N |
| | | | 001228 | TXELC39793 | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 29.45 | N |
| | | | 001228 | TXELC39915 | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 82.12 | N |
| | | | | | | Totals for Check 081109 | 4,830.50 | |
| 081110 | 01-31-2019 | FLINN SCIENTIFIC, INC. | 002186 | 2306806 | 199-11-6399.21-001-911000 | SCIENCE-SUPPLIES | 268.80 | N |
| 081111 | 01-31-2019 | FOLLETT SCHOOL SOLU | 001875 | 357549 | 199-12-6329.00-041-911000 | LIBRARY BOOKS | 6,439.79 | N |
| | | | 001875 | 357549A | 199-12-6329.00-041-911000 | LIBRARY BOOKS | 478.92 | N |
| | | | 001875 | 357549B | 199-12-6329.00-041-911000 | LIBRARY BOOKS | 668.49 | N |
| | | | 001873 | 359720 | 199-12-6329.00-103-911000 | LIBRARY BOOKS | 888.01 | N |
| | | | 001873 | 359720F | 199-12-6329.00-103-911000 | LIBRARY BOOKS | 602.15 | N |
| | | | | | | Totals for Check 081111 | 9,077.36 | |

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| 081112 | 01-31-2019 | FORT BEND ISD | 110011 | ECHS VAR | 199-36-6412.90-999-991000 | ENTRY FEE | 184.00 | N |
| 081113 | 01-31-2019 | THOMAS FOSTER | 000001 | EC VS | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 165.00 | N |
| | | | 000001 | EC VS | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 235.00 | N |
| Totals for Check 081113 | | | | | | | 400.00 | |
| 081114 | 01-31-2019 | FRONTLINE EDUCATION | 002011 | INVUS92564 | 199-41-6411.00-750-999000 | REG FEE | 595.00 | N |
| 081115 | 01-31-2019 | BRIAN FURMAN | 000001 | EC VS | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 185.00 | N |
| 081116 | 01-31-2019 | MARIA ANGELA GARCIA | 000001 | 100 | 199-36-6299.61-001-991000 | CHOREOGRAPHY | 1,100.00 | N |
| | | | 000001 | DECEMBER | 199-36-6299.61-001-991000 | CHOREOGRAPHY | 300.00 | N |
| Totals for Check 081116 | | | | | | | 1,400.00 | |
| 081117 | 01-31-2019 | ERIC GARDNER | 000001 | EC VS SEALY | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 235.00 | N |
| 081118 | 01-31-2019 | CHARLES G. GARIBAY | 000001 | ECMS VS | 199-36-6299.00-041-991W00 | ECMS BASKETBALL OFFICIAL | 125.00 | N |
| 081119 | 01-31-2019 | GARY TUPA PLUMBING | 001703 | 68541 | 199-51-6316.00-999-999000 | PLUMBING MAINT & SUPPLIES | 20.00 | N |
| | | | 001703 | 68637 | 199-51-6316.00-999-999000 | PLUMBING MAINT & SUPPLIES | 15.00 | N |
| Totals for Check 081119 | | | | | | | 35.00 | |
| 081120 | 01-31-2019 | SHARRYN GERDES | 000001 | HOUSTON | 199-41-6411.00-750-999000 | TRAVEL EXP | 231.69 | N |
| 081121 | 01-31-2019 | GOLIAD ISD | 000001 | ECHS VARSITY | 199-36-6499.96-001-991000 | TENNIS ENTRY FEE | 100.00 | N |
| 081122 | 01-31-2019 | GRAINGER | 001106 | 9052910156 | 199-51-6249.00-999-999000 | HVAC MAINT/REPAIR-DISTRICTWI | 226.54 | N |
| 081123 | 01-31-2019 | GULF COAST BOILER SE | 002286 | 4472 | 199-51-6299.00-999-999000 | HIGH SCHOOL BOILER | 2,020.50 | N |
| 081124 | 01-31-2019 | GULF COAST PAPER CO | 001973 | 1598433 | 199-11-6399.00-041-911000 | COPY PAPER | 1,656.50 | N |
| | | | | 1603487 | 199-11-6399.00-041-911000 | COPY PAPER | -1,590.24 | N |
| | | | 002125 | 1615965 | 199-11-6399.00-107-911000 | CLASSROOM SUPPLIES | 38.79 | N |
| Totals for Check 081124 | | | | | | | 105.05 | |
| 081125 | 01-31-2019 | NATALIE GWOSDZ | 120012 | VICTORIA | 199-13-6411.00-041-911000 | TRAVEL EXP | 62.68 | N |
| 081126 | 01-31-2019 | HARCOURT OUTLINES, I | 002028 | INV020873 | 199-11-6399.00-102-911000 | STUDENT INCENTIVES | 172.80 | N |
| 081127 | 01-31-2019 | CALVIN HARRIS | 120012 | EC VS ROYAL | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 185.00 | N |
| 081128 | 01-31-2019 | TOMMY L. HARRIS, JR. | 000001 | EC VS | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 195.00 | N |
| | | | 000001 | ECMS VS | 199-36-6299.00-041-991W00 | ECMS BASKETBALL OFFICIAL | 120.00 | N |
| Totals for Check 081128 | | | | | | | 315.00 | |
| 081129 | 01-31-2019 | NANCY HEFLEY | 110011 | OCT 30-DEC 20 | 199-11-6411.00-001-911000 | INDISTRICT TRAVEL | 20.71 | N |
| 081130 | 01-31-2019 | HILTON PALACIO DEL RI | 000001 | KALLINA, | 199-31-6411.00-103-999000 | HOTEL EXP-PROF SCHOOL COU | 186.32 | N |
| 081131 | 01-31-2019 | LASHELLE HLAVATY | 012901 | HOUSTON-12/4, | 199-13-6411.00-999-911Y00 | TRAVEL EXP | 205.58 | N |
| 081132 | 01-31-2019 | BROOKE HLAVINKA | 120012 | VICTORIA | 199-13-6411.00-041-911000 | TRAVEL EXP | 56.68 | N |
| 081133 | 01-31-2019 | HOFFER TRUCK COMPA | 001244 | 155161 | 199-34-6399.00-999-999000 | BUS FLEET MAINT/REPAIR/PART | 4,206.88 | N |
| | | | 001244 | 155310 | 199-34-6399.00-999-999000 | BUS FLEET MAINT/REPAIR/PART | 552.12 | N |
| Totals for Check 081133 | | | | | | | 4,759.00 | |
| 081134 | 01-31-2019 | ROBERT HOLDER | 000001 | EC VS SEALY | 199-52-6299.00-001-991W00 | BASKETBALL SECURITY | 157.50 | N |
| 081135 | 01-31-2019 | HOLIDAY INN EXPRESS | 000001 | TEXAS CITY S/D | 199-36-6411.12-001-999000 | HOTEL EXP-SPEECH & DEBATE | 192.58 | N |
| | | | 000001 | TEXAS CITY S/D | 199-36-621.12-001-999000 | HOTEL EXP-SPEECH & DEBATE | 588.45 | N |
| Totals for Check 081135 | | | | | | | 781.03 | |

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| 081136 | 01-31-2019 | KRISTIN HOLTON | 110011 | DEC 17-JAN 25 | 459-11-6411.00-751-923000 | INDISTRICT TRAVEL | 686.15 | N |
| 081137 | 01-31-2019 | HOME2 SUITES BY HILT | 012901 | C GONZALES | 199-13-6411.30-999-925BIL | HOTEL RESERVATION | 438.18 | N |
| 081138 | 01-31-2019 | HOME2 SUITES BY HILT | 000001 | TEACH | 199-36-6411.70-001-922000 | HOTEL EXP-TEACH TOMORROW | 301.74 | N |
| | | | 000001 | TEACH | 199-36-6411.70-001-999W00 | HOTEL EXP-TEACH TOMORROW | 47.08 | N |
| Totals for Check 081138 | | | | | | | 348.82 | |
| 081139 | 01-31-2019 | HOME2 SUITES BY HILT | 000001 | TEACH | 199-36-6412.70-001-922000 | HOTEL EXP-TEACH TOMORROW | 603.48 | N |
| | | | 000001 | TEACH | 199-36-6412.70-001-999W00 | HOTEL EXP-TEACH TOMORROW | 160.50 | N |
| Totals for Check 081139 | | | | | | | 763.98 | |
| 081140 | 01-31-2019 | HOMEWOOD SUITES BY | 012901 | A BARNES- | 289-13-6411.00-999-924000 | HOTEL RESERVATION | 859.34 | N |
| 081141 | 01-31-2019 | RILON HUDSON | 000001 | ECMS VS | 199-36-6299.00-041-991W00 | ECMS BASKETBALL OFFICIAL | 80.00 | N |
| 081142 | 01-31-2019 | IN CLASS TODAY, INC. | 001863 | 1056 | 289-23-6291.02-999-924000 | CONTRACTED SERVICES - 2018/1 | 8,700.00 | N |
| 081143 | 01-31-2019 | TEXAS A&M | 002142 | I103810 | 199-11-6299.70-001-922000 | ONLINE CURRICULUM | 280.00 | N |
| 081144 | 01-31-2019 | ISTATION | 002054 | SIN013576 | 199-11-6399.40-102-930000 | ISIP FORMS | 1,254.88 | N |
| | | | 002054 | SIN013576 | 199-11-6399.40-107-930000 | ISIP FORMS | 567.92 | N |
| Totals for Check 081144 | | | | | | | 1,822.80 | |
| 081145 | 01-31-2019 | J TAYLOR EDUCATION, I | 001901 | 13540 | 199-11-6399.35-103-921000 | G/T MATERIALS | 25.00 | N |
| 081146 | 01-31-2019 | ERNEST JACKSON | 000001 | EC VS | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 165.00 | N |
| 081147 | 01-31-2019 | JW MARRIOTT AUSTIN | 000001 | TCASE-A | 437-21-6411.00-751-923000 | HOTEL EXP-TCASE-A. BOSSE | 654.33 | N |
| 081148 | 01-31-2019 | SHER KRENEK | 012901 | TRAVEL TO 1/25 | 313-31-6411.00-751-823000 | INDISTRICT TRAVEL | 260.89 | N |
| 081149 | 01-31-2019 | TURK KRENEK | 000001 | NOV 27-JAN 28 | 199-12-6411.00-999-911TEC | INDISTRICT TRAVEL | 141.71 | N |
| 081150 | 01-31-2019 | NATHAN KUBES | 000001 | EC VS YOAKUM | 199-52-6299.00-001-991W00 | SOCCER SECURITY | 140.00 | N |
| | | | 000001 | EC VS ROYAL | 199-52-6299.00-001-991W00 | BASKETBALL SECURITY | 157.50 | N |
| Totals for Check 081150 | | | | | | | 297.50 | |
| 081151 | 01-31-2019 | LA QUINTA INN & SUITE | 000001 | SALE-DAIRY | 199-36-6411.70-001-922000 | HOTEL EXP-SALE-DAIRY J UDGIN | 103.40 | N |
| | | | 000001 | SALE-DAIRY | 199-36-6411.70-001-999W00 | HOTEL EXP-SALE DAIRY JUDGIN | 88.00 | N |
| | | | 000001 | SALE-DAIRY | 199-36-6412.70-001-922000 | HOTEL EXP-SALE-DAIRY JUDGIN | 103.40 | N |
| | | | 000001 | SALE-DAIRY | 199-36-6412.70-001-999W00 | HOTEL EXP-SALE DAIRY JUDGIN | 88.00 | N |
| Totals for Check 081151 | | | | | | | 382.80 | |
| 081152 | 01-31-2019 | LA QUINTA INN & SUITE | 000001 | SALE HEIFER | 199-36-6411.70-001-922000 | HOTEL EXP-SALE HEIFER SHOW | 310.20 | N |
| | | | 000001 | SALE HEIFER | 199-36-6411.70-001-999W00 | HOTEL EXP-SALE HEIFER SHOW | 264.00 | N |
| Totals for Check 081152 | | | | | | | 574.20 | |
| 081153 | 01-31-2019 | LA QUINTA INN & SUITE | 110011 | SALE SWINE | 199-36-6411.70-001-922000 | HOTEL EXP-SALE SWINE SHOW | 103.40 | N |
| | | | 110011 | SALE SWINE | 199-36-6411.70-001-999W00 | HOTEL EXP-SALE SWINE SHOW | 88.00 | N |
| Totals for Check 081153 | | | | | | | 191.40 | |
| 081154 | 01-31-2019 | LAKESHORE LEARNING | 002191 | 4716680119 | 314-11-6399.00-751-823000 | INSTRUCTIONAL MATERIALS | 28.49 | N |
| 081155 | 01-31-2019 | LEACH'S LITERACY TRAI | 001927 | 813 | 199-13-6219.35-107-911Y00 | STAFF DEVELOPMENT | 426.00 | N |
| | | | 001927 | 813 | 255-13-6219.35-107-911000 | STAFF DEVELOPMENT | 2,000.00 | N |
| | | | 001927 | 813 | 270-13-6299.35-107-924000 | STAFF DEVELOPMENT | 924.00 | N |
| Totals for Check 081155 | | | | | | | 3,350.00 | |

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| 081156 | 01-31-2019 | DARRYL LEONARD | 000001 | EC VS SEALY | 199-36-6299.00-001-991W00 | BASKETBALL OFFICIAL | 165.00 | N |
| 081157 | 01-31-2019 | NASHAY LITTLE | 000001 | VICTORIA | 199-13-6411.00-103-911000 | TRAVEL EXP | 62.68 | N |
| 081158 | 01-31-2019 | LONE STAR LEARNING | 002110 | 54572 | 199-11-6399.19-102-911000 | MATH MATERIALS | 839.93 | N |
| | | | 002066 | 54517 | 199-11-6399.19-103-911000 | MATH SUPPLIES | 167.97 | N |
| Totals for Check 081158 | | | | | | | 1,007.90 | |
| 081159 | 01-31-2019 | EVYN LOPEZ | 000001 | EC VS | 199-36-6299.00-001-991W00 | SOCCER REFERREE | 165.00 | N |
| 081160 | 01-31-2019 | MURRAY GLENN LORD | 000001 | EC VS YOAKUM- | 199-36-6299.00-001-991W00 | SOCCER OFFICIAL | 105.00 | N |
| 081161 | 01-31-2019 | LAURA ANN MAJOR | 110011 | 6 (12/4-12/13) | 437-11-6216.03-751-923000 | SPEECH SERVICES | 1,580.00 | N |
| 081162 | 01-31-2019 | MARC MANUEL | 000001 | EC VS SEALY | 199-36-6299.00-001-991W00 | BASKETBALL OFFICIAL | 215.00 | N |
| 081163 | 01-31-2019 | MARK'S PLUMBING PAR | 001086 | INV001768718 | 199-51-6316.00-999-999000 | PLUMBING MAINT & SUPPLIES | 47.36 | N |
| 081164 | 01-31-2019 | MARTIN ELECTRIC CO. | 002057 | 162605 | 199-51-6319.00-999-999000 | HVAC MAINT/REPAIR-DISTRICTWI | 49.41 | N |
| | | | 002057 | 162607 | 199-51-6319.00-999-999000 | HVAC MAINT/REPAIR-DISTRICTWI | 23.16 | N |
| Totals for Check 081164 | | | | | | | 72.57 | |
| 081165 | 01-31-2019 | TANA MARTIN | 012901 | VICT-1/22,23 | 199-31-6411.01-999-999Y00 | TRAVEL EXP | 125.36 | N |
| | | | 013001 | TSNAP WKKSHP | 199-31-6411.01-999-999Y00 | TRAVEL,MEALS, VALET | 193.81 | N |
| Totals for Check 081165 | | | | | | | 319.17 | |
| 081166 | 01-31-2019 | MATHWARM-UPS.COM | 002209 | 14463 | 199-11-6399.11-103-911000 | LANGUAGE ARTS SUPPLIES | 1,580.00 | N |
| 081167 | 01-31-2019 | KENDRICK DEPREE MAT | 000001 | EC VS RICE- | 199-52-6299.00-001-991W00 | SOCCER SECURITY | 140.00 | N |
| 081168 | 01-31-2019 | LINDSEY MAY | 000001 | SOFTBALL | 199-36-6411.91-001-9910SB | TRAVEL EXP | 199.89 | N |
| 081169 | 01-31-2019 | MCCOY'S BUILDING SUP | 002034 | 9643962 | 199-11-6399.03-001-922000 | WOOD SHOP SUPPLIES/MATERIA | 16.45 | N |
| | | | 002034 | 9644663 | 199-11-6399.03-001-922000 | WOOD SHOP SUPPLIES/MATERIA | 34.34 | N |
| | | | 001031 | 9643870 | 199-51-6316.00-999-999000 | CARPENTER-CAMPUS PROJECT | 38.16 | N |
| | | | 001766 | 9644029 | 199-51-6316.00-999-999000 | CARPENTER-CAMPUS PROJECT | 289.77 | N |
| | | | 001766 | 9644225 | 199-51-6316.00-999-999000 | CARPENTER-CAMPUS PROJECT | 37.10 | N |
| | | | 001766 | 9644295 | 199-51-6316.00-999-999000 | CARPENTER-CAMPUS PROJECT | 29.80 | N |
| | | | 001766 | 9644555 | 199-51-6316.00-999-999000 | CARPENTER-CAMPUS PROJECT | 170.40 | N |
| Totals for Check 081169 | | | | | | | 616.02 | |
| 081170 | 01-31-2019 | MEGAN MCDONALD | 000001 | NRG-ART SHOW | 199-13-6411.00-001-911000 | TRAVEL EXP | 73.68 | N |
| 081171 | 01-31-2019 | MENGER HOTEL | 120012 | TMEA-RIVES, B | 199-13-6411.00-103-911000 | HOTEL EXP-TMEA CONF | 136.80 | N |
| 081172 | 01-31-2019 | AMANDA MERCADO | 120012 | LUNCH REFUND | 240-00-5751.00-000-900000 | LUNCH REFUND | 12.85 | N |
| 081173 | 01-31-2019 | EMMANUEL MERENINI | 000001 | EC VS RICE- | 199-36-6299.00-001-991W00 | SOCCER OFFICIAL | 165.00 | N |
| 081174 | 01-31-2019 | DEBBIE MONDANE | 000001 | DEC 19-JAN 25 | 386-11-6411.00-999-923000 | INDISTRICT TRAVEL | 542.38 | N |
| 081175 | 01-31-2019 | LAURA MOTAL | 012901 | TRAVEL TO 1/25 | 313-31-6411.00-751-823000 | INDISTRICT TRAVEL | 40.77 | N |
| 081176 | 01-31-2019 | MUSIC REGION XIII | 000001 | ECHS CHOIR | 199-36-6497.08-001-999000 | REG FEE | 333.00 | N |
| 081177 | 01-31-2019 | NATIONAL BUGMOBILES | 001277 | 650304 | 199-51-6299.00-999-999000 | TERMITE RENEWAL | 175.00 | N |
| | | | 001277 | 650663 | 199-51-6299.00-999-999000 | TERMITE RENEWAL | 300.00 | N |
| | | | 001277 | 650934 | 199-51-6299.00-999-999000 | TERMITE RENEWAL | 390.00 | N |
| | | | 001277 | 651281 | 199-51-6299.00-999-999000 | TERMITE RENEWAL | 175.00 | N |
| | | | 001287 | 647210 | 199-51-6299.00-999-999000 | PEST SEMI ANNUAL | 1,300.00 | N |

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| | | | 001287 | 647211 | 199-51-6299.00-999-999000 | PEST SEMI ANNUAL | 550.00 | N |
| | | | 001287 | 647212 | 199-51-6299.00-999-999000 | PEST SEMI ANNUAL | 300.00 | N |
| | | | 001287 | 647213 | 199-51-6299.00-999-999000 | PEST SEMI ANNUAL | 350.00 | N |
| | | | 001287 | 647759 | 199-51-6299.00-999-999000 | PEST SEMI ANNUAL | 1,150.00 | N |
| | | | 001287 | 647851 | 199-51-6299.00-999-999000 | PEST SEMI ANNUAL | 140.00 | N |
| | | | 001287 | 647852 | 199-51-6299.00-999-999000 | PEST SEMI ANNUAL | 140.00 | N |
| | | | 001287 | 647855 | 199-51-6299.00-999-999000 | PEST SEMI ANNUAL | 140.00 | N |
| | | | 001287 | 648756 | 199-51-6299.00-999-999000 | PEST SEMI ANNUAL | 200.00 | N |
| | | | 001287 | 647854 | 199-51-6299.00-999-999000 | PEST SEMI ANNUAL | 140.00 | N |
| | | | 001278 | DEC 2018 | 199-51-6299.00-999-999000 | PEST MONTHLY | 385.00 | N |
| | | | 001286 | 647921 | 199-51-6299.00-999-999000 | PEST QUARTERLY | 1,975.00 | N |
| | | | 001286 | 648600 | 199-51-6299.00-999-999000 | PEST QUARTERLY | 100.00 | N |
| | | | 001286 | 648599 | 199-51-6299.00-999-999000 | PEST QUARTERLY | 350.00 | N |
| | | | 001286 | 648601 | 199-51-6299.00-999-999000 | PEST QUARTERLY | 150.00 | N |
| | | | | | | Totals for Check 081177 | 8,410.00 | |
| 081178 | 01-31-2019 | RICHARD NAVA | 120012 | 5A SWIM | 199-36-6412.90-999-991000 | 5A SWIMMING CHAMP ENTRY FE | 800.00 | N |
| 081179 | 01-31-2019 | NORTHSIDE PTO | 120012 | UIL ACADEMIC | 199-36-6412.01-103-999000 | UIL MEALS | 200.00 | N |
| 081180 | 01-31-2019 | O'REILLY AUTO PARTS | 001989 | 0471-213595 | 199-11-6399.72-001-922000 | AUTO TECH SUPPLIES/MATERIAL | 8.28 | N |
| | | | 001247 | 0471-214510 | 199-34-6399.00-999-999000 | PARTS/SUPP MAINT & REPAIR BU | 42.01 | N |
| | | | 001209 | 0471-213533 | 199-34-6399.01-999-999000 | SHOP SUPPLIES-TRANS | 8.99 | N |
| | | | | | | Totals for Check 081180 | 59.28 | |
| 081181 | 01-31-2019 | GUILLERMO OCAMPO | 000001 | EC VS | 199-36-6299.00-001-991W00 | GAME OFFICIAL | 165.00 | N |
| 081182 | 01-31-2019 | LAURA OCANAS | 000001 | DEC 3-20 | 199-23-6411.00-107-999000 | INDISTRICT TRAVEL | 18.92 | N |
| 081183 | 01-31-2019 | GLYNLYON, INC | 002223 | OW39112557 | 199-11-6299.35-001-931000 | SOFTWARE | 880.00 | N |
| 081184 | 01-31-2019 | OFFICE DEPOT | 002175 | 259980834001 | 199-11-6399.00-041-911000 | MS SUPPLIES | 9.15 | N |
| | | | 002131 | 257532085001 | 199-11-6399.00-103-911000 | GENERAL / OFFICE SUPPLIES | 90.16 | N |
| | | | 002242 | 263626352001 | 199-11-6399.00-103-911000 | GENERAL SUPPLIES | 223.30 | N |
| | | | 002254 | 264454816001 | 199-11-6399.02-041-911000 | TECH APP SUPPLIES | 100.45 | N |
| | | | 002053 | 246186744001 | 199-11-6399.18-041-911000 | SOCIAL STUDIES SUPPLIES | 59.98 | N |
| | | | 002131 | 257532085001 | 199-23-6399.00-103-999000 | GENERAL / OFFICE SUPPLIES | 46.72 | N |
| | | | 002131 | 257532085001 | 199-31-6399.00-103-999000 | GENERAL / OFFICE SUPPLIES | 90.37 | N |
| | | | | | | Totals for Check 081184 | 620.13 | |
| 081185 | 01-31-2019 | DONALD OLDAG | 000001 | NOV 27-JAN 28 | 199-51-6411.00-999-999W00 | INDISTRICT TRAVEL | 155.16 | N |
| | | | 000001 | 12/18&31;1/15 | 199-51-6411.00-999-999W00 | TRAVEL EXP | 220.74 | N |
| | | | | | | Totals for Check 081185 | 375.90 | |
| 081186 | 01-31-2019 | ORIENTAL TRADING CO | 002146 | 694364445-01 | 199-11-6399.00-102-911000 | STUDENTS AWARDS | 82.30 | N |
| | | | 002181 | 694447201-01 | 199-11-6399.19-107-911000 | KINDERGARTEN CLASSROOM SU | 216.94 | N |
| | | | | | | Totals for Check 081186 | 299.24 | |
| 081187 | 01-31-2019 | MARY L. ORR | 012901 | TRAVEL TO 1/24 | 313-31-6411.00-751-823000 | INDISTRICT TRAVEL | 167.97 | N |
| 081188 | 01-31-2019 | NANCY ORTIZ | 000001 | MARCHING | 199-36-6299.00-001-999W00 | EMS MARCHING BAND CONTEST | 297.50 | N |

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|--------------------------------|------------|-----------------------|--------|--------------|---------------------------|-----------------------------|-----------------|-----|
| 081189 | 01-31-2019 | PAINT PERFECTION | 001032 | 249172 | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 145.09 | N |
| | | | 001032 | 449166 | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 27.85 | N |
| | | | 001032 | 349226 | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 107.96 | N |
| | | | 001032 | 905909 | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 136.71 | N |
| Totals for Check 081189 | | | | | | | 417.61 | |
| 081190 | 01-31-2019 | JOHAN PARDO | 000001 | EC VS YOAKUM | 199-36-6299.00-001-991W00 | SOCCER OFFICIAL | 105.00 | N |
| 081191 | 01-31-2019 | PAXTON-PATTERSON LL | 002102 | 366771 | 244-11-6397.00-001-922000 | INVENTORY ITEM-EQUIPMENT | 2,694.00 | N |
| 081192 | 01-31-2019 | PENNER ELECTRIC, INC. | 001088 | 190109 | 199-51-6299.00-999-999000 | GEN MAINT & SVC | 95.00 | N |
| | | | 001088 | 190110 | 199-51-6299.00-999-999000 | GEN MAINT & SVC | 449.25 | N |
| | | | 002246 | 190121 | 199-51-6299.00-999-999000 | MIDDLE LIGHTS | 285.00 | N |
| | | | 002246 | 190122 | 199-51-6299.00-999-999000 | MIDDLE LIGHTS | 285.00 | N |
| Totals for Check 081192 | | | | | | | 1,114.25 | |
| 081193 | 01-31-2019 | JOSEPH L. PENNINGTO | 000001 | EC VS SEALY | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 195.00 | N |
| | | | 000001 | EC VS | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 145.00 | N |
| Totals for Check 081193 | | | | | | | 340.00 | |
| 081194 | 01-31-2019 | JEFFREY PFEIL | 000001 | EC VS ROYAL | 199-52-6299.00-001-991W00 | BASKETBALL SECURITY | 157.50 | N |
| 081195 | 01-31-2019 | DARWIN PHILLIPS | 000001 | EC VS ROYAL | 199-36-6299.00-001-991W00 | BASKETBALL OFFICIAL | 185.00 | N |
| 081196 | 01-31-2019 | PINNACLE MEDICAL MA | 001310 | 76454 | 199-36-6299.02-001-991W00 | EXTRA/COCURRICULAR DRUG T | 30.00 | N |
| | | | 001310 | 76218 | 199-36-6299.02-001-991W00 | EXTRA/COCURRICULAR DRUG T | 790.50 | N |
| | | | 001310 | 76523 | 199-36-6299.02-001-991W00 | EXTRA/COCURRICULAR DRUG T | 790.50 | N |
| | | | 001310 | 76218 | 199-36-6299.02-001-999W00 | EXTRA/COCURRICULAR DRUG T | 139.50 | N |
| | | | 001310 | 76523 | 199-36-6299.02-001-999W00 | EXTRA/COCURRICULAR DRUG T | 139.50 | N |
| | | | 001310 | 76218 | 199-36-6299.02-041-991W00 | EXTRA/COCURRICULAR DRUG T | 270.00 | N |
| | | | 001310 | 76523 | 199-36-6299.02-041-991W00 | EXTRA/COCURRICULAR DRUG T | 270.00 | N |
| | | | 001310 | 76218 | 199-36-6299.02-041-999W00 | EXTRA/COCURRICULAR DRUG T | 30.00 | N |
| | | | 001310 | 76523 | 199-36-6299.02-041-999W00 | EXTRA/COCURRICULAR DRUG T | 30.00 | N |
| Totals for Check 081196 | | | | | | | 2,490.00 | |
| 081197 | 01-31-2019 | KATLYN POPP | 000001 | JAN 7-17 | 437-31-6411.00-751-923000 | INDISTRICT TRAVEL | 21.31 | N |
| | | | 000001 | JAN 18-25 | 437-31-6411.00-751-923000 | INDISTRICT TRAVEL | 29.98 | N |
| Totals for Check 081197 | | | | | | | 51.29 | |
| 081198 | 01-31-2019 | PRO-ED, INC. | 002095 | 2752129 | 199-11-6399.41-999-930000 | RECORD FORMS | 118.80 | N |
| 081199 | 01-31-2019 | PROFESSIONAL PHARM | 013001 | 0023013 | 199-41-6399.00-750-999000 | UPS CHARGE | 12.00 | N |
| 081200 | 01-31-2019 | PROMAXIMA MFG., LTD | 002002 | 103707 | 199-36-6399.90-999-991000 | WEIGHT ROOM SUPPLIES | 2,248.00 | N |
| 081201 | 01-31-2019 | QEP, INC. | 002183 | 35038 | 199-11-6399.15-103-911000 | READING SUPPLIES | 59.42 | N |
| 081202 | 01-31-2019 | R & R PRINTING & GRAP | 001152 | 48449 | 199-11-6399.18-001-911000 | SOCIAL STUDIES ECO REVIEW B | 1,050.00 | N |
| | | | 002037 | 48941 | 199-23-6399.00-103-999000 | OFFICE SUPPLIES | 67.05 | N |
| | | | 001167 | 48806 | 199-34-6399.02-999-999000 | BUS FORMS AND SUPPLIES | 640.86 | N |
| Totals for Check 081202 | | | | | | | 1,757.91 | |
| 081203 | 01-31-2019 | TERRENCE RAFORD | 000001 | ECHS BB | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 235.00 | N |
| | | | 000001 | ECMS BB | 199-36-6299.00-041-991W00 | ECMS BASKETBALL OFFICIAL | 125.00 | N |
| Totals for Check 081203 | | | | | | | 360.00 | |

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| 081204 | 01-31-2019 | REALLY GOOD STUFF, L | 002208 | 6810258 | 199-11-6399.11-103-911000 | ELA SUPPLIES | 107.88 | N |
| | | | 002165 | 6808027 | 199-11-6399.15-102-911000 | READING MATERIAL | 41.94 | N |
| Totals for Check 081204 | | | | | | | 149.82 | |
| 081205 | 01-31-2019 | RED HAWK FIRE & SECU | 001047 | 381514-JAN | 199-51-6299.00-999-999000 | HIGH SCHOOL & MIDD ALARM | 88.41 | N |
| | | | 001047 | 385075-FEB | 199-51-6299.00-999-999000 | HIGH SCHOOL & MIDD ALARM | 88.41 | N |
| Totals for Check 081205 | | | | | | | 176.82 | |
| 081206 | 01-31-2019 | ELIZABETH REED | 013001 | ASSESS CONF | 199-21-6411.00-041-924000 | TRAVEL,MEALS,PARKING FEE | 277.70 | N |
| 081207 | 01-31-2019 | REGION 12 ESC | 001706 | 081233 | 199-23-6239.00-999-999Y00 | STAFF DEV TRAINING | 400.00 | N |
| | | | 001706 | 081233 | 199-31-6239.00-999-999Y00 | STAFF DEV TRAINING | 500.00 | N |
| | | | 001706 | 081233 | 199-31-6239.01-999-999Y00 | STAFF DEV TRAINING | 800.00 | N |
| Totals for Check 081207 | | | | | | | 1,700.00 | |
| 081208 | 01-31-2019 | REGION 3 EDUC. SERVI | 001119 | 049224 | 199-11-6239.00-999-911000 | CONTRACTED SERVICES - 2018/1 | 500.00 | N |
| | | | 001119 | 049224 | 199-11-6239.00-999-911000 | CONTRACTED SERVICES - 2018/1 | 3,000.00 | N |
| | | | 013001 | 049222 | 199-11-6239.00-999-911TEC | CONT. SERVICES-SECURITY IQ | 2,142.40 | N |
| | | | 001119 | 049244 | 199-13-6239.01-999-999000 | CONTRACTED SERVICES - 2018/1 | 1,109.00 | N |
| | | | 001119 | 049224 | 199-41-6239.02-720-999Y00 | CONTRACTED SERVICES - 2018/1 | 4,950.00 | N |
| | | | 001119 | 049224 | 199-53-6239.00-750-999W00 | CONTRACTED SERVICES - 2018/1 | 25,844.40 | N |
| | | | 001119 | 049224 | 199-53-6239.01-750-999W00 | CONTRACTED SERVICES - 2018/1 | 5,923.50 | N |
| Totals for Check 081208 | | | | | | | 43,469.30 | |
| 081209 | 01-31-2019 | REGIONAL STEEL PROD | 001257 | 569043 | 199-11-6399.22-001-922000 | WELDING SUPPLIES/MATERIALS | 1,773.13 | N |
| 081210 | 01-31-2019 | SAMANTHA REID | 000001 | JAN 9-31 | 437-11-6411.00-751-923000 | INDISTRICT TRAVEL | 96.25 | N |
| 081211 | 01-31-2019 | DENISE REK | 000001 | DEC 7-JAN 25 | 437-21-6411.01-751-923000 | INDISTRICT TRAVEL | 19.02 | N |
| 081212 | 01-31-2019 | RICE FARMERS CO-OP, I | 001090 | 2-128767 | 199-51-6317.00-999-999000 | GROUNDS SUPPLIES&MATERIAL | 263.58 | N |
| | | | 001090 | 2-128889 | 199-51-6317.00-999-999000 | GROUNDS SUPPLIES&MATERIAL | 70.00 | N |
| Totals for Check 081212 | | | | | | | 333.58 | |
| 081213 | 01-31-2019 | SERGIO A. ROBLES | 000001 | EC VS BAY CITY | 199-36-6299.00-001-991W00 | SOCCER OFFICIAL | 165.00 | N |
| 081214 | 01-31-2019 | AMOUR RODRIGUEZ | 000001 | EC VS YOAKUM | 199-36-6299.00-001-991W00 | SOCCER OFFICIAL | 105.00 | N |
| | | | 000001 | EC VS | 199-36-6299.00-001-991W00 | SOCCER OFFICIAL | 165.00 | N |
| Totals for Check 081214 | | | | | | | 270.00 | |
| 081215 | 01-31-2019 | ROTARY CLUB OF EL CA | 110011 | 7953;8003;8101 | 199-41-6495.00-701-999000 | DUES-K. WATERS | 520.00 | N |
| 081216 | 01-31-2019 | BRETT ROVEY | 000001 | EC VS SEALY | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 235.00 | N |
| 081217 | 01-31-2019 | SAMUEL FRENCH, INC. | 000001 | ACCT 1033489 | 199-36-6217.12-001-999000 | PLAY ROYALTIES | 125.00 | N |
| 081218 | 01-31-2019 | CEDO SARDINEA | 120012 | EC VS | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 145.00 | N |
| 081219 | 01-31-2019 | SCHOLASTIC, INC | 002080 | 18520145 | 211-11-6399.35-107-930000 | INSTRUCTIONAL MATERIALS | 327.00 | N |
| 081220 | 01-31-2019 | SCHOOL HEALTH CORP | 002123 | 3546656-00 | 199-33-6399.00-001-999000 | NURSE-SUPPLIES | 90.50 | N |
| 081221 | 01-31-2019 | SCHOOL SPECIALITY IN | 001722 | 208122273842 | 199-11-6399.00-001-911000 | GENERAL SUPPLIES-HS | 315.74 | N |
| | | | 002124 | 208122256802 | 199-11-6399.00-107-911000 | INSTRUCTIONAL SUPPLIES | 45.17 | N |
| | | | 002174 | 308103250601 | 199-11-6399.00-107-911000 | CLASSROOM SUPPLIES | 629.43 | N |
| | | | 002124 | 208122256802 | 199-11-6399.01-107-911000 | INSTRUCTIONAL SUPPLIES | 72.23 | N |
| | | | 002105 | 208122265145 | 199-11-6399.06-041-911000 | ART SUPPLIES | 55.62 | N |
| | | | 002157 | 308103251460 | 199-11-6399.21-001-911000 | SCIENCE-SUPPLIES | 247.80 | N |
| Totals for Check 081221 | | | | | | | 1,365.99 | |

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| 081222 | 01-31-2019 | THE SCREEN STOP | 002207 | 1239 | 199-36-6411.95-001-991000 | GOLF SHIRTS | 105.00 | N |
| | | | 000001 | 1235 | 199-41-6499.00-720-999000 | EVERYONE COUNTS LOGO SHIR | 160.00 | N |
| Totals for Check 081222 | | | | | | | 265.00 | |
| 081223 | 01-31-2019 | SDS PHYSICAL THERAP | 000001 | NOV 2018 | 437-11-6216.00-751-923000 | THERAPY SERVICES | 718.50 | N |
| | | | 000001 | DEC 2018 | 437-11-6216.00-751-923000 | THERAPY SERVICES | 1,018.50 | N |
| Totals for Check 081223 | | | | | | | 1,737.00 | |
| 081224 | 01-31-2019 | KRISTIN SEAY | 000001 | DEC 17-JAN 25 | 437-11-6411.00-751-923000 | INDISTRICT TRAVEL | 206.01 | N |
| | | | 120012 | LAPORTE | 437-13-6411.00-751-923000 | TRAVEL EXP | 106.28 | N |
| Totals for Check 081224 | | | | | | | 312.29 | |
| 081225 | 01-31-2019 | SERVICE SUPPLY OF VI | 001580 | 700996636 | 199-51-6316.00-999-999000 | PLUMBING MAINT & SUPPLIES | 93.28 | N |
| | | | 001580 | 700996641 | 199-51-6316.00-999-999000 | PLUMBING MAINT & SUPPLIES | 165.00 | N |
| | | | 001580 | 701000630 | 199-51-6316.00-999-999000 | PLUMBING MAINT & SUPPLIES | 41.17 | N |
| | | | 001580 | 701000685 | 199-51-6316.00-999-999000 | PLUMBING MAINT & SUPPLIES | 63.80 | N |
| | | | 001580 | 701000705 | 199-51-6316.00-999-999000 | PLUMBING MAINT & SUPPLIES | 134.99 | N |
| | | | 002263 | 701000056 | 199-51-6316.00-999-999000 | PLUMBING | 349.85 | N |
| | | | 002263 | 701000082 | 199-51-6316.00-999-999000 | PLUMBING | 297.18 | N |
| | | | 002283 | 701000347 | 199-51-6316.00-999-999000 | PLUMBING MAINT EXPENSES | 458.00 | N |
| | | | 002170 | 700998738 | 199-51-6319.00-999-999000 | HVAC FILTERS | 130.51 | N |
| | | | 002239 | 700999912 | 199-51-6319.00-999-999000 | HVAC FILTERS | 197.17 | N |
| Totals for Check 081225 | | | | | | | 1,930.95 | |
| 081226 | 01-31-2019 | JESSIE SHAVERS III | 120012 | EC VS | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 195.00 | N |
| | | | 120012 | EC VS ROYAL | 199-36-6299.00-001-991W00 | ECHS BOYS BASKETBALL SECUR | 95.00 | N |
| | | | 120012 | ECMS VS BC | 199-36-6299.00-041-991W00 | ECMS BASKETBALL OFFICIAL | 125.00 | N |
| Totals for Check 081226 | | | | | | | 415.00 | |
| 081227 | 01-31-2019 | SIRIUS EDUCATION SOL | 001900 | 001900_11-28 | 199-11-6399.35-041-924000 | INSTRUCTIONAL MATERIALS | 1,185.00 | N |
| 081228 | 01-31-2019 | KATRESE SKINNER | 000001 | TEXAS CITY | 199-36-6412.12-001-999000 | STUDENT MEALS-TEXAS CITY S/ | 518.00 | N |
| 081229 | 01-31-2019 | GREGORY SMITH | 000001 | EC VS RICE | 199-36-6299.00-001-991W00 | SOCCER OFFICIAL | 165.00 | N |
| 081230 | 01-31-2019 | SOUTH TEXAS OIL & DIS | 001165 | 132453 | 199-34-6399.00-999-999000 | OIL PRODUCTS-BUSES | 1,446.00 | N |
| 081231 | 01-31-2019 | SOUTHERN FLORAL CO | 001946 | 295505 | 199-11-6399.05-001-922000 | FLORAL DESIGN SUPPLIES/MATE | 693.17 | N |
| | | | 002189 | 298705 | 199-11-6399.05-001-922000 | FLORAL DESIGN SUPPLIES/MATE | 134.15 | N |
| | | | 002210 | 299927 | 199-11-6399.74-001-922000 | HORTICULTURE SUPPLIES | 230.49 | N |
| Totals for Check 081231 | | | | | | | 1,057.81 | |
| 081232 | 01-31-2019 | SOUTHERN SPEECH, PL | 000001 | 1146(12/13-1/18 | 437-11-6216.03-751-923000 | SPEECH SERVICES | 7,200.00 | N |
| 081233 | 01-31-2019 | JUSTIN SOZA | 000001 | EC VS | 199-52-6299.00-001-991W00 | BASKETBALL SECURITY | 140.00 | N |
| | | | 000001 | EC VS SEALY | 199-52-6299.00-001-991W00 | BASKETBALL SECURITY | 140.00 | N |
| | | | 000001 | EC VS | 199-52-6299.00-001-991W00 | SOCCER SECURITY | 157.50 | N |
| | | | 000001 | EC VS | 199-52-6299.00-001-991W00 | BASKETBALL SECURITY | 157.50 | N |
| | | | 000001 | EC VS | 199-52-6299.00-001-991W00 | SOCCER SECURITY | 280.00 | N |
| | | | 000001 | EC VS ROYAL | 199-52-6299.00-001-991W00 | BASKETBALL SECURITY | 157.50 | N |
| | | | 000001 | EC VS BAY CITY | 199-52-6299.00-001-991W00 | SOCCER OFFICIAL | 157.50 | N |
| Totals for Check 081233 | | | | | | | 1,190.00 | |

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| 081234 | 01-31-2019 | SPECTRUM CORPORATI | 000001 | 3019139-IN | 199-36-6299.00-999-991W00 | BASEBALL&SOFTBALL SCORE B | 554.89 | N |
| | | | 000001 | 0180020-IN | 199-36-6299.00-999-991W00 | FOOTBALL SCOREBOARD MAINT | 701.81 | N |
| Totals for Check 081234 | | | | | | | 1,256.70 | |
| 081235 | 01-31-2019 | SPIRIT MONKEY, LLC | 002182 | 41286 | 199-11-6498.00-103-911000 | STUDENT INCENTIVES | 360.00 | N |
| 081236 | 01-31-2019 | STANLEY'S LAWNMOWE | 001092 | 743733 | 199-51-6317.00-999-999000 | GROUNDS SUPPLIES&MATERIAL | 13.95 | N |
| | | | 001092 | 785163 | 199-51-6317.00-999-999000 | GROUNDS SUPPLIES&MATERIAL | 21.10 | N |
| Totals for Check 081236 | | | | | | | 35.05 | |
| 081237 | 01-31-2019 | STARFALL EDUCATION | 001630 | 99B1KJ | 199-11-6329.01-107-911000 | ANNUAL MEMBERSHIP RENEWAL | 270.00 | N |
| 081238 | 01-31-2019 | SUSAN L. STOCKTON | 110011 | DEC 14-JAN 24 | 437-11-6216.04-751-923000 | COUNSELING SERVICES | 5,163.75 | N |
| 081239 | 01-31-2019 | MELISSA STRICKLAND | 000001 | DEC 17-JAN 21 | 437-11-6411.00-751-923000 | INDISTRICT TRAVEL | 233.37 | N |
| 081240 | 01-31-2019 | SULLIVAN SUPPLY SOU | 001378 | PSI095624 | 199-11-6399.81-001-922000 | AG BARN SUPPLIES/MATERIALS | 325.02 | N |
| | | | 001378 | PSI099280 | 199-11-6399.81-001-922000 | AG BARN SUPPLIES/MATERIALS | 69.50 | N |
| Totals for Check 081240 | | | | | | | 394.52 | |
| 081241 | 01-31-2019 | SUNSHINE LAUNDRY | 001319 | JAN 2019 | 199-11-6299.70-001-922000 | UNIFORM/RAG SERVICE | 18.00 | N |
| | | | 001319 | JAN 2019 | 199-34-6299.00-999-999000 | UNIFORM/RAG SERVICE | 28.00 | N |
| | | | 001319 | JAN 2019 | 199-51-6299.00-999-999000 | UNIFORM/RAG SERVICE | 183.60 | N |
| Totals for Check 081241 | | | | | | | 229.60 | |
| 081242 | 01-31-2019 | SUPERIOR MOTOR PAR | 001990 | 9319-307634 | 199-11-6399.72-001-922000 | AUTO TECH SUPPLIES/MATERIAL | 13.46 | N |
| | | | 001990 | 9319-307661 | 199-11-6399.72-001-922000 | AUTO TECH SUPPLIES/MATERIAL | 15.11 | N |
| | | | 001094 | 9319-307248 | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 11.08 | N |
| | | | 001095 | 9319-307405 | 199-51-6317.00-999-999000 | GROUNDS SUPPLIES&MATERIAL | 57.89 | N |
| | | | 001093 | 9319-307144 | 199-51-6319.00-999-999000 | HVAC MAINT/REPAIR-DISTRICTWI | 18.29 | N |
| | | | 001093 | 9319-307762 | 199-51-6319.00-999-999000 | HVAC MAINT/REPAIR-DISTRICTWI | 35.44 | N |
| Totals for Check 081242 | | | | | | | 151.27 | |
| 081243 | 01-31-2019 | SWEENEY TENNIS | 000001 | ECHS VARSITY | 199-36-6499.96-001-991000 | ENTRY FEE TENNIS | 60.00 | N |
| 081244 | 01-31-2019 | TAFE | 000001 | 2314 | 199-36-6411.70-001-922000 | REG FEE-TEACH TOMORROW SU | 65.00 | N |
| | | | 000001 | 2314 | 199-36-6412.70-001-922000 | REG FEE-TEACH TOMORROW SU | 455.00 | N |
| Totals for Check 081244 | | | | | | | 520.00 | |
| 081245 | 01-31-2019 | TAGT | 002198 | PUSTEJOVSKY | 199-21-6411.00-999-921000 | CONFERENCE REGISTRATION | 275.00 | N |
| 081246 | 01-31-2019 | TASBO | 001824 | 311334 | 199-41-6411.00-750-999000 | CONFERENCE REGISTRATION | 675.00 | N |
| | | | 001827 | 310809 | 199-41-6411.00-750-999000 | 2019 CONF REG FEE | 735.00 | N |
| | | | 001828 | 311335 | 199-41-6411.00-750-999000 | CONF REGISTRATION FEE | 675.00 | N |
| Totals for Check 081246 | | | | | | | 2,085.00 | |
| 081247 | 01-31-2019 | WILLIAM LOUIS TAVILLE | 000001 | ECHS BB | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 185.00 | N |
| 081248 | 01-31-2019 | TCASE | 002277 | 200014702 | 437-21-6411.00-751-923000 | GREAT IDEAS 2019 CONFERENC | 445.00 | N |
| 081249 | 01-31-2019 | TEXAS A&M | 002067 | TTC2019-138 | 199-13-6411.00-001-923000 | TRANSITION CONFERENCE | 570.00 | N |
| 081250 | 01-31-2019 | TEXAS CITY HIGH SCHO | 000001 | ECHS S/D | 199-36-6497.12-001-999000 | ENTRY FEE | 413.00 | N |
| 081251 | 01-31-2019 | TEXAS COUNSELING AS | 110011 | RAWLINGS, | 199-31-6411.00-102-999000 | REG FEE | 345.00 | N |
| 081252 | 01-31-2019 | TEXAS MULTI-CHEM, LT | 001492 | 12413 | 199-51-6246.00-999-999000 | SOFTBALL FIELD 38,000 SQ FT | 114.60 | N |
| | | | 001492 | 12426 | 199-51-6246.00-999-999000 | SOFTBALL FIELD 38,000 SQ FT | 202.00 | N |
| | | | 001492 | 12506 | 199-51-6246.00-999-999000 | SOFTBALL FIELD 38,000 SQ FT | 456.00 | N |

For the Month of January

| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|-----------|------------|---------------------|--------|-----------------|---------------------------|--------------------------------|-----------------|-----|
| | | | 001488 | 12412 | 199-51-6247.00-999-999000 | BASEBALL 110,000 | 343.80 | N |
| | | | 001488 | 12425 | 199-51-6247.00-999-999000 | BASEBALL 110,000 | 400.00 | N |
| | | | 001488 | 12505 | 199-51-6247.00-999-999000 | BASEBALL 110,000 | 1,060.00 | N |
| | | | 001493 | 12503 | 199-51-6247.00-999-999000 | SOFTBALL 38,000 SQ FT-OPTION | 140.00 | N |
| | | | 001545 | 12500 | 199-51-6247.00-999-999000 | BASEBALL 110,000 - OPTION | 140.00 | N |
| | | | 001545 | 12590 | 199-51-6247.00-999-999000 | BASEBALL 110,000 - OPTION | 460.00 | N |
| | | | 001953 | 20143857 | 199-51-6317.00-999-999000 | GROUNDS SUPPLIES&MATERIAL | 500.00 | N |
| | | | 002127 | 12592 | 199-51-6317.00-999-999000 | GROUNDS SUPPLIES&MATERIAL | 1,000.00 | N |
| | | | | | | Totals for Check 081252 | 4,816.40 | |
| 081253 | 01-31-2019 | TEXAS SCHOOL PROCE | 013002 | 3070 | 199-31-6291.00-999-999Y00 | CONSULTANT FEE & TRAVEL | 1,344.02 | N |
| 081254 | 01-31-2019 | LINDA THURMOND | 000001 | DEC 17-JAN 23 | 199-11-6411.00-999-9230VI | INDISTRICT TRAVEL | 89.05 | N |
| 081255 | 01-31-2019 | BRENDA TOMPKINS | 110011 | OCT 31-DEC 21 | 240-35-6411.00-999-999000 | INDISTRICT TRAVEL | 68.12 | N |
| 081256 | 01-31-2019 | THE TOOLBOX | 002204 | 2254 | 199-34-6399.01-999-999000 | TRANS SHOP SUPPLIES/TOOLS | 3,400.00 | N |
| 081257 | 01-31-2019 | TOSHIBA BUSINESS | 007424 | 14942024 | 199-41-6269.00-750-999000 | RISO EXP | 8.69 | N |
| 081258 | 01-31-2019 | TOWNEPLACE SUITES S | 013001 | 71051607 | 289-13-6411.00-999-924000 | HOTEL RESERVATION | 490.56 | N |
| 081259 | 01-31-2019 | TRACTOR SUPPLY COM | 001213 | 613736 | 199-11-6399.02-001-922000 | METAL SHOP SUPP/MATERIALS | 59.98 | N |
| | | | 001213 | 234024 | 199-11-6399.02-001-922000 | METAL SHOP SUPP/MATERIALS | 114.11 | N |
| | | | 001213 | 616004 | 199-11-6399.02-001-922000 | METAL SHOP SUPP/MATERIALS | 313.33 | N |
| | | | | | | Totals for Check 081259 | 487.42 | |
| 081260 | 01-31-2019 | DOLORES A. TREVINO | 013001 | VICTORIA-1/17 | 199-21-6411.00-999-999000 | TRAVEL EXP | 62.68 | N |
| 081261 | 01-31-2019 | TRIARCO | 001929 | 252003 | 199-11-6399.06-041-911000 | ART SUPPLIES | 298.04 | N |
| 081262 | 01-31-2019 | ALEX R. TSAGUE | 000001 | EC VS YOAKUM | 199-36-6299.00-001-991W00 | SOCCER OFFICIAL | 105.00 | N |
| | | | 000001 | EC VS | 199-36-6299.00-001-991W00 | SOCCER OFFICIAL | 165.00 | N |
| | | | | | | Totals for Check 081262 | 270.00 | |
| 081263 | 01-31-2019 | UNITED AGRICULTURAL | 001246 | 156079 | 199-11-6399.81-001-922000 | AG BARN SUPPLIES/MATERIALS | 40.49 | N |
| 081264 | 01-31-2019 | UNIVERSAL PREMIUM | 001180 | DP343(12/23-1/2 | 199-34-6311.00-999-999000 | FUEL CARD | 212.63 | N |
| 081265 | 01-31-2019 | VICTORIA ISD | 000001 | ECHS VAR | 199-36-6499.96-001-991000 | TENNIS ENTRY FEE | 100.00 | N |
| 081266 | 01-31-2019 | VICTORIA OLIVER CO, | 002126 | W02565 | 199-51-6247.00-999-999000 | KUBOTA TRACTOR | 2,221.08 | N |
| 081267 | 01-31-2019 | VISD | 120012 | ECHS JV SWIM | 199-36-6412.90-999-991000 | JV SWIM TEAM ENTRY FEE | 60.00 | N |
| 081268 | 01-31-2019 | VISUAL TECHNIQUES | 001954 | 39389 | 199-21-6397.00-999-999TEC | District Presentation Equipmen | 6,148.00 | N |
| 081269 | 01-31-2019 | ANDREA D. WALLIS | 000001 | 4(11/4-1/24) | 437-11-6216.00-751-923000 | OCCUPATIONAL THERAPY | 5,915.00 | N |
| 081270 | 01-31-2019 | WALMART COMMUNITY | 001645 | | 199-11-6399.00-041-911000 | GEN INSTRUCTIONAL SUPPLIES | 85.09 | N |
| | | | 002088 | | 199-11-6399.00-041-911TEC | MISC NETWORK SUPPLIES/EQUI | 57.90 | N |
| | | | 002152 | | 199-11-6399.00-041-923000 | BEHAVIOR REWARDS - PASS CLA | 73.48 | N |
| | | | 001605 | | 199-11-6399.00-103-911000 | GENERAL INSTRUCTIONAL SUPP | 138.86 | N |
| | | | 001644 | | 199-11-6399.00-103-923000 | BEHAVIOR REWARDS | 16.32 | N |
| | | | 001406 | | 199-11-6399.00-107-911000 | CLASSROOM INSTRUCTIONAL M | 299.20 | N |
| | | | 001596 | 04059 | 199-11-6399.01-001-928000 | INSTRUCTIONAL & ADM SUPPLIE | 185.65 | N |
| | | | 001646 | | 199-11-6399.10-041-911000 | SUPPLIES READING | 77.43 | N |
| | | | 001647 | | 199-11-6399.11-041-911000 | ENGLISH SUPPLIES | 71.68 | N |

For the Month of January

| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|-----------|------------|--------------------|--------|----------------|--------------------------------|-----------------------------|-----------------|-----|
| | | | 002111 | | 199-11-6399.11-103-911000 | ELA SUPPLIES | 147.74 | N |
| | | | 002051 | | 199-11-6399.12-001-911000 | SPEECH & DRAMA-SUPPLIES | 51.88 | N |
| | | | 001740 | | 199-11-6399.19-102-911000 | MATH MATERIALS | 57.98 | N |
| | | | 001556 | | 199-11-6399.21-001-911000 | SCIENCE-SUPPLIES | 288.61 | N |
| | | | 001711 | | 199-11-6399.21-041-911000 | SCIENCE SUPPLIES | 123.83 | N |
| | | | 001555 | | 199-12-6399.00-107-911000 | LIBRARY SUPPLIES | 42.41 | N |
| | | | 001507 | | 199-21-6399.02-999-999000 | GENERAL ADM SUPPLIES | 63.76 | N |
| | | | 001606 | | 199-23-6399.00-103-999000 | GEN ADM OFFICE SUPPLIES | 4.68 | N |
| | | | 001431 | | 199-23-6499.00-107-999000 | FACULTY MISC EXPENSE | 50.00 | N |
| | | | 002093 | | 199-34-6399.02-999-999000 | TRANS OFFICE SUPPLIES | 30.66 | N |
| | | | 001507 | | 199-41-6399.00-720-999000 | GENERAL ADM SUPPLIES | 21.49 | N |
| | | | 001392 | | 199-51-6399.00-999-999000 | GEN MAINT SUPPLIES/MATERIAL | 14.91 | N |
| | | | 001597 | 09699 | 263-11-6399.00-999-925000 | FAMILY LITERACY MATERIALS | 36.90 | N |
| | | | 001597 | 08722 | 263-11-6399.00-999-925000 | FAMILY LITERACY MATERIALS | 23.65 | N |
| | | | | | Totals for Check 081270 | | 1,964.11 | |
| 081271 | 01-31-2019 | WALSH GALLEGOS TRE | 000001 | 553655 | 199-41-6211.00-720-999000 | LEGAL SERVICES | 318.50 | N |
| | | | 000001 | 553656 | 199-41-6211.00-720-999000 | LEGAL SERVICES | 161.00 | N |
| | | | 000001 | 553657 | 199-41-6211.00-720-999000 | LEGAL SERVICES | 322.00 | N |
| | | | 000001 | 553658 | 199-41-6211.00-720-999000 | LEGAL SERVICES | 239.00 | N |
| | | | 000001 | 553659 | 199-41-6211.00-720-999000 | LEGAL SERVICES | 605.00 | N |
| | | | | | Totals for Check 081271 | | 1,645.50 | |
| 081272 | 01-31-2019 | JAMES C WARD | 000001 | EC VS ROYAL | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 185.00 | N |
| | | | 000001 | ECMS VS BAY | 199-36-6299.00-041-991W00 | ECMS BASKETBALL OFFICIAL | 125.00 | N |
| | | | | | Totals for Check 081272 | | 310.00 | |
| 081273 | 01-31-2019 | WATERMARK | 002090 | 123241 | 199-41-6399.00-720-999000 | STYLUS PENS | 1,072.50 | N |
| 081274 | 01-31-2019 | KELLY WATERS | 000001 | VICTORIA-2 | 199-41-6411.00-701-999000 | TRAVEL EXP | 125.36 | N |
| 081275 | 01-31-2019 | ANTWUAN WHALON | 000001 | ECMS VS | 199-36-6299.00-041-991W00 | ECMS BASKETBALL OFFICIAL | 125.00 | N |
| | | | 000001 | ECMS VS BAY | 199-36-6299.00-041-991W00 | ECMS BASKETBALL OFFICIAL | 125.00 | N |
| | | | | | Totals for Check 081275 | | 250.00 | |
| 081276 | 01-31-2019 | WHARTON HIGH SCHOO | 000001 | ECHS VAR | 199-36-6499.96-001-991000 | VARSITY TENNIS ENTRY | 75.00 | N |
| 081277 | 01-31-2019 | IAN WHARTON | 000001 | EC VS BAY CITY | 199-36-6299.00-001-991W00 | ECHS BASKETBALL OFFICIAL | 125.00 | N |
| 081278 | 01-31-2019 | WHOLESALE ELECTRIC | 001458 | 0079-5221586 | 199-51-6316.00-999-999000 | GEN MAINT-BUILDING MAINT | 61.16 | N |
| 081279 | 01-31-2019 | WHS PERFORMING ART | 110011 | UIL ORAL | 199-36-6412.01-103-999000 | UIL ORAL EVENTS MEALS | 174.00 | N |
| 081280 | 01-31-2019 | LANISE WILLIAMS | 012901 | HOUSTON- | 211-13-6411.35-102-930000 | TRAVEL & MEAL EXP | 131.69 | N |
| 081281 | 01-31-2019 | WYNDHAM SAN ANTONI | 000001 | WENGLAR; | 199-13-6411.00-001-923000 | HOTEL EXP-TX TRANS CONF | 279.10 | N |
| 081282 | 01-31-2019 | ALLYSSA YOUNG | 000001 | DEC 14-JAN 25 | 437-11-6411.00-751-923000 | INDISTRICT TRAVEL | 347.01 | N |
| 081283 | 01-31-2019 | JENNA ZABODYN | 000001 | MUSIC REIM | 199-36-6399.61-001-991000 | DERBY DOLL MUSIC | 155.00 | N |
| | | | 110011 | TDEA CONV | 199-36-6411.61-001-991000 | TRAVEL EXP | 681.65 | N |
| | | | | | Totals for Check 081283 | | 836.65 | |

For the Month of January

| Check Nbr | Check Date | Payee | PO Nbr | Invoice Nbr | Fnd-Fnc-Obj.So-Org-Prog | Reason | Amount | EFT |
|--------------------------------|------------|----------------------|--------|----------------|---------------------------|----------------------------|-------------------|-----|
| 081284 | 01-31-2019 | ALI ZAMANIAN | 000001 | EC VS BAY CITY | 199-36-6299.00-001-991W00 | SOCCER OFFICIAL | 165.00 | N |
| 081285 | 01-31-2019 | BELT HARRIS PECHACE | 000001 | 13927 | 199-41-6212.00-750-999000 | 8/31/2018 FINAL AUDIT | 12,720.00 | N |
| 081286 | 01-31-2019 | COLUMBUS ISD | 000001 | BELL VS EL | 199-00-5752.00-000-900000 | VOLLEYBALL PLAYOFF GAME EX | 205.00 | N |
| 081287 | 01-31-2019 | KIMBERLY COUVILLION | 000001 | AGGIELAND | 199-11-6412.00-001-911AVD | STUDENT MEALS-AVID | 328.00 | N |
| 081288 | 01-31-2019 | DEWITT POTTH AND SON | 001529 | 5602559-0-JAN | 199-23-6399.01-999-928000 | DAEP BILLABLE PRINTS | 30.00 | N |
| 081289 | 01-31-2019 | MONARCH TROPHY STU | 002155 | 526084 | 199-36-6399.01-103-999000 | UIL SUPPLIES | 961.48 | N |
| 081290 | 01-31-2019 | GRACE UTLEY, TAC | 000001 | 1098459 | 199-34-6299.00-999-999000 | BUS REG RENEWALS | 7.50 | N |
| | | | 000001 | 1048011 | 199-34-6299.00-999-999000 | BUS REG RENEWALS | 7.50 | N |
| | | | 000001 | 1088088 | 199-34-6299.00-999-999000 | BUS REGISTRATIONS | 7.50 | N |
| | | | 000001 | 1098472 | 199-34-6299.00-999-999000 | BUS REGISTRATIONS | 7.50 | N |
| | | | 000001 | 1088084 | 199-34-6299.00-999-999000 | BUS REGISTRATIONS | 7.50 | N |
| | | | 000001 | 1031168 | 199-34-6299.00-999-999000 | BUS REGISTRATIONS | 7.50 | N |
| | | | 000001 | 9006862 | 199-34-6299.00-999-999000 | BUS REGISTRATIONS | 7.50 | N |
| | | | 000001 | 1286288 | 199-34-6299.00-999-999000 | BUS REGISTRATIONS | 7.50 | N |
| Totals for Check 081290 | | | | | | | 60.00 | |
| 081291 | 01-31-2019 | GRACE UTLEY, TAC | 000001 | USAC TAX | 199-41-6213.00-703-999000 | USAC LEASING COMP REFUND J | 2,656.92 | N |
| 081292 | 01-31-2019 | GRACE UTLEY, TAC | 000001 | 1335203; | 199-34-6299.00-999-999000 | BUS REGISTRATIONS | 22.50 | N |
| | 02-14-2019 | GRACE UTLEY, TAC | 000001 | 1335203; | 199-34-6299.00-999-999000 | WRONG AMOUNT | -22.50 | N |
| Totals for Check 081292 | | | | | | | .00 | |
| Total Checks | | | | | | | 847,546.49 | |

End of Report

Agenda Item Summary Sheet

Meeting Date: January 22, 2019

Submitted by: Dolores A. Treviño, Asst. Supt. of Curriculum & Instruction

Consent Agenda

Governance

Summary

House Bill 2610 removed the language requiring 180 days of instruction and replaced this language with language requiring districts to provide at least 75,600 minutes of instruction, including intermissions and recess. The bill also allows school districts to add minutes as necessary to compensate for minutes of instruction lost due to school closures caused by disaster, floods, extreme weather conditions, fuel curtailment, or another calamity. The Board approved the established parameters at the October board meeting.

The board approved ECISD District of Innovation Plan laid out the process of creating the annual school calendar that includes:

- An earlier start date for staff and students
- A Calendar Committee comprised of teachers, community, administrators, and parents will be utilized to create a proposed calendar
- Recommendation from the Calendar Committee will be approved by school board

A Calendar Committee was created (see attached list of members) and meet with the purpose of generating a minimum of two proposed calendars.

The committee created five calendars and sent out three drafts to all district employees for voting. The results were as follows:

- 43 votes for Calendar 1
- 93 votes for Calendar 2
- 139 votes for Calendar 3

ECISD Board Policy

EB (Legal) School Year

Effective Date

2019-2020 School Year

Previous Board Action

The Board has previously expressed their expectations with regards to the parameters for development of a school calendar.

Future Action Expected

None.

Background Information and Significant Issues

The following are highlights of the proposed calendar:

| Features | Calendar 3 |
|---|--|
| Total Minutes | 76,710 |
| Full Day Time/Min | 8:00-3:30 (450 min) |
| # Total teacher days | 187 |
| # Instructional days | 176 |
| # Teacher work/PD | 11 |
| Fridays 2:30 | Yes |
| Teacher Start Day | 8/7 |
| 1st Day of School | 8/14 |
| Last Day of School | 5/22 |
| Half Days | 12/20, 3/6, 5/22 |
| Thanksgiving | 11/25-11/29 |
| Christmas Holiday | 12/23-1/3 |
| Spring Break | 3/9-3/13 |
| Parent Conference | 10/18 |
| Incentive Day | 2/17 |
| Grade Periods | 8/14-10/11 10/14-12/20 1/7 -3/6 3/16-5/22 |
| Required Extended Days for Paras, Food Service and Transportation | 2 days |

Fiscal Impact

None.

Student and Public Benefit

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

Procedural and Reporting Implications

Once approved the calendar will be printed and widely disseminated throughout the District.

Public Comments

None.

Alternatives

With the parameters set by the Board of Trustees, the state assessment schedule and TEA requirements there are many options.

Other Comments and Related Issues

Teachers are required to work 187 days.

Attachments

18-19 Calendar Committee; Proposed Calendar #3

Contact Person(s)

Dolores A. Treviño, Assistant Superintendent of Curriculum and Instruction

Action Required

Consent Agenda

Superintendent's Recommendation

I recommend that the Board approve the 2019-2020 school calendar as a part of the Consent Agenda.

Kelly Waters, Superintendent of Schools



El Campo Independent School District 2019-2020 Academic Calendar



Revised 01/10/2019



| ~ August 2019 ~ | | | | | ~ September 2019 ~ | | | | | ~ October 2019 ~ | | | | | ~ November 2019 ~ | | | | |
|-----------------|---------------|---------|---------|---------|--------------------|----|----|----|-----------|------------------|----|----|----|----------------|-------------------|---------|---------|---------|---------|
| M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F |
| | | | 1 | 2 | 2 H | 3 | 4 | 5 | 6 | | 1 | 2 | 3 | 4 | | | | | 1 |
| 5 New T | 6 New T | 7 PD | 8 PD | 9 PD | 9 | 10 | 11 | 12 | 13 | 7 | 8 | 9 | 10 | 11 UIL | 4 | 5 | 6 | 7 | 8 |
| 12 PD | 13 Conv/PD | 14 | 15 | 16 | 16 | 17 | 18 | 19 | 20 UIL | 14 | 15 | 16 | 17 | 18 P/T Conf | 11 | 12 | 13 | 14 | 15 |
| 19 | 20 | 21 | 22 | 23 | 23 | 24 | 25 | 26 | 27 | 21 | 22 | 23 | 24 | 25 | 18 | 19 | 20 | 21 | 22 |
| 26 | 27 | 28 | 29 | 30 | 30 | | | | | 28 | 29 | 30 | 31 | | 25 H | 26 H | 27 H | 28 H | 29 H |

| ~ December 2019 ~ | | | | | ~ January 2020 ~ | | | | | ~ February 2020 ~ | | | | | ~ March 2020 ~ | | | | |
|-------------------|-----------|-----------|-----------|-----------|------------------|----|--------|--------|--------|-------------------|-----------|-----------|-----------|-----------|----------------|-----------|-----------|-----------|-----------|
| M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F |
| 2 | 3 | 4 | 5 | 6 | | | 1 H | 2 H | 3 H | 3 | 4 | 5 | 6 | 7 | 2 TEL | 3 TEL | 4 TEL | 5 TEL | 6 UIL |
| 9 EOC | 10 EOC | 11 EOC | 12 EOC | 13 EOC | 6 T Workday | 7 | 8 | 9 | 10 | 10 | 11 | 12 | 13 | 14 | 9 H | 10 H | 11 H | 12 H | 13 H |
| 16 | 17 | 18 | 19 | 20 UIL | 13 | 14 | 15 | 16 | 17 | 17 Incentive | 18 | 19 | 20 | 21 | 16 TEL | 17 TEL | 18 TEL | 19 TEL | 20 TEL |
| 23 H | 24 H | 25 H | 26 H | 27 H | 20 PD | 21 | 22 | 23 | 24 | 24 TEL | 25 TEL | 26 TEL | 27 TEL | 28 TEL | 23 TEL | 24 TEL | 25 TEL | 26 TEL | 27 TEL |
| 30 H | 31 H | | | | 27 | 28 | 29 | 30 | 31 | | | | | | 30 TEL | 31 TEL | | | |

| ~ April 2020 ~ | | | | | ~ May 2020 ~ | | | | | ~ June 2020 ~ | | | | | ~ July 2020 ~ | | | | |
|----------------|------------|------------|------------|------------|--------------|-------------|-------------|-------------|-------------|----------------|----------------|----------------|----------------|--------------------|---------------|----|----|----|--------------------|
| M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F | M | T | W | Th | F |
| | | 1 TEL | 2 TEL | 3 TEL | | | | | 1 | 1 | 2 | 3 | 4 | 5 ECISD Closed | | | 1 | 2 | 3 ECISD Closed |
| 6 *ALT | 7 *ALT | 8 *ALT | 9 *ALT | 10 H | 4 EOC | 5 EOC | 6 EOC | 7 EOC | 8 EOC | 8 | 9 | 10 | 11 | 12 ECISD Closed | 6 | 7 | 8 | 9 | 10 ECISD Closed |
| 13 *ALT | 14 *ALT | 15 *ALT | 16 *ALT | 17 *ALT | 11 STAAR | 12 STAAR | 13 STAAR | 14 STAAR | 15 STAAR | 15 | 16 | 17 | 18 | 19 ECISD Closed | 13 | 14 | 15 | 16 | 17 ECISD Closed |
| 20 *ALT | 21 *ALT | 22 | 23 | 24 H | 18 | 19 | 20 | 21 | 22 | 22 STAAREOC | 23 STAAREOC | 24 STAAREOC | 25 STAAREOC | 26 STAAREOC | 20 | 21 | 22 | 23 | 24 ECISD Closed |
| 27 | 28 | 29 | 30 | | 25 H | 26 PD | 27 PD | 28 | 29 | 29 | 30 | | | | 27 | 28 | 29 | 30 | 31 ECISD Closed |

| Instructional Calendar | |
|------------------------|--------------------|
| Monday - Thursday | 8:00 am - 3:30 |
| Fridays | 8:00 am - 2:30 |
| Half Days | 8:00 am - 12:00 pm |

| | |
|----------------------|-----------|
| First Day of School: | August 14 |
| Last Day of School: | May 22 |

| School Holidays | |
|--------------------|----------------|
| Labor Day | Sept 2 |
| Thanksgiving Break | Nov 25 - 29 |
| Christmas Break | Dec 23 - Jan 3 |
| Spring Break | Mar 9 - 13 |
| Good Friday | April 10 |
| Fair Day | April 24 |
| Memorial Day | May 25 |
| Independence Day | July 4 |

| | |
|---------------------------------|----------------------|
| El Campo High School Graduation | Friday, May 22, 2020 |
|---------------------------------|----------------------|

| Grading Periods | |
|--------------------------|----|
| August 14 - October 11 | 42 |
| October 14 - December 20 | 44 |
| January 7 - March 6 | 42 |
| March 16 - May 22 | 48 |

| Instructional Minutes: 76,710 | |
|-------------------------------|----------|
| Total Instructional Days | 176 |
| Progress Report 1 | 08/30/19 |
| Progress Report 2 | 09/20/19 |
| 1st 9 weeks | 10/11/19 |
| Progress Report 3 | 11/01/19 |
| Progress Report 4 | 11/22/19 |
| 2nd 9 weeks/Semester 1 | 12/20/19 |
| Progress Report 5 | 01/24/20 |
| Progress Report 6 | 02/14/20 |
| 3rd 9 weeks | 03/06/20 |
| Progress Report 7 | 04/03/20 |
| Progress Report 8 | 04/23/20 |
| 4th 9 wks/Sem2 | 05/22/20 |

| | |
|-----------------------------|----|
| ECISD UIL Eligibility Dates | 75 |
|-----------------------------|----|

| Professional Development/Work Days (No Classes for Students) | |
|---|---------------|
| New Teacher Orientation | August 5 & 6 |
| Convocation | August 13 |
| Professional Development | August 7 - 13 |
| Workday | January 20 |
| | May 26 & 27 |
| | January 6 |

| | |
|---|---------------------|
| ECISD Staff PD Incentive Day (No Classes for Students) | Monday, February 17 |
|---|---------------------|

| | |
|-----------------------------|---------------------------|
| Teacher Curriculum Planning | 2:30 Release for Students |
|-----------------------------|---------------------------|

| Student Half Days (Release at 12:00 Noon) | |
|---|---------------------|
| | Friday, December 20 |
| | Friday, March 6 |
| | Friday, May 22 |

| State Assessment Dates | |
|------------------------|---------------------------|
| Dec 9-13 | STAAR End-of-Course |
| Feb 24 - Apr 3 | TELPAS Window (TEL) |
| April 7- | STAAR 4&7 W; 5&8 M |
| April 8- | STAAR 5&8 Reading |
| April 7 & 9 | STAAR EOC Eng I,II |
| March 30 - Apr 21 | STAAR Alt2 Window (*Alt) |
| May 4 - 8 | STAAR EOC (Alg, Bio, USH) |
| May 11- | STAAR 3-4 & 6-7 Math |
| May 11- | STAAR 5&8 Math Retest |
| May 12- | STAAR 3-4 & 6-7 Reading |
| May 12- | STAAR 5&8 Read Retest |
| May 13- | STAAR 5&8 Science |
| May 14- | STAAR 8 Social Studies |
| June 23-24 | STAAR 5&8 M/R Retest |
| June 22-26 | STAAR End-of-Course |

| | |
|---|--------------------|
| Parent/Teacher Conferences (No Classes for Students) | Friday, October 18 |
|---|--------------------|

ECISD ... Where Everyone Counts!

Consent Agenda

| | |
|--|--|
| Governance | Approve Strategic Planning District Goals and High School Graduate Profile |
| Summary | <p>Initiation of a strategic planning process for the district was approved as one of the Superintendent's evaluation goals.</p> <p>Region 3 Leadership Team Services will facilitate the district strategic planning process. This comprehensive long-range planning option not only provides direction for the district's education programs and support structures but also promotes increased community involvement in the education process. It includes analysis of the internal and external factors affecting the district success and development of a district mission, vision, and strategic goals.</p> <p>Tony Williams with Region 3 will present the findings and outcome of the Strategic Planning committee.</p> |
| ECISD Board Policy | BAA (LEGAL), BOARD LEGAL STATUS: POWERS AND DUTIES; BQ(LOCAL) PLANNING AND DECISION MAKING PROCESS |
| Effective Date | 2019-20 School Year |
| Previous Board Action | To the best of my knowledge, the district has been through a formal strategic planning process in 2008. |
| Future Action Expected | Region 3 Leadership Team Services will facilitate the development of the strategic plan. All meetings will be a three to four-evening session in a workshop format. |
| Background Information and Significant Issues | <p><i>Texas Education Code §11,1512(b)(2)</i> requires that the board of trustees and superintendent shall work together to provide educational leadership for the district, including leadership in developing the district vision statement and long-range educational plan.</p> <p>This process will allow us to fulfill this statutory requirement and at the same time will involve other district representatives, parents, business representatives, and other community members who represent the key groups in the community. The ideal strategic planning tem would be a microcosm of the community.</p> |

| | |
|--|--|
| Fiscal Impact | \$2500 Cost to facilitate the Strategic Planning Process |
| Student and Public Benefit | Another example of the Board's desire to maintain transparency in all board decisions, thus further promoting open government. |
| Procedural and Reporting Implications | None. |
| Public Comments | None. |
| Alternatives | None. |
| Other Comments and Related Issues | None. |
| Attachments | Proposed Strategic Plan Proposed Ideas and Concerns |
| Contact Person(s) | Kelly Waters, Superintendent of Schools |
| Action Required | Consent Agenda |
| Superintendent's Recommendation | I recommend the board approve the Goals and Graduate Profile as developed by the Strategic Planning Committee as part of the Consent Agenda. Kelly Waters, Superintendent of Schools |



EL CAMPO

INDEPENDENT SCHOOL DISTRICT

El Campo ISD Strategic Plan

Established January 2019

College and Career Readiness

Vision – ECISD students will become the leaders and developers of tomorrow.

Goal- El Campo ISD, in partnership with the community, will create pathways for students to discover interests and develop skills that will help them secure employment and/or access to higher education.

Student Support

Vision- ECISD will develop support services that provide a pleasant, healthy, and safe student experience.

Goal- El Campo ISD will provide facilities, equipment, and services so that students are transported, nourished, and educated in a pleasant, healthy, and safe manner.

Teaching and Learning

Vision- ECISD will grow a community of exceptional teachers and learners prepared to thrive.

Goal- ECISD will provide professional development, practical and engaging learning experiences, and a positive learning environment, so that all students make academic progress.

Organizational Effectiveness

Vision- ECISD stakeholders will be aware and collaborate in the budget process.

Goal- ECISD will provide a budget process that is transparent, based on clearly identified needs and well communicated to the entire school community.

Community and Parent Engagement

Vision – ECISD welcomes community and parents and promotes the engagement of all stakeholders.

Goal- El Campo ISD, in partnership with the community, will provide mentoring, volunteer opportunities, and effective communication to enhance student learning.

Graduate Profile

Critical Thinker
Resourceful Problem Solver
Lifelong Learner
Contributing Citizen
Successful Communicator
Hard Worker
Ethical & Respectful to Others
Collaborative
Competent & Safe Use of Technology
Celebrants of Diversity
Effective Interpersonal Skills

Agenda Item Summary Sheet
Meeting Date: February 26, 2019
Submitted by: Dolores A. Trevino, Asst. Supt. of Curriculum & Instruction

Information Item

| | |
|--|---|
| Curriculum and Instruction | Local Accountability System (LAS) |
| Summary | <p>House Bill (HB) 22 (85th Texas Legislature, Regular Session, 2017) established Local Accountability Systems (LAS) which allow districts and charter schools to develop plans to evaluate their campuses locally. Once a plan receives approval from the agency, districts and charter schools may use locally developed domains and indicators together with the three state-mandated domains to assign overall A–F ratings for each campus.</p> <p>This option is only for campuses, thus each school would create its own LAS plan. The commitment is for three years. Additionally, the LAS plan can count for up to 50% of campus accountability ratings, and the local district sets the percentage.</p> <p>Campuses must be rated a C or above to participate. Due to the Harvey exemption, Middle School and High School are eligible to participate. However, if ratings fall below a C, they will not be eligible.</p> <p>With the long-standing focus on the locally developed ECISD Board Monitoring Document, our district would benefit from this opportunity.</p> <p>The administration is recommending that we pilot this with secondary campuses and look at moving to include elementary schools in proceeding years.</p> |
| ECISD Board Policy | AIA (LEGAL) – ACCOUNTABILITY, ACCREDITATION AND PERFORMANCE INDICATORS – Quality of Learning Indicators |
| Effective Date | February 2019 |
| Previous Board Action | None. |
| Future Action Expected | Unknown. |
| Background Information and Significant Issues | The agency oversaw a small-scale pilot program of 19 districts for the 2017–18 academic year. El Campo ISD was one of ten districts, and the only district in Region 3 to attend the mandatory initial training on January 31, 2019. |
| Fiscal Impact | None. |
| Student and Public Benefit | Local Accountability provides for local oversight in the accountability of our campus ratings and allows ECISD to celebrate the areas of strength that the state system does not measure. |
| Procedural and Reporting Implications | LAS would impact campus accountability over the next three years. |
| Public Comments | None. |

| | |
|--|--|
| Alternatives | None. |
| Other Comments and Related Issues | None. |
| Attachments | LAS General One Pager, LAS ppt |
| Contact Person(s) | Dolores A. Treviño, Assistant Superintendent of Curriculum and Instruction and Demetric Wells, High School Principal |
| Action Required | No action required. |
| Superintendent's Recommendation | This is an information item only. Kelly Waters, Superintendent of Schools |

General Description:

House Bill (HB) 22 (85th Texas Legislature, Regular Session, 2017) established Local Accountability Systems (LAS) which allow districts and charter schools to develop plans to locally evaluate their campuses. The use of a local accountability plan is not required and only campuses with an overall letter grade of an A, B, or C can formally tie local accountability ratings to state accountability ratings. Once plans receive approval from the agency, districts and charter schools may use locally developed domains and components with the three state-mandated domains to assign overall A–F ratings for each campus.

Authority:

Texas Education Code (TEC), §39.0544
House Bill 22, 85th Texas Legislature, 2017

Intent of Legislation:

The intent of the LAS is to develop a process through which districts may submit additional data that, when combined with annual state accountability data, would provide a more complete picture of district impact and performance beyond “test scores.”

The Local Accountability System (LAS) is designed to encourage districts to focus on student outcome-based components identified from community and stakeholder feedback that are important for student success. The idea is for districts to spotlight these key areas, which are also often leading indicators for desired future outcomes, rather than showcasing a broad array of indicators. The combination of local and state data will provide a more complete picture of district impact and performance beyond “test scores.” It is important that the indicators are meaningful, rigorous, and relevant to the primary goals of the district.

Statute Program Provisions and Commissioner’s Preliminary Decisions:

As defined by statute, LAS plans

- contain levels of performance that allow for differentiation with assigned standards for achieving the differentiated levels;
- combine up to 50 percent of a campus’s overall state accountability rating for each eligible campus;
- provide for the assignment of a letter grade of A, B, C, D or F;
- meet the standards for reliability and validity;
- provide calculations for overall performance ratings that are capable of being audited by a third party;
- require districts to produce a campus scorecard to display on the agency’s website; and
- make available to the public an explanation of the methodology used to assign performance ratings.

Local Accountability System Plan Design:

- LAS plans may consist of different sets of components for each of the four school types used in the accountability system (elementary school, middle school, high school, and K–12).
- Districts may also elect to focus their LAS plan on one or more of the four school types (elementary, middle, etc.).
- All campuses within each school type must be rated on a common set of components and domains.
- Districts may customize plan components within school types by creating a school group, such as magnet HS, to ensure the applicability of all components.
- Districts must obtain TEA approval for the creation of a school group within a school type.
- Districts may not use the “better of” rating at either the component or domain level.
- LAS plans focus on key areas identified by internal and external stakeholders. It is anticipated that changes to the plan would not occur annually unless there are significant changes, such as goal attainment, campus closure, etc.
- Changes to the district LAS plan will only be permitted during designated windows within the cycle with a few exceptions that will be outlined in more detail in the rules.
- Districts may determine the assigned standards/cut scores and weighting for each domain and component as long as the plan is consistent with TEA guidelines and LAS team input and it has rigorous standards based on local baseline data (one year minimum) and any state or national standards set for the measure.

Local Accountability System Component Design:

- LAS plan components may not include exact duplicates of measures included in the state accountability system.
- LAS plans should focus on key areas identified by internal and external stakeholders. The district will be asked to provide a brief rationale for each component that describes the relevance and utility of the component as it relates to district goals.
- For each component, districts must provide information about their methodology to ensure the data is valid, reliable, and auditable, such as practices to assess representative participation in the measure.
- For each component, districts must also provide an overview of the process for data collection and analysis, including timelines for any related activities, such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed).

- To ensure the rigor of the LAS process, measures such as surveys must include an auditable process for verifying interrater reliability and calibration across campuses.
- Components focused primarily on campus/district inputs will be limited both in number and in weight in order to emphasize most components focus on outputs and outcomes.
- LAS plans may include components that credit campus growth in addition to attainment/ongoing demonstration of rigorous standards to more fully capture campus impact and performance.
- As part of the plan approval process, an analysis will be conducted to ensure inclusion of components that provide disaggregated perspectives of growth and achievement of applicable student groups in addition to components that look at overall data for the campus/grade level.
- For each component, districts must submit a frequency distribution for each campus type based on the proposed standards/cut scores using district baseline data from the previous school year.
- LAS plans must include the specific weighting and scaling plan to be used for calculating campus ratings on each component before the plan can be approved. Once approved, the weighting and scaling plan may only be changed during designated windows for plan updates.

Local Accountability System Process Logistics:

- Campuses and/or districts will be required to store the collected data for five years or as required for audit purposes.
- Once LAS is in full implementation, TEA in coordination with a review panel will approve the plans.
- Once LAS is in full implementation, audits of campus rating data will occur both as needed to resolve discrepancies and on a random basis to help ensure the fidelity of the system. Audits will be conducted by TEA, in coordination with an audit panel.

DRAFT

Agenda

Thursday, January 31, 2019

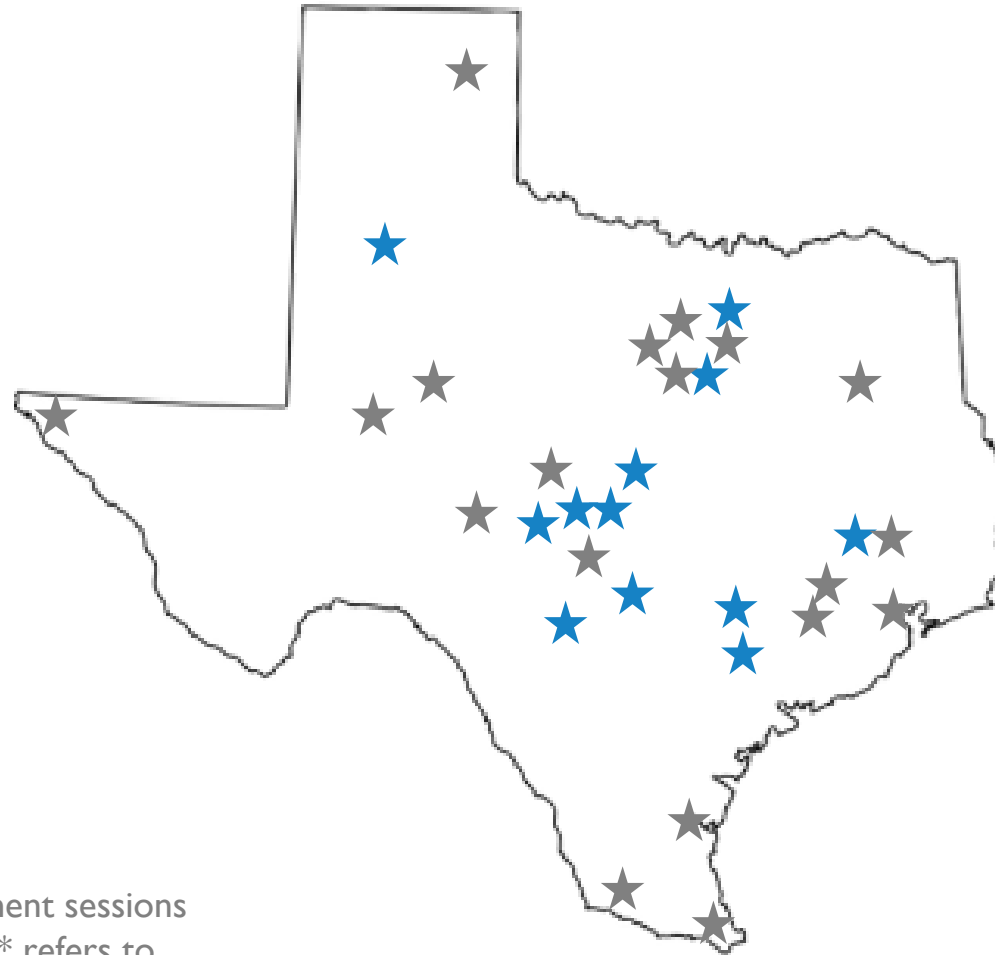
- | | | |
|------|---|---------|
| I. | Welcome/Introduction | 9—11 |
| | <ul style="list-style-type: none">• 2018 Pilot LAS Districts Overview and Statutes• LAS Guiding Principles and Related Systems• LAS Plan Overview• LAS Component Overview• Reliability and Validity | |
| II. | Lunch (see handout) | 11:30—1 |
| III. | Component Design and Practice | 1—4 |
| | <ul style="list-style-type: none">• Review of Statute, Plan and Component Design• Component Design Practice and Feedback• District posting requirements/Campus Score Card• Next Steps/Timelines | |

2018 Pilot LAS Districts Across Texas

2017-2018 Districts

- Alief ISD *
- Austin ISD *
- Bullard ISD *
- Canadian ISD
- Clear Creek ISD
- Dallas ISD *
- El Paso ISD
- Humble ISD *
- Jonesboro ISD *
- Lyford ISD *
- Midland ISD
- Point Isabel ISD *
- Premier High Schools (Charter)
- Richland Collegiate High School (Charter)
- San Saba ISD*
- Sharyland ISD *
- Snyder ISD *
- Spring Branch ISD
- Sunnyvale ISD *

All 19 districts participated in the LAS development sessions over the course of 6 months. Districts with an * refers to the districts who submitted a “what if” plan for 2017-2018.



Potential 2018-2019 Districts

- Beeville ISD
- Connally ISD
- El Campo ISD
- Granger ISD
- Lockhart ISD
- Moody ISD
- Oglesby ISD
- Petersburg ISD
- Rice ISD
- Southside ISD
- Spring ISD
- Texans Can Academies (Charter)

These 10 additional districts may be added for the current year in addition to the 2017-2018 districts that have chosen to resubmit their LAS plans for the official inclusion of their LAS scores with the state accountability ratings.

House Bill 22, 85th Texas Legislature, 2017

Established Local Accountability Systems (LAS) which allow districts and charter schools to voluntarily develop performance measures to locally evaluate the performance of their campuses.

TEC §39.0544 LOCAL ACCOUNTABILITY SYSTEM

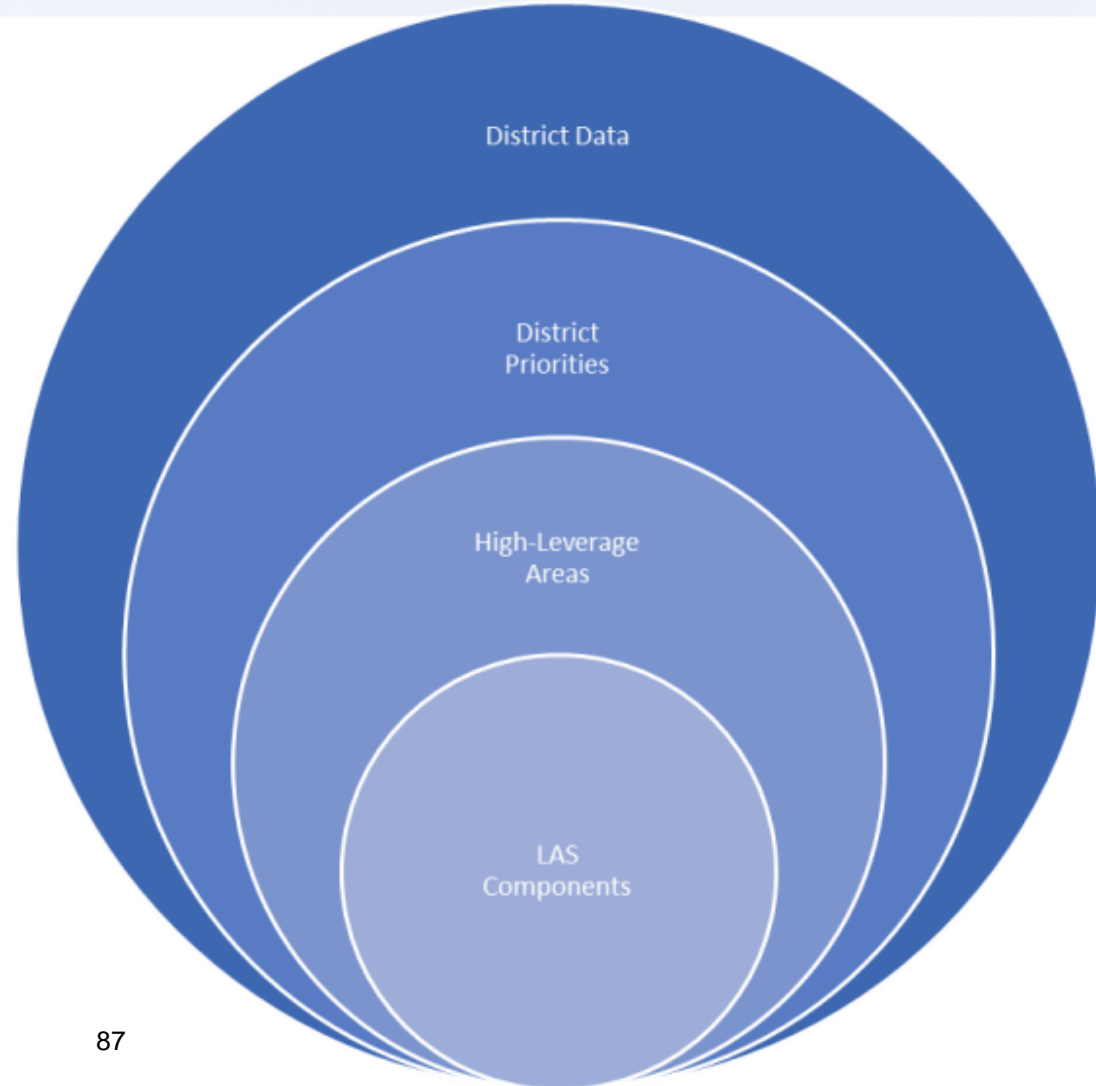
- Public school and charter districts may assign ratings for their locally developed performance measures to incorporate state performance ratings for an overall rating for respective campuses.
- These locally developed measures and ratings must contain levels allow for differentiation; meet the standard of validity, reliability; and be auditable.

LAS Guiding Principles



LAS Guiding Principles

- Focuses on areas central to district vision of success
- Reflects district goals for student success



LAS Guiding Principles

What is LAS?

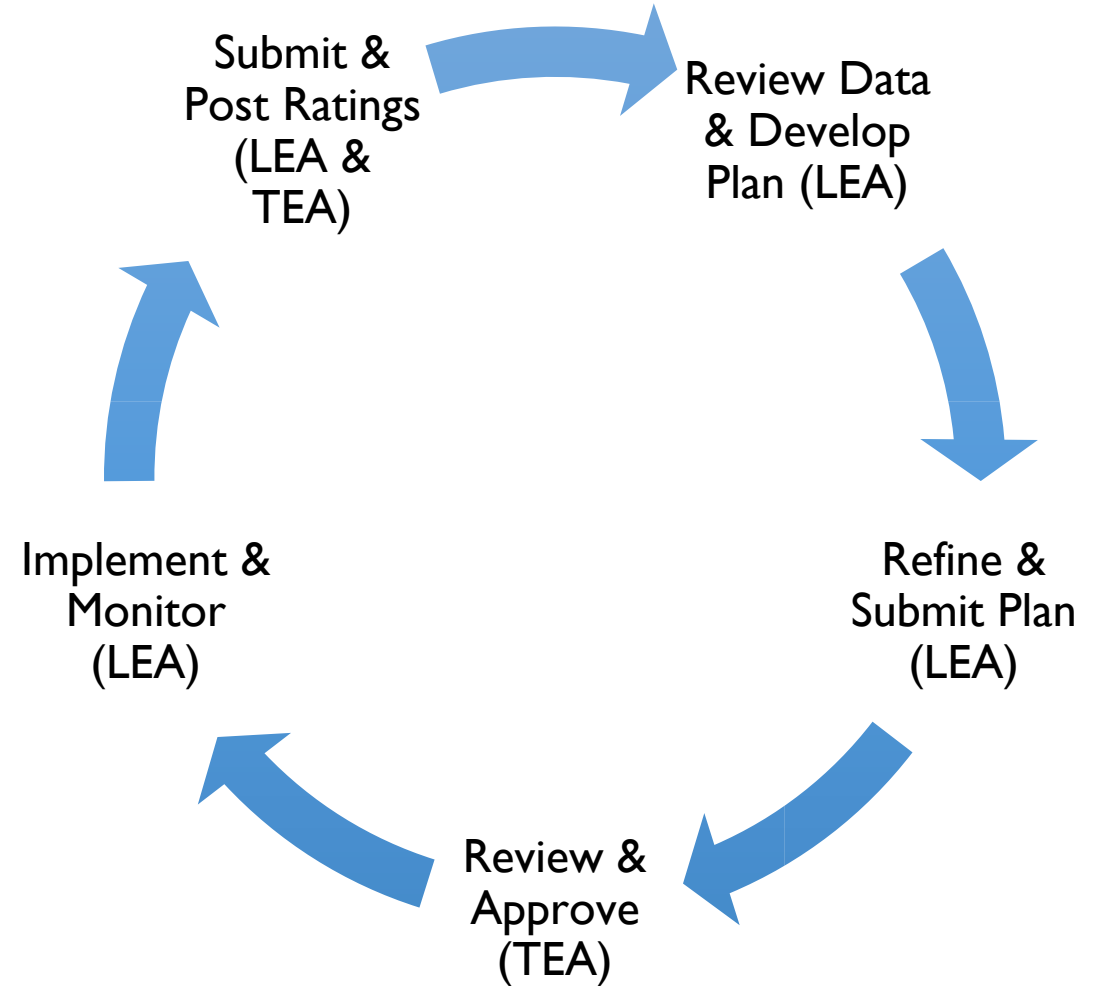
- LAS is a process through which districts may submit local campus data to be combined with state accountability outcomes to determine the overall campus rating.
- The process is designed to encourage districts to focus on student outcome-based components identified from community and stakeholder feedback that provide a broader view of district performance and impact.

Who is eligible to participate?

Texas public campuses with a state accountability rating of C or higher.

LAS Plan Overview – Four Phases

- **Plan Development**
 - Data Review and Goal-Setting
 - Stakeholder Feedback
- **Plan Submission and Approval**
 - Technical Review (TEA)
 - Panel Review
- **Plan Implementation**
 - Process Fidelity
 - Data Collection / Storage
- **Ratings Submission and Approval**
 - Ratings submission
 - Verification (TEA)
 - Post Ratings (TEA & LEA)



Related Systems – LGS, SGS, CBAS, and LAS

Lone Star Governance (LSG)

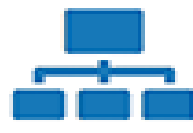
- Student outcomes don't change until adult behaviors change – starting with me.



Vision



Accountability



Structure



Unity



Advocacy

System of Great Schools (SGS)



- Increasing the number of students in top-rated schools and reducing the number of students in low-rated schools

Community-Based Accountability System (CBAS)

- Framework providing clarity of community values and communication of guiding principles and process for evaluation of local metrics

Related Systems – LGS, SGS, CBAS and LAS

Similarities

- Emphasis on local goal-setting and continuous improvement process
- Emphasis on student outcomes rather than inputs
- District participation is optional

Key Differences

- LSG, SGS, & CBAS (TASA, etc.) provide a training process for identifying areas of focus and goal-setting
- LAS generally has more rigorous standards for required data protocol and allowable data due to statutory requirements
- LAS ratings impact overall campus ratings in state accountability system

LAS Plan Overview

Domains

Five domains: Academics, Culture & Climate, Extra & Co-Curricular, Future-Ready Learning and one locally-defined domain, with approval

Components

- Design must ensure validity, reliability, and allow for differentiation
- Measures and ratings must be auditable
- Rigorous goal-setting using baseline data
- Aligned with local vision of student success

Weighting

- LAS data can count up to 50% towards overall state accountability rating
- Flexibility within guidelines on domain and component weighting



Component Brainstorming

Part I

Brainstorm one or more components your district might include in your LAS plan.

Required information for each component included in the LAS Plan:

- Component Name/Metric
- Rationale
- School Type/School Group
- Data Source/Frequency Distribution/Minimum Size Requirement
- Timeline for Data Collection and Analysis
- Methodology
- Domain/Weighting
- Scaling

LAS Component Overview

Component Name and Metric

Example: Percentage of Students Successfully Completing One or More Advanced Courses (Pre-AP, Advanced Math)

Rationale

Example: Continuing research confirms that a student's path to college actually begins in middle school, with a strong correlation between advanced courses taken in middle school and college admission. Middle school courses build the foundation for advanced courses in high school. Based on research and feedback received from parents and students, enrollment in advanced classes in MS has been identified as a high leverage area that is central to the district vision of success.

School Type/School Group

- As part of the LAS Plan Submission Form, districts will submit a complete list of all district campuses organized by school type/school group.
- For each component, the district will reference the school type/group to be evaluated by that metric.
- Districts seeking approval for an additional school group will submit a request including an explanation of why the campuses can not be included within the school type.

LAS Component Overview

Data Source, Frequency Distribution, and Minimum Size Requirement

- Districts will identify the source(s) of data for each component, frequency distribution, and if applicable, the minimum size requirement for the measure.
- **Components may not duplicate measures currently included in the state accountability system.**

Example: Surveys are conducted by a third-party vendor via telephone call to randomly-selected telephone numbers provided by parents/guardians during the registration process. Surveys are conducted in English, Spanish, and additional languages as selected by the parent/guardian. The minimum size requirement for this component is 50% of families. If less than 50% of families respond, this component will not be calculated as part of the domain score for the campus. Using baseline data, the proposed cut points would result in the following campus distribution: A⁹⁷ = 25% , B = 35%, C = 30%, D = 8%, F = 2%

LAS Component Overview

Timeline for Data Collection and Analysis

Districts will provide an overview of the process for data collection and analysis, including timelines for any related activities such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed), and data analysis.

Methodology

Districts will describe processes to ensure the data is valid, reliable, and auditable, such as practices to encourage and assess representative participation in surveys, procedures for calculating data including determination of cut points and growth targets, and protocols for data storage.

LAS Component Overview – Weighting

DRAFT_Pending Approval

- LAS Plan may contribute up to 50% of overall accountability rating
- Minimum number of domains = 1
 - Domain Weighting Range (for 2 or more domains): Min 20% Max 60%
 - The district will provide brief rationale for the weight assigned to each domain.
- Minimum number of components per domain depends on plan size:
 - One domain = minimum of 2 components
 - Two or more domains = minimum of 3 components
- Suggested Component Weighting Range* = Min 10% Max 60%

LAS Component Overview – Scaling Process

- All domain and component scores must be scaled to a 0–100 scale for submission to TEA. TEA will provide resources to assist with the scaling process.
- Scaled results must correspond to traditional 10-point grading system:
 - 90—100 = A
 - 80—89 = B
 - 70—79 = C
 - 60—69 = D
 - Below 60 = F
- Establish cut points for each component and grade
- Use linear transformation to convert component value to scaled value

TEC §39.0544 LOCAL ACCOUNTABILITY SYSTEM

- Public school and charter districts may assign ratings for their locally developed performance measures to incorporate state performance ratings for an overall rating for respective campuses.
- These locally developed measures and ratings must contain levels allow for differentiation; meet the standard of validity, reliability; and be auditable.

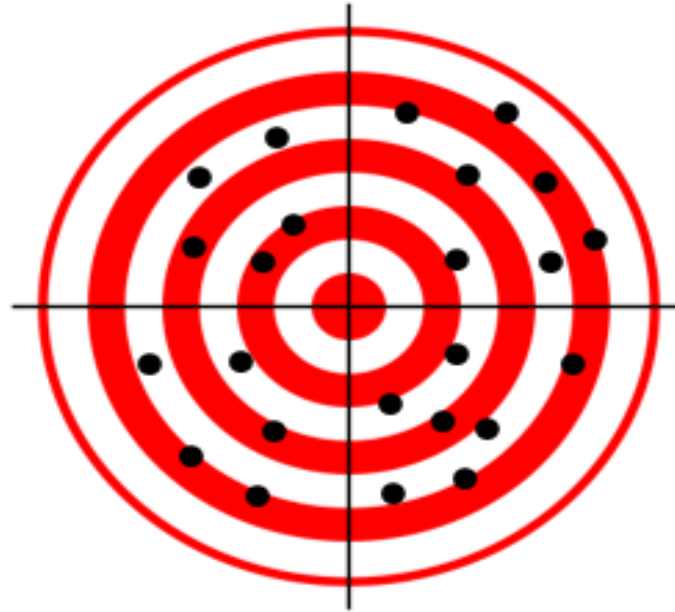
Reliability and Validity

Reliability is the consistency of the measure over time across different versions of the test and between different test takers.



Reliability and Validity

Validity is the extent to which the instrument measures what it is intended to measure.



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Reliability and Validity

Reliable and Valid

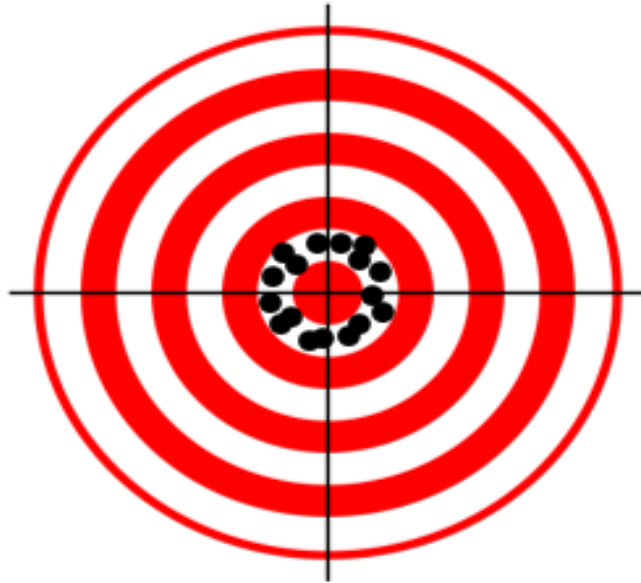


Image Source: The Basics of Social Research, Fifth Edition by Earl Babbie

Handout

1. C
 2. F
 3. G
 4. A
 5. E
 6. B
 7. D
- Bonus
8. I
 9. H



Test-retest and Interrater Reliability

| | | |
|--|---|---|
| <p>Test-retest reliability</p> | <p>The degree to which an individual's scores on an assessment are related to their scores on a subsequent administration of that assessment.</p> | <p>A single test is given to participants on two separate occasions. If the same or similar results are obtained, then reliability is established.</p> |
| <p>Interrater (or Interobserver) reliability</p> | <p>The degree to which different raters produce the same rating on an assessment or assessment domain.</p> | <p>Two raters or observers observe the same behavior independently and compare their data. Reliability is established if their results are similar.</p> |

Internal Consistency

| | | |
|---|---|---|
| <p>Internal consistency</p> | <p>The degree to which different items on the same test are correlated.</p> | |
| <p>Split-half</p> | <p>A type of internal consistency measure that estimates the degree to which all parts of a test contribute equally to what is being measured.</p> | <p>A test is split in half and results from one half of the test are compared with results from the other for each student. Reliability is established if the two halves provide similar results.</p> |
| <p>Cronbach's Alpha/Coefficient Alpha</p> | <p>A type of internal consistency measure that estimates the degree to which items within an assessment or within assessment domains are related.</p> | <p>Cronbach's alpha is a statistical computation used on a single administration of a test.</p> |

Alternate or Equivalent Forms

| | | |
|---|--|---|
| <p>Alternate forms (equivalent or parallel) reliability</p> | <p>The degree to which two versions of the same test yield similar scores. Does test A measure the same thing as test B?</p> | <p>Tests A and B are administered to the same students. Reliability is established if the two tests produce similar results for each student.</p> <p>If the tests have the same mean and variance, they are called “parallel” or “equivalent.” If not, they are considered “alternate forms.”</p> |
|---|--|---|

Criterion-related Validity

| | | |
|-----------------------------------|---|---|
| <p>Criterion-related validity</p> | <p>The degree to which test scores are related to some concrete outcome.</p> | |
| <p>Predictive validity</p> | <p>A type of criterion-related validity that estimates the degree to which assessment scores predict related measures scores at a later time. Predictive validity can be one form of test-criterion validity.</p> | <p>A graduate student takes the GRE. The GRE has been shown as an effective tool (i.e. it has criterion validity) for predicting how well a student will perform in graduate studies.</p> |
| <p>Concurrent validity</p> | <p>A type of criterion-related validity that estimates the degree to which the assessment correlates with other independent, reliable, and valid assessments of the same construct.</p> | <p>A test is given to current employees. The results of the test are compared to current job performance ratings.</p> |

Construct Validity

| | | |
|---|---|---|
| <p>Construct validity: Evidence based on internal structure</p> | <p>The degree to which a test measures what it claims to measure.</p> | |
| <p>Convergent validity</p> | <p>Convergent validity is a type of construct validity that estimates the degree to which two assessments of the same construct having a strong relationship.</p> | <p>A parent survey of ADHD symptoms in students is compared to teacher observations of hyperactive behavior in those students.</p> |
| <p>Discriminant (divergent) validity</p> | <p>Discriminant validity is a type of construct validity that estimates the degree to which a weak relationship exists between two assessments of purportedly different constructs.</p> | <p>A survey of student motivation would be expected to have a negative correlation to a survey of depression in the same group of students.</p> |

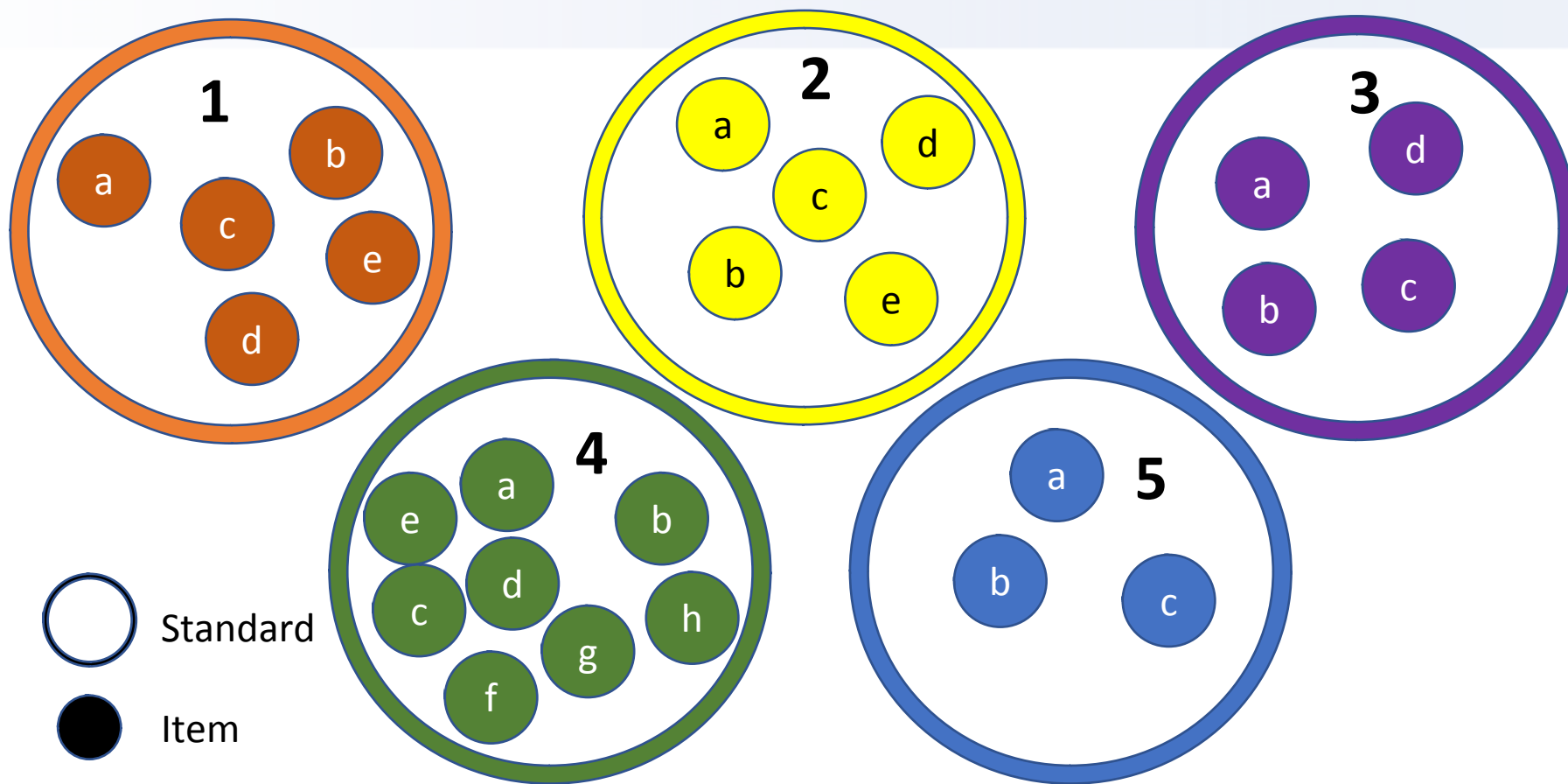
Content Validity

| | | |
|-------------------------|--|---|
| <p>Content validity</p> | <p>The degree to which an assessment accurately and comprehensively represents all aspects of the subject matter it claims to measure.</p> | <p>An expert panel is convened to review test items and determine whether a test of a given construct is actually a good measure of that construct.</p> |
|-------------------------|--|---|

Example

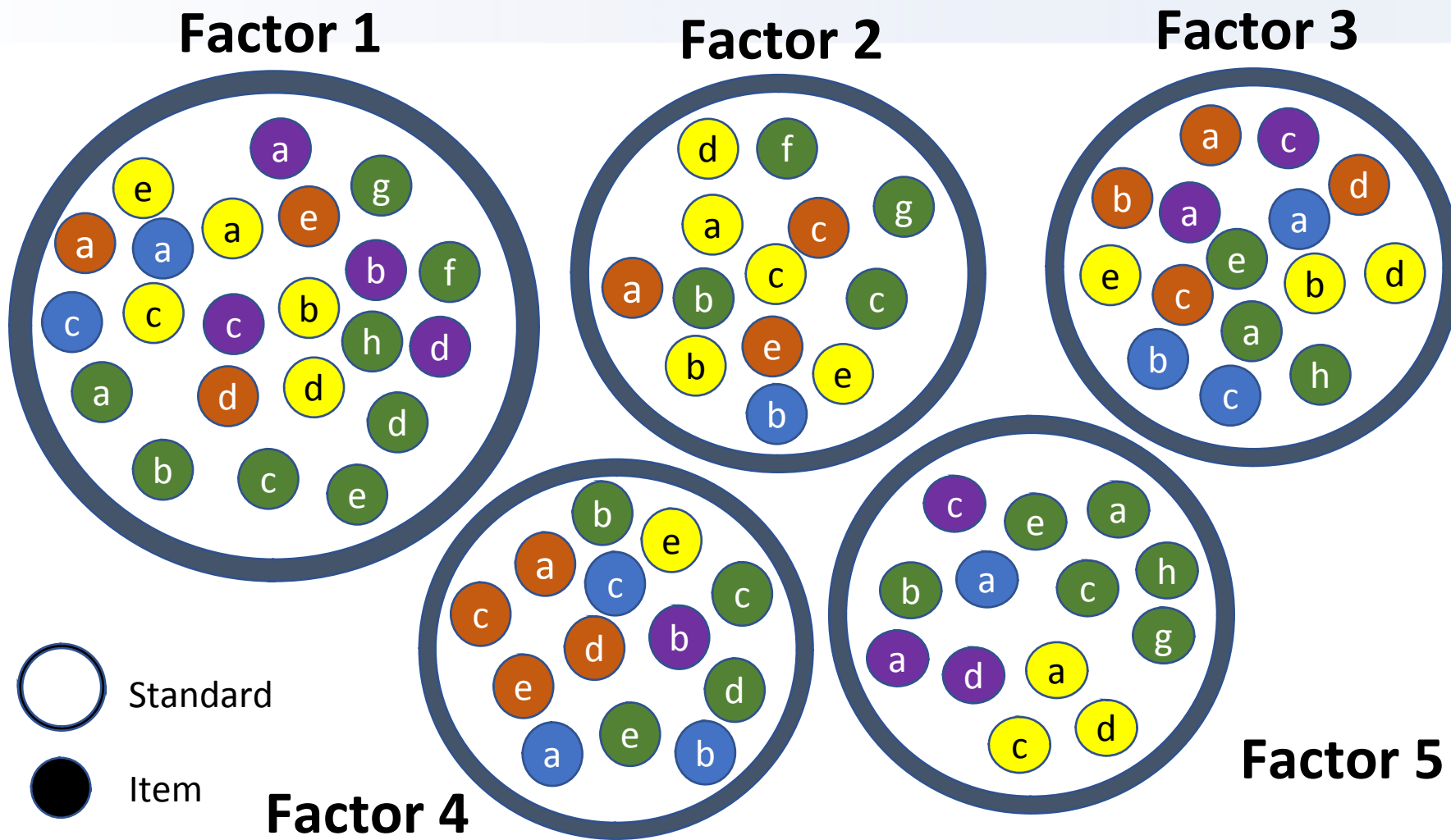
- Teacher observation rubric
- High reliability (too high)
- Low validity (ridiculously low)

Expected Factor Analysis Results (Five-Factor Solution)



If the observation rubric had perfect construct validity, we would expect each item to fall within its assigned standard.

Actual Five-Factor EFA Results (2017)



Results only include factor loadings greater than or equal to .1.

Example

Give Students Some Rein -

In a traditional classroom, the teacher is always in control, so for many of you, the thought of giving up that control can be a little scary.

Studies are showing, however, that by giving your students some control over how they will learn can be very beneficial for them.

It gives students a sense of confidence and pride in their work. It also gives them a sense of purpose and motivation.

Example

Creating an online presence can mean:

- joining in on the conversation with your fellow colleagues on a popular teacher website,
- creating your own teacher blog, or
- creating a website with your students.

It means that you are actively involved in the tech world and people know you.

Component Brainstorming

Part II

Select one component and draft ideas for each component element.

LAS Feedback

Exit Ticket for Lunch

Share with a partner:

I Glow – What part about LAS are you the most excited about?

I Whoa – What is something you have a question or a concern about?

Please post them on the parking lot before leaving for lunch.

Lunch (11-12:30)

Northeast

- Mod Pizza
- Torchy's Tacos
- Café Mueller by HEB
- Kerbey Lane Café – walking distance

Northwest

- La Madeline
- Chipolte
- Which Which
- Chi'Lantro - Korean

South – all are within walking distance

- L'Oca D'Oro – Italian
- J.T. Youngblood's
- Colleen's Kitchen
- Acai Hut
- Stella Public House
- Kyoten Sushiko – Sushi
- Mueller Trailer Eats
 - Veracruz All Natural
 - Conscious Cravings
 - Gravy

Welcome Back

Afternoon Agenda:

- Debrief post-it questions
- Review of Statute, Plan and Component Design
- Component Design Practice and Feedback
- District Posting Responsibilities/Campus Score Card
- Next Steps/Timelines

Component Sample

Putting all the pieces together

Refining LAS Components

Review of 2018 LAS Plans

Plan Design

LAS and State Weighting

- 50% - 50% - 15 plans
- 10% - 90% - 1 plan (1 domain: Extra/Co-Curricular)

Domains

- 4 domains – 5 plans
- 3 domains – 2 plans
- 2 domains – 6 plans
- 1 domain – 3 plans

Review of 2018 LAS Plans

Domains

3 domains – 2 plans

Academics, C & C, Extra/Co-Curricular – 1 plan

Academics, C & C, Future-Ready – 1 plan

2 domains – 6 plans

Academics, C & C – 2 plans

Academics, Extra/Co-Curricular – 3 plans

C & C, Extra/Co-Curricular – 1 plan

1 domain – 3 plans

Academics – 2 plans

Extra/Co-Curricular – 1 plan

Review of 2018 Pilot Plans

Domain Weighting Range & Frequency

| Academics | Range | Frequency |
|-------------------|-----------|-----------|
| • Two Domains: | 40% - 70% | (50%) |
| • Three Domains: | 30% - 60% | |
| • Four Domains: | 20% - 40% | (40%) |
| | | |
| Culture & Climate | Range | Frequency |
| • Two Domains: | 30% - 50% | (50%) |
| • Three Domains: | 30% | (30%) |
| • Four Domains: | 20% - 30% | (20%) |

Review of 2018 Pilot Plans

Domain Weighting/Range & Frequency

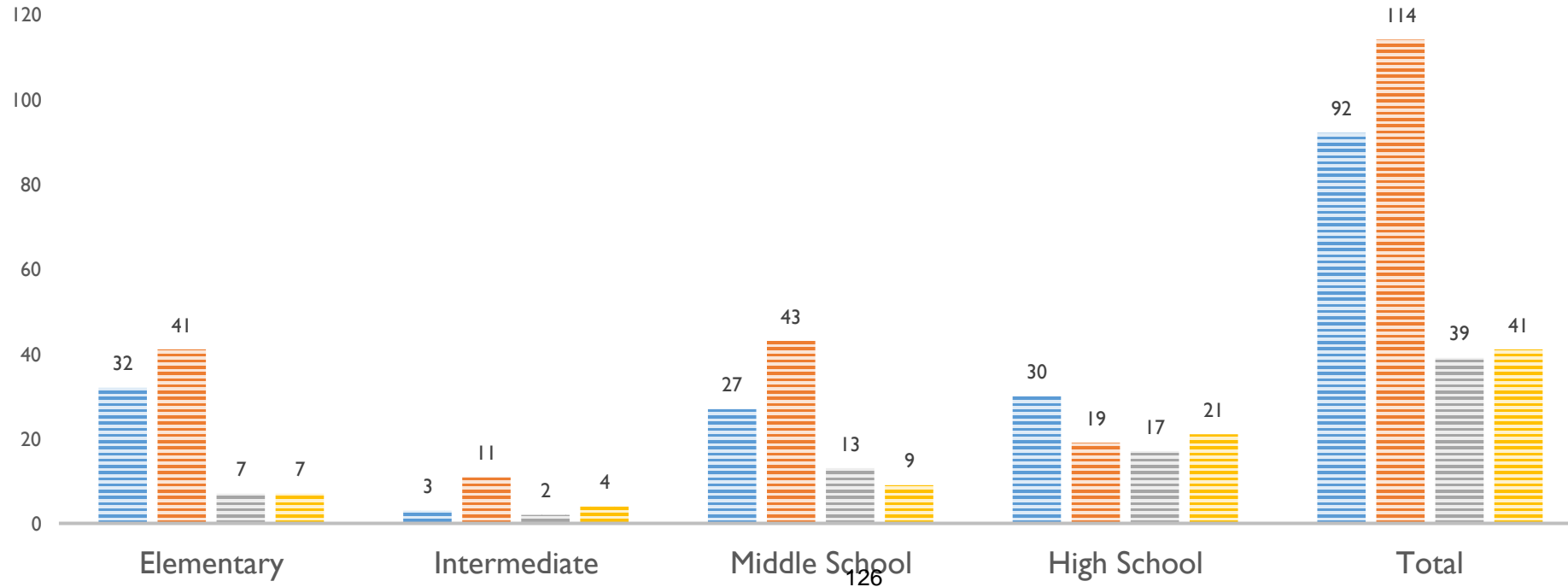
| Extra/Co-Curricular | Range | Frequency |
|---------------------|-----------|-----------|
| • Two Domains: | 50% - 60% | (50%) |
| • Three Domains: | 10% - 30% | |
| • Four Domains: | 20% - 25% | (20%) |
| | | |
| Future-Ready | Range | Frequency |
| • Three Domains: | 30% | |
| • Four Domains: | 20% - 30% | (20%) |

Review of 2018 LAS Plans

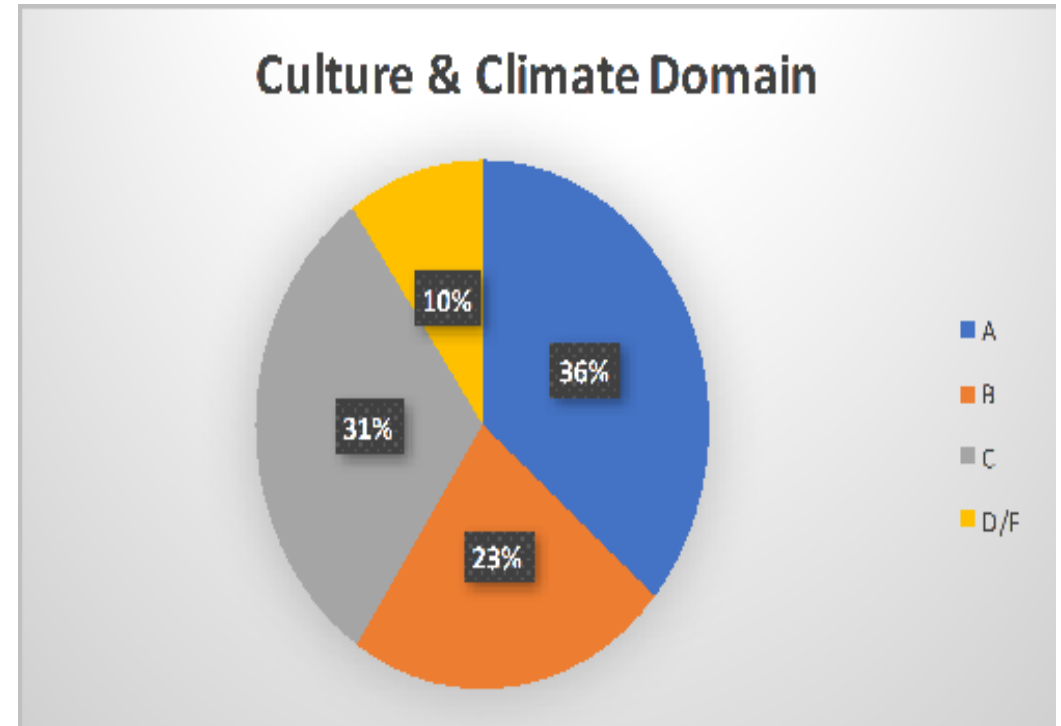
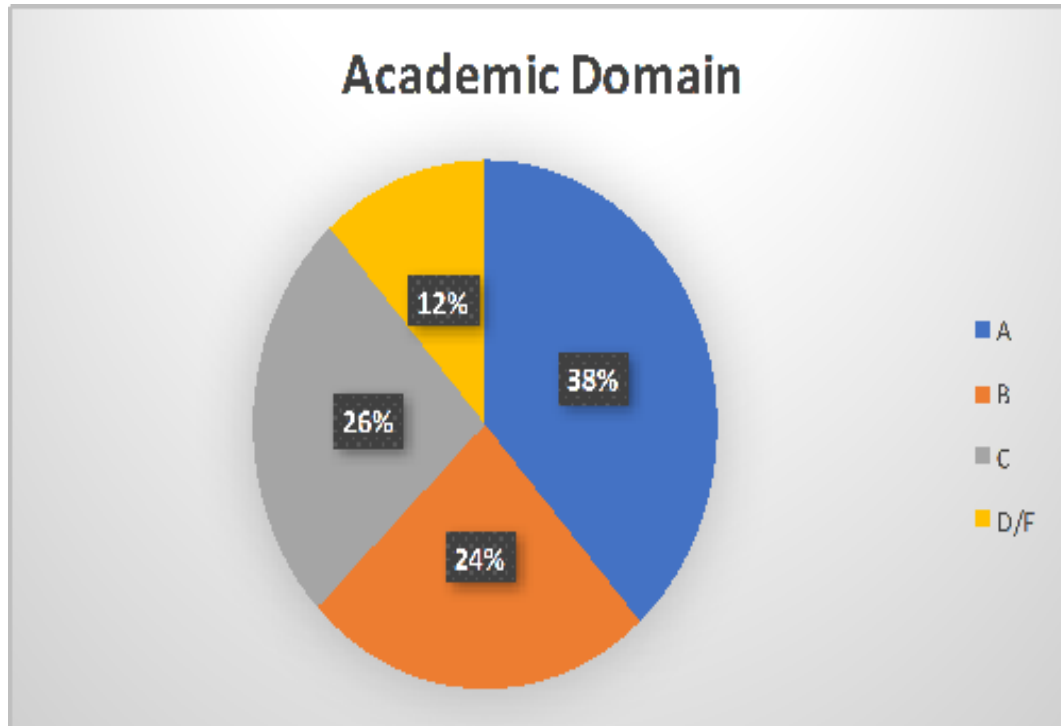
Components by Domain and Grade Level

OVERVIEW

▨ Academics
 ▨ C & C
 ▨ Ex/Co-Curr
 ▨ Future-Ready



Review of 2018 Pilot LAS Outcomes



LAS Statute Provisions

As defined by statute, LAS plans:

- must contain levels of performance that allow for differentiation with assigned standards for achieving the differentiated levels;
- can combine up to 50 percent of a campus's overall state accountability rating for each eligible campus;
- must provide for the assignment of a letter grade of A, B, C, D or F;
- meet the standards for reliability and validity.

LAS Statute Provisions

- Must provide calculations for overall performance ratings that are capable of being audited by a third party;
- Require districts to produce a campus scorecard to display on the agency's website; and
- Must make available to the public an explanation of the methodology used to assign performance ratings.

LAS Plan Design

- Districts can focus their LAS plan on one or more of the four school types (elementary, middle, etc.).
- Plans may consist of different components for each of the four school types used in the accountability system (elementary school, middle school, high school, and K–12).
- All campuses within each school type must be rated on a common set of components and domains.
- Districts can customize components within school types by creating a school group, such as a magnet school, to ensure the applicability of all components. Prior approval for the creation of an additional school group within a school type is required.

LAS Plan Design

- Districts may not use the “better of” rating at either the component or domain level.
- Changes to the plan would be limited unless there are significant changes, such as goal attainment, campus closure, etc.
- Districts may determine the assigned standards/cut scores and weighting for each domain and component providing the plan is consistent with TEA guidelines, LAS team input, and has rigorous standards based on local baseline data (one year minimum).

LAS Component Design

- LAS plan components may not include exact duplicates of measures included in the state accountability system.
- LAS plans should focus on key areas identified by internal and external stakeholders. The district will be asked to provide a brief rationale for each component that describes the relevance and utility of the component as it relates to district goals.
- For each component, districts must provide information about their methodology to ensure the data is valid, reliable, and auditable, such as practices to assess representative participation in the measure.

LAS Component Design

- For each component, districts must also provide an overview of the process for data collection and analysis, including timelines for any related activities, such as staff training and/or calibration, assessment and survey windows including make-up testing and follow-up surveys (if needed).
- Components focused on goals of increasing student success and outputs may carry more weight.
- Districts may be required to provide a frequency distribution of campus ratings drawn from at least one year of data based on the proposed cut points.

LAS Component Review

Work with your district / table team:

1. Review sample component and refine
2. Identify questions about component design and/or LAS process

Share component ideas with the group

District Posting Responsibilities and PIR

The following is in statute regarding a producing a campus score card:

- must require that a district or school produce a campus score card that may be displayed on the agency's website; and
- must require that a district or school develop and make available to the public an explanation of the methodology used to assign performance ratings under this section.

District Posting Responsibilities and PIR

- How has TEA gone about reviewing and approving the pilot LAS's?
- Given that there are hundreds of possible evaluation criteria, how will TEA ensure proper metrics are used to establish cut points (i.e. how can TEA ensure districts aren't setting artificially low targets for success)?
- How will TEA ensure the LAS results are transparent, easy to comprehend and instill confidence in the validity of the state's accountability system?
- How, if at all, will TEA audit/review districts for proper adherence and implementation of each LAS (i.e. how will TEA ensure districts are correctly inputting data and not "gaming the system")?



LAS 2019 Pilot Timeline

January 2019–August 2019

| Date | Event |
|-------------------|--|
| January 31, 2019 | Required LAS training for new 2019 Pilot Districts |
| February–May 2019 | TEA and AIR teams work with participating districts to develop and revise LAS Plans |
| May 2019 | Districts submit plans and decision to include in official ratings or as a “what if” scenario |
| June–July 2019 | Districts submit final grades |
| July–August 2019 | TEA analyzes final data calculations for grade calculations |
| August 2019 | TEA releases state accountability ratings combined with LAS grades publicly or a “what if” scenario to districts privately |
| By December 2019 | TEA releases appeal decisions if LAS campuses were included in a state accountability appeal |
| By January 2020 | TEA releases “What-If” A-F generalized report for LAS Pilot Districts publicly |



LAS 2020 Pilot Timeline – Statewide Implementation

August 2019–August 2020

| Date | Event |
|----------------------------|---|
| August–October 2019 | TEA works with interested districts in LAS plan development and revision |
| November 2019 | District submit 2019-2020 LAS plans with decision to include in official ratings or as a “what if” scenario |
| December 2019–January 2020 | TEA convenes Review Panel of submitted plans |
| November 2019–April 2020 | Districts collect data and create public messaging and methodologies for display on district website |
| May 2020 | Districts submit final grades |
| June 2020 | TEA convenes Audit Panel, if necessary |

LAS 2020 Pilot Timeline – Statewide Implementation

August 2019–August 2020

| Date | Event |
|------------------|--|
| July–August 2020 | TEA analyzes final data calculations for grade calculations |
| August 2020 | TEA releases state accountability ratings combined with LAS grades publicly or a “what if” scenario to districts privately |
| By December 2020 | TEA releases appeal decisions if LAS campuses were included in a state accountability appeal |
| By January 2021 | TEA releases “What-If” A-F generalized report for LAS Pilot Districts publicly |

Contact LAS Staff

(512) 463-9523

Las@tea.texas.gov

<https://tea.texas.gov/LAS.aspx>

Agenda Item Summary Sheet
Meeting Date: February 26, 2019
Submitted by: Dolores A. Trevino, Asst. Supt. of Curriculum & Instruction

Information Item

| | |
|--|---|
| Curriculum and Instruction | BMD 1.A Part 2 College, Career, Military, Readiness (CCMR) |
| Summary | <p>Our Board Monitoring Document is used as a measure of local accountability.</p> <p>Objective: The number of ECISD students demonstrating College, Career, and Military Readiness (CCMR) will increase 2% annually.</p> <p>Report: The administration will provide the Board of Trustees with a report that reflects the number of students demonstrating CCMR readiness as defined by the Texas Academic Performance Report (TAPR).</p> |
| ECISD Board Policy | AIA (LEGAL) – ACCOUNTABILITY, ACCREDITATION AND PERFORMANCE INDICATORS – Quality of Learning Indicators |
| Effective Date | February 2019 |
| Previous Board Action | The Board received Goal Progress Measures (GPM) in January. |
| Future Action Expected | The Board will receive Goal Progress Measures (GPM) in January, August, and May, in addition to an annual report on this Board Monitoring Document Goal. |
| Background Information and Significant Issues | <p>CCMR accountability measures include the following:</p> <ul style="list-style-type: none"> • Three on AP or 4 on IB examination • TSI Criteria (SAT/ACT/TSIA/College Prep Course) in Reading and Math • Dual credit course requirements >3 hours in ELAR or >9 hours in any other subject • Associate's degree • Industry-based certification • Completed IEP and workforce readiness (graduation type 04, 05, 54, or 55) • Enlist in US Armed Forces • CTE Coherent sequence coursework completion and credit for >1 course aligned with approved industry-based certification (.5 pts.) |
| Fiscal Impact | None. |
| Student and Public Benefit | Monitoring the student College, Career, and Military Readiness will help us produce productive contributing citizens. |
| Procedural and Reporting Implications | None. |
| Public Comments | None. |
| Alternatives | None. |

| | |
|--|--|
| Other Comments and Related Issues | None. |
| Attachments | BMD 1.A Part 2 CCMR Report |
| Contact Person(s) | Dolores A. Treviño, Assistant Superintendent of Curriculum and Instruction and Demetric Wells, High School Principal |
| Action Required | No action required. |
| Superintendent's Recommendation | This is an information item only. Kelly Waters, Superintendent of Schools |

College, Career, and Military Ready Graduates (Student Achievement)
College, Career, and Military Ready (Annual Graduate TAPR 2017-2018)

| | State | Region 3 | District | Af. Am. | Hispanic |
|-----------|-------|----------|----------|---------|----------|
| 2016-2017 | 54.2% | 43.5% | 42.0% | 32.1% | 32.1% |

First year to combine college, career & military

ivement)
s)

| | |
|-------|------------|
| White | Econ. Dis. |
| 60.8% | 27.4% |

Agenda Item Summary Sheet
Meeting Date: February 26, 2019
Submitted by: Dolores A. Trevino, Asst. Supt. of Curriculum & Instruction

Information Item

| | |
|--|---|
| Curriculum and Instruction | BMD 1.A Part 3 Graduation Rate |
| Summary | Our Board Monitoring Document is used as a measure of local accountability. Objective: Maintain at or above ECISD current Graduation Rate. Report: The administration will provide the Board of Trustees with a report that reflects the annual Graduation Rates. |
| ECISD Board Policy | AIA (LEGAL) – ACCOUNTABILITY, ACCREDITATION AND PERFORMANCE INDICATORS – Quality of Learning Indicators |
| Effective Date | February 2019 |
| Previous Board Action | The Board received Goal Progress Measures on this indicator in October and January. |
| Future Action Expected | The Board will receive Goal Progress Measures (GPM) in March, in addition to an annual report on this Board Monitoring Document Goal. |
| Background Information and Significant Issues | Graduation Rate: 4-year, 5-year or 6-year longitudinal graduation rate of All Students group (with state exclusions) or annual dropout rate of All Students group (if graduation rate is not available) |
| Fiscal Impact | None. |
| Student and Public Benefit | Monitoring the annual Graduation Rate will help us produce productive contributing citizens. |
| Procedural and Reporting Implications | None. |
| Public Comments | None. |
| Alternatives | None. |
| Other Comments and Related Issues | None. |
| Attachments | BMD 1.A Part 3 Graduation Rate |
| Contact Person(s) | Dolores A. Treviño, Assistant Superintendent of Curriculum and Instruction and Demetric Wells, High School Principal |
| Action Required | No action required. |
| Superintendent’s Recommendation | This is an information item only. Kelly Waters, Superintendent of Schools |

**BMD 1.A Part 3 Graduation Rate
4-Year Longitudinal Rate (Gr 9-12)
TAPR 2017-2018**

| | State | Region 3 | District | African Am. | Hispanic | White | Eco. Dis. |
|----------------------|--------------|-----------------|-----------------|--------------------|-----------------|--------------|------------------|
| Class of 2017 | 89.7% | 92.0% | 95.6% | 93.1% | 94.8% | 97.7% | 91.7% |
| Class of 2016 | 89.1% | 90.3% | 96.0% | 100.0% | 94.3% | 97.1% | 97.1% |

Action Item

| | |
|--|---|
| Personnel | Fall Semester Perfect Attendance Incentive Program |
| Summary | <p>The board acknowledges the impact of consistent attendance by instructional staff on student achievement. At the May 15, 2018 board meeting, the board approved an Individual Attendance Incentive.</p> <p>In addition to professional staff, four paraprofessional also had perfect attendance.</p> |
| ECISD Board Policy Effective Date | EIF – Academic Achievement, Retention and Promotion Ongoing. |
| Previous Board Action | Passed Resolution at August 2016 Board Meeting. |
| Future Action Expected | Attendance incentive was approved as a one-year incentive in May. |
| Background Information and Signification Issues | The El Campo School Board would like to acknowledge teachers whose students show high academic achievement or gains. The incentive plan provides expectations for student performance as well as consistent teacher attendance. |
| Fiscal Impact | \$12,400 a semester |
| Student and Public Benefit | The main district goal is to increase student achievement. |
| Procedural and Reporting Implications | None. |
| Public Comments | None. |
| Alternatives | None. |

Other Comments and Related Issues

Teachers, Counselors, IC's and Diagnosticians may earn Incentive Pay (Staff on a basic teacher contract)

2018-19 Fall Semester

ECHS – 9 teachers

ECMS –6 teachers

Hutchins – 5 teachers

Myatt – 2 teachers

Northside – 2 teachers

Paraprofessional Perfect Attendance – 4 staff

64- Professional Staff Missed less than 2 days

2017-18 Fall Semester

36 – Perfect Attendance

108 – Professional Staff Missed less than 2 days

2016-17 Fall Semester

27 – Perfect Attendance

104 – Professional Staff Missed less than 2 days

Attachments

None.

Contact Person(s)

Kelly Waters, Superintendent of School

Action Required

None or Consider and approve perfect attendance incentive pay for the four paraprofessionals who had perfect attendance.

Superintendent's Recommendation

Consider and approve perfect attendance incentive pay for the four paraprofessionals who had perfect attendance.

Kelly Waters, Superintendent of Schools

Action Required

| | |
|--|---|
| Federal Programs & Grants | Consider and Approve Resolution to submit the grant application for the Building Leadership Capacity Project to the Office of the Governor. |
| Summary | The Office of the Governor, Public Safety Office, Criminal Justice Division has a grant opportunity under the Juvenile Justice Grant Program, FY2020. The grant would allow our district to incorporate Peer Mediation and No Place for Hate programs in our schools. |
| ECISD Board Policy | None |
| Previous Board Action | None |
| Future Action Expected | None. |
| Fiscal Impact | Grant can be awarded for up to \$125,000. |
| Student Benefit | Programs and resources will increase the leadership capacity in every child through a framework that would enable each student to find his or her voice. |
| Procedural and Reporting Implications | Sign copy of Resolution. |
| Public Comments | None. |
| Alternatives | None. |
| Other Comments and Related Issues | None. |
| Attachments | <ul style="list-style-type: none">• Resolution |

Contact Person(s)

Alicia Stary, Director of Federal Programs

Action Required

Motion, second and majority vote to approve a *“Resolution to submit the grant application for the Building Leadership Capacity Project to the Office of the Governor.”*

Superintendent’s Recommendation

I recommend that Board approve a *“Resolution to submit the grant application for the Building Leadership Capacity Project to the Office of the Governor.”*

Kelly Waters, Superintendent of Schools

WHEREAS, The El Campo ISD Board of Trustees finds it in the best interest of the citizens of El Campo, that the Building Leadership Capacity Project be operated for the 2019-2020 school year; and

WHEREAS, El Campo ISD agrees that in the event of loss or misuse of the Office of the Governor funds, El Campo ISD assures that the funds will be returned to the Office of the Governor in full.

WHEREAS, El Campo ISD designates Alicia Stary, Director of Federal Programs, as the grantee's authorized official. The authorized official is given the power to apply for, accept, reject, alter or terminate the grant on behalf of the applicant agency.

NOW THEREFORE, BE IT RESOLVED that El Campo ISD approves submission of the grant application for the Building Leadership Capacity Project to the Office of the Governor.

Signed by:

Passed and Approved this 26 (Day) of February (Month), 2019 (Year)

Grant Number: 3792301

Information Item

Agenda Item Summary Sheet

Meeting Date: February 26, 2019

Submitted by: Dolores A. Treviño, Asst. Supt. of Curriculum & Instruction

| | |
|--|---|
| Curriculum and Instruction Summary | <p>Report on Section 504 Services and Dyslexia Program</p> <p><u>Section 504</u></p> <p>Under Section 504 of the Rehabilitation Act, no otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. 29 U.S.C.A. 794(a)</p> <p><u>Dyslexia</u></p> <p>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 <i>Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders</i>.</p> |
| ECISD Board Policy | FB – Equal Educational Opportunity (Legal) and EHB – Curriculum Design Special Programs (Legal) |
| Effective Date | February 2019 |
| Previous Board Action | None. |
| Future Action Expected | The Board periodically reviews the district's Section 504 services and Dyslexia Program. |
| Background Information and Significant Issues | <p>Section 504 has significantly broadened with the last reauthorization in 2008, and with the recent OCR letter related to specific disabilities. Additionally, changes to the 2016-2017 Texas Education Agency Assessment Accommodations eligibility was broadened to allow more support for students receiving 504 services. ECISD has seen a significant increase of over the last few years.</p> <p>The Texas Dyslexia Handbook was updated in 2018 which provides for more specificity in requirements the district must have in place to provide screening and services.</p> |
| Fiscal Impact | Unknown. |

| | |
|--|---|
| Student and Public Benefit | Program reporting will provide an environment of continuous improvement of all programs for all students. |
| Procedural and Reporting Implications | None. |
| Public Comments | None. |
| Alternatives | None. |
| Other Comments and Related Issues | None. |
| Attachments | 2019 ECISD 504 Dyslexia Board Report |
| Contact Person(s) | Laura Pustejovsky, Special Populations Coordinator and Dolores A. Trevino, Assistant Superintendent of Curriculum and Instruction |
| Action Required | No action required. |
| Superintendent's Recommendation | This is an information item only. Kelly Waters, Superintendent of Schools |

El Campo ISD Section 504 Board Report

February 26, 2019

Section 504 as defined by Board Policy FB (legal)

Under Section 504 of the Rehabilitation Act, no otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. 29 U.S.C.A. 794(a)

Section 504 Enrollment by Grade Level

| Grade | # of Students 15-16 | # by Campus 15-16 | # of Students 16-17 | # by Campus 16-17 | # of Students 17-18 | # by Campus 17--18 | # of Students 18-19 | # by Campus 18-19 |
|--------------|---------------------|-------------------|---------------------|-------------------|---------------------|--------------------|---------------------|-------------------|
| PreK | 0 | Myatt 1 | 2 | Myatt 2 | 0 | Myatt 3 | 1 | Myatt 1 |
| K | 0 | | 0 | | 3 | | 0 | |
| 1 | 1 | Hutchins 14 | 0 | Hutchins 13 | 3 | Hutchins 24 | 7 | Hutchins 25 |
| 2 | 3 | | 3 | | 8 | | 6 | |
| 3 | 11 | | 10 | | 13 | | 12 | |
| 4 | 15 | Northside 33 | 17 | Northside 38 | 24 | Northside 52 | 22 | Northside 53 |
| 5 | 18 | | 21 | | 28 | | 31 | |
| 6 | 20 | ECMS 60 | 26 | ECMS 64 | 39 | ECMS 93 | 26 | ECMS 121 |
| 7 | 20 | | 20 | | 34 | | 53 | |
| 8 | 20 | | 18 | | 20 | | 42 | |
| 9 | 33 | ECHS 82 | 27 | ECHS 93 | 32 | ECHS 97 | 26 | ECHS 91 |
| 10 | 18 | | 28 | | 27 | | 27 | |
| 11 | 21 | | 19 | | 21 | | 20 | |
| 12 | 10 | | 19 | | 14 | | 18 | |
| TOTAL | 190 | | 210 | | 266 | | 291 | |

ECISD is at 7.9% (Region & State not reported)

Background information about Section 504 eligibility:

What makes a student eligible for Section 504 services? (taken from the legal handbook, 2015)

1. Does the student have a physical or mental impairment? If so, please identify the impairment(s). Notes - This is an educational determination only, and not a medical diagnosis for purposes of treatment. And impairments that are episodic, in remission or mitigated should also be listed.

2. Does the physical or mental impairment affect one or more major life activities (including major bodily functions)? *Note: For an impairment that is episodic, in remission, or mitigated, identify the activity or function affected when the disability was present or active.*

3. Does the physical or mental impairment substantially limit a major life activity? *Notes: (1) "Substantially limits" does not mean "significantly restricted." (2) This question asks whether the person evaluated is substantially limited in performing a major life activity as compared to the "average student" of the same grade or age or as compared to "most students" of the same grade or age.*

A Section 504 Plan and Placement are completed, only if, each of the three preceding questions were answered "Yes."

District Action Steps:

- The district is continuing to work on the recommendations and findings from the 2015 audit conducted by Region 3 Educational Service Center.
- During the summer of 2017, the district hired Mrs. Laura Pustejovsky as the Special Populations Coordinator. Coordinating 504 is one of her responsibilities.
- Counselors continue to be the campus coordinators for the 504 program and services.
- The district continues to use Success Ed as the data management tool which tracks compliance and services provided to students. Counselors have ongoing support through our District Coordinator of Special Populations.
- The COUNTS Committee, a local process implemented in November 2017 was developed for students that qualify for assessment accommodations but lack a disability qualifying them for 504. This committee will discuss and decide on accommodations annually. This may result in fewer students being evaluated for Section 504.

18-19

- In an attempt to continue to build consistency and fidelity throughout the district, we held a training, in the Fall semester with Jose Martin, a 504 attorney. All counselors and at least one campus administrator were in attendance.
- Based on information from this training, the district discontinued the practice of tracking our students with only Irlen Syndrome through Section 504. We project a decrease in the number of 504 referrals from this action. To meet the need of students with Irlen Syndrome, we have three teachers in the district trained to administer this screening and maintain a district roster of students that qualify.
- Counselors monitor 504 students each grading period and hold meetings as needed for failing students.
- A district 504 Handbook was developed and uploaded to our district website.
- Due to the TEA Special Education Corrective Action Plan laid out by the federal government, we are looking at current 504 students that could need a special education referral.
- All teachers and administrators completed the online training on Eduhero - 504 for Teachers.

Recommendations for 2019-2020

- Maintain training for new counselors in 504 and Success Ed programs.
- Continue to monitor compliance of 504 documentations through Success Ed.
- Provide annual, on-going training and support to campus administrators and 504 Coordinators/counselors.
- Special Populations Coordinator will continue to stay up-to-date on changes in the laws and 504 requirements.
- Continue to look at struggling 504 students for possible special education referrals.

El Campo ISD Dyslexia Board Report

February 26, 2019

Dyslexia as defined by The State Dyslexia Handbook and Board Policy EHB (legal)

The student displays an ability to learn in the absence of print and receives the same classroom instruction that benefits most children; however, the student continues to struggle with some or all of the many facets of reading and spelling. This student may be a student with dyslexia.

Texas Education Code (TEC) §38.003 defines dyslexia in the following way:

1. “Dyslexia” means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.
2. “Related disorders” include disorders similar to or related to dyslexia such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

| Grade | Students 15-16 | By Campus | Students 16-17 | By Campus | Students 17-18 | By Campus | Students 18-19 | By Campus |
|-------|----------------|-----------------|----------------|-----------------|----------------|-----------------|----------------|-----------------|
| K | 0 | Myatt 0 | 0 | Myatt 0 | 0 | Myatt 0 | 0 | Myatt 0 |
| 1 | 0 | Hutchins 7 | 0 | Hutchins 7 | 1 | Hutchins 6 | 0 | Hutchins 9 |
| 2 | 1 | | 0 | | 2 | | 3 | |
| 3 | 6 | | 7 | | 3 | | 6 | |
| 4 | 8 | Northside 12 | 10 | Northside 18 | 12 | Northside 22 | 8 | Northside 27 |
| 5 | 4 | | 8 | | 10 | | 19 | |
| 6 | 9 | ECMS 28 | 5 | ECMS 21 | 7 | ECMS 21 | 8 | ECMS 25 |
| 7 | 9 | | 7 | | 8 | | 7 | |
| 8 | 10 | | 9 | | 6 | | 10 | |
| 9 | 10 | ECHS 18 | 10 | ECHS 27 | 12 | ECHS 34 | 6 | ECHS 37 |
| 10 | 3 | | 10 | | 11 | | 13 | |
| 11 | 5 | | 2 | | 9 | | 9 | |
| 12 | 0 | | 5 | | 2 | | 9 | |
| TOTAL | 65 | | 73 | | 83 | | 98 | |

Dyslexia Enrollment by Grade Level

STATE is at 2.5% identified Dyslexic

ECISD is at 2.6%

| Campus | Campus Administrator | Dyslexia Interventionist (s) | Dyslexia Assessment Personnel | Dyslexia Intervention Program | Campus Monitoring Personnel | 504 Coordinator |
|---|----------------------|---------------------------------|-------------------------------|--|-----------------------------|---|
| Myatt PK - K | Mauri Couey | Sherry Pietsch | Sherry Pietsch | Project Read & other Developmental Interventions | Sherry Pietsch | Holly Hoffer |
| Hutchins 1 st – 3 rd | Elizabeth Tupa | Lanise Williams Pamela Krpec | Pamela Krpec | Leap/Lexonik Sound Training | Lanise Williams | Elaine Rawlings |
| Northside 4 th – 5 th | Rebecca Crowell | Lileette Ilse | Lileette Ilse | Leap/Lexonik Sound Training System 44 | Lileette Ilse | Meghan Kallina |
| ECMS 6 th – 8 th | Mark Freeman | Kim Wilson | Tanya Burrow Kim Wilson | Leap/Lexonik Sound Training | Kim Wilson | Cindy Witcher Summer Dorotik |
| ECHS 9 th – 12 th | Demetric Wells | Debbie Orr | Sherry Pietsch | Leap/Lexonik Sound Training | Leah Morton | Sara Kahla Jessica Terrazas Diane Wallace |

18-19 ECISD Dyslexia [Administrators & Counselors](#) Survey Results

18-19 ECISD Dyslexia [Teacher](#) Survey Results

18-19 ECISD Dyslexia [Parent](#) Survey Results

ECISD Dyslexia Program Action Steps:

2017-18:

- Through a joint endeavor with the CDC, ECISD Trained several teachers in a Reading Intervention Program from Great Britain called Sound Training/Lexonix.
- Special Populations Coordinator position created to oversee the district dyslexia program.
- Created an ECISD Dyslexia Handbook.
- Increased assessment training at Myatt to help with the state required early identification and intervention of dyslexic students.
- Construct the district webpage to include information on the district's dyslexia program.
- All general education teachers completed the second module of required state Dyslexia training during August In-service.
- The dyslexia survey process was expanded.
- Brought in Bookshare as a FREE resource to students with Dyslexia and held a parent night.
- Special Populations Coordinator attended the CESD Dyslexia Conference.

2018-19:

- In accordance with HB 1886, Kdg, First and Second Grade students were screened at the MOY; will repeat at EOY.

- Coordinated monthly Dyslexia Team Meetings where assessment personnel share and get feedback on current assessments to build capacity and consistency.
- Professional Development:
 - All district faculty completed the third and final dyslexia module through Eduhero
 - Additional professionals and paraprofessionals were trained in Lexonik, formerly known as Sound Training.
 - All district dyslexia interventionists attended a dyslexia conference.
 - Special Populations Coordinator attended a dyslexia conference at Region IV and joined the International Dyslexia Association.
 - The Dyslexia Team attended an overview of the new TEA Dyslexia Handbook
 - Select ELAR Teachers from each campus were trained in methods for helping students with dyslexia
- Uploaded the ECISD Dyslexia Handbook to the district website along with other dyslexia resources.
- Parent Dyslexia Information Night held at Northside Elementary where we hosted 59 people that represented 22 of our district dyslexia population. Attendance was encouraged through a drawing for a tablet donated by Prosperity Bank.
- Although Sound Training has shown to be effective, the limited time involved led us to want to research a more comprehensive program that can be used more frequently with students of all age levels.
- The Dyslexia Team has been actively reviewing future dyslexia programs and has plans to do a few school visits to see the top runner in action before making a final decision. The new program will be in place at the start of the 19-20 school year.
- Conducted dyslexia parent, teacher, counselor and administrator survey on the current dyslexia program.

Recommendations for 2019-2020

- Implementation of the Texas Primary Reading Inventory (TPRI) as a screener given by classroom teachers in Kdg, First and Second Grade will provide data on early detection of dyslexia.
- New dyslexia intervention program will be implemented at all campuses so that the district improves fidelity and consistency of intervention services for students with dyslexia.
- In compliance with the guidelines in the new handbook, dyslexia interventionists at all campuses must be professional faculty; not paraprofessionals.
- ECISD Dyslexia Handbook will be updated to reflect the changes to the TEA Dyslexia Handbook.
- Additional secondary position to help support Middle and High School dyslexia students.
- Continue monthly meetings with Interventionists and dyslexia assessment staff to improve consistency and support districtwide.
- Work with campuses to revise Master Schedules to include designated time for dyslexia intervention.
- Continue Dyslexia module training for teachers new to the district.
- Provide content (non-ELAR) teachers with Dyslexia training to support students in the classroom.

District Goal 6: Create A Positive District Culture

Create and Maintain a Positive District Culture

Objective: ECISD will create and maintain a strong, positive district culture making ECISD a school district of choice for educational professionals.

Reports: The *administration* shall conduct a survey using a stratified random sampling of employees on the district culture by surveying employees every two years. The report shall include the survey results and data reflecting the district's employee retention rates and the results of employee exit interviews. The analysis must include information related to employee perceptions about where they work, the district's general direction, aspects of the district that can be improved, how they are treated at work, and the extent to which the district is focused on academic performance. Further, the report shall include data on experience and longevity related to the district's ability to secure and retain highly qualified, certified educators, skilled professional, and experienced crafts and trades personnel. The report shall include state benchmark comparisons.

Timing: This report will be provided to the Board of Trustees in February of every other year.

2016-17 Employee Exit Survey Overall Rating:

Excellent – 19

Good – 22

Fair – 6

Poor - 1

2017-18 Employee Exit Survey Overall Rating:

Excellent – 42

Good – 26

Fair – 5

Poor - 0

Staff Development Trainings Offered by the District:

On a scale from 1-4, how would you rate this training?

(% scores represent our staff responses)

0=unsatisfactory

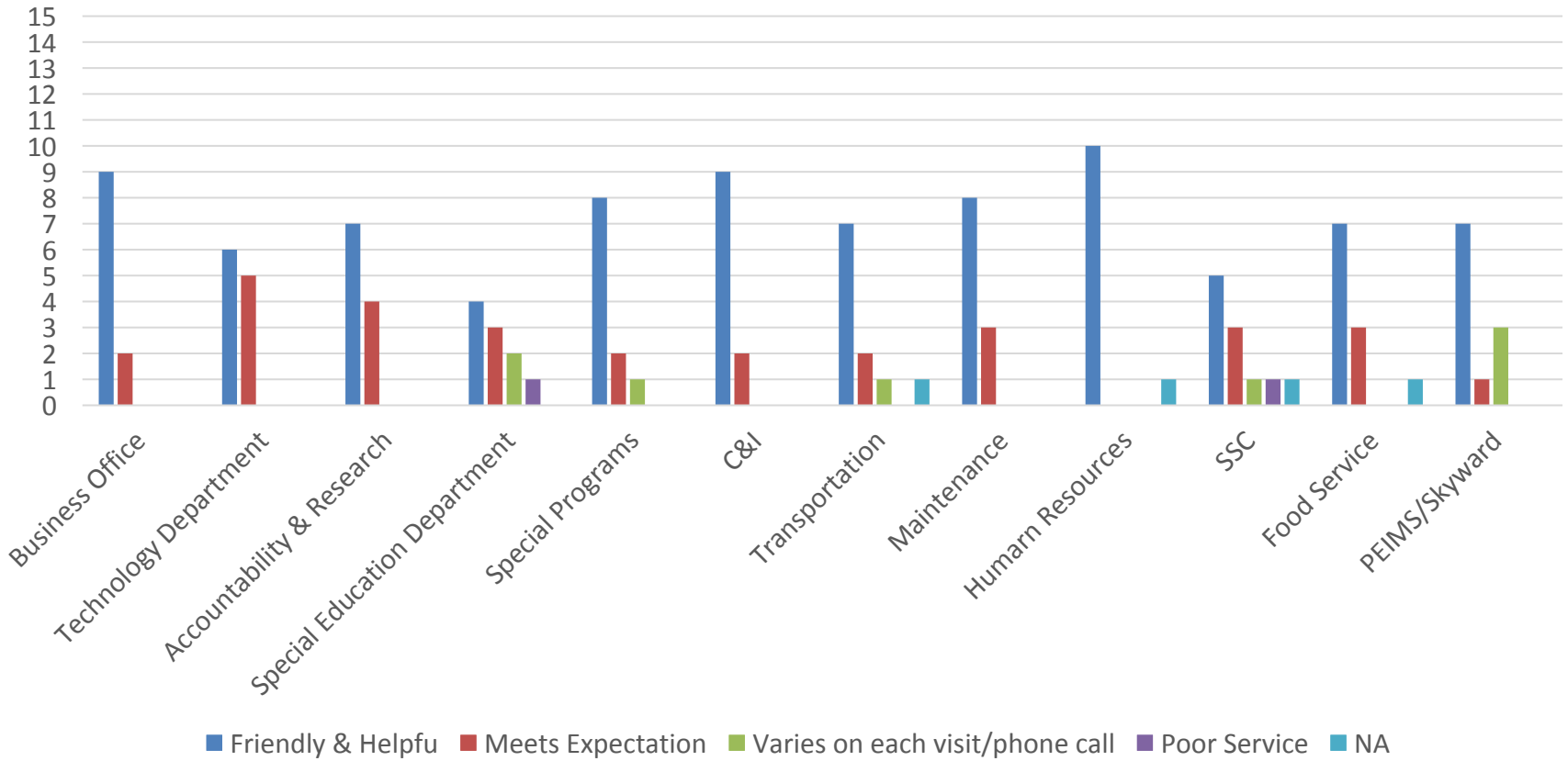
1%=average

16%=good

71%=outstanding

Principal Survey Results of Central Office Services

How Responsive Do You Feel Each Department is to Your Request?



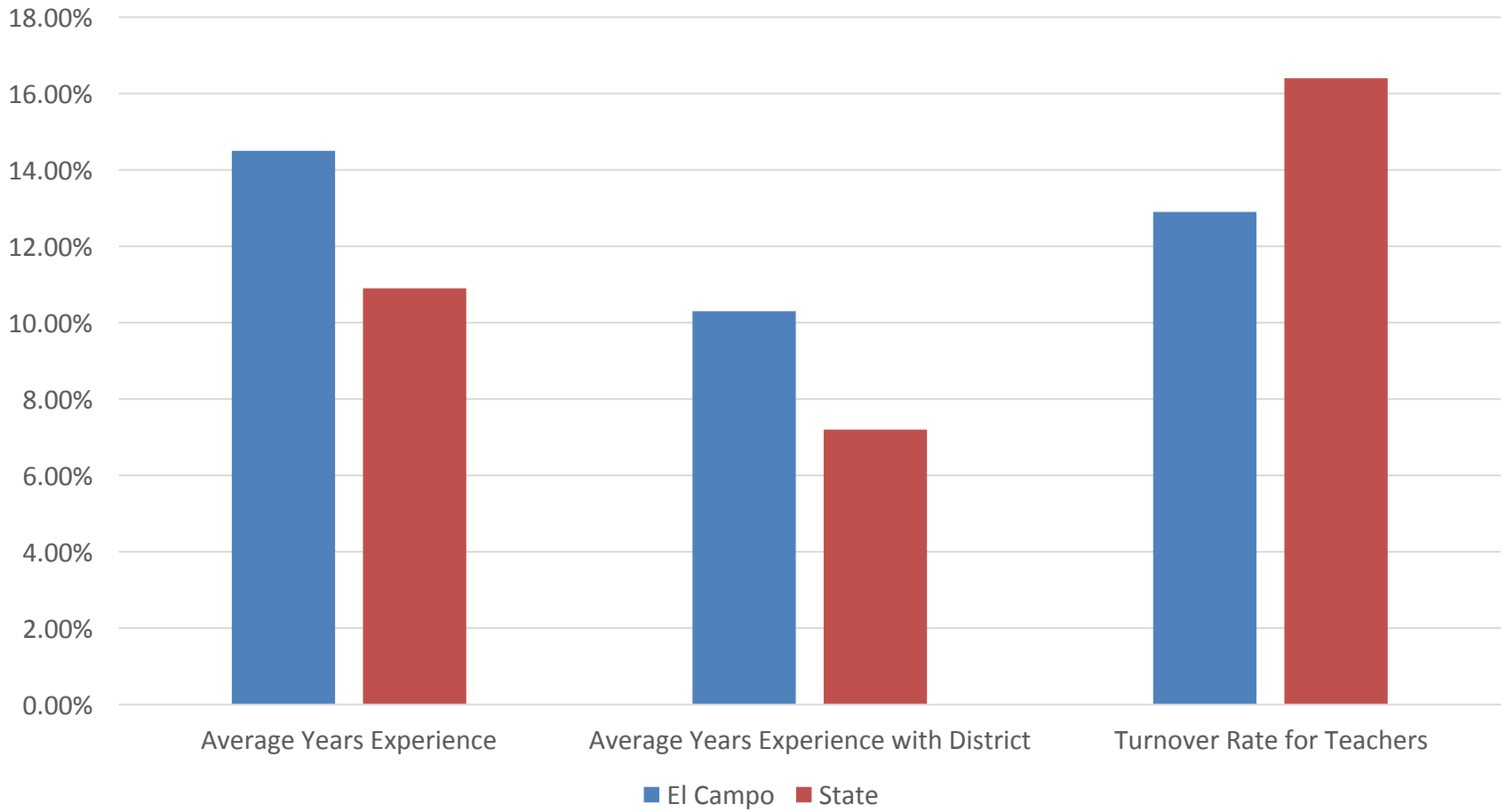
Teacher Survey 2016-17 School Year

Teacher Survey

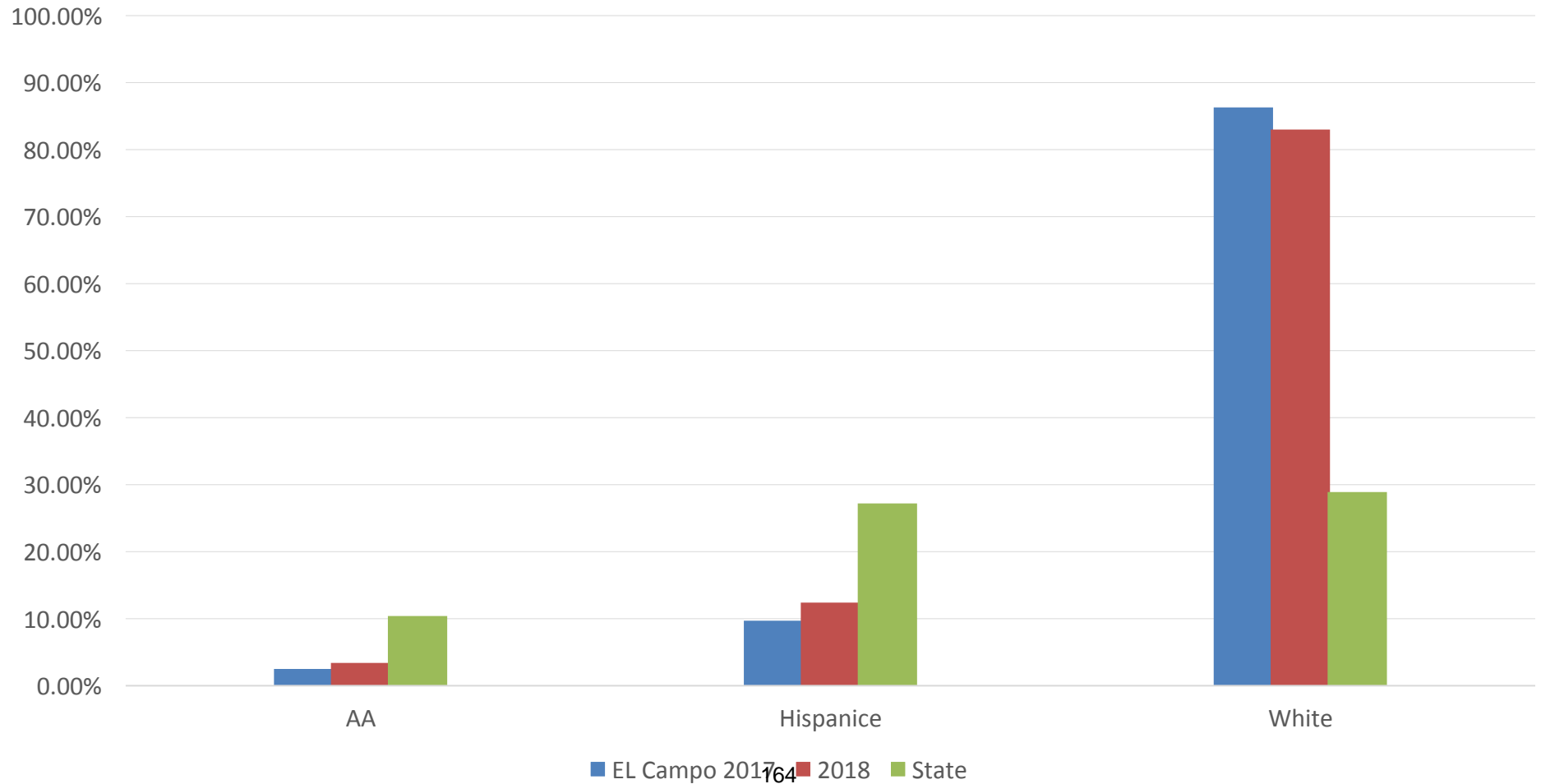
| 2017-18 | Count | Do I know what is expected of me at work? | | Do I have the opportunity, at work, to do what I do best every day? | | Do I have materials and equipment I need to do my work? | | In the last seven days, have I received recognition or praise for doing good work? | | Does my supervisor or someone at work seem to care about me as a person? | | Is there someone at work that encourages my development? | | At work, do my opinions seem to count? | | Does the mission and purpose of my school make me feel my job is important? | | Are my co-workers committed to doing quality work? | | Do I have a best friend at work? | | In the last six months, has someone talked to me about my progress? | |
|-------------|-------|---|----|---|----|---|----|--|----|--|----|--|----|--|----|---|----|--|----|----------------------------------|----|---|----|
| | | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| All | 238 | 231 | 7 | 213 | 25 | 197 | 41 | 178 | 60 | 228 | 10 | 221 | 17 | 200 | 38 | 219 | 19 | 217 | 21 | 159 | 79 | 214 | 24 |
| El Campo HS | 72 | 69 | 3 | 63 | 9 | 55 | 17 | 44 | 28 | 68 | 4 | 65 | 7 | 62 | 10 | 65 | 7 | 61 | 11 | 44 | 28 | 65 | 7 |
| El Campo MS | 60 | 57 | 3 | 52 | 8 | 47 | 13 | 52 | 8 | 56 | 4 | 56 | 4 | 52 | 8 | 54 | 6 | 54 | 6 | 38 | 22 | 53 | 7 |
| Hutchins | 47 | 47 | 0 | 41 | 6 | 42 | 5 | 34 | 13 | 45 | 2 | 45 | 2 | 38 | 9 | 43 | 4 | 46 | 1 | 32 | 15 | 46 | 1 |
| Myatt | 31 | 30 | 1 | 29 | 2 | 26 | 5 | 22 | 9 | 31 | 0 | 28 | 3 | 23 | 8 | 28 | 3 | 28 | 3 | 25 | 6 | 26 | 5 |
| Northside | 37 | 36 | 1 | 34 | 3 | 34 | 3 | 30 | 7 | 36 | 1 | 35 | 2 | 32 | 5 | 35 | 2 | 36 | 1 | 23 | 14 | 33 | 4 |

| 2016-17 | Count | Do I know what is expected of me at work? | | Do I have the opportunity, at work, to do what I do best every day? | | Do I have materials and equipment I need to do my work? | | In the last seven days, have I received recognition or praise for doing good work? | | Does my supervisor or someone at work seem to care about me as a person? | | Is there someone at work who encourages my development? | | At work, do my opinions seem to count? | | Does the mission and purpose of my school make me feel my job is important? | | Are my co-workers committed to doing quality work? | | Do I have a best friend at work? | | In the last six months, has someone at work talked to me about my progress? | |
|--------------|-------|---|----|---|----|---|----|--|----|--|----|---|----|--|----|---|----|--|----|----------------------------------|-----|---|----|
| | | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No |
| All | 263 | 257 | 4 | 222 | 40 | 214 | 49 | 183 | 77 | 244 | 15 | 235 | 25 | 197 | 62 | 226 | 35 | 228 | 31 | 158 | 101 | 226 | 37 |
| El Campo HS | 78 | 75 | 2 | 73 | 5 | 64 | 14 | 55 | 23 | 74 | 3 | 68 | 8 | 59 | 18 | 70 | 8 | 65 | 13 | 40 | 38 | 65 | 13 |
| El Campo MS | 63 | 61 | 1 | 49 | 13 | 55 | 8 | 51 | 12 | 59 | 4 | 56 | 7 | 51 | 12 | 51 | 10 | 55 | 6 | 37 | 24 | 54 | 9 |
| Hutchins EL | 55 | 55 | 0 | 47 | 8 | 43 | 12 | 24 | 29 | 48 | 6 | 45 | 9 | 38 | 15 | 46 | 9 | 47 | 8 | 41 | 12 | 44 | 11 |
| Myatt EL | 39 | 38 | 1 | 33 | 6 | 34 | 5 | 29 | 9 | 36 | 1 | 38 | 1 | 28 | 10 | 36 | 3 | 36 | 1 | 30 | 9 | 36 | 3 |
| Northside EL | 41 | 41 | 0 | 33 | 8 | 31 | 10 | 32 | 9 | 40 | 1 | 38 | 3 | 34 | 7 | 36 | 5 | 38 | 3 | 22 | 19 | 40 | 1 |

Experience & Turnover Rate

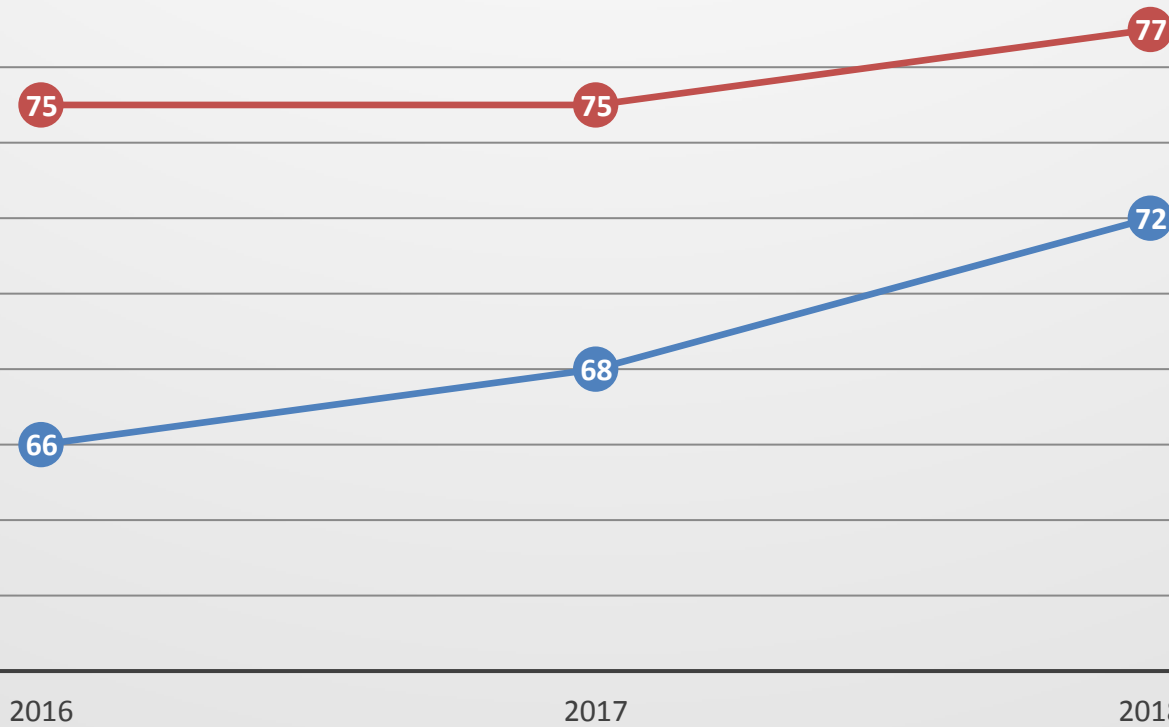


Teacher Demographics



Overall STAAR Average Comparison of State to ECISD

Chart Title



EC State

Action Required

Meeting Date: February 26, 2019

Submitted by: David Bright, Assistant Superintendent for Finance

Consent Agenda: Consider approval of Alternate Bid No. 1 to Replace the Fence at the South End Zone of Ricebird Stadium.
Business and Support Services

Summary On January 22, 2019, the Board of Trustees approved the Bid submitted by Polasek Construction to Install a Security Fence at El Campo High School. The alternate bid, also submitted at that time, to replace the existing fence located at the South End Zone of Ricebird Stadium was tabled.

Jeff Balcar is also getting quotes on having the existing fence sand blasted and painted. He hopes to have the quote by the February Board Meeting.

ECISD Board Policy CH (LOCAL), PURCHASING AND ACQUISITION

Effective Date February 26, 2019

Previous Board Action None

Future Action Expected None

Background Information and Significant Issues Competitive Sealed Proposals were received on December 20, 2018 for Installing a Security Fence at El Campo High School.

Fiscal Impact Alternate Bid #1 - \$59,700.00 - To replace fence at South End Zone of Ricebird Stadium.

Student and Public Benefit Request for Proposals are sought in order to secure the goods or service that is most beneficial to the district. The new fence will provide a more safe and secure environment for students attending classes at the El Campo High School campus.

Procedural and Reporting Implications None

Public Comments None

| | |
|--|--|
| Alternatives | None |
| Other Comments and Related Issues | None |
| Attachments | <ul style="list-style-type: none">• Copy of proposal submitted by Polasek Construction |
| Contact Person(s) | David Bright, Assistant Superintendent for Finance |
| Action Required | Motion, second and majority vote to accept or reject the alternate proposal for Replacing the Fence at the South End Zone of Ricebird Stadium. |
| Superintendent's Recommendation | A recommendation will be made at the meeting. Kelly Waters, Superintendent of Schools |

TO: Board of Trustees
FROM: David Bright
RE: Question by Board Member Ralph Novosad

Question: Did RWS specify one or more fence manufacturers in bidding the fence project?

Answer: The specs provided for multiply manufacturers as listed under Part 2 Products. Please see attached.

Malcolm also said he personally called 8 or 9 fencing companies/contractors. He also said he did not place an ad in the Houston or Victoria papers because of the high prices to advertise.

Please let me know if you need and further information.

PART 1 GENERAL**1.1 SECTION SUMMARY**

1.1.1 Design, fabrication, and installation of ornamental gates and fencing.

1.2 RELATED SECTIONS

1.2.1 Section 01010 - Summary of the Work

1.2.2 Section 01030 - Alternates

1.2.3 Section 01125 - Schedule of Values

1.2.4 Section 01300 - Administrative Requirements

1.2.5 Section 01630 - Product Options and Substitutions

1.2.6 Section 01700 - Contract Close Out

1.2.7 Section 03300 - Cast In Place Concrete: Pouring of reinforced concrete piers.

1.2.8 Section 09901 - Painting: Finish painting of gates/fencing.

1.2.9 Section 08715 - Finish Hardware: Lock Cylinders and Exit Devices.

1.3 REFERENCE

1.3.1 ASTM A 123/A 123M - Standard Specification for Zinc (Hot-Dip Galvanized) Coatings on Iron and Steel Products; 2000.

1.3.2 ASTM A 500 - Standard Specification for Cold-Formed Welded and Seamless Carbon Steel Structural Tubing in Rounds and Shapes; 1999.

1.4 SUBMITTALS

1.4.1 Submit shop drawings and product data in accordance with Supplementary Conditions.

1.4.2 Detail gates, frame, and installation details to scale.

1.4.3 Shop drawings are to be stamped with the seal and signature of a registered professional structural engineer licensed to practice in The State of Texas.

1.5 QUALITY ASSURANCE

1.5.1 Installer shall designate an individual in his organization who is responsible for quality review and assurance that the work installed under this section of the work meets the quality standards established herein.

1.5.2 Gate designs specified are based upon product literature published by Builders Fence Co., Inc. Gates or fencing provided by one of the other listed manufacturers shall be similar in style to that specified.

1.5.3 Sizes of members listed are minimum sizes required for styling only. The manufacturer shall be responsible for size and gauge of all members, hinges, posts, etc. as required for proper operation, durability, rigidity, and safety.

1.5.4 Gates or fencing which in the Architect's opinion have excessive flexure, sag, or lack of rigidity shall not be acceptable.

1.6 DELIVERY, STORAGE, AND HANDLING

1.6.1 Suppliers shall verify delivery schedule with Contractor prior to shipment.

1.6.2 Deliver, store, handle, and protect materials in accordance with manufacturer's printed instructions.

1.7 WARRANTY

1.7.1 Guarantee gate assemblies and fencing for one year from date of Substantial Completion.

1.7.2 Repair or replace faulty components at no charge to the Owner during the guarantee period.

1.8 PROTECTION

1.8.1 Protect adjacent surfaces, materials, and finishes from damage of any kind.

1.8.2 Promptly repair marks, scratches, or marring of any kind at no cost to the Owner.

PART 2 PRODUCTS**2.1 MANUFACTURERS**

2.1.1 Aztec Ornamental Iron and Foundry, Inc., Houston, 713/861-8002

2.1.2 Berger Iron Works, Inc., Houston, 713/869-7386

SECTION 02440

ORNAMENTAL GATES AND FENCING

- 2.1.3 Offenhauser Co., Houston, 713/928-2981
- 2.1.4 Builders Fence Co., Inc. Sun Valley, Ca., 1-800-232-2084
- 2.1.5 Southern Industrial Steel Co. Houston, 713-682-2569
- 2.1.6 Foster Fence Corporation, Houston, 281-456-7273

2.2 MATERIALS

2.2.1 General

- .1 Style: "3 Rail Houston Style as produced by Foster Fence Corporation"
- .2 Approximate Size
 - .1 Single gates:
 - .1 Gate Type A: TBD.
 - .2 Gate Type B: TBD.
 - .3 Gate Type C: TBD.
 - .2 Double gates:
 - .1 3'-2"+ wide each gate.
 - .2 5'-6" wide total opening x 5'-8"+ 4" toe space, total height 6'-0".
 - .3 Motorized Sliding Gates:
 - .1 Gate S1: TBD.
 - .2 Gate S2: TBD.

2.2.2 Members

- .1 Pickets: Minimum 3/4" x 3/4" x 16 ga. at 4" centers.
- .2 Rails: Minimum 1 1/2" x 1 1/2" x 14 ga.
- .3 Diagonal Bracing: As required by gate manufacturer.
- .4 Posts: As required by gate manufacturer for weight and size of specified gates (in no case smaller than indicated in the drawings).
- .5 Material: All members shall be structural steel tubing meeting requirements of ASTM A500. Hot-dip galvanize all members after fabrication in accordance with ASTM A123-84.

2.2.3 Hinges

- .1 Provide a minimum of (3) per gate heavy duty stainless steel roller-bearing hinges.
- .2 Mount intermediate hinge at the mid-point between upper hinge and horizontal center line of gate.

2.2.4 Hardware

- .1 Furnish manufacturer's standard hardware including latches and drop bolts. Provide galvanized pipe sleeves for drop bolts in paving at open and closed positions.
- .2 Provide cylinder lock for masterkeyable cylinder for each gate. Cylinder shall be furnished under the hardware section. Coordinate lock design with specified cylinder.

2.2.5 Finish

- .1 Apply mineral filler to eliminate weld scars and other blemishes.
- .2 Clean, bonderize, and finish with powder coated black finish to match existing ornamental fence at the High School Academic Building.
- .3 Finish painting provided under Section 09901 for all attachment Hardware and metal pieces not supplied by fence manufacturer.

2.3 MATERIALS – LINE FENCE

2.3.1 General

- .1 Style: "3 Rail Houston Style as produced by Foster Fence Corporation"
- .2 Members:
 - .1 Pickets: Minimum 3/4" x 3/4" x 16 ga. at 4" centers.
 - .2 Rails: Minimum 1 1/2" x 1 1/2" x 14 ga.
 - .3 Diagonal Bracing: As required by gate manufacturer.
 - .4 Posts: As required by gate manufacturer for weight and size of specified gates (in no case smaller than indicated in the drawings).
 - .5 Clamps and Rail Ends: Clamp manufacturer by Ameristar.
 - .6 Material: All members shall be structural steel tubing meeting requirements of ASTM A500. Hot dip galvanize all members after fabrication in accordance with ASTM A123 84.
 - .7 Concrete Footings: Minimum 12" diameter by depth +3" minimum, 2,500 psi concrete at

SECTION 02440

ORNAMENTAL GATES AND FENCING

line post, 3,000 psi concrete at Gate Post. (If sackcrete is used-water must be thoroughly mixed with concrete dry mix as recommended by concrete manufacturer. Mixing of dry concrete and water at each footing will not be allowed.)

- .8 Finish: match finish of gate sections as noted above.

PART 3 EXECUTION

3.1 PREPARATION

- 3.1.1 Obtain dimensions affecting the work of this Section from the site.
3.1.2 Ensure that components can be handled to place of final installation.

3.2 INSTALLATION

- 3.2.1 Set posts in reinforced concrete piers as designed by the gate manufacturer and as indicated in the approved shop drawings.
3.2.2 Hang gates and install latches and drop bolts only after concrete has fully set.
3.2.3 No field welding is to be done. All welds are to be completed in the shop by the gate manufacturer.

3.3 ADJUSTING AND CLEANING

- 3.3.1 Make adjustments for proper operation of gates.
3.3.2 Upon completion of installation, restore shop primer to original condition by touching up any marred or abraded surfaces.

END OF SECTION

RWS
ARCHITECTS

January 24, 2019

Mr. Greg Polasek
Polasek Construction Inc.
P.O. Box 64
El Campo, Texas 77437

Re: El Campo High School Security Fencing
El Campo Independent School District
Notice to Proceed
RWS Project No. 2018-06

Mr. Polasek:

We have been authorized to inform you that on January 22, 2019 the El Campo ISD Board of Trustees awarded Polasek Construction Inc. the construction contract for the subject project in the amount of \$194,700.00. This letter constitutes your formal Notice to Proceed. As per the proposal the Date of Commencement of the work will be established as the date when the contract is executed by all parties. As stipulated in the Proposal Documents, all work must be Substantially Complete by August 1, 2019. Although the Construction Contract Amount has been established for the project, there are factors in play that may increase the scope of work. We anticipate a final decision on the acceptance of Alternate No.1 the South End Zone Fencing upon a review by the Board of Trustees. Upon receipt of that information, a formal Change Order may be issued for inclusion into the project. If acceptable the Owner request that the price for Alternate No. 1 be held for 45 days. At this time please submit all required insurance and bonds as stipulated in the Proposal Documents for the approved project amount as enumerated below. Note that the Contract is being prepared based on the submitted information and will be sent to you for execution under separate cover.

The Contract Sum has been determined from the:

Base Proposal, as submitted December 20, 2018..... \$194,700.00

Total Construction Contract Amount..... \$194,700.00

Add Alternate No. 1 "South End Zone Fencing" \$ 59,700.00
Pending acceptance by the Board of Trustees within 45 days of the date of this Notice to Proceed.

We look forward to working with you on this project.

Sincerely,



Malcolm C. Gaus, AIA
Vice President

cc: Mrs. Kelly Waters, Superintendent, El Campo ISD
Mr. David Bright, Assistant Superintendent for Finance, El Campo ISD

Discussion and Possible Action

Governance

Discussion and Possible Action on the remaining \$75,000 fee from the Application for Appraised Value Limitation on Qualified Property Submitted by Wharton Wind, LLC.

Summary

On October 23, 2018, the board agreed to an initial review of an Application for Appraised Value Limitation on Qualified Property submitted pursuant to Texas Tax Code Chapter 313 by Wharton Wind, LLC and authorized Superintendent to engage consultants for review of Application.

The District reviewed the application for completeness and submitted the application to the Comptroller for further review. The application remains in the Comptroller office.

On January 14, 2019, the Wharton County Commissioners Court verbally voted not to offer a Chapter 312 Tax abatement to Wharton Wind. In the past, when dealing with similar county or city issues.

As of the January 22nd board meeting, Wharton Wind rescinded their application.

Refunding remaining fee is not required under Board policy, and applicants understand that the \$75,000 fee is non-refundable. Eddy Perez, the legal consultant, is not aware of another District refunding any portion of the fee under current circumstances. Given this background, he would not advise that the District return remaining funds.

If the Board is considering returning these funds without a particular reason (i.e., policy requiring the refund or a petition from the Applicant), they would also have to look into whether it will serve a public purpose or amount to a gift of public funds.

| Business | Action | Cost |
|---------------------------------|---|-----------|
| Financial Consulting | Impact Study, related meetings, documentation and presentation (75 to 85% complete) | 15,000 |
| Walsh Gallegos Attorneys at Law | Eddy Perez Legal fees | 13,671.23 |
| | Total Legal Fees | 28,671.23 |
| Wharton Wind Application Fee | | 75,000.00 |
| | Remaining | 46,328.77 |

ECISD Board Policy

CCG(LOCAL) LOCAL REVENUE SOURCES CCG AD VALOREM TAXES

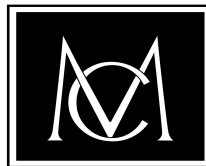
Effective Date

February 28, 2019

| | |
|--|--|
| Previous Board Action | At the July board meeting, the board approved amending Board Policy CCG(LOCAL) to include rules regarding the Chapter 313 application process. |
| Future Action Expected | None. |
| Background Information and Significant Issues | <p>Board Policy CCG (Local) incorporates the rules and laws governing the Chapter 313 process. The policy also outlines the steps for processing an application for an appraised value limitation and sets forth the procedures to monitor compliance with any agreement approved by the Board of Trustees.</p> <p>The Superintendent is designated the District's representative; however, the Board of Trustees remains the decision maker as to whether to approve any application.</p> |
| Fiscal Impact | 75,000 dollars accompanies the application to pay for the process. |
| Student and Public Benefit | Possible revenue for the district. |
| Procedural and Reporting Implications | None. |
| Public Comments | None. |
| Alternatives | None. |
| Other Comments and Related Issues | None. |
| Attachments | The project's financial impact study was complete (attached) pending any recommended amendments proposed by the Comptroller. |
| Contact Person(s) | <p>Kelly Waters, Superintendent of Schools</p> <p>David Bright, Assistant Superintendent of Finance and Business</p> |
| Action Required | No action necessary. |
| Superintendent's Recommendation | <p>No action necessary.</p> <p>Kelly Waters, Superintendent of Schools</p> |

**Summary of the District's Financial Impact
of Chapter 313 Agreement
with Wharton Wind, LLC**

January 13, 2019



MCDOWELL
School Finance
CONSULTING

**Summary of El Campo ISD Financial Impact
of the
Limited Appraised Value Application
from
Wharton Wind, LLC**

Introduction

Wharton Wind, LLC applied for a property value limitation from El Campo Independent School District under Chapter 313 of the Tax Code. The application was submitted on October 23, 2018 and subsequently approved for consideration by the El Campo ISD Board of Trustees. Wharton Wind, LLC (“Wharton Wind”), is requesting the property value limitation as a “renewable energy electric generation” project as listed in Sec. 313.024.(b) of the Tax Code.

“The Economic Development Act”, Tax Code Chapter 313, was created by House Bill 1200 of the 77th Texas Legislature in 2001. Further amendments were made to Chapter 313 as a result of House Bill 1470 from the 80th Texas Legislative Session in 2007 and additionally House Bill 3390 from the 83rd Legislative Session.

The Economic Development Act was created to attract qualifying businesses to Texas by allowing school districts the option of approving a property value limitation to these qualifying entities. The purpose of the property value limitation is to reduce the maintenance and operations taxes paid by the company, to a school district during the applicable years as displayed below:

El Campo ISD Financial Impact of Chapter 313 Agreement

The company must file an application with the school district to qualify for consideration of a Limited Appraised Value Agreement (“LAVA” or “Agreement”) to begin the following tax year or a later year if agreed upon by the District and the Company.

Years Prior to Start of Value Limitation Period:

The tax years prior to the start of the value limitation period are considered the “Prior to Start of Value Limitation Period” and the company’s school district taxes will be levied at one-hundred percent of the appraised value. The applicant has requested that tax years 2019 & 2020 are the years that are Prior to the Start of Value Limitation Period.

Value Limitation Period:

During the ten years of the Value Limitation Period, the qualifying entity’s taxable value will be reduced to the Minimum Limitation Amount for the applicable school district as determined by the State Comptroller’s Office. El Campo ISD is considered a Rural category 3 District as categorized with total taxable value of industrial property of at least \$1 million but less than \$90 million. Thus, El Campo ISD has a Minimum Qualified Investment amount of \$10 million and a Minimum Limitation Amount of \$20 million. A qualifying entity’s taxable value would be reduced to \$20 million during this ten year period of the agreement for the purposes of computing the tax levy for the maintenance and operations (M&O) tax of El Campo ISD. The entire appraised value will be used for computing the interest and sinking (I&S) tax levy. The applicant has requested that the Value Limitation Period to begin in tax year 2021 and continue through tax year 2030.

Final Five Years of the Agreement – Continue to Maintain a Viable Presence:

Tax years 2031 through 2035 will be the final five years of the agreement and the applicant agrees to maintain a viable presence with this project during this time.

El Campo ISD Financial Impact of Chapter 313 Agreement

Taxable Value Projections from Application

The following data shows the projected taxable values that Wharton Wind reported in the application to the District:

| | Year | School Year | Tax Year | Projected Taxable Value | Actual Taxable Value with Agreement |
|---|------|-------------|----------|-------------------------|-------------------------------------|
| Each Year Prior to Start of Value Limitation Period | 0 | 2018-2019 | 2018 | \$0 | \$0 |
| | 0 | 2019-2020 | 2019 | \$0 | \$0 |
| | 0 | 2020-2021 | 2020 | \$17,500,000 | \$17,500,000 |
| Value Limitation Period | 1 | 2021-2022 | 2021 | \$215,600,000 | \$20,000,000 |
| | 2 | 2022-2023 | 2022 | \$200,508,000 | \$20,000,000 |
| | 3 | 2023-2024 | 2023 | \$186,472,000 | \$20,000,000 |
| | 4 | 2024-2025 | 2024 | \$173,419,000 | \$20,000,000 |
| | 5 | 2025-2026 | 2025 | \$161,280,000 | \$20,000,000 |
| | 6 | 2026-2027 | 2026 | \$149,990,000 | \$20,000,000 |
| | 7 | 2027-2028 | 2027 | \$139,491,000 | \$20,000,000 |
| | 8 | 2028-2029 | 2028 | \$129,727,000 | \$20,000,000 |
| | 9 | 2029-2030 | 2029 | \$120,646,000 | \$20,000,000 |
| Continue to Maintain Viable Presence | 10 | 2030-2031 | 2030 | \$112,201,000 | \$20,000,000 |
| | 11 | 2031-2032 | 2031 | \$106,591,000 | \$106,591,000 |
| | 12 | 2032-2033 | 2032 | \$101,261,000 | \$101,261,000 |
| | 13 | 2033-2034 | 2033 | \$96,198,000 | \$96,198,000 |
| | 14 | 2034-2035 | 2034 | \$91,388,000 | \$91,388,000 |
| Additional Years for 25 Year Economic Impact Study | 15 | 2035-2036 | 2035 | \$86,819,000 | \$86,819,000 |
| | 16 | 2036-2037 | 2036 | \$82,478,000 | \$82,478,000 |
| | 17 | 2037-2038 | 2037 | \$78,354,000 | \$78,354,000 |
| | 18 | 2038-2039 | 2038 | \$74,436,000 | \$74,436,000 |
| | 19 | 2039-2040 | 2039 | \$70,714,000 | \$70,714,000 |
| | 20 | 2040-2041 | 2040 | \$67,178,000 | \$67,178,000 |
| | 21 | 2041-2042 | 2041 | \$63,819,000 | \$63,819,000 |
| | 22 | 2042-2043 | 2042 | \$60,628,000 | \$60,628,000 |
| | 23 | 2043-2044 | 2043 | \$57,597,000 | \$57,597,000 |
| | 24 | 2044-2045 | 2044 | \$55,000,000 | \$55,000,000 |
| | 25 | 2045-2046 | 2045 | \$55,000,000 | \$55,000,000 |

El Campo ISD Financial Impact of Chapter 313 Agreement

Taxable Value Impact from LAVA

The “Additional Value from Wharton Wind” represents the values that the company estimated as their taxable values in the application that was filed with the district. During tax years 2021 through 2030, the company’s taxable value will be limited to the \$20,000,000 Minimum Limitation Amount of El Campo ISD.

TABLE I- Calculation of Taxable Value:

| Tax Year | Additional Value From Wharton Wind | Minimum Limitation Amount | Abated Value | Taxable Value |
|--------------|------------------------------------|---------------------------|--------------|---------------|
| Jan. 1, 2018 | 0 | n/a | 0 | 0 |
| Jan. 1, 2019 | 0 | n/a | 0 | 0 |
| Jan. 1, 2020 | 17,500,000 | n/a | 0 | 17,500,000 |
| Jan. 1, 2021 | 215,600,000 | (20,000,000) | 195,600,000 | 20,000,000 |
| Jan. 1, 2022 | 200,508,000 | (20,000,000) | 180,508,000 | 20,000,000 |
| Jan. 1, 2023 | 186,472,000 | (20,000,000) | 166,472,000 | 20,000,000 |
| Jan. 1, 2024 | 173,419,000 | (20,000,000) | 153,419,000 | 20,000,000 |
| Jan. 1, 2025 | 161,280,000 | (20,000,000) | 141,280,000 | 20,000,000 |
| Jan. 1, 2026 | 149,990,000 | (20,000,000) | 129,990,000 | 20,000,000 |
| Jan. 1, 2027 | 139,491,000 | (20,000,000) | 119,491,000 | 20,000,000 |
| Jan. 1, 2028 | 129,727,000 | (20,000,000) | 109,727,000 | 20,000,000 |
| Jan. 1, 2029 | 120,646,000 | (20,000,000) | 100,646,000 | 20,000,000 |
| Jan. 1, 2030 | 112,201,000 | (20,000,000) | 92,201,000 | 20,000,000 |
| Jan. 1, 2031 | 106,591,000 | n/a | 0 | 106,591,000 |
| Jan. 1, 2032 | 101,261,000 | n/a | 0 | 101,261,000 |
| Jan. 1, 2033 | 96,198,000 | n/a | 0 | 96,198,000 |
| Jan. 1, 2034 | 91,388,000 | n/a | 0 | 91,388,000 |
| Jan. 1, 2035 | 86,819,000 | n/a | 0 | 86,819,000 |

El Campo ISD Financial Impact of Chapter 313 Agreement

Wharton Wind's Tax Benefit from Agreement

The projected amount of the net tax savings for Wharton Wind is \$16.255 million over the life of the Agreement. This net savings is after all tax savings and after estimated payments have been made to the district to offset their revenue losses that were a direct result of entering into this Agreement.

El Campo ISD projected tax rates for maintenance & operations (M&O) and interest & sinking (I&S) are based on the following assumptions:

- The District currently has M&O rate of \$1.17. The Study projects that the District will maintain an M&O tax rate of \$1.17 for the life of the agreement. The rollback calculations reduce the M&O rate in tax years 2021 & 2031.
- The district has outstanding bonds that are scheduled to payoff in 2037 and currently have a \$.38 I&S tax rate. This district's annual debt payment is approximately \$2,300,000 per year and the debt rates below are calculated rates using the projected taxable values with the addition of Wharton Wind estimated taxable values. The district could pursue a bond election and issue additional bonded debt during the life of this agreement.

TABLE II- Computation of Net Tax Savings:

| Fiscal Year | Projected M&O Tax Rate | Projected I&S Tax Rate | Taxes w/o Agreement | Tax Savings with Agreement | Payment of District's Revenue Losses | Net Tax Savings |
|-------------|------------------------|------------------------|---------------------|----------------------------|--------------------------------------|-----------------|
| 2018-2019 | 1.17 | 0.380 | 0 | 0 | 0 | 0 |
| 2019-2020 | 1.17 | 0.184 | 0 | 0 | 0 | 0 |
| 2020-2021 | 1.17 | 0.178 | 204,750 | 0 | 0 | 0 |
| 2021-2022 | 1.0931 | 0.152 | 2,522,520 | 2,288,520 | (1,259,020) | 1,029,500 |
| 2022-2023 | 1.17 | 0.151 | 2,345,944 | 2,111,944 | 0 | 2,111,944 |
| 2023-2024 | 1.17 | 0.150 | 2,181,722 | 1,947,722 | 0 | 1,947,722 |
| 2024-2025 | 1.17 | 0.148 | 2,029,002 | 1,795,002 | 0 | 1,795,002 |
| 2025-2026 | 1.17 | 0.147 | 1,886,976 | 1,652,976 | 0 | 1,652,976 |
| 2026-2027 | 1.17 | 0.145 | 1,754,883 | 1,520,883 | 0 | 1,520,883 |
| 2027-2028 | 1.17 | 0.132 | 1,632,045 | 1,398,045 | 0 | 1,398,045 |
| 2028-2029 | 1.17 | 0.130 | 1,517,806 | 1,283,806 | 0 | 1,283,806 |
| 2029-2030 | 1.17 | 0.129 | 1,411,558 | 1,177,558 | 0 | 1,177,558 |
| 2030-2031 | 1.17 | 0.127 | 1,312,752 | 1,078,752 | 0 | 1,078,752 |
| 2031-2032 | 1.144 | 0.125 | 1,247,115 | 0 | 0 | 0 |
| 2032-2033 | 1.17 | 0.063 | 1,184,754 | 0 | 0 | 0 |
| 2033-2034 | 1.17 | 0.062 | 1,125,517 | 0 | 0 | 0 |
| 2034-2035 | 1.17 | 0.061 | 1,069,240 | 0 | 0 | 0 |
| 2035-2036 | 1.17 | 0.060 | 1,015,782 | 0 | 0 | 0 |
| Totals | | | 24,442,365 | 16,255,208 | (1,259,020) | 14,996,187 |

El Campo ISD Financial Impact of Chapter 313 Agreement

Financial Impact Study

This Financial Impact Study was performed to determine the financial impact of the Limited Appraised Value Agreement on El Campo ISD. First, a seventeen year financial forecast was prepared to establish a baseline without the added values of the renewable energy electric generation company. Second, a seventeen year financial forecast was prepared that incorporated the additional taxable value of the company without a LAVA in effect. Third, a seventeen year financial forecast was prepared that incorporates the additional taxable value of the company with an approved LAVA. These three forecasts are detailed in the “Calculation of LAVA Impact on District’s Finances” section. The following assumptions were used to compare the financial impact of the LAVA:

- The current state funding formulas (in effect for 2018-2019 fiscal year) were used for state aid and recapture calculation purposes
 - Level 2 of Tier II yield - \$106.28 for all years thereafter - per weighted student in average daily attendance (WADA) per penny of tax effort
 - No Additional State Aid for Tax Reduction Funding “ASATR”
- The district’s tax rate for maintenance & operations (M&O) will remain at the same rate as for tax year 2018.
- A tax collection rate of 98% on current year tax levy with \$20,000 projected delinquent tax collections
- An annual taxable value increase of 2.0% was used to project the district’s taxable value, except as it related to the requested LAVA. The district’s 2018 taxable value was used as a baseline for all projections
- The district’s enrollment is projected to increase; therefore, the projected ADA and WADA for school year 2017-2018 was increased by .25% per year for the life of the agreement.

Although these assumptions were used to develop a baseline scenario for comparison purposes, many of these factors will not remain constant for the years of this proposed agreement. Also, Legislative changes to the school finance formulas are likely during the near future and almost certain during the life of this agreement.

El Campo ISD Financial Impact of Chapter 313 Agreement

Calculation of LAVA Impact on District's Finances

The tables displayed below (Table III, IV, V) show the different impacts on the school district's finances. These scenarios were computed to compare the District's revenue without the additional taxable value of Wharton Wind (Table III), the addition of Wharton Wind's taxable values without a Chapter 313 Agreement (Table IV), and the addition of Wharton Wind's taxable values with a Chapter 313 Agreement (Table V).

TABLE III – District Revenues *without* Wharton Wind, LLC:

| Fiscal Year | Total Taxable Value | Total M&O Taxes | State Revenue | | Total State Revenue | Recapture Payment | Total District Revenue |
|-------------|---------------------|-----------------|---------------|-----------|---------------------|-------------------|------------------------|
| | | | Tier I | Tier II | | | |
| 2018-2019 | 1,256,710,483 | 14,429,442 | 13,451,099 | 2,578,564 | 16,029,663 | 0 | 30,459,105 |
| 2019-2020 | 1,281,844,693 | 14,717,631 | 13,267,910 | 2,540,001 | 15,807,911 | 0 | 30,525,542 |
| 2020-2021 | 1,307,481,587 | 15,011,584 | 13,080,934 | 2,517,545 | 15,598,479 | 0 | 30,610,063 |
| 2021-2022 | 1,333,631,218 | 15,311,416 | 12,887,744 | 2,485,645 | 15,373,389 | 0 | 30,684,805 |
| 2022-2023 | 1,360,303,843 | 15,617,244 | 12,690,566 | 2,453,083 | 15,143,649 | 0 | 30,760,893 |
| 2023-2024 | 1,387,509,919 | 15,929,189 | 12,486,970 | 2,419,413 | 14,906,383 | 0 | 30,835,572 |
| 2024-2025 | 1,415,260,118 | 16,247,373 | 12,279,182 | 2,366,256 | 14,645,438 | 0 | 30,892,811 |
| 2025-2026 | 1,443,565,320 | 16,571,920 | 12,060,362 | 2,345,024 | 14,405,386 | 0 | 30,977,306 |
| 2026-2027 | 1,472,436,627 | 16,902,958 | 11,843,848 | 2,309,222 | 14,153,070 | 0 | 31,056,028 |
| 2027-2028 | 1,501,885,359 | 17,240,618 | 11,621,650 | 2,272,452 | 13,894,102 | 0 | 31,134,720 |
| 2028-2029 | 1,531,923,066 | 17,585,030 | 11,392,490 | 2,234,481 | 13,626,971 | 0 | 31,212,001 |
| 2029-2030 | 1,562,561,528 | 17,936,330 | 11,155,090 | 2,174,910 | 13,330,000 | 0 | 31,266,330 |
| 2030-2031 | 1,593,812,758 | 18,294,657 | 10,913,009 | 2,164,216 | 13,077,225 | (8,955) | 31,362,927 |
| 2031-2032 | 1,625,689,013 | 18,660,150 | 10,664,578 | 2,153,128 | 12,817,706 | (37,922) | 31,439,934 |
| 2032-2033 | 1,658,202,794 | 19,032,953 | 10,409,875 | 2,141,662 | 12,551,537 | (67,549) | 31,516,941 |
| 2033-2034 | 1,691,366,850 | 19,413,212 | 10,148,772 | 2,129,810 | 12,278,582 | (97,850) | 31,593,944 |
| 2034-2035 | 1,725,194,187 | 19,801,077 | 9,885,916 | 2,118,137 | 12,004,053 | (128,536) | 31,676,594 |
| 2035-2036 | 1,759,698,070 | 20,196,698 | 9,612,778 | 2,105,629 | 11,718,407 | (160,153) | 31,754,952 |

El Campo ISD Financial Impact of Chapter 313 Agreement

TABLE IV- District Revenues with Wharton Wind, LLC without Chapter 313 Agreement:

| Fiscal Year | Total Taxable Value | Total M&O Taxes | State Revenue | | Total State Revenue | Recapture Payment | Total District Revenue |
|-------------|---------------------|-----------------|---------------|-----------|---------------------|-------------------|------------------------|
| | | | Tier I | Tier II | | | |
| 2018-2019 | 1,256,710,483 | 14,429,442 | 13,451,099 | 2,578,564 | 16,029,663 | | 30,459,105 |
| 2019-2020 | 1,281,844,693 | 14,717,631 | 13,267,910 | 2,540,001 | 15,807,911 | | 30,525,542 |
| 2020-2021 | 1,324,981,587 | 15,212,239 | 13,080,934 | 2,551,137 | 15,632,071 | | 30,844,310 |
| 2021-2022 | 1,549,231,218 | 16,615,954 | 12,712,744 | 2,640,051 | 15,352,795 | | 31,968,749 |
| 2022-2023 | 1,560,811,843 | 17,916,269 | 10,534,566 | 2,086,395 | 12,620,961 | (26,933) | 30,510,297 |
| 2023-2024 | 1,573,981,919 | 18,067,277 | 10,481,890 | 2,090,508 | 12,572,398 | (35,106) | 30,604,569 |
| 2024-2025 | 1,588,679,118 | 18,235,795 | 10,414,462 | 2,090,293 | 12,504,755 | (44,882) | 30,695,668 |
| 2025-2026 | 1,604,845,320 | 18,421,156 | 10,326,172 | 2,092,025 | 12,418,197 | (56,621) | 30,782,732 |
| 2026-2027 | 1,622,426,627 | 18,622,744 | 10,231,048 | 2,090,296 | 12,321,344 | (69,420) | 30,874,668 |
| 2027-2028 | 1,641,376,359 | 18,840,021 | 10,121,750 | 2,087,722 | 12,209,472 | (83,720) | 30,965,773 |
| 2028-2029 | 1,661,650,066 | 19,072,480 | 9,997,580 | 2,087,697 | 12,085,277 | (99,543) | 31,058,214 |
| 2029-2030 | 1,683,207,528 | 19,319,658 | 9,857,820 | 2,083,094 | 11,940,914 | (116,919) | 31,143,653 |
| 2030-2031 | 1,706,013,758 | 19,581,154 | 9,706,549 | 2,081,370 | 11,787,919 | (135,573) | 31,233,500 |
| 2031-2032 | 1,732,280,013 | 19,882,323 | 9,542,568 | 2,078,855 | 11,621,423 | (155,769) | 31,347,977 |
| 2032-2033 | 1,759,463,794 | 20,194,012 | 9,343,965 | 2,070,782 | 11,414,747 | (179,411) | 31,429,348 |
| 2033-2034 | 1,787,564,850 | 20,516,219 | 9,136,162 | 2,062,157 | 11,198,319 | (204,029) | 31,510,509 |
| 2034-2035 | 1,816,582,187 | 20,848,931 | 8,923,936 | 2,053,550 | 10,977,486 | (229,322) | 31,597,095 |
| 2035-2036 | 1,846,517,070 | 21,192,165 | 8,698,898 | 2,043,960 | 10,742,858 | (255,818) | 31,679,205 |

TABLE V – District Revenues with Wharton Wind, LLC with Chapter 313 Agreement:

| Fiscal Year | Total Taxable Value | Total M&O Taxes | State Revenue | | Total State Revenue | Recapture Payment | Payment for District Losses | Total District Revenue |
|-------------|---------------------|-----------------|---------------|-----------|---------------------|-------------------|-----------------------------|------------------------|
| | | | Tier I | Tier II | | | | |
| 2018-2019 | 1,256,710,483 | 14,429,442 | 13,451,099 | 2,578,564 | 16,029,663 | 0 | 0 | 30,459,105 |
| 2019-2020 | 1,281,844,693 | 14,717,631 | 13,267,910 | 2,540,001 | 15,807,911 | 0 | 0 | 30,525,542 |
| 2020-2021 | 1,324,981,587 | 15,212,239 | 13,080,934 | 2,551,137 | 15,632,071 | 0 | 0 | 30,844,310 |
| 2021-2022 | 1,353,631,218 | 15,540,736 | 12,712,744 | 2,456,249 | 15,168,993 | 0 | 1,259,020 | 31,968,749 |
| 2022-2023 | 1,380,303,843 | 15,846,564 | 12,490,566 | 2,415,329 | 14,905,895 | 0 | 0 | 30,752,459 |
| 2023-2024 | 1,407,509,919 | 16,158,509 | 12,286,970 | 2,381,673 | 14,668,643 | 0 | 0 | 30,827,152 |
| 2024-2025 | 1,435,260,118 | 16,476,693 | 12,079,182 | 2,332,236 | 14,411,418 | 0 | 0 | 30,888,111 |
| 2025-2026 | 1,463,565,320 | 16,801,240 | 11,860,362 | 2,311,004 | 14,171,366 | 0 | 0 | 30,972,606 |
| 2026-2027 | 1,492,436,627 | 17,132,278 | 11,643,848 | 2,275,202 | 13,919,050 | 0 | 0 | 31,051,328 |
| 2027-2028 | 1,521,885,359 | 17,469,938 | 11,421,650 | 2,238,432 | 13,660,082 | 0 | 0 | 31,130,020 |
| 2028-2029 | 1,551,923,066 | 17,814,350 | 11,192,490 | 2,200,461 | 13,392,951 | 0 | 0 | 31,207,301 |
| 2029-2030 | 1,582,561,528 | 18,165,650 | 10,955,090 | 2,162,910 | 13,118,000 | (1,784) | 0 | 31,281,866 |
| 2030-2031 | 1,613,812,758 | 18,523,977 | 10,713,009 | 2,152,216 | 12,865,225 | (30,082) | 0 | 31,359,120 |
| 2031-2032 | 1,732,280,013 | 19,440,938 | 10,464,578 | 2,255,322 | 12,719,900 | (47,457) | 0 | 32,113,381 |
| 2032-2033 | 1,759,463,794 | 20,194,012 | 9,343,965 | 2,070,782 | 11,414,747 | (179,411) | 0 | 31,429,348 |
| 2033-2034 | 1,787,564,850 | 20,516,219 | 9,136,162 | 2,062,157 | 11,198,319 | (204,029) | 0 | 31,510,509 |
| 2034-2035 | 1,816,582,187 | 20,848,931 | 8,923,936 | 2,053,550 | 10,977,486 | (229,322) | 0 | 31,597,095 |
| 2035-2036 | 1,846,517,070 | 21,192,165 | 8,698,898 | 2,043,960 | 10,742,858 | (255,818) | 0 | 31,679,205 |

El Campo ISD Financial Impact of Chapter 313 Agreement

Current School Finance Law

A major overhaul of the school finance formulas was implemented as a result of House Bill 1 of the 79th Legislative Session and became effective for the 2006-2007 school year. Those formula changes had an effect on the district's financial impact from granting a property value limitation. Due to the district's "Hold Harmless" provision that was enacted in the funding formulas, some districts had the majority of the district's revenue losses (during the first year that the "limited appraised value" was used as the actual taxable value) offset with additional state funding. The funding that was available to offset those revenue losses was called Additional State Aid for Tax Reduction (ASATR) and those funds were phased out as a result of legislation in the 82nd Legislative Session in 2011. This legislation eliminated the ASATR funding for fiscal year 2017-2018 and thereafter and can have a significant financial impact for LAVA agreements that have a year three in 2017-2018 or later. The loss of ASATR funding can again cause a district to experience a significant loss of funds in year three of the agreement and consequently cause the company to have revenue protection payments during that year that are similar to those experienced prior to 2006-2007.

El Campo ISD Financial Impact of Chapter 313 Agreement

Supplemental Payments

Assuming that the District and Wharton Wind, LLC mutually agree in the LAVA that the greater of \$100 per student in average daily attendance (ADA) or \$50,000, will be paid to El Campo ISD by Wharton Wind, the projected amount of these payments over the life of the agreement is \$1,564,155 of the \$14.996 million net tax savings amount. This amount will be computed annually according to Section VI of the Agreement.

TABLE VI - Calculation of the Supplemental Payments:

| Fiscal Year | Net Tax Savings | El Campo ISD Supplemental | Wharton Wind Share |
|------------------|-------------------|---------------------------|--------------------|
| 2018-2019 | 0 | 0 | 0 |
| 2019-2020 | 0 | 104,277 | (104,277) |
| 2020-2021 | 0 | 104,277 | (104,277) |
| 2021-2022 | 1,029,500 | 104,277 | 925,223 |
| 2022-2023 | 2,111,944 | 104,277 | 2,007,667 |
| 2023-2024 | 1,947,722 | 104,277 | 1,843,445 |
| 2024-2025 | 1,795,002 | 104,277 | 1,690,725 |
| 2025-2026 | 1,652,976 | 104,277 | 1,548,699 |
| 2026-2027 | 1,520,883 | 104,277 | 1,416,606 |
| 2027-2028 | 1,398,045 | 104,277 | 1,293,768 |
| 2028-2029 | 1,283,806 | 104,277 | 1,179,529 |
| 2029-2030 | 1,177,558 | 104,277 | 1,073,281 |
| 2030-2031 | 1,078,752 | 104,277 | 974,475 |
| 2031-2032 | 0 | 104,277 | (104,277) |
| 2032-2033 | 0 | 104,277 | (104,277) |
| 2033-2034 | 0 | 104,277 | (104,277) |
| 2034-2035 | 0 | 0 | 0 |
| 2035-2036 | 0 | 0 | 0 |
| Totals | 14,996,187 | 1,564,155 | 13,432,032 |

El Campo ISD Financial Impact of Chapter 313 Agreement

Impact of Projected Student Growth On District Facilities

TABLE VII – Campus Capacity and Available Growth

| Campus Name | Grade Level | # of Regular Classrooms | Building Capacity | Current Enrollment | Enrollment Growth Available |
|------------------------|-------------|-------------------------|-------------------|--------------------|-----------------------------|
| El Campo High School | 9-12 | 53 | 1166 | 1127 | 39 |
| El Campo Middle School | 6-8 | 42 | 924 | 863 | 61 |
| Northside Elementary | 4-5 | 35 | 770 | 535 | 235 |
| Hutchins Elementary | 1-3 | 45 | 990 | 719 | 271 |
| Myatt Elementary | EE-K | 30 | 660 | 438 | 222 |
| Total | | 205 | 4510 | 3682 | 828 |

The building capacities are based on 22 students per classroom for elementary and also 22 students per grade level at secondary schools. El Campo ISD is an early-education through 12th grade district.

Wharton Wind, LLC provided supplemental information with their application that projected the number of full-time employees that are expected for permanent employment after construction of the project is completed. They projected that ten employees are expected. It is not known whether these would be new employees to the El Campo ISD, or if current residents would occupy these positions; however, it is assumed that these employees would be new residents to the district.

Based on average statewide figures provided by a demographer, it is projected that each new household would produce .5 students. Thus, the new ten positions equates to 5 new students.

This projected student growth can be accommodated with the current facilities of El Campo ISD as displayed in Table VII above.

Conclusion

This Financial Impact Study displays that entering into a Limited Appraised Value Agreement with Wharton Wind, LLC, would be beneficial to both Wharton Wind and El Campo ISD under the current school finance system.

Wharton Wind, LLC would benefit from reduced property taxes during the ten years of the Value Limitation Period. Although some of the tax savings would be used to offset district's revenue losses and supplemental payments to the District, Wharton Wind is projected to benefit from an 87% tax savings during that ten year period of this Agreement. Wharton Wind also has the option of terminating the Agreement if the amount paid to the District during a tax year is greater than the amount of taxes that would have been paid without the agreement; therefore, there is no inherent risk for the company from entering into the Agreement.

El Campo ISD would also have no inherent risk under the current school finance system and with the provisions in the LAVA that require Wharton Wind to offset any district losses caused by the LAVA. An annual calculation will be performed each year to determine if a loss to the District has been incurred. The revenue impact to the District will be computed by comparing the District's revenues with and without the LAVA in effect.

Discussion Item

**Discussion Agenda:
Governance**

Board Suggestions for Superintendent's 2020-21 Performance Goals

Summary

Planning is a primary responsibility of the Board. Through the development of district goals and performance goals for the Superintendent, the Board defines their expectations and priorities. The performance goals established by the Board and Superintendent become an integral part of the Superintendent evaluation process.

According to research conducted by Katzenbach & Smith in 1993, *“Transforming broad directives into specific and measurable performance goals is the surest first step for a team trying to shape a common purpose.”*

The Board with the Superintendent needs to develop performance goals for March 2020 – January 2021. These performance goals will become Part I of the 2020-2021 Superintendent Performance Evaluation.

ECISD Board Policy

BJCD (LOCAL), SUPERINTENDENT: EVALUATION

Effective Date

March 2020 – January 2021

Previous Board Action

The Board annually approves performance goals for the Superintendent.

Future Action Expected

The Board develops goals for the district and sets performance goals for the Superintendent annually.

**Background Information and
Significant Issues**

One of the four best practices identified under the Planning and Governance section of the *TASB Effective Board Practices Inventory* states that “a comprehensive statement of goals for the district is in place.” Several of the criteria under this section address superintendent performance goals, how they are reviewed, and their implications in the superintendent evaluation process:

2.3 The board is familiar with the administration’s written plans for accomplishing the goals. The plan includes time lines for implementation, specific mechanisms for assessing the effectiveness of the plans, and specific times for reporting to the board on progress.

3.2 The board’s superintendent evaluation instrument and process focus first and foremost on the superintendent’s success in addressing board-adopted goals.

| | |
|--|--|
| Fiscal Impact | Unknown. |
| Student and Public Benefit | Clear, measurable goals provide direction and focus for the district administration in the operations of the school. A periodic review of these goals ensures that the administration is making progress toward the accomplishment of the goals. |
| Procedural and Reporting Implications | None. |
| Public Comments | None. |
| Alternatives | None. |
| Other Comments and Related Issues | Once the Board approves these performance goals, an action plan for accomplishing the goals will be developed and presented for Board review. |
| Attachments | None. |
| Contact Person(s) | Kelly Waters, Superintendent of Schools |
| Action Required | None Required. |
| Superintendent's Recommendation | Discussion Item Only. Kelly Waters, Superintendent of Schools |

Discussion Item

| | |
|--|---|
| Curriculum & Instruction | Discussion of District Student Management Directive |
| ECISD Board Policy | None. |
| Effective Date | Ongoing |
| Previous Board Action | <p>The board has requested monthly updates on campus discipline committees in reference to the following board directive:</p> <p>Using current district resources, develop a district-wide plan that complies with legal guidelines and reflects the values of the community, emphasizes consequences for actions, values the educational experience of all students, emphasizes communication with parents/community, aims to eliminate disruptions to the educational process, and empowers each campus to develop a unique, individualized, campus-specific discipline plan built within the parameters of the district-wide plan.</p> |
| Future Action Expected | Monthly Progress Report |
| Background Information and Significant Issues | <p>In the spring of 2014, the district formed a committee of teachers to investigate discipline concerns in ECISD. The committee spent a considerable amount of time researching best practices and considered purchasing a “canned” student management program. Eventually, the committee decided to use ECISD’s best practices and write suggestions for teachers and administrators. This document is known as EC’s PR Plan which foundation is based on building positive relationships.</p> |
| Fiscal Impact | None. |
| Student and Public Benefit | <p>Proactive student discipline provides the district with the opportunity to intervene with those who may need special attention.</p> |
| Procedural and Reporting Implications | None. |
| Public Comments | None. |
| Alternatives | None. |

Other Comments and Related Issues

Myatt- Myatt’s Behavior Support Team continues to meet with teachers and parents to assist with helping students with their behavior goals. Two of our team members recently attended a training called: Behavior Change: The Good, The Bad, and The Ugly. This training will be shared with the rest of the team.

Hutchins- We have RTI behavior follow up meetings scheduled throughout the month and our next committee meeting is scheduled for Friday, March 1.

Northside- Northside Discipline committee met Friday, February 8, 2019. The following topics were discussed:

- Teachers need to be at the lunch recess pick up 2 minutes before to cut down on hallway noise.
- 4th Grade teachers need to be on time taking and picking up 4th Grade for specials.
- Teachers need to realize that once they write up a student and send to the office they have released the power to the administrator to determine the consequence.
- We will do a mid year review of the rules:
 - In line
 - Mouths closed
 - Hands wrapped up
 - Enforcing the quiet by the teachers
- Discipline committee will come up with 5 minute mini lessons from 7:45 – 8:00 to teach the students everyday about the Early Act First Knight virtues.

ECMS- We have implemented a 10/10 policy on campus which prohibits students from leaving class the first and last 10 minutes of class for restroom and water. Teachers have been very welcoming of the new policy and it has really cut down on hallway traffic during class time.

ECHS- The discipline committee is in the process of reviewing discipline consequences to help teachers create their own in class strategies. This will help us have a uniform approach to the minor discipline offenses at ECHS.

Attachments

None

Contact Person(s)

Kelly Waters, Superintendent of Schools

Action Required

No action required.

Superintendent’s Recommendation

Discussion Item.
Kelly Waters, Superintendent of Schools

Information Only

Governance

Annual Report to the Board of Trustees to satisfy Education Code 28.004(m) SHAC Annual Report.

Summary

SHAC Annual Report Recommendations Required by Law:

- Any recommendation concerning a district’s health education curriculum and instruction or related matters that the SHAC has not previously submitted to the board
- Any suggested modification to a SHAC recommendation previously submitted to the board
- A detailed explanation of the SHAC’s activities during the period between the date of the current report and the date of the last prior written report

Education Code 28.004(m)

SHAC’s Goals:

- a. Educate students on the health consequences of vaping, smoking, and alcohol use.
- b. Provide parent education in the area of nicotine products and alcohol.
- c. Bring awareness through visual and audio visuals of the side effects of vaping, smoking and alcohol.

| Grade | Curriculum Type | Description |
|----------------------|---|--|
| K-3 | Kelso’s Choice | Nine components kick off with counselors and integrated into curriculum, announcements, and culture of the school. |
| K-5 | Classroom Guidance | Counselors present Social Skills training on the average one time a month to all students |
| 1 st (2X) | SMART Moves – Officer Biskup through PE | Drugs, smoking, strangers, bullying, and guns information |
| 3 rd (2X) | SMART Moves – Officer Biskup through PE | Age appropriate for drugs, smoking, strangers, and bullying information |
| 4 th | Always Changing | Separate classes by gender |

| | | |
|---|---|--|
| 5 th (2X) | SMART Moves – Officer Biskup through PE | Age appropriate for drugs, smoking, strangers, and bullying information |
| 5 th | We are All Always Changing and Good Decision Making | Separate classes by gender |
| 6 th , 7 th , 8 th | Three year rotation of 4 Aim for Success programs Focus on providing Anti-Vaping literature | Year 1: Aim for Success – Why avoid sex until marriage and Focus on Success- Technology, pornography, and healthy relationships Year 2: Freedom to Succeed- Teens, sex and the law Year 3: Achieve Success – How to avoid sex until marriage |
| 8 th (2X) | SMART Moves – Officer Biskup through Teen Leadership Focus on providing Anti-Vaping literature | Drugs, addicts, relationships, police, sex age, sex offenders, date rape and sexual favors Crisis Center Presentation –Teen Safety Matters |
| 9 th | AIM for Success Focus on providing Anti-Vaping literature | XTREME Direct “Straight-Talk” Facts |
| All Counselors, Principals and AP’s | Brooks Gibbs Website | Login username: kwaters@ecisd.org password: 7e2kHRVLqt |

ECISD Board Policy

BDF (Legal) Board of Internal Organization Citizen Advisory Committees.

Effective Date

Ongoing

Previous Board Action

The Board appointed members to serve on the advisory board.

| | |
|--|--|
| Future Action Expected | Approve Advisory Recommendations |
| Background Information and Significant Issues | In 2015 the School Health Advisory Committee (SHAC) was revitalized. The Board appointed several community members and parents to assist the district in ensuring that local community values are reflected in the district’s health education instruction by serving on this committee. |
| Fiscal Impact | None. |
| Student and Public Benefit | Under the direction of Senate Bill 1357 (2003 Legislative Session) Section 28.004, the School Health Advisory Council, (SHAC) is a group of individuals representing segments of the community, who are appointed by the school district to provide advice to the district on coordinated school health programming and its impact on student health and learning. |
| Procedural and Reporting Implications | According to TEC <u>§28.004(a)</u> , the board of trustees of each school district shall establish a local SHAC to assist the district in ensuring that local community values are reflected in the district's health education instruction. |
| Public Comments | None. |
| Alternatives | None. |
| Other Comments and Related Issues | None. |
| Attachments | None. |
| Contact Person(s) | Wayne Condra – SHAC Chairman Kelly Waters, Superintendent of Schools |
| Action Required | No action required. |

**Superintendent's
Recommendation**

This is a informational item only.

Kelly Waters, Superintendent of Schools

Agenda Item Summary Sheet
Meeting Date: February 26, 2019

Information Item

Submitted by: Dolores A. Treviño, Assistant Superintendent of Curriculum and Instruction

| | |
|--|---|
| Curriculum and Instruction | Local Accountability Board Monitoring Document |
| Summary | <p>On June 13, 2018, the Board of Trustees received the required board training on SB 1566 on Evaluating and Improving Student Outcomes. This training emphasizes the need for the board to set local expectations for student outcomes. Our Board Monitoring Document provides the framework for setting and evaluating student outcomes and includes Goal Progress Measures (GPM).</p> <p>This month the GPM reports are on the following goals:</p> <ul style="list-style-type: none">• 1.B Part 1 School Progress – Academic Growth• 1.B Part 2 School Progress – Relative Performance |
| ECISD Board Policy | AIA (Legal) – Accountability, Accreditation and Performance Indicators – Quality of Learning Indicators |
| Effective Date | February 2019 |
| Previous Board Action | The Board initially approved the Board Monitoring Document at the regular meeting in March 2013 and adopted an update on August 2018. |
| Future Action Expected | The Board receives monthly Goal Progress Measures of student outcomes. |
| Background Information and Significant Issues | None. |
| Fiscal Impact | None. |
| Student and Public Benefit | The Board has set the expectation that the district will meet state accountability standards. |
| Procedural and Reporting Implications | Monthly reports will be made to the Board on the different criteria in the Board Monitoring Document as outlined. |
| Public Comments | None. |
| Alternatives | None. |
| Other Comments and Related Issues | None. |
| Attachments | Report on School Progress – Academic Growth (1 st -8 th STAR REN Reports in Reading & Math); School Progress –Relative Performance (CIP Quarterly Report) |
| Contact Person(s) | Dolores Trevino, Assistant Superintendent of Curriculum and Instruction |
| Action Required | Approval of the proposed revisions to the Board Monitoring Document. |
| Superintendent's Recommendation | Kelly Waters, Superintendent of Schools |



Growth Report

Printed Tuesday, February 12, 2019 9:42:02 AM

School: Hutchins Elementary School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Grade: 1

Summary

| | Selection | SGP ^c (216 of 218 Students) Median | Test Date | Average Scores (218 Students) | | | | | |
|---|-------------|---|-----------|----------------------------------|------|----|------|-----|-------------------|
| | | | | SS | GE | PR | NCE | IRL | EORF ^a |
| 1 | All Classes | 31 | Pretest | 81 | 1.0 | 42 | 45.9 | PP | 17 |
| | | | Posttest | 125 | 1.6 | 46 | 47.6 | PP | 32 |
| | | | Change | +44 | +0.6 | +4 | +1.7 | | +15 |



Growth Report

Printed Tuesday, February 12, 2019 9:42:02 AM

School: Hutchins Elementary School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Grade: 2

Summary

| Selection | SGP ^c (243 of 243 Students) Median | Test Date | Average Scores (243 Students) | | | | | |
|------------------|---|-----------|----------------------------------|------|-----|------|-----|-------------------|
| | | | SS | GE | PR | NCE | IRL | EORF ^a |
| 2 All Classes | 48 | Pretest | 173 | 1.9 | 29 | 38.5 | P | 46 |
| | | Posttest | 249 | 2.5 | 41 | 45.0 | 1.7 | 66 |
| | | Change | +76 | +0.6 | +12 | +6.5 | | +20 |



Growth Report

Printed Tuesday, February 12, 2019 9:42:02 AM

School: Hutchins Elementary School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Grade: 3

Summary

| Selection | SGP ^c (229 of 229 Students) Median | Average Scores (229 Students) | | | | | | |
|------------------|---|----------------------------------|-----|------|-----|------|------|-------------------|
| | | Test Date | SS | GE | PR | NCE | IRL | EORF ^a |
| 3 All Classes | 59 | Pretest | 311 | 2.9 | 35 | 41.7 | 2.5 | 75 |
| | | Posttest | 396 | 3.6 | 47 | 48.5 | 3.2 | 95 |
| | | Change | +85 | +0.7 | +12 | +6.8 | +0.7 | +20 |

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

^cStudent Growth Percentile (SGP) uses a student's test history and doesn't necessarily reflect reporting periods on this report. For more information, click [Learn More](#).
Historical data included.



Growth Report

Printed Tuesday, February 12, 2019 9:46:56 AM

School: Northside Elementary School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Grade: 4

Summary

| Selection | SGP ^c (262 of 262 Students) Median | Test Date | Average Scores (262 Students) | | | | | |
|------------------|---|-----------|----------------------------------|------|----|------|------|-------------------|
| | | | SS | GE | PR | NCE | IRL | EORF ^a |
| 4 All Classes | 35 | Pretest | 409 | 3.7 | 35 | 41.6 | 3.3 | 94 |
| | | Posttest | 455 | 4.1 | 37 | 42.9 | 3.6 | 103 |
| | | Change | +46 | +0.4 | +2 | +1.3 | +0.3 | +9 |

School: Northside Elementary School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Grade: 5

Summary

| Selection | SGP ^c (260 of 261 Students) Median | Average Scores (261 Students) | | | | | | |
|------------------|---|----------------------------------|-----|------|----|------|------|-------------------|
| | | Test Date | SS | GE | PR | NCE | IRL | EORF ^a |
| 5 All Classes | 44 | Pretest | 492 | 4.4 | 30 | 39.2 | 3.9 | 0 |
| | | Posttest | 546 | 4.8 | 34 | 41.5 | 4.2 | 0 |
| | | Change | +54 | +0.4 | +4 | +2.3 | +0.3 | |

^aEstimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

^cStudent Growth Percentile (SGP) uses a student's test history and doesn't necessarily reflect reporting periods on this report. For more information, click [Learn More](#).
Historical data included.



Growth Report

Printed Tuesday, February 12, 2019 9:47:46 AM

School: El Campo Middle School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: Grade

Grade: 6

Summary

| Selection | SGP ^c (272 of 273 Students) Median | Average Scores (273 Students) | | | | | | |
|------------------|---|----------------------------------|-----|-----|----|------|------|-------------------|
| | | Test Date | SS | GE | PR | NCE | IRL | EORF ^a |
| 6 All Classes | 30 | Pretest | 580 | 5.1 | 28 | 37.6 | 4.5 | 0 |
| | | Posttest | 584 | 5.1 | 24 | 35.2 | 4.4 | 0 |
| | | Change | +4 | 0.0 | -4 | -2.4 | -0.1 | |



Growth Report

Printed Tuesday, February 12, 2019 9:47:46 AM

School: El Campo Middle School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Grade: 7

Summary

| Selection | SGP ^c (253 of 253 Students) Median | Test Date | Average Scores (253 Students) | | | | | |
|------------------|---|-----------|----------------------------------|------|----|------|------|-------------------|
| | | | SS | GE | PR | NCE | IRL | EORF ^a |
| 7 All Classes | 55 | Pretest | 636 | 5.5 | 25 | 35.7 | 4.8 | 0 |
| | | Posttest | 683 | 5.9 | 27 | 37.1 | 5.1 | 0 |
| | | Change | +47 | +0.4 | +2 | +1.4 | +0.3 | |

Growth Report

Printed Tuesday, February 12, 2019 9:47:46 AM



School: El Campo Middle School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Grade: 8

Summary

| Selection | SGP ^c (292 of 292 Students) Median | Average Scores (292 Students) | | | | | | |
|------------------|---|----------------------------------|-----|------|----|------|------|-------------------|
| | | Test Date | SS | GE | PR | NCE | IRL | EORF ^a |
| 8 All Classes | 43 | Pretest | 679 | 5.9 | 20 | 32.6 | 5.0 | 0 |
| | | Posttest | 709 | 6.1 | 20 | 32.6 | 5.4 | 0 |
| | | Change | +30 | +0.2 | 0 | 0.0 | +0.4 | |



Growth Report

Printed Tuesday, February 12, 2019 9:49:23 AM

School: Hutchins Elementary School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Grade: 1

Summary - Enterprise Tests

| | Selection | SGP ^b (216 of 217 students) Median | Average Scores (217 Students) | | | | |
|---|-------------|---|----------------------------------|-----|------|-----|------|
| | | | Test Date | SS | GE | PR | NCE |
| 1 | All Classes | 47 | Pretest | 276 | 1.0 | 53 | 51.4 |
| | | | Posttest | 369 | 1.8 | 68 | 59.6 |
| | | | Change | +93 | +0.8 | +15 | +8.2 |

^b Student Growth Percentile (SGP) uses a student's test history and doesn't necessarily reflect reporting periods on this report. For more information, click on [Learn More](#)

^c This student is enrolled in multiple STAR Math classes.

^d GE, NCE, and PR scores are not based on the most recent set of norms; these scores are based on older norms because this test was taken before the re-norming done in 2017.

^e This student was given additional time to complete the assessment.

^f Non-Enterprise test

^g This student's growth is below the growth expectations.

^h Audio enabled for this test



Growth Report

Printed Tuesday, February 12, 2019 9:49:23 AM

School: Hutchins Elementary School

School Year: 8/1/2018 - 7/31/2019
School Year: 8/1/2018 - 7/31/2019

Grade: 2

Summary - Enterprise Tests

| Selection | SGP ^b (244 of 244 students) Median | Test Date | Average Scores (244 Students) | | | |
|---------------|---|-----------|----------------------------------|------|-----|------|
| | | | SS | GE | PR | NCE |
| 2 All Classes | 50 | Pretest | 410 | 2.1 | 48 | 48.7 |
| | | Posttest | 486 | 2.8 | 64 | 57.6 |
| | | Change | +76 | +0.7 | +16 | +8.9 |

^b Student Growth Percentile (SGP) uses a student's test history and doesn't necessarily reflect reporting periods on this report. For more information, click on [Learn More](#)

^c This student is enrolled in multiple STAR Math classes.

^d GE, NCE, and PR scores are not based on the most recent set of norms; these scores are based on older norms because this test was taken before the re-norming done in 2017.

^e This student was given additional time to complete the assessment.

^f Non-Enterprise test

^g This student's growth is below the growth expectations.

^h Audio enabled for this test



Growth Report

Printed Tuesday, February 12, 2019 9:49:23 AM

School: Hutchins Elementary School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Grade: 3

Summary - Enterprise Tests

| Selection | SGP ^b (229 of 229 students) Median | Average Scores (229 Students) | | | | |
|------------------|---|----------------------------------|-----|------|-----|------|
| | | Test Date | SS | GE | PR | NCE |
| 3 All Classes | 68 | Pretest | 536 | 3.3 | 66 | 58.8 |
| | | Posttest | 604 | 4.1 | 78 | 66.3 |
| | | Change | +68 | +0.8 | +12 | +7.5 |

Historical data included.

^b Student Growth Percentile (SGP) uses a student's test history and doesn't necessarily reflect reporting periods on this report. For more information, click on [Learn More](#)

^c This student is enrolled in multiple STAR Math classes.

^d GE, NCE, and PR scores are not based on the most recent set of norms; these scores are based on older norms because this test was taken before the re-norming done in 2017.

^e This student was given additional time to complete the assessment.

^f Non-Enterprise test

^g This student's growth is below the growth expectations.

^h Audio enabled for this test



Growth Report

Printed Tuesday, February 12, 2019 9:50:22 AM

School: Northside Elementary School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Grade: 4

Summary - Enterprise Tests

| Selection | SGP ^b (261 of 263 students) Median | Average Scores (263 Students) | | | | |
|------------------|---|----------------------------------|-----|------|-----|------|
| | | Test Date | SS | GE | PR | NCE |
| 4 All Classes | 63 | Pretest | 612 | 4.2 | 63 | 56.8 |
| | | Posttest | 682 | 5.3 | 77 | 65.7 |
| | | Change | +70 | +1.1 | +14 | +8.9 |

^b Student Growth Percentile (SGP) uses a student's test history and doesn't necessarily reflect reporting periods on this report. For more information, click on [Learn More](#)

^c This student is enrolled in multiple STAR Math classes.

^d GE, NCE, and PR scores are not based on the most recent set of norms; these scores are based on older norms because this test was taken before the re-norming done in 2017.

^e This student was given additional time to complete the assessment.

^f Non-Enterprise test

^g This student's growth is below the growth expectations.

^h Audio enabled for this test



Growth Report

Printed Tuesday, February 12, 2019 9:50:22 AM

School: Northside Elementary School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Grade: 5

Summary - Enterprise Tests

| Selection | SGP ^b (260 of 262 students) Median | Average Scores (262 Students) | | | | |
|------------------|---|----------------------------------|-----|------|----|------|
| | | Test Date | SS | GE | PR | NCE |
| 5 All Classes | 45 | Pretest | 678 | 5.2 | 61 | 56.0 |
| | | Posttest | 716 | 5.9 | 66 | 58.9 |
| | | Change | +38 | +0.7 | +5 | +2.9 |

Historical data included.

^b Student Growth Percentile (SGP) uses a student's test history and doesn't necessarily reflect reporting periods on this report. For more information, click on [Learn More](#)

^c This student is enrolled in multiple STAR Math classes.

^d GE, NCE, and PR scores are not based on the most recent set of norms; these scores are based on older norms because this test was taken before the re-norming done in 2017.

^e This student was given additional time to complete the assessment.

^f Non-Enterprise test

^g This student's growth is below the growth expectations.

^h Audio enabled for this test



Growth Report

Printed Tuesday, February 12, 2019 9:50:58 AM

School: El Campo Middle School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Report Options

Reporting Parameter Group: All Demographics [Default]

Test Type: Enterprise

Group By: Grade

Grade: 6

Summary - Enterprise Tests

| Selection | SGP ^b (274 of 274 students) Median | Average Scores (274 Students) | | | | |
|------------------|---|----------------------------------|-----|------|----|------|
| | | Test Date | SS | GE | PR | NCE |
| 6 All Classes | 31 | Pretest | 709 | 5.7 | 46 | 47.8 |
| | | Posttest | 721 | 6.0 | 43 | 46.5 |
| | | Change | +12 | +0.3 | -3 | -1.3 |

^b Student Growth Percentile (SGP) uses a student's test history and doesn't necessarily reflect reporting periods on this report. For more information, click on [Learn More](#)

^c This student is enrolled in multiple STAR Math classes.

^d GE, NCE, and PR scores are not based on the most recent set of norms; these scores are based on older norms because this test was taken before the re-norming done in 2017.

^e This student was given additional time to complete the assessment.

^f Non-Enterprise test

^g This student's growth is below the growth expectations.

^h Audio enabled for this test



Growth Report

Printed Tuesday, February 12, 2019 9:50:58 AM

School: El Campo Middle School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Grade: 7

Summary - Enterprise Tests

| Selection | SGP ^b (252 of 253 students) Median | Average Scores (253 Students) | | | | |
|------------------|---|----------------------------------|-----|------|----|------|
| | | Test Date | SS | GE | PR | NCE |
| 7 All Classes | 50 | Pretest | 737 | 6.3 | 43 | 46.5 |
| | | Posttest | 754 | 6.7 | 44 | 46.9 |
| | | Change | +17 | +0.4 | +1 | +0.4 |

^b Student Growth Percentile (SGP) uses a student's test history and doesn't necessarily reflect reporting periods on this report. For more information, click on [Learn More](#)

^c This student is enrolled in multiple STAR Math classes.

^d GE, NCE, and PR scores are not based on the most recent set of norms; these scores are based on older norms because this test was taken before the re-norming done in 2017.

^e This student was given additional time to complete the assessment.

^f Non-Enterprise test

^g This student's growth is below the growth expectations.

^h Audio enabled for this test



Growth Report

Printed Tuesday, February 12, 2019 9:50:58 AM

School: El Campo Middle School

School Year: 8/1/2018 - 7/31/2019

School Year: 8/1/2018 - 7/31/2019

Grade: 8

Summary - Enterprise Tests

| Selection | SGP ^b (291 of 291 students) Median | Test Date | Average Scores (291 Students) | | | |
|---------------|---|-----------|----------------------------------|------|----|------|
| | | | SS | GE | PR | NCE |
| 8 All Classes | 37 | Pretest | 747 | 6.6 | 36 | 42.6 |
| | | Posttest | 758 | 6.8 | 35 | 41.9 |
| | | Change | +11 | +0.2 | -1 | -0.7 |

Historical data included.

^b Student Growth Percentile (SGP) uses a student's test history and doesn't necessarily reflect reporting periods on this report. For more information, click on [Learn More](#)

^c This student is enrolled in multiple STAR Math classes.

^d GE, NCE, and PR scores are not based on the most recent set of norms; these scores are based on older norms because this test was taken before the re-norming done in 2017.

^e This student was given additional time to complete the assessment.

^f Non-Enterprise test

^g This student's growth is below the growth expectations.

^h Audio enabled for this test

El Campo Independent School District
District Improvement Plan
2018-2019 Formative and Summative Reviews

Accountability Rating: Not Rated



Board Approval Date: November 27, 2018
Public Presentation Date: November 27, 2018

Mission Statement

The mission of El Campo Independent School District, "Home of the Ricebirds", is to provide all students the education opportunity and motivation to learn the skills necessary for academic and vocational excellence.

Vision

Everyone Counts

Table of Contents

..... 4

Goal 1: The students of El Campo Independent School District will show performance gains based on scores on STAAR, EOC, SAT, as well as other state and national tests. We will narrow achievement gaps and graduate students who are college, career, and military ready. 4

Goal 2: El Campo Independent School District will create a performance culture that embraces employees who are results-oriented, innovative, and masters in engaging students. Each employee shall actively participate in the district's quest for excellence. 7

Goal 3: El Campo Independent School District shall provide an environment where all students feel safe and the atmosphere is conducive to learning. El Campo ISD will provide safety measures at all facilities and all school related events. 9

Goal 4: El Campo Independent School District will use a Learning Community model of organizational structure to empower those closest to the point of action. With a district-wide commitment to continuous improvement and a shared accountability system in place, the district shall employ best practices of pedagogical and administrative principles to make optimal use of district resources and taxpayers dollars. 12

Goal 5: The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. The district will increase confidence and respect as it improves transparency, accountability, and meaningful engagement with the community. 13





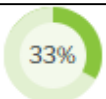
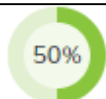
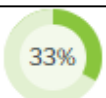
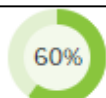


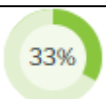
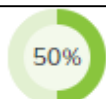
Goal 6: With an unwavering focus on our mission and goals, El Campo Independent School District will create a shared sense of community and direction among personnel, parents, students, and the public. The district realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish. 15











Goal 1: The students of El Campo Independent School District will show performance gains based on scores on STAAR, EOC, SAT, as well as other state and national tests. We will narrow achievement gaps and graduate students who are college, career, and military ready.

Performance Objective 1: El Campo Independent School District will increase student performance in all content areas and all subgroups. In addition, ECISD staff will embrace the use of technology during instruction so that the work designed for students is more engaging.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) Provide supplemental staff as needed to support struggling students.</p> | Campus administrators | Student performance increases | | | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) Provide additional funds from State and Federal programs to coordinate, purchase instructional materials, and provide opportunities to enhance student performance in all content areas.</p> | Assistant Superintendent for Instruction; Director for Federal Programs | Student performance increases | | | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Utilize Instructional Coaches to model, teach and effectively coach teachers for increased student achievement.</p> | Campus Administrators | Student performance increases; Quality of classroom instruction increases | | | | |

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| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) Create a district wide process that increases an understanding of the TELPAS assessment and data.</p> | <p>Bilingual/ESL Coordinator; Campus Administrators; Teachers</p> | <p>Decrease in number of beginning/intermediate level TELPAS from year to year.</p> |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>5) Offer additional support for at-risk students through campus tutorial programs and extended learning opportunities that run before and/or after school and during the summer.</p> | <p>Campus Administrators</p> | <p>Student performance increases</p> |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>6) Provide support, evaluations, and ensure implementation of accommodations, modifications, designated supports, inclusion support, and interventions to accelerate the performance of special education students.</p> | <p>Campus Administrators; Special Education Director</p> | <p>Decrease the achievement gap between special education students and non-special education students.</p> |  |  | | |
| <p>Critical Success Factors CSF 1</p> <p>7) Increase access to digital tools and digital content through technology.</p> | <p>Campus Administrators; Instructional Technology Specialist</p> | <p>Student engagement increases</p> |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>8) Support the AVID program by providing personnel and resources at El Campo Middle School and High School.</p> | <p>Campus Administrators; AVID District Coordinator</p> | <p>Increase the number of students in the AVID program and the number of students accepted to a college or university</p> |  |  | | |
| <p>Critical Success Factors CSF 1 CSF 2</p> <p>9) Provide support to emphasize and monitor performance on PSAT, SAT, ACT, Dual Credit and Advanced Placement tests for all student groups.</p> | <p>Assistant Superintendent of Curriculum & Instruction; Campus Administrators</p> | <p>Increase the number of students college ready</p> |  |  | | |





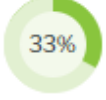





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| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>10) Ensure that professional services, coordination of programs, and materials are provided to special needs populations (such as identified At-Risk, Migrant, Special Ed., Dyslexia, Bilingual/ESL, Gifted and Talented, 504 students, CTE students and AVID students).</p> | <p>District Administrators; Campus Administrators</p> | <p>Student performance increases</p> |  |  | | |
| <p>Critical Success Factors CSF 1</p> <p>11) Utilize Xello (Career Cruising) at Middle and High Schools to support students in College and Career exploration and planning.</p> | <p>Assistant Superintendent of Curriculum & Instruction and Secondary Counselors</p> | <p>Increase of students college, career, and military ready</p> |  |  | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>12) Ensure that students in foster care and/or identified homeless receive transportation in a cost effective manner to their school of origin when in their best interest.</p> | <p>District Administrators</p> | <p>Increase in students' identified attendance and academic performance</p> |  |  | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | |

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

Performance Objective 1: El Campo ISD will build a high performing data culture by continuing to provide opportunities for all employees to collaborate to construct their understanding of student-learning processes and provide professional development based upon the results of the data as well as teachers' individual needs.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 7</p> <p>1) Provide staff members the opportunity to attend professional development for continued professional growth to attract and retain high quality highly qualified teachers.</p> | Assistant Superintendent for Instruction; Director for Federal Programs | Quality of classroom instruction increases | | | | |
| <p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Provide professional development to address instructional processes/pedagogy, differentiated instruction, and cultural awareness/sensitivity to build a strong academic culture.</p> | Campus Administrators; Assistant Superintendent for Instruction; Dean of Instruction; Campus Instructional Coaches | Quality of classroom instruction increases | | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Provide technology training to show teachers how to use technology to engage their students during instruction. Instructional Technology Specialist will be available to provide support for teachers weekly.</p> | Campus Administrators, Instructional Technology Specialist | Increase of technology implemented in the classroom | | | | |

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| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Analyze and use current and ongoing data to share success, to make the necessary adjustments to instructional delivery, to engage students in learning and decision making, to actively monitor students, and to improve student achievement.</p> | Classroom teachers; Campus Administrators; Assistant Superintendent for Instruction | Quality of classroom instruction increases |  |  | | |
| <p>Critical Success Factors CSF 3</p> <p>5) Continue the implementation of the state appraisal instrument of T-PESS on all principals.</p> | Superintendent; Assistant Superintendent of Curriculum & Instruction | Campus leadership increases; |  |  | | |
| <p>Critical Success Factors CSF 7</p> <p>6) Conduct a formal observation and a minimum of 5 walk-throughs on each teacher annually that includes critical conversations regarding areas of strength and need as warranted. ECISD will participate in the T-TESS model of teacher evaluation.</p> | Campus Administrators | Quality of classroom instruction increases |  |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |









Goal 3: El Campo Independent School District shall provide an environment where all students feel safe and the atmosphere is conducive to learning. El Campo ISD will provide safety measures at all facilities and all school related events.

Performance Objective 1: El Campo ISD will continue to provide a safe, welcoming, student-focused environment where students feel safe and are excited about attending their classes. SRO officers, administrators, teachers, and staff will interact positively with students, thus building relationships of trust with students.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 5</p> <p>1) The district and campuses will continue utilizing School Messenger system and social media to improve parental contact in emergency situations (ie. bad weather, physical plant problems, security breaches.)</p> | Campus Administrators | Communication with families in emergencies increases | | | | |
| <p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Provide Incident Command training for Campus Administrators to support the on-going efforts in Crisis planning and prevention.</p> | District Administrators; Campus Administrators | All personnel are prepared for a crisis situation | | | | |
| <p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Conduct crisis management training with campus crisis teams; evaluate and implement plans to enhance student preparedness training, such as lockdowns.</p> | Campus Administrators | All personnel and students are prepared for a crisis situation | | | | |

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| <p>Critical Success Factors CSF 6</p> <p>4) Continue bullying prevention activities and announcements that target both physical bullying and cyberbullying. Address bullying complaints according to State law.</p> | <p>Campus Administrators; Campus Counselors</p> | <p>Decrease in the number of bullying reports</p> |  |  | | |
| <p>Critical Success Factors CSF 6 CSF 7</p> <p>5) Continue to provide teachers the opportunity to attend Capturing Kids Hearts.</p> | <p>Campus Administrators; Assistant Superintendent for Instruction</p> | <p>Increase in effective classroom management</p> |  |  | | |
| <p>Critical Success Factors CSF 6</p> <p>6) Ensure that designated campus personnel are trained to be in compliance with SB 1196, the Texas State Behavior Initiative; the law requires campuses to have personnel trained in behavioral interventions and containment relative to all students.</p> | <p>Campus Administrators</p> | <p>Decrease in behavior referrals</p> |  |  | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>7) Review staff attendance monthly with principals.</p> | <p>Superintendent Principals</p> | <p>Increase in staff attendance</p> |  |  | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>8) Review student attendance monthly with principals.</p> | <p>Superintendent Principals</p> | <p>Increase in student attendance</p> |  |  | | |
| <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>9) Training and resources will be provided to campus professionals for suicide prevention, conflict resolution, violence prevention, recognition and prevention of harassment including: disability, sexual, dating violence, child abuse reporting, bullying, and dyslexia training as required by law via Eduhero.</p> | <p>Assistant Superintendent of Curriculum & Instruction and Principals</p> | <p>Awareness will be raised and students will be in a safer environment</p> |  |  | | |

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| <p>Critical Success Factors CSF 4</p> <p>10) Counselors will continue to provide Comprehensive Education Homebound Instruction (CEHI) for students who qualify for pregnancy-related services.</p> | <p>Assistant Superintendent of Curriculum & Instruction and Secondary Counselors</p> | <p>Student performance does not decrease</p> |  |  | | |
| <p>Critical Success Factors CSF 2 CSF 4</p> <p>11) Analyze the promotion/retention practices and truancy and dropout rates in schools so that action can be taken to remediate inequities using various available programs.</p> | <p>Principals</p> | <p>Increase in student promotion rates and attendance; decrease in dropout rates</p> |  |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |

Goal 4: El Campo Independent School District will use a Learning Community model of organizational structure to empower those closest to the point of action. With a district-wide commitment to continuous improvement and a shared accountability system in place, the district shall employ best practices of pedagogical and administrative principles to make optimal use of district resources and taxpayers dollars.

Performance Objective 1: El Campo ISD will continue to commit to the practice of utilizing Professional Learning Community (PLC) to collaborate with peers and administrators to share best practices, demonstrate leadership skills, set meaningful goals for student learning, and use multiple measures to assess progress toward those goals.


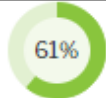


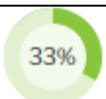
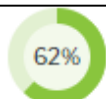
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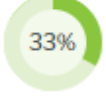








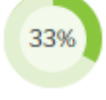





| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) The Response to Intervention (RtI) committee will review intervention logs, provide instructional strategies and place each special needs student in his or her least restrictive environment. | Campus RtI Administrator Campus RtI team | Increase in student performance | | | | |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Structure PLC (Professional Learning Community) meetings where teachers are given opportunities to collaborate, address concerns, and make decisions; and student's individual needs are being successfully met. | Campus Administrators | Quality of instruction in classrooms increases | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

Goal 5: The relationship between teachers, students, and parents is at the center of what school is about. The Board, Administration, and Support Staff exist to serve this relationship, and the environment in which it occurs. The district will increase confidence and respect as it improves transparency, accountability, and meaningful engagement with the community.

Performance Objective 1: El Campo ISD will continue to reach out to parents in the diverse communities and strengthen open lines of communication in efforts to increase parent involvement.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|-----------------------------------|---|---|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 5</p> <p>1) Increase parents' access and use of the Family Access online program to stay informed of their children's grades and attendance, as well as promote use of email system through Skyward by teachers for parent communication.</p> | Campus Administrators and Instructional Technology Specialist | Increase parent awareness |  |  | | |
| <p>Critical Success Factors CSF 5</p> <p>2) Campuses will continue communicate to parents through newsletters and literature, including information in parents' native languages.</p> | Campus Administrators | Increase parental communication |  |  | | |
| <p>Critical Success Factors CSF 4 CSF 5</p> <p>3) All campuses will continue to monitor attendance and call parents if students are absent more than two consecutive days.</p> | Campus Administrators and Campus Counselor | Increase of student attendance |  |  | | |







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| <p>Critical Success Factors CSF 5</p> <p>4) Continue implementation of Family Literacy Academy to increase parent and child literacy and technology skills for ECISD parents and children.</p> | <p>Campus Administrators; Bilingual/ESL Coordinator</p> | <p>Increase parental involvement; Increase student performance</p> |  |  | | |
| <p>Critical Success Factors CSF 5</p> <p>5) Increase contact with the home by way of telephone and/or home visits to involve, to work with, and support parents of students in need.</p> | <p>Campus Administrators; Campus Counselors; Parent Liaisons</p> | <p>Increase communication with parents</p> |  |  | | |
| <p>Critical Success Factors CSF 5</p> <p>6) Each campus will host a minimum of one parent/teacher conferences or other events per school year.</p> | <p>Campus Administrators</p> | <p>Increase parental involvement</p> |  |  |  | |
| <p>Critical Success Factors CSF 2 CSF 5</p> <p>7) Continue to conduct yearly parent survey to provide input on issues of importance to ECISD and the community and report findings to each campus.</p> | <p>Campus Administrators; Instructional Technology Specialist</p> | <p>Increase communication between parents and school</p> |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 5</p> <p>8) Continue to provide funds for a parent liaison, migrant clerk, and At-Risk Coordinator to help foster parental involvement throughout the district.</p> | <p>Director for Federal Programs; Campus Administrators</p> | <p>Increase of parental involvement</p> |  |  | | |
| <p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 5</p> <p>9) Offer opportunities for AVID parents to partner with ECISD to support success.</p> | <p>Campus AVID staff</p> | <p>Increase of parental involvement with AVID parents</p> |  |  | | |
| <p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | |

Goal 6: With an unwavering focus on our mission and goals, El Campo Independent School District will create a shared sense of community and direction among personnel, parents, students, and the public. The district realizes that people are its most valuable resource and place strong emphasis on attracting and retaining the best teachers and staff, while preparing an environment where their talents can flourish.

Performance Objective 1: El Campo ISD will continue to align with the District's vision and continue to hold high standards for teachers as well as high expectations for our students, parents, and community. A strong emphasis will be placed on retaining quality teachers and holding every stakeholder responsible for helping El Campo ISD move forward in a positive direction.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------------------------|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Continue to recruit and select only teachers and paraprofessionals new to ECISD that meet SBEC certification requirements with the exception of areas denoted in the District of Innovation Plan.</p> | Campus Administrators; HR Director | Decrease the number of out of filed teachers | | | | |
| <p>Critical Success Factors CSF 5</p> <p>2) Continue to promote communication of district events on district and campus websites.</p> | Instructional Technology Specialist | Increase in usage of website | | | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Continue to provide funding for additional teachers to become Bilingual/ESL certified in order to increase the number of certified Bilingual/ESL teachers in the district.</p> | Director for Federal Programs | Increase in the number of teachers with Bilingual/ESL certification | | | | |

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| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Continue the EC TEACH mentor program for first and second year teachers.</p> | <p>Assistant Superintendent for Instruction</p> | <p>Increase in the number of teachers remaining in the teaching field</p> |  |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |

El Campo Independent School District

El Campo High School

2018-2019 Formative and Summative Reviews

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading



Board Approval Date: November 27, 2018
Public Presentation Date: November 27, 2018

Mission Statement

El Campo High School's Mission is to close the achievement gap by providing all students the educational opportunity and motivation to learn and by preparing all students for college and career readiness and success in a global society.

Vision

Preparing all students for a productive future.

Core Beliefs

ECHS students will continuously hear the following 3 Critical Messages because ECHS has a strong belief in all stakeholders putting forth effort.

- 1) What we're doing in my classroom is important.
- 2) You can do it.
- 3) I'm not going to give up on you---even if you give up on yourself (DuFour, Eaker, & DuFour, 2005 pp.89-90)

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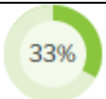

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Goal 1: The students at El Campo High School will close achievement gaps and achieve performance gains illustrated through scores on EOC, PSAT, TSI, SAT, and ACT tests. Students will graduate college and career ready. 4









Goal 1: The students at El Campo High School will close achievement gaps and achieve performance gains illustrated through scores on EOC, PSAT, TSI, SAT, and ACT tests. Students will graduate college and career ready.







Performance Objective 1: El Campo High School student EOC scores will reflect growth in economically disadvantaged performance to meet or exceed the state average or increase 25% of the difference.










Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Analyze & interpret data from state assessments, common assessments, and benchmarks to monitor student performance growth and/or decline, to implement interventions, accelerated instruction, and to address student needs.</p> <p>Special attention will be given to each sub pop (All, African American, Hispanic, White, American Indian, Asian, Pacific Islander, 2 or more races, Special Education, ELL, and Eco Dis).</p> | Principal, Dean of Instruction, Assistant Principals, Instructional Coaches, Special Ed Dept. Chair | Growth in student performance through implementation of interventions and accelerated instruction. |  |  | | |

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| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Develop and implement a plan for students who require significant on-going intervention; for students who require short-term, targeted academic intervention, and for students who need enrichment and extension.</p> <p>(math intervention and reading intervention classes for targeted 9th, 10th, and 11th graders; credit recovery for students who are at-risk of dropping out of school; structured after school tutorials)</p> | <p>Principal, Dean of Instruction, Director of Student Services, Instructional Coaches</p> | <p>Students assigned to Math Intervention and Reading/English Intervention classes. Master schedule reflective of 2 Math Intervention and 5 Reading/English Accelerated Intervention classes. An increase in report card scores, common formative assessment scores, and state assessment scores as a result of targeted students who attended tutorials and math intervention.</p> |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Restructure data form, conduct data walkthroughs, and monitor the level of student engagement, effective implementation of research-based strategies, and level of student success; provide direct feedback, facilitate reflective conversations to analyze and create a plan of action to address focus areas.</p> | <p>Principal, Dean of Instruction, Assistant Principals, Director of Student Services, Instructional Coaches</p> | <p>Increased level of student engagement through consistent implementation of research-based strategies and plans of action.</p> |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) Restructure accountability process to monitor that PLC meetings include effective data analyses of formative and summative assessments, curriculum implementation, and collaboration of differentiated instructional strategies.</p> | <p>Principal, Dean of Instruction, Instructional Coaches</p> | <p>Growth of student performance as a result of effective PLC meetings and conversations.</p> |  |  | | |

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| <p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>5) Integrate ELPS to provide a common framework for integrating language and content instruction for English Language Learners; continue to provide additional assistance in all core content areas to ELLs (English Language Learners).</p> | <p>Special Populations Coordinator, Director of Student Services</p> | <p>Growth in ESL student performance on report cards, benchmarks, and state assessments.</p> |  |  | | |
| <p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) Classroom teacher and inclusion teacher will monitor special education student growth each 9-weeks using common assessment data and also review students' IEPs to ensure students are making academic progress and meeting IEP goals.</p> | <p>Principal, Dean of Instruction, Assistant Principals, Instructional Coaches, Special Ed Dept. Chair</p> | <p>Growth in Special Education student performance on report cards, benchmarks, and state assessments.</p> |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>7) All teachers will incorporate writing and critical reading, Kagan strategies, and "Fundamental 5" techniques into their lessons.</p> | <p>Principal, Dean of Instruction, Assistant Principals, Instructional Coaches</p> | <p>Increase in student performance on report cards, benchmarks, and state assessments.</p> |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>8) Implement common terminology, formats, and graphic organizers associated with expository and persuasive essays in all English classes.</p> | <p>English Instructional Coach</p> | <p>Increase in student performance on formative assessments, benchmarks, and EOC English I and English II exams. Vertically aligned instruction in English I-IV.</p> |  |  | | |

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| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>9) Staff will receive professional development as needed to support campus goals. Teachers will receive ongoing professional development to improve their classroom management and instructional practices and increase student achievement (AVID, WICOR, Fundamental 5, Thinking Maps, Lead4ward, Reading across the curriculum, etc.). Teachers will create and utilize instructional materials that promote learning (i.e. graphic organizers, interactive notebooks, assessment manipulatives, etc.) in addition to research-based studies and best practices that will assist ELL and Special Education sub populations.</p> | <p>Principal, Dean of Instruction, Director of Student Services, Assistant Principals, Instructional Coaches, Special Education Dept. Chair</p> | <p>Increase in college and career ready graduates.</p> |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>10) Teachers will implement research-based instructional strategies within the lesson cycle every day. Each week lesson plans will be assessed and recommendations regarding best practices that address both ELL and Special Education sub populations will be made and monitored by instructional coaches and administration on a daily basis. Weekly during PLCs, teachers will have an opportunity to share, discuss and implement best practices as they pertain to addressing the monitored sub populations.</p> | <p>Principal, Dean of Instruction, Assistant Principals, Instructional Coaches</p> | <p>Increased level of student engagement through consistent implementation of research-based strategies.</p> |  |  | | |
| <p>Critical Success Factors CSF 5</p> <p>11) Teachers/faculty will contact parents/guardians - when student exhibit chronic tardies and/or have three or more consecutive absences per three weeks. missing assignments, etc.</p> | <p>Principal, Dean of Instruction, Assistant Principals</p> | <p>Increase in student attendance.</p> |  |  | | |



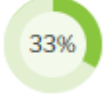

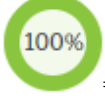



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| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>12) Adhere to the newly developed district TELPAS process.</p> | <p>Principal, District Special Programs Coordinator</p> | <p>Decrease in beginning and intermediate level TELPAS students from year to year.</p> |  |  |  | |
| <p>13) Provide professional development and resources/materials for the purpose of enhancing instruction and student performance in all content areas.</p> | <p>Principal, Instructional Coaches</p> | |  |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div> | | | | | | |

Goal 1: The students at El Campo High School will close achievement gaps and achieve performance gains illustrated through scores on EOC, PSAT, TSI, SAT, and ACT tests. Students will graduate college and career ready.

Performance Objective 2: The number of students demonstrating college readiness as defined by the state accountability system will increase.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Plan and provide professional learning opportunities for faculty and staff focusing on improving instructional practices and instructional programs (SpEd, ELL, GT, AP, 504, AVID, Dyslexia, At-Risk), discipline management, technology, TEKS, and standardized testing resulting in teachers building on success and focusing on specific high-need areas.</p> | Principal, Dean of Instruction, Assistant Principals, Instructional Coaches | Increase in college and career ready graduates. | | | | |
| <p>Critical Success Factors CSF 1</p> <p>2) Provide time for teachers of Pre-AP and AP courses to attend training and to vertically align and establish consistent standards and expectations; continue to use results of AP audit and AP exam to identify courses that need support. Continue to emphasize the importance of scoring at least a 3 or higher on AP course exam (i.e., possible scholarships, college course credit, etc.) Continue to emphasize the value of successful performance on PSAT, SAT, ACT, through campus newsletters, websites, announcements, and posters, with special emphasis on sub pops.</p> | Principal, Dean of Instruction, Instructional Coaches | Increase in student achievement on state and national tests. | | | | |

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| <p>Critical Success Factors CSF 1</p> <p>3) Develop and implement a plan for students who do not score satisfactory on the TSI test - College Preparatory Math and English classes.</p> | <p>Principal, Dean of Instruction, Instructional Coaches</p> | <p>Increase in TSI performance</p> |  |  | | |
| <p>Critical Success Factors CSF 1</p> <p>4) Investigate additional dual credit opportunities and CTE certifications in endorsements.</p> | <p>Principal, Dean of Instruction, Assistant Principals, Director of Student Services</p> | <p>Increase in dual credit and certification opportunities</p> |  |  | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | |

El Campo Independent School District
El Campo Middle School
2018-2019 Formative and Summative Reviews

Accountability Rating: Met Standard



Board Approval Date: November 27, 2018
Public Presentation Date: November 27, 2018

Mission Statement

El Campo Middle School strives to be a community of learners in which all members use their minds well and care about one another. We engage with challenging academics with a culture of respect to create life-long learners.

Vision

Prepare all students to be successful in high school and beyond.

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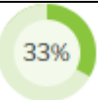
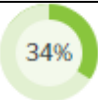
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| | 4 |
| Goal 1: Students at El Campo Middle School will show performance gains and close achievement gaps based on scores on all state assessments. | |
| Students will leave El Campo Middle School prepared to be college or career ready. | 4 |







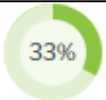
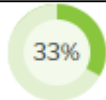




Goal 1: Students at El Campo Middle School will show performance gains and close achievement gaps based on scores on all state assessments. Students will leave El Campo Middle School prepared to be college or career ready.

Performance Objective 1: 2018-19 6th grade STAAR pass percentages will be within 10 points of the pass rate achieved by 5th grade in 2017-18 on the first administration of the STAAR (Reading: 72, Math: 83).

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|----------------------------------|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) El Campo Middle School will increase access to digital tools and content through technology to increase student achievement.</p> | Principal | Students will be more fluent in the use of technology to enhance engagement and understanding. | | | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Disaggregate and interpret test scores and other data sources and use the results to make decisions on instructional adjustments that will improve academic performance.</p> | Principal, Instructional Coaches | Three weeks checkpoints, 9 weeks common assessments; Report Card; State and Federal Assessments; STAAR results | | | | |
| <p>Critical Success Factors CSF 4</p> <p>3) Implement a revised Ricebird Planner homework tracker and binder system with consistent teacher expectations for planner and binder use in all classes.</p> | Teachers, Instructional Coaches | Students will be more organized and will maintain higher grades as a result of the increased organization. | | | | |

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| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Continue to implement and utilize District approved curriculum and schedule common planning time to allow content area teacher and Instructional Coaches to meet, plan, analyze data, and make necessary decisions and adjustments.</p> | Principal Instructional Coaches | Agendas; Sign in sheets; minutes; lesson plans; data |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>5) Provide opportunities for staff to participate in scientifically based professional development focused on improving instructional programs and practices as well as the unique professional development of individual staff members.</p> | Principal Instructional Coaches | Dates, Sign in sheets, and PD certificates |  |  | | |
| <p>Critical Success Factors CSF 6</p> <p>6) Conduct grade level staff meetings to develop and implement expectations for all students.</p> | Principal, Assistant Principals, Instructional Coaches, Teachers | A uniform set of expectations across the grade level will reduce the confusion associated with having multiple classes and teachers. |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>7) Campus will follow the district TELPAS process.</p> | LPAC Administrator; Bilingual/ESL Coordinator; At Risk Coordinator; District Special Populations Coordinator | Decrease the number of students at the Beginning and Intermediate levels on TELPAS. |  |  | | |
| <p>Critical Success Factors CSF 4</p> <p>8) Explore alternative schedule options to reduce and minimize disruptions.</p> | Principal Instructional Coaches At Risk Coordinator | Maximize the effectiveness of instructional time. |  |  | | |

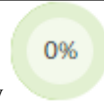
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| <p>Critical Success Factors CSF 5</p> <p>9) Conduct a survey for students, teachers, parents/community members to find out what they say about academic expectations, rigor, differentiation, effectiveness and relevance of strategies and intervention at ECMS.</p> | Counselors | Increase in report card grades, common assessments, state, and federal assessments. |  |  | | |
| <p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>10) Implement Sound training and train staff to conduct Sound training.</p> | Sound Trained teachers, Principal | Staff will be trained in implementing the Sound Training program and students will participate in Sound Training to enhance reading and phonetic development. |  |  | | |
| <p>Critical Success Factors CSF 4</p> <p>11) Increase the amount of time technology is used to support instruction and learning; increase the degree that technology is integrated in the teachers' and students' lives.</p> | Principal District Technology Specialist | Walkthroughs, professional development on technology devices and teacher needs; increase in technology proficiency and use of technology to enhance student learning |  |  | | |
| <p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1</p> <p>12) Clarify goals and assessment criteria in ways that will help students understand what they need to learn and what strategies are likely to be most useful in enabling them to do so.</p> | Principal | Planning agendas, walkthroughs, Report card grades, common assessments, state and federal standards met and/or exceeded |  |  | | |
| <p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>13) Continue to identify, monitor, and intervene on targeted math students who did not meet the standard on 2017 STAAR assessment.</p> | Principal | List of targeted students, attendance data, discipline referral data, report card grades, and common assessment grades |  |  | | |
| <p>Critical Success Factors CSF 1</p> <p>14) Campus will follow the district Dyslexia guidelines.</p> | Counselors, Principals, RtI Teachers | Streamline the Dyslexia identification process and provide required supports for students identified as dyslexic. All identified students will complete Lexonic training or another district approved academic intervention and support. |  |  | | |



= Accomplished



= Continue/Modify



= No Progress









= Discontinue

Goal 1: Students at El Campo Middle School will show performance gains and close achievement gaps based on scores on all state assessments. Students will leave El Campo Middle School prepared to be college or career ready.

Performance Objective 2: ECMS will have a 2% increase in the number of students achieving Masters Grade Level on all state tests in comparison in a cohort comparison from the previous year where possible.

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Disaggregate and interpret checkpoint and 9-weeks test scores and other data sources and use the results to make decisions on instructional adjustments that will improve academic performance.</p> | Principal, At-Risk Coordinator, Instructional Coaches | Data will be used to drive instruction and to determine students in need of intervention. | | | | |
| <p>Critical Success Factors CSF 1</p> <p>2) Reintroduce Advanced courses in all core content areas with a focus on GT standards and increased rigor.</p> | Principal, Instructional Coaches | The increase in rigor will have a corresponding increase in the number of students achieving Masters Grade Level on STAAR. | | | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Continue implementation of Fundamental Five and AVID Instructional strategies campus-wide.</p> | Principal, Assistant Principals, Instructional Coaches | The consistent use of best instructional practices will have a corresponding increase in the number of students achieving Masters Grade Level on STAAR. | | | | |

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| <p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Add and maintain innovative instructional coursework and strategies focused on student self-esteem to help develop a learner-centered campus (AVID, STEM class, Dress to the 9's).</p> | <p>Counselors, Principal, STEM teacher, AVID Campus Coordinator and AVID Elective Teachers, and Assistant Principals</p> | <p>An increase in the innovative course offerings and focus on positive self-image will increase overall student performance on STAAR.</p> |  |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | |

El Campo Independent School District

Northside Elementary School

2018-2019 Formative and Summative Reviews

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



Board Approval Date: November 27, 2018
Public Presentation Date: November 27, 2018

Mission Statement

Northside Tribe

Vision

Northside will meet the needs of *Every Child* through ongoing data analysis and relationship building, *Every Chance* through daily formative assessment and engaged interaction with students, and *Every Day* through maximizing every teachable moment.

Value Statement

Northside Elementary will strive to empower each child to advance to the next grade with a minimum of one year's growth in academic, behavioral, and social domains. A student who enters Northside behind his/her peers, will exceed growth expectations and will move to the next grade better prepared for success.

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Goal 1: Student at Northside will show performance gains and close achievement gaps based on scores on all state assessment. Students will leave Northside prepared to be college or career ready. 4


Goal 2: Increase parental involvement opportunities. 7











Goal 1: Student at Northside will show performance gains and close achievement gaps based on scores on all state assessment. Students will leave Northside prepared to be college or career ready.

Performance Objective 1: 60% of 4th and 5th graders will show growth in Reading on the STAAR test.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|--|--|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Disaggregate and interpret 18 -19 STAAR data and ongoing common assessments by grade, cohort, and sub-pops to the student expectation level so that the analysis can then be utilized to make instructional decisions. Include performance gap analysis and progress measure.</p> | Campus Principal, Instructional Coaches | Increased STAAR performance in all areas. |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Continue to provide supplemental staff to support struggling students in reading, math, and writing instruction through RTI Tier 2 and 3</p> | Campus administrators, interventionist and ICs. | Students will make one years growth. |  |  | | |









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| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Train staff on best practices, instructional strategies such as Kagan and Sound to support all students, as well as those identified as LEP, 504, Dyslexic, and Special Education.</p> | <p>Campus Principal, Bilingual/ESL Coordinator, Campus 504 Coordinator, Special Ed Director, and ICs</p> | <p>One years growth and improve Reading skills .</p> |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>4) Campus will follow district TELPAS process.</p> | <p>Bilingual/ESL Coordinator; Campus administration</p> | <p>Decrease in Beginning and intermediate level on TELPAS.</p> |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>5) Provide intervention and tutorials for students at-risk of not meeting standard in reading, science, writing and math in which performance is reviewed, assessment data is charted, and goals are set for future performance at least 1 time per 9 week period.</p> | <p>Campus Principal, Teachers, RTI Facilitator, ICs</p> | <p>One years growth and/ or Passing STAAR</p> |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>6) Increase access to digital tools and digital content through technology to increase student achievement. Programs such as Read 180, Math 180, System 44 and Studies Weekly, and Sound Training.</p> | <p>Campus Principal, Teachers, Instructional Coaches, ESL/Bilingual teachers, Read 80, Math 180 and system 44 teachers.</p> | <p>One years growth and/or passing STAAR.</p> |  |  | | |
| <p>Critical Success Factors CSF 1</p> <p>7) Provide identification of GT students and instructional support and materials to enhance academic progress including participation in the PSP project and other GT programs.</p> | <p>Campus Principal, Instructional Coaches, GT teachers</p> | <p>Increased performance of GT students in STAAR results and increased test scores.</p> |  |  | | |

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| <p>Critical Success Factors CSF 7</p> <p>8) Create schedule for teachers modeling teachers to increase effectiveness and collaboration including feedback with IC.</p> | Principal and ICs | Teachers will visit other classrooms at least 2 times a year. |  |  | | |
| <p>Critical Success Factors CSF 7</p> <p>9) ICs will be trained and implement Results Coaching to impact teacher and ICs communication.</p> | IC | Better communication between ICs and Teachers. |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>10) Weekly meetings with ICs and teachers to discuss/review goals, student data, and lesson plans.</p> | Administration and ICs | Instructional decisions to make academic decisions |  |  | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | |

Goal 2: Increase parental involvement opportunities.

Performance Objective 1: Northside Elementary will continue to reach out to all parents and strengthen open lines of communication in efforts to increase parental involvement and student achievement.

Summative Evaluation 1:

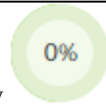
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|---|---|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 5</p> <p>1) Northside Elementary will continue to partner with the El Campo Rotary Club to facilitate the Early-Act First-Knight service organization which will complete at least one local service project and one global project.</p> | Campus Principal Co-Sponsors of EAFK Club. | Student participation in service projects |  |  | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5</p> <p>2) PTO meetings will focus on Reading, Science, and Math nights</p> | Campus administration and ICs. | Strengthen parental academic support. |  |  | | |
| <p>Critical Success Factors CSF 5</p> <p>3) Implementation of Family Literacy activities such as library night, book camp for parents, AR reading, and parent guest readers to support child literacy, as well as technology skills for all students and their parents.</p> | Campus administration | Strengthen parental academic support. |  |  | | |
| <p>Critical Success Factors CSF 5</p> <p>4) Continue to host parent/teacher conferences once a year and the Strong Fathers Program. Increase contact with home through phone calls, email, or home visits. Parent are encouraged to come to campus anytime to visit the classroom.</p> | Campus Principal | Strengthen home school connection. |  |  | | |



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

El Campo Independent School District

Hutchins Elementary School

2018-2019 Formative and Summative Reviews

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: November 27, 2018
Public Presentation Date: November 27, 2018

Mission Statement

Hutchins Elementary is dedicated to providing a safe and secure environment where all students will experience academic excellence, while developing and demonstrating positive attitudes and character traits, in an effort to help them become productive citizens.

Vision

Everyone counts at Hutchins.

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Goal 1: First and Second grade students enter the next grade level reading above grade level. 4

Goal 2: Increase the opportunities for parents to be involved in their child's academic success. 6

Goal 1:

First and Second grade students enter the next grade level reading above grade level.

Performance Objective 1:

Increase the number of students entering the next grade reading on grade level to: 1st Grade at 55% and 2nd Grade at 60% according to STAR Renaissance.

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 1) Monitor and enforce implementation of Guided Reading from Leach Literacy Training with walkthrough form | Instructional Coach Principal Asst. Principals | Eduphoria Walkthrough Report will reflect implementation of guided reading | | | | |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 2) Monitor and enforce implementation of Word Work from Leach Literacy Training with walkthrough form | Instructional Coach Principal Asst. Principals | Instructional Coach Walkthrough Form and Eduphoria Walkthrough Report will reflect implementation of word work stations | | | | |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 3) Monitor and enforce implementation of Reading Workshop from Leach Literacy Training with walkthrough form | Principal Asst. Principals Instructional Coaches | Instructional Coach Walkthrough Form and Eduphoria Walkthrough Report will reflect implementation of reading workshop | | | | |
| Critical Success Factors CSF 1 CSF 4 CSF 7 4) Monitor and enforce implementation of Writing Workshop from Leach Literacy Training with walkthrough form | Principal Asst. Principal Instructional Coaches | Eduphoria Walkthrough Report and Instructional Coach Walkthrough Form will reflect teacher implementation of writing workshop | | | | |

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| Comprehensive Support Strategy Critical Success Factors CSF 1 5) Provide resources and materials to implement a balanced literacy classroom. | Principal Asst. Principals Instructional Coaches | PLC meeting minutes will reflect classroom needs for resources and/or materials required to implement a balanced literacy classroom | | | | |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 6) Monitor Star Renaissance Reading data for on level progress | Principal Asst. Principals Instructional Coaches | Star Renaissance Reading Data will reflect if adequate on level progress is being made | | | | |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 7) Screen all 1st and 2nd graders for dyslexia tendencies before the end of the school year | Interventionists | Early detection of possible dyslexia through screening for dyslexia tendencies will improve reading growth and progress for these students | | | | |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 8) Provide materials and resources to GT students | Principal Instructional Coaches | Student hands-on use of STEM materials will increase rigor in the GT classrooms | | | | |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 CSF 7 9) Provide training to teachers of EL students | Principal Instructional Coaches | Decrease number of students at the beginning and intermediate levels of TELPAS | | | | |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 10) Monitor and supplement materials based on data from Star Renaissance Reading and Math, Waterford, DRA, IEPs, Reflex | Principal | Ensure growth of all students | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

Goal 2: Increase the opportunities for parents to be involved in their child's academic success.

Performance Objective 1:

Increase the opportunities for parents to be involved in their childrens academic success.

Summative Evaluation 1:

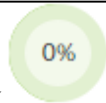
| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 5 1) Schedule and conduct Title 1 Parent Meeting. | Principal Parent Involvement Committee | Make parents aware of our Title Programs | | | | |
| Critical Success Factors CSF 1 CSF 5 2) Schedule and conduct Parent Conferences | Principal Parent Involvement Committee | Conversations with parents about students' academic progress | | | | |
| Critical Success Factors CSF 5 3) Host Reading Picnic | Principal Parental Involvement Committee | Parental opportunity with reading | | | | |
| Critical Success Factors CSF 5 4) Host Parent University in the fall and spring | Principal Parental Involvement Committee | Parental opportunity to help their children with homework and grade level math and reading target skills | | | | |
| Critical Success Factors CSF 5 5) Family Literacy sessions to increase parent and child literacy and technology skills | Principal Instructional Coaches | Parental opportunity to receive support in language and help their children with academic achievement | | | | |
| Critical Success Factors CSF 3 CSF 6 6) Conduct Site Based meetings with parent representatives | Principal | Opportunity for parent representatives to be a part of discussion about curriculum and instruction happenings on the campus | | | | |
| Critical Success Factors CSF 1 CSF 5 7) Schedule and conduct Strong Fathers Strong Families program | Principal | Improve parent involvement and parental opportunity to receive training and support to help their children be successful at school and at home | | | | |



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

El Campo Independent School District
Myatt Elementary School
2018-2019 Formative and Summative Reviews

Accountability Rating: Met Standard



Board Approval Date: November 27, 2018
Public Presentation Date: November 27, 2018

Mission Statement

The mission of Myatt Elementary School is to provide an atmosphere and program of instruction that permits everyone, regardless of socio-economic status or race, the opportunity to master basic academic skills and develop respect for self, others and community.

Vision

Myatt Elementary School provides all students with a safe, caring educational environment that focuses on high expectations and promotes lifelong learning.

Value Statement

Children come first.

Children are our link to the future; therefore, they are the mutual responsibility of parents, school, and the community.

Staff and students have a right to a safe and secure learning environment.

Students can achieve academically to their highest potential.

Character traits conducive to appropriate behavior and positive attitudes can be nurtured.

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..... 4

Goal 1: Increase the number of Kindergarten students entering the next grade level at/above benchmark on STAR Early Literacy. 4







Goal 2: Increase the opportunities for parents to be involved/engaged in their child's academic success 6

Goal 1: Increase the number of Kindergarten students entering the next grade level at/above benchmark on STAR Early Literacy.

Performance Objective 1: Increase student achievement in STAR Early Literacy to 50% of students leaving Kindergarten at the "Probable" level

Summative Evaluation 1:















| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 1) Develop and monitor a time bound professional development plan for ELAR | Principal | Assist teachers in increasing student achievement in reading | | | | |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 2) Monitor and supplement materials for DRA/Waterford/STAR Early Literacy/IStation/CLI/Fry/Checklists/IEP/Coding data results for growth. Teachers will develop interventions plans as needed. | Principal Assistant Principal | Ensure growth of all students. | | | | |
| Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 3) Campus will follow district TELPAS process. | LPAC Administrator Special Population Coordinator | Decrease the Beginning and Intermediate levels on TELPAS | | | | |
| 4) Monitor the implementation of the expectations of the ELAR professional development plan through walk-throughs. | Principal Asst. Principal Instructional Coach | Ensure the ELAR PD plans are implemented correctly | | | | |
| 5) Screen all Kindergarten students for dyslexia tendencies before the end of the school year | | Early detection of possible dyslexia through screening for dyslexic tendencies will improve reading growth and progress | | | | |









| | | | | | | |
|--|-----------|--|--|--|--|--|
| 6) Provide STEM materials and resources to GT students | Principal | Promote critical thinking skills and problem solving |  |  | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div> | | | | | | |

Goal 2: Increase the opportunities for parents to be involved/engaged in their child's academic success

Performance Objective 1: Increase the opportunities for parents to be involved/engaged in their child's academic success

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|------------------------------|--|---|---|---|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Jan | Mar | June |
| Critical Success Factors CSF 5 1) Schedule and conduct Title I Parent Meeting. | Principal | Provide parents information and awareness of our Title Programs |  |  |  | |
| Critical Success Factors CSF 1 CSF 5 2) Schedule and conduct Parent Conferences. | Principal Asst. Principal | Conversations with parents about student's academic progress |  |  | | |
| Critical Success Factors CSF 1 CSF 5 3) Conduct Family Literacy sessions to increase parent and child literacy and technology skills. | Principal | Parental opportunity to receive support in language and help their children with academic achievement. |  |  | | |
| Critical Success Factors CSF 1 CSF 5 4) Organize a parent/teacher organization to ensure continuity between school, community, and parents. | Principal | Provide parents, teachers, and the community opportunities to work together for the benefit of all students. |  |  | | |
| Critical Success Factors CSF 1 CSF 5 5) Offer and provide transportation for parents and staff to attend Parent Involvement Conferences and/or training. | Principal Counselor | Parental opportunity to receive training and support to help their children be successful at school and at home. |  |  |  | |
| Critical Success Factors CSF 1 CSF 5 6) Schedule and Conduct Parent Advisory meetings. | Principal | Provides parents opportunities to communicate to us how we might better our school. |  |  | | |

| | | | | | | |
|--|-----------|--|---|---|--|--|
| 7) Schedule and conduct Strong Fathers Strong Families Program | Principal | Parental Opportunity to receive training and support to help their children be successful at school and at home. |  |  | | |
| 8) Conduct Site Base meetings with parent representatives | | Provide opportunities for parent input |  |  | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | |

**GPM 1.B Part 2 School Progress - Relative Performance
Failure Report by Grade**

(Number of Students Failing at least 1 Class)

| | 1st Checkpoint | 2nd Checkpoint | 3rd Checkpoint |
|------------------------------|-----------------------|-----------------------|-----------------------|
| Graduation Year: 2019 | 22 | 49 | |
| Graduation Year: 2020 | 59 | 88 | |
| Graduation Year: 2021 | 79 | 127 | |
| Graduation Year: 2022 | 95 | 152 | |
| Grade 8 | 29 | 38 | |
| Grade 7 | 34 | 55 | |
| Grade 6 | 43 | 31 | |
| Grade 5 | 8 | 29 | |
| Grade 4 | 26 | 29 | |
| Grade 3 | 32 | 29 | |
| Grade 2 | 12 | 35 | |
| Grade 1 | 11 | 23 | |
| Grade K | 53 | 39 | |



TASA Midwinter Conference

TASA Governmental Relations 86th Session Update

January 28, 2019

Elections & Politics

- ▶ Republicans still hold all statewide offices and control both chambers of the legislature – but Rs lost some seats
- ▶ What does this mean for this session?
- ▶ More bipartisanship?
- ▶ January 9th – press conference
 - ▶ Governor, Lt Governor, Speaker
 - ▶ Discussed their priorities: school finance, property tax relief
 - ▶ Re-affirmed commitment to work together

Elections & Politics, cont.

▶ Texas House

- ▶ Speaker Dennis Bonnen (R) Angleton – unanimously elected
- ▶ 85th make up of the House – 95R – 55D
- ▶ 86th make up of the House – 83R – 67D
- ▶ Special election for 3 House seats being vacated
 - ▶ January 29 – Rep. Carol Alvarado’s seat and Rep. Joe Pickett
 - ▶ February 12 – Rep. Justin Rodriguez
- ▶ Committee assignments announced

House Public Education

- ▶ Rep. Dan Huberty (R-Houston)
 - ▶ Chair
- ▶ Rep. Diego Bernal (D-San Antonio)
 - ▶ Vice chair
- ▶ Rep. Alma Allen (D-Houston)
- ▶ Rep. Harold Dutton (D-Houston)
- ▶ Rep. Ken King (R-Canadian)
- ▶ Rep. Morgan Meyer (R-Dallas)
- ▶ Rep. Gary VanDeaver (R-New Boston)
- ▶ Rep. Steve Allison* (R-San Antonio)
- ▶ Rep. Trent Ashby (R-Lufkin)
- ▶ Rep. Keith Bell* (R-Forney)
- ▶ Rep. Mary Gonzalez (D-Clint)
- ▶ Rep. Scott Sanford (R-McKinney)
- ▶ Rep. James Talarico* (D-Round Rock)
- ▶ [First committee meeting on Jan. 30th](#)

Other House Committees

- ▶ House Appropriations – Rep. Zerwas, Chair
- ▶ House Calendars – Rep. Price, Chair
- ▶ House Pensions & Investments – Rep. Murphy, Chair
- ▶ House Ways & Means – Rep. Burrows, Chair
- ▶ Local & Consent – Rep. Morrison, Chair
- ▶ House Elections – Rep. Klick, Chair

Elections & Politics, cont.

▶ Texas Senate

- ▶ 85th make up of the Senate – 20R – 11D
- ▶ 86th make up of the Senate – 19R – 12D
- ▶ Do the dynamics change in the Senate?
- ▶ Committee assignments, pace
- ▶ Senate committees announced
- ▶ Senate Finance committee began hearings
- ▶ Article III – February 11th (Senate Finance)
 - ▶ TEA
 - ▶ TRS

Senate Education Committee

- ▶ Sen. Larry Taylor (R-Friendswood)
 - ▶ Chair
- ▶ Sen. Eddie Lucio, Jr. (D-Brownsville)
 - ▶ Vice chair
- ▶ Sen. Paul Bettencourt (R-Houston)
- ▶ Sen. Donna Campbell (R-New Braunfels)
- ▶ Sen. Bob Hall (R-Edgewood)
- ▶ Sen. Brian Hughes (R-Mineola)
- ▶ Sen. Pat Fallon* (R-Prosper)
- ▶ Sen. Angelo Paxton* (R-McKinney)
- ▶ Sen. Beverly Powell* (R-Fort Worth)
- ▶ Sen. Kirk Watson* (D-Austin)
- ▶ Sen. Royce West (D-Dallas)

Other Senate Committees

- ▶ Senate Finance – Sen. Nelson, Chair
- ▶ Senate Property Tax – Sen. Bettencourt, Chair
- ▶ Senate State Affairs – Sen. Huffman, Chair
- ▶ Senate Nominations – Sen. Buckingham, Chair

Elections & Politics, cont.

- ▶ Political focus on 2020 election cycle
 - ▶ Presidential election
- ▶ Redistricting in 2021
- ▶ Less focus on social issues this session?
- ▶ No legislation can pass either chamber for first 60 days unless emergency declared by the governor
 - ▶ Emergency = Governor decides

Major Issues this Session

- ▶ State budget
- ▶ Hurricane Harvey
- ▶ School finance /recapture
- ▶ TRS – insurance (active & retirees) and pension
- ▶ Tax and property tax relief (tax caps)
- ▶ School safety
- ▶ Pre-K

Major Budget Issues in 86th

- ▶ Comptroller raised revenue estimate - \$119 B available for GR
 - ▶ Cautioned lawmakers due to decreasing oil prices, increases in interest rates, a slowing global economy, and trade tensions
- ▶ Impact of Hurricane Harvey
 - ▶ General costs and property values
- ▶ Medicaid shortfall - \$2+ billion
 - ▶ Supplemental budget looking at \$5 billion
 - ▶ Deferrals of state payments from last session
- ▶ RDF/ESF expected to be \$15 billion by end of 2019-2020 if no appropriations

Governor Abbott's Plan

- ▶ Target additional state resources to data-proven strategies to improve student outcomes
- ▶ Pay the best teachers more, especially when teaching in more difficult classrooms
- ▶ Focus additional state resources on “early childhood” education
- ▶ Reward the districts that achieve targeted student outcomes, especially when achieved among low-income students
- ▶ Promote equity by removing outdated formula elements and using these funds to increase the basic allotment

Coalition seeks tax caps, etc.

- ▶ Texas Public Policy Foundation leading a group to:
 - ▶ Eliminate the franchise tax
 - ▶ Limit property tax increases to 2.5% annually unless voter approved
 - ▶ Impose state spending caps and divert savings to school districts
- ▶ 2017 House had a bill to cap at 6%, Senate 4%
 - ▶ HB 2 died during special session
 - ▶ Applied only to cities, counties and special taxing districts
- ▶ Governor plan includes 2.5% tax cap for school districts
 - ▶ Selling it as tax relief – won't stop until always require local election

House & Senate Base Budgets

- ▶ Both base budgets include:
 - ▶ \$2.4 billion for enrollment growth
 - ▶ \$2.2 billion to increase the Guaranteed Yield
- ▶ HB 1
 - ▶ \$9 billion for increasing the state share, enhancing school district entitlement, reducing recapture, and providing property tax relief
 - ▶ TEA's request for new money for special education (\$50.5 million) and school safety (\$54.4 million)

House & Senate Base Budgets, cont.

- ▶ SB 1
 - ▶ \$3.7 billion - \$5,000 per classroom teacher salary increase above any local increases
 - ▶ SB 3 –for classroom teachers only – no other employees included
 - ▶ \$2.3 billion for property tax relief and reducing recapture
- ▶ SB 500 (supplemental appropriations)
 - ▶ \$100 million for school safety and hardening, \$905.5 million for costs to schools related to Hurricane Harvey, and \$300 million for TRS, among other items

TEA LAR

- ▶ TEA's Legislative Appropriations Request included:
 - ▶ \$3.5 B decrease in state GR funds due to property value growth
 - ▶ \$280 M decrease in state funding for facilities due to value growth
 - ▶ \$2.3 B increase in recapture payments to the state (total \$6.9 B)
 - ▶ \$1.28 B drop in all funds
 - ▶ Assumes property value increase of 6.8% each year
 - ▶ Assumes student growth at 168k for biennium
 - ▶ \$10 million carve out of Technology & Instructional Materials Allotment
 - ▶ No request for funding teacher incentive pay

TEA LAR, cont.

- ▶ TEA Exceptional Items (commissioner's priorities)
 - ▶ \$54 M for Safe and Healthy Schools Initiative
 - ▶ Mental health supports
 - ▶ Positive school culture
 - ▶ Facility safety
 - ▶ Emergency response coordination
 - ▶ Matching grants funding mechanism
 - ▶ \$50 M for Special Education Supports
 - ▶ To address corrective action plan from feds
 - ▶ Grants by TEA scored on a rubric to evaluate an LEA's need
 - ▶ Unexpected and unfunded costs related to IDEA

Comptroller Report: School Finance

- ▶ *Texas School Finance: Doing the Math on the State's Biggest Expenditure*
- ▶ Key Findings:
 - ▶ Public education = 38.9% of state's budget
 - ▶ Formulas work to count local tax revenue first, then state
 - ▶ The local share of funding and recapture payments continue to rise
 - ▶ The state's formulas do not respond to inflationary costs
 - ▶ Recapture accounts for a growing portion of overall school district funding
 - ▶ Significant change in current funding patterns require changes to FSP formulas

Comptroller Report, cont.

▶ Key Findings, cont.

- ▶ Increases in enrollment, especially of low-income and other disadvantaged students increases pressure on funding needs
- ▶ Funding sources for school finance must take into account their inherent volatility and long-term ability to grow with funding needs
- ▶ Any standard for the relative state and local shares of funding should consider the characteristics of all funding sources
- ▶ decline in the state share of funding public education from 54.4 percent in 2000 to 36 percent in 2018
- ▶ Suggests increasing the state share to 40% as a starting point (\$5b)

School Finance Commission Report

► Recommendations

- 60 percent at meets standard for critical prek-12 outcomes by the year 2030
- Reallocate 3.5 billion in existing revenue
- Current Year values
- All recommendations should be formula funded
- Early education funding
- Outcomes based funding for early literacy and postsecondary access of career, higher ed, or military
- Effective educator allotment
- Offer an additional 30 days of instruction via grant program
- Dual language and dyslexia funding weights
- Increase current Tier II yields to equal 43.50 per penny and decouple from Austin. Tied to basic allotment
- Reduce Recapture

Reallocate \$3.5 billion

- ▶ Remove and reallocate CEI – \$2.9 billion
- ▶ Reallocate Chapter 41 1993 Hold Harmless – \$30 million
- ▶ Reallocate Chapter 41 early agreement credit funds – \$50 million
- ▶ Reallocate GT funds (not intended to discontinue) - \$165 million
- ▶ Reallocate HS Allotment (comp ed or CTE) – \$400 million
- ▶ Move from Prior Year to Current Year values (Fast Growth Allotment) – \$1.8 billion

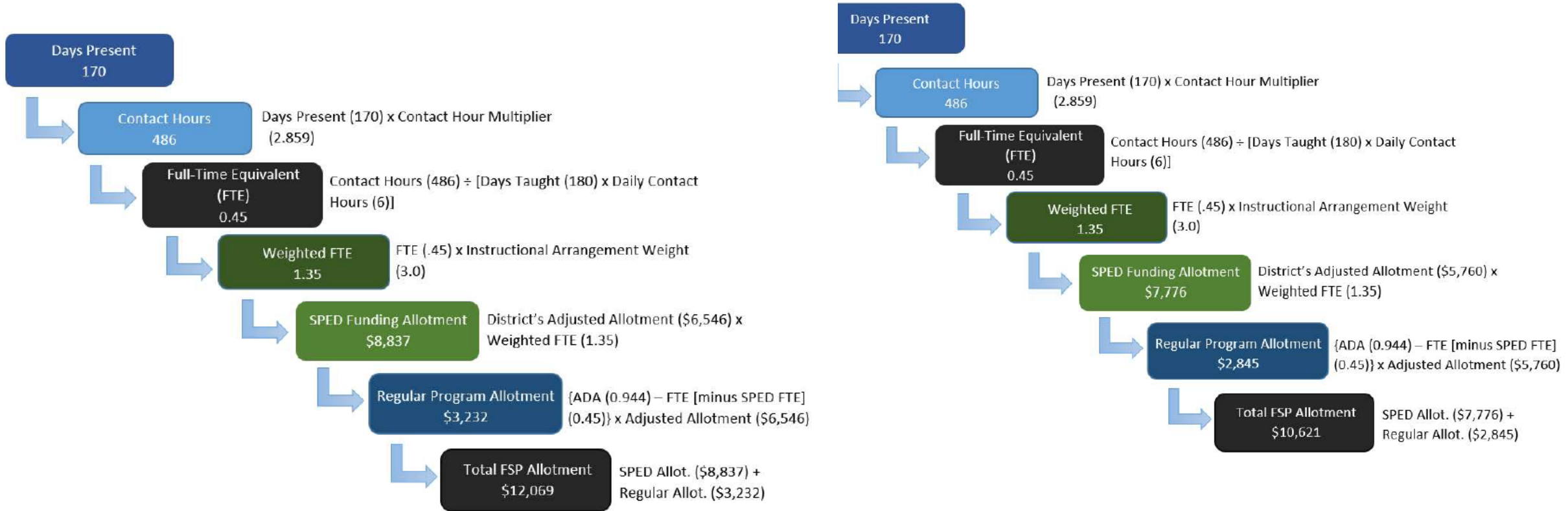
Educator Effectiveness Allotment

- ▶ Provide optional funding via weights
- ▶ Phase in over 10 years
- ▶ Preference to high poverty and IR/F Campuses
- ▶ ACE – Dallas Model
- ▶ Provides guidelines for “multiple-measure evaluation system”

Proposed Changes to Existing Allotments

- ▶ Increase compensated
- ▶ Transportation by mileage
- ▶ Recreate small and mid-size adjustments
- ▶ NIFA increase to \$100 million per year

Small and Mid-size



Outcomes, outcomes, outcomes

- ▶ Repeated theme
- ▶ Third grade (early childhood) outcome funding
 - ▶ \$3,400 per economically disadvantaged student who meets standard
 - ▶ \$1,450 for non-economically disadvantaged student who meets standard
- ▶ Must be spent on third grade and below

Outcomes, outcomes, outcomes...

- ▶ College, Career, and Military Readiness (CCM-R)
 - ▶ Incremental funding above basic allotment for every student who does not have to attend remediation (ACT, SAT, TSIA, or ASVAB) and either:
 - ▶ Enrolls in post secondary institution;
 - ▶ Graduates high school with an industry accepted certificate, or;
 - ▶ Enlists in the military.
 - ▶ Additional \$5,380 for eco. dis. And \$2,015 for non-eco dis.

TIMA

STATE TECHNOLOGY AND INSTRUCTIONAL MATERIALS FUND:

We hang a lot on this Christmas Tree.

State Board of Education sets aside 50% of distribution from Permanent School Fund. Other 50% remains in Available School Fund.

State Technology and Instructional Materials Fund pays for:



TIMA

From funds appropriated above in Strategy B.2.1, Technology and Instructional Materials, ~~\$1,078,839,560~~1,101,430,204 from the Technology and Instructional Materials Fund is allocated in the ~~2018-19~~2020-21 biennium for instructional materials and technology.

- ▶ IMQE Review and Portal – \$10 million
- ▶ Tech Lending Grant – \$20 million
- ▶ Open Education Resources – \$20 million

TASA Legislative Priorities for TIMA

- ▶ Advocate for increased funding for the TIMA to ensure districts can provide adequate technology and instructional materials to meet higher standards for students.
- ▶ Oppose any carveouts from TIMA that decrease the amount of funds to school districts.
- ▶ Oppose any state level “quality” tier rating of materials if the rating system restricts a district’s use of its TIMA.

TIMA

- ▶ HB 199 (Rep. Bernal) –
 - ▶ Allows for money to be spent on professionals who are directly involved in student learning; or addressing the social and emotional health of students.
 - ▶ Line Item Purchasing – all products must be all available a-la-carte

- ▶ HB 396 & 397 (Rep. VanDeaver) – Changes intrastate shipping standard and allows expenditure on inventory software

Bills of Interest

- ▶ HB 736 – Rep. Landgraf – Removes high stakes from STAAR (DOES NOT ELIMINATE STAAR)
- ▶ HB 671 – Rep. Ken King – Does remove EOCs and allows accountability to be based upon a norm-referenced exam such as TSIA, ACT, SAT, etc.
- ▶ SB 213 Sen. Seliger, HB 851 Rep. Huberty, HB 677 Rep. Guillen – removes sunset date for Individual Graduation Committees and makes them permanent
- ▶ HB 953 – Rep. Ken King – open enrollment charter school contributions to TRS
- ▶ SB 280 – Sen. Bettencourt – Allows boards to add two members who can be selected by a mayor and/or county judge.
 - ▶ Allows boards to impose term limits and four year terms.
 - ▶ Allows for the removal of a board member with two-thirds vote of other members.
 - ▶ Allows for recall of a board member (15% of registered voters in a single member district)
 - ▶ Overall rating of D or F forces all positions on the board to be filled at next election.
- ▶ Bus Driver Shortage
- ▶ Retire/Rehire Legislation

The House Committee on Public Education Interim Report

- ▶ Covers eight interim charges including: Hurricane Harvey, teacher compensation, student assessment, students with disabilities, charter schools, implementation of legislation, educator preparation programs, and school safety
- ▶ The committee recommendations “set the stage” for the education bills that are filed in the 86th Legislature

The House Committee on Public Education Interim Report- Charters

- ▶ Highlights the problematic issues surrounding enrollment growth and expansion of charter schools
 - ▶ Notifications
 - ▶ Enrollment of students with disabilities
 - ▶ Enrollment and expulsion of students with disciplinary issues
- ▶ Highlights funding disparities between charter schools and school districts including FSP calculations, facility funding, and TRS contributions

House Public Ed Interim Report Recommendations re: Charters

- ▶ Require expansion requests notices be sent to districts at least 12 months prior to a new charter campus opening
- ▶ Reconsider provisions that allow charters to exclude students based on disciplinary history
- ▶ Ensure charters understand their responsibilities regarding students with disabilities before authorization of those charters
- ▶ Reduce funding disparities between charters and districts in state averages in FSP calculations, facility funding, and state contributions to TRS

House Pub Ed Report Implementation of HB 22

- ▶ “In some cases, TEA’s actions could be characterized as going beyond the intent of the legislation and rule-making process”
 - ▶ Last minute addition of “forced failure” rule to Accountability Manual
- ▶ “It is difficult to conceive any rationale for this emphasis beyond the desire to circumvent the provisions of the bill regarding the delay of the campus A-F ratings.”
 - ▶ TEA’s release of numerical scores on campus report cards when statute states they were only to receive “Met Standard” or “Improvement Required”

House Pub Ed Report

Implementation of HB 22

- ▶ “The Texas Education Code and General Appropriations Act make it clear that costs associated with the state assessment system must be paid by the state.”
 - ▶ The House’s response to TEA’s proposal in rule that school districts pay for an ESSA requirement that students in middle school who take Algebra I, English I or English II EOCs in middle school must take an ACT or SAT in high school for federal accountability purposes.
- ▶ Initial costs are estimated at 109,000 students statewide at \$5.4 million across all LEAs.

House Pub Ed Interim Report

Assessment Recommendation Examples

- ▶ Monitor & support the SBOE in its efforts to streamline the TEKS
- ▶ Limit STAAR to Readiness TEKS only
- ▶ Remove the sunset date on IGCs
- ▶ Limit state tests to only those required by ESSA
- ▶ Split STAAR tests for earlier grades into subtests that could be administered on separate days w/in normal class periods
- ▶ Provide funding to continue Rep. VanDeaver's Writing Assessment Pilot Program

RYHT' Public Education Perceptions Poll

- ▶ Top three education priorities this legislative session are:
 1. School funding
 2. Teacher pay
 3. High-stakes standardized testing

- ▶ Most Texans believe the Governor and Legislature bear the greatest responsibility for improving public education, above any other federal or local group.

RYHT' Public Education Perceptions Poll

- ▶ Texans think the state needs to invest more in public education, and they don't believe funding should be tied to a standardized test.
- ▶ More than 70 percent oppose high-stakes standardized testing as a measure of accountability for public schools.
- ▶ Nearly 80 percent oppose tying public school funding increases to student performance on standardized tests, where higher test scores mean more money for a school.

RYHT' Public Education Perceptions Poll

- ▶ Most Texans mistakenly believe the state covers a significantly larger share of education funding than it actually does.
- ▶ A majority (54.3 percent) think state and local property taxes cover equal shares or the state covers the majority of funding.
- ▶ In actuality, the state is projected to only cover 38 percent of school funding in 2019, while local property taxes are projected to cover 62 percent.

RYHT' Public Education Perceptions Poll

- ▶ Most Texans support full-day pre-K for at-risk students, and believe the state should fund it.
- ▶ A supermajority (82.5 percent) of respondents believe pre-K levels the playing field for school readiness.
- ▶ Nearly 80 percent believe at-risk students should have access to full-day pre-K, rather than half-day pre-K.
- ▶ More than 70 percent say the state, rather than local communities, should fund full-day pre-K.

TASA GR Contact

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 - ▶ Colby.Nichols@uwlaw.com

Analytics // Auto Reports // **El Campo Baseline**

| | | | | | | | |
|-----------------|------------|------------------|-----|-------------------|----|----------------------|---|
| Unique Learners | 510 | Templates | 4 | Opened Attachment | 0 | Emails Bounced | 0 |
| Campaign Runs | 1 | Emails Delivered | 510 | Enabled Macros | 0 | PhishNotify Reported | 0 |
| Started | 01/23/2019 | Opened Only | 118 | Replied | 0 | Started Education | 7 |
| Completed | 01/26/2019 | Clicked Link | 60 | Met Reply RegEx | 0 | Completed Education | 5 |
| Duration | 3 days | Entered Data | 4 | Avoided | 12 | | |

Batteries

Baseline

Categories

N/A

Education

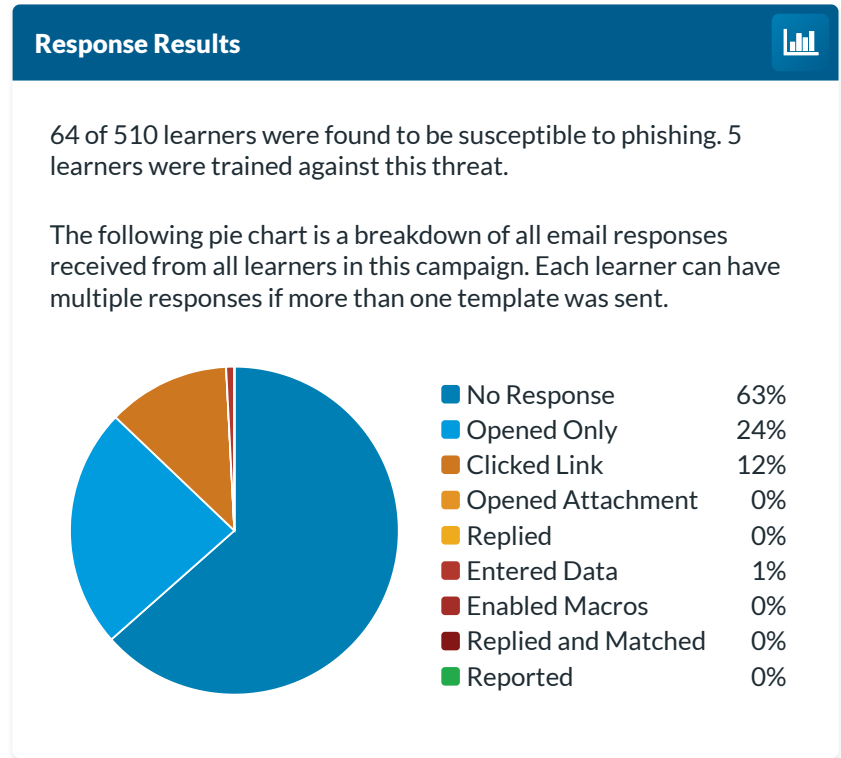
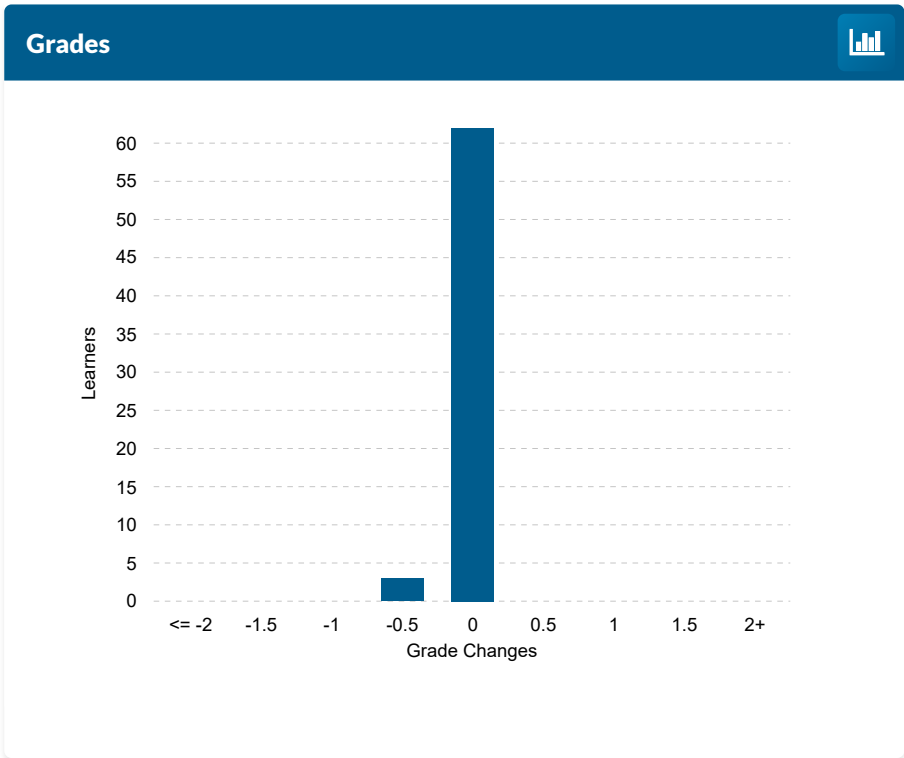
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Learner Groups

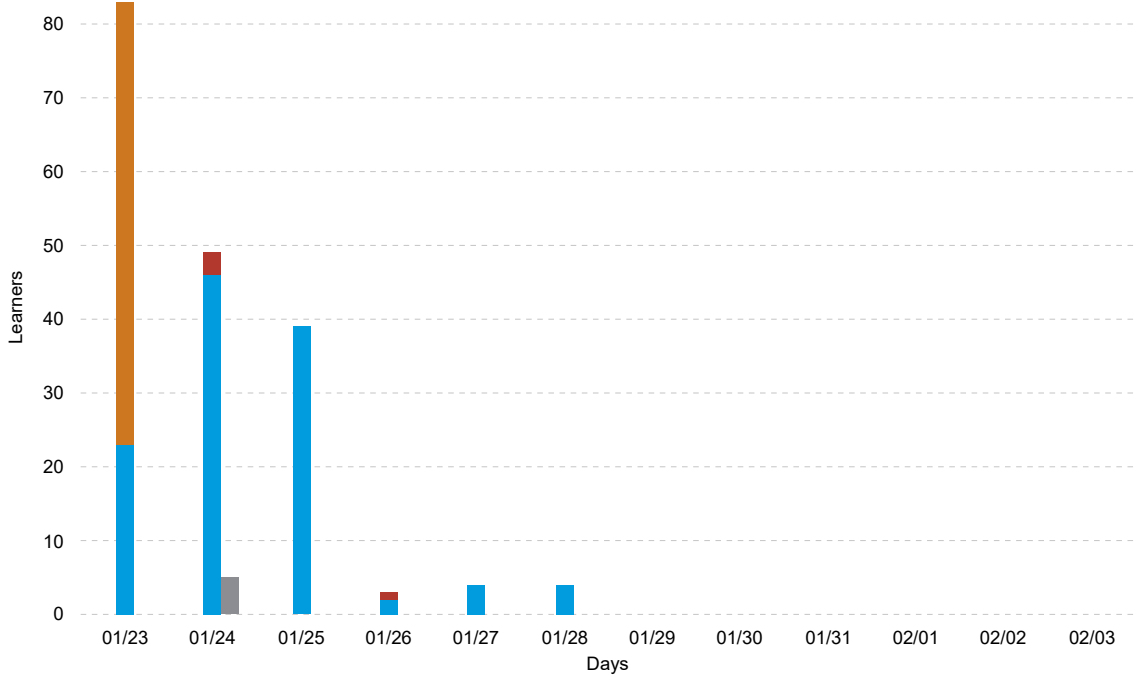
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Individuals Not in Groups

N/A



Phish Timeline

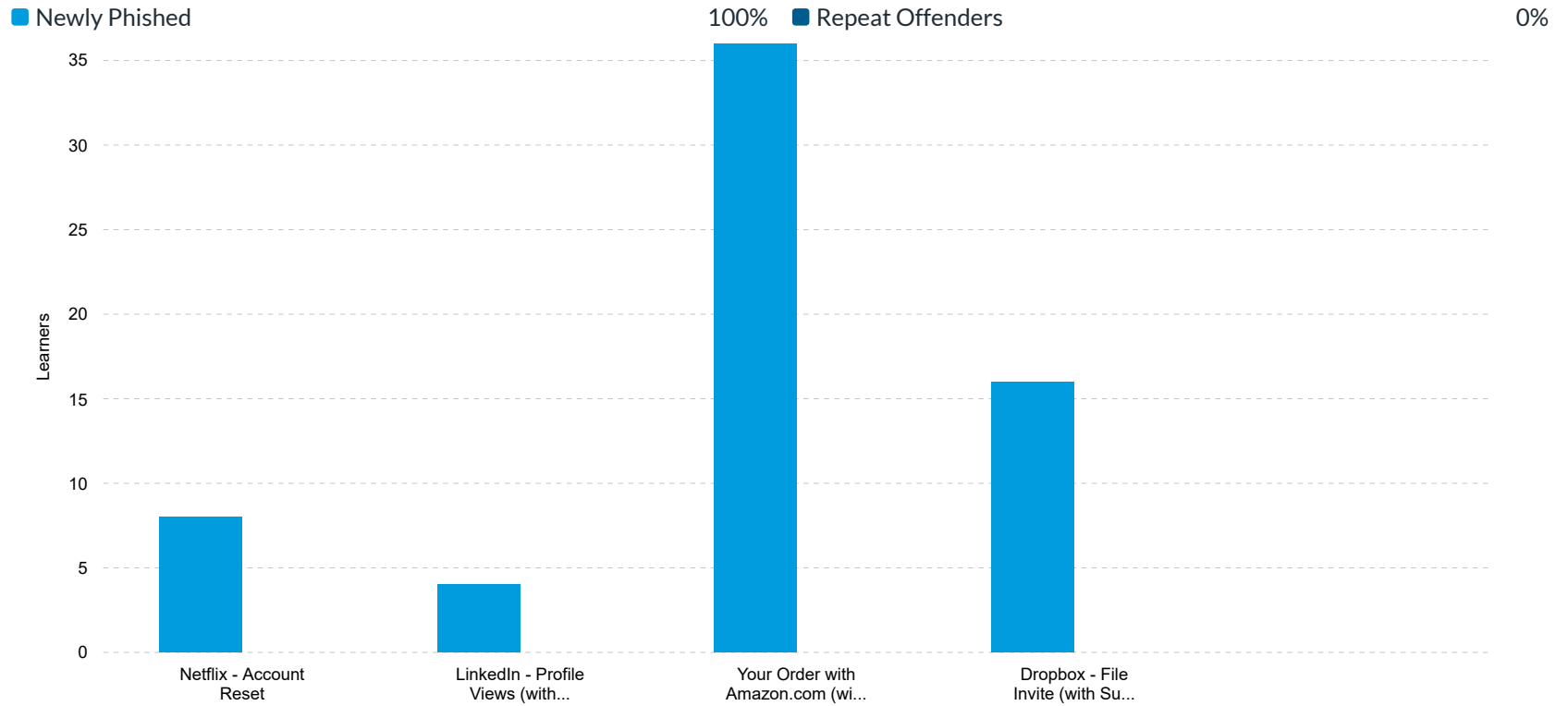


Legend and Display Options

- Daily Breakdown
- First 12-Hour Breakdown

- Delivered
- Opened Only
- Reported as Suspicious
- Replied
- Opened Attachment
- Clicked Link
- Entered Data
- Enabled Macros
- Replied and Matched
- Trained

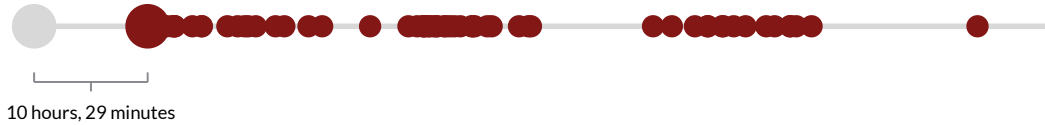
Template Performance





Event Timeline

01/22 01/23
06:47 PM 05:16 AM



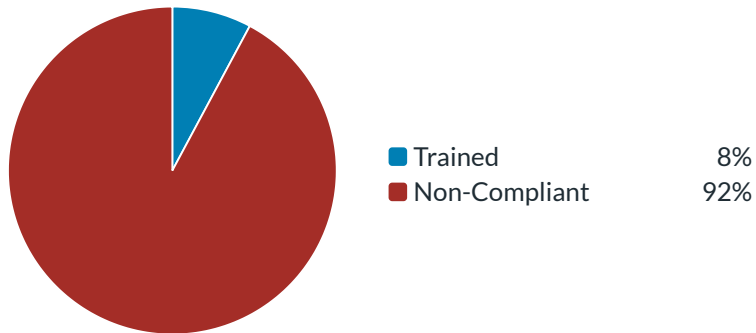
Legend

- Phish Sent
- Phished Learner
- Reported as Suspicious

Training Effectiveness



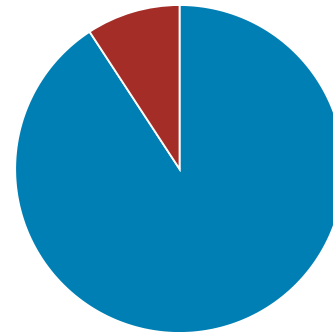
Total Number Phished: 64



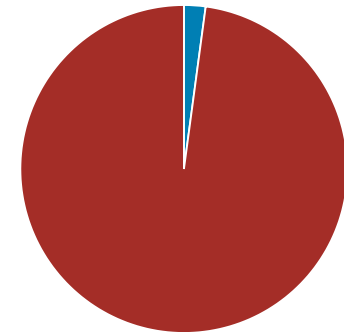
Browser Vulnerability



Out Of Date Browsers

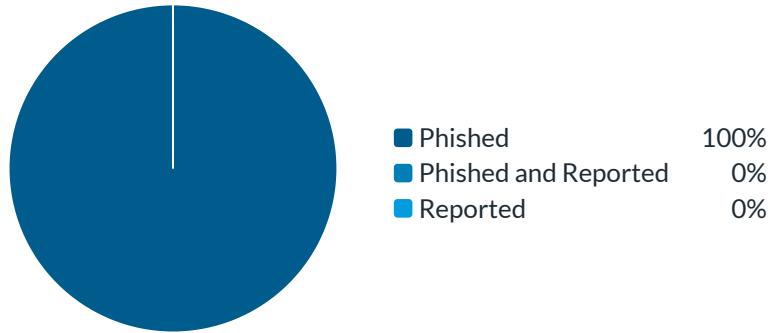


Phished Out Of Date



PhishNotify

| | | | |
|----------------|-----|----------------------|---|
| Fastest Report | N/A | Phished and Reported | 0 |
| Average Report | N/A | Reported Only | 0 |



[Generate PDF](#)

STATE FUNDING
3rd Six Weeks
2018-2019

| TEA Summary of Finances | | | | District State Aid Template | | |
|--|----------------------------------|--------------------------------|------------------------------------|---|---|---|
| 2/18/2018 Legislative Planning Estimate | District Planning Estimate | Original Budget Estimate | Current Estimate 3rd Six Wks | Variance from LPE (Over Funded) Under Funded | Variance from DPE (Over Funded) Under Funded | Variance from Original Budget (Over Funded) Under Funded |
| 3,463.640 | 3,463.640 | 3,400.000 | 3,411.690 | | | |
| (Paid by this) | Projected Earnings | Release 4 | Release 4 | | | |
| Tier I Funding By Program Intent Code | | | | | | |
| Regular Program Allotment | \$17,762,867 | \$17,762,867 | \$17,420,061 | \$17,482,074 | (\$280,793) | (\$280,793) \$62,013 |
| Special Education Program Allotment | \$2,003,615 | \$2,003,531 | \$2,008,296 | \$2,007,602 | \$3,987 | \$4,071 (\$694) |
| Career & Tech Block Allotment | \$2,545,953 | \$2,545,953 | \$2,549,897 | \$2,549,020 | \$3,067 | \$3,067 (\$877) |
| Gifted & Talented Adjusted Allotment | \$119,670 | \$119,666 | \$118,231 | \$118,598 | (\$1,072) | (\$1,068) \$367 |
| Compensatory Education Allotment | \$2,973,849 | \$2,973,849 | \$2,978,025 | \$3,037,321 | \$63,472 | \$63,472 \$59,296 |
| Bilingual Education Allotment | \$229,205 | \$229,205 | \$229,560 | \$229,481 | \$276 | \$276 (\$79) |
| Transportation Allotment | \$234,056 | \$234,056 | \$202,379 | \$202,379 | (\$31,677) | (\$31,677) \$0 |
| High School Allotment | \$281,325 | \$281,325 | \$275,000 | \$291,225 | \$9,900 | \$9,900 \$16,225 |
| Total Cost of Tier I | \$26,150,540 | \$26,150,452 | \$25,781,449 | \$25,917,700 | (\$232,840) | (\$232,752) \$136,251 |
| LESS: Local Fund Assignment | (\$12,359,697) | (\$12,320,691) | (\$12,320,691) | (\$12,320,691) | \$39,006 | \$0 \$0 |
| Total Tier I State Aid | \$13,790,843 | \$13,829,761 | \$13,460,758 | \$13,597,009 | (\$193,834) | (\$232,752) \$136,251 |
| Foundation School Fund Detail | | | | | | |
| Tier II Aid for Level 1 @ \$99.41 | \$2,449,374 | \$2,459,597 | \$2,238,348 | \$2,252,389 | (\$196,985) | (\$207,208) \$14,041 |
| Tier II Aid for Third Level @ \$31.95 | \$348,179 | \$353,914 | \$306,562 | \$314,307 | (\$33,872) | (\$39,607) \$7,745 |
| Total Tier II State Aid | \$2,797,553 | \$2,813,511 | \$2,544,910 | \$2,566,696 | (\$230,857) | (\$246,815) \$21,786 |
| Existing Debt Allotment | \$10,907 | \$10,907 | \$6,870 | \$8,016 | (\$2,891) | (\$2,891) \$1,146 |
| Sub Total Other State Aid | \$10,907 | \$10,907 | \$6,870 | \$8,016 | (\$2,891) | (\$2,891) \$1,146 |
| Other Programs | | | | | | |
| Additional Aid for Tax Reduction | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 \$0 |
| Rider 71 / TRS Employer Contribution Assistance | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 \$0 |
| Staff Allotment (\$500 or \$250 per Employee) | \$97,479 | \$97,479 | \$92,438 | \$96,250 | (\$1,229) | (\$1,229) \$3,812 |
| LESS: Texas School for the Blind and Visually Impaired | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 \$0 |
| Additional State Aid for the Homestead Exemption | \$7,590 | \$7,590 | \$10,723 | \$10,467 | \$2,877 | \$2,877 (\$256) |
| Total Other Programs | \$105,069 | \$105,069 | \$103,161 | \$106,717 | \$1,648 | \$1,648 \$3,556 |
| Total State Aid - All Funds | \$16,704,372 | \$16,759,248 | \$16,115,699 | \$16,278,438 | (\$425,934) | (\$480,810) \$162,739 |

Refined ADA

Kelly Waters

Subject:

FW: Thank you



School Board President, Principal, and Assistant Principal,

On behalf of the Austin Peace Academy coaches and students I wanted to write and thank the entire El Campo educational community for hosting such an enjoyable and academic UIL tournament on January 12th. Our students competed in the debate portion of your tournament and the entire experience was well run and very enjoyable. The organization and judging was excellent. The coach's lounge offered wonderful meals and a place for the adults to relax when they weren't judging.

We chose to attend the El Campo tournament because I have had the opportunity the past few summers to co-teach with Katrese Skinner at The Championship Debate Group Teacher's Institute in Austin. El Campo High School is very fortunate to have her on staff. She is truly a professional's professional. I had the honor of twice serving as President of the National Debate Coaches Association and I have assisted many schools across the country in the hiring process. Knowledgeable, dedicated, and a person who truly loves teaching is a difficult combination to recruit. Katrese earns the respect of her students and colleagues every minute of the day. I enjoy working with her because she has the self-confidence to laugh at herself and yet make every day a "teachable moment" for the coaches who attend the workshop. She earns rave reviews each summer.

In a state where Friday Night Lights tends to dominate the high schools, the debate community appreciates that your school opened the doors for two days and hosted an academic competition. We also appreciate when we have attended an exceptional event and one hosted by such a professional as Katrese Skinner. Thank you for your commitment to academics and particularly to debate and speech.

Respectfully,

**Alex L. Pritchard
Head of Academics
Austin Peace Academy**

**El Campo Police Department
School Resource Officer
January 2019 Monthly Totals**

El Campo Middle School

| ACTIVITY | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | TOTAL |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|--------------|
| Staff Contacts | 0 | 1 | 9 | 6 | 6 | 22 |
| Parent Contacts | 0 | 1 | 2 | 8 | 6 | 17 |
| Visits to other campuses | 0 | 1 | 1 | 0 | 1 | 3 |
| Presentations in classrooms | 0 | 0 | 0 | 0 | 0 | 0 |
| Assist teachers | 0 | 2 | 11 | 6 | 4 | 23 |
| Assist Investigators | 0 | 0 | 1 | 1 | 0 | 2 |
| Assist Students | 0 | 6 | 32 | 15 | 35 | 88 |
| Disturbances | 0 | 0 | 0 | 1 | 0 | 1 |
| Fights | 0 | 0 | 3 | 2 | 0 | 5 |
| Assaults | 0 | 0 | 0 | 0 | 0 | 0 |
| Citations | 0 | 0 | 0 | 0 | 0 | 0 |
| Arrests | 0 | 1 | 0 | 0 | 1 | 2 |
| Weapons Offense | 0 | 0 | 0 | 0 | 0 | 0 |
| Gang related Incidents/Contacts | 0 | 0 | 0 | 0 | 0 | 0 |
| Sobriety Tests given | 0 | 0 | 0 | 0 | 0 | 0 |
| Offense/Supplement Reports | 0 | 0 | 1 | 2 | 1 | 4 |
| Municipal Court | 0 | 0 | 0 | 1 | 0 | 1 |
| Accident Reports | 0 | 0 | 0 | 0 | 0 | 0 |

El Campo High School

| ACTIVITY | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | TOTAL |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|--------------|
| Staff Contacts | 0 | 9 | 7 | 7 | 6 | 29 |
| Parent Contacts | 0 | 0 | 1 | 3 | 2 | 6 |
| Visits to other campuses | 0 | 1 | 1 | 2 | 4 | 8 |
| Presentations in classrooms | 0 | 0 | 0 | 0 | 0 | 0 |
| Assist teachers | 0 | 4 | 5 | 4 | 8 | 21 |
| Assist Investigators | 0 | 1 | 2 | 0 | 0 | 3 |
| Assist Students | 0 | 22 | 23 | 23 | 27 | 95 |
| Disturbances | 0 | 2 | 0 | 0 | 1 | 3 |
| Fights | 0 | 0 | 0 | 0 | 0 | 0 |
| Assaults | 0 | 0 | 1 | 0 | 0 | 1 |
| Citations | 0 | 0 | 0 | 0 | 0 | 0 |
| Arrests | 0 | 0 | 0 | 0 | 0 | 0 |
| Weapons Offense | 0 | 0 | 0 | 0 | 0 | 0 |
| Gang related Incidents/Contacts | 0 | 0 | 0 | 0 | 0 | 0 |
| Sobriety Tests given | 0 | 0 | 0 | 0 | 0 | 0 |
| Offense/Supplement Reports | 0 | 0 | 1 | 0 | 0 | 1 |
| Municipal Court | 0 | 0 | 0 | 0 | 0 | 0 |
| Accident Reports | 0 | 0 | 1 | 0 | 0 | 1 |
| School District Safety Drills | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | |
|---------------------|--|---|------------|-----------------|----|----|----|-----------|
| Current M.S. | | | | | | | | |
| | | 8 | 11/29/2018 | disruptive | 30 | 23 | | 2/8/2019 |
| | | 8 | 1/8/2019 | alcohol | 30 | | 2 | 2/15/2019 |
| | | 7 | 1/28/209 | alcohol | 30 | | | 3/18/2018 |
| | | 7 | 1/29/2019 | controlled sub. | 30 | | | 3/19/2019 |
| | | 7 | 1/29/2019 | assault | 30 | | | 3/19/2019 |
| Exited | | | | | | | | |
| | | 7 | 10/18/2018 | disruptive | 45 | 10 | | 1/25/2019 |
| | | 8 | 1/8/2019 | alcohol | 30 | | 14 | 1/30/2019 |
| Withdrawn | | | | | | | | |

February – March Activities Calendar

Family Literacy Academy

Thursday Feb 21, 06:00p - Thursday Feb 21, 08:00p

Location: Hutchins Elementary, Hall B

Northside Knighting Ceremony

Wednesday Feb 27, 09:00a - Wednesday Feb 27, 10:15a

Location: NS Cafeteria

Strong Fathers Science Night

Monday Mar 04, 06:00p

Location: Northside Cafeteria

Family Literacy Academy

Thursday Mar 07, 06:00p - Thursday Mar 07, 08:00p

Location: Hutchins Elementary, Hall B

Pre - K Program

Thursday Mar 07, 08:45a - Thursday Mar 07, 09:45a

Location: Myatt Cafeteria

Student Early Release

Friday Mar 08, 12:00p

Spring Break

Monday Mar 11 - Friday Mar 15

Family Literacy Academy

Thursday Mar 21, 06:00p - Thursday Mar 21, 08:00p

Location: Hutchins Elementary, Hall B

Wharton County Mini Olympics

Friday Mar 22

Location: ECHS track field

Family Literacy Academy Banquet

Thursday Mar 28, 06:00p - Thursday Mar 28, 08:00p

Location: Hutchins Elementary, Hall B

Economic Development for Local Leaders Training Agenda

March 4th and 5th 2019, City of Wharton (location?)

Day 1

- | | |
|---------------------|---|
| 8:00 am– 9:00 am | Registration |
| 9:00 am - 9:05 am | Host’s Welcome and Opening Remarks – Chad? |
| 9:05 am - 10:15 am | <p>Things You Should Know About Economic Development</p> <p>In this introductory session, you’ll hear an overview of the key elements that make up the system and practice of economic development. Participate in a discussion of your role as a community leader, as well as that of partners in the region, state, federal government, and private sector. We also cover the key competencies and ethical issues required for people engaging in economic development.</p> |
| 10:15 am – 10:30 am | Networking Break |
| 10:30 am – 12:00 pm | <p>Thinking Strategically About Your Economy and the Future</p> <p>The economic development strategic planning process is a must for any community that wants to direct its future and plan resources wisely. In this session you’ll learn what should be in your plan, key economic indicators you should be aware of and metrics for your region, the leading industries, cluster development, engaging your community, and pitfalls to avoid in the planning process. We will also discuss building resiliency into your strategy.</p> |
| 12:00 pm – 1:00 pm | Networking Lunch – Guest speaker from ... |
| 1:00 pm – 2:15 pm | <p>An Economic Developer’s View of Entrepreneurship & Small Businesses</p> <p>Entrepreneurship and small business is the foundation of the American economy. It is therefore essential to economic growth to support entrepreneurship and provide the right technical assistance support and creative financing opportunities so entrepreneurs can thrive in your community. How can you measure entrepreneurship and small business growth and what is your role in supporting new businesses? In this session we also explore opportunities how to create an ecosystem for “inclusive” entrepreneurship.</p> |
| 2:15 pm – 3:00 pm | <p>Economic Resilience and Why it Matters</p> <p>From industry downturns to natural disasters, what are the things you can do to recover from economic shocks? With proper planning and mitigation, as well as investments in infrastructure, you can achieve a more economic resilient community. This presentation will cover key topics in crisis communication, federal and state programs that support economic recovery after disasters, and a demonstration of free tools and resources on RestoreYourEconomy.org.</p> |

| | |
|---------------------|--|
| 3:00 pm – 3:15 pm | Wrap up |
| <u>Day 2</u> | |
| 9:00 am – 9:05 am | Welcome and Overview of Today’s Topics |
| 9:05 am – 10:15 am | <p>Business Retention & Expansion: Growing from Within</p> <p>Listening and taking care of your existing business is the place where many communities fall short, yet this is an essential part of economic development. How does local business retention and expansion fit in with regards to planning and practice in your community? What are some creative ways to properly engage your business community, both in good times and after a disaster? In this session we review the importance of “BRE” in economic development and your role as community leaders.</p> |
| 10:15 am – 10:30 am | Networking Break |
| 10:30 am – 11:30 am | <p>Revitalization: Breathing New Life into Divested Locations</p> <p>Dealing with vacant, blighted buildings and revitalizing declining downtowns is a significant concern for communities of all sizes. The good news is there are things local leaders can do to tackle this complex issue holistically and effectively.</p> |
| 11:30 am – 12:30 pm | <p>Networking lunch – Speaker from U.S. Economic Development Administration -- or Small Business Administration – or the State of Texas’s economic development organization.</p> |
| 12:30 pm – 1:30 pm | <p>Understanding the Marketing, Attraction & Site Selection Process</p> <p>Attracting, creating, retaining and expanding businesses are the cornerstones of economic development. This presentation covers preparation to market your community, the site selection process, issues in competitiveness and using incentives wisely to meet your strategic goals. We will also cover some key points in working with foreign investors.</p> |
| 1:30 pm – 2:00 pm | BREAK |
| 2:00 pm – 3:00 pm | <p>Workforce Development for Sustained Economic Growth</p> <p>Workforce development is an essential component of business attraction and retention. Community leaders play an important role in the myriad of issues involved in building the right talent pipeline.</p> |
| 3:00 pm - 3:15 pm | Take Aways |