



Learners Today...

Leaders Tomorrow...

*Mustangs
Forever!*

**Marble Falls ISD
Regular Meeting**

**Monday, February 17, 2014
6:00 PM**

**AGENDA OF REGULAR MEETING
 MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
 BOARD OF TRUSTEES
 MONDAY, FEBRUARY 17, 2014 – 6:00 PM
 Marble Falls ISD Central Office Community Room**

Notice is hereby given that on February 17, 2014, the Board of Trustees of the Marble Falls Independent School District will hold a Regular meeting at 6:00 PM, at the Marble Falls ISD Central Office Community Room, 1800 Colt Circle, Marble Falls, TX 78654.

The subjects to be discussed or considered, or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice.

1. Call to Order
 Presenter: Rick Edwards, President
2. Roll Call
 Presenter: Rick Edwards, President
3. Invocation
 Presenter: Karl Westerman
4. Pledge to the Flags
 Presenter: Kevin Naumann
5. Special Recognitions
 Presenter: Rob O'Connor
 - A. Spotlight on Excellence - Spicewood Elementary
 Presenter: Leslie Baty
 - B. Mustang of the Month- Marble Falls High School
 Presenter: Manny Lunoff
 - C. Superintendent's Award - Marble Falls Elementary
 Presenter: Bruce Peckover
6. Citizen Comments
7. Public Hearing on 2012-2013 TAPR 4
 Presenter: Melissa Fields
8. Consent Agenda
 - A. Approval of Minutes 361
 - B. Approval of Financial Report 365
 - C. Approval of Budget Amendments 380
 - D. Approval of Order of Election for the May 10, 2014 School Board Trustee Election 383
 for Positions Designated as Place 3 and Place 4.
 Presenter: Allen Roberts
 - E. Approval of Additional PDAS Appraisers 385
 Presenter: Wade Stanford
9. Action Items
 - A. Consider and Possibly Take Action to Adopt an Order Calling School Bond Election 386
 Presenter: Dr. Rob O'Connor

10. Superintendent's Report

- A. House Bill 5 Update
Presenter: Eric Penrod

394

11. Executive Session

Presenter: Dr. Rob O'Connor

- A. Discussion of Board Goals, TX Govt. Code, Section 551.074
- B. Discussion of Personnel Matters, TX Govt. Code, Section 551.074

12. Discussion and Possible Approval of Action Arising from Executive Session

Presenter: Dr. Rob O'Connor

13. Adjourn

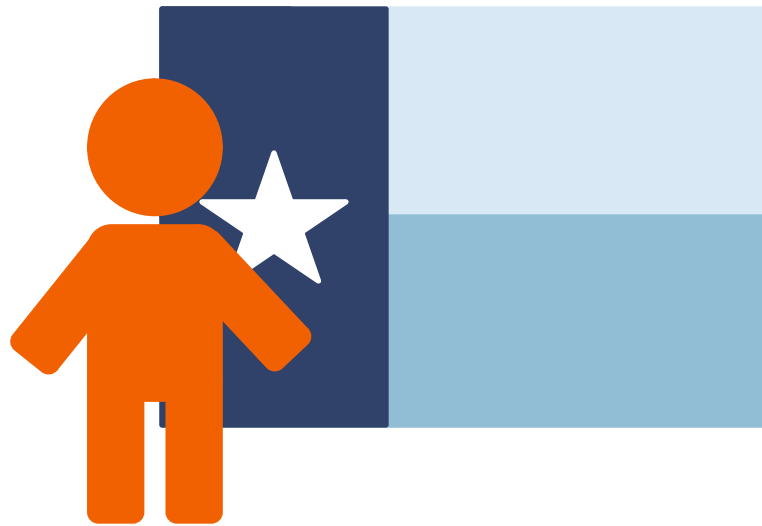
If during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Govt. Code, Chapter 551, Subchapters D and E. Before any closed meeting is convened, the presiding 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
MARBLE FALLS INDEPENDENT SCHOOL

Rob O'Connor, Superintendent of Schools

Texas Academic Performance Report (TAPR) 2012-13

Marble Falls ISD



TAPR Overview

- Due to changes in legislation, the performance report formerly known as the Academic Excellence Indicator System (AEIS) report is now the Texas Academic Performance Report (TAPR)
- AEIS was published from 1990-91 to 2011-12. Archived AEIS reports may be found on the AEIS Archives page through TEA
- The TAPR provides information on the performance of students in each school and district in Texas. The reports also provide extensive information on school and district staff, programs, and student demographics.

Differences from previous AEIS reports

- STAAR Proficiency and STAAR Progress Measures results are shown
- Inclusion of two new postsecondary indicators
- Replacement of financial profile section with direct HTML link to 2011-12 Financial Actual Report

Accessing the TAPR Report



Home | District Locator | Index A-Z | Divisions | School Directory

SEARCH Administrators Teachers Funding Testing/Account Curriculum Reports News ARRA

Performance Reporting

2012-13 Reports

AEIS Archive

Texas Academic Performance Reports

The Texas Academic Performance Reports (TAPR) pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and low income status. The reports also provide extensive information on school and district staff, programs, and student demographics.

From this website you can access TAPRs for every public school, district, or region of Texas.

[Texas Academic Performance Reports for 2012-13 are now available.](#)

The TAPRs were previously known as the Academic Excellence Indicator System (AEIS) Reports. Those reports were published from 1990-91 to 2011-12. They may be found at the [AEIS Archive](#).

Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701
(512) 463-9734
Map | Site Policies | TEA Jobs

Complaints
Fraud Hotline
Compact with Texans
Open Records Requests
Frequently Asked Questions
Encrypted Email Instructions

ESCs
State of Texas
Texas Legislature
Homeland Security
TRAIL

Military Families
Where Our Money Goes
Equal Educational Opportunity
Governor's Committee on
People with Disabilities

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1 <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>

2 http://mfisd.ss3.sharpschool.com/parents__students/district_report_card

3 Campus Libraries or Offices

2013 TAPR Content

District/Campus Performance

- STAAR Performance at Phase-in Level II or above
 - *Disaggregated by grade level, subject, and student group*
 - *Aggregated by passing standard and progress measure*
 - *Progress of Prior Year Failures*
 - *TAKS Exit-Level cumulative*
 - *Student Success Initiative*
 - *Current year ELL Students disaggregated by subject and Bilingual/ESL service delivery model*

2013 TAPR Content

District/Campus Performance (continued)

- Participation Rate
- Attendance Rate
- Annual Dropout Rates
- Graduation Rates

2013 TAPR Content

District/Campus Performance (continued)

- College Readiness Indicators
 - *RHSP and DAP Graduates*
 - *Advanced Courses/Dual Enrollment*
 - *Texas Success Initiative (TSI)*
 - *College-Ready Graduates*
 - *AP/IB Results, SAT/ACT Results*
 - *Graduates Enrolled in a Texas Institution of Higher Education (IHE)*
 - *Graduates in a Texas IHE Completing One Year Without Remediation*

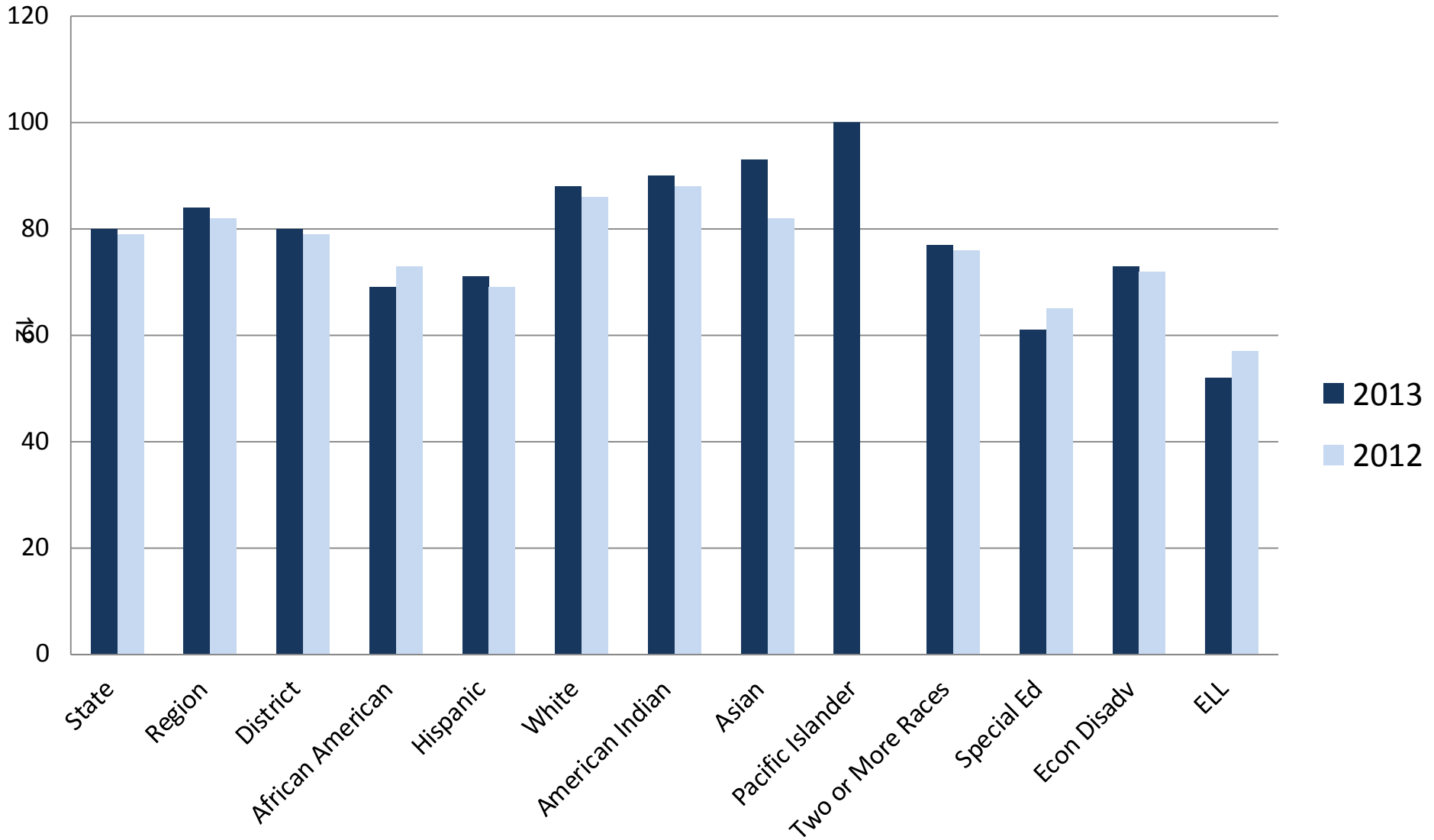
2013 TAPR Report Overview

District/Campus Profile

- Student Information
 - *Demographics, Graduates, Retention Rates, Class Size*
- Staff Information
 - *Demographics, Experience, Salary Information*
- Programs
 - *Student Enrollment, Teachers by Program*
- Budget
 - *Link to Actual Financial Data report*

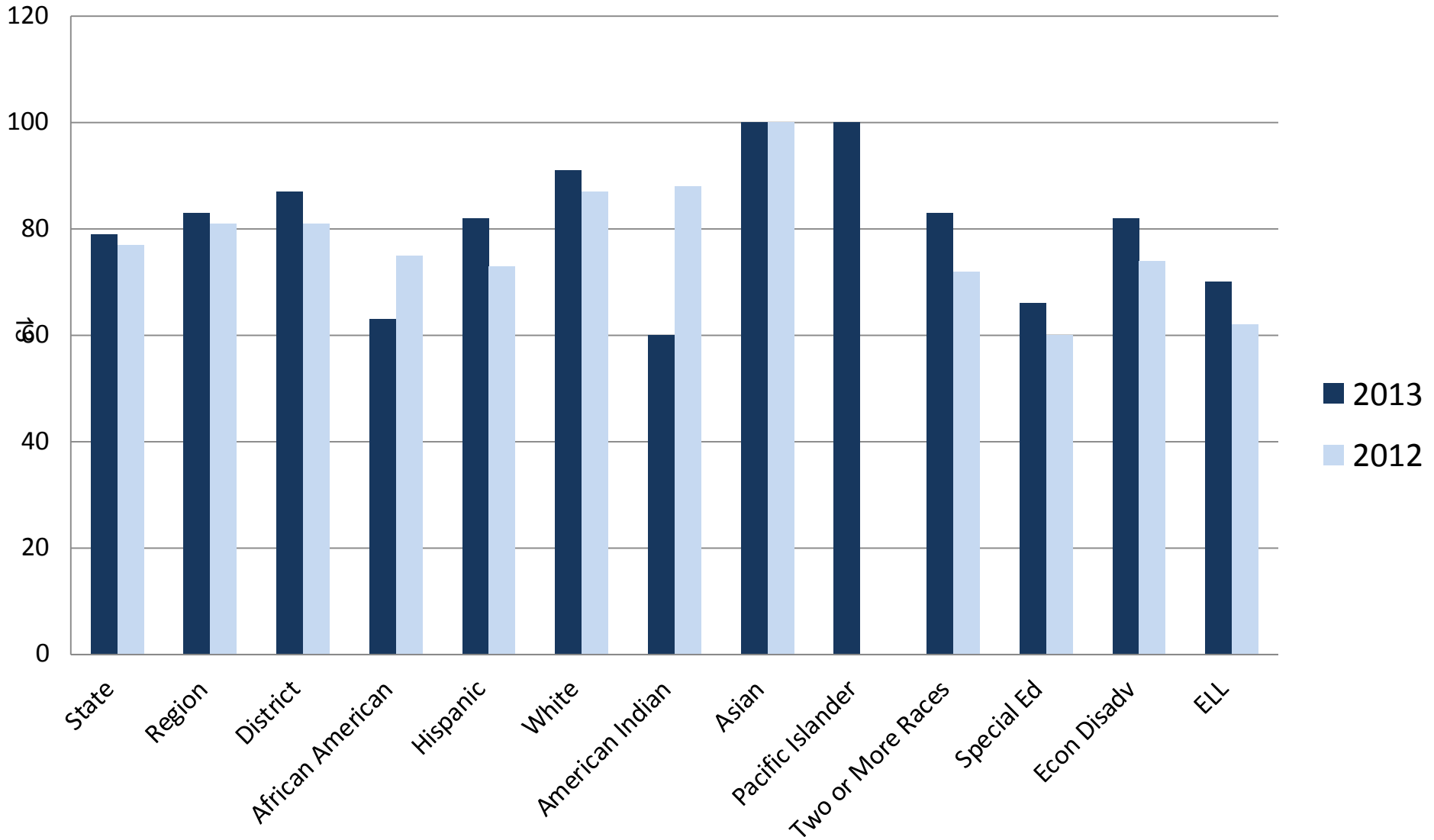
2013 STAAR Performance

Chart Title



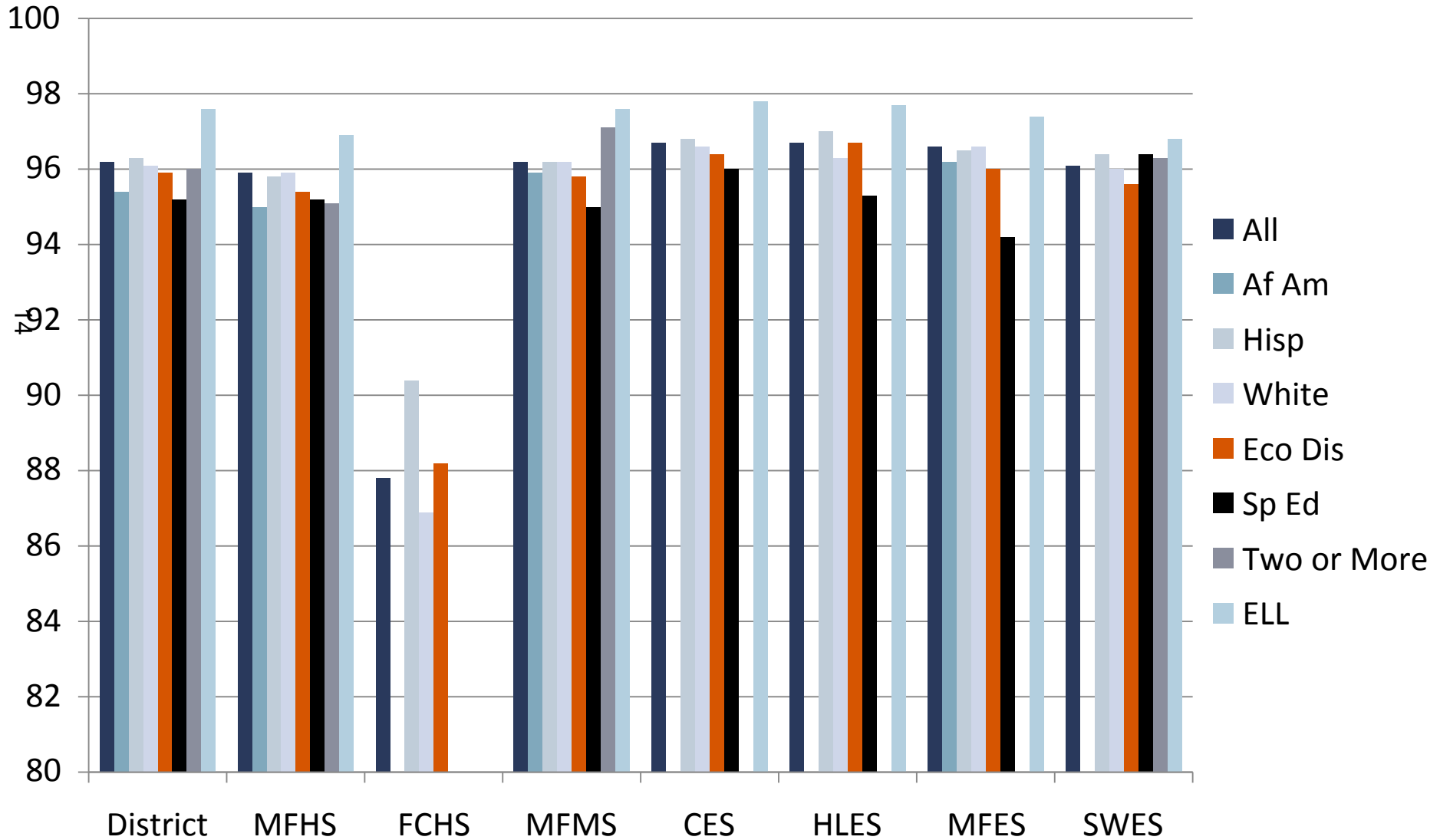
2013 STAAR Performance

Chart Title



2013 Attendance

2011-2012 School Year



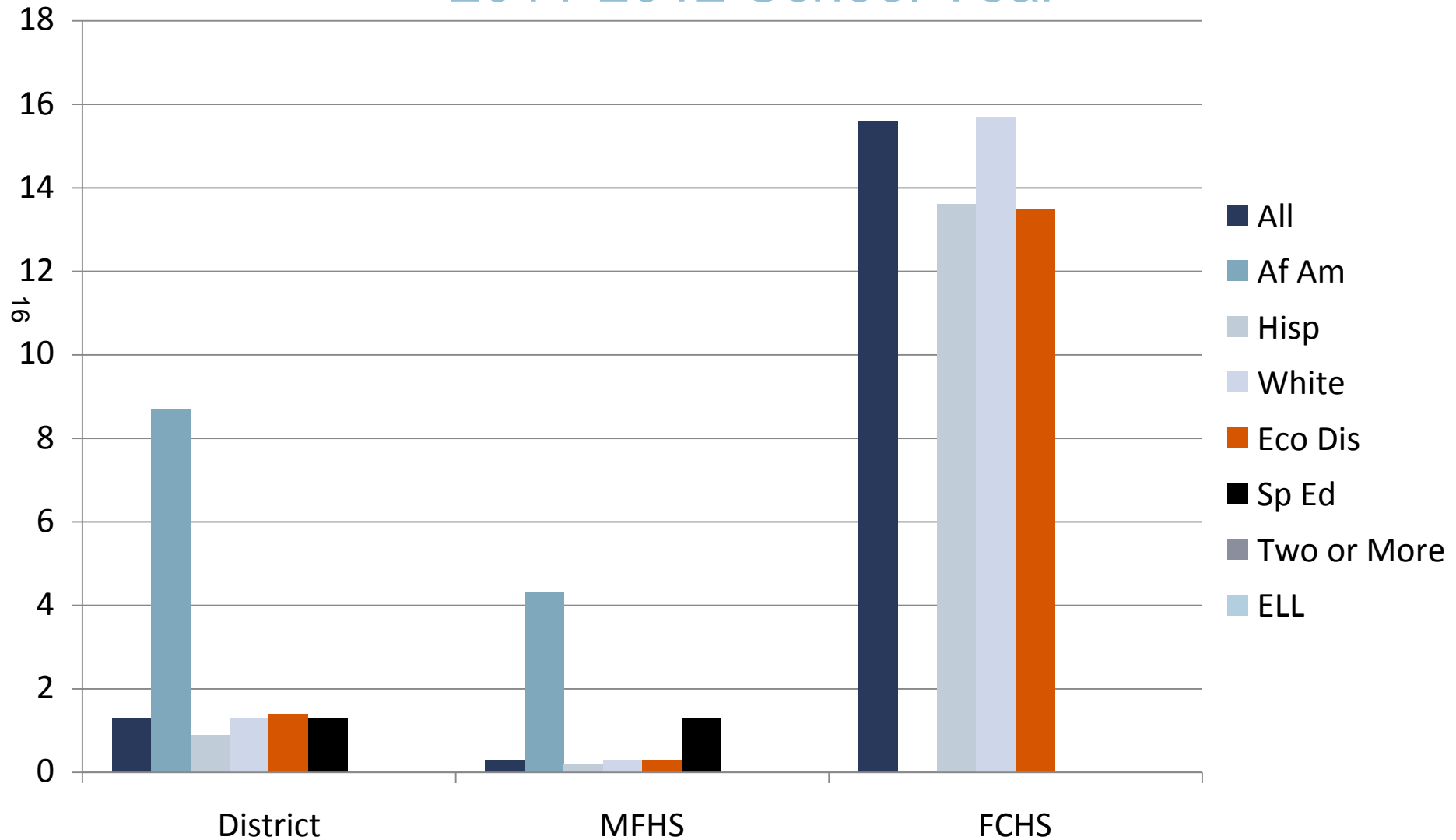
2013 Annual Dropout Rate (Grades 7-8)

2011-2012 School Year



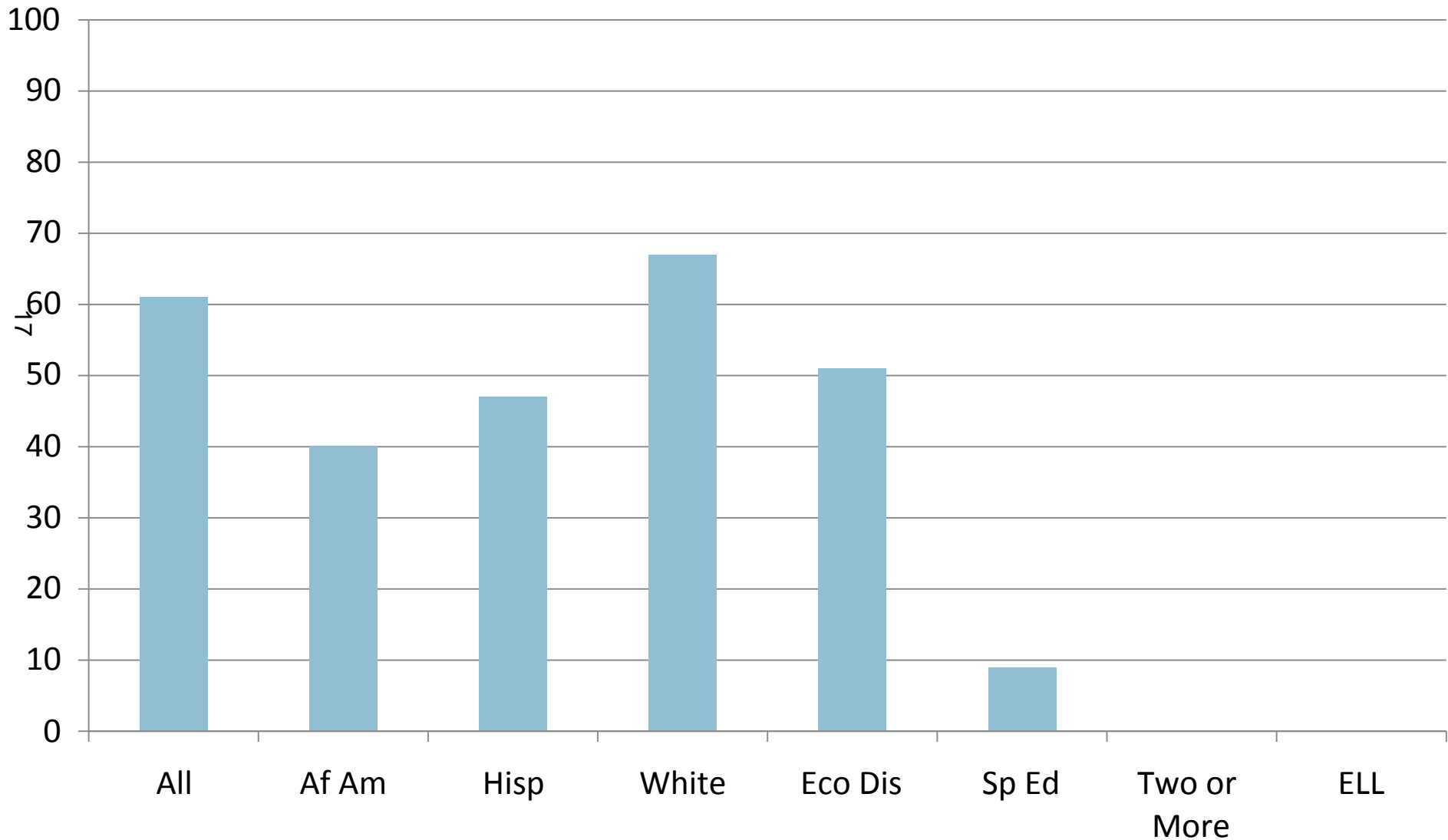
2013 Annual Dropout Rate (Grades 9-12)

2011-2012 School Year



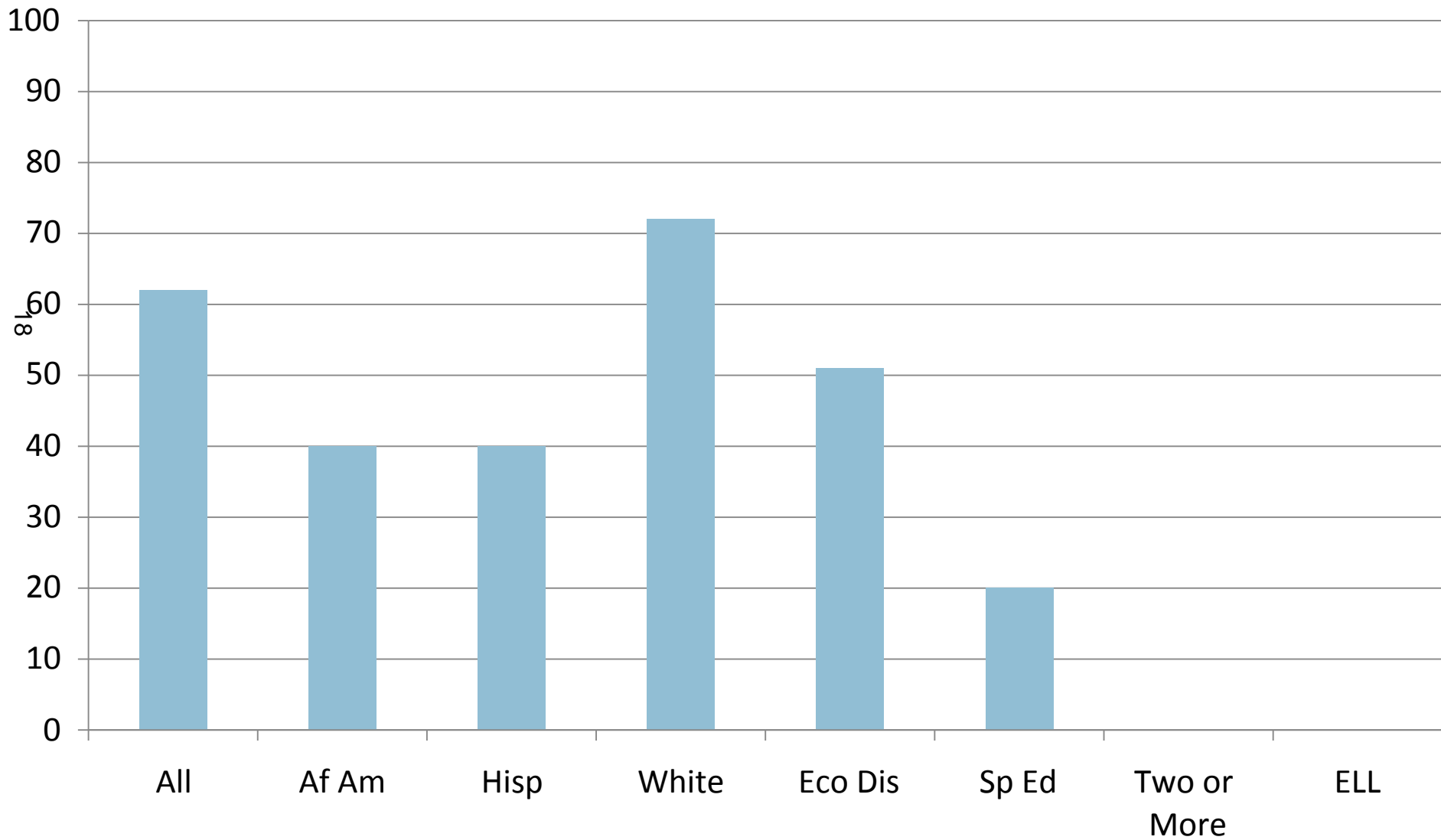
Class of 2012 College Ready Graduates

English Language Arts



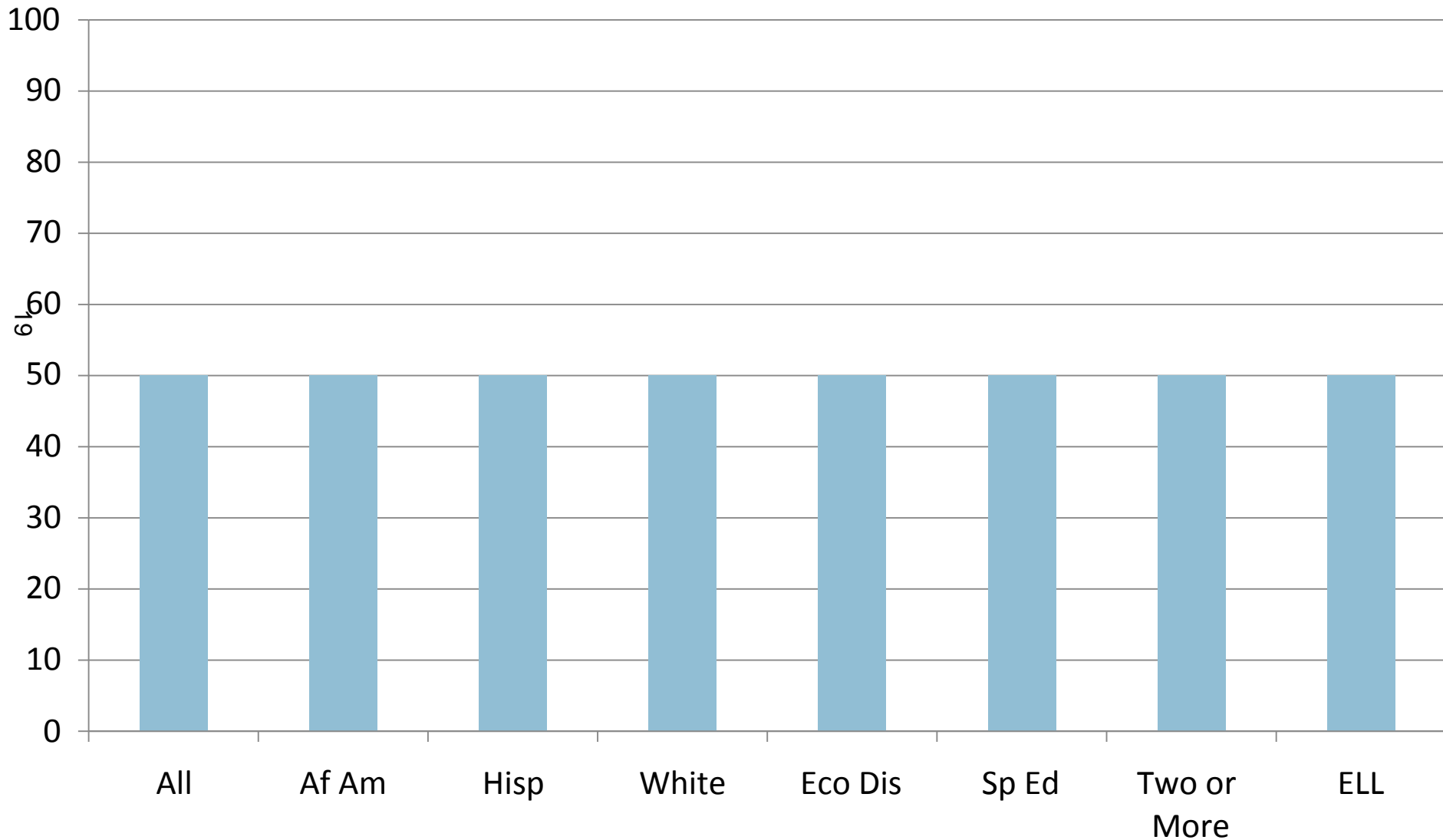
Class of 2012 College Ready Graduates

Mathematics



Class of 2012 College Ready Graduates

Both Subjects



Violent and Criminal Incidents

- Texas statute (TEC 39.053) requires every district to publish an annual report on violent and criminal incidents at campuses in the district
- The report must include:
 - *Number, rate and type of incidents*
 - *Information concerning school violence prevention and intervention policies and procedures used by the district*
 - *Findings that result from Safe and Drug-Free Schools and Communities Act*

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2012-13 School Year

Reason Code	Description	MFHS	FCHS	MFMS	CES	HLES	MFES	SWES	DISTRICT
		#	#	#	#	#	#	#	#
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	1	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	1	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0
Total Incidents		1	0	0	0	0	1	0	0
Student Enrollment		1,153	44	923	547	654	523	201	4,045
Incident Rate		0.1%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%

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Disciplinary Action Reason Codes 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47 and 48 are the Codes used by TEA in identifying a "Persistently Dangerous School" under No Child Left Behind.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

Texas Higher Education Coordinating Board

- Texas statute (TEC 51.403e) requires every district to include with its TAPR a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school. The report includes:
 - *Number of Total Graduates, disaggregated by attendance in Institutes of Higher Education*
 - *Number of Students within each GPA reporting band*

High School Graduates from FY2011 Enrolled in Texas Public or Independent Higher Education in FY 2012

MFHS	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
		< 2.0	2.0 – 2.49	2.5 – 2.99	3.0 – 3.49	> 3.5	Unknown
Four-Year Public University	75	19	13	15	17	10	1
Two-Year Public Colleges	75	18	18	12	12	10	5
Independent Colleges & Universities	5						
Not Trackable	13						
Not Found	15						
Total High School Graduates	243						

For more information, please contact:

Melissa Fields

Assessment and Accountability Coordinator

mfields@mfisd.txed.net

830.693.4357

Texas Academic Performance Report (TAPR)

Marble Falls ISD 2012 - 2013



Learners Today...

Leaders Tomorrow...

*Mustangs
Forever!*

Public Hearing - February 17, 2014

TAPR Data may be viewed online at <http://ritter.tea.state.tx.us/perfreport/tapr/2013/index.html>.

Marble Falls ISD
1800 Colt Circle
Marble Falls, TX 78654

I. District Report

- **District Performance**
(includes Bilingual Education/English as a Second Language)
- **District Profile**

2012-13 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

District Number: **027904**

2013 Accountability Rating: **Met Standard**

PBM Special Education Monitoring Results Status:

Local Interventions Implemented

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Performance

District Name: MARBLE FALLS ISD
 County Name: BURNET
 District Number: 027904

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
Grade 3														
Reading	2013	81%	86%	83%	*	76%	88%	-	*	*	*	79%	79%	*
	2012	78%	84%	78%	*	65%	87%	-	-	-	*	69%	70%	75%
Mathematics	2013	70%	77%	81%	*	76%	85%	-	*	*	*	58%	75%	*
	2012	69%	76%	72%	*	59%	80%	-	-	-	*	42%	60%	55%
STAAR Percent at Phase-in 1 Level II or Above														
Grade 4														
Reading	2013	72%	77%	71%	*	54%	87%	*	*	-	*	68%	60%	41%
	2012	77%	81%	78%	*	67%	87%	*	*	*	*	64%	71%	58%
Mathematics	2013	69%	74%	78%	*	68%	89%	*	*	-	*	56%	69%	59%
	2012	69%	74%	73%	*	60%	85%	*	*	*	*	48%	65%	54%
Writing	2013	70%	73%	71%	*	61%	80%	*	*	-	*	60%	63%	50%
	2012	72%	74%	69%	*	58%	79%	*	*	*	*	58%	61%	56%
STAAR Percent at Phase-in 1 Level II or Above														
Grade 5														
Reading	2013	77%	82%	79%	82%	68%	88%	*	*	*	80%	60%	72%	44%
	2012	78%	82%	84%	*	74%	91%	-	*	*	*	71%	78%	82%
Mathematics	2013	74%	78%	84%	45%	75%	96%	*	*	*	40%	66%	79%	68%
	2012	78%	82%	85%	*	74%	92%	-	*	*	*	61%	78%	71%
Science	2013	73%	76%	79%	*	66%	95%	*	*	*	*	65%	72%	52%
	2012	73%	77%	78%	*	55%	93%	-	*	*	*	61%	66%	31%
STAAR Percent at Phase-in 1 Level II or Above														
Grade 6														
Reading	2013	72%	77%	75%	*	64%	84%	-	*	*	*	54%	62%	46%
	2012	76%	78%	69%	78%	56%	76%	*	*	-	*	48%	62%	43%
Mathematics	2013	74%	79%	81%	83%	72%	89%	-	*	*	*	43%	74%	69%
	2012	77%	81%	81%	67%	77%	84%	*	*	-	*	64%	76%	77%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Performance

District Name: MARBLE FALLS ISD
 County Name: BURNET
 District Number: 027904

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
Grade 7														
Reading	2013	78%	81%	79%	73%	69%	85%	*	*	-	*	43%	73%	55%
	2012	77%	80%	74%	*	66%	80%	*	*	*	*	72%	69%	*
Mathematics	2013	72%	75%	77%	64%	71%	82%	*	*	-	*	45%	69%	64%
	2012	71%	76%	78%	*	68%	85%	*	*	*	*	48%	70%	44%
Writing	2013	71%	74%	70%	55%	63%	76%	*	*	-	*	44%	64%	*
	2012	73%	75%	75%	83%	67%	80%	*	*	*	*	76%	70%	*
STAAR Percent at Phase-in 1 Level II or Above														
Grade 8														
Reading	2013	83%	86%	85%	100%	78%	89%	*	*	*	*	48%	79%	57%
	2012	81%	85%	80%	75%	72%	86%	-	*	-	100%	62%	72%	*
Mathematics	2013	76%	80%	89%	86%	88%	90%	*	*	-	*	77%	87%	87%
	2012	73%	78%	80%	88%	71%	87%	-	*	-	*	66%	74%	60%
Science	2013	75%	82%	84%	*	75%	91%	*	*	*	*	65%	78%	50%
	2012	71%	77%	68%	*	50%	83%	-	*	-	100%	64%	57%	*
Social Studies	2013	64%	70%	63%	*	47%	74%	*	*	*	*	50%	53%	*
	2012	61%	67%	47%	*	33%	60%	-	*	-	*	46%	35%	*
STAAR Percent at Phase-in 1 Level II or Above														
End of Course														
ELA Reading I	2013	69%	74%	66%	*	56%	76%	*	*	-	63%	51%	58%	*
ELA Reading II	2013	79%	83%	77%	*	71%	83%	-	*	-	*	41%	67%	*
ELA Reading III	2013	83%	76%	*	-	-	*	-	-	-	-	*	*	-
Algebra I	2013	78%	83%	92%	*	88%	95%	*	*	*	100%	85%	88%	*
Geometry	2013	85%	88%	86%	*	90%	84%	-	*	-	*	72%	85%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Performance

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 County Name: BURNET
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		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
End of Course														
Algebra II	2013	97%	99%	100%	-	100%	100%	-	-	-	*	*	100%	-
ELA Writing I	2013	55%	61%	54%	*	46%	60%	*	*	-	63%	45%	45%	*
ELA Writing II	2013	55%	62%	54%	*	47%	61%	-	*	-	*	22%	45%	*
Biology	2013	84%	88%	92%	86%	89%	95%	*	*	-	100%	76%	91%	*
Chemistry	2013	84%	89%	88%	*	88%	89%	-	*	-	*	71%	85%	*
World Geography	2013	75%	81%	85%	63%	79%	91%	*	*	-	100%	67%	83%	*
World History	2013	71%	76%	74%	*	63%	82%	-	*	-	*	48%	64%	*
U.S. History	2013	72%	81%	58%	-	*	56%	-	-	-	-	64%	70%	-
TAKS Met Standard														
TAKS Grade 11														
English Language Arts	2013	95%	96%	96%	100%	94%	96%	*	*	-	*	72%	91%	*
	2012	94%	94%	95%	*	92%	97%	*	*	-	*	85%	92%	*
Mathematics	2013	89%	90%	90%	*	85%	95%	*	*	-	*	59%	86%	*
	2012	91%	92%	89%	*	86%	90%	*	*	-	*	72%	84%	*
Science	2013	95%	96%	93%	83%	85%	99%	*	*	-	*	65%	89%	*
	2012	93%	95%	91%	*	90%	90%	*	*	-	*	40%	86%	*
Social Studies	2013	98%	98%	100%	100%	100%	99%	*	*	-	*	94%	99%	*
	2012	98%	98%	97%	*	96%	97%	*	*	-	*	73%	95%	*
STAAR Percent at Phase-in 1 Level II or Above														
All Grades														
All Subjects	2013	77%	81%	81%	61%	73%	87%	76%	84%	100%	79%	61%	74%	57%
	2012	77%	81%	78%	66%	69%	85%	81%	82%	100%	78%	61%	70%	53%
Reading	2013	80%	84%	80%	69%	71%	88%	90%	93%	100%	77%	61%	73%	52%
	2012	79%	82%	79%	73%	69%	86%	88%	82%	*	76%	65%	72%	57%

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Texas Academic Performance Report
2012-13 District Performance

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		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
All Grades														
Mathematics	2013	79%	83%	87%	63%	82%	91%	60%	100%	100%	83%	66%	82%	70%
	2012	77%	81%	81%	75%	73%	87%	88%	100%	*	72%	60%	74%	62%
Writing	2013	63%	67%	61%	39%	53%	69%	*	*	-	59%	44%	54%	44%
	2012	67%	71%	68%	62%	59%	75%	*	*	*	71%	46%	60%	45%
Science	2013	82%	85%	87%	63%	80%	94%	83%	75%	*	89%	69%	82%	53%
	2012	80%	84%	82%	56%	69%	90%	*	*	*	93%	63%	72%	32%
Social Studies	2013	76%	81%	80%	58%	72%	86%	*	83%	*	87%	63%	73%	47%
	2012	79%	83%	75%	36%	66%	82%	*	*	-	82%	61%	64%	*
STAAR Percent at Final Level II or Above														
All Grades														
All Subjects	2013	35%	41%	36%	15%	26%	44%	16%	45%	77%	35%	29%	27%	16%
	2012	33%	39%	33%	13%	23%	41%	15%	24%	75%	32%	27%	25%	16%
Reading	2013	41%	48%	39%	27%	27%	48%	20%	67%	80%	30%	29%	28%	12%
	2012	38%	44%	37%	18%	26%	45%	13%	18%	*	24%	28%	28%	21%
Mathematics	2013	34%	41%	42%	20%	32%	50%	30%	71%	80%	31%	30%	34%	22%
	2012	33%	39%	36%	15%	24%	44%	38%	36%	*	36%	26%	27%	15%
Writing	2013	32%	38%	28%	13%	22%	34%	*	*	-	29%	27%	20%	16%
	2012	34%	40%	35%	8%	25%	42%	*	*	*	43%	27%	24%	17%
Science	2013	33%	41%	36%	0%	25%	45%	0%	0%	*	44%	29%	25%	10%
	2012	29%	35%	30%	11%	17%	39%	*	*	*	43%	27%	23%	7%
Social Studies	2013	26%	33%	27%	0%	17%	35%	*	17%	*	47%	26%	19%	0%
	2012	23%	30%	21%	0%	12%	28%	*	*	-	18%	24%	14%	*
STAAR Percent at Level III Advanced														
All Grades														
All Subjects	2013	13%	17%	14%	3%	8%	19%	3%	14%	62%	11%	7%	8%	3%
	2012	12%	16%	12%	4%	6%	16%	0%	6%	50%	12%	6%	6%	4%

District Name: MARBLE FALLS ISD
 County Name: BURNET
 District Number: 027904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Performance

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Level III Advanced														
All Grades														
Reading	2013	17%	23%	17%	5%	9%	23%	10%	13%	60%	13%	5%	9%	1%
	2012	15%	20%	14%	5%	8%	19%	0%	0%	*	12%	3%	7%	7%
Mathematics	2013	15%	19%	19%	4%	10%	25%	0%	29%	60%	10%	6%	11%	7%
	2012	14%	17%	15%	5%	7%	20%	0%	9%	*	8%	6%	8%	3%
Writing	2013	4%	6%	4%	0%	3%	6%	*	*	-	0%	6%	2%	4%
	2012	6%	9%	7%	0%	5%	8%	*	*	*	0%	7%	3%	1%
Science	2013	10%	15%	12%	0%	7%	16%	0%	0%	*	11%	9%	7%	0%
	2012	9%	12%	9%	6%	3%	13%	*	*	*	21%	7%	6%	4%
Social Studies	2013	9%	14%	9%	0%	5%	13%	*	0%	*	20%	10%	5%	0%
	2012	9%	14%	7%	0%	3%	9%	*	*	-	18%	7%	4%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2013	62%	65%	62%	58%	57%	66%	71%	70%	*	73%	43%	n/a	23%
Mathematics	2013	59%	60%	66%	62%	63%	68%	*	67%	*	56%	61%	n/a	26%
Writing	2013	45%	45%	38%	*	36%	41%	-	*	-	*	33%	n/a	-
STAAR Percent Exceeded Progress														
All Grades														
Reading	2013	15%	18%	16%	15%	14%	18%	14%	30%	*	0%	13%	n/a	4%
Mathematics	2013	16%	17%	20%	14%	17%	22%	*	44%	*	6%	21%	n/a	4%
Writing	2013	1%	1%	1%	*	1%	1%	-	*	-	*	0%	n/a	-
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2013	43%	45%	56%	56%	51%	63%	-	*	-	*	48%	54%	42%
Mathematics	2013	46%	48%	58%	27%	59%	60%	*	*	-	50%	47%	55%	57%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Performance

District Name: MARBLE FALLS ISD
 County Name: BURNET
 District Number: 027904

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Progress of Prior Year TAKS Failers (Percent of Failers Passing TAKS)														
Grade 11														
English Language Arts	2013	63%	66%	74%	*	79%	63%	-	-	-	-	*	71%	*
Mathematics	2013	64%	65%	66%	-	66%	68%	*	-	-	*	30%	68%	*
TAKS Exit-Level Cumulative Pass Rate														
Class of 2013		94%	95%	92%	*	89%	93%	*	*	-	*	59%	90%	*
Class of 2012		93%	94%	88%	67%	81%	92%	-	*	-	*	39%	81%	43%
Student Success Initiative														
Grade 5 Reading														
Students Requiring Accelerated Instruction														
	2013	23%	18%	21%	18%	32%	12%	*	*	*	20%	40%	28%	56%
STAAR Cumulative Met Standard														
	2013	87%	90%	88%	86%	80%	96%	*	*	*	*	89%	84%	64%
Grade 5 Mathematics														
Students Requiring Accelerated Instruction														
	2013	26%	22%	16%	55%	25%	4%	*	*	*	60%	34%	21%	32%
STAAR Cumulative Met Standard														
	2013	88%	90%	92%	*	88%	99%	*	*	*	*	81%	89%	81%
Grade 8 Reading														
Students Requiring Accelerated Instruction														
	2013	17%	14%	15%	0%	22%	11%	*	*	*	*	52%	21%	43%
STAAR Cumulative Met Standard														
	2013	90%	92%	95%	100%	90%	97%	*	*	*	*	69%	93%	90%
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
	2013	24%	20%	11%	14%	12%	10%	*	*	-	*	23%	13%	13%
STAAR Cumulative Met Standard														
	2013	86%	88%	96%	86%	97%	96%	*	*	-	*	96%	96%	100%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Performance
 Bilingual Education/English as a Second Language

District Name: MARBLE FALLS ISD
 County Name: BURNET
 District Number: 027904

(Current Year ELL Students)

		State	Region 13	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in 1 Level II or Above															
All Grades															
All Subjects	2013	77%	81%	81%	52%	-	-	-	52%	61%	62%	60%	*	57%	57%
Reading	2013	80%	84%	80%	46%	-	-	-	46%	57%	55%	59%	*	53%	52%
Mathematics	2013	79%	83%	87%	62%	-	-	-	62%	74%	76%	73%	*	69%	70%
Writing	2013	63%	67%	61%	48%	-	-	-	48%	38%	50%	31%	*	45%	44%
Science	2013	82%	85%	87%	48%	-	-	-	48%	55%	59%	50%	-	53%	53%
Social Studies	2013	76%	81%	80%	-	-	-	-	-	47%	*	50%	-	47%	47%
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)															
Sum of Grades 4-8															
Reading	2013	43%	45%	56%	13%	-	-	-	13%	54%	38%	67%	*	42%	42%
Mathematics	2013	46%	48%	58%	22%	-	-	-	22%	74%	71%	78%	-	57%	57%
Progress of Prior Year TAKS Failers (Percent of Failers Passing TAKS)															
Grade 11															
English Language Arts	2013	63%	66%	74%	-	-	-	-	-	-	-	-	-	-	*
Mathematics	2013	64%	65%	66%	-	-	-	-	-	-	-	-	-	-	*
Student Success Initiative															
Grade 5 Reading															
Students Requiring Accelerated Instruction															
	2013	23%	18%	21%	62%	-	-	-	62%	50%	50%	-	-	56%	56%
STAAR Cumulative Met Standard															
	2013	87%	90%	88%	62%	-	-	-	62%	67%	67%	-	-	64%	64%
Grade 5 Mathematics															
Students Requiring Accelerated Instruction															
	2013	26%	22%	16%	29%	-	-	-	29%	35%	35%	-	-	32%	32%
STAAR Cumulative Met Standard															
	2013	88%	90%	92%	81%	-	-	-	81%	81%	81%	-	-	81%	81%
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2013	17%	14%	15%	-	-	-	-	-	43%	-	43%	-	43%	43%
STAAR Cumulative Met Standard															
	2013	90%	92%	95%	-	-	-	-	-	90%	-	90%	-	90%	90%
Grade 8 Mathematics															
Students Requiring Accelerated Instruction															
	2013	24%	20%	11%	-	-	-	-	-	13%	-	13%	-	13%	13%
STAAR Cumulative Met Standard															
	2013	86%	88%	96%	-	-	-	-	-	100%	-	100%	-	100%	100%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Performance

District Name: MARBLE FALLS ISD
 County Name: BURNET
 District Number: 027904

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	100%	99%	100%	100%	91%	100%	100%	98%	99%	100%
Included in Accountability	92%	93%	92%	78%	90%	95%	80%	80%	87%	97%	92%	91%	66%
Not Included in Accountability													
Mobile	4%	4%	5%	22%	3%	5%	20%	0%	13%	3%	5%	4%	2%
Other Exclusions	3%	3%	2%	0%	6%	0%	0%	11%	0%	0%	1%	4%	31%
Not Tested	1%	1%	1%	0%	1%	0%	0%	9%	0%	0%	2%	1%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	9%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Performance

District Name: MARBLE FALLS ISD
County Name: BURNET
District Number: 027904

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2011-12	95.9%	95.9%	96.2%	95.4%	96.3%	96.1%	97.8%	97.6%	97.7%	96.0%	95.2%	95.9%	97.6%
2010-11	95.7%	95.6%	95.6%	95.1%	95.8%	95.5%	96.1%	97.0%	97.6%	94.4%	94.6%	95.2%	97.1%
Annual Dropout Rate (Gr 7-8)													
2011-12	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2010-11	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2011-12	2.4%	1.9%	1.3%	8.7%	0.9%	1.3%	0.0%	0.0%	-	0.0%	1.3%	1.4%	0.0%
2010-11	2.4%	2.1%	0.6%	0.0%	0.7%	0.7%	0.0%	0.0%	-	0.0%	1.2%	0.8%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	87.7%	89.2%	92.1%	83.3%	93.2%	91.6%	-	*	-	*	88.9%	92.0%	80.0%
Received GED	1.0%	0.9%	0.4%	0.0%	0.0%	0.6%	-	*	-	*	0.0%	0.9%	0.0%
Continued HS	5.0%	4.7%	3.8%	0.0%	4.1%	3.9%	-	*	-	*	7.4%	3.5%	20.0%
Dropped Out	6.3%	5.3%	3.8%	16.7%	2.7%	3.9%	-	*	-	*	3.7%	3.5%	0.0%
Graduates and GED	88.7%	90.1%	92.5%	83.3%	93.2%	92.2%	-	*	-	*	88.9%	92.9%	80.0%
Grads, GED, & Cont	93.7%	94.7%	96.2%	83.3%	97.3%	96.1%	-	*	-	*	96.3%	96.5%	100.0%
Class of 2011													
Graduated	85.9%	87.1%	96.7%	85.7%	97.9%	96.4%	*	*	-	*	91.2%	94.1%	100.0%
Received GED	1.1%	1.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	6.2%	6.0%	1.9%	0.0%	1.1%	2.4%	*	*	-	*	2.9%	3.7%	0.0%
Dropped Out	6.8%	5.8%	1.5%	14.3%	1.1%	1.2%	*	*	-	*	5.9%	2.2%	0.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2011													
Graduated	89.1%	89.9%	97.4%	85.7%	96.9%	98.2%	*	*	-	*	93.9%	96.3%	100.0%
Received GED	1.4%	1.4%	0.4%	0.0%	0.0%	0.6%	*	*	-	*	0.0%	0.7%	0.0%
Continued HS	1.6%	1.8%	0.4%	0.0%	0.0%	0.6%	*	*	-	*	0.0%	0.7%	0.0%
Dropped Out	7.9%	7.0%	1.8%	14.3%	3.1%	0.6%	*	*	-	*	6.1%	2.2%	0.0%
Graduates and GED	90.5%	91.3%	97.8%	85.7%	96.9%	98.8%	*	*	-	*	93.9%	97.1%	100.0%
Grads, GED, & Cont	92.1%	93.0%	98.2%	85.7%	96.9%	99.4%	*	*	-	*	93.9%	97.8%	100.0%
Class of 2010 (without exclusions)													
Graduated	88.0%	89.0%	96.7%	100.0%	94.5%	97.4%	*	n/a	n/a	n/a	93.5%	96.0%	*
Received GED	1.6%	1.5%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	*
Continued HS	1.8%	1.9%	1.6%	0.0%	4.1%	0.6%	*	n/a	n/a	n/a	3.2%	2.0%	*
Dropped Out	8.6%	7.5%	1.6%	0.0%	1.4%	1.9%	*	n/a	n/a	n/a	3.2%	2.0%	*
6-Year Extended Longitudinal Rate Without Exclusions (Gr 9-12)													
Class of 2010													
Graduated	88.7%	89.8%	96.7%	100.0%	95.9%	96.8%	*	n/a	n/a	n/a	96.8%	96.0%	*
Received GED	1.9%	1.8%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	*
Continued HS	0.7%	0.8%	0.4%	0.0%	1.4%	0.0%	*	n/a	n/a	n/a	0.0%	1.0%	*
Dropped Out	8.7%	7.7%	2.9%	0.0%	2.7%	3.2%	*	n/a	n/a	n/a	3.2%	3.0%	*
Graduates and GED	90.6%	91.5%	96.7%	100.0%	95.9%	96.8%	*	n/a	n/a	n/a	96.8%	96.0%	*
Grads, GED, & Cont	91.3%	92.3%	97.1%	100.0%	97.3%	96.8%	*	n/a	n/a	n/a	96.8%	97.0%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Performance

District Name: MARBLE FALLS ISD
 County Name: BURNET
 District Number: 027904

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2012	87.7%	89.2%	92.1%	83.3%	93.2%	91.6%	-	*	-	*	88.9%	92.0%	80.0%
Class of 2011	85.9%	87.1%	96.7%	85.7%	97.9%	96.4%	*	*	-	*	91.2%	94.1%	100.0%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2011	89.1%	89.9%	97.4%	85.7%	96.9%	98.2%	*	*	-	*	93.9%	96.3%	100.0%
Class of 2010	88.0%	89.0%	96.7%	100.0%	94.5%	97.4%	*	n/a	n/a	n/a	93.5%	96.0%	*
RHSP/DAP Graduates													
Class of 2012	80.5%	80.7%	69.4%	60.0%	62.7%	73.0%	-	*	-	*	11.5%	57.4%	*
Class of 2011	80.1%	79.7%	80.1%	83.3%	81.3%	80.0%	*	*	-	*	14.3%	72.9%	83.3%
Advanced Course/Dual Enrollment Completion													
2011-12	30.6%	31.3%	23.5%	15.0%	19.9%	25.3%	50.0%	80.0%	-	18.8%	5.3%	15.9%	12.5%
2010-11	30.3%	31.5%	28.0%	11.1%	26.7%	29.8%	0.0%	57.1%	-	6.3%	6.8%	19.7%	48.0%
Texas Success Initiative (TSI) - Higher Education Readiness Component													
English Language Arts													
2013	65%	68%	66%	17%	55%	74%	*	*	-	*	8%	55%	0%
2012	61%	65%	53%	*	42%	57%	*	*	-	*	10%	40%	*
Mathematics													
2013	66%	70%	63%	40%	40%	77%	*	*	-	*	22%	50%	0%
2012	73%	76%	61%	*	51%	67%	*	*	-	*	14%	48%	*
College-Ready Graduates													
English Language Arts													
Class of 2012	69%	74%	61%	40%	47%	67%	-	*	-	*	9%	51%	*
Class of 2011	64%	69%	60%	33%	47%	69%	*	*	-	*	6%	48%	0%
Mathematics													
Class of 2012	70%	73%	62%	40%	40%	72%	-	*	-	*	20%	51%	*
Class of 2011	67%	72%	66%	40%	52%	75%	*	*	-	*	15%	50%	*
Both Subjects													
Class of 2012	57%	62%	48%	40%	23%	60%	-	*	-	*	0%	34%	*
Class of 2011	52%	58%	50%	20%	33%	61%	*	*	-	*	0%	35%	*
AP/IB Results													
Tested													
2012	21.9%	28.3%	16.4%	8.3%	12.5%	17.9%	*	*	-	14.3%	n/a	6.0%	n/a
Examinees >= Criterion													
2012	50.8%	62.4%	48.3%	*	40.9%	50.8%	*	*	-	*	n/a	46.7%	n/a
2011	49.3%	61.0%	42.6%	-	60.0%	35.9%	-	*	-	-	n/a	n/a	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Performance

District Name: MARBLE FALLS ISD
 County Name: BURNET
 District Number: 027904

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
Tested													
Class of 2012	66.9%	72.3%	56.5%	100.0%	32.0%	66.2%	-	*	-	*	n/a	37.0%	n/a
Class of 2011	68.9%	79.5%	67.4%	60.0%	60.0%	73.3%	*	*	-	*	n/a	n/a	n/a
At/Above Criterion													
Class of 2012	24.9%	35.7%	24.4%	0.0%	4.2%	29.6%	-	*	-	*	n/a	17.5%	n/a
Class of 2011	25.7%	36.0%	27.3%	*	16.7%	32.7%	*	*	-	*	n/a	n/a	n/a
Average SAT Score													
Class of 2012	1422	1501	1452	*	1309	1493	-	*	-	*	n/a	1370	n/a
Average ACT Score													
Class of 2012	20.5	21.8	21.1	17.8	19.6	21.7	-	*	-	*	n/a	20.9	n/a
Class of 2011	20.5	22.1	22.3	*	20.6	23.4	-	-	-	-	n/a	n/a	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2010-11	58.3%	57.9%	59.9%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2010-11	66.1%	74.8%	74.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Profile

District Name: MARBLE FALLS ISD
 County Name: BURNET
 District Number: 027904

Student Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Students:	4,037	100.0%	5,058,939	100.0%
Students by Grade:				
Early Childhood Education	3	0.1%	13,416	0.3%
Pre-Kindergarten	179	4.4%	226,772	4.5%
Kindergarten	274	6.8%	390,300	7.7%
Grade 1	293	7.3%	396,661	7.8%
Grade 2	288	7.1%	388,982	7.7%
Grade 3	292	7.2%	382,780	7.6%
Grade 4	276	6.8%	378,526	7.5%
Grade 5	313	7.8%	376,252	7.4%
Grade 6	297	7.4%	380,055	7.5%
Grade 7	312	7.7%	377,084	7.5%
Grade 8	314	7.8%	366,690	7.2%
Grade 9	337	8.3%	402,264	8.0%
Grade 10	307	7.6%	350,372	6.9%
Grade 11	278	6.9%	327,540	6.5%
Grade 12	274	6.8%	301,245	6.0%
Ethnic Distribution:				
African American	80	2.0%	644,357	12.7%
Hispanic	1,694	42.0%	2,597,524	51.3%
White	2,140	53.0%	1,515,859	30.0%
American Indian	18	0.4%	21,716	0.4%
Asian	27	0.7%	183,395	3.6%
Pacific Islander	25	0.6%	6,618	0.1%
Two or More Races	53	1.3%	89,470	1.8%
Economically Disadvantaged	2,444	60.5%	3,054,741	60.4%
Non-Educationally Disadvantaged	1,593	39.5%	2,004,198	39.6%
English Language Learners (ELL)	528	13.1%	863,974	17.1%
Students w/ Disciplinary Placements (2011-2012)	118	2.7%	87,292	1.7%
At-Risk	1,660	41.1%	2,260,864	44.7%
Graduates (Class of 2012):				
Total Graduates	232	100.0%	292,636	100.0%
By Ethnicity (incl. Special Ed.):				
African American	5	2.2%	38,213	13.1%
Hispanic	75	32.3%	131,106	44.8%
White	148	63.8%	105,767	36.1%
American Indian	0	0.0%	1,427	0.5%
Asian	2	0.9%	10,871	3.7%
Pacific Islander	0	0.0%	396	0.1%
Two or More Races	2	0.9%	4,856	1.7%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	71	30.6%	57,010	19.5%
Recommended H.S. Program/DAP	161	69.4%	235,626	80.5%
Special Education Graduates	26	11.2%	25,213	8.6%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Profile

District Name: MARBLE FALLS ISD
 County Name: BURNET
 District Number: 027904

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	1.2%	2.1%	3.1%	9.7%
Grade 1	1.9%	4.4%	4.0%	8.2%
Grade 2	1.2%	2.9%	4.5%	3.9%
Grade 3	2.9%	2.1%	0.0%	1.6%
Grade 4	0.4%	1.0%	2.4%	1.0%
Grade 5	0.0%	0.5%	0.0%	0.7%
Grade 6	0.0%	0.6%	0.0%	1.0%
Grade 7	0.4%	1.0%	0.0%	1.4%
Grade 8	0.0%	0.7%	0.0%	1.5%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
PID Errors (students)	2	0.0%	3,784	0.1%
Underreported Students	6	0.3%	7,620	0.4%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	16.7	19.6
Grade 1	18.7	19.5
Grade 2	18.4	19.4
Grade 3	15.7	19.3
Grade 4	15.9	19.5
Grade 5	19.6	21.4
Grade 6	21.7	21.1
Mixed Grades	-	24.6
Secondary:		
English/Language Arts	18.7	17.4
Foreign Languages	21.4	19.0
Mathematics	19.9	18.0
Science	20.6	19.0
Social Studies	21.8	19.7

District Name: MARBLE FALLS ISD
 County Name: BURNET
 District Number: 027904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Profile

Staff Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	461.8	100.0%	642,184.2	100.0%
Professional Staff:	357.9	77.5%	410,626.9	63.9%
Teachers	286.5	62.0%	327,419.5	51.0%
Professional Support	46.5	10.1%	57,943.6	9.0%
Campus Administration (School Leadership)	16.4	3.5%	18,711.2	2.9%
Central Administration	8.5	1.8%	6,552.8	1.0%
Educational Aides:	57.1	12.4%	60,039.4	9.3%
Auxiliary Staff:	46.9	10.2%	171,517.9	26.7%
Total Minority Staff:	61.0	13.2%	289,867.9	45.1%
Teachers by Ethnicity and Sex:				
African American	3.0	1.0%	30,708.2	9.4%
Hispanic	28.0	9.8%	81,501.1	24.9%
White	253.5	88.5%	205,514.5	62.8%
American Indian	2.0	0.7%	1,256.1	0.4%
Asian	0.0	0.0%	4,441.4	1.4%
Pacific Islander	0.0	0.0%	255.6	0.1%
Two or More Races	0.0	0.0%	3,742.5	1.1%
Males	58.1	20.3%	75,928.1	23.2%
Females	228.4	79.7%	251,491.4	76.8%
Teachers by Highest Degree Held:				
No Degree	2.0	0.7%	2,956.9	0.9%
Bachelors	237.7	82.9%	246,934.9	75.4%
Masters	45.9	16.0%	75,715.3	23.1%
Doctorate	1.0	0.3%	1,812.5	0.6%
Teachers by Years of Experience:				
Beginning Teachers	10.2	3.6%	22,758.2	7.0%
1-5 Years Experience	52.5	18.3%	85,475.9	26.1%
6-10 Years Experience	52.7	18.4%	74,433.1	22.7%
11-20 Years Experience	99.6	34.7%	88,182.0	26.9%
Over 20 Years Experience	71.7	25.0%	56,570.2	17.3%
Number of Students per Teacher	14.1	n/a	15.5	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Profile

District Name: MARBLE FALLS ISD
 County Name: BURNET
 District Number: 027904

Staff Information (Continued)	District	State
Average Years Experience of Teachers:	13.9	11.5
Average Years Experience of Teachers with District:	8.2	8.0
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$37,502	\$41,878
1-5 Years Experience	\$40,764	\$44,354
6-10 Years Experience	\$44,331	\$46,784
11-20 Years Experience	\$49,223	\$50,587
Over 20 Years Experience	\$56,953	\$58,291
Average Actual Teacher Salaries (regular duties only):		
Teachers	\$48,292	\$48,821
Professional Support	\$57,953	\$57,253
Campus Administration (School Leadership)	\$67,993	\$71,259
Central Administration	\$93,703	\$91,993
Instructional Staff Percent:	78.6	64.2
Turnover Rate for Teachers:	16.0	15.3
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,153.9
Educational Aides	0.0	224.3
Auxiliary Staff	0.0	608.6
Contracted Instructional Staff:	0.0	1,556.8

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 District Profile

District Name: MARBLE FALLS ISD
 County Name: BURNET
 District Number: 027904

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	537	13.3%	840,072	16.6%
Career & Technical Education	954	23.6%	1,110,812	22.0%
Gifted & Talented Education	300	7.4%	387,578	7.7%
Special Education	426	10.6%	431,041	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	15.9	5.5%	17,422.4	5.3%
Career & Technical Education	10.8	3.8%	13,453.0	4.1%
Compensatory Education	6.1	2.1%	9,490.0	2.9%
Gifted & Talented Education	7.4	2.6%	6,417.3	2.0%
Regular Education	218.0	76.1%	239,612.0	73.2%
Special Education	21.0	7.3%	30,185.4	9.2%
Other	7.5	2.6%	10,839.3	3.3%

Link to:
PEIMS Financial Standard Reports/
2011-2012 Financial Actual Report

- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

II. Campus Reports
SECONDARY SCHOOLS

Marble Falls High School

2012 - 2013

- **Campus Performance**
- **Campus Profile**

2012-13 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **MARBLE FALLS H S**

Campus Number: **027904001**

2013 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Mathematics

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 1,152
 Grade Span: 09 - 12
 School Type: High School

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS H S
 Campus Number: 027904001

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
End of Course														
ELA Reading I	2013	69%	66%	66%	*	56%	76%	*	*	-	63%	51%	58%	*
ELA Reading II	2013	79%	77%	78%	*	71%	84%	-	*	-	*	42%	69%	*
ELA Reading III	2013	83%	*	*	-	-	*	-	-	-	-	*	*	-
Algebra I	2013	78%	92%	91%	*	87%	95%	*	*	-	100%	85%	88%	*
Geometry	2013	85%	86%	87%	*	92%	85%	-	*	-	*	75%	87%	*
Algebra II	2013	97%	100%	100%	-	100%	100%	-	-	-	*	*	100%	-
ELA Writing I	2013	55%	54%	54%	*	47%	60%	*	*	-	63%	44%	45%	*
ELA Writing II	2013	55%	54%	55%	*	47%	62%	-	*	-	*	23%	46%	*
Biology	2013	84%	92%	92%	86%	89%	95%	*	*	-	100%	76%	91%	*
Chemistry	2013	84%	88%	88%	*	88%	89%	-	*	-	*	71%	85%	*
World Geography	2013	75%	85%	85%	63%	79%	91%	*	*	-	100%	67%	82%	*
World History	2013	71%	74%	74%	*	64%	82%	-	*	-	*	45%	64%	*
U.S. History	2013	72%	58%	60%	-	*	*	-	-	-	-	60%	75%	-
TAKS Met Standard														
TAKS Grade 11														
English Language Arts	2013	95%	96%	95%	100%	94%	96%	*	*	-	*	72%	91%	*
	2012	94%	95%	95%	*	93%	97%	*	*	-	*	85%	93%	*
Mathematics	2013	89%	90%	90%	*	85%	95%	*	*	-	*	59%	87%	*
	2012	91%	89%	91%	*	89%	92%	*	*	-	*	72%	87%	*
Science	2013	95%	93%	94%	83%	85%	99%	*	*	-	*	65%	90%	*
	2012	93%	91%	92%	*	91%	92%	*	*	-	*	40%	88%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 1,152
 Grade Span: 09 - 12
 School Type: High School

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS H S
 Campus Number: 027904001

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
TAKS Met Standard														
TAKS Grade 11														
Social Studies	2013	98%	100%	100%	100%	100%	99%	*	*	-	*	94%	99%	*
	2012	98%	97%	97%	*	96%	97%	*	*	-	*	73%	94%	*
STAAR Percent at Phase-in 1 Level II or Above														
All Grades														
All Subjects	2013	77%	81%	81%	62%	75%	86%	61%	82%	-	83%	60%	75%	54%
	2012	77%	78%	86%	81%	81%	89%	82%	75%	-	85%	62%	79%	50%
Reading	2013	80%	80%	78%	59%	69%	84%	*	*	-	71%	52%	69%	56%
	2012	79%	79%	85%	83%	78%	90%	*	*	-	*	68%	78%	*
Mathematics	2013	79%	87%	91%	69%	89%	94%	*	*	-	93%	77%	88%	75%
	2012	77%	81%	91%	100%	88%	92%	*	*	-	83%	77%	87%	*
Writing	2013	63%	61%	54%	*	47%	61%	*	*	-	55%	37%	45%	*
	2012	67%	68%	59%	*	51%	66%	*	*	-	*	*	48%	*
Science	2013	82%	87%	92%	75%	88%	95%	*	100%	-	100%	72%	89%	*
	2012	80%	82%	91%	83%	90%	92%	*	*	-	100%	63%	87%	*
Social Studies	2013	76%	80%	86%	65%	80%	90%	*	*	-	92%	66%	81%	71%
	2012	79%	75%	90%	*	86%	93%	*	*	-	100%	70%	84%	*
STAAR Percent at Final Level II or Above														
All Grades														
All Subjects	2013	35%	36%	31%	7%	22%	37%	6%	23%	-	42%	27%	23%	3%
	2012	33%	33%	26%	0%	20%	30%	0%	0%	-	37%	19%	21%	0%
Reading	2013	41%	39%	34%	18%	26%	40%	*	*	-	36%	28%	26%	11%
	2012	38%	37%	27%	0%	24%	30%	*	*	-	*	24%	23%	*
Mathematics	2013	34%	42%	33%	8%	25%	39%	*	*	-	43%	32%	27%	0%
	2012	33%	36%	21%	0%	15%	26%	*	*	-	33%	11%	17%	*
Writing	2013	32%	28%	27%	*	22%	32%	*	*	-	27%	22%	18%	*
	2012	34%	35%	39%	*	29%	47%	*	*	-	*	*	25%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS H S
 Campus Number: 027904001

Total Students: 1,152
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Final Level II or Above														
All Grades														
Science	2013	33%	36%	30%	0%	21%	37%	*	0%	-	54%	24%	21%	*
	2012	29%	30%	25%	0%	20%	29%	*	*	-	33%	19%	21%	*
Social Studies	2013	26%	27%	29%	0%	19%	36%	*	*	-	46%	27%	22%	0%
	2012	23%	21%	23%	*	16%	28%	*	*	-	33%	26%	19%	*
STAAR Percent at Level III Advanced														
All Grades														
All Subjects	2013	13%	14%	9%	0%	6%	13%	0%	5%	-	14%	8%	6%	0%
	2012	12%	12%	6%	0%	4%	8%	0%	0%	-	22%	4%	4%	0%
Reading	2013	17%	17%	10%	0%	6%	13%	*	*	-	14%	7%	5%	0%
	2012	15%	14%	6%	0%	4%	7%	*	*	-	*	4%	3%	*
Mathematics	2013	15%	19%	16%	0%	10%	20%	*	*	-	21%	9%	10%	0%
	2012	14%	15%	7%	0%	5%	8%	*	*	-	17%	4%	4%	*
Writing	2013	4%	4%	3%	*	2%	4%	*	*	-	0%	6%	2%	*
	2012	6%	7%	5%	*	4%	7%	*	*	-	*	*	1%	*
Science	2013	10%	12%	8%	0%	5%	11%	*	0%	-	8%	8%	4%	*
	2012	9%	9%	6%	0%	3%	7%	*	*	-	33%	2%	4%	*
Social Studies	2013	9%	9%	9%	0%	5%	12%	*	*	-	23%	11%	6%	0%
	2012	9%	7%	8%	*	5%	9%	*	*	-	33%	9%	5%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2013	62%	62%	53%	*	48%	58%	*	*	-	56%	33%	n/a	-
Mathematics	2013	59%	66%	49%	*	41%	54%	*	*	-	*	*	n/a	-
Writing	2013	45%	38%	38%	*	35%	40%	-	*	-	*	30%	n/a	-
STAAR Percent Exceeded Progress														
All Grades														
Reading	2013	15%	16%	6%	*	4%	7%	*	*	-	0%	0%	n/a	-

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS H S
 Campus Number: 027904001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 1,152
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent Exceeded Progress														
All Grades														
Mathematics	2013	16%	20%	9%	*	6%	12%	*	*	-	*	*	n/a	-
Writing	2013	1%	1%	1%	*	1%	1%	-	*	-	*	0%	n/a	-
Progress of Prior Year TAKS Failers (Percent of Failers Passing TAKS)														
Grade 11														
English Language Arts	2013	63%	74%	71%	*	75%	63%	-	-	-	-	*	67%	*
Mathematics	2013	64%	66%	67%	-	68%	68%	*	-	-	*	30%	70%	*

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 1,152
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	99%	99%	100%	100%	85%	-	100%	98%	99%	100%
Included in Accountability	92%	92%	93%	85%	91%	95%	100%	85%	-	100%	92%	91%	31%
Not Included in Accountability													
Mobile	4%	5%	4%	14%	4%	4%	0%	0%	-	0%	6%	4%	7%
Other Exclusions	3%	2%	2%	0%	4%	0%	0%	0%	-	0%	0%	3%	62%
Not Tested	1%	1%	1%	1%	1%	0%	0%	15%	-	0%	2%	1%	0%
Absent	1%	0%	0%	0%	1%	0%	0%	0%	-	0%	1%	1%	0%
Other	0%	0%	0%	1%	0%	0%	0%	15%	-	0%	1%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS H S
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Total Students: 1,152
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2011-12	95.9%	96.2%	95.9%	95.0%	95.8%	95.9%	98.0%	*	-	95.1%	95.2%	95.4%	96.9%
2010-11	95.7%	95.6%	95.2%	95.1%	95.0%	95.3%	95.9%	97.5%	-	91.1%	93.8%	94.4%	94.7%
Annual Dropout Rate (Gr 9-12)													
2011-12	2.4%	1.3%	0.3%	4.3%	0.2%	0.3%	0.0%	0.0%	-	0.0%	1.3%	0.3%	0.0%
2010-11	2.4%	0.6%	0.1%	0.0%	0.2%	0.0%	0.0%	0.0%	-	0.0%	0.7%	0.2%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	87.7%	92.1%	95.7%	83.3%	94.4%	96.9%	-	*	-	*	88.0%	96.8%	80.0%
Received GED	1.0%	0.4%	0.5%	0.0%	0.0%	0.8%	-	*	-	*	0.0%	1.1%	0.0%
Continued HS	5.0%	3.8%	1.4%	0.0%	2.8%	0.8%	-	*	-	*	8.0%	0.0%	20.0%
Dropped Out	6.3%	3.8%	2.4%	16.7%	2.8%	1.6%	-	*	-	*	4.0%	2.1%	0.0%
Graduates and GED	88.7%	92.5%	96.2%	83.3%	94.4%	97.7%	-	*	-	*	88.0%	97.9%	80.0%
Grads, GED, & Cont	93.7%	96.2%	97.6%	83.3%	97.2%	98.4%	-	*	-	*	96.0%	97.9%	100.0%
Class of 2011													
Graduated	85.9%	96.7%	98.8%	85.7%	98.9%	99.3%	-	*	-	*	90.9%	98.2%	100.0%
Received GED	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	6.2%	1.9%	0.4%	0.0%	0.0%	0.7%	-	*	-	*	3.0%	0.9%	0.0%
Dropped Out	6.8%	1.5%	0.8%	14.3%	1.1%	0.0%	-	*	-	*	6.1%	0.9%	0.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2011													
Graduated	89.1%	97.4%	99.2%	85.7%	98.9%	100.0%	-	*	-	*	93.8%	99.1%	100.0%
Received GED	1.4%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.6%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	7.9%	1.8%	0.8%	14.3%	1.1%	0.0%	-	*	-	*	6.3%	0.9%	0.0%
Graduates and GED	90.5%	97.8%	99.2%	85.7%	98.9%	100.0%	-	*	-	*	93.8%	99.1%	100.0%
Grads, GED, & Cont	92.1%	98.2%	99.2%	85.7%	98.9%	100.0%	-	*	-	*	93.8%	99.1%	100.0%
Class of 2010 (without exclusions)													
Graduated	88.0%	96.7%	99.5%	100.0%	98.6%	100.0%	*	n/a	n/a	n/a	96.0%	100.0%	*
Received GED	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	*
Continued HS	1.8%	1.6%	0.5%	0.0%	1.4%	0.0%	*	n/a	n/a	n/a	4.0%	0.0%	*
Dropped Out	8.6%	1.6%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	*
6-Year Extended Longitudinal Rate Without Exclusions (Gr 9-12)													
Class of 2010													
Graduated	88.7%	96.7%	100.0%	100.0%	100.0%	100.0%	*	n/a	n/a	n/a	100.0%	100.0%	*
Received GED	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	*
Continued HS	0.7%	0.4%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	*
Dropped Out	8.7%	2.9%	0.0%	0.0%	0.0%	0.0%	*	n/a	n/a	n/a	0.0%	0.0%	*
Graduates and GED	90.6%	96.7%	100.0%	100.0%	100.0%	100.0%	*	n/a	n/a	n/a	100.0%	100.0%	*
Grads, GED, & Cont	91.3%	97.1%	100.0%	100.0%	100.0%	100.0%	*	n/a	n/a	n/a	100.0%	100.0%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 1,152
 Grade Span: 09 - 12
 School Type: High School

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS H S
 Campus Number: 027904001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2012	87.7%	92.1%	95.7%	83.3%	94.4%	96.9%	-	*	-	*	88.0%	96.8%	80.0%
Class of 2011	85.9%	96.7%	98.8%	85.7%	98.9%	99.3%	-	*	-	*	90.9%	98.2%	100.0%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2011	89.1%	97.4%	99.2%	85.7%	98.9%	100.0%	-	*	-	*	93.8%	99.1%	100.0%
Class of 2010	88.0%	96.7%	99.5%	100.0%	98.6%	100.0%	*	n/a	n/a	n/a	96.0%	100.0%	*
RHSP/DAP Graduates													
Class of 2012	80.5%	69.4%	75.5%	60.0%	64.3%	81.7%	-	*	-	*	12.5%	63.2%	*
Class of 2011	80.1%	80.1%	84.8%	83.3%	85.1%	84.9%	-	*	-	*	14.8%	76.4%	83.3%
Advanced Course/Dual Enrollment Completion													
2011-12	30.6%	23.5%	24.2%	15.8%	20.4%	26.1%	50.0%	80.0%	-	18.8%	5.4%	16.4%	12.5%
2010-11	30.3%	28.0%	29.1%	11.1%	27.1%	31.5%	0.0%	57.1%	-	6.3%	7.1%	20.4%	48.0%
Texas Success Initiative (TSI) - Higher Education Readiness Component													
English Language Arts													
2013	65%	66%	66%	17%	54%	74%	*	*	-	*	8%	55%	0%
2012	61%	53%	56%	*	45%	60%	*	*	-	*	10%	43%	*
Mathematics													
2013	66%	63%	63%	40%	40%	77%	*	*	-	*	22%	50%	0%
2012	73%	61%	63%	*	54%	68%	*	*	-	*	14%	51%	*
College-Ready Graduates													
English Language Arts													
Class of 2012	69%	61%	64%	40%	46%	73%	-	*	-	*	10%	54%	*
Class of 2011	64%	60%	60%	33%	46%	70%	-	*	-	*	6%	46%	0%
Mathematics													
Class of 2012	70%	62%	62%	40%	39%	74%	-	*	-	*	22%	51%	*
Class of 2011	67%	66%	68%	40%	53%	76%	-	*	-	*	15%	52%	*
Both Subjects													
Class of 2012	57%	48%	49%	40%	21%	63%	-	*	-	*	0%	36%	*
Class of 2011	52%	50%	52%	20%	34%	62%	-	*	-	*	0%	37%	*
AP/IB Results													
Tested													
2012	21.9%	16.4%	17.5%	9.1%	13.2%	19.4%	*	*	-	14.3%	n/a	6.7%	n/a
Examinees >= Criterion													
2012	50.8%	48.3%	48.3%	*	40.9%	50.8%	*	*	-	*	n/a	46.7%	n/a
2011	49.3%	42.6%	42.6%	-	60.0%	35.9%	-	*	-	-	n/a	n/a	n/a
SAT/ACT Results													
Tested													
Class of 2012	66.9%	56.5%	62.3%	100.0%	34.3%	74.6%	-	*	-	*	n/a	42.2%	n/a
Class of 2011	68.9%	67.4%	73.6%	60.0%	63.2%	81.8%	-	*	-	*	n/a	n/a	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 1,152
 Grade Span: 09 - 12
 School Type: High School

District Name: MARBLE FALLS ISD
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 Campus Number: 027904001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
At/Above Criterion													
Class of 2012	24.9%	24.4%	25.2%	0.0%	4.2%	30.9%	-	*	-	*	n/a	18.4%	n/a
Class of 2011	25.7%	27.3%	27.7%	*	16.7%	33.3%	-	*	-	*	n/a	n/a	n/a
Average SAT Score													
Class of 2012	1422	1452	1455	*	1297	1499	-	*	-	*	n/a	1363	n/a
Average ACT Score													
Class of 2012	20.5	21.1	21.1	17.8	19.6	21.7	-	*	-	*	n/a	20.9	n/a
Class of 2011	20.5	22.3	22.3	*	20.6	23.4	-	-	-	-	n/a	n/a	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2010-11	58.3%	59.9%	63.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2010-11	66.1%	74.8%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 1,152
Grade Span: 09 - 12
School Type: High School

District Name: MARBLE FALLS ISD
Campus Name: MARBLE FALLS H S
Campus Number: 027904001

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	1,152	100.0%	4,037	5,058,939
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	4.4%	4.5%
Kindergarten	0	0.0%	6.8%	7.7%
Grade 1	0	0.0%	7.3%	7.8%
Grade 2	0	0.0%	7.1%	7.7%
Grade 3	0	0.0%	7.2%	7.6%
Grade 4	0	0.0%	6.8%	7.5%
Grade 5	0	0.0%	7.8%	7.4%
Grade 6	0	0.0%	7.4%	7.5%
Grade 7	0	0.0%	7.7%	7.5%
Grade 8	0	0.0%	7.8%	7.2%
Grade 9	337	29.3%	8.3%	8.0%
Grade 10	304	26.4%	7.6%	6.9%
Grade 11	260	22.6%	6.9%	6.5%
Grade 12	251	21.8%	6.8%	6.0%
Ethnic Distribution:				
African American	17	1.5%	2.0%	12.7%
Hispanic	442	38.4%	42.0%	51.3%
White	661	57.4%	53.0%	30.0%
American Indian	8	0.7%	0.4%	0.4%
Asian	6	0.5%	0.7%	3.6%
Pacific Islander	0	0.0%	0.6%	0.1%
Two or More Races	18	1.6%	1.3%	1.8%
Economically Disadvantaged	564	49.0%	60.5%	60.4%
Non-Educationally Disadvantaged	588	51.0%	39.5%	39.6%
English Language Learners (ELL)	28	2.4%	13.1%	17.1%
Students w/ Disciplinary Placements (2011-2012)	74	6.1%	2.7%	1.7%
At-Risk	519	45.1%	41.1%	44.7%
Mobility (2011-2012)	174	14.5%	15.6%	17.9%
Graduates (Class of 2012):				
Total Graduates	204	100.0%	232	292,636
By Ethnicity (incl. Special Ed.):				
African American	5	2.5%	5	38,213
Hispanic	70	34.3%	75	131,106
White	126	61.8%	148	105,767
American Indian	0	0.0%	0	1,427
Asian	2	1.0%	2	10,871
Pacific Islander	0	0.0%	0	396
Two or More Races	1	0.5%	2	4,856
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	50	24.5%	71	57,010
Recommended H.S. Program/DAP	154	75.5%	161	235,626
Special Education Graduates	24	11.8%	26	25,213

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 1,152
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District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS H S
 Campus Number: 027904001

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	16.7	19.6
Grade 1	-	18.7	19.5
Grade 2	-	18.4	19.4
Grade 3	-	15.7	19.3
Grade 4	-	15.9	19.5
Grade 5	-	19.6	21.4
Grade 6	-	21.7	21.1
Mixed Grades	-	-	24.6
Secondary:			
English/Language Arts	21.0	18.7	17.4
Foreign Languages	21.6	21.4	19.0
Mathematics	22.0	19.9	18.0
Science	21.4	20.6	19.0
Social Studies	24.3	21.8	19.7

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
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District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS H S
 Campus Number: 027904001

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	96.6	100.0%	100.0%	100.0%
Professional Staff:	89.0	92.2%	77.5%	63.9%
Teachers	74.5	77.1%	62.0%	51.0%
Professional Support	10.0	10.4%	10.1%	9.0%
Campus Administration (School Leadership)	4.6	4.7%	3.5%	2.9%
Educational Aides:	7.5	7.8%	12.4%	9.3%
Total Minority Staff:	8.0	8.3%	13.2%	45.1%
Teachers by Ethnicity and Sex:				
African American	2.0	2.7%	1.0%	9.4%
Hispanic	3.0	4.0%	9.8%	24.9%
White	69.5	93.3%	88.5%	62.8%
American Indian	0.0	0.0%	0.7%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	33.1	44.4%	20.3%	23.2%
Females	41.4	55.6%	79.7%	76.8%
Teachers by Years of Experience:				
Beginning Teachers	4.3	5.8%	3.6%	7.0%
1-5 Years Experience	10.0	13.4%	18.3%	26.1%
6-10 Years Experience	11.2	15.0%	18.4%	22.7%
11-20 Years Experience	24.6	33.0%	34.7%	26.9%
Over 20 Years Experience	24.4	32.8%	25.0%	17.3%
Number of Students per Teacher	15.5	n/a	14.1	15.5

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

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District Name: MARBLE FALLS ISD
Campus Name: MARBLE FALLS H S
Campus Number: 027904001

Staff Information	Campus	District	State
Average Years Experience of Teachers:	15.4	13.9	11.5
Average Years Experience of Teachers with District:	7.2	8.2	8.0
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$36,142	\$37,502	\$41,878
1-5 Years Experience	\$40,605	\$40,764	\$44,354
6-10 Years Experience	\$44,668	\$44,331	\$46,784
11-20 Years Experience	\$50,498	\$49,223	\$50,587
Over 20 Years Experience	\$58,340	\$56,953	\$58,291
Average Actual Teacher Salaries (regular duties only):			
Teachers	\$50,032	\$48,292	\$48,821
Professional Support	\$61,188	\$57,953	\$57,253
Campus Administration (School Leadership)	\$67,006	\$67,993	\$71,259
Instructional Staff Percent:	n/a	78.6%	64.2%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,556.8

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	28	2.4%	13.3%	16.6%
Career & Technical Education	821	71.3%	23.6%	22.0%
Gifted & Talented Education	108	9.4%	7.4%	7.7%
Special Education	130	11.3%	10.6%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.3%	5.5%	5.3%
Career & Technical Education	9.4	12.6%	3.8%	4.1%
Compensatory Education	0.0	0.0%	2.1%	2.9%
Gifted & Talented Education	1.0	1.3%	2.6%	2.0%
Regular Education	46.2	62.0%	76.1%	73.2%
Special Education	10.2	13.7%	7.3%	9.2%
Other	7.5	10.0%	2.6%	3.3%

Link to:
PEIMS Financial Standard Reports/
2011-2012 Financial Actual Report

- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

Falls Career High School

2012 - 2013

- **Campus Performance**
- **Campus Profile**

2012-13 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **FALLS CAREER H S**

Campus Number: **027904002**

2013 Accountability Rating: **Met Alternative Standard**
(evaluated with alternative education accountability provisions)

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

District Name: MARBLE FALLS ISD
 Campus Name: FALLS CAREER H S
 Campus Number: 027904002

Total Students: 44
 Grade Span: 10 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
End of Course														
ELA Reading I	2013	69%	66%	*	-	*	*	-	-	-	-	-	*	-
ELA Reading II	2013	79%	77%	*	-	*	*	-	-	-	-	*	*	-
Algebra I	2013	78%	92%	*	-	-	*	-	-	-	-	-	*	-
Geometry	2013	85%	86%	*	-	*	*	-	-	-	-	*	*	-
ELA Writing I	2013	55%	54%	*	-	*	*	-	-	-	-	*	*	-
ELA Writing II	2013	55%	54%	*	-	*	*	-	-	-	-	*	*	-
Biology	2013	84%	92%	*	-	-	*	-	-	-	-	-	*	-
World Geography	2013	75%	85%	*	-	*	*	-	-	-	-	-	*	-
World History	2013	71%	74%	*	-	*	*	-	-	-	-	*	*	-
U.S. History	2013	72%	58%	*	-	*	*	-	-	-	-	*	*	-
TAKS Met Standard														
TAKS Grade 11														
English Language Arts	2013	95%	96%	*	-	*	-	-	-	-	-	-	*	-
	2012	94%	95%	*	-	*	*	-	-	-	-	-	*	-
Mathematics	2013	89%	90%	*	-	*	-	-	-	-	-	-	*	-
	2012	91%	89%	*	-	*	*	-	-	-	-	-	*	-
Science	2013	95%	93%	*	-	*	-	-	-	-	-	-	*	-
	2012	93%	91%	*	-	*	*	-	-	-	-	-	*	-
Social Studies	2013	98%	100%	*	-	*	-	-	-	-	-	-	*	-
	2012	98%	97%	*	-	*	*	-	-	-	-	-	*	-
STAAR Percent at Phase-in 1 Level II or Above														
All Grades														
All Subjects	2013	77%	81%	42%	-	38%	45%	-	-	-	-	*	42%	-
	2012	77%	78%	56%	-	*	56%	-	-	-	-	-	58%	-

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
All Grades														
Reading	2013	80%	80%	*	-	*	*	-	-	-	-	*	*	-
	2012	79%	79%	*	-	*	*	-	-	-	-	-	*	-
Mathematics	2013	79%	87%	*	-	*	*	-	-	-	-	*	*	-
	2012	77%	81%	*	-	*	*	-	-	-	-	-	*	-
Writing	2013	63%	61%	*	-	*	*	-	-	-	-	*	*	-
Science	2013	82%	87%	*	-	*	*	-	-	-	-	-	*	-
	2012	80%	82%	*	-	*	*	-	-	-	-	-	*	-
Social Studies	2013	76%	80%	71%	-	*	*	-	-	-	-	*	71%	-
	2012	79%	75%	*	-	*	*	-	-	-	-	-	*	-
STAAR Percent at Final Level II or Above														
All Grades														
All Subjects	2013	35%	36%	0%	-	0%	0%	-	-	-	-	*	0%	-
	2012	33%	33%	0%	-	*	0%	-	-	-	-	-	0%	-
Reading	2013	41%	39%	*	-	*	*	-	-	-	-	*	*	-
	2012	38%	37%	*	-	*	*	-	-	-	-	-	*	-
Mathematics	2013	34%	42%	*	-	*	*	-	-	-	-	*	*	-
	2012	33%	36%	*	-	*	*	-	-	-	-	-	*	-
Writing	2013	32%	28%	*	-	*	*	-	-	-	-	*	*	-
Science	2013	33%	36%	*	-	*	*	-	-	-	-	-	*	-
	2012	29%	30%	*	-	*	*	-	-	-	-	-	*	-
Social Studies	2013	26%	27%	0%	-	*	*	-	-	-	-	*	0%	-
	2012	23%	21%	*	-	*	*	-	-	-	-	-	*	-
STAAR Percent at Level III Advanced														
All Grades														
All Subjects	2013	13%	14%	0%	-	0%	0%	-	-	-	-	*	0%	-
	2012	12%	12%	0%	-	*	0%	-	-	-	-	-	0%	-

TEXAS EDUCATION AGENCY
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Level III Advanced														
All Grades														
Reading	2013	17%	17%	*	-	*	*	-	-	-	-	*	*	-
	2012	15%	14%	*	-	*	*	-	-	-	-	-	*	-
Mathematics	2013	15%	19%	*	-	*	*	-	-	-	-	*	*	-
	2012	14%	15%	*	-	*	*	-	-	-	-	-	*	-
Writing	2013	4%	4%	*	-	*	*	-	-	-	-	*	*	-
Science	2013	10%	12%	*	-	*	*	-	-	-	-	-	*	-
	2012	9%	9%	*	-	*	*	-	-	-	-	-	*	-
Social Studies	2013	9%	9%	0%	-	*	*	-	-	-	-	*	0%	-
	2012	9%	7%	*	-	*	*	-	-	-	-	-	*	-
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2013	62%	62%	*	-	*	*	-	-	-	-	*	n/a	-
Writing	2013	45%	38%	*	-	*	*	-	-	-	-	*	n/a	-
STAAR Percent Exceeded Progress														
All Grades														
Reading	2013	15%	16%	*	-	*	*	-	-	-	-	*	n/a	-
Writing	2013	1%	1%	*	-	*	*	-	-	-	-	*	n/a	-
Progress of Prior Year TAKS Failers (Percent of Failers Passing TAKS)														
Grade 11														
English Language Arts	2013	63%	74%	*	-	*	-	-	-	-	-	-	*	-
Mathematics	2013	64%	66%	*	-	*	-	-	-	-	-	-	*	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	-	100%	100%	-	-	-	-	100%	100%	-
Included in Accountability	92%	92%	59%	-	76%	46%	-	-	-	-	100%	75%	-
Not Included in Accountability													
Mobile	4%	5%	41%	-	24%	54%	-	-	-	-	0%	25%	-
Other Exclusions	3%	2%	0%	-	0%	0%	-	-	-	-	0%	0%	-
Not Tested	1%	1%	0%	-	0%	0%	-	-	-	-	0%	0%	-
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	-
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	-

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 Campus Name: FALLS CAREER H S
 Campus Number: 027904002

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2011-12	95.9%	96.2%	87.8%	*	90.4%	86.9%	-	-	-	*	*	88.2%	-
2010-11	95.7%	95.6%	87.5%	-	*	87.5%	*	-	-	-	*	88.5%	-
Annual Dropout Rate (Gr 9-12)													
2011-12	2.4%	1.3%	15.6%	*	13.6%	15.7%	-	-	-	*	0.0%	13.5%	-
2010-11	2.4%	0.6%	8.8%	-	11.1%	8.2%	*	-	-	-	8.3%	8.0%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	87.7%	92.1%	64.3%	-	*	64.0%	-	-	-	*	*	68.4%	-
Received GED	1.0%	0.4%	0.0%	-	*	0.0%	-	-	-	*	*	0.0%	-
Continued HS	5.0%	3.8%	21.4%	-	*	20.0%	-	-	-	*	*	21.1%	-
Dropped Out	6.3%	3.8%	14.3%	-	*	16.0%	-	-	-	*	*	10.5%	-
Graduates and GED	88.7%	92.5%	64.3%	-	*	64.0%	-	-	-	*	*	68.4%	-
Grads, GED, & Cont	93.7%	96.2%	85.7%	-	*	84.0%	-	-	-	*	*	89.5%	-
Class of 2011													
Graduated	85.9%	96.7%	76.9%	-	83.3%	73.7%	*	-	-	-	*	71.4%	-
Received GED	1.1%	0.0%	0.0%	-	0.0%	0.0%	*	-	-	-	*	0.0%	-
Continued HS	6.2%	1.9%	15.4%	-	16.7%	15.8%	*	-	-	-	*	19.0%	-
Dropped Out	6.8%	1.5%	7.7%	-	0.0%	10.5%	*	-	-	-	*	9.5%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2011													
Graduated	89.1%	97.4%	82.1%	-	75.0%	84.2%	*	-	-	-	*	81.8%	-
Received GED	1.4%	0.4%	3.6%	-	0.0%	5.3%	*	-	-	-	*	4.5%	-
Continued HS	1.6%	0.4%	3.6%	-	0.0%	5.3%	*	-	-	-	*	4.5%	-
Dropped Out	7.9%	1.8%	10.7%	-	25.0%	5.3%	*	-	-	-	*	9.1%	-
Graduates and GED	90.5%	97.8%	85.7%	-	75.0%	89.5%	*	-	-	-	*	86.4%	-
Grads, GED, & Cont	92.1%	98.2%	89.3%	-	75.0%	94.7%	*	-	-	-	*	90.9%	-
Class of 2010 (without exclusions)													
Graduated	88.0%	96.7%	75.9%	*	*	83.3%	-	n/a	n/a	n/a	83.3%	60.0%	-
Received GED	1.6%	0.0%	0.0%	*	*	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	-
Continued HS	1.8%	1.6%	10.3%	*	*	4.2%	-	n/a	n/a	n/a	0.0%	20.0%	-
Dropped Out	8.6%	1.6%	13.8%	*	*	12.5%	-	n/a	n/a	n/a	16.7%	20.0%	-
6-Year Extended Longitudinal Rate Without Exclusions (Gr 9-12)													
Class of 2010													
Graduated	88.7%	96.7%	73.3%	*	*	80.0%	-	n/a	n/a	n/a	83.3%	60.0%	-
Received GED	1.9%	0.0%	0.0%	*	*	0.0%	-	n/a	n/a	n/a	0.0%	0.0%	-
Continued HS	0.7%	0.4%	3.3%	*	*	0.0%	-	n/a	n/a	n/a	0.0%	10.0%	-
Dropped Out	8.7%	2.9%	23.3%	*	*	20.0%	-	n/a	n/a	n/a	16.7%	30.0%	-
Graduates and GED	90.6%	96.7%	73.3%	*	*	80.0%	-	n/a	n/a	n/a	83.3%	60.0%	-
Grads, GED, & Cont	91.3%	97.1%	76.7%	*	*	80.0%	-	n/a	n/a	n/a	83.3%	70.0%	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 44
 Grade Span: 10 - 12
 School Type: High School

District Name: MARBLE FALLS ISD
 Campus Name: FALLS CAREER H S
 Campus Number: 027904002

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2012	87.7%	92.1%	64.3%	-	*	64.0%	-	-	-	*	*	68.4%	-
Class of 2011	85.9%	96.7%	76.9%	-	83.3%	73.7%	*	-	-	-	*	71.4%	-
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2011	89.1%	97.4%	82.1%	-	75.0%	84.2%	*	-	-	-	*	81.8%	-
Class of 2010	88.0%	96.7%	75.9%	*	*	83.3%	-	n/a	n/a	n/a	83.3%	60.0%	-
RHSP/DAP Graduates													
Class of 2012	80.5%	69.4%	25.0%	-	40.0%	22.7%	-	-	-	*	*	21.4%	-
Class of 2011	80.1%	80.1%	33.3%	-	*	42.1%	*	-	-	-	*	41.7%	-
Advanced Course/Dual Enrollment Completion													
2011-12	30.6%	23.5%	8.2%	*	5.9%	9.5%	-	-	-	*	*	5.9%	-
2010-11	30.3%	28.0%	2.0%	-	0.0%	2.4%	*	-	-	-	0.0%	3.7%	-
Texas Success Initiative (TSI) - Higher Education Readiness Component													
English Language Arts													
2013	65%	66%	*	-	*	-	-	-	-	-	-	*	-
2012	61%	53%	20%	-	*	*	-	-	-	-	-	*	-
Mathematics													
2013	66%	63%	*	-	*	-	-	-	-	-	-	*	-
2012	73%	61%	*	-	*	*	-	-	-	-	-	*	-
College-Ready Graduates													
English Language Arts													
Class of 2012	69%	61%	25%	-	*	21%	-	-	-	*	*	14%	-
Class of 2011	64%	60%	60%	-	*	57%	*	-	-	-	-	63%	-
Mathematics													
Class of 2012	70%	62%	54%	-	*	45%	-	-	-	*	*	50%	-
Class of 2011	67%	66%	40%	-	*	43%	*	-	-	-	-	25%	-
Both Subjects													
Class of 2012	57%	48%	31%	-	*	27%	-	-	-	*	*	17%	-
Class of 2011	52%	50%	20%	-	*	29%	*	-	-	-	-	13%	-
SAT/ACT Results													
Tested													
Class of 2012	66.9%	56.5%	17.9%	-	20.0%	18.2%	-	-	-	*	n/a	11.1%	n/a
Class of 2011	68.9%	67.4%	8.7%	-	*	11.1%	*	-	-	-	n/a	n/a	n/a
At/Above Criterion													
Class of 2012	24.9%	24.4%	0.0%	-	*	*	-	-	-	-	n/a	*	n/a
Class of 2011	25.7%	27.3%	*	-	*	*	*	-	-	-	n/a	n/a	n/a
Average SAT Score													
Class of 2012	1422	1452	1410	-	*	*	-	-	-	-	n/a	*	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

District Name: MARBLE FALLS ISD
 Campus Name: FALLS CAREER H S
 Campus Number: 027904002

Total Students: 44
 Grade Span: 10 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2010-11	58.3%	59.9%	20.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2010-11	66.1%	74.8%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 44
 Grade Span: 10 - 12
 School Type: High School

District Name: MARBLE FALLS ISD
 Campus Name: FALLS CAREER H S
 Campus Number: 027904002

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	44	100.0%	4,037	5,058,939
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	4.4%	4.5%
Kindergarten	0	0.0%	6.8%	7.7%
Grade 1	0	0.0%	7.3%	7.8%
Grade 2	0	0.0%	7.1%	7.7%
Grade 3	0	0.0%	7.2%	7.6%
Grade 4	0	0.0%	6.8%	7.5%
Grade 5	0	0.0%	7.8%	7.4%
Grade 6	0	0.0%	7.4%	7.5%
Grade 7	0	0.0%	7.7%	7.5%
Grade 8	0	0.0%	7.8%	7.2%
Grade 9	0	0.0%	8.3%	8.0%
Grade 10	3	6.8%	7.6%	6.9%
Grade 11	18	40.9%	6.9%	6.5%
Grade 12	23	52.3%	6.8%	6.0%
Ethnic Distribution:				
African American	1	2.3%	2.0%	12.7%
Hispanic	15	34.1%	42.0%	51.3%
White	28	63.6%	53.0%	30.0%
American Indian	0	0.0%	0.4%	0.4%
Asian	0	0.0%	0.7%	3.6%
Pacific Islander	0	0.0%	0.6%	0.1%
Two or More Races	0	0.0%	1.3%	1.8%
Economically Disadvantaged	27	61.4%	60.5%	60.4%
Non-Educationally Disadvantaged	17	38.6%	39.5%	39.6%
English Language Learners (ELL)	0	0.0%	13.1%	17.1%
Students w/ Disciplinary Placements (2011-2012)	1	1.3%	2.7%	1.7%
At-Risk	36	81.8%	41.1%	44.7%
Mobility (2011-2012)	61	81.3%	15.6%	17.9%
Graduates (Class of 2012):				
Total Graduates	28	100.0%	232	292,636
By Ethnicity (incl. Special Ed.):				
African American	0	0.0%	5	38,213
Hispanic	5	17.9%	75	131,106
White	22	78.6%	148	105,767
American Indian	0	0.0%	0	1,427
Asian	0	0.0%	2	10,871
Pacific Islander	0	0.0%	0	396
Two or More Races	1	3.6%	2	4,856
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	21	75.0%	71	57,010
Recommended H.S. Program/DAP	7	25.0%	161	235,626
Special Education Graduates	2	7.1%	26	25,213

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 44
 Grade Span: 10 - 12
 School Type: High School

District Name: MARBLE FALLS ISD
 Campus Name: FALLS CAREER H S
 Campus Number: 027904002

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
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Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

Elementary:

Kindergarten	-	16.7	19.6
Grade 1	-	18.7	19.5
Grade 2	-	18.4	19.4
Grade 3	-	15.7	19.3
Grade 4	-	15.9	19.5
Grade 5	-	19.6	21.4
Grade 6	-	21.7	21.1
Mixed Grades	-	-	24.6

Secondary:

English/Language Arts	1.8	18.7	17.4
Foreign Languages	-	21.4	19.0
Mathematics	4.0	19.9	18.0
Science	2.2	20.6	19.0
Social Studies	3.0	21.8	19.7

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 44
 Grade Span: 10 - 12
 School Type: High School

District Name: MARBLE FALLS ISD
 Campus Name: FALLS CAREER H S
 Campus Number: 027904002

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	11.3	100.0%	100.0%	100.0%
Professional Staff:	10.3	91.2%	77.5%	63.9%
Teachers	9.5	84.1%	62.0%	51.0%
Professional Support	0.0	0.0%	10.1%	9.0%
Campus Administration (School Leadership)	0.8	7.0%	3.5%	2.9%
Educational Aides:	1.0	8.8%	12.4%	9.3%
Total Minority Staff:	2.0	17.6%	13.2%	45.1%
Teachers by Ethnicity and Sex:				
African American	1.0	10.5%	1.0%	9.4%
Hispanic	1.0	10.5%	9.8%	24.9%
White	7.5	79.0%	88.5%	62.8%
American Indian	0.0	0.0%	0.7%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	4.3	44.7%	20.3%	23.2%
Females	5.3	55.3%	79.7%	76.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.6%	7.0%
1-5 Years Experience	3.0	31.5%	18.3%	26.1%
6-10 Years Experience	0.0	0.0%	18.4%	22.7%
11-20 Years Experience	3.3	34.4%	34.7%	26.9%
Over 20 Years Experience	3.3	34.2%	25.0%	17.3%
Number of Students per Teacher	4.6	n/a	14.1	15.5

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 44
Grade Span: 10 - 12
School Type: High School

District Name: MARBLE FALLS ISD
Campus Name: FALLS CAREER H S
Campus Number: 027904002

<u>Staff Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Average Years Experience of Teachers:	17.5	13.9	11.5
Average Years Experience of Teachers with District:	9.9	8.2	8.0
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$37,502	\$41,878
1-5 Years Experience	\$40,311	\$40,764	\$44,354
6-10 Years Experience	-	\$44,331	\$46,784
11-20 Years Experience	\$51,538	\$49,223	\$50,587
Over 20 Years Experience	\$58,101	\$56,953	\$58,291
Average Actual Teacher Salaries (regular duties only):			
Teachers	\$50,250	\$48,292	\$48,821
Professional Support	-	\$57,953	\$57,253
Campus Administration (School Leadership)	\$76,963	\$67,993	\$71,259
Instructional Staff Percent:	n/a	78.6%	64.2%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,556.8

<u>Program Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	13.3%	16.6%
Career & Technical Education	1	2.3%	23.6%	22.0%
Gifted & Talented Education	0	0.0%	7.4%	7.7%
Special Education	3	6.8%	10.6%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	5.5%	5.3%
Career & Technical Education	0.2	2.1%	3.8%	4.1%
Compensatory Education	0.0	0.0%	2.1%	2.9%
Gifted & Talented Education	0.0	0.0%	2.6%	2.0%
Regular Education	9.3	97.9%	76.1%	73.2%
Special Education	0.0	0.0%	7.3%	9.2%
Other	0.0	0.0%	2.6%	3.3%

Link to:
[PEIMS Financial Standard Reports/](#)
[2011-2012 Financial Actual Report](#)

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

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

'-' Indicates zero observations reported for this group.

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

Marble Falls Middle School

2012 - 2013

- **Campus Performance**
- **Campus Profile**

2012-13 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **MARBLE FALLS MIDDLE**

Campus Number: **027904041**

2013 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Reading/ELA

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 923
Grade Span: 06 - 08
School Type: Middle

District Name: MARBLE FALLS ISD
Campus Name: MARBLE FALLS MIDDLE
Campus Number: 027904041

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
Grade 6														
Reading	2013	72%	75%	75%	*	64%	84%	-	*	*	*	54%	62%	46%
	2012	76%	69%	69%	78%	56%	76%	*	*	-	*	48%	62%	43%
Mathematics	2013	74%	81%	81%	83%	72%	89%	-	*	*	*	43%	74%	69%
	2012	77%	81%	81%	67%	77%	84%	*	*	-	*	64%	76%	77%
STAAR Percent at Phase-in 1 Level II or Above														
Grade 7														
Reading	2013	78%	79%	79%	73%	69%	85%	*	*	-	*	43%	73%	55%
	2012	77%	74%	74%	*	66%	80%	*	*	*	*	72%	69%	*
Mathematics	2013	72%	77%	77%	64%	71%	82%	*	*	-	*	45%	69%	64%
	2012	71%	78%	78%	*	68%	85%	*	*	*	*	48%	70%	44%
Writing	2013	71%	70%	70%	55%	63%	76%	*	*	-	*	44%	64%	*
	2012	73%	75%	75%	83%	67%	80%	*	*	*	*	76%	70%	*
STAAR Percent at Phase-in 1 Level II or Above														
Grade 8														
Reading	2013	83%	85%	85%	100%	78%	89%	*	*	*	*	48%	79%	57%
	2012	81%	80%	80%	75%	72%	86%	-	*	-	100%	62%	72%	*
Mathematics	2013	76%	89%	89%	86%	88%	90%	*	*	-	*	77%	87%	87%
	2012	73%	80%	80%	88%	71%	87%	-	*	-	*	66%	74%	60%
Science	2013	75%	84%	84%	*	75%	91%	*	*	*	*	65%	78%	50%
	2012	71%	68%	68%	*	50%	83%	-	*	-	100%	64%	57%	*
Social Studies	2013	64%	63%	63%	*	47%	74%	*	*	*	*	50%	53%	*
	2012	61%	47%	47%	*	33%	60%	-	*	-	*	46%	35%	*
STAAR Percent at Phase-in 1 Level II or Above														
End of Course														
Algebra I	2013	78%	92%	100%	-	100%	100%	-	-	*	-	-	100%	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 923
Grade Span: 06 - 08
School Type: Middle

District Name: MARBLE FALLS ISD
Campus Name: MARBLE FALLS MIDDLE
Campus Number: 027904041

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
All Grades														
All Subjects	2013	77%	81%	80%	67%	72%	86%	85%	84%	100%	85%	54%	74%	59%
	2012	77%	78%	73%	62%	62%	80%	100%	77%	*	93%	60%	65%	40%
Reading	2013	80%	80%	83%	75%	74%	89%	*	100%	*	86%	54%	77%	55%
	2012	79%	79%	74%	74%	65%	80%	*	*	*	100%	60%	67%	33%
Mathematics	2013	79%	87%	85%	75%	80%	89%	*	100%	*	86%	57%	80%	73%
	2012	77%	81%	80%	74%	72%	86%	*	100%	*	100%	61%	74%	64%
Writing	2013	63%	61%	70%	55%	63%	76%	*	*	-	*	44%	64%	*
	2012	67%	68%	75%	83%	67%	80%	*	*	*	*	76%	70%	*
Science	2013	82%	87%	84%	*	75%	91%	*	*	*	*	65%	78%	50%
	2012	80%	82%	68%	*	50%	83%	-	*	-	100%	64%	57%	*
Social Studies	2013	76%	80%	63%	*	47%	74%	*	*	*	*	50%	53%	*
	2012	79%	75%	47%	*	33%	60%	-	*	-	*	46%	35%	*
STAAR Percent at Final Level II or Above														
All Grades														
All Subjects	2013	35%	36%	41%	21%	30%	50%	23%	47%	100%	30%	26%	30%	10%
	2012	33%	33%	35%	13%	23%	45%	57%	31%	*	48%	31%	26%	5%
Reading	2013	41%	39%	42%	29%	29%	52%	*	67%	*	29%	24%	29%	8%
	2012	38%	37%	38%	17%	24%	48%	*	*	*	38%	27%	28%	2%
Mathematics	2013	34%	42%	48%	25%	38%	56%	*	67%	*	14%	24%	39%	15%
	2012	33%	36%	41%	17%	30%	49%	*	40%	*	75%	34%	31%	7%
Writing	2013	32%	28%	26%	18%	17%	34%	*	*	-	*	28%	19%	*
	2012	34%	35%	33%	17%	26%	37%	*	*	*	*	44%	24%	*
Science	2013	33%	36%	51%	*	39%	61%	*	*	*	*	38%	39%	10%
	2012	29%	30%	31%	*	15%	44%	-	*	-	60%	36%	20%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 923
Grade Span: 06 - 08
School Type: Middle

District Name: MARBLE FALLS ISD
Campus Name: MARBLE FALLS MIDDLE
Campus Number: 027904041

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Final Level II or Above														
All Grades														
Social Studies	2013	26%	27%	24%	*	13%	31%	*	*	*	*	23%	14%	*
	2012	23%	21%	17%	*	7%	26%	-	*	-	*	21%	9%	*
STAAR Percent at Level III Advanced														
All Grades														
All Subjects	2013	13%	14%	17%	5%	9%	23%	8%	5%	100%	10%	4%	8%	1%
	2012	12%	12%	12%	0%	5%	18%	0%	8%	*	7%	7%	7%	0%
Reading	2013	17%	17%	21%	13%	11%	28%	*	0%	*	14%	3%	11%	0%
	2012	15%	14%	15%	0%	7%	22%	*	*	*	13%	4%	7%	0%
Mathematics	2013	15%	19%	17%	4%	8%	23%	*	17%	*	0%	4%	7%	2%
	2012	14%	15%	15%	0%	8%	21%	*	20%	*	0%	9%	8%	0%
Writing	2013	4%	4%	4%	0%	1%	6%	*	*	-	*	3%	1%	*
	2012	6%	7%	8%	0%	5%	10%	*	*	*	*	4%	4%	*
Science	2013	10%	12%	24%	*	14%	32%	*	*	*	*	12%	16%	0%
	2012	9%	9%	8%	*	2%	13%	-	*	-	20%	15%	6%	*
Social Studies	2013	9%	9%	10%	*	5%	14%	*	*	*	*	8%	2%	*
	2012	9%	7%	5%	*	0%	10%	-	*	-	*	5%	2%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2013	62%	62%	69%	62%	68%	69%	*	83%	*	100%	43%	n/a	-
Mathematics	2013	59%	66%	66%	57%	68%	66%	*	*	*	*	60%	n/a	-
STAAR Percent Exceeded Progress														
All Grades														
Reading	2013	15%	16%	20%	14%	18%	21%	*	33%	*	0%	14%	n/a	-
Mathematics	2013	16%	20%	12%	5%	10%	12%	*	*	*	*	9%	n/a	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 923
 Grade Span: 06 - 08
 School Type: Middle

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS MIDDLE
 Campus Number: 027904041

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2013	43%	56%	62%	60%	60%	65%	-	*	-	*	34%	61%	64%
Mathematics	2013	46%	58%	59%	33%	64%	56%	-	*	-	*	50%	58%	78%
Student Success Initiative														
Grade 8 Reading														
Students Requiring Accelerated Instruction														
	2013	17%	15%	15%	0%	22%	11%	*	*	*	*	52%	21%	43%
STAAR Cumulative Met Standard														
	2013	90%	95%	95%	100%	90%	97%	*	*	*	*	69%	93%	90%
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
	2013	24%	11%	11%	14%	12%	10%	*	*	-	*	23%	13%	13%
STAAR Cumulative Met Standard														
	2013	86%	96%	96%	86%	97%	96%	*	*	-	*	96%	96%	100%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 923
 Grade Span: 06 - 08
 School Type: Middle

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS MIDDLE
 Campus Number: 027904041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	100%	100%	99%	100%	93%	100%	100%	97%	99%	99%
Included in Accountability	92%	92%	93%	74%	93%	95%	68%	68%	75%	100%	92%	92%	74%
Not Included in Accountability													
Mobile	4%	5%	5%	26%	3%	4%	32%	0%	25%	0%	3%	5%	4%
Other Exclusions	3%	2%	2%	0%	3%	0%	0%	25%	0%	0%	2%	2%	21%
Not Tested	1%	1%	1%	0%	0%	1%	0%	7%	0%	0%	3%	1%	1%
Absent	1%	0%	1%	0%	0%	1%	0%	0%	0%	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	7%	0%	0%	1%	0%	1%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 923
 Grade Span: 06 - 08
 School Type: Middle

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS MIDDLE
 Campus Number: 027904041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2011-12	95.9%	96.2%	96.2%	95.9%	96.2%	96.2%	*	97.0%	*	97.1%	95.0%	95.8%	97.6%
2010-11	95.7%	95.6%	95.3%	93.0%	95.6%	95.1%	*	*	*	96.3%	94.3%	94.8%	97.1%
Annual Dropout Rate (Gr 7-8)													
2011-12	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2010-11	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 923
Grade Span: 06 - 08
School Type: Middle

District Name: MARBLE FALLS ISD
Campus Name: MARBLE FALLS MIDDLE
Campus Number: 027904041

<u>Student Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Total Students:	923	100.0%	4,037	5,058,939
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	4.4%	4.5%
Kindergarten	0	0.0%	6.8%	7.7%
Grade 1	0	0.0%	7.3%	7.8%
Grade 2	0	0.0%	7.1%	7.7%
Grade 3	0	0.0%	7.2%	7.6%
Grade 4	0	0.0%	6.8%	7.5%
Grade 5	0	0.0%	7.8%	7.4%
Grade 6	297	32.2%	7.4%	7.5%
Grade 7	312	33.8%	7.7%	7.5%
Grade 8	314	34.0%	7.8%	7.2%
Grade 9	0	0.0%	8.3%	8.0%
Grade 10	0	0.0%	7.6%	6.9%
Grade 11	0	0.0%	6.9%	6.5%
Grade 12	0	0.0%	6.8%	6.0%
Ethnic Distribution:				
African American	25	2.7%	2.0%	12.7%
Hispanic	357	38.7%	42.0%	51.3%
White	512	55.5%	53.0%	30.0%
American Indian	4	0.4%	0.4%	0.4%
Asian	10	1.1%	0.7%	3.6%
Pacific Islander	2	0.2%	0.6%	0.1%
Two or More Races	13	1.4%	1.3%	1.8%
Economically Disadvantaged	548	59.4%	60.5%	60.4%
Non-Educationally Disadvantaged	375	40.6%	39.5%	39.6%
English Language Learners (ELL)	75	8.1%	13.1%	17.1%
Students w/ Disciplinary Placements (2011-2012)	43	4.3%	2.7%	1.7%
At-Risk	358	38.8%	41.1%	44.7%
Mobility (2011-2012)	109	11.0%	15.6%	17.9%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS MIDDLE
 Campus Number: 027904041

Total Students: 923
 Grade Span: 06 - 08
 School Type: Middle

<u>Student Information</u>	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	<u>Campus</u>	<u>District</u>	<u>State</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:						
Kindergarten	-	1.2%	2.1%	-	3.1%	9.7%
Grade 1	-	1.9%	4.4%	-	4.0%	8.2%
Grade 2	-	1.2%	2.9%	-	4.5%	3.9%
Grade 3	-	2.9%	2.1%	-	0.0%	1.6%
Grade 4	-	0.4%	1.0%	-	2.4%	1.0%
Grade 5	-	0.0%	0.5%	-	0.0%	0.7%
Grade 6	0.0%	0.0%	0.6%	0.0%	0.0%	1.0%
Grade 7	0.4%	0.4%	1.0%	0.0%	0.0%	1.4%
Grade 8	0.0%	0.0%	0.7%	0.0%	0.0%	1.5%

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
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Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

Elementary:

Kindergarten	-	16.7	19.6
Grade 1	-	18.7	19.5
Grade 2	-	18.4	19.4
Grade 3	-	15.7	19.3
Grade 4	-	15.9	19.5
Grade 5	-	19.6	21.4
Grade 6	21.7	21.7	21.1
Mixed Grades	-	-	24.6

Secondary:

English/Language Arts	17.5	18.7	17.4
Foreign Languages	20.5	21.4	19.0
Mathematics	18.0	19.9	18.0
Science	23.3	20.6	19.0
Social Studies	22.4	21.8	19.7

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 923
Grade Span: 06 - 08
School Type: Middle

District Name: MARBLE FALLS ISD
Campus Name: MARBLE FALLS MIDDLE
Campus Number: 027904041

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	75.7	100.0%	100.0%	100.0%
Professional Staff:	68.7	90.8%	77.5%	63.9%
Teachers	58.4	77.1%	62.0%	51.0%
Professional Support	7.3	9.7%	10.1%	9.0%
Campus Administration (School Leadership)	3.0	4.0%	3.5%	2.9%
Educational Aides:	7.0	9.2%	12.4%	9.3%
Total Minority Staff:	7.0	9.2%	13.2%	45.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.0%	9.4%
Hispanic	5.0	8.6%	9.8%	24.9%
White	53.4	91.4%	88.5%	62.8%
American Indian	0.0	0.0%	0.7%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	14.8	25.4%	20.3%	23.2%
Females	43.6	74.6%	79.7%	76.8%
Teachers by Years of Experience:				
Beginning Teachers	1.9	3.2%	3.6%	7.0%
1-5 Years Experience	15.0	25.7%	18.3%	26.1%
6-10 Years Experience	10.5	18.0%	18.4%	22.7%
11-20 Years Experience	21.0	36.0%	34.7%	26.9%
Over 20 Years Experience	10.0	17.1%	25.0%	17.3%
Number of Students per Teacher	15.8	n/a	14.1	15.5

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 923
 Grade Span: 06 - 08
 School Type: Middle

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS MIDDLE
 Campus Number: 027904041

<u>Staff Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Average Years Experience of Teachers:	12.0	13.9	11.5
Average Years Experience of Teachers with District:	6.7	8.2	8.0
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$38,500	\$37,502	\$41,878
1-5 Years Experience	\$40,887	\$40,764	\$44,354
6-10 Years Experience	\$43,468	\$44,331	\$46,784
11-20 Years Experience	\$49,164	\$49,223	\$50,587
Over 20 Years Experience	\$55,372	\$56,953	\$58,291
Average Actual Teacher Salaries (regular duties only):			
Teachers	\$46,733	\$48,292	\$48,821
Professional Support	\$55,325	\$57,953	\$57,253
Campus Administration (School Leadership)	\$79,520	\$67,993	\$71,259
Instructional Staff Percent:	n/a	78.6%	64.2%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,556.8

<u>Program Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Student Enrollment by Program:				
Bilingual/ESL Education	73	7.9%	13.3%	16.6%
Career & Technical Education	132	14.3%	23.6%	22.0%
Gifted & Talented Education	97	10.5%	7.4%	7.7%
Special Education	116	12.6%	10.6%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.7%	5.5%	5.3%
Career & Technical Education	1.2	2.0%	3.8%	4.1%
Compensatory Education	0.0	0.0%	2.1%	2.9%
Gifted & Talented Education	2.4	4.1%	2.6%	2.0%
Regular Education	49.4	84.6%	76.1%	73.2%
Special Education	5.0	8.6%	7.3%	9.2%
Other	0.0	0.0%	2.6%	3.3%

Link to:
[PEIMS Financial Standard Reports/](#)
[2011-2012 Financial Actual Report](#)

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

II. Campus Reports
ELEMENTARY SCHOOLS

Marble Falls Elementary

2012 - 2013

- **Campus Performance**
- **Campus Profile**

2012-13 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **MARBLE FALLS EL**

Campus Number: **027904101**

2013 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Reading/ELA

Academic Achievement in Top 25 Percent Student Progress

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 521
 Grade Span: PK - 05
 School Type: Elementary

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS EL
 Campus Number: 027904101

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
Grade 3														
Reading	2013	81%	83%	79%	*	63%	86%	-	-	*	-	63%	66%	*
	2012	78%	78%	68%	*	41%	85%	-	-	-	*	83%	51%	*
Mathematics	2013	70%	81%	79%	*	71%	84%	-	-	*	-	*	60%	*
	2012	69%	72%	72%	*	48%	87%	-	-	-	*	*	53%	*
STAAR Percent at Phase-in 1 Level II or Above														
Grade 4														
Reading	2013	72%	71%	80%	*	60%	91%	-	-	-	*	89%	65%	*
	2012	77%	78%	85%	*	83%	87%	-	-	*	-	83%	76%	*
Mathematics	2013	69%	78%	82%	*	72%	91%	-	-	-	*	56%	74%	*
	2012	69%	73%	86%	*	72%	94%	-	-	*	-	*	76%	*
Writing	2013	70%	71%	71%	*	60%	79%	-	-	-	*	*	68%	*
	2012	72%	69%	73%	*	67%	79%	-	-	*	-	*	66%	*
STAAR Percent at Phase-in 1 Level II or Above														
Grade 5														
Reading	2013	77%	79%	92%	100%	83%	96%	*	-	-	-	67%	88%	*
	2012	78%	84%	89%	*	78%	94%	-	*	-	*	*	83%	*
Mathematics	2013	74%	84%	86%	33%	71%	100%	*	-	-	-	50%	84%	*
	2012	78%	85%	95%	*	94%	94%	-	*	-	*	*	94%	*
Science	2013	73%	79%	88%	*	73%	100%	-	-	-	-	63%	82%	*
	2012	73%	78%	92%	*	76%	98%	-	*	-	*	*	85%	*
STAAR Percent at Phase-in 1 Level II or Above														
All Grades														
All Subjects	2013	77%	81%	84%	63%	73%	91%	-	-	*	*	66%	76%	64%
	2012	77%	78%	82%	53%	67%	90%	-	*	*	*	60%	72%	38%
Reading	2013	80%	80%	85%	100%	71%	92%	-	-	*	*	80%	76%	*
	2012	79%	79%	81%	*	63%	89%	-	*	*	*	71%	69%	*
Mathematics	2013	79%	87%	86%	*	79%	92%	-	-	*	*	64%	77%	100%
	2012	77%	81%	84%	*	68%	92%	-	*	*	*	47%	73%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 521
 Grade Span: PK - 05
 School Type: Elementary

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS EL
 Campus Number: 027904101

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
All Grades														
Writing	2013	63%	61%	71%	*	60%	79%	-	-	-	*	*	68%	*
	2012	67%	68%	73%	*	67%	79%	-	-	*	-	*	66%	*
Science	2013	82%	87%	88%	*	73%	100%	-	-	-	-	63%	82%	*
	2012	80%	82%	92%	*	76%	98%	-	*	-	*	*	85%	*
STAAR Percent at Final Level II or Above														
All Grades														
All Subjects	2013	35%	36%	43%	32%	25%	53%	-	-	*	*	31%	30%	0%
	2012	33%	33%	42%	12%	25%	51%	-	*	*	*	24%	29%	6%
Reading	2013	41%	39%	44%	57%	22%	55%	-	-	*	*	32%	34%	*
	2012	38%	37%	43%	*	25%	52%	-	*	*	*	29%	29%	*
Mathematics	2013	34%	42%	44%	*	26%	55%	-	-	*	*	28%	28%	0%
	2012	33%	36%	49%	*	29%	60%	-	*	*	*	24%	31%	*
Writing	2013	32%	28%	35%	*	24%	42%	-	-	-	*	*	29%	*
	2012	34%	35%	27%	*	11%	35%	-	-	*	-	*	15%	*
Science	2013	33%	36%	42%	*	27%	53%	-	-	-	-	25%	26%	*
	2012	29%	30%	38%	*	29%	41%	-	*	-	*	*	33%	*
STAAR Percent at Level III Advanced														
All Grades														
All Subjects	2013	13%	14%	18%	5%	6%	25%	-	-	*	*	3%	10%	0%
	2012	12%	12%	18%	6%	6%	24%	-	*	*	*	4%	8%	0%
Reading	2013	17%	17%	22%	0%	4%	33%	-	-	*	*	4%	12%	*
	2012	15%	14%	19%	*	9%	25%	-	*	*	*	6%	8%	*
Mathematics	2013	15%	19%	22%	*	10%	29%	-	-	*	*	0%	13%	0%
	2012	14%	15%	23%	*	5%	32%	-	*	*	*	6%	9%	*
Writing	2013	4%	4%	7%	*	4%	8%	-	-	-	*	*	3%	*
	2012	6%	7%	4%	*	0%	6%	-	-	*	-	*	2%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 521
 Grade Span: PK - 05
 School Type: Elementary

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS EL
 Campus Number: 027904101

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Level III Advanced All Grades														
Science	2013	10%	12%	6%	*	5%	7%	-	-	-	-	0%	0%	*
	2012	9%	9%	15%	*	6%	20%	-	*	-	*	*	12%	*
STAAR Percent Met or Exceeded Progress All Grades														
Reading	2013	62%	62%	65%	-	49%	71%	-	-	-	*	*	n/a	-
Mathematics	2013	59%	66%	69%	*	79%	64%	-	-	-	*	*	n/a	-
STAAR Percent Exceeded Progress All Grades														
Reading	2013	15%	16%	25%	-	27%	24%	-	-	-	*	*	n/a	-
Mathematics	2013	16%	20%	31%	*	39%	27%	-	-	-	*	*	n/a	-
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR) Sum of Grades 4-8														
Reading	2013	43%	56%	46%	*	44%	50%	-	-	-	*	60%	40%	*
Mathematics	2013	46%	58%	52%	*	53%	57%	-	-	-	*	33%	47%	*
Student Success Initiative														
Grade 5 Reading														
Students Requiring Accelerated Instruction														
	2013	23%	21%	8%	0%	17%	4%	*	-	-	-	33%	12%	*
STAAR Cumulative Met Standard														
	2013	87%	88%	96%	*	91%	98%	-	-	-	-	88%	95%	*
Grade 5 Mathematics														
Students Requiring Accelerated Instruction														
	2013	26%	16%	14%	67%	29%	0%	*	-	-	-	50%	16%	*
STAAR Cumulative Met Standard														
	2013	88%	92%	96%	*	96%	100%	-	-	-	-	88%	95%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 521
 Grade Span: PK - 05
 School Type: Elementary

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS EL
 Campus Number: 027904101

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	*	-	*	*	100%	100%	100%
Included in Accountability	92%	92%	94%	76%	95%	95%	*	-	*	*	94%	95%	82%
Not Included in Accountability													
Mobile	4%	5%	6%	24%	4%	5%	*	-	*	*	6%	4%	0%
Other Exclusions	3%	2%	0%	0%	1%	0%	*	-	*	*	0%	1%	18%
Not Tested	1%	1%	0%	0%	0%	0%	*	-	*	*	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	-	*	*	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	-	*	*	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS EL
 Campus Number: 027904101

Total Students: 521
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2011-12	95.9%	96.2%	96.6%	96.2%	96.5%	96.6%	*	*	*	*	94.2%	96.0%	97.4%
2010-11	95.7%	95.6%	96.3%	97.1%	96.3%	96.2%	-	96.9%	*	95.5%	95.0%	96.0%	96.5%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 521
Grade Span: PK - 05
School Type: Elementary

District Name: MARBLE FALLS ISD
Campus Name: MARBLE FALLS EL
Campus Number: 027904101

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	521	100.0%	4,037	5,058,939
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	38	7.3%	4.4%	4.5%
Kindergarten	77	14.8%	6.8%	7.7%
Grade 1	75	14.4%	7.3%	7.8%
Grade 2	85	16.3%	7.1%	7.7%
Grade 3	85	16.3%	7.2%	7.6%
Grade 4	79	15.2%	6.8%	7.5%
Grade 5	82	15.7%	7.8%	7.4%
Grade 6	0	0.0%	7.4%	7.5%
Grade 7	0	0.0%	7.7%	7.5%
Grade 8	0	0.0%	7.8%	7.2%
Grade 9	0	0.0%	8.3%	8.0%
Grade 10	0	0.0%	7.6%	6.9%
Grade 11	0	0.0%	6.9%	6.5%
Grade 12	0	0.0%	6.8%	6.0%
Ethnic Distribution:				
African American	23	4.4%	2.0%	12.7%
Hispanic	149	28.6%	42.0%	51.3%
White	319	61.2%	53.0%	30.0%
American Indian	2	0.4%	0.4%	0.4%
Asian	5	1.0%	0.7%	3.6%
Pacific Islander	20	3.8%	0.6%	0.1%
Two or More Races	3	0.6%	1.3%	1.8%
Economically Disadvantaged	298	57.2%	60.5%	60.4%
Non-Educationally Disadvantaged	223	42.8%	39.5%	39.6%
English Language Learners (ELL)	23	4.4%	13.1%	17.1%
Students w/ Disciplinary Placements (2011-2012)	0	0.0%	2.7%	1.7%
At-Risk	144	27.6%	41.1%	44.7%
Mobility (2011-2012)	72	15.7%	15.6%	17.9%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS EL
 Campus Number: 027904101

Total Students: 521
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.7%	1.2%	2.1%	11.1%	3.1%	9.7%
Grade 1	2.5%	1.9%	4.4%	12.5%	4.0%	8.2%
Grade 2	1.4%	1.2%	2.9%	20.0%	4.5%	3.9%
Grade 3	6.8%	2.9%	2.1%	0.0%	0.0%	1.6%
Grade 4	1.4%	0.4%	1.0%	0.0%	2.4%	1.0%
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.7%
Grade 6	-	0.0%	0.6%	-	0.0%	1.0%
Grade 7	-	0.4%	1.0%	-	0.0%	1.4%
Grade 8	-	0.0%	0.7%	-	0.0%	1.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.8	16.7	19.6
Grade 1	19.3	18.7	19.5
Grade 2	21.0	18.4	19.4
Grade 3	21.3	15.7	19.3
Grade 4	19.2	15.9	19.5
Grade 5	20.0	19.6	21.4
Grade 6	-	21.7	21.1
Mixed Grades	-	-	24.6
Secondary:			
English/Language Arts	-	18.7	17.4
Foreign Languages	-	21.4	19.0
Mathematics	-	19.9	18.0
Science	-	20.6	19.0
Social Studies	-	21.8	19.7

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 521
Grade Span: PK - 05
School Type: Elementary

District Name: MARBLE FALLS ISD
Campus Name: MARBLE FALLS EL
Campus Number: 027904101

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	51.4	100.0%	100.0%	100.0%
Professional Staff:	41.8	81.4%	77.5%	63.9%
Teachers	34.8	67.8%	62.0%	51.0%
Professional Support	4.0	7.8%	10.1%	9.0%
Campus Administration (School Leadership)	3.0	5.8%	3.5%	2.9%
Educational Aides:	9.5	18.6%	12.4%	9.3%
Total Minority Staff:	5.0	9.7%	13.2%	45.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.0%	9.4%
Hispanic	1.0	2.9%	9.8%	24.9%
White	32.8	94.3%	88.5%	62.8%
American Indian	1.0	2.9%	0.7%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	2.0	5.7%	20.3%	23.2%
Females	32.8	94.3%	79.7%	76.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.9%	3.6%	7.0%
1-5 Years Experience	3.5	9.9%	18.3%	26.1%
6-10 Years Experience	4.0	11.5%	18.4%	22.7%
11-20 Years Experience	16.4	47.0%	34.7%	26.9%
Over 20 Years Experience	10.0	28.7%	25.0%	17.3%
Number of Students per Teacher	15.0	n/a	14.1	15.5

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 521
 Grade Span: PK - 05
 School Type: Elementary

District Name: MARBLE FALLS ISD
 Campus Name: MARBLE FALLS EL
 Campus Number: 027904101

<u>Staff Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Average Years Experience of Teachers:	15.0	13.9	11.5
Average Years Experience of Teachers with District:	10.6	8.2	8.0
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$38,500	\$37,502	\$41,878
1-5 Years Experience	\$41,019	\$40,764	\$44,354
6-10 Years Experience	\$43,593	\$44,331	\$46,784
11-20 Years Experience	\$48,189	\$49,223	\$50,587
Over 20 Years Experience	\$55,816	\$56,953	\$58,291
Average Actual Teacher Salaries (regular duties only):			
Teachers	\$48,862	\$48,292	\$48,821
Professional Support	\$51,043	\$57,953	\$57,253
Campus Administration (School Leadership)	\$49,699	\$67,993	\$71,259
Instructional Staff Percent:	n/a	78.6%	64.2%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,556.8

<u>Program Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Student Enrollment by Program:				
Bilingual/ESL Education	21	4.0%	13.3%	16.6%
Career & Technical Education	0	0.0%	23.6%	22.0%
Gifted & Talented Education	33	6.3%	7.4%	7.7%
Special Education	36	6.9%	10.6%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	5.5%	5.3%
Career & Technical Education	0.0	0.0%	3.8%	4.1%
Compensatory Education	1.8	5.2%	2.1%	2.9%
Gifted & Talented Education	1.0	2.9%	2.6%	2.0%
Regular Education	30.0	86.2%	76.1%	73.2%
Special Education	2.0	5.7%	7.3%	9.2%
Other	0.0	0.0%	2.6%	3.3%

Link to:
[PEIMS Financial Standard Reports/
 2011-2012 Financial Actual Report](#)

- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

Colt Elementary

2012 - 2013

- **Campus Performance**
- **Campus Profile**

2012-13 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **COLT EL**

Campus Number: **027904102**

2013 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Reading/ELA

Academic Achievement in Mathematics

Academic Achievement in Top 25 Percent Student Progress

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 544
 Grade Span: EE - 05
 School Type: Elementary

District Name: MARBLE FALLS ISD
 Campus Name: COLT EL
 Campus Number: 027904102

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above Grade 3														
Reading	2013	81%	83%	83%	*	83%	86%	-	*	-	*	75%	82%	-
	2012	78%	78%	88%	-	79%	95%	-	-	-	-	60%	83%	75%
Mathematics	2013	70%	81%	76%	*	72%	80%	-	*	-	*	*	74%	-
	2012	69%	72%	81%	-	68%	90%	-	-	-	-	50%	74%	58%
STAAR Percent at Phase-in 1 Level II or Above Grade 4														
Reading	2013	72%	71%	77%	-	61%	92%	*	*	-	*	73%	70%	69%
	2012	77%	78%	78%	-	71%	82%	*	-	-	-	75%	72%	67%
Mathematics	2013	69%	78%	88%	-	82%	95%	*	*	-	*	73%	84%	81%
	2012	69%	73%	74%	-	66%	82%	*	-	-	-	75%	66%	47%
Writing	2013	70%	71%	81%	-	78%	84%	*	*	-	*	91%	79%	88%
	2012	72%	69%	74%	-	75%	75%	*	-	-	-	81%	65%	67%
STAAR Percent at Phase-in 1 Level II or Above Grade 5														
Reading	2013	77%	79%	74%	*	64%	81%	*	-	-	*	77%	65%	36%
	2012	78%	84%	86%	*	69%	94%	-	*	-	-	83%	80%	71%
Mathematics	2013	74%	84%	90%	*	84%	100%	*	-	-	*	100%	85%	73%
	2012	78%	85%	93%	*	81%	98%	-	*	-	-	83%	86%	*
Science	2013	73%	79%	90%	*	83%	98%	*	-	-	-	100%	83%	73%
	2012	73%	78%	90%	*	73%	98%	-	*	-	-	75%	84%	*
STAAR Percent at Phase-in 1 Level II or Above All Grades														
All Subjects	2013	77%	81%	85%	50%	80%	91%	100%	100%	-	*	84%	81%	78%
	2012	77%	78%	83%	100%	73%	90%	*	*	-	-	74%	76%	61%
Reading	2013	80%	80%	83%	*	74%	90%	*	*	-	*	83%	78%	70%
	2012	79%	79%	84%	*	73%	90%	*	*	-	-	74%	78%	71%
Mathematics	2013	79%	87%	88%	*	85%	92%	*	*	-	*	77%	85%	81%
	2012	77%	81%	82%	*	71%	90%	*	*	-	-	71%	75%	53%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 544
Grade Span: EE - 05
School Type: Elementary

District Name: MARBLE FALLS ISD
Campus Name: COLT EL
Campus Number: 027904102

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above All Grades														
Writing	2013	63%	61%	81%	-	78%	84%	*	*	-	*	91%	79%	88%
	2012	67%	68%	74%	-	75%	75%	*	-	-	-	81%	65%	67%
Science	2013	82%	87%	90%	*	83%	98%	*	-	-	-	100%	83%	73%
	2012	80%	82%	90%	*	73%	98%	-	*	-	-	75%	84%	*
STAAR Percent at Final Level II or Above All Grades														
All Subjects	2013	35%	36%	47%	17%	42%	53%	33%	100%	-	*	52%	38%	36%
	2012	33%	33%	46%	50%	30%	56%	*	*	-	-	46%	35%	20%
Reading	2013	41%	39%	43%	*	36%	50%	*	*	-	*	50%	33%	22%
	2012	38%	37%	47%	*	34%	57%	*	*	-	-	47%	38%	32%
Mathematics	2013	34%	42%	52%	*	48%	56%	*	*	-	*	50%	42%	48%
	2012	33%	36%	44%	*	28%	54%	*	*	-	-	39%	33%	12%
Writing	2013	32%	28%	45%	-	44%	47%	*	*	-	*	64%	44%	50%
	2012	34%	35%	37%	-	31%	43%	*	-	-	-	44%	26%	20%
Science	2013	33%	36%	50%	*	40%	63%	*	-	-	-	55%	31%	18%
	2012	29%	30%	54%	*	19%	71%	-	*	-	-	67%	43%	*
STAAR Percent at Level III Advanced All Grades														
All Subjects	2013	13%	14%	23%	0%	17%	29%	0%	80%	-	*	16%	16%	15%
	2012	12%	12%	20%	50%	11%	26%	*	*	-	-	7%	12%	7%
Reading	2013	17%	17%	18%	*	10%	25%	*	*	-	*	10%	13%	0%
	2012	15%	14%	18%	*	11%	22%	*	*	-	-	3%	10%	12%
Mathematics	2013	15%	19%	31%	*	24%	37%	*	*	-	*	17%	23%	33%
	2012	14%	15%	24%	*	11%	33%	*	*	-	-	3%	14%	6%
Writing	2013	4%	4%	16%	-	13%	18%	*	*	-	*	27%	12%	19%
	2012	6%	7%	9%	-	11%	7%	*	-	-	-	19%	6%	0%

District Name: MARBLE FALLS ISD
 Campus Name: COLT EL
 Campus Number: 027904102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 544
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Level III Advanced														
All Grades														
Science	2013	10%	12%	23%	*	20%	28%	*	-	-	-	18%	10%	0%
	2012	9%	9%	26%	*	8%	35%	-	*	-	-	17%	18%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2013	62%	62%	62%	*	55%	63%	*	-	-	*	*	n/a	-
Mathematics	2013	59%	66%	84%	*	80%	86%	*	-	-	*	100%	n/a	-
STAAR Percent Exceeded Progress														
All Grades														
Reading	2013	15%	16%	18%	*	17%	18%	*	-	-	*	*	n/a	-
Mathematics	2013	16%	20%	43%	*	43%	43%	*	-	-	*	45%	n/a	-
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2013	43%	56%	63%	*	55%	83%	-	-	-	*	86%	63%	*
Mathematics	2013	46%	58%	70%	*	77%	71%	*	-	-	*	57%	67%	*
Student Success Initiative														
Grade 5 Reading														
Students Requiring Accelerated Instruction														
	2013	23%	21%	26%	*	36%	19%	*	-	-	*	23%	35%	64%
STAAR Cumulative Met Standard														
	2013	87%	88%	88%	*	83%	93%	*	-	-	-	100%	81%	73%
Grade 5 Mathematics														
Students Requiring Accelerated Instruction														
	2013	26%	16%	10%	*	16%	0%	*	-	-	*	0%	15%	27%
STAAR Cumulative Met Standard														
	2013	88%	92%	96%	*	94%	100%	*	-	-	-	100%	94%	82%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 544
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District Name: MARBLE FALLS ISD
 Campus Name: COLT EL
 Campus Number: 027904102

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	92%	92%	84%	60%	81%	89%	100%	100%	-	56%	85%	83%	70%
Not Included in Accountability													
Mobile	4%	5%	11%	40%	7%	11%	0%	0%	-	44%	13%	9%	0%
Other Exclusions	3%	2%	5%	0%	12%	0%	0%	0%	-	0%	2%	8%	30%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

District Name: MARBLE FALLS ISD
 Campus Name: COLT EL
 Campus Number: 027904102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 544
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2011-12	95.9%	96.2%	96.7%	*	96.8%	96.6%	*	*	-	*	96.0%	96.4%	97.8%
2010-11	95.7%	95.6%	96.3%	95.5%	96.6%	96.2%	*	98.4%	*	*	96.0%	96.0%	97.2%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 544
Grade Span: EE - 05
School Type: Elementary

District Name: MARBLE FALLS ISD
Campus Name: COLT EL
Campus Number: 027904102

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	544	100.0%	4,037	5,058,939
Students by Grade:				
Early Childhood Education	3	0.6%	0.1%	0.3%
Pre-Kindergarten	54	9.9%	4.4%	4.5%
Kindergarten	79	14.5%	6.8%	7.7%
Grade 1	90	16.5%	7.3%	7.8%
Grade 2	71	13.1%	7.1%	7.7%
Grade 3	83	15.3%	7.2%	7.6%
Grade 4	82	15.1%	6.8%	7.5%
Grade 5	82	15.1%	7.8%	7.4%
Grade 6	0	0.0%	7.4%	7.5%
Grade 7	0	0.0%	7.7%	7.5%
Grade 8	0	0.0%	7.8%	7.2%
Grade 9	0	0.0%	8.3%	8.0%
Grade 10	0	0.0%	7.6%	6.9%
Grade 11	0	0.0%	6.9%	6.5%
Grade 12	0	0.0%	6.8%	6.0%
Ethnic Distribution:				
African American	8	1.5%	2.0%	12.7%
Hispanic	235	43.2%	42.0%	51.3%
White	287	52.8%	53.0%	30.0%
American Indian	4	0.7%	0.4%	0.4%
Asian	4	0.7%	0.7%	3.6%
Pacific Islander	1	0.2%	0.6%	0.1%
Two or More Races	5	0.9%	1.3%	1.8%
Economically Disadvantaged	380	69.9%	60.5%	60.4%
Non-Educationally Disadvantaged	164	30.1%	39.5%	39.6%
English Language Learners (ELL)	119	21.9%	13.1%	17.1%
Students w/ Disciplinary Placements (2011-2012)	0	0.0%	2.7%	1.7%
At-Risk	197	36.2%	41.1%	44.7%
Mobility (2011-2012)	91	19.5%	15.6%	17.9%

District Name: MARBLE FALLS ISD
 Campus Name: COLT EL
 Campus Number: 027904102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 544
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.2%	2.1%	0.0%	3.1%	9.7%
Grade 1	0.0%	1.9%	4.4%	0.0%	4.0%	8.2%
Grade 2	0.0%	1.2%	2.9%	0.0%	4.5%	3.9%
Grade 3	1.5%	2.9%	2.1%	0.0%	0.0%	1.6%
Grade 4	0.0%	0.4%	1.0%	0.0%	2.4%	1.0%
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.7%
Grade 6	-	0.0%	0.6%	-	0.0%	1.0%
Grade 7	-	0.4%	1.0%	-	0.0%	1.4%
Grade 8	-	0.0%	0.7%	-	0.0%	1.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.8	16.7	19.6
Grade 1	19.9	18.7	19.5
Grade 2	17.0	18.4	19.4
Grade 3	12.8	15.7	19.3
Grade 4	16.7	15.9	19.5
Grade 5	18.6	19.6	21.4
Grade 6	-	21.7	21.1
Mixed Grades	-	-	24.6
Secondary:			
English/Language Arts	-	18.7	17.4
Foreign Languages	-	21.4	19.0
Mathematics	-	19.9	18.0
Science	-	20.6	19.0
Social Studies	-	21.8	19.7

District Name: MARBLE FALLS ISD
 Campus Name: COLT EL
 Campus Number: 027904102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 544
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	62.7	100.0%	100.0%	100.0%
Professional Staff:	48.7	77.7%	77.5%	63.9%
Teachers	41.7	66.5%	62.0%	51.0%
Professional Support	5.0	8.0%	10.1%	9.0%
Campus Administration (School Leadership)	2.0	3.2%	3.5%	2.9%
Educational Aides:	14.0	22.3%	12.4%	9.3%
Total Minority Staff:	14.0	22.3%	13.2%	45.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.0%	9.4%
Hispanic	8.0	19.2%	9.8%	24.9%
White	33.7	80.8%	88.5%	62.8%
American Indian	0.0	0.0%	0.7%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	2.0	4.8%	20.3%	23.2%
Females	39.7	95.2%	79.7%	76.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.4%	3.6%	7.0%
1-5 Years Experience	7.7	18.4%	18.3%	26.1%
6-10 Years Experience	10.0	24.0%	18.4%	22.7%
11-20 Years Experience	14.0	33.6%	34.7%	26.9%
Over 20 Years Experience	9.0	21.6%	25.0%	17.3%
Number of Students per Teacher	13.1	n/a	14.1	15.5

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 544
Grade Span: EE - 05
School Type: Elementary

District Name: MARBLE FALLS ISD
Campus Name: COLT EL
Campus Number: 027904102

<u>Staff Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Average Years Experience of Teachers:	13.4	13.9	11.5
Average Years Experience of Teachers with District:	9.6	8.2	8.0
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$38,500	\$37,502	\$41,878
1-5 Years Experience	\$40,656	\$40,764	\$44,354
6-10 Years Experience	\$46,107	\$44,331	\$46,784
11-20 Years Experience	\$48,729	\$49,223	\$50,587
Over 20 Years Experience	\$56,630	\$56,953	\$58,291
Average Actual Teacher Salaries (regular duties only):			
Teachers	\$48,077	\$48,292	\$48,821
Professional Support	\$53,596	\$57,953	\$57,253
Campus Administration (School Leadership)	\$68,979	\$67,993	\$71,259
Instructional Staff Percent:	n/a	78.6%	64.2%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,556.8

<u>Program Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Student Enrollment by Program:				
Bilingual/ESL Education	126	23.2%	13.3%	16.6%
Career & Technical Education	0	0.0%	23.6%	22.0%
Gifted & Talented Education	25	4.6%	7.4%	7.7%
Special Education	62	11.4%	10.6%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	5.7	13.7%	5.5%	5.3%
Career & Technical Education	0.0	0.0%	3.8%	4.1%
Compensatory Education	1.3	3.2%	2.1%	2.9%
Gifted & Talented Education	1.0	2.4%	2.6%	2.0%
Regular Education	33.3	79.9%	76.1%	73.2%
Special Education	0.3	0.8%	7.3%	9.2%
Other	0.0	0.0%	2.6%	3.3%

Link to:
[PEIMS Financial Standard Reports/](#)
[2011-2012 Financial Actual Report](#)

- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

Highland Lakes Elementary

2012 - 2013

- Campus Performance
- Campus Profile

2012-13 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **HIGHLAND LAKES EL**

Campus Number: **027904103**

2013 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Reading/ELA

District Name: MARBLE FALLS ISD
 Campus Name: HIGHLAND LAKES EL
 Campus Number: 027904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 652
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
Grade 3														
Reading	2013	81%	83%	81%	-	78%	86%	-	-	-	-	100%	82%	*
	2012	78%	78%	78%	*	78%	79%	-	-	-	*	*	74%	83%
Mathematics	2013	70%	81%	85%	-	84%	86%	-	-	-	-	83%	87%	*
	2012	69%	72%	61%	*	61%	62%	-	-	-	*	*	44%	*
STAAR Percent at Phase-in 1 Level II or Above														
Grade 4														
Reading	2013	72%	71%	52%	*	45%	70%	-	-	-	*	*	48%	31%
	2012	77%	78%	68%	*	60%	88%	-	-	-	*	47%	66%	57%
Mathematics	2013	69%	78%	62%	*	55%	79%	-	-	-	*	*	54%	46%
	2012	69%	73%	62%	*	54%	82%	-	-	-	*	29%	59%	53%
Writing	2013	70%	71%	57%	*	50%	75%	-	-	-	*	56%	49%	36%
	2012	72%	69%	56%	*	45%	76%	-	-	-	*	41%	53%	47%
STAAR Percent at Phase-in 1 Level II or Above														
Grade 5														
Reading	2013	77%	79%	70%	*	64%	81%	-	-	-	*	50%	64%	43%
	2012	78%	84%	76%	-	76%	77%	-	-	-	*	82%	73%	86%
Mathematics	2013	74%	84%	73%	*	70%	86%	-	-	-	*	36%	69%	64%
	2012	78%	85%	70%	-	65%	81%	-	-	-	*	45%	66%	71%
Science	2013	73%	79%	61%	*	52%	84%	-	-	-	*	50%	54%	41%
	2012	73%	78%	55%	-	38%	87%	-	-	-	*	45%	44%	29%
STAAR Percent at Phase-in 1 Level II or Above														
All Grades														
All Subjects	2013	77%	81%	70%	*	63%	85%	-	-	-	78%	63%	65%	47%
	2012	77%	78%	65%	*	58%	79%	-	-	-	*	49%	60%	58%
Reading	2013	80%	80%	70%	*	64%	84%	-	-	-	*	72%	67%	42%
	2012	79%	79%	73%	*	69%	82%	-	-	-	*	64%	70%	73%
Mathematics	2013	79%	87%	77%	*	72%	88%	-	-	-	*	62%	73%	59%
	2012	77%	81%	64%	*	59%	75%	-	-	-	*	39%	58%	63%

District Name: MARBLE FALLS ISD
 Campus Name: HIGHLAND LAKES EL
 Campus Number: 027904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 652
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
All Grades														
Writing	2013	63%	61%	57%	*	50%	75%	-	-	-	*	56%	49%	36%
	2012	67%	68%	56%	*	45%	76%	-	-	-	*	41%	53%	47%
Science	2013	82%	87%	61%	*	52%	84%	-	-	-	*	50%	54%	41%
	2012	80%	82%	55%	-	38%	87%	-	-	-	*	45%	44%	29%
STAAR Percent at Final Level II or Above														
All Grades														
All Subjects	2013	35%	36%	30%	*	24%	44%	-	-	-	11%	25%	21%	15%
	2012	33%	33%	28%	*	21%	40%	-	-	-	*	22%	21%	23%
Reading	2013	41%	39%	28%	*	20%	45%	-	-	-	*	24%	21%	12%
	2012	38%	37%	33%	*	27%	44%	-	-	-	*	27%	26%	32%
Mathematics	2013	34%	42%	37%	*	33%	47%	-	-	-	*	28%	29%	23%
	2012	33%	36%	24%	*	19%	32%	-	-	-	*	18%	17%	23%
Writing	2013	32%	28%	24%	*	20%	38%	-	-	-	*	22%	12%	10%
	2012	34%	35%	28%	*	21%	45%	-	-	-	*	24%	28%	23%
Science	2013	33%	36%	21%	*	14%	38%	-	-	-	*	21%	13%	10%
	2012	29%	30%	22%	-	7%	48%	-	-	-	*	18%	11%	6%
STAAR Percent at Level III Advanced														
All Grades														
All Subjects	2013	13%	14%	11%	*	7%	21%	-	-	-	0%	1%	6%	2%
	2012	12%	12%	10%	*	6%	16%	-	-	-	*	3%	6%	5%
Reading	2013	17%	17%	15%	*	10%	25%	-	-	-	*	0%	7%	3%
	2012	15%	14%	12%	*	10%	17%	-	-	-	*	0%	8%	10%
Mathematics	2013	15%	19%	15%	*	8%	29%	-	-	-	*	0%	9%	3%
	2012	14%	15%	10%	*	6%	17%	-	-	-	*	3%	6%	3%
Writing	2013	4%	4%	4%	*	2%	8%	-	-	-	*	0%	0%	0%
	2012	6%	7%	5%	*	4%	6%	-	-	-	*	12%	4%	3%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 652
 Grade Span: PK - 05
 School Type: Elementary

District Name: MARBLE FALLS ISD
 Campus Name: HIGHLAND LAKES EL
 Campus Number: 027904103

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Level III Advanced														
All Grades														
Science	2013	10%	12%	3%	*	3%	3%	-	-	-	*	7%	3%	0%
	2012	9%	9%	7%	-	2%	16%	-	-	-	*	0%	2%	3%
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2013	62%	62%	62%	*	51%	76%	-	-	-	*	*	n/a	23%
Mathematics	2013	59%	66%	68%	*	55%	84%	-	-	-	*	78%	n/a	26%
STAAR Percent Exceeded Progress														
All Grades														
Reading	2013	15%	16%	23%	*	18%	30%	-	-	-	*	*	n/a	4%
Mathematics	2013	16%	20%	35%	*	24%	49%	-	-	-	*	44%	n/a	4%
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2013	43%	56%	28%	*	25%	36%	-	-	-	*	50%	28%	16%
Mathematics	2013	46%	58%	51%	*	45%	72%	-	-	-	*	46%	47%	40%
Student Success Initiative														
Grade 5 Reading														
Students Requiring Accelerated Instruction														
	2013	23%	21%	30%	*	36%	19%	-	-	-	*	50%	36%	57%
STAAR Cumulative Met Standard														
	2013	87%	88%	79%	*	72%	94%	-	-	-	*	79%	75%	59%
Grade 5 Mathematics														
Students Requiring Accelerated Instruction														
	2013	26%	16%	27%	*	30%	14%	-	-	-	*	64%	31%	36%
STAAR Cumulative Met Standard														
	2013	88%	92%	84%	*	80%	97%	-	-	-	*	64%	81%	79%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 652
 Grade Span: PK - 05
 School Type: Elementary

District Name: MARBLE FALLS ISD
 Campus Name: HIGHLAND LAKES EL
 Campus Number: 027904103

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	92%	92%	87%	100%	85%	91%	-	-	-	100%	87%	85%	73%
Not Included in Accountability													
Mobile	4%	5%	3%	0%	1%	9%	-	-	-	0%	6%	3%	1%
Other Exclusions	3%	2%	10%	0%	14%	0%	-	-	-	0%	6%	12%	27%
Not Tested	1%	1%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

District Name: MARBLE FALLS ISD
 Campus Name: HIGHLAND LAKES EL
 Campus Number: 027904103

Total Students: 652
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2011-12	95.9%	96.2%	96.7%	*	97.0%	96.3%	-	-	-	*	95.3%	96.7%	97.7%
2010-11	95.7%	95.6%	96.3%	*	96.6%	95.8%	*	-	-	*	95.6%	96.2%	97.3%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 652
Grade Span: PK - 05
School Type: Elementary

District Name: MARBLE FALLS ISD
Campus Name: HIGHLAND LAKES EL
Campus Number: 027904103

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	652	100.0%	4,037	5,058,939
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	72	11.0%	4.4%	4.5%
Kindergarten	92	14.1%	6.8%	7.7%
Grade 1	99	15.2%	7.3%	7.8%
Grade 2	94	14.4%	7.1%	7.7%
Grade 3	93	14.3%	7.2%	7.6%
Grade 4	87	13.3%	6.8%	7.5%
Grade 5	115	17.6%	7.8%	7.4%
Grade 6	0	0.0%	7.4%	7.5%
Grade 7	0	0.0%	7.7%	7.5%
Grade 8	0	0.0%	7.8%	7.2%
Grade 9	0	0.0%	8.3%	8.0%
Grade 10	0	0.0%	7.6%	6.9%
Grade 11	0	0.0%	6.9%	6.5%
Grade 12	0	0.0%	6.8%	6.0%
Ethnic Distribution:				
African American	6	0.9%	2.0%	12.7%
Hispanic	450	69.0%	42.0%	51.3%
White	187	28.7%	53.0%	30.0%
American Indian	0	0.0%	0.4%	0.4%
Asian	0	0.0%	0.7%	3.6%
Pacific Islander	0	0.0%	0.6%	0.1%
Two or More Races	9	1.4%	1.3%	1.8%
Economically Disadvantaged	522	80.1%	60.5%	60.4%
Non-Educationally Disadvantaged	130	19.9%	39.5%	39.6%
English Language Learners (ELL)	265	40.6%	13.1%	17.1%
Students w/ Disciplinary Placements (2011-2012)	0	0.0%	2.7%	1.7%
At-Risk	368	56.4%	41.1%	44.7%
Mobility (2011-2012)	81	14.9%	15.6%	17.9%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 652
 Grade Span: PK - 05
 School Type: Elementary

District Name: MARBLE FALLS ISD
 Campus Name: HIGHLAND LAKES EL
 Campus Number: 027904103

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.2%	2.1%	0.0%	3.1%	9.7%
Grade 1	1.2%	1.9%	4.4%	0.0%	4.0%	8.2%
Grade 2	1.1%	1.2%	2.9%	0.0%	4.5%	3.9%
Grade 3	0.0%	2.9%	2.1%	0.0%	0.0%	1.6%
Grade 4	0.0%	0.4%	1.0%	0.0%	2.4%	1.0%
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.7%
Grade 6	-	0.0%	0.6%	-	0.0%	1.0%
Grade 7	-	0.4%	1.0%	-	0.0%	1.4%
Grade 8	-	0.0%	0.7%	-	0.0%	1.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.3	16.7	19.6
Grade 1	18.4	18.7	19.5
Grade 2	16.3	18.4	19.4
Grade 3	14.5	15.7	19.3
Grade 4	13.5	15.9	19.5
Grade 5	21.4	19.6	21.4
Grade 6	-	21.7	21.1
Mixed Grades	-	-	24.6
Secondary:			
English/Language Arts	-	18.7	17.4
Foreign Languages	-	21.4	19.0
Mathematics	-	19.9	18.0
Science	-	20.6	19.0
Social Studies	-	21.8	19.7

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 652
Grade Span: PK - 05
School Type: Elementary

District Name: MARBLE FALLS ISD
Campus Name: HIGHLAND LAKES EL
Campus Number: 027904103

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	71.8	100.0%	100.0%	100.0%
Professional Staff:	56.8	79.1%	77.5%	63.9%
Teachers	49.3	68.7%	62.0%	51.0%
Professional Support	5.5	7.7%	10.1%	9.0%
Campus Administration (School Leadership)	2.0	2.8%	3.5%	2.9%
Educational Aides:	15.0	20.9%	12.4%	9.3%
Total Minority Staff:	17.0	23.7%	13.2%	45.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.0%	9.4%
Hispanic	9.0	18.2%	9.8%	24.9%
White	39.3	79.7%	88.5%	62.8%
American Indian	1.0	2.0%	0.7%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	1.0	2.0%	20.3%	23.2%
Females	48.3	98.0%	79.7%	76.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.1%	3.6%	7.0%
1-5 Years Experience	9.3	18.9%	18.3%	26.1%
6-10 Years Experience	11.0	22.3%	18.4%	22.7%
11-20 Years Experience	16.0	32.4%	34.7%	26.9%
Over 20 Years Experience	11.0	22.3%	25.0%	17.3%
Number of Students per Teacher	13.2	n/a	14.1	15.5

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 652
Grade Span: PK - 05
School Type: Elementary

District Name: MARBLE FALLS ISD
Campus Name: HIGHLAND LAKES EL
Campus Number: 027904103

<u>Staff Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Average Years Experience of Teachers:	13.2	13.9	11.5
Average Years Experience of Teachers with District:	8.6	8.2	8.0
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$38,500	\$37,502	\$41,878
1-5 Years Experience	\$40,685	\$40,764	\$44,354
6-10 Years Experience	\$43,809	\$44,331	\$46,784
11-20 Years Experience	\$48,525	\$49,223	\$50,587
Over 20 Years Experience	\$56,692	\$56,953	\$58,291
Average Actual Teacher Salaries (regular duties only):			
Teachers	\$47,404	\$48,292	\$48,821
Professional Support	\$54,087	\$57,953	\$57,253
Campus Administration (School Leadership)	\$69,614	\$67,993	\$71,259
Instructional Staff Percent:	n/a	78.6%	64.2%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,556.8

<u>Program Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Student Enrollment by Program:				
Bilingual/ESL Education	271	41.6%	13.3%	16.6%
Career & Technical Education	0	0.0%	23.6%	22.0%
Gifted & Talented Education	19	2.9%	7.4%	7.7%
Special Education	68	10.4%	10.6%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	9.5	19.2%	5.5%	5.3%
Career & Technical Education	0.0	0.0%	3.8%	4.1%
Compensatory Education	2.0	4.1%	2.1%	2.9%
Gifted & Talented Education	1.0	2.0%	2.6%	2.0%
Regular Education	34.4	69.8%	76.1%	73.2%
Special Education	2.4	5.0%	7.3%	9.2%
Other	0.0	0.0%	2.6%	3.3%

Link to:
[PEIMS Financial Standard Reports/](#)
[2011-2012 Financial Actual Report](#)

- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.

Spicewood Elementary

2012 - 2013

- **Campus Performance**
- **Campus Profile**

2012-13 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **SPICEWOOD EL**

Campus Number: **027904104**

2013 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Reading/ELA

Academic Achievement in Mathematics

Academic Achievement in Top 25 Percent Student Progress

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 201
 Grade Span: PK - 05
 School Type: Elementary

District Name: MARBLE FALLS ISD
 Campus Name: SPICEWOOD EL
 Campus Number: 027904104

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
Grade 3														
Reading	2013	81%	83%	100%	-	100%	100%	-	*	*	-	*	100%	*
	2012	78%	78%	79%	-	*	83%	-	-	-	*	*	73%	-
Mathematics	2013	70%	81%	88%	-	71%	94%	-	*	*	-	*	78%	*
	2012	69%	72%	69%	-	*	70%	-	-	-	*	*	64%	-
STAAR Percent at Phase-in 1 Level II or Above														
Grade 4														
Reading	2013	72%	71%	89%	-	*	86%	-	-	-	*	*	75%	-
	2012	77%	78%	91%	-	*	100%	-	*	*	*	-	85%	*
Mathematics	2013	69%	78%	85%	-	*	82%	-	-	-	*	*	75%	-
	2012	69%	73%	77%	-	*	84%	-	*	*	*	*	64%	*
Writing	2013	70%	71%	78%	-	*	77%	-	-	-	*	*	67%	-
	2012	72%	69%	89%	-	*	96%	-	*	*	*	*	79%	*
STAAR Percent at Phase-in 1 Level II or Above														
Grade 5														
Reading	2013	77%	79%	91%	-	86%	96%	-	*	*	*	*	83%	*
	2012	78%	84%	93%	-	*	96%	-	-	*	*	*	78%	-
Mathematics	2013	74%	84%	97%	-	100%	96%	-	*	*	*	*	94%	*
	2012	78%	85%	93%	-	*	96%	-	-	*	*	*	78%	-
Science	2013	73%	79%	91%	-	86%	100%	-	*	*	*	*	88%	*
	2012	73%	78%	82%	-	*	83%	-	-	*	*	*	56%	-
STAAR Percent at Phase-in 1 Level II or Above														
All Grades														
All Subjects	2013	77%	81%	92%	-	91%	92%	-	*	100%	83%	52%	87%	*
	2012	77%	78%	84%	-	61%	88%	-	*	100%	75%	28%	72%	83%
Reading	2013	80%	80%	96%	-	100%	95%	-	*	*	*	75%	92%	*
	2012	79%	79%	88%	-	62%	93%	-	*	*	*	*	79%	*
Mathematics	2013	79%	87%	92%	-	89%	92%	-	*	*	*	*	87%	*
	2012	77%	81%	79%	-	62%	83%	-	*	*	*	*	68%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 201
Grade Span: PK - 05
School Type: Elementary

District Name: MARBLE FALLS ISD
Campus Name: SPICEWOOD EL
Campus Number: 027904104

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above														
All Grades														
Writing	2013	63%	61%	78%	-	*	77%	-	-	-	*	*	67%	-
	2012	67%	68%	89%	-	*	96%	-	*	*	*	*	79%	*
Science	2013	82%	87%	91%	-	86%	100%	-	*	*	*	*	88%	*
	2012	80%	82%	82%	-	*	83%	-	-	*	*	*	56%	-
STAAR Percent at Final Level II or Above														
All Grades														
All Subjects	2013	35%	36%	57%	-	43%	59%	-	*	80%	67%	17%	41%	*
	2012	33%	33%	49%	-	25%	54%	-	*	83%	25%	0%	33%	0%
Reading	2013	41%	39%	61%	-	50%	62%	-	*	*	*	38%	39%	*
	2012	38%	37%	55%	-	46%	59%	-	*	*	*	*	42%	*
Mathematics	2013	34%	42%	61%	-	33%	66%	-	*	*	*	*	45%	*
	2012	33%	36%	42%	-	15%	49%	-	*	*	*	*	26%	*
Writing	2013	32%	28%	37%	-	*	32%	-	-	-	*	*	33%	-
	2012	34%	35%	49%	-	*	60%	-	*	*	*	*	29%	*
Science	2013	33%	36%	50%	-	43%	59%	-	*	*	*	*	41%	*
	2012	29%	30%	54%	-	*	52%	-	-	*	*	*	33%	-
STAAR Percent at Level III Advanced														
All Grades														
All Subjects	2013	13%	14%	31%	-	21%	34%	-	*	40%	17%	4%	19%	*
	2012	12%	12%	25%	-	17%	26%	-	*	50%	17%	0%	10%	0%
Reading	2013	17%	17%	38%	-	33%	38%	-	*	*	*	13%	29%	*
	2012	15%	14%	31%	-	31%	31%	-	*	*	*	*	12%	*
Mathematics	2013	15%	19%	36%	-	17%	44%	-	*	*	*	*	21%	*
	2012	14%	15%	23%	-	8%	25%	-	*	*	*	*	12%	*
Writing	2013	4%	4%	11%	-	*	9%	-	-	-	*	*	0%	-
	2012	6%	7%	11%	-	*	12%	-	*	*	*	*	0%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 201
 Grade Span: PK - 05
 School Type: Elementary

District Name: MARBLE FALLS ISD
 Campus Name: SPICEWOOD EL
 Campus Number: 027904104

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Level III Advanced														
All Grades														
Science	2013	10%	12%	13%	-	0%	18%	-	*	*	*	*	6%	*
	2012	9%	9%	29%	-	*	26%	-	-	*	*	*	11%	-
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2013	62%	62%	66%	-	60%	69%	-	*	*	*	*	n/a	-
Mathematics	2013	59%	66%	91%	-	100%	90%	-	*	*	*	*	n/a	-
STAAR Percent Exceeded Progress														
All Grades														
Reading	2013	15%	16%	26%	-	30%	26%	-	*	*	*	*	n/a	-
Mathematics	2013	16%	20%	70%	-	90%	66%	-	*	*	*	*	n/a	-
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2013	43%	56%	82%	-	*	71%	-	-	-	-	*	80%	*
Mathematics	2013	46%	58%	75%	-	100%	60%	-	-	-	*	40%	77%	-
Student Success Initiative														
Grade 5 Reading														
Students Requiring Accelerated Instruction														
	2013	23%	21%	9%	-	14%	4%	-	*	*	*	*	17%	*
STAAR Cumulative Met Standard														
	2013	87%	88%	100%	-	100%	100%	-	*	*	*	*	100%	*
Grade 5 Mathematics														
Students Requiring Accelerated Instruction														
	2013	26%	16%	3%	-	0%	4%	-	*	*	*	*	6%	*
STAAR Cumulative Met Standard														
	2013	88%	92%	100%	-	100%	100%	-	*	*	*	*	100%	*

District Name: MARBLE FALLS ISD
 Campus Name: SPICEWOOD EL
 Campus Number: 027904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 201
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	-	100%	99%	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	90%	-	85%	90%	-	100%	100%	100%	100%	85%	45%
Not Included in Accountability													
Mobile	4%	5%	7%	-	4%	9%	-	0%	0%	0%	0%	10%	0%
Other Exclusions	3%	2%	2%	-	11%	0%	-	0%	0%	0%	0%	5%	55%
Not Tested	1%	1%	0%	-	0%	1%	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	1%	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	0%	0%	0%	0%	0%	0%

District Name: MARBLE FALLS ISD
 Campus Name: SPICEWOOD EL
 Campus Number: 027904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Performance

Total Students: 201
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2011-12	95.9%	96.2%	96.1%	-	96.4%	96.0%	*	*	*	96.3%	96.4%	95.6%	96.8%
2010-11	95.7%	95.6%	95.9%	*	95.9%	95.8%	-	*	*	*	94.9%	95.2%	96.8%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 201
Grade Span: PK - 05
School Type: Elementary

District Name: MARBLE FALLS ISD
Campus Name: SPICEWOOD EL
Campus Number: 027904104

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	201	100.0%	4,037	5,058,939
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	15	7.5%	4.4%	4.5%
Kindergarten	26	12.9%	6.8%	7.7%
Grade 1	29	14.4%	7.3%	7.8%
Grade 2	38	18.9%	7.1%	7.7%
Grade 3	31	15.4%	7.2%	7.6%
Grade 4	28	13.9%	6.8%	7.5%
Grade 5	34	16.9%	7.8%	7.4%
Grade 6	0	0.0%	7.4%	7.5%
Grade 7	0	0.0%	7.7%	7.5%
Grade 8	0	0.0%	7.8%	7.2%
Grade 9	0	0.0%	8.3%	8.0%
Grade 10	0	0.0%	7.6%	6.9%
Grade 11	0	0.0%	6.9%	6.5%
Grade 12	0	0.0%	6.8%	6.0%
Ethnic Distribution:				
African American	0	0.0%	2.0%	12.7%
Hispanic	46	22.9%	42.0%	51.3%
White	146	72.6%	53.0%	30.0%
American Indian	0	0.0%	0.4%	0.4%
Asian	2	1.0%	0.7%	3.6%
Pacific Islander	2	1.0%	0.6%	0.1%
Two or More Races	5	2.5%	1.3%	1.8%
Economically Disadvantaged	105	52.2%	60.5%	60.4%
Non-Educationally Disadvantaged	96	47.8%	39.5%	39.6%
English Language Learners (ELL)	18	9.0%	13.1%	17.1%
Students w/ Disciplinary Placements (2011-2012)	0	0.0%	2.7%	1.7%
At-Risk	38	18.9%	41.1%	44.7%
Mobility (2011-2012)	25	13.3%	15.6%	17.9%

District Name: MARBLE FALLS ISD
 Campus Name: SPICEWOOD EL
 Campus Number: 027904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 201
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	4.2%	1.2%	2.1%	-	3.1%	9.7%
Grade 1	5.1%	1.9%	4.4%	0.0%	4.0%	8.2%
Grade 2	3.4%	1.2%	2.9%	-	4.5%	3.9%
Grade 3	4.3%	2.9%	2.1%	0.0%	0.0%	1.6%
Grade 4	0.0%	0.4%	1.0%	100.0%	2.4%	1.0%
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.7%
Grade 6	-	0.0%	0.6%	-	0.0%	1.0%
Grade 7	-	0.4%	1.0%	-	0.0%	1.4%
Grade 8	-	0.0%	0.7%	-	0.0%	1.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	13.5	16.7	19.6
Grade 1	15.1	18.7	19.5
Grade 2	19.2	18.4	19.4
Grade 3	15.5	15.7	19.3
Grade 4	13.3	15.9	19.5
Grade 5	17.0	19.6	21.4
Grade 6	-	21.7	21.1
Mixed Grades	-	-	24.6
Secondary:			
English/Language Arts	-	18.7	17.4
Foreign Languages	-	21.4	19.0
Mathematics	-	19.9	18.0
Science	-	20.6	19.0
Social Studies	-	21.8	19.7

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 201
 Grade Span: PK - 05
 School Type: Elementary

District Name: MARBLE FALLS ISD
 Campus Name: SPICEWOOD EL
 Campus Number: 027904104

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	25.7	100.0%	100.0%	100.0%
Professional Staff:	22.7	88.3%	77.5%	63.9%
Teachers	18.4	71.5%	62.0%	51.0%
Professional Support	3.3	12.9%	10.1%	9.0%
Campus Administration (School Leadership)	1.0	3.9%	3.5%	2.9%
Educational Aides:	3.0	11.7%	12.4%	9.3%
Total Minority Staff:	3.0	11.7%	13.2%	45.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.0%	9.4%
Hispanic	1.0	5.4%	9.8%	24.9%
White	17.4	94.6%	88.5%	62.8%
American Indian	0.0	0.0%	0.7%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	1.0	5.4%	20.3%	23.2%
Females	17.4	94.6%	79.7%	76.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.6%	7.0%
1-5 Years Experience	4.0	21.8%	18.3%	26.1%
6-10 Years Experience	6.0	32.7%	18.4%	22.7%
11-20 Years Experience	4.4	23.7%	34.7%	26.9%
Over 20 Years Experience	4.0	21.8%	25.0%	17.3%
Number of Students per Teacher	10.9	n/a	14.1	15.5

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2012-13 Campus Profile

Total Students: 201
Grade Span: PK - 05
School Type: Elementary

District Name: MARBLE FALLS ISD
Campus Name: SPICEWOOD EL
Campus Number: 027904104

<u>Staff Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Average Years Experience of Teachers:	13.0	13.9	11.5
Average Years Experience of Teachers with District:	7.0	8.2	8.0
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$37,502	\$41,878
1-5 Years Experience	\$41,216	\$40,764	\$44,354
6-10 Years Experience	\$43,706	\$44,331	\$46,784
11-20 Years Experience	\$48,617	\$49,223	\$50,587
Over 20 Years Experience	\$55,796	\$56,953	\$58,291
Average Actual Teacher Salaries (regular duties only):			
Teachers	\$46,963	\$48,292	\$48,821
Professional Support	\$58,502	\$57,953	\$57,253
Campus Administration (School Leadership)	\$80,463	\$67,993	\$71,259
Instructional Staff Percent:	n/a	78.6%	64.2%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,556.8

<u>Program Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Student Enrollment by Program:				
Bilingual/ESL Education	18	9.0%	13.3%	16.6%
Career & Technical Education	0	0.0%	23.6%	22.0%
Gifted & Talented Education	18	9.0%	7.4%	7.7%
Special Education	11	5.5%	10.6%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	5.5%	5.3%
Career & Technical Education	0.0	0.0%	3.8%	4.1%
Compensatory Education	1.0	5.4%	2.1%	2.9%
Gifted & Talented Education	1.0	5.4%	2.6%	2.0%
Regular Education	15.4	83.7%	76.1%	73.2%
Special Education	1.0	5.4%	7.3%	9.2%
Other	0.0	0.0%	2.6%	3.3%

Link to:
[PEIMS Financial Standard Reports/](#)
[2011-2012 Financial Actual Report](#)

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

Glossary

for the
Texas Academic Performance Report[†]
for 2012-13

Accountability Rating: This refers to the district and campus ratings assigned by the 2013 state accountability system. This year introduces a significant change for the accountability system. It is based on four performance indexes. For a more detailed explanation of this year's accountability system, see the *2013 Accountability Manual*, available at: <http://ritter.tea.state.tx.us/perfreport/account/2013/manual/index.html>

Possible ratings are:

- *Met Standard;*
- *Met Alternative Standard;*
- *Improvement Required;*
- *Not Rated;* and
- *Not Rated: Data Integrity Issues.*

Accountability Subset: This refers to the group of non-mobile students whose performance on the STAAR or TAKS is used in determining a school's and district's accountability rating. Specifically, the subsets have been calculated as follows:

Campus-level accountability subset: If a student was reported in membership at one campus on October 26, 2012,* but moves to another campus before the test, that student's performance was removed from the accountability results for both campuses, whether the campuses were in the same district or different districts. Campuses were held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

District-level accountability subset: If a student was in one district on October 26, 2012,* but then moved to another district before the test, that student's performance was taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance was included in that district's results, even though it did not count for either campus. This means that district performance results do not match the sum of the campus performance results.

*In the case of STAAR End-of-Course exams administered in July of 2012, the accountability date is for the prior year, October 28, 2011.

STAAR Participation, included in the Performance Report, shows what percent of a district's or school's test takers are mobile and are not included in the Accountability Subset. For additional information and examples of how the accountability subset is determined, see the *2013 Accountability Manual*. Also see *Mobile*, and *STAAR Participation*.

[†] Due to changes in legislation, the performance report formerly known as the Academic Excellence Indicator System (AEIS) report is now the Texas Academic Performance Report (TAPR).

Advanced Course/Dual Enrollment Completion: This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. Deciding who gets credit for which college course is described in Texas Administrative Code §74.25 which states, in part:

(b) To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

Appendix B lists all courses identified as advanced, with the exception of courses designated only as dual enrollment. Dual enrollment courses are not shown, as the courses vary from campus to campus and could potentially include a large proportion of all high school courses.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. The values, expressed as a percent, are calculated as follows:

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2011-12}}{\text{number of students in grades 9-12 who completed at least one course in 2011-12}}$$

This indicator was used in awarding 2013 Distinction Designation to high schools. For a detailed explanation of *Distinction Designations*, see Chapter 6 of the *2013 Accountability Manual*.

Special education students are included in the results shown for the campus or district and the individual student groups. For purposes of comparison, course completion rates are also shown for the prior year (2010-11). For a list of advanced courses, see *Appendix B. (Source: PEIMS, June 2012, June 2011)*

Advanced Placement Examinations: See *AP/IB Results*.

Annual Dropout Rate: Annual dropout rates are shown for schools and districts with grades 7-8 and 9-12. Certain students are excluded from the annual dropout rate calculations, per Texas Education Code (TEC) Chapter 39:

- 1) students who are not eligible for state funding;
- 2) students who were court-ordered into a General Educational Development (GED) program, but who did not earn a GED;
- 3) students who have been incarcerated as adults;
- 4) students coded as refugees or asylees who have not received adequate schooling outside of the United States;
- 5) any students who were previously reported as dropouts to TEA; and
- 6) students in county detention facilities outside of their home district.

Two annual dropout rate indicators are shown:

- (1) *Annual Dropout Rate (Gr 7-8)*. This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2011-12 school year}}{\text{number of grade 7 and 8 students who were in attendance at any time during the 2011-12 school year}}$$

- (2) *Annual Dropout Rate (Gr 9-12)*. This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2011-12 school year}}{\text{number of grade 9-12 students who were in attendance at any time during the 2011-12 school year}}$$

Both annual rates appear on campus, district, region, and state-level TAPRs. However, the state and region annual dropout rates that are reported on district and campus TAPRs are calculated without exclusions.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay. For a more complete description of dropout rates and the change in exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2011-12* reports, available at

http://www.tea.state.tx.us/acctres/dropcomp_index.html

See also Dropout and Leaver Record. (Source: PEIMS, Oct. 2011, Oct. 2012 and June 2012)

AP/IB Results: These refer to the results of the College Board's Advanced Placement (AP) examinations and the International Baccalaureate's (IB) Diploma Program examinations taken by Texas public school students. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

The following two values are calculated for this indicator:

- (1) *Tested*. This shows the percent of students in grades 11 and 12 taking at least one AP or IB examination, any subject:

$$\frac{\text{number of grade 11 and 12 students taking at least one AP or IB examination}}{\text{number of grade 11 and 12 students}}$$

- (2) *Examinees >= Criterion*. The percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of grade 11 and 12 examinees with at least one score at or above criterion}}{\text{number of grade 11 and 12 students taking at least one AP or IB examination}}$$

This indicator was used in awarding 2013 Distinction Designation to high schools. For a detailed explanation of *Distinction Designations*, see Chapter 6 of the *2013 Accountability Manual*. (Sources: *The College Board*, Aug. 2012, Jan. 2012; *The International Baccalaureate Organization*, Aug. 2012, Aug. 2011; and PEIMS, Oct. 2012, Oct. 2011)

ARD: This refers to the Admission, Review, and Dismissal committee that determines the individual education plan for every student served in special education. See also *Special Education* and *STAAR Participation*.

At-Risk: A student is identified as at risk of dropping out of school based on state-defined criteria (§TEC 29.081). At-risk status is obtained from the PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at risk of dropping out of school, divided by the total number of students in membership:

$$\frac{\text{number of students coded as at-risk}}{\text{total number of students}}$$

Counts of at-risk students are shown in the *Profile* section of the campus, district, region, and state reports.

The statutory criteria for at-risk status include each student who is under 21 years of age and who:

- 1) was not advanced from one grade level to the next for one or more school years;
- 2) is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 4) is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with §TEC 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the PEIMS to have dropped out of school;
- 10) is a student of limited English proficiency, as defined by §TEC 29.052;
- 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments; or

- 13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

(Sources: PEIMS, Oct. 2012; Texas Education Code)

Attendance Rate: Attendance rates reported in the TAPR are based on student attendance for the entire school year. Only students in grades 1-12 are included in the calculations. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2011-12}}{\text{total number of days students were in membership in 2011-12}}$$

Attendance rates are shown for 2011-12 and 2010-11.

This indicator was used in awarding 2013 *Distinction Designations*. For a detailed explanation of *Distinction Designations*, see Chapter 6 of the *2013 Accountability Manual*. (Source: PEIMS, June 2012, June 2011)

Auxiliary Staff (District Profile only): This shows the Full-Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked. (Source: PEIMS, Oct. 2012)

Average Actual Salaries (regular duties only): For each professional staff type, the total salary is divided by the total FTE count of staff who receives that salary. The total actual salary amount is pay for regular duties only and does not include supplemental payments for coaching, band and orchestra assignments, and club sponsorships. See *Appendix A* for lists of the PEIMS role IDs included in each category shown.

- *Teachers.* This includes teachers, special duty teachers, and substitute teachers. Substitute teachers are persons hired to replace a teacher who has quit, died, or been terminated; or, persons permanently hired on an as-needed basis.
- *Campus Administration.* This includes principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration.* This includes superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators that are reported with a central office ID and not a specific school ID.
- *Professional Support.* This includes therapists, nurses, librarians, counselors, and other campus professional personnel.

A half-time employee with a reported actual salary of \$30,000 has a full-time equivalent salary of \$60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. (Source: PEIMS, Oct. 2012)

Average Teacher Salary by Years of Experience (regular duties only): Total pay for teachers within each experience group is divided by the total teacher FTE for the group. The total actual salary amount is pay for regular duties only and does not include supplements. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to

classroom responsibilities is factored into the average teacher salary calculation. (Source: PEIMS, Oct. 2012)

Average Years Experience of Teachers: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to the total number of (completed) years of professional experience for the individual in any district. (Source: PEIMS, Oct. 2012)

Average Years Experience of Teachers with District: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to tenure, *i.e.*, the number of years employed in the reporting district, whether or not there has been any interruption in service.

Bilingual Education/English as a Second Language Reports (District Performance only): State law requires districts to report performance for selected indicators disaggregated by bilingual and ESL instructional models. To accommodate this requirement, the TAPR shows the statutorily-required performance indicators disaggregated by twelve columns for students identified as limited English proficient (LEP) in the current school year.

Current LEP students receiving either Bilingual Education (BE) or English as a Second Language (ESL) program services are presented as a total as well as disaggregated by program instructional model within BE and ESL. Results are also shown for current LEP students who did not receive any BE/ESL services and for current LEP students receiving any services.

The indicators shown are: the 2013 accountability base indicator; the SSI indicators (measures 1 and 2 only), and the Progress of Prior Year Failers (percent passing only).

These indicators are calculated and reported on the district, region, and state TAPRs. The information is not calculated or reported at the campus level.

For more information on these indicators, see *STAAR, Student Success Initiative, and Progress of Prior Year STAAR Failers*. For definitions of the BE/ESL instructional model types, see the *PEIMS Data Standards*, available at <http://www.tea.state.tx.us/peims/>.

Campus Group: As of 2012-13, campus group is no longer a disaggregation on the campus performance reports.

Campus Number: The campus number is the unique 9-digit identifying number assigned to every Texas public school. It consists of the county number (assigned alphabetically from 001 to 254), followed by the district number (9__ is used primarily for regular districts, 8__ for charter operators), and ending with the campus number (generally 00_ for high schools, 04_ for middle schools, and 1__ for elementary schools).

Class Size Averages by Grade and Subject: These values show the average class size for elementary classes (by grade) and for secondary classes (by subject) for selected subjects. Districts report class sizes through the PEIMS 090 (Staff Responsibility) record. Each 090 record is unique by campus ID, staff ID, service ID, and class ID number.

The methodology for averaging class size differs depending on whether the class is elementary or secondary due to differences in reporting practices for these two types of

teacher schedules. For secondary classes, each unique combination of teacher and class time is counted as a class. Averages are determined by summing the number of students served (in a given subject at the campus) and dividing by the calculated count of classes.

For elementary classes, the number of records reported for each grade is considered. A teacher teaching all subjects to the same group of fourth graders all day will have only one record indicating the total number of fourth grade students served. However, an elementary teacher who teaches a single subject to five different sections of fourth graders each day will have five separate records reported, each with a unique count of students served. For example, one 4th grade science teacher teaches 5 science classes each day with: 18, 20, 19, 21, and 22 students in the different classes. That is a total of 100 students taught in 5 sections, 100 divided by 5 gives an average class size of 20 for that teacher.

The following rules apply to the average class sizes:

- 1) classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation;
- 2) subjects in the areas of English language arts, mathematics, science, social studies, foreign language, computer science, business education, career and technical, and self-contained are included in the calculation;
- 3) classes where the number of students served is reported to be zero are not included;
- 4) service codes with the "SR" prefix are not included;
- 5) teacher roles coded as "teacher" and/or "substitute teacher" are included;
- 6) only class settings coded as "regular class" are included in the calculation;
- 7) missing partial FTE counts are not included;
- 8) elementary classes where the number of students exceeds 100 are not included.

(Source: PEIMS, Oct. 2012)

College Admissions Tests: See *SAT/ACT Results*.

College Readiness Indicators: These indicators are grouped together to help provide a picture of college preparedness at a given high school or for a specific district. They can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education.

The indicators include:

- Advanced Course/Dual Enrollment Completion;
- Recommended High School Program/Distinguished Achievement Program Graduates;
- AP/IB Results;
- Texas Success Initiative (TSI) Higher Education Readiness Component;
- SAT/ACT Results;
- College-Ready Graduates;

- Graduates Enrolled in a Texas Institution of Higher Education (IHE); and
- Graduates in a Texas IHE Completing One Year Without Remediation

For more information, refer to the individual definitions in this glossary.

College-Ready Graduates: To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each are:

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a "3" or higher on essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Three values are calculated for this indicator:

- (1) *Eng Lang Arts*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT English language arts tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \textit{ criterion for ELA}}{\text{number of graduates (class of 2012) with ELA results to evaluate}}$$

- (2) *Mathematics*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \textit{ criterion for mathematics}}{\text{number of graduates (class of 2012) with mathematics results to evaluate}}$$

- (3) *Both Subjects*. This shows the percent of graduates who scored at or above the criterion score on *both* the TAKS, SAT, or ACT ELA and mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \textit{ criteria on both ELA \& mathematics}}{\text{number of graduates (class of 2012) with results in both subjects to evaluate}}$$

This indicator differs from the TSI – Higher Education Readiness Component, in several ways:

- it includes performance on the SAT and ACT;
- it is based on prior year graduates rather than current year 11th graders;
- it provides an overall measure of both subjects combined; and
- performance is tied to the campus and district where the student graduated, while the TSI indicator uses the campus and district where the TAKS tests were administered.

Performance is shown for the class of 2012 and 2011. Note that this indicator does not include performance on TAKS-Modified nor TAKS-Alternate.

(Sources: TEA Student Assessment Division, *The College Board*, Aug. 2012, Aug. 2013, ACT, Inc. Oct. 2012, Oct. 2011; and PEIMS, Oct. 2012, Oct. 2011)

Completion Rate: See *Longitudinal Rates*.

Criterion Score: This refers to the scores on the SAT and ACT college admissions tests, the AP and IB tests, and the College-Ready Graduates indicator. For the college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the SAT (critical reading and mathematics combined). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. For College-Ready Graduates criterion scores, see College-Ready Graduates.

Please note that each college and university establishes its own score criteria for admitting or granting advanced placement or credit to individual students. See also *SAT/ACT Results* and *AP/IB Results*.

Data Quality (District Profile only): The TAPRs show the percent of errors a district made in two key data submissions: 1) the PID Error rate in PEIMS Student Data, and 2) the percent of Underreported Students in PEIMS Student Leaver Data.

- (1) *PID Error Rate.* The Person Identification Database (PID) system ensures that each time information is collected for a student the identifying information matches other data collections for that student. This allows student data to be linked, such as enrollment records, which are collected in October, to attendance records, which are collected in June; or data to be matched across years. It also helps maintain student confidentiality by assigning an ID that does not divulge the student's identifying information.

During the data submission process each district has the ability to run PID Discrepancy Reports that show any PID errors found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the 4-year dropout rate and the high school longitudinal rate. The TAPRs show the PID error rate in PEIMS Student Data, collected in Submission 1 (*October 2012*).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2012)}}{\text{number of student records in PEIMS submission 1 (fall 2012)}}$$

- (2) *Percent of Underreported Students.* Underreported students are 7th-12th graders who were enrolled at any time the prior year and who were not accounted for through district records or TEA processing in the current year. A district is required to submit a leaver record for any student served in grades 7-12 the previous year, unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window (for 2012-13 the end of the school-start window was September 28, 2012). For students who attended in 2011-12, there were 17 possible leaver reasons, including graduated, died, or dropped out. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2011-12 school year}}$$

Distinction Designations: *Distinction Designations* are awarded to campuses for high performance on indicators other than those used to determine accountability ratings. The distinctions are awarded for:

- Top 25% Student Progress;
- Academic Achievement in Reading/English language arts (ELA); and
- Academic Achievement in Mathematics.

Note that campuses with state accountability ratings of “Improvement Required” or “Not Rated” or those evaluated under the alternative education accountability provisions are not eligible for these distinctions. See Chapter 6 in the *2013 Accountability Manual* for more information.

Distinguished Achievement Program: See *RHSP/DAP Graduates*.

Dropout: A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not graduate, receive a GED, continue school outside the public school system, begin college, or die.

Dropout counts are obtained from PEIMS records. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate recipient records, TEA identifies students for whom districts do not need to submit leaver reasons. School districts must account for all other students through the submission of leaver reasons. The leaver record provides 17 possible reasons for leaving school in 2011-12, including three which may indicate the student is a dropout (reason codes 88, 89, 98). For more information, see *Annual Dropout Rate*. (Source: *PEIMS, Oct. 2012*)

Dropout Rate: See *Annual Dropout Rate*.

Economically Disadvantaged: The percent of economically disadvantaged students is calculated as the sum of students coded as eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students:

$$\frac{\text{number of students coded as eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

See also *Campus Group* and *Total Students*. (Source: *PEIMS, Oct. 2012, Oct. 2011; and TEA Student Assessment Division*)

Educational Aides: Educational aides are staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). These aides are referred to as paraprofessional staff. The FTE counts of educational aides are expressed as a percent of the total staff FTE. (Source: *PEIMS, Oct. 2012*)

English Language Learner (ELL): These are students identified as having limited English proficiency (LEP), or English language learners, by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all students identified as ELL receive bilingual or English as a second language instruction, although most do. In the *Profile* section of the reports, the percent of ELL students is calculated by dividing the number of ELL students by the total number of students in the school or district.

The ELL column in the *Performance* section shows the performance of students identified as ELL in the current year only; students who are no longer considered as English language learners are not included in this column. Note that the descriptors “English Language Learner” and “Limited English Proficient (LEP)” may be used interchangeably. (Source: *PEIMS, Oct. 2012*)

Enrollment: See *Total Students*.

Ethnic Distribution: Students and staff are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. In the *Profile* section, both counts and percentages of the total number of students and staff in each of these categories are shown.

For some graduation rates the groups of Asian, Pacific Islander, and Two or More Races have no data available for the prior school year since the former definitions were in use that year.

(Source: *PEIMS, Oct. 2012, Oct. 2011; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division*)

Expenditure Information: This information is now available on the *PEIMS Financial Standard Reports*, at:

<http://www.tea.state.tx.us/financialstandardreports/>

FTE: Full-Time Equivalent.

Fund Balance Information: This information is now available on the *PEIMS Financial Standard Reports*, at:

<http://www.tea.state.tx.us/financialstandardreports/>

Graduates (Class of 2012): Shown in the *Profile* section, this is the total number of graduates (including summer graduates) for the 2011-12 school year, as reported by districts in the fall of 2012. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Special education graduates are students who graduated with a special education graduation type code or who received special education services their entire senior year (as determined by attendance data). Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2012 could be coded with one of the following graduation types:

- Minimum High School Program
- Recommended High School Program
- Distinguished Achievement Program
- Special Education student completing an individualized education program (IEP)

Counts of graduates are calculated slightly differently for three graduation-related indicators on the *Performance* section of the TAPR:

- The *RHSP/DAP* (Recommended High School Program/Distinguished Achievement Program) indicator as well as the *College-Ready Graduates* indicator include all graduates, special education and non-special education, in both the numerator and denominator.

See also *College-Ready Graduates, Longitudinal Rate, and RHSP/DAP Graduates. (Source: PEIMS, Oct. 2012)*

Graduates Enrolled in Higher Education: This indicator is new for 2012-13. Texas Education Code §39.301(c)(11) and (12) require the Agency to report the following indicators on the TAPR:

- (1) *Graduates Enrolled in TX Institution of Higher Education (IHE).* This is the percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation. The rate is determined as follows:

$$\frac{\text{number of graduates during the 2010-11 school year who attended a public or independent college or university in Texas in the 2011-12 academic year}}{\text{number of graduates during the 2010-11 school year}}$$

number of graduates during the 2010-11 school year

Students not Included. The values shown in (1) are provided by the Texas Higher Education Coordinating Board (THECB) and do not include students who enrolled in in- or out-of-state non-public career schools or out-of-state colleges or universities.

Students Included. The values in (1) include students who attend public community colleges in Texas.

- (2) *Graduates in TX IHE Completing One Year Without Remediation.* This shows the percent of students who enrolled and began instruction at an institution of higher education in the school year following high school graduation and did not require a developmental education course based on the *Texas Success Initiative*. The rate is determined as follows:

$$\frac{\text{number of graduates during the 2010-11 school year who enrolled in a public college or university in Texas in the school year following the year they graduated and met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics) and therefore were not required to enroll in a developmental education course}}{\text{number of graduates during the 2010-11 school year who enrolled in a public college or university in Texas in the school year following the year they graduated}}$$

number of graduates during the 2010-11 school year who enrolled in a public college or university in Texas in the school year following the year they graduated

Students Not Included. The values shown in (2) are provided by the THECB and do not include students who enrolled in independent colleges or universities in Texas, in- or out-of-state non-public career schools, or out-of-state colleges or universities.

Students Included. The values in (2) include students who attended Texas public two- or four-year institutions of higher education. *Texas Success Initiative* requirements apply only to students attending Texas public institutions.

Other reports showing students enrolled in Texas public colleges and universities are available at the THECB site at:

<http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>

For more information on this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Source: *Texas Higher Education Coordinating Board, Fall 2013*)

Graduation Rate: See *Longitudinal Rates*.

Instructional Expenditure Ratio (2011-12): This information is now available on the *PEIMS Financial Standard Reports*, at:

<http://www.tea.state.tx.us/financialstandardreports/>

Instructional Staff Percent (District Profile only): This measure, required by TEC 44.0071, indicates the percentage of the district's full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2012-13 school year. The instructional staff percent is a district-level-only measure, and is calculated as follows:

$$\frac{\text{total number of hours district staff reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the School Financial Audits Division at (512) 463-9095 for further details about this measure. (Source: *PEIMS, Oct. 2012*)

International Baccalaureate (IB): See *AP/IB Results*.

Leaver Record: In determining the status of prior year 7th through 12th grade students who are no longer enrolled at a Texas public school, TEA reviews attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records to identify students for whom districts do not need to submit leaver records. Districts, for their part, are required to submit a leaver code for all other students. This group of "leavers" includes students such as those who graduated, enrolled in school in another state, returned to their home country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

See *Data Quality*. (Source: *PEIMS, Oct. 2012; Secondary School Completion and Dropouts in Texas Public Schools, 2011-12, Texas Education Agency*)

Limited English Proficient (LEP): See *English Language Learner*.

Longitudinal Rates: This indicator shows the status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*); after five years in high school (*5-Year Extended Longitudinal Rate*); or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2008-09. They are followed through their expected graduation with the class of 2012.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2007-08. They are followed for five years, to see if they graduated within a year after their expected graduation with the class of 2011.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2006-07. They are followed for six years, to see if they graduated within two years after their expected graduation with the class of 2010.

Cohorts:

- A student who *transfers into the cohort* is one who, for example, moves into the cohort from another high school in Texas or from out of state.

- A student who *transfers out of the cohort* is one who, for example, moves to another public high school in Texas. Note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked, and students who leave for these reasons are not included in longitudinal rate calculations.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2008-09 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2008-09, but takes 5 years to graduate (*i.e.*, in May 2013) is still part of the 2012 cohort; they are not switched to the 2013 cohort. This student would be considered a continuing student, and counted as part of the *Continued HS* number for the class of 2012. This is true as well for the 5-year and 6-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*. Based on the 2008-09 cohort, this shows the percent who received their high school diploma on time or earlier — by August 31, 2012. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012}}{\text{number of students in the 2008-09 cohort}^*}$$
- (2) *Received GED*. Based on the 2008-09 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2012. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2012}}{\text{number of students in the 2008-09 cohort}^*}$$
- (3) *Continued High School*. Based on the 2008-09 cohort, this shows the percentage still enrolled as students in the fall of the 2012-13 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2012-13 school year}}{\text{number of students in the 2008-09 cohort}^*}$$
- (4) *Dropped Out*. Based on the 2008-09 cohort, this shows the percentage who dropped out and did not return by the fall of the 2012-13 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2012-13 school year}}{\text{number of students in the 2008-09 cohort}^*}$$
- (5) *Graduates & GED*. Based on the 2008-09 cohort, this shows the percent of graduates and GED recipients. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012} + \text{number of students from the cohort who received a GED by August 31, 2012}}{\text{number of students in the 2008-09 cohort}^*}$$
- (6) *Graduates, GED & Cont.* Based on the 2008-09 cohort, this shows the percent of graduates, GED recipients, and continuers. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2012
 plus number of students from the cohort who received a GED by August 31, 2012
 plus number of students from the cohort who were enrolled in the fall of the 2012-13 school year

number of students in the 2008-09 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated.* Based on the 2007-08 cohort, this shows the percent who received their high school diploma by August 31, 2012. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2012

number of students in the 2007-08 cohort*

- (2) *Received GED.* Based on the 2007-08 cohort, this shows the percentage who received a GED certificate by August 31, 2012. It is calculated as follows:

number of students from the cohort who received a GED by August 31, 2012

number of students in the 2007-08 cohort*

- (3) *Continued High School.* Based on the 2007-08 cohort, this shows the percentage still enrolled as students in the fall of the 2012-13 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2012-13
 school year

number of students in the 2007-08 cohort*

- (4) *Dropped Out.* Based on the 2007-08 cohort, this shows the percentage who dropped out and did not return by the fall of the 2012-13 school year. It is calculated as follows:

number of students from the cohort who dropped out before the fall of the 2012-13 school year

number of students in the 2007-08 cohort*

- (5) *Graduates & GED.* Based on the 2007-08 cohort, this shows the percent of graduates and GED recipients. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2012
 plus number of students from the cohort who received a GED by August 31, 2012

number of students in the 2007-08 cohort*

- (6) *Graduates, GED & Cont.* Based on the 2007-08 cohort, this shows the percent of graduates, GED recipients, and continuers. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2012
 plus number of students from the cohort who received a GED by August 31, 2012
 plus number of students from the cohort who were enrolled in the fall of the 2012-13 school
 year

number of students in the 2007-08 cohort*

* The cohort in the denominator of the formulas shown (for class of 2011 and 2012) above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Also, this rate is shown with exclusions that are mandated by state statute. See *Annual Dropout Rate* for a list of the exclusions.

6-Year Extended Longitudinal Rate

- (1) *Graduated*. Based on the 2006-07 cohort, this shows the percent who received their high school diploma by August 31, 2012. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012}}{\text{number of students in the 2006-07 cohort**}}$$

- (2) *Received GED*. Based on the 2006-07 cohort, this shows the percentage who received a GED certificate by August 31, 2012. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2012}}{\text{number of students in the 2006-07 cohort**}}$$

- (3) *Continued High School*. Based on the 2006-07 cohort, this shows the percentage still enrolled as students in the fall of the 2012-13 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2012-13 school year}}{\text{number of students in the 2006-07 cohort**}}$$

- (4) *Dropped Out*. Based on the 2006-07 cohort, this shows the percentage who dropped out and did not return by the fall of the 2012-13 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2012-13 school year}}{\text{number of students in the 2006-07 cohort**}}$$

- (5) *Graduates & GED*. Based on the 2006-07 cohort, this shows the percent of graduates and GED recipients. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012} \\ \text{plus number of students from the cohort who received a GED by August 31, 2012}}{\text{number of students in the 2006-07 cohort**}}$$

- (6) *Graduates, GED & Cont*. Based on the 2006-07 cohort, this shows the percent of graduates, GED recipients, and continuers. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012} \\ \text{plus number of students from the cohort who received a GED by August 31, 2012} \\ \text{plus number of students from the cohort who were enrolled in the fall of the 2012-13 school year}}{\text{number of students in the 2006-07 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Note that students excluded by statute from the class of 2012 and 2011 are not excluded from this rate.

The graduation, continuation, GED recipient and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding).

Federal Graduation Rates. In addition to the detailed breakdown of the 4-, 5- and 6-year longitudinal rates, the TAPRs show federal graduation rates, without exclusions, for the following:

- (1) *4-Year Federal Graduation Rate (Gr 9-12)*. This cohort consists of students who first attended ninth grade in 2008-09. They are followed through their expected graduation with the class of 2012. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012}}{\text{number of students in the 2008-09 cohort ***}}$$

- (2) *5-Year Extended Federal Graduation Rate (Gr 9-12)*. This cohort consists of students who first attended ninth grade in 2007-08. They are followed for five years, to see if they graduated within a year after their expected graduation with the class of 2011. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012}}{\text{number of students in the 2007-08 cohort***}}$$

***The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

Longitudinal rates for districts serving Texas Youth Commission or Texas Juvenile Probation Commission facilities do not include students from the facilities unless the students have been attributed to regular campuses in the district of service through *campus of accountability* procedures. Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2011-12*. (Sources: PEIMS, Oct. 2012, June 2012, Oct. 2011, June 2011, Oct. 2010, June 2010, Oct. 2009, June 2009, Oct. 2008, June 2008, Oct. 2007, June 2007, and General Educational Development Information File)

Mobility (Campus Profile only): A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (*i.e.*, has missed six or more weeks at a particular school).

$$\frac{\text{number of mobile students in 2011-12}}{\text{number of students who were in membership at any time during the 2011-12 school year}}$$

This rate is calculated at the campus level. The mobility rate shown in the *Profile* section of campus reports under the “district” column is based on the count of mobile students identified at the campus level. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. See also *Campus Group*. (Source: PEIMS, June 2012)

n/a: This indicates that data are not available or are not applicable.

Non-Educationally Disadvantaged: This is the complementary count and percent to Economically Disadvantaged. That is, it is defined as those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance.

Number of Students per Teacher: This shows the total number of students divided by the total teacher FTE count. (Source: PEIMS, Oct. 2012)

Paired Schools: For accountability purposes, schools that reported enrollment but did not have grades in which the state-mandated test was given (e.g. K-2 schools), are paired with schools with which they have a “feeder” relationship to determine accountability ratings. For example, assuming Travis Primary (K-2) feeds students into Navarro Elementary (3-5), the district would pair these two schools for accountability purposes. This means that the performance index outcome of Navarro Elementary is also used for rating Travis Primary. See Chapter 7 in the *2013 Accountability Manual*.

PBM Special Education Monitoring Results Status: This label appears on the cover of TAPRs for districts with a special education monitoring status. For an explanation of each label, see *Appendix C*.

Professional Staff: This is a full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central administrators. Staff are grouped according to the PEIMS roles reported. Each type of professional staff is shown as a percentage of the total staff FTE. See also *Appendix A*. (Source: PEIMS, Oct. 2012)

Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR): This indicator shows the percent of students in grade 4-8 who failed the STAAR (including STAAR Alternate or STAAR Modified) in the prior year but passed the corresponding assessment in the current year. For 2013, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2012 but passed in 2013}}{\text{number of matched students who failed in 2012}}$$

For 2013, students included in these measures are those who:

- took the spring 2013 STAAR reading/ELA and/or mathematics tests in grades 4-8. This indicator does not include grade 3 test takers in 2013 since that is their first STAAR test;
- are part of the 2013 Accountability Subset;
- can be matched to the spring 2012 STAAR administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;
- failed the 2012 STAAR administration of reading/ELA and/or mathematics.

(Source: TEA Student Assessment Division)

Progress of Prior Year TAKS Failers (Percent of Failers Passing TAKS): This indicator shows the percent of students in grade 11 who failed the TAKS in the prior year but passed the corresponding assessment in the current year. For 2013, the reported values for ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2012 but passed in 2013}}{\text{number of matched students who failed in 2012}}$$

For 2013, students included in these measures are those who:

- took the spring 2013 TAKS ELA and/or mathematics tests in grade 11;
- are part of the 2013 Accountability Subset;

- can be matched to the spring 2012 TAKS administration—anywhere in the state—to find their prior year score for ELA and/or mathematics;
- failed the 2012 TAKS administration of ELA and/or mathematics.

(Source: TEA Student Assessment Division)

Recommended High School Program: See *RHSP/DAP Graduates*.

Retention Rates by Grade: The retention rate, reported in the *Profile* section, shows the percent of students in Texas public schools who enrolled in the fall of 2012-13 in the same grade as their grade in the last reported six-week period of the prior year (2011-12). It is calculated as follows:

$$\frac{\text{total students not advanced to the next grade}}{\text{total students advanced to the next grade} + \text{total students not advanced to the next grade}}$$

Special education retention rates are calculated and reported separately from the rates of non-special education students because local retention practices differ greatly between these two populations of students.

The TAPR only shows retention rates for grades K-8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2011-12*, available from TEA. (Source: PEIMS, Oct. 2012, June 2012)

Revenue Information: This information is now available on the *PEIMS Financial Standard Reports*, at:

<http://www.tea.state.tx.us/financialstandardreports/>

RHSP/DAP Graduates: This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

$$\frac{\text{number of graduates reported with graduation codes for Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates}}$$

RHSP graduates are students with type codes of 15, 19, 22, 25 or 28; DAP graduates are students with type codes of 17, 20, 23, 26 or 29. See the *PEIMS Data Standards* for more information. Results are shown for the class of 2012 and the class of 2011. See also *Graduates*. (Source: PEIMS, Oct. 2012, Oct. 2011)

SAT/ACT Results: These include the College Board’s SAT and ACT, Inc.’s ACT Assessment. Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.

Four values are calculated for this indicator:

- (1) *Tested*. This shows the percent of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of graduates}}$$

- (2) *At/Above Criterion*. This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\text{number of examinees who scored at or above criterion}}{\text{number of examinees}}$$

- (3) *Average SAT Score*. This shows the average score for the SAT critical reading, writing,* and mathematics combined, calculated as follows:

$$\frac{\text{total score (critical reading + writing + mathematics) for all students who took the SAT}}{\text{number of students who took the SAT}}$$

* The writing component of the SAT is now included in *Average Score*. For this reason, average scores are shown only for current year (class of 2012).

- (4) *Average ACT Score*. This shows the average score for the ACT composite, calculated as follows:

$$\frac{\text{total composite score for all students who took the ACT}}{\text{number of students who took the ACT}}$$

See also *Criterion Score*. (Sources: *The College Board*, Aug. 2012, Jan. 2012; *ACT, Inc.* (ACT) Oct. 2012, Oct. 2011; and *PEIMS*, Oct. 2012, Oct. 2011)

School Type: For purposes of creating campus groups, schools are placed into one of four classifications based on the lowest and highest grades in which students are enrolled at the school (*i.e.* in membership): *elementary*, *middle* (including junior high school), *secondary*, and both *elementary/secondary* (K-12). Generally speaking, elementary schools are PK-5 or PK-6, middle schools are 6-8, and secondary schools are 9-12. Schools with grade spans that do not exactly match these are grouped with the school type most similar to their grade span. For counts of schools in the different low and high grade combinations included with each type see the “2013 Accountability System School Types Chart” at:

http://ritter.tea.state.tx.us/perfreport/account/2013/schtype_chart.html

Special Education: This refers to the population of students served in special education programs. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2012-13 school year, a student in special education may have been administered the STAAR, STAAR Modified, or STAAR Alternate. Results from all these assessments are included in the STAAR performance shown on the TAPRs.

Other indicators that include the performance of students in special education are: advanced course/dual enrollment longitudinal, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, RHSP/DAP, TAKS exit-level cumulative pass rate, and the

Texas Success Initiative. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates are shown separately for special education and non-special education students. See *STAAR Special Education Assessments* and *STAAR Participation*. (Source: PEIMS, Oct. 2012, Oct. 2011, and TEA Student Assessment Division)

Special Education Compliance Status: See *PBM Special Education Monitoring Results Status*.

Special Symbols: The 2012-13 TAPR employs special symbols in the following circumstances:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates that no students were in this classification.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

For more information, see the *Explanation of Masking* at

<http://ritter.tea.state.tx.us/perfreport/tapr/2013/masking.html>

STAAR (State of Texas Assessments of Academic Readiness): The State of Texas Assessments of Academic Readiness (STAAR) is a comprehensive testing program for public school students in grades 3–8, and End of Course assessments for high school subjects. The STAAR is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each tested grade level.

The grades and subjects shown on the TAPRs are:

- Grade 3 – reading and mathematics
- Grade 4 – reading, mathematics, and writing
- Grade 5 – reading (first administration only), mathematics (first administration only), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading (first administration only), mathematics (first administration only), science, and social studies
- End of Course (EOC): The following 15 EOC assessments were administered in 2013:
 - English I Reading, English II Reading, and English III Reading
 - English I Writing, English II Writing, and English III Writing
 - Algebra I, Geometry, and Algebra II
 - World History, World Geography, and U.S. History
 - Biology, Chemistry, and Physics

Each STAAR test is linked directly to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. For more information on TEKS, see the *Texas Essential Knowledge and Skills* website at

<http://www.tea.state.tx.us/index2.aspx?id=6148>

Note also:

Spanish STAAR. All STAAR tests in grades 3 through 5 are available in either English or Spanish. The TAPR performance shown includes performance on the Spanish STAAR tests.

Standards. The standards for the STAAR in 2013 are as follows:

- Phase-in 1 Level II: Satisfactory. This is the passing standard for 2013.
- Final Level II: Satisfactory. This standard indicates that students are sufficiently prepared for postsecondary success.

More information on the phase-in of the STAAR standards can be found at

http://www.tea.state.tx.us/index4_wide.aspx?id=2147506337

For 2012-13, the TAPR shows the percent passing STAAR in several ways:

- *STAAR Percent at Phase-in 1 Level II or above, By Grade.* The first indicator shown on the report is percent passing STAAR by grade for each subject area. Please note the following:
 - *Student Success Initiative.* Only performance from the first administration of grades 5 and 8 reading and mathematics is shown by grade. Results that include the second administration can be found on the TAPRs under *Student Success Initiative: STAAR Cumulative Met Standard.*
 - *Test Administrations Included.* The results shown are for the first administration in the spring for grades 3-8.
- *End-of-Course Assessments.* Performance on the EOCs is shown by course. For example, performance on Algebra I will include the performance of all students who took the Algebra I EOC regardless of grades.
- *STAAR Percent at Phase-in 1 Level II or above.* This is the accountability indicator used to determine the state rating for campuses and districts. Note the following:
 - The first measure combines all subjects and all grades.
 - The performance shown includes the outcomes on the STAAR tests given to grades 3-8 and the EOC performance and TAKS grade 11.
 - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics.
 - Performance includes the STAAR, STAAR Modified, STAAR Alternate, TAKS, and TAKS Accommodated assessments.
 - Performance includes all STAAR Spanish versions.
- *STAAR Percent at Final Level II or above.* This indicator shows the percent of students who are sufficiently prepared for postsecondary success. Note the following:
 - The first measure combines all subjects and all grades.

- The performance shown includes the outcomes on the STAAR tests given to grades 3-8 and the EOC performance and TAKS grade 11.
 - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics.
 - Performance includes the STAAR, STAAR Modified, STAAR Alternate, TAKS, and TAKS Accommodated assessments.
 - Performance includes all STAAR Spanish versions.
- *STAAR Percent at Level III Advanced.* This indicator shows the percent of students who are well prepared for postsecondary success. Note the following:
 - The first measure combines all subjects and all grades. Note that this indicator counts a student for each assessment he or she took.
 - The performance shown includes the outcomes on the STAAR tests given to grades 3-8 and the EOC performance.
 - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics.
 - Performance includes the STAAR, STAAR Modified, and STAAR Alternate assessments for all grades and subjects.
 - Performance includes all STAAR Spanish versions.
 - *STAAR Percent Met or Exceeded Progress.* This indicator shows the percent of students who met or exceeded the STAAR progress measure as determined by comparing a student’s gain score—the difference between the student’s current year score and prior year score—to a progress target.
 - *STAAR Percent Exceeded Progress.* This indicator uses the same methodology as above, but shows only the percent of students who *exceeded* the progress target.

Other important information:

- *Rounding of STAAR results.* STAAR performance on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.
- *Masking.* All STAAR performance is masked for small numbers. For more information see the Explanation of Masking at:

<http://ritter.tea.state.tx.us/perfreport/tapr/2013/masking.html>

- *Accountability Subset.* Only test takers who were enrolled on the last Friday in the previous October are included in the calculations shown on the TAPRs. This is referred to as the “October subset” or the *Accountability Subset*. For the district, a student who moved into the district after October 26, 2012 (or October 28, 2011 for summer 2012 EOCs) would not have his performance included at the district level. At the campus level, a student who changed to a different campus within the same district after October 26, 2012 (or October 28, 2011 for summer 2012 EOCs) would not have his performance included at that school, although it would be included at the district level. See *Accountability Subset* for more information.

See *STAAR Participation*. (Source: TEA Student Assessment Division)

STAAR Participation: This year the definition of participation rate has changed from what was reported on the AEIS reports in the past. The 2012-13 TAPR shows a participation rate based on the *answer documents submitted*, rather than on students. That is, a test is the unit of analysis for TAPR and a student was the unit of analysis for AEIS. The *All Tests* participation includes submitted answer documents for every subject administered. Within subjects, the percents include answer documents by subject. (Participation rates by subject will be available on the Performance Reporting website in early 2014.)

Participation results from the STAAR, STAAR Modified, STAAR Alternate, TAKS grade 11, and TELPAS are all included in participation calculation. The details on the participation categories are as follows:

- *Tested:* answer documents with a score code S or a score code G with alternate category of 2 or 3 or 4.
 - *Included in Acct:* scored answer documents used in determining the campus or district accountability rating.
 - *Not in Acct:* answer documents counted as participants, but not used in determining the campus or district accountability rating, due to the following reasons
 - *Mobile.* These answer documents were excluded because the students enrolled in the district or campus after the fall PEIMS submission dates (October 26, 2012, or October 28, 2011 for summer 2012 EOCs).
 - *Other Exclusions.* These answer documents were excluded from the rating determination for the following reasons:
 - + Answer documents with a score code G and alternate category of 4 (no response observed).
 - + Answer documents for students who were tested only on the TELPAS.
 - + Answer documents for ELL students with years in U.S. school of 1, 2, or 3.
- *Not Tested:* answer documents with score codes A, O, or G with alternate category of 1 (not assessed)
 - *Absent :* answer documents with a score code A
 - *Other:* answer documents with score codes O or G with alternate category of 1 (not assessed)

The common participation denominator is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, Absent, and Other. Note that *STAAR Participation Rate* is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (*Source: TEA Student Assessment Division*)

STAAR Special Education Assessments: For students receiving special education services, the ARD committee determines which STAAR assessment is appropriate for each student based on his/her individual needs. STAAR, the general assessment option is administered to the majority of students in Texas. For students who cannot be appropriately assessed with STAAR, the STAAR Modified and STAAR Alternate are the alternate assessments available to those who meet specific participation requirements.

For more information on these assessments, see the Student Assessment Division website:

<http://www.tea.state.tx.us/student.assessment/>

Staff Exclusions: These are counts of individuals who serve public school students, but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* work in schools located in districts other than their employing district, or their assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person’s total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Source: PEIMS, Oct. 2012)

Student Enrollment by Program: Students are identified as served in programs and/or courses for Special Education, Career and Technical Education, Bilingual/ESL Education, or Gifted and Talented Education. The percentages do not sum to 100, as a student may be enrolled in more than one of these programs. (Source: PEIMS, Oct. 2012)

Student Success Initiative (SSI): For the 2012-13 school year, students in 5th grade needed to pass both the reading and mathematics portions of the STAAR in order to be promoted to 6th grade, and students in 8th grade needed to pass both the reading and mathematics portions of the STAAR in order to be promoted to 9th grade. Students were given three opportunities to pass each required test. In addition to promotion based on passing the test, some students were promoted based on the recommendation of their grade placement committee (GPC). The committee members needed to agree that the student was likely to perform on grade level after receiving accelerated instruction. For 2013, the TAPR shows two measures for each SSI grade and subject:

- (1) *Students Requiring Accelerated Instruction.* For each subject and grade, this shows the percent of students who did not pass the first administration of the STAAR. Students who did not pass the test during the first administration must be provided accelerated instruction in preparation for the second administration:

$$\frac{\text{number of eligible students who did not meet the standard in the first administration}}{\text{number of eligible students in the first administration}}$$

The number of eligible students is calculated from the test answer documents and includes all students who were tested, students who should have been tested but were absent, and students who were not tested for other reasons. Students who were absent during the first administration or were not tested for other reasons are included in the counts of students requiring accelerated instruction.

- (2) *STAAR Cumulative Met Standard.* For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined:

$$\frac{\text{number of students who passed the test in either of the first two administrations}}{\text{cumulative number of students who took the test in either of the first two administrations}}$$

The values shown for this measure are the ones used in determining state accountability ratings. In most cases, this value does not match the STAAR performance shown by grade in the first few pages of this report. The “by grade” results are based on the first administration of each test only.

The values include results from both the English and Spanish versions of the STAAR for grade 5. All measures also include results for the STAAR Modified and STAAR Alternate assessments.

For more information, see TEA’s Student Assessment Division SSI site at

http://www.tea.state.tx.us/index3.aspx?id=3230&menu_id=793

(Source: TEA Student Assessment Division)

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. *(Source: PEIMS, Oct. 2012)*

Students with Disciplinary Placements: Counts and percents of students placed in alternative education programs under Chapter 37 of the *Texas Education Code* (Discipline; Law and Order) are shown (for the 2011-12 school year) in the TAPRs. Disciplinary placement counts are obtained from PEIMS records. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2012-13, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Source: PEIMS, June 2012)*

TAKS (Texas Assessment of Knowledge and Skills): The performance of grade 11 students on the exit-level TAKS, TAKS (Accommodated), and TAKS-M is included with the performance of students in grades 3-10 on the STAAR tests.

TAKS Exit-level Cumulative Pass Rate (*District Performance only*): The TAKS cumulative pass rate shows the percent of students who first took the TAKS exit-level test in spring 2012, and eventually passed all TAKS tests taken (in the same district) by spring 2013. (Students who failed the first time had four additional opportunities to retake test(s) before their graduation date.) This measure is intended to show the relative success of districts in their efforts to help all their students pass the exit-level TAKS, which is a requirement for graduation from Texas public schools. Performance on the TAKS (Accommodated) is included; performance on the TAKS-M and TAKS-Alt test is not included.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2013:

- Any student who took the TAKS or TAKS (Accommodated) for the first time in spring 2012.
- All special education students who took any TAKS or TAKS (Accommodated) test.
- All above students, whether or not they were in the *Accountability Subset* in spring 2012.

Test takers NOT included in the *TAKS Exit-level Cumulative Pass Rate*:

- Students who first took the exit-level test in District A, did not pass all sections and then moved to District B and retested. These students are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.
- Students who moved out of state, left the country, or died before passing all tests taken. These students are in the denominator but not the numerator. They cannot be removed because they are not specifically identified in the data.
- Students who dropped out of school before passing all tests taken are in the denominator but not the numerator.
- Students who moved into the state after the spring of 2012 are not included, even if they took the TAKS and graduated with the class of 2013.

(Source: TEA Student Assessment Division)

Tax Information: This information is now available on the *PEIMS Financial Standard Reports*, at <http://www.tea.state.tx.us/financialstandardreports/>

Teachers by Ethnicity and Sex: These are counts of teacher FTEs by ethnic groups and by sex. Counts are also expressed as a percent of the total teacher FTEs. (Source: *PEIMS, Oct. 2012*)

Teachers by Highest Degree Held (District Profile only): This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. (Source: *PEIMS, Oct. 2012*)

Teachers by Program (population served): Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technical education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (Source: *PEIMS, Oct. 2012*)

Teachers by Years of Experience (District Profile only): This is the FTE count of teachers with years of professional experience that fall into the ranges shown. Experience in these categories is the total years of experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Source: *PEIMS, Oct. 2012*)

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program designed to improve student success in college. It

requires students to be assessed in reading, writing and mathematics skills prior to enrolling in college, and to be advised based on the results of that assessment.

The TAPRs show the percent of students who were exempted from taking a test for the Texas Success Initiative because they had a high enough score on their exit-level TAKS tests for mathematics and English language arts, as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and English language arts with a written composition score of 3 or higher on the writing component. This indicator shows the percent of students who achieved this level of proficiency by subject (English language arts and mathematics) for 2013 and 2012. Note also:

- This indicator is subject to accountability subset rules.
- Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2013) and prior year (2012).
- TAKS Modified and TAKS Alternate performance is not included. THECB's standard of college readiness on the exit-level TAKS does not apply to these alternate assessments because students are not required to pass the TAKS Modified or TAKS Alternate in order to graduate.

Total Staff: Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percent of the total staff FTE. (*Source: PEIMS, Oct. 2012*)

Total Students: This is the total number of public school students who were reported in membership on October 26, 2012, at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment, because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (*Source: PEIMS, Oct. 2012*)

TSI: See *Texas Success Initiative*.

Turnover Rate for Teachers (District Profile only): This percent shows the total FTE count of teachers from the fall of 2011-12 who were subsequently not employed in the district in the fall of 2012-13, divided by the total teacher FTE count for the fall of 2011-12. Social security numbers for teachers employed in the district in the fall of 2011-12 were checked to verify their employment status in the same district in the fall of 2012-13. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. (*Source: PEIMS, Oct. 2012, Oct. 2011*)

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT Regional Office	(512) 320-1850
Copies of TAPR reports	http://www.tea.state.tx.us/perfreport
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research.....	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Curriculum (Bilingual Education Program Unit)...	(512) 463-9581
Financial Standard Reports	School Finance	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research.....	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Federal Accountability	Federal and State Education Policy	(512) 463-9414
PBM Special Education Monitoring Results Status		
	Program Monitoring and Interventions	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	School Finance	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Education.....	(512) 463-9414
STAAR (all assessments)	Student Assessment.....	(512) 463-9536
STAAR Testing Contractor	Pearson	(800) 328-5999
	Austin Operational Center.....	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
TELPAS	Student Assessment.....	(512) 463-9536
TAIS	Texas Accountability Intervention System	(512) 463-9414
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board	(512) 427-6101

Information on the Internet: <http://www.tea.state.tx.us/perfreport/>

PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027.....Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003.....Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004.....Assistant/Associate/Deputy Superintendent

012.....Instructional Officer

020.....Principal

028.....Teacher Supervisor

040.....Athletic Director

043.....Business Manager

044.....Tax Assessor and/or Collector

045.....Director - Personnel/Human Resources

055.....Registrar

060.....Executive Director

061.....Asst/Assoc/Deputy Exec Director

062.....Component/Department Director

063.....Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002.....Art Therapist

005.....Psychological Associate

006.....Audiologist

007.....Corrective Therapist

008.....Counselor

011.....Educational Diagnostician

013.....Librarian

015.....Music Therapist

016.....Occupational Therapist

017.....Certified Orientation & Mobility Specialist

018.....Physical Therapist

019.....Physician

021.....Recreational Therapist

022.....School Nurse

023.....LSSP/Psychologist

024.....Social Worker

026.....Speech Therapist/Speech-Lang Pathologist

030.....Visiting Teacher

032.....Work-Based Learning Site Coordinator

041.....Teacher Facilitator

042.....Teacher Appraiser

054.....Department Head

056.....Athletic Trainer

058.....Other Campus Professional Personnel

064.....Specialist/Consultant

065.....Field Service Agent

079.....Other ESC Professional Personnel

080.....Other Non-Campus Professional Personnel

TEACHERS

087.....Teacher

047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide

036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses 2012-13 Texas Academic Performance Reports

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	English Language and Composition
A3220200	English Literature and Composition
A3220300	International English Language
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (1st Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	Calculus AB
A3100102	Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies Standard Level
I3100200	IB Mathematics Standard Level
I3100300	IB Mathematics Higher Level
I3100400	IB Further Mathematics Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	Computer Science I
I3580200	IB Computer Science I
I3580300	IB Computer Science II
I3580400	IB Information Technology In A Global Society SL

- All courses shown were for the 2011-12 school year.
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- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV
A3150200	Music Theory
A3500100	History Of Art
A3500300	Art/Drawing
A3500400	Art/Two-Dimensional Design Portfolio
A3500500	Art/Three-Dimensional Design Portfolio
I3250200	IB Music SL
I3250300	IB Music HL
I3250500	IB Theatre/Film - HL
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
I3600300	IB Art Design SL-B
I3750200	IB Theatre Arts SL
I3750300	IB Theatre Arts HL
I3830200	IB Dance - HL

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- Dual Enrollment courses are not specifically shown on this list.

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050001	AP Physics B
A3050002	AP Physics C
I3010200	IB Biology
I3010201	IB Biology II
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL
I3040001	IB Chemistry I
I3040002	IB Chemistry II
I3050001	IB Physics I
I3050002	IB Physics II

Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	United States Government and Politics
A3330200	Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3370100	AP World History
I3301100	IB History
I3301200	IB History: Africa
I3301300	IB History: Americas
I3301400	IB History: East and Southeast Asia
I3301500	IB History: Europe
I3302100	IB Geography
I3302200	IB Geography
I3303100	IB Economics
I3303200	IB Economics
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology

- All courses shown were for the 2011-12 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Social Studies/History (cont.)

I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI

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- An “A” prefix indicates a College Board Advanced Placement course.
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Advanced Languages (cont.)

03460700	Czech VII
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Lanugage IV
03980500	American Sign Lanugage V
03980600	American Sign Lanugage VI
03980700	American Sign Lanugage VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	Japanese
A3410100	French
A3420100	German
A3430100	Latin
A3440100	Spanish
A3440200	Spanish
A3490400	Chinese
I3110400	IB Abic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

- All courses shown were for the 2011-12 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Other VI
I3663700	IB Other VII
I3996000	IB Other IV
I3996100	IB Other V

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV

- All courses shown were for the 2011-12 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

PBM Special Education Monitoring Results Status

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; and disciplinary actions. District and charter special education data are reviewed regularly as are complaints filed with TEA about special education services. For further information or questions about this status, please contact the Program Monitoring and Interventions Division at (512) 463-5226. The “as of date” for the statuses reported in the 2012-13 Texas Academic Performance Report (TAPR) is September 2013.

The definitions of each program status category are:

- *Local Interventions Implemented.* The LEA completed a local review process by a specified date as required in Stages 1 and 2 Intervention and retained materials and templates at the LEA.
- *Completed: Routine Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the improvement.
- *Completed: Noncompliance Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the improvement and systemic correction of areas of noncompliance identified by the review.
- *Pending Improvement Plan Resubmission.* TEA review determined that one or more areas of the CIP did not meet minimum TEA requirements, and revision was necessary.
- *Pending TEA On-Site Action.* TEA review determined that: appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of the improvement plan, could not be verified through LEA documentation; imminent program performance and/or effectiveness concerns exist; and/or ongoing noncompliance for more than one year is identified, resulting in an on-site review to determine additional TEA intervention.
- *TEA On-Site Action Completed: Routine Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised an improvement plan. TEA will monitor implementation of the improvement plan.
- *TEA On-Site Action Completed: Noncompliance Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised an improvement plan that includes actions to address noncompliance with program requirements. TEA will monitor implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.
- *Year After TEA On-Site Action: Routine Follow-up.* TEA completed an on-site review of the LEA program in the prior year. As a result, the LEA implemented and/or revised an improvement plan that continued throughout the subsequent year. TEA continues to monitor implementation of the improvement plan.

- *Year After TEA On-Site Action: Noncompliance Follow-up.* TEA completed an on-site review of the LEA program during the prior year. As a result the LEA implemented and/or revised an improvement plan that included actions to address noncompliance with program requirements, and the improvement plan continued throughout the subsequent year. TEA continues to monitor implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.
- *Year After TEA On-Site Action: Pending Report.* TEA has completed an on-site review of the LEA program. The on-site review report of findings is pending.
- *Year After TEA On-Site Action: Pending Improvement Plan Submission.* TEA has completed an on-site review of the LEA program. The LEA is developing an improvement plan that includes actions to address noncompliance with program requirements.
- *TEA On-Site Action Completed: Oversight/Sanction/Intervention.* TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or improvement plan implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.
- *Pending Random Data Verification.* Regardless of whether a stage of intervention initially was assigned, an LEA may be subject to random selection for data review to ensure the integrity of monitoring system data and appropriate implementation of the program.
- *Pending Random Process Verification.* Regardless of review results or stage of intervention, an LEA may be subject to random selection for process review to ensure the integrity of the implementation of the monitoring system, including data reporting and accuracy of findings.
- *Oversight/Sanction/Intervention.* TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second improvement plan submission of an LEA at Stage 3 or Stage 4 Intervention was not adequate; (b) the improvement plan of an LEA was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) the implementation of the improvement plan was not proceeding as appropriate for any LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.
- *On-Site Intervention Assigned.* TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.
- *LEA Closure.* The LEA was closed as a result of TEA sanctions.
- *Proposed Charter Non-Renewal.* The charter school has been notified of TEA's intent not to renew the charter.
- *Charter Operations Suspended.* The operations of the charter school were suspended by the Commissioner of Education or by the governing board of the charter school.
- *In Review.* TEA had not completed initial review of the information submitted by the LEA.

No status is shown for LEAs not selected for PBM intervention for special education program areas.

**PEIMS Financial Standard
Reports of 2011-2012**
(latest version available)

Financial Actual Information

- **District**
- **Campuses**



2011-2012 Actual Financial data

Totals for Marble Falls ISD (027904)

Total Membership: 4,054

	General Fund	%	District			State			
			Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Receipts									
<u>Total Revenue</u>	33,024,536	100.00%	8,146	47,426,996	100.00%	11,699	49,623,331,143	100.00%	9,969
Local Tax	24,898,302	75.39%	6,142	32,195,864	67.89%	7,942	21,008,584,225	42.34%	4,220
Other Local and Intermediate	485,741	1.47%	120	1,444,255	3.05%	356	2,058,310,046	4.15%	413
State*	7,015,092	21.24%	1,730	7,387,382	15.58%	1,822	20,468,691,848	41.25%	4,112
Federal	625,401	1.89%	154	6,399,495	13.49%	1,579	6,087,745,024	12.27%	1,223
* State Fiscal Stabilization Fund	0	0.00%	0	0	0.00%	0	28,016,244	0.06%	6
* This amount represents the amount of Foundation School Program funding that was financed by Federal State Fiscal Stabilization Fund funds distributed under the American Recovery and Reinvestment Act of 2009. This funding is included in the state category of the total revenue reported above.									
<u>Total Receipts</u>	38,242,274	100.00%	9,433	52,644,734	100.00%	12,986	59,094,088,820	100.00%	11,871
Total Revenue	33,024,536	86.36%	8,146	47,426,996	90.09%	11,699	49,623,331,143	100.00%	9,969
Equity Transfers	5,210,512	13.63%	1,285	5,210,512	9.90%	1,285	1,098,389,925	1.86%	221
Total Other Resources	7,226	0.02%	2	7,226	0.01%	2	8,372,367,752	14.17%	1,682
Fund Balances (for ISDs)									
<u>Total Fund Balance**</u>	9,149,072	27.70%	2,257	12,327,945	25.99%	3,041	23,343,127,566	48.48%	4,839
Nonspendable Fund Balance	70,567	0.21%	17	120,605	0.25%	30	275,779,316	0.57%	57
Restricted Fund Balance	0	0.00%	0	2,847,094	6.00%	702	9,207,035,463	19.12%	1,909
Committed Fund Balance	59,000	0.18%	15	340,741	0.72%	84	3,273,571,250	6.80%	679
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	1,558,321,482	3.24%	323
Unassigned Fund Balance	9,019,505	27.31%	2,225	9,019,505	19.02%	2,225	9,028,420,055	18.75%	1,872
Disbursements									
<u>Total Expenditures</u>									
BY OBJECT	31,036,934	100.00%	7,656	44,588,167	100.00%	10,999	52,549,177,395	100.00%	10,556
Payroll	25,525,862	82.24%	6,296	29,492,070	66.14%	7,275	32,652,759,841	62.14%	6,560

Other Operating	4,916,639	15.84%	1,213	7,508,457	16.84%	1,852	8,989,604,886	17.11%	1,806
Debt Service	0	0.00%	0	6,668,661	14.96%	1,645	5,808,252,079	11.05%	1,167
Capital Outlay	594,433	1.92%	147	918,979	2.06%	227	5,098,560,589	9.70%	1,024

BY FUNCTION (Objects 6100-6400 only)

Community Services (61)	52,611		13	69,268		17	193,285,020		39
Total Operating Expenditures	30,389,890	100.00%	7,496	36,931,259	100.00%	9,110	41,199,344,944	100.00%	8,276
Instruction (11,95)	16,680,668	54.89%	4,115	20,170,527	54.62%	4,975	23,722,330,954	57.58%	4,766
Instructional Res Media (12)	470,227	1.55%	116	504,753	1.37%	125	563,983,395	1.37%	113
Curriculum/Staff Develop (13)	156,865	0.52%	39	865,907	2.34%	214	811,546,583	1.97%	163
Instructional Leadership (21)	570,750	1.88%	141	732,902	1.98%	181	593,115,886	1.44%	119
School Leadership (23)	2,082,486	6.85%	514	2,122,904	5.75%	524	2,371,701,351	5.76%	476
Guidance Counseling Svcs (31)	1,093,244	3.60%	270	1,159,932	3.14%	286	1,439,044,523	3.49%	289
Social Work Services (32)	0	0.00%	0	0	0.00%	0	114,071,365	0.28%	23
Health Services (33)	361,229	1.19%	89	382,389	1.04%	94	410,927,961	1.00%	83
Transportation (34)	1,553,675	5.11%	383	1,553,675	4.21%	383	1,181,022,256	2.87%	237
Food (35)	0	0.00%	0	1,946,086	5.27%	480	2,340,567,822	5.68%	470
Extracurricular (36)	1,414,487	4.65%	349	1,483,225	4.02%	366	1,131,137,877	2.75%	227
General Administration (41,92)	1,142,303	3.76%	282	1,145,003	3.10%	282	1,277,866,314	3.10%	257
Plant Maint/Operation (51)	3,828,446	12.60%	944	3,828,446	10.37%	944	4,305,231,945	10.45%	865
Security/Monitoring (52)	73,756	0.24%	18	73,756	0.20%	18	321,614,128	0.78%	65
Data Processing Services (53)	961,754	3.16%	237	961,754	2.60%	237	615,182,584	1.49%	124
Total Disbursements	36,914,795	100.00%	9,106	50,570,887	100.00%	12,474	58,929,430,077	100.00%	11,838
Total Expenditures	31,036,934	84.08%	7,656	44,588,167	88.17%	10,999	52,549,177,395	100.00%	10,556
Equity Transfers	5,210,512	13.63%	1,285	5,210,512	9.90%	1,285	1,098,389,925	1.86%	221
Total Other Uses	0	0.00%	0	104,859	0.21%	26	4,730,909,011	8.03%	950
Intergovernmental Charge	667,349	1.81%	165	667,349	1.32%	165	550,953,746	1.34%	111

Program Expenditures

Operating Expenditures - Program	22,865,874	100.00%	5,640	27,291,833	100.00%	6,732	30,830,347,647	100.00%	6,193
Regular	13,062,736	57.13%	3,222	14,027,140	51.40%	3,460	18,065,524,963	58.60%	3,629
Gifted and Talented	301,465	1.32%	74	302,051	1.11%	75	388,097,734	1.26%	78
Career and Technical	474,022	2.07%	117	518,235	1.90%	128	1,055,446,791	3.42%	212
Students with Disabilities	3,769,433	16.48%	930	4,422,180	16.20%	1,091	4,752,111,341	15.41%	955
Accelerated Education	1,007,794	4.41%	249	1,136,779	4.17%	280	1,852,856,568	6.01%	372
Bilingual	1,270,563	5.56%	313	1,305,878	4.78%	322	1,019,874,537	3.31%	205

Nondisc Alt Ed-AEP Basic Serv	673,882	2.95%	166	673,882	2.47%	166	112,957,901	0.37%	23
Disc Alt Ed-DAEP Basic Serv	198,702	0.87%	49	198,702	0.73%	49	195,052,826	0.63%	39
Disc Alt Ed-DAEP Supplemental	3,403	0.01%	1	3,403	0.01%	1	20,482,988	0.07%	4
T1 A Schoolwide-St Comp>=40%	817	0.00%	0	2,549,146	9.34%	629	1,705,626,105	5.53%	343
Athletics/Related Activities	1,243,444	5.44%	307	1,294,824	4.74%	319	778,485,026	2.53%	156
High School Allotment	187,209	0.82%	46	187,209	0.69%	46	330,700,499	1.07%	66
Prekindergarten	672,404	2.94%	166	672,404	2.46%	166	553,130,368	1.79%	111

	<u>District</u>	<u>State</u>
Instructional Expenditure Ratio	61.4%	64.1%

Tax Rates

2011 (current tax year) Tax Rates

Maintenance and Operations	1.0400	1.0673
Interest and Sinking Funds	0.2500	0.1706
Total Tax Rate	1.2900	1.2379

2010 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	2,857,190,130	N/A	1,671,116,451,188	N/A
Property Value per pupil	704,783	N/A	335,706	N/A
Property Value by category:				
Business	511,061,489	15.74%	619,775,745,261	32.81%
Residential	2,195,079,803	67.60%	1,026,991,436,746	54.36%
Land	522,829,801	16.10%	120,237,548,492	6.36%
Oil and Gas	95,821	0.00%	112,804,066,882	5.97%
Other	17,896,433	0.55%	9,304,192,230	0.49%

** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues. Charter schools report net assets rather than fund balances.

**TEXAS EDUCATION AGENCY
2011-2012 PEIMS Actual Financial Data by Campus**

MFHS

School Campus: Marble Falls HS **District:** MARBLE FALLS ISD
Campus Number: 027904001 **Total Membership:** 1,104

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	6,712,143	100.00	6,080	9,095,459	100.00	8,239
Operating-Payroll	5,715,626	85.15	5,177	7,119,953	78.28	6,449
Other Operating	996,517	14.85	903	1,734,822	19.07	1,571
Non-Operating(Equipt/Supplies)	0	0.00	0	240,684	2.65	218
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	6,712,143	100.00	6,080	8,854,775	100.00	8,021
Instruction (11,95) *	4,359,853	64.95	3,949	5,567,923	62.88	5,043
Instructional Res/Media (12) *	111,754	1.66	101	114,774	1.30	104
Curriculum/Staff Develop (13) *	37,242	0.55	34	703,227	7.94	637
Instructional Leadership (21) *	100,324	1.49	91	202,995	2.29	184
School Leadership (23) *	616,436	9.18	558	634,905	7.17	575
Guidance/Counseling Svcs (31) *	327,746	4.88	297	396,363	4.48	359
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	46,719	0.70	42	66,597	0.75	60
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	1,097,599	16.35	994	1,153,521	13.03	1,045
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	14,470	0.22	13	14,470	0.16	13
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	5,600,074	100.00	5,073	7,640,958	100.00	6,921
Regular	3,788,503	67.65	3,432	4,029,800	52.74	3,650
Gifted & Talented	837	0.01	1	837	0.01	1
Career & Technical	449,841	8.03	407	490,345	6.42	444
Students with Disabilities	972,294	17.36	881	1,124,392	14.72	1,018
Accelerated Education	198,587	3.55	180	222,994	2.92	202
Bilingual	1,986	0.04	2	5,026	0.07	5
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0

Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	817	0.01	1	1,580,355	20.68	1,431
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	187,209	3.34	170	187,209	2.45	170

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

**TEXAS EDUCATION AGENCY
2011-2012 PEIMS Actual Financial Data by Campus**

FCHS

School Campus: Falls Career H S **District:** MARBLE FALLS ISD
Campus Number: 027904002 **Total Membership:** 39

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	836,133	100.00	21,439	841,054	100.00	21,565
Operating-Payroll	806,075	96.41	20,669	806,075	95.84	20,669
Other Operating	30,058	3.59	771	34,979	4.16	897
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	836,133	100.00	21,439	841,054	100.00	21,565
Instruction (11,95) *	612,658	73.27	15,709	614,390	73.05	15,754
Instructional Res/Media (12) *	0	0.00	0	0	0.00	0
Curriculum/Staff Develop (13) *	5,489	0.66	141	5,489	0.65	141
Instructional Leadership (21) *	11,373	1.36	292	11,373	1.35	292
School Leadership (23) *	116,703	13.96	2,992	119,892	14.25	3,074
Guidance/Counseling Svcs (31) *	88,411	10.57	2,267	88,411	10.51	2,267
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	217	0.03	6	217	0.03	6
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	1,282	0.15	33	1,282	0.15	33
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	834,851	100.00	21,406	836,583	100.00	21,451
Regular	0	0.00	0	0	0.00	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	13,093	1.57	336	13,093	1.57	336
Accelerated Education	0	0.00	0	0	0.00	0
Bilingual	0	0.00	0	0	0.00	0
Nondisc Altred-AEP Basic Serv	673,334	80.65	17,265	673,334	80.49	17,265

Disc Alted-DAEP Basic Serv	148,424	17.78	3,806	148,424	17.74	3,806
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	1,732	0.21	44
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

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TEXAS EDUCATION AGENCY
2011-2012 PEIMS Actual Financial Data by Campus

MFMS

School Campus: Marble Falls Middle District: MARBLE FALLS ISD

Campus Number: 027904041 Total Membership: 920

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,381,221	100.00	4,762	5,093,972	100.00	5,537
Operating-Payroll	4,082,249	93.18	4,437	4,780,781	93.85	5,197
Other Operating	298,972	6.82	325	313,191	6.15	340
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,381,221	100.00	4,762	5,093,972	100.00	5,537
Instruction (11,95) *	3,162,184	72.18	3,437	3,866,326	75.90	4,203
Instructional Res/Media (12) *	91,268	2.08	99	95,017	1.87	103
Curriculum/Staff Develop (13) *	31,041	0.71	34	33,800	0.66	37
Instructional Leadership (21) *	83,325	1.90	91	83,325	1.64	91
School Leadership (23) *	503,336	11.49	547	504,964	9.91	549
Guidance/Counseling Svcs (31) *	201,911	4.61	219	201,911	3.96	219
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	52,059	1.19	57	52,532	1.03	57
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	256,097	5.85	278	256,097	5.03	278
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,125,124	100.00	4,484	4,826,056	100.00	5,246
Regular	3,146,557	76.28	3,420	3,380,206	70.04	3,674
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	3,457	0.08	4	3,457	0.07	4
Students with Disabilities	755,055	18.30	821	857,185	17.76	932
Accelerated Education	138,373	3.35	150	240,207	4.98	261
Bilingual	81,682	1.98	89	82,159	1.70	89
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0

Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	262,842	5.45	286
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

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TEXAS EDUCATION AGENCY
2011-2012 PEIMS Actual Financial Data by Campus

School Campus: Marble Falls El District: MARBLE FALLS ISD
 Campus Number: 027904101 Total Membership: 534

MFES

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,762,708	100.00	5,174	2,967,882	100.00	5,558
Operating-Payroll	2,633,862	95.34	4,932	2,817,862	94.95	5,277
Other Operating	128,846	4.66	241	150,020	5.05	281
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,762,708	100.00	5,174	2,967,882	100.00	5,558
Instruction (11,95) *	2,181,966	78.98	4,086	2,377,212	80.10	4,452
Instructional Res/Media (12) *	82,188	2.97	154	90,527	3.05	170
Curriculum/Staff Develop (13) *	21,011	0.76	39	21,651	0.73	41
Instructional Leadership (21) *	65,574	2.37	123	65,574	2.21	123
School Leadership (23) *	222,503	8.05	417	223,314	7.52	418
Guidance/Counseling Svcs (31) *	117,107	4.24	219	117,245	3.95	220
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	68,514	2.48	128	68,514	2.31	128
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	3,845	0.14	7	3,845	0.13	7
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53) * **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,615,766	100.00	4,898	2,803,075	100.00	5,249
Regular	1,816,827	69.46	3,402	1,881,941	67.14	3,524
Gifted & Talented	76,139	2.91	143	76,139	2.72	143
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	507,820	19.41	951	509,487	18.18	954
Accelerated Education	177,853	6.80	333	178,705	6.38	335
Bilingual	37,127	1.42	70	37,427	1.34	70
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0

Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	119,376	4.26	224
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

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**TEXAS EDUCATION AGENCY
2011-2012 PEIMS Actual Financial Data by Campus**

School Campus: Colt EI **District:** MARBLE FALLS ISD
Campus Number: 027904102 **Total Membership:** 575

COLT

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,986,027	100.00	5,193	3,454,924	100.00	6,009
Operating-Payroll	2,855,799	95.64	4,967	3,282,211	95.00	5,708
Other Operating	130,228	4.36	226	172,713	5.00	300
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,986,027	100.00	5,193	3,454,924	100.00	6,009
Instruction (11,95) *	2,380,791	79.73	4,141	2,830,073	81.91	4,922
Instructional Res/Media (12) *	78,573	2.63	137	89,986	2.60	156
Curriculum/Staff Develop (13) *	22,849	0.77	40	27,073	0.78	47
Instructional Leadership (21) *	78,667	2.63	137	78,667	2.28	137
School Leadership (23) *	238,846	8.00	415	242,824	7.03	422
Guidance/Counseling Svcs (31) *	115,906	3.88	202	115,906	3.35	202
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	66,002	2.21	115	66,002	1.91	115
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	4,393	0.15	8	4,393	0.13	8
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53) * **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,777,363	100.00	4,830	3,218,862	100.00	5,598
Regular	1,743,927	62.79	3,033	1,839,467	57.15	3,199
Gifted & Talented	71,244	2.57	124	71,244	2.21	124
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	489,107	17.61	851	588,411	18.28	1,023
Accelerated Education	51,831	1.87	90	48,863	1.52	85
Bilingual	421,254	15.17	733	430,837	13.38	749
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0

Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	240,040	7.46	417
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

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TEXAS EDUCATION AGENCY
2011-2012 PEIMS Actual Financial Data by Campus

HLES

School Campus: Highland Lakes El District: MARBLE FALLS ISD
 Campus Number: 027904103 Total Membership: 662

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,466,371	100.00	5,236	3,883,652	100.00	5,867
Operating-Payroll	3,331,487	96.11	5,032	3,703,937	95.37	5,595
Other Operating	134,884	3.89	204	179,715	4.63	271
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,466,371	100.00	5,236	3,883,652	100.00	5,867
Instruction (11,95) *	2,853,433	82.32	4,310	3,254,310	83.80	4,916
Instructional Res/Media (12) *	65,039	1.88	98	67,446	1.74	102
Curriculum/Staff Develop (13) *	27,467	0.79	41	29,980	0.77	45
Instructional Leadership (21) *	101,746	2.94	154	101,746	2.62	154
School Leadership (23) *	230,109	6.64	348	241,382	6.22	365
Guidance/Counseling Svcs (31) *	125,392	3.62	189	125,392	3.23	189
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	60,093	1.73	91	60,093	1.55	91
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	3,092	0.09	5	3,303	0.09	5
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53) * **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,213,626	100.00	4,854	3,602,775	100.00	5,442
Regular	1,486,291	46.25	2,245	1,555,220	43.17	2,349
Gifted & Talented	75,282	2.34	114	75,282	2.09	114
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	611,701	19.03	924	724,673	20.11	1,095
Accelerated Education	311,901	9.71	471	309,424	8.59	467
Bilingual	728,451	22.67	1,100	741,635	20.59	1,120
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0

Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	196,541	5.46	297
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

**TEXAS EDUCATION AGENCY
2011-2012 PEIMS Actual Financial Data by Campus**

SWES

School Campus: Spicewood EI **District:** MARBLE FALLS ISD
Campus Number: 027904104 **Total Membership:** 220

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	1,458,927	100.00	6,631	1,490,187	100.00	6,774
Operating-Payroll	1,404,265	96.25	6,383	1,404,550	94.25	6,384
Other Operating	54,662	3.75	248	85,637	5.75	389
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	1,458,927	100.00	6,631	1,490,187	100.00	6,774
Instruction (11,95) *	1,086,171	74.45	4,937	1,109,697	74.47	5,044
Instructional Res/Media (12) *	41,405	2.84	188	47,003	3.15	214
Curriculum/Staff Develop (13) *	10,419	0.71	47	10,676	0.72	49
Instructional Leadership (21) *	30,824	2.11	140	30,824	2.07	140
School Leadership (23) *	133,674	9.16	608	134,744	9.04	612
Guidance/Counseling Svcs (31) *	88,795	6.09	404	88,795	5.96	404
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	64,536	4.42	293	65,345	4.39	297
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	3,103	0.21	14	3,103	0.21	14
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	1,380,441	100.00	6,275	1,384,452	100.00	6,293
Regular	1,080,631	78.28	4,912	1,081,520	78.12	4,916
Gifted & Talented	77,963	5.65	354	77,963	5.63	354
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	98,725	7.15	449	98,725	7.13	449
Accelerated Education	123,122	8.92	560	123,122	8.89	560
Bilingual	0	0.00	0	1,026	0.07	5
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0

Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
TI A Schoolwide-St Comp >=40%	0	0.00	0	2,096	0.15	10
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0

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**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

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TEXAS EDUCATION AGENCY
2011-2012 PEIMS Actual Financial Data by Campus

SUMMER SCHOOL

SUMMER SCHOOL

School Campus: Un-Named Campus - 027904699 **District:**
Campus Number: 027904699 **Total Membership: 0**

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	26,650	100.00	0	34,638	100.00	0
Operating-Payroll	24,727	92.78	0	32,617	94.17	0
Other Operating	1,923	7.22	0	2,021	5.83	0
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	26,650	100.00	0	34,638	100.00	0
Instruction (11,95) *	15,746	59.08	0	23,734	68.52	0
Instructional Res/Media (12) *	0	0.00	0	0	0.00	0
Curriculum/Staff Develop (13) *	0	0.00	0	0	0.00	0
Instructional Leadership (21) *	0	0.00	0	0	0.00	0
School Leadership (23) *	7,866	29.52	0	7,866	22.71	0
Guidance/Counseling Svcs (31) *	0	0.00	0	0	0.00	0
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	3,038	11.40	0	3,038	8.77	0
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	26,650	100.00	0	34,638	100.00	0
Regular	0	0.00	0	0	0.00	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	20,460	76.77	0	20,460	59.07	0
Accelerated Education	6,127	22.99	0	6,127	17.69	0
Bilingual	63	0.24	0	161	0.46	0
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0

Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	7,890	22.78	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.

**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data (<http://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

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**Marble Falls Independent School District
District Improvement Plan
2013 – 2014**



Learners Today... Leaders Tomorrow... Mustangs Forever!

Mission Statement

The mission of Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

Marble Falls ISD District Goals 2013 - 2014

Goal I: Marble Falls ISD will engage all stakeholders with ongoing communication between community members, parents, students, school board and staff.

Goal II: Marble Falls ISD will provide high quality Career and Technology Programs for all students.

Goal III: Marble Falls ISD will ensure all students are achieving higher levels of academic performance.

Goal IV: MFISD will continue to allocate resources to meet the district's prioritized needs while staying financially sound.

Goal V: MFISD will establish 21st Century classrooms across the district that promote student engagement.

Goal VI: MFISD will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Goal VII: Marble Falls ISD will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Marble Falls ISD Board of Trustees

Rick Edwards – Place 5 President

Karl Westerman – Place 2 Vice-President

Kelly Fox, Ph.D. – Place 7 Secretary

Mike Savage – Place 1 Member

Kevin Naumann – Place 6 Member

Tommy Chaney – Place 4 Member

Craig Mabray – Place 3 Member

State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed and retained.

OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Goal I: Marble Falls ISD will engage all stakeholders with ongoing communication between community members, parents, students, school board and staff.

Performance Objectives: Marble Falls ISD will enhance ongoing methods of communication to share MFISD messages and invite feedback including community forums, parent groups, surveying, social media and district publications.

Formative Evaluations: Marble Falls ISD will continually reference the strategic plan and district mission for effective decision making.

Summative Evaluations: DEIC spring survey, parent and community event agendas, feedback loops, various forms of communication.

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> • MFISD will provide opportunities for collaboration with all stakeholders in order to ensure everyone is working to achieve our collective intent: learning for all students. • MFISD will host parent and community events in which communication is evident. In addition, stakeholders will be provided the opportunity to contribute feedback via an evaluation tool. • MFISD will solicit staff, student and parent feedback geared towards continuous improvement and meeting the needs of all. • MFISD will host a variety of outreach programs geared towards meeting the needs of our culturally diverse population. • MFISD will continue to embrace social media as a mode of communication. 	<p>District</p> <p>District</p> <p>District</p> <p>District</p> <p>District</p>	<p>District Administration</p> <p>District Administration</p> <p>District Administration</p> <p>District Administration</p> <p>District Administration</p>	<p>2013 – 2014 SC</p> <p>2013 – 2014 SC</p> <p>2013 – 2014 SC</p> <p>2013 – 2014 SC</p> <p>2013 – 2014 SC</p>

Goal II: Marble Falls ISD will provide high quality Career and Technology Programs for all students.

Performance Objectives: Marble Falls ISD will ensure all students participate in a CTE program through relevant, engaging learning experiences led by inspirational leaders.

Formative Evaluations: District identified target implementation for program sustainability and progression

Summative Evaluations: Number of students receiving level 3 consideration, participation numbers, SkillsUSA participation, community outreach opportunities

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> MFISD will establish program-wide expectations, direction, and system guidance within the CTE department to build a collaborative culture. 	Perkins, Local	Principal, Secondary Director	2013 – 2014 SC
	<ul style="list-style-type: none"> MFISD will instill high expectations for ALL stakeholders within the CTE program. 	Local	Teachers	2013 – 2014 SC
	<ul style="list-style-type: none"> MFISD will coordinate planning for College and Career Readiness from kindergarten through graduation. 	Local	Principal, Secondary Director, Guidance, Teachers	2013-2014 SC
	<ul style="list-style-type: none"> MFISD will develop coherent pathways within the CTE program to build student understanding and practical application to specific interest. 	Local	Principal, Secondary Director	2013-2014 SC
	<ul style="list-style-type: none"> MFISD will reach <u>all</u> students and implement actions focused on equitable access to pathways and programs. 	Local, Perkins	Teachers, Guidance	2013-2014 SC
	<ul style="list-style-type: none"> MFISD will administer a comprehensive, centralized professional development plan that supports the CTE vision. 	Local, Perkins	Principal, Secondary Director, Guidance, Teachers	2013-2014 SC
	<ul style="list-style-type: none"> MFISD will engage the community by building partnerships and internships that regularly display student talent. 	Local	Teachers	2013-2014 SC
	<ul style="list-style-type: none"> MFISD will systematically review all possible resources to ensure ongoing fiscal responsibility. 	Local	Principal, Secondary Director, Guidance, Teachers	2013-2014 SC
	<ul style="list-style-type: none"> MFISD will include systemic plans to update needed facilities that represent current business standards. 			

Goal III: Marble Falls ISD will ensure all students are achieving higher levels of academic performance.

Performance Objectives: MFISD will provide targeted professional development to enhance individualized instruction. MFISD will use data and instructional best practices to increase the number of met standard and commended performance in each subgroup on the State of Texas Assessments of Academic Readiness (STAAR).

Formative Evaluations: DEIC identified goals will be the focal point for monthly DEIC meetings. Goal III includes: curriculum-based assessments, reports on professional development, Response to Intervention (RTI), mentor program and CScope online curriculum.

Summative Evaluations: STAAR, TAKS (grades 11), Telpas, PEIMS, AYP, PBMAS, AEIS, professional development evaluations and DEIC Spring Survey – Parents, Students & Staff

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> MFISD will continue implementation of TEKS-based assessments on prioritized SE's at least three times a year according to the district's FCP plan. 	TEKS, FCP Folder, District Syllabus, YAG	C&I Staff, Teacher Leaders, Campus Admin	2013 – 2014 SC
	<ul style="list-style-type: none"> MFISD will monitor, revise, and refine cohesive, articulated scope and sequence documents to strategically align with STAAR Readiness and Supporting Standards. 	TEKS, FCP Folder, District Syllabus, YAG	C&I Staff, Teacher Leaders, Campus Admin	2013 – 2014 SC
	<ul style="list-style-type: none"> MFISD will optimize time and structure to collaboratively share instructional and assessment strategies to ensure consistency of curriculum implementation and differentiation of instruction. 	TEKS, FCP Folder, District Syllabus, YAG	C&I Staff, Teacher Leaders, Campus Admin	2013 – 2014 SC
	<ul style="list-style-type: none"> MFISD will strengthen the Response to Intervention Student Support process to better address individual student needs. 	TEKS, FCP Folder, District Syllabus, YAG	C&I Staff, Teacher Leaders, Campus Admin, Guidance Office	2013 – 2014 SC
	<ul style="list-style-type: none"> MFISD will continue to utilize instructional strategies associated with data-driven decision-making that is based on results rather than intentions. 	TEKS, FCP Folder, District Syllabus, YAG	C&I Staff, Teacher Leaders, Campus Admin	2013 – 2014 SC
	<ul style="list-style-type: none"> MFISD will establish a tiered Mentor/Induction Program. 	District	Campus Admin, HR, campus admin	2013 – 2014 SC
	<ul style="list-style-type: none"> MFISD will implement an early exit bilingual program in 4th grade to ensure educational growth for all students. 	District	C&I Staff, Teacher Leaders, Campus Admin, Bi-Lingual Dir.	2013 – 2014 SC

Goal IV: MFISD will continue to allocate resources to meet the district’s prioritized needs while staying financially sound.

Performance Objectives: Develop a 2013-2014 budget that continues to focus on district priorities, including innovative programs and courses, safety, and enhanced professional learning.

Formative Evaluations: Budget planning timeline and reference document; training provided; roles and responsibilities clearly defined and documented

Summative Evaluations: Report(s) of potential areas for reduction, staffing ratios, maintenance schedules

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> • MFISD will develop a 2013-14 budget that continues to focus on district priorities including innovative programs and courses, safety, and enhanced professional learning. • MFISD will use the findings of the TASB staffing study to guide the fillings of open positions. • MFISD will improve participation of budget managers, principals and department directors in the process of requesting, developing and managing the district budget. • MFISD will continue to use historical, current, and projected data with forecast assumptions in a comprehensive planning model for future budgets. • MFISD will analyze current and prior year budgets and actual expenditures to identify potential areas for cost savings, reductions or efficiencies. • MFISD will develop recommended replacement and maintenance schedules for key district operations and activities such as computers, buses, roofs, painting, flooring, paving, etc. • MFISD will coordinate with district’s financial advisors concerning bonds that might be candidates for refunding. 	<p>Staff time</p> <p>Staff time</p> <p>Staff time</p> <p>Skyward, training for principals</p> <p>Prior year financial data and reports</p> <p>Historical information regarding district facilities, equipment, and maintenance schedules, fixed asset and specific inventories, staff analysis and input</p>	<p>Business Office</p> <p>Business Office</p> <p>Business Office</p> <p>Business Office</p> <p>Business Office</p> <p>Technology, Business Office</p>	<p>Feb. 2014</p> <p>January 2014</p> <p>March 2014</p> <p>May 2014</p> <p>May 2014</p> <p>April 2014</p>

Goal V: MFISD will establish 21st Century classrooms across the district that promote student engagement.

Performance Objective: MFISD will provide 21st Century instruction across the district on a multitude of platforms.

Formative Evaluations: Infusion of current technology in instruction and student proficiency and adaptability to emerging technology

Summative Evaluations: Feedback on models of collegial observation and practice of those models; final product of expectations concerning observations and collaboration

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> MFISD will continually evaluate our technology needs, strategies, and vision through internal and external sources. 	Local, IMA	CFO, Technology Director	On going
	<ul style="list-style-type: none"> MFISD will implement innovative technology to develop engaging learning experiences. 	Local, IMA	CFO, Technology Director	On going
	<ul style="list-style-type: none"> MFISD will ensure the technology infrastructure will support current and future needs. 	Local, IMA	CFO, Technology Director	On going
	<ul style="list-style-type: none"> MFISD will execute the nine key implementation factors outlined in Project Red. 	Local, IMA	CFO, Technology Director	On going
	<ul style="list-style-type: none"> MFISD will empower teachers with relevant, personalized training that will ensure innovative integration of 21st century technology. 	Local, IMA	CFO, Technology Director	On going
	<ul style="list-style-type: none"> MFISD will provide relevant, engaging technologies to ALL levels of learners to prepare them for the 21st Century. 	Local, IMA	CFO, Technology Director	On going

Goal VI: MFISD will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Performance Objective: MFISD will promote a collaborative culture with all stakeholders in order to ensure student success for all students.

Formative Evaluations: Written plans in place, training agendas, parent feedback

Summative Evaluations: Student discipline data; safety audit(s); teacher, parent and student surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> • MFISD will cultivate a culture of working together to achieve our collective purpose of learning through scheduled outreach events and meetings. • MFISD will provide training to educate all stakeholders about the school safety and emergency programs including training school and district staff to approach unauthorized or unidentified school visitors to redirect them to register at school or office front desk. • MFISD will continue and improve use of the Internet safety curriculum including cyber bullying. • MFISD will provide guidance and training to teachers to proactively recognize and address bullying. • MFISD will implement adopted policies, plans, and procedures for After Action Reviews and corrective action plans following an exercise/drill or incident. 	<p>Mission Statement</p> <p>MFISD Emergency Plan</p> <p>NetSmarts Curriculum</p> <p>MFISD Guidance</p> <p>Local</p>	<p>All</p> <p>Director of Safety and Risk Management</p> <p>Principal, Director of Safety and Risk Management</p> <p>Principal, Director of Safety and Risk Management and Guidance</p> <p>Principal, Director of Safety and Risk Management</p>	<p>On-going</p> <p>On-going</p> <p>Aug, 2013</p> <p>Aug, 2013</p> <p>June, 2013</p>

Goal VII: Marble Falls ISD will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Performance Objective: MFISD will increase the number of students involved in all extracurricular events.

Formative Evaluations: Number of students participating in various events at all levels; number of teams being utilized at the secondary level

Summative Evaluations: UIL participation numbers at every level

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<ul style="list-style-type: none"> • MFISD will allocate resources and staffing to meet student needs. • MFISD will encourage student involvement in all extracurricular activities. • MFISD will optimize time and structure to share UIL academic activities and ensure consistency with all campuses. • MFISD will expose all students to various UIL activities on multiple platforms including classroom activities. • MFISD will host district wide UIL coordinators meetings in order to share best practices and evaluate the effectiveness of these activities. 	<p>Local</p> <p>Local</p> <p>Campus</p> <p>Local</p> <p>Local</p>	<p>Principal, Campus Coordinator</p> <p>Principal, Campus Coordinator</p> <p>Teachers</p> <p>Principal, Campus Coordinator</p> <p>Campus Coordinators</p>	<p>Aug. 2013</p> <p>Aug. 2013</p> <p>2013-2014 SC</p> <p>September 2013</p> <p>Sept, January, May</p>

Marble Falls ISD – Shared Vision

Learning as Our Fundamental Purpose – We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning. The priorities for our shared vision will include the following (Dufour, R., Marzano, R., 2011)

- Continued development and implementation of TEKS based formative assessments on prioritized TEKS and SE at least three times a year.
- Every teacher will write the TEKS and SE verbiage on the board. Keep original language. This provides the basis for building academic vocabulary that is aligned K-12.
- Use CScope, Kilgo and FCP documents to plan curriculum, examples include YAG, VAD, IFD and FCP Notebook.
- Students can articulate the learning objective in relation to the posted SE?
- Every student will have a voice within the lesson cycle.
- Instruction aligns to the contextual level of state assessment.

Building a Collaborative Culture Through High-Performing Teams – We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will provide opportunities for leadership and teacher collaboration within the school day and year on a regular basis.
- Every campus will provide collaborative team protocols that focus on what students must learn, gather evidence of student learning, analyze the evidence, adjust the instructional delivery across all team members.
- Campus administrative teams will actively participate in collaborative team meetings.

Focus on Results – We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will create a data wall associated with discipline, attendance, TBA, and historical state assessments. The data wall will be displayed in a common area for teachers to use during collaborative time and updated continuously throughout the year.
- Information taken from relevant data will drive instruction, spiraled TEKS/ SE's, and the R.T.I processes.
- All campuses will participate in the Data Talk model led by the Academic Programs Department.
- Student grades are an indicator of mastery of Student Expectations (SE).



Campus Improvement Plan

Marble Falls High School

2013 - 2014

**Marble Falls Independent School District
Campus Improvement Plan
Marble Falls High School
2013 – 2014**



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Marble Falls ISD Board of Trustees

Rick Edwards – Place 5 President

Karl Westerman – Place 2 Vice-President

Kelly Fox, Ph.D. – Place 7 Secretary

Mike Savage – Place 1 Member

Kevin Naumann – Place 6 Member

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State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed and retained.

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OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Goal I: Marble Falls ISD will engage all stakeholders with ongoing communication between community members, parents, students, school board and staff.

Performance Objectives: Marble Falls High School will enhance ongoing methods of communication to share MFISD messages and invite feedback including community forums, parent & student groups, surveys, technology resources (social media, website, etc.), and campus publications/letters.

Formative Evaluations: Attendance at forums/meetings, number of views on campus website/social media pages, input from parents/students for effective decision making

Summative Evaluations: Meeting/forum agendas, survey data, feedback loops, various forms of communication

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will solicit staff, student and parent feedback geared toward continuous improvement and meeting the needs of all.	Campus, TTIPS grant, 21 st Century grant	Principal, Campus Faculty & Staff	2013-2014 SC
	MFHS will continue to embrace social media as a mode of communication.	Campus, TTIPS grant	Principal, Campus Faculty & Staff	2013-2014 SC
	MFHS will communicate information in English and Spanish whenever possible to reach all stakeholders.	Campus	HS Administration, HS Counseling, Bilingual Staff	2013-2014 SC
	MFHS will provide opportunities for collaboration and information sharing with all stakeholders in order to achieve learning for all students.	Campus, 21 st Century grant	Principal, Campus Faculty & Staff, 21 st Century site coordinator	2013-2014 SC

Goal II: Marble Falls ISD will provide high quality Career and Technology Programs for all students.

Performance Objectives: MFHS will ensure all students participate in a CTE program through relevant, engaging learning experiences led by inspirational classroom teachers.

Formative Evaluations: Identified target implementation for program sustainability & progression from CTE Audit

Summative Evaluations: Number of students in CTE courses, number of students with level 3 CTE coding (PEIMS), participation in extracurricular CTE organizations/competitions (FFA, FCCLA, UIL Academics--Accounting, Skills USA, etc).

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will establish program-wide expectations, direction, and system guidance within the CTE department to build a collaborative culture.	Local District, Perkins fund	Principal, Secondary Director	2013-2014 SC
	MFHS will instill high expectations for ALL stakeholders within the CTE program.	Campus	HS Administration, teachers	2013-2014 SC
	MFHS will develop coherent CTE pathways to build student understanding and practical application to specific interest within the area.	Campus	Principal, Secondary Director, Lead Counselor	2013-2014 SC
	MFHS will reach ALL students and implement actions focused on equitable access to pathways and programs	Campus, Perkins fund	HS Administrations, HS Counseling, teachers	2013-2014 SC
	MFHS will coordinate planning for College & Career Readiness from kindergarten through graduation.	Campus	Principal, Secondary Director, HS Counseling, Transition Coordinator, Teachers	2013-2014 SC
	MFHS will engage the community by building partnerships & internships that regularly display student talent.	Campus	Teachers	2013-2014 SC
	MFHS will provide a comprehensive, centralized professional development plan that supports the CTE vision.	Campus, Perkins fund	Principal, Secondary Director	2013-2014 SC

Goal III: Marble Falls ISD will ensure all students are achieving higher levels of academic performance.

Performance Objectives: All MFHS staff will participate in targeted professional development to enhance individualized instruction. We will use data and instructional best practices to increase the number of Satisfactory & Advanced performances in each subgroups on the STAAR End of Course (EOC) tests.

Formative Evaluations: Professional development through PLCs & staff days throughout school year, TBA development & student data, identification of at-risk students in core areas (RtI), campus mentor program

Summative Evaluations: STAAR EOC scores, TAKS (grade 11 & senior retesters), TELPAS (ESL students), PEIMS data reports, AYP report (federal accountability), PBMAS report, AEIS report (state accountability), AP scores, Professional Development evaluations, surveys from parents, students & staff

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will continue to administer TEKS-based assessments on prioritized SE's at least 3 times per year according to the MFISD FCP plan.	TEKS, FCP folder/Eduphoria, Class Syllabus, YAG	Campus Administration, Teacher Leaders, Core Area teachers	2013-2014 SC
	MFHS will optimize time and structure to share instructional & assessment strategies in a collaborative setting to ensure curriculum consistency and differentiation of instruction.	TEKS, FCP folder/Eduphoria, YAG, lesson plans	Campus Administration, Teacher Leaders, Core area teachers	2013-2014 SC
	MFHS will continue to utilize instructional strategies associated with data-driven decision-making that is based on best practices.	TEKS, FCP folder/Eduphoria, YAG, Campus Professional Development	Campus Administration, Teacher Leaders, Core area teachers	2013-2014 SC
	MFHS will strengthen the RtI student support process to better address the individual needs of at-risk students.	Student Data (EOC scores, grades, attendance, discipline, etc), RtI forms, intervention resources	Campus Administration, Teacher Leaders, Core Area teachers	2013-2014 SC
	MFHS will provide targeted professional development to support teacher development and student learning in the areas of technology, instructional best practices and Advanced Placement courses.	Campus funds, TTIPS grant	Campus Administration, Teacher Leaders, Secondary Campus Instructional Technologist	2013-2014 SC
	MFHS will increase participation and performance of students in Advanced Placement courses.	Campus funds, TTIPS grant	Campus Administration, Teacher Leaders, AP teachers	2013-2014 SC
	MFHS will provide time outside of the school day to allow students remediation opportunities when they struggle with their learning as well as enrichment opportunities to further their learning in advanced or specialized coursework.	Campus funds, TTIPS grant, 21 st Century grant	Campus Administration, Teacher Leaders, 21 st Century Site Coordinator, MFHS Faculty & Staff	2013-2014 SC

Goal IV: MFISD will continue to allocate resources to meet the district’s prioritized needs while staying financially sound.

Performance Objectives: Develop a 2013-2014 campus budget that continues to focus on district priorities, including innovative programs and courses, safety and enhanced professional learning.

Formative Evaluations: Budget planning timeline, budget training, free PD opportunities offered to staff, campus budget reports, TTIPS grant funding reports, 21st Century grant funding reports

Summative Evaluations: Annual report(s) of potential areas of reduction, staffing ratios, extra funding sources and staffing schedules

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will develop a 2013-2014 budget that continues to focus on campus priorities including innovative programs that support student learning; facilities & equipment to support instruction; school safety; and enhanced professional learning for staff.	Staff time	Principal, Business Manager	Feb. 2014
	MFHS will continue to use historical, current and projected data with forecast assumptions in a comprehensive planning model for future budgets.	Prior year financial data & reports	Principal, Business Manager	May 2014
	MFHS will incorporate a sustainability plan into the 2013-2014 budget that will support necessary resources funded by the TTIPS grant.	Prior year financial data & reports, TTIPS grant reports	Principal, Secondary Director	January 2014
	MFHS will analyze current & prior year budgets and actual expenditures to identify potential areas of cost savings, reductions or efficiencies.	Prior year financial data & reports, TTIPS grant reports, 21 st Century grant	Principal, Business Manager	May 2014

Goal V: MFISD will provide 21st Century instruction that promotes student engagement.

Performance Objective: MFHS will provide 21st Century instruction across the campus to promote student engagement, create student products and assess student learning on a daily basis.

Formative Evaluations: Infusion of current technology in instruction; student proficiency & adaptability to emerging technology; professional development to support technology in classroom instruction

Summative Evaluations: Feedback on models of collegial observation & practice of those models; final product of expectations concerning observations & collaboration; reports on technology usage

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will empower teachers with relevant training that will ensure integration of technology into the 21 st century classroom.	Campus budget, TTIPS grant	Principal, Teacher Leaders, Campus Instructional Technologist	2013-2014 SC
	MFHS will continue to implement innovative technology to encourage engaging learning experiences & support student learning.	Campus budget, TTIPS grant	Principal, Secondary Director, Teacher Leaders, Campus Instructional Technologist	2013-2014 SC
	MFHS will provide relevant, engaging technologies to ALL levels of learners in ALL classrooms to prepare them for the 21 st Century.	Campus budget, TTIPS grant, 21 st Century grant	HS Administration, Secondary Director, 21 st Century Site Coordinator, Campus Instructional Technologist, MFHS Faculty & Staff	2013-2014 SC
	MFHS will display students' 21 st Century technology skills in student classroom products at campus & community events.	Campus budget, TTIPS grant	Principal, MFHS Faculty & Staff, Campus Instructional Technologist	2013-2014 SC

Goal VI: MFHS will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Performance Objective: MFHS will promote a safe learning environment through a collaborative culture with all stakeholders to ensure success for all students.

Formative Evaluations: Classroom rules, PBIS meetings/surveys, Campus Safety Plans, Safety Trainings for staff, parent feedback

Summative Evaluations: Student discipline data; student attendance data; school safety drills report; teacher, parent & student surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will provide training to educate all faculty, staff and students about school safety, campus emergency procedures and unauthorized/unidentified school visitors on campus.	MFISD Emergency Plan; MFHS Emergency Plan	HS Administration	Aug 2013
	MFHS will continue and improve the use of Internet safety curriculum including cyber bullying.	NetSmarts Curriculum	Principal, Director of Safety & Risk Management	Aug 2013
	MFHS will provide guidance and training to teachers to proactively recognize & address bullying on campus.	MFHS Guidance	Principal, MFHS Guidance, Director of Safety & Risk Management	Aug 2013
	The MFHS PBIS committee will continue to establish consistent campus rules for common areas, consistent expectations for the classroom and rewards for students who follow those expectations on the MFHS campus.	PBIS resources through Region 13; PBIS Expectations; Expectation Framework for Campus Common Areas	HS Administration, PBIS committee	2013-2014 SC

Goal VII: Marble Falls High School will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Performance Objective: MFHS will increase the number of students involved in all extracurricular activities/events.

Formative Evaluations: Number of students participating in various events at all levels; number of competitions attended by students at MFHS

Summative Evaluations: UIL participation numbers at every level of competition; non-UIL participation numbers for extracurricular/school organizations & events

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	MFHS will encourage students involvement in all extracurricular activities through recruitment by coaches/sponsors.	Campus budget and activity funds	Principal, Campus Coaches/Directors/Sponsors	Aug 2013
	MFHS will expose all students to various UIL activities on multiple platforms through specific classroom activities.	Campus budget and activity funds	Principal, Campus Coaches/Directors/Sponsors	Sept 2013
	MFHS will optimize time & structure to share students as much as possible across extracurricular activities to allow them to perform/compete for all of their talents/interests.	Campus budget and activity funds	Principal, Campus Coaches/Directors/Sponsors	2013-2014 SC
	Resources in the campus budget will be allocated to meet student needs in all extracurricular activities.	Campus, Athletic and Fine Arts budgets	Principal, Athletic Director	Aug 2013

Marble Falls ISD – Shared Vision

Learning as Our Fundamental Purpose – We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning. The priorities for our shared vision will include the following (Dufour, R.; Marzano, R., 2011)

- Continued development and implementation of TEKS based assessments on prioritized TEKS and SE at least three times a year.
- Every teacher will write the TEKS and SE verbiage on the board. Keep original language. This provides the basis for building academic vocabulary that is aligned K-12
- Use CScope, Kilgo and FCP documents to plan curriculum. examples include YAG, VAD, IFD and FCP Notebook
- Instruction aligns to the contextual level of state assessment
- Students can articulate the learning objective in relation to the posted SE.
- Every student will have a voice within the lesson cycle.

Building a Collaborative Culture Through High-Performing Teams – We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will provide opportunities for leadership and teacher collaboration within the school day and year on a regular basis
- Every campus will provide collaborative team protocols that focus on what students must learn, gather evidence of student learning, analyze the evidence, adjust the instructional delivery across all team members
- Campus administrative teams will actively participate in collaborative team meetings.

Focus on Results – We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will create a data wall associated with discipline, attendance, TBA, and historical state assessments. The data wall will be displayed in a common area for teachers to use during collaborative time and updated continuously throughout the year.
- Information taken from relevant data will drive instruction, spiraled TEKS/SE's, and the R.T.I. processes.
- All campuses will participate in the Data Talk model led by the Academic Programs Department
- Student grades are an indicator of mastery of Student Expectations (SE)



1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and, therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 1: 100% of the classrooms on the MFHS campus will deliver instruction using TEKS-based lesson plans & assessments utilizing observable “best practices” to focus on authentic student learning.

Current State: MFHS is in its 2nd year of the Focused Curriculum Project and has aligned curriculum with a YAG to ensure that all TEKS are taught to the necessary extent. TEKS-based assessments are given at 9-week intervals to gather data on teaching & student learning. Teachers are required to turn in lesson plans weekly with a focus on the TEKS that will be taught at the levels of content, context and concept. Lesson plans do not have a common format across disciplines that teachers are required to follow. EOC scores for 12-13 showed improvement in Math, Science & Social Studies; however, English EOC scores declined, especially in writing.

Data: FCP notebooks, TBAs and results, lesson plans submitted weekly, 9 week grades

Desired State: Development of the Curriculum Management resources completely before the school year begins along with resources & technology that can be incorporated into lessons. TBAs developed along with these resources before the school year begins to be used as guideposts for the Curriculum Management folder and produce viable data for student learning. The 5 best instructional practices (Frame the Lesson, Work In Power Zone, Small, Purposeful Student Group Talk, Recognize & Reinforce, Write Critically) will be given to all teachers in August and will be observed in classrooms throughout the school year. Writing across the curriculum will be an instructional focus to support student learning and give adequate practice in technical skills. Classroom observations and walk-throughs will focus on the 5 best practices as well as all instructional criteria of the NIET system.

Data: FCP notebooks, TBAs and results, lesson plans submitted weekly, 9 week grades, classroom walk-throughs/observations, classroom formative & summative assessments, Time to Write activities across the curriculum

<input type="checkbox"/> Initiating	<input checked="" type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
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Action	Person Accountable	Observable	Data	Date
Lesson plans will be submitted weekly using the campus-created	Campus Administrators,	Staff Development (Aug) for teachers on	Walk-through data (alignment with YAG, posted TEKS being taught to	Ongoing

electronic template. Lesson plans will follow the FCP YAG (core areas) and clearly define the TEKS being taught for the day.	Teacher Leaders	Eduphoria Forethought; Lesson Plans (Forethought) weekly	students); weekly checks of lesson plans for all teachers by administrators	
TEKS will be posted in the classroom where it is visible to students and will be used to introduce & summarize student learning for the day.	Classroom Teacher	TEKS visibly posted in classroom; Intro/Closure of Lesson	Classroom Walk-through Data; Classroom Observations	Ongoing
Teachers will continue to revise TEKS-based assessments for each nine week grading period and develop lesson plans using the backwards design process.	Teacher Leaders	Certificate of training attendance for core area teachers	Lesson plans to identify TEKS (with an understanding of content, context and concept); posting of TEKS on board during lesson	Ongoing
Staff will be trained in 5 “best practices” to increase student learning in the classroom and allow for more effective instruction.	Principal	Staff Sign-In Sheet for PD Agenda/Presentation for staff development	Classroom Walk-through Data; classroom observations; discussion/feedback on use of best practices in PLCs	August 2013
Teachers will use the writing process to assess student learning in all classes on the MFHS campus. Whenever possible, teachers will use writing that will assist students in EOC tested writing styles.	Principal, Teacher Leaders	Training for teachers on types of EOC writing; training how to incorporate writing into all curriculum areas	Grades/student work for writing assignments in all curriculum areas; discussion/feedback on use of writing in the classroom and how it is affecting student learning	Ongoing
Observation:				

Next Steps:				

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 1: As a campus, we will meet collaboratively at least once a week to review data, align curriculum, share instructional strategies and develop interventions for student learning.

Current State: Currently, teachers are meeting in department PLCs during Late Start Thursdays; however, there is not a predetermined framework/guide to facilitate PLCs in a consistent manner with consistent practices. Also, since there are not designated teacher leaders for each elective area and elective classes can differ so much within departments, a common framework would drive a consistent model of PLCs campus-wide.

Data: Currently, PLC products are lesson plans that are being submitted for the week. Agenda items are discussed on a core area department level for each week’s meeting, but a framework is not provided to ensure that all departments are following similar procedures.

Desired State: Common PLC framework that will focus on academic support & success for all students through review of student work, teacher reports and refinement of instructional practices/curriculum. All actions should focus on the school’s fundamental purpose. All teachers will utilize the Late Start Thursdays to participate in PLCs with departmental, grade level and cross-curriculum teams on specified dates. Vertical team meetings will be planned departmentally on district wide staff development days. Writing will be the focus that supports learning in all areas of instruction on the campus.

Data: PLC agenda & minutes, PD agendas for vertical team meetings, development of FCP, Rtl Meeting Agendas, Tier 2/3 Interventions provided to at-risk students

<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
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Action	Person Accountable	Observable	Data	Date
Consistent framework will be provided to guide all PLCs on campus.	Teacher Leaders	PLC agenda/guide	Minutes/agenda from PLC; decreased failure rates in classes	August 2013
All administrators, teacher leaders and core area teachers	Principal, APs, Teacher Leaders,	Data Talk 9-week schedule, Eduphoria	Strengths, weaknesses & action plan in relation to data	Each 9 weeks grading period

will participate in the Data Talk process to review TBA data.	Core Area Teachers	data disaggregation		
Departmental PLCs each week during Late Start Thursdays to plan instruction, review student learning and develop interventions for students.	Principal, APs, Teacher Leaders, Teachers	Completed PLC Minutes from PLC agenda	EOC scores, TBA scores, classroom grades, lesson plans, formative assessments, RtI forms for at-risk students	August 2013 - May 2014
RtI (Student Success) Team will meet each three-week grade reporting period to identify at-risk students in core areas and develop interventions for academic/behavior support.	RtI Team Administrator, RtI Team	RtI Meeting Agendas, RtI Intervention Action Plans for at-risk students	EOC scores, TBA scores, classroom grades, attendance, discipline referrals, teacher feedback forms	September 2013; ongoing throughout school year
PLCs will be planned throughout the year focusing on incorporating writing across the curriculum in ALL classrooms.	HS Administration, Teacher Leaders (especially English), Teachers	PLC Agendas	Lesson plans with writing assignments for assessment; student products in written form from the classroom	Ongoing
Observation:				
Next Steps:				

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Goal 1: Information taken from relevant data (formative assessments, TBAs, state assessments, classroom grades, etc.) will drive instruction, spiraled TEKS/SEs and the RtI process with a goal of 85% student mastery.

Current State: Although the goal for “No Child Left Behind” (NCLB) on testing was 95%, there were still classes in which less than 80% of students were demonstrating mastery of learning based on nine-week/semester grades. Teachers need training to utilize RtI strategies (especially Tier 1 strategies) to help students who struggle with their academic coursework and learning. Looking at TBA data, there were some improvements that were noted as the year progressed, but the level of student mastery did not always reach 85% in all classes (even when looking at the EOC passing standards for Satisfactory performance).

Data: State Assessment results; Nine-week/semester grades (failure rates) by teacher/class; Teacher Monitoring Notebooks (Assessment Data, tutorial logs, parent communication logs)

Desired State: Common RtI process on the high school campus and throughout 6th – 12th grades to provide adequate support for all students to be academically & behaviorally successful. Teachers have documentation of all Tier 1 interventions attempted in the classroom as well as documentation of any Tier 2/3 interventions throughout the school year. Success of interventions will be monitored and documented in the minutes of RtI meetings.

Data: Lesson Plans with instructional strategies/differentiated learning, RtI documents identifying students who are struggling, student lists for Tier 2 interventions, RtI meeting agendas & minutes

<input checked="" type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
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Action	Person Accountable	Observable	Data	Date
Teachers will review students’ grades/TBAs during each nine-week grading period. Based on this teacher data, successful strategies as well as interventions	Core Area Teachers, Teacher Leaders, Campus Administrators	Teacher Monitoring Notebooks, RTI Summary Checklist, Monitoring Conferences	Increase in TBA scores in all core-area subjects; increase in passing percentages (student learning); Monitoring Conference reports	Oct 2013 - May 2014

to improve will be discussed in PLCs.				
Teachers, Teacher Leaders and campus administrators will participate in Data Talks to discuss the results of TBAs.	Core Area Teachers, Teacher Leaders, Campus Administrators	Data Talk schedule and Summary of Talk	Summary of Data Talk Discussion Points and Action Plan for the next grading period	Oct 2013 - March 2014 (three times throughout school year)
Teachers trained to effectively use Tier 1/Tier 2 (RtI) strategies to improve student learning in the classroom.	Principal, Teacher Leaders	Training for teachers in PLCs/staff development	Increased number of students demonstrating student mastery (higher passing percentages for 9 weeks/TBAs); strategies documented on lesson plans; documentation of strategies on RtI Summary Report	Aug/Sept 2013; continued professional development throughout the school year
Observation:				
Next Steps:				

Campus Improvement Plan

Falls Career High School

2013 - 2014

**Marble Falls Independent School District
Campus Improvement Plan
Falls Career High School
2013 – 2014**



Learners Today... Leaders Tomorrow... Mustangs Forever!

Mission Statement

The mission of Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

Marble Falls ISD District Goals 2013 - 2014

Goal I: Marble Falls ISD will engage all stakeholders with ongoing communication between community members, parents, students, school board and staff.

Goal II: Marble Falls ISD will provide high quality Career and Technology Programs for all students.

Goal III: Marble Falls ISD will ensure all students are achieving higher levels of academic performance.

Goal IV: MFISD will continue to allocate resources to meet the district's prioritized needs while staying financially sound.

Goal V: MFISD will establish 21st Century classrooms across the district that promote student engagement.

Goal VI: MFISD will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Goal VII: Marble Falls ISD will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Marble Falls ISD Board of Trustees

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OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

	Publish "The Beacon" Student Authored Newsletter (hard copy & web based).	Campus budget.	Lusby	Quarterly
	Create campus climate where all parents are welcome, valued, respected and included Activities: <ul style="list-style-type: none"> • Open house • Holiday gathering • Blood Drive • Graduation • Yearbook 	Surveys, sign in sheets, mailings, web site. Campus Budget	Faculty	Quarterly
	Communicate concerns to parents by the registrar, office staff and/or administration calling homes of absent students to inform of absences and process for returning to campus.	N/A	Tennison, Little, Mentor teachers	Ongoing throughout the year
	Develop relationships with community employers for potential student internships &/or employment.	Campus Budget & donations.	Little, Born, Lusby,	Ongoing throughout the year.
	Create opportunities for community to become involved in a school mentor program.	Lion's Club	Long, Born	Ongoing throughout the year.
	Work with students to develop a Service Learning Project to satisfy this Falls' graduation requirement.	Campus Funds	Saenz & all Mentor Teachers, Campus Administrators, Campus Secretary	Throughout the school year
	Create local partnerships, (Lion's Club, Exxon/Mobil, Edwards Risk Management, Kiwanas, Blazing Star Masonic Lodge, Rotary clubs, Master Gardeners, etc.) to develop student service projects and scholarships.	Resources: N/A	Principal & staff	Throughout the school year.

Goal II: Marble Falls ISD will provide high quality Career and Technology Programs for all students.

Performance Objectives: Students will explore and understand career path options and formulate a post graduation plan

Formative Evaluations: PGPs and Student Data Files

Summative Evaluations: Student Surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Early Release for work & apprenticeships	None	Mentor Teachers & Little	Throughout the year
	Field Trip to TSTC in Waco	Bus	Born	March or April
	Guest speakers to include various technical certification programs, apprenticeships and career paths	TSTC, Trade Unions, Local business owners	Born	Throughout the year
	Mentor Meetings to develop and implement post graduation plan and career path	Born, Mentor Teachers, Student Y: drives	Born, Mentor Teachers	Monthly

Goal III: Marble Falls ISD will ensure all students are achieving higher levels of academic performance.

Performance Objectives: Students will complete coursework in a timely manner and be successful on standardized testing

Formative Evaluations: Student/Mentor progress checks & weekly staff meetings

Summative Evaluations: Standardized Test Performance & Course Completion Rates

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Coordinate reading remediation program/class with partial credit in English &/or elective credits	Customized OdysseyWare Courses and Literature Lessons	Saenz	Ongoing throughout the year
	Baseline Math Skills Assessment and Remediation as needed with partial credit in Math Models, Algebra I &/or Geometry	I-Station Math assessment & remediation	Patterson	Ongoing throughout the year
	Monthly Progress Check followed by Parent Meetings and tiered response contracts signed with students who are not making adequate progress towards course completion	Student Data Files containing goals for course completion and assessments; Student Contracts for Performance	Mentor Teachers & Born	Monthly
	Research Paper and Presentations for English & Social Studies Courses	Student Laptops, Assembly Room Projector & Sound System	Saenz & Long	Ongoing throughout the year
	Insert portions of research paper as lessons in OdysseyWare Units (subject & sources; thesis statement; outline; rough draft; etc.)	OdysseyWare	Saenz	Ongoing throughout the year

Goal IV: MFISD will continue to allocate resources to meet the district’s prioritized needs while staying financially sound.

Performance Objectives: To address the deficits of EPIC students and repair problematic relationships at home campus

Formative Evaluations: Student compliance in EPIC & Transition plans

Summative Evaluations: Recidivism Rate to EPIC

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Hire behavior specialist for EPIC to address behavioral and emotional deficits in group & individual settings and to develop transition plans for students which address student’s challenges and create a path for redemption on their home campus	District Funds	Little, Blaylock	Fall 2013

Goal V: MFISD will establish 21st Century classrooms across the district that promote student engagement.

Performance Objective: Students will use technology to research and create presentations for academic coursework and career topics

Formative Evaluations: Presentation Rubric Feedback from audience

Summative Evaluations: Staff evaluations

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Meet with Instructional Tech. Staff to schedule student and staff training designed to optimize available technology resources and integrate them into the classrooms	District Its	Born, Mentor Teachers	Ongoing
	Student laptops to replace tethered Extenda stations	None (offered free with Odysseyware contract)	Little, Mentor Teachers	Daily checkout
	Use customized computer based courseware for curriculum and to supplement student teacher communication.	Oddseyware with teacher customization by class and student	Teaching Staff	Ongoing throughout the year
	Use distance learning for enrichment	Distance Learning Hardware & Campus Budget	Teaching Staff	Throughout the year as budget allows.
	Use digital video camera, digital music & voice recorder for student projects	Digital camera, Digital Video camera, Digital voice recorder	Saenz, Fletcher, Born	Throughout the year

	Classroom Implementation of MOBI (Interactive virtual tablet)	MOBIs & Classroom Projectors, Campus budget	: IT Trainer & Classroom Teachers	Throughout the year
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Goal VI: MFISD will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Performance Objective: All students and staff will feel socially, emotionally and physically safe at school

Formative Evaluations: Assembly and Mentor Group discussions

Summative Evaluations: Student and Staff Surveys

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Weekly assembly to address social, emotional skill development & healthy lifestyle strategies	Dating Violence, Integrity, Suicide Prevention, Predator Prevention, Character Development Presentations, Curriculums, & Lessons	Born	Weekly
	Weekly Mentor Meetings between students and staff. Weekly Staff meetings to review student progress	Mentor Teachers Student Led meetings using virtual Data Files from student Y: drives	Mentor Teachers,	Weekly
	Continue use of the ALERT Now System—keeps families informed of campus and district issues (weather, important dates, emergency procedures etc.)	District Funds	Little	Ongoing throughout the year

Goal VII: Marble Falls ISD will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Performance Objective: UIL is not applicable to Falls however, All Falls Students will participate in Community Service Learning

Formative Evaluations: Student and Interest Staff Surveys

Summative Evaluations: Service Learning Essays

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Cultivate and maintain local partnerships, (Lion's Club, Exxon/Mobil, Edwards Risk Management, Kiwanas, Blazing Star Masonic Lodge, Rotary clubs, Master Gardeners, etc.) to develop student service projects and scholarships.	Resources: N/A	Principal & staff	Throughout the school year.

Marble Falls ISD – Shared Vision

Learning as Our Fundamental Purpose – We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning. The priorities for our shared vision will include the following (Dufour, R.; Marzano, R., 2011)

- Continued development and implementation of TEKS based formative assessments on prioritized TEKS and SE at least three times a year.
- Every teacher will write the TEKS and SE verbiage on the board. Keep original language. This provides the basis for building academic vocabulary that is aligned K-12.
- Use CScope, Kilgo and FCP documents to plan curriculum, examples include YAG, VAD, IFD and FCP Notebook.
- Students can articulate the learning objective in relation to the posted SE?
- Every student will have a voice within the lesson cycle.
- Instruction aligns to the contextual level of state assessment.

Building a Collaborative Culture Through High-Performing Teams – We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will provide opportunities for leadership and teacher collaboration within the school day and year on a regular basis.
- Every campus will provide collaborative team protocols that focus on what students must learn, gather evidence of student learning, analyze the evidence, adjust the instructional delivery across all team members.
- Campus administrative teams will actively participate in collaborative team meetings.

Focus on Results – We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will create a data wall associated with discipline, attendance, TBA, and historical state assessments. The data wall will be displayed in a common area for teachers to use during collaborative time and updated continuously throughout the year.
- Information taken from relevant data will drive instruction, spiraled TEKS/ SE's, and the R.T.I processes.
- All campuses will participate in the Data Talk model led by the Academic Programs Department.
- Student grades are an indicator of mastery of Student Expectations (SE).



1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 1: Increase course completions for low performing students to a minimum of 3 credits per semester.

<p>Current State: Average Student Course Completion (not including optional flexible students) was less than 2 credits during the Fall Semester of 2012. The majority of our students have learning gaps that must be remediated to insure their success in both coursework and standardized testing and many have emotional or behavioral issues that slow their progress. Data: Credits earned by student compilation report for Fall of 2012</p>		<p>Desired State: Bring up the average semester course completions per student while remediating academic deficits Data: Credits earned by student compilation report for Fall of 2013</p>		
<input type="checkbox"/> Initiating <input type="checkbox"/> Implementing <input type="checkbox"/> Developing <input type="checkbox"/> Sustaining		<input type="checkbox"/> Initiating <input type="checkbox"/> Implementing <input type="checkbox"/> Developing <input type="checkbox"/> Sustaining		
Action	Person Accountable	Observable	Data	Date
Baseline Reading Fluency and Comprehension Testing for low performing students in the first 2 weeks of enrollment.	Part Time Reading Specialist	Reading Fluency & Comprehension Scores	<ul style="list-style-type: none"> • Baseline Skills Assessment, • EOC Performance & • Course Completion Rates in Math 	Ongoing with enrollment
Coordinate reading remediation program/class with partial credit in English &/or elective credits	1. Part Time Reading Specialist & 2. English Teacher	Course Progress Rate	<ul style="list-style-type: none"> • Baseline Skills Assessment, • EOC Performance & • Course Completion Rates in Math 	Ongoing with enrollment

Baseline Math Skills Assessment and Remediation as needed with partial credit in Math Models, Algebra I &/or Geometry	Math Teacher	Math Skills Assessment & Course completion rates in Math Models, Algebra I &/or Geometry	<ul style="list-style-type: none"> • Baseline Skills Assessment, • EOC Performance & • Course Completion Rates in Math 	Ongoing with enrollment
6 week Progress Check followed by Parent Meetings and tiered response contracts signed with students who are not making adequate progress towards course completion	<ol style="list-style-type: none"> 1. Mentor Teachers & 2. Born 	Student Contracts for Course Completion w/ Tiered Responses for breach.	<ul style="list-style-type: none"> • Student Data Files containing goals for course completion and assessments; • Student Contracts for Performance 	Every 6 weeks
Research Paper and Presentations for English & Social Studies Courses	English Teacher Social Studies Teacher	Student Papers & Presentations	Course Completions and EOCs in Writing and Soc. Studies	Ongoing
Insert portions of research paper as lessons in OdysseyWare Units (subject & sources; thesis statement; outline; rough draft; etc.)	English Teacher Social Studies Teacher	Student Work	Course Completions and EOCs in Writing and Soc. Studies	Ongoing
Observation:				
Next Steps:				

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 2: Improve student clarity and sophistication in thought and communication.

<p>Current State: “Culture of presentations” has helped students with formal oral communication at Falls, but writing is still approached by students as a foreign language. Data: Research papers, OdysseyWare essays, and EOC writing scores.</p>		<p>Desired State: Have a “culture of writing” with students helping and critiquing each other’s writing in the same way that we have a student culture toward oral presentations. Data: Improved research papers, OdysseyWare essays, and EOC writing scores.</p>					
<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date			
Make 3-4 person peer review sessions of paper/essay rough drafts be a process in the paper writing process.	English Teacher / Social Studies Teacher	Scheduled peer paper/essay critiques monitored (at first) by teachers	Research Papers. OdysseyWare Essays EOC writing scores Scholarship essays	4x per course			
Replace chosen unit tests with required (short) papers explaining part of material from that unit (or promoting its relevance) and then teaching it to a class. This will also function as an interim length paper between OW essays and research papers.	English Teacher	Interim length papers and presentations	Unit test teaching (or relevance) paper Research paper OW scores EOC writing scores	Ongoing			
Observation:							
Next Steps:							

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 1: Optimize staff communication to create a consistent set of expectations for students.

<p>Current State: Weekly Staffing on Student Progress, Scheduling & Assessments. Staff participation and presentations for Texas Association of Alternative Educators (TAAE)</p> <p>Data: Weekly and Impromptu Staff Meeting Attendance</p>		<p>Desired State: Continue to build consistency and communication about student progress. Empower staff to seek out & share professional development opportunities. Continued development and implementation of what works for alternative learners both academically and developmentally.</p> <p>Data: Staff Survey; Target Behavior Checklists; Student Contracts and Course Progress.</p>					
<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date			
Weekly Staff Meetings	Little/Born	Staff Meeting Notes	Staff Meeting Notes	Weekly			
Use of Shared N: drive to communicate student progress academically (Credits Earned Sheets; work product contracts) & Behaviorally (Target Behavior Checklists; behavior contracts). Staff updates to these folders are e-mailed.	All Staff	<ul style="list-style-type: none"> Red Flag Folders & Coursework Folders for each student E-Mails alert other staff members of additions to these folders 	Red Flag Folders & Coursework Folders for each student	Daily			

Daily Morning Assemblies	All Staff	Announcements and Presentations	Staff Meeting Notes, e-mails	Daily
Mentor Time	Born & Teachers	Weekly Schedule	Student Data Files containing goals for course completion and career/higher education readiness.	Weekly
Observation:				
Next Steps:				

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 2: Encourage staff to seek out and share professional development opportunities

<p>Current State: Staff participation and presentations for Texas Association of Alternative Educators (TAAE)</p> <p>Data: TAAE & Continuing Education Participation</p>		<p>Desired State: Continue weekly staff meetings & encourage impromptu staffing as needed; TAAE participation and presentation at annual conference & summary sharing of other workshops attended.</p> <p>Data: Summary Notes from Staff Meetings and Workshops attended by staff.</p>					
<input type="checkbox"/> Initiating	<input checked="" type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input checked="" type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date			
Attend or Present to TAAE members	All Staff	TAAE Membership	Attendance for TAAE Annual Conference	February			
Any Staff Member can ask for a staffing on students as needed	All Staff	E-mail summary of meeting conclusions	E-mails	Throughout Year			
Observation:							
Next Steps:							

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Goal 1: Students meeting all testing requirements prior to completion of all course credits.

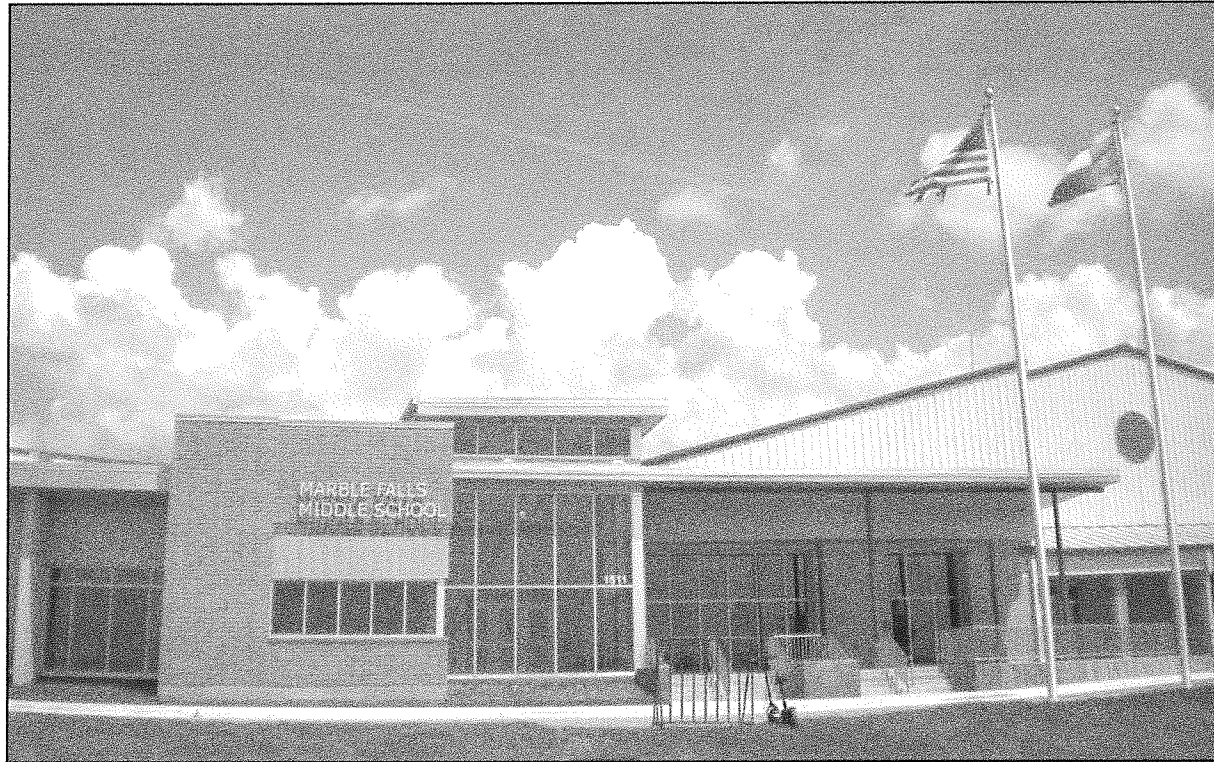
Current State: Maintain Student Improvement rates on Standardized Testing. Data: 90.7% of our students passed or improved their TAKS Assessment scores during Oct 2012 & March 2013		Desired State: Keep standardized pass/improvement rates at or above 90% Data: TAKS & EOC results for campus					
<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date			
TAKS Prep Classes for all students not showing strong ability on pre-assessments	Math Teacher English Teacher Science Teachers	Class Schedules	TAKS Scores	September-October; Feb-March; April-May			
EOC Review Sessions Prior to EOC Testing	Math Teacher English Teacher Science Teachers Soc. S. Teacher	Class Schedules	EOC Scores	Nov.-Dec. April-May			
Observation:							
Next Steps:							

Campus Improvement Plan

Marble Falls Middle School

2013 - 2014

MARBLE FALLS MIDDLE SCHOOL



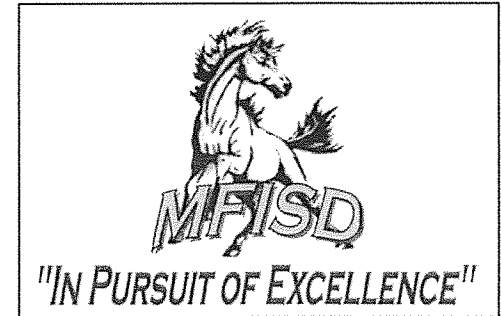
2013 – 2014

CAMPUS IMPROVEMENT PLAN

Building Tomorrow's Future Today!

MARBLE FALLS MIDDLE SCHOOL

Campus Improvement Plan 2013-2014



DISTRICT GOALS

MFISD:

- GOAL I:** *WE WILL BUILD STRONG, VITAL RELATIONSHIPS WITHIN OUR DIVERSE COMMUNITIES.*
- GOAL II:** *WE WILL EMBRACE INNOVATIVE APPLICATIONS OF TECHNOLOGY WITH PRIMARY FOCUS ON STUDENT IMMERSION.*
- GOAL III:** *WE WILL CULTIVATE OPPORTUNITIES FOR STUDENT PARTICIPATION THAT EXTEND BEYOND THE CLASSROOM.*
- GOAL IV:** *WE WILL ENSURE ALL STUDENTS RECEIVE EXCEPTIONAL INSTRUCTION THROUGH INSPIRED LEARNING EXPERIENCES.*
- GOAL V:** *WE WILL PROMOTE PERSONAL WELLNESS AND HEALTHY CHOICES.*
- GOAL VI:** *WE WILL EXEMPLIFY STRENGTH OF CHARACTER.*
- GOAL VII:** *WE WILL PROVIDE A SAFE AND DRUG-FREE ENVIRONMENT.*

MISSION STATEMENT FOR MFISD:

THE MISSION OF MFISD IS TO INSPIRE AND EMPOWER ALL STUDENTS TO LEAD EXTRAORDINARY LIVES AND EMBRACE THE POSSIBILITIES OF THE 21ST CENTURY THROUGH RELEVANT, ENGAGING LEARNING EXPERIENCES LED BY INSPIRATIONAL AND NURTURING EDUCATORS.

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Marble Falls ISD Board of Trustees

Rick Edwards	Place 5	President
Karl Westerman	Place 2	Vice-President
Kelly Fox	Place 7	Secretary
Tommy Chaney	Place 4	Member
Craig Mabray	Place 3	Member
Kevin Naumann	Place 6	Member
Mike Savage	Place 1	Member

CEIC/Title MEMBERS 2013-2014

<u>Name</u>	<u>Position</u>	<u>Term</u>
John Schumacher	Principal	On-going
Krissy Sralla	C & I Coordinator	On-going
Brenda Belk	At-large professional	On-going
Deb Weis	MFMS teacher	May 2014
Katherine Corley	MFMS teacher	May 2013
TBD	MFMS teacher	May 2015
Kathy Fletcher	Parent representative	May 2014
Jennifer Burdett	Parent representative	May 2012
David Crail	Business representative	May 2014
TBD	Community representative	May 2014
TBD	Staff Title representative	May 2015
Leona Moore	Staff Title representative	May 2015
Heather Rodgers	Staff Title representative	On-going
Kris Obermeyer	Staff Title representative	On-going
TBD	Staff Title representative	May 2015
TBD	6 th Parent Title representative	May 2016
TBD	7 th Parent Title representative	May 2015
TBD	8 th Parent Title representative	May 2014
TBD	Spanish Translator	On-going
Melissa Fields	District-level representative	On-going
TBD	DEIC MS liaison	May 2014
Megan Goodman	DEIC MS liaison	May 2013
TBD	DEIC MS liaison	May 2015

CEIC/Title Meeting Dates:

September	26
November	14
January	23
March	20
May	1

(Meet in Ernest Seitz Library @ 4:05)

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District & Campus Goal I: *WE WILL BUILD STRONG, VITAL RELATIONSHIPS WITHIN OUR DIVERSE COMMUNITIES.*

Performance Objective: Marble Falls Middle School will develop and build strong, vital relationships within our diverse communities.

Formative Assessments: Advisory roster, Skyward call logs, parent and volunteer feedback.

Summative Assessments: Surveys, local questionnaires and volunteer roster

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> ● COMMUNICATE CONSISTENTLY WITH PARENTS AND VOLUNTEERS <ul style="list-style-type: none"> ○ Principal “Check-up” visits with parents and caregivers <ul style="list-style-type: none"> ▪ Surveys ▪ Email ▪ Phone Calls ▪ Skylert Call System ○ Advisory ○ ELL Parent Meetings ○ Community Resources Available to Parents and Students ● PROMOTE HOME/SCHOOL CONNECTION LINK ON MFISD WEBSITE THROUGH: <ul style="list-style-type: none"> ○ Skylert Call System ○ Skyward Gradebook ○ Posted CEIC Minutes ○ PTO Meetings ○ Marquee ○ Announcements ○ Open House ○ Campus Calendar on MS web page ○ Teacher web pages ● PROVIDE PARENT ORIENTATIONS: <ul style="list-style-type: none"> ○ Parent, Principal Team Meetings ○ Current Event Issues ○ ESL Rosetta Stone Classes ● ESTABLISH EFFECTIVE TRANSITIONAL ACTIVITIES: <ul style="list-style-type: none"> ○ 5th to 6th Grade End of the Year School Transition Day ○ New to Middle School Parent Meeting ○ 8th to 9th Grade Transitional 	<p>Responsible: Administration, Staff Resources: Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, PTO, and Instructional Technologist Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration, Staff, and Community/Parent Volunteers Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration and Counselors Resources: District/Campus Funds Timeline: As Needed</p>

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District & Campus Goal II: *WE WILL EMBRACE INNOVATIVE APPLICATIONS OF TECHNOLOGY WITH PRIMARY FOCUS ON STUDENT IMMERSION.*

Performance Objective: **Marble Falls Middle School will be innovative in the applications of technology to enhance student immersion.**

Formative Assessments: **Staff, student feedback, local questionnaires, teacher use reports, and technology work orders.**

Summative Assessments: **Campus inventory, STAR charts, and STAAR Scores.**

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> • INSTRUCTIONAL TECHNOLOGY WILL COMMENSURATE WITH THE DEMANDS OF THE 21ST CENTURY LEARNER: <ul style="list-style-type: none"> ○ Incorporate Multi-Media Classes ○ Professional Development for Staff • UPDATE TECHNOLOGY TO INCREASE STUDENT ACHIEVEMENT <ul style="list-style-type: none"> ○ Ignite Learning ○ AR Reading ○ Woodcock-Munoz Scoring CD ○ On-line ELA textbooks ○ Measuring Up ○ iStation ○ Think Through Math • ESTABLISH CAMPUS-BASED COHORT OF TEACHERS WHO EXCEL IN TECHNOLOGY AND WILL ASSIST TEACHERS IN THE AREA OF INSTRUCTIONAL TECHNOLOGY AND CURRICULUM INTEGRATION: 	<p>Responsible: Administration and District Instructional Technologist Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration and Technology Cohort Teachers Resources: District/Campus Funds Timeline: As Needed</p> <p>Responsible: Administration, Staff, and Technology Cohort Teachers Resources: District/Campus Funds Timeline:</p>

District & Campus Goal III: *WE WILL CULTIVATE OPPORTUNITIES FOR STUDENT PARTICIPATION THAT EXTEND BEYOND THE CLASSROOM.*

Performance Objective: Marble Falls Middle School will cultivate opportunities to increase student participation that extends beyond the classroom.

Formative Assessment: Campus report

Summative Assessment: End of the year report.

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> ● ESTABLISH A PARENT VOLUNTEER PROGRAM <ul style="list-style-type: none"> ○ Student Council ○ No Place for Hate ● PROVIDE STUDENT MENTORING GROUPS TO ENCOURAGE STUDENT PARTICIPATION: <ul style="list-style-type: none"> ○ Student Council ○ Stampede Spirit Club ○ UIL Academics ● UTILIZE COMMUNITY VOLUNTEERS, BUSINESSES AND GUEST SPEAKERS FROM COMMUNITY THAT WILL ENHANCE LEARNING EXPERIENCES 	<p>Responsible: Administration, Staff and Parents Resources: Campus Funds Timeline: As Needed</p> <p>Responsible: Administration and Staff Resources: Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration and Staff Resources: Campus/Title Funds Timeline: As Needed</p>

District & Campus Goal IV: *WE WILL ENSURE THAT ALL STUDENTS RECEIVE EXCEPTIONAL INSTRUCTION THROUGH INSPIRED LEARNING EXPERIENCES.*

Performance Objective: Marble Falls Middle School will ensure that all students will receive exceptional instruction through inspired learning experiences.

Formative Assessment: Teacher observations, Grade reports, Short-Term CSCOPE Assessment, Math and Reading AR Evaluations, SuccessMaker Profiles, Study Island Exams, RTI and CST Reviews, and Skills Based Assessments.

Summative Assessment: Eduphoria Report, RPTE, TELPAS, LEP, STAAR Field Test Assessments.

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> • IMPLEMENT INSTRUCTIONAL & CURRICULUM COLLABORATION MEETINGS (PROFESSIONAL LEARNING COMMUNITIES): <ul style="list-style-type: none"> ○ Instructionally driven agenda to focus PLC discussion ○ Determine staff development focusing on differentiated learning, Pre-AP and ELL strategies RTI Intervention ○ Align instruction and STAAR standards ○ Strategies for supporting Academically Fragile Students and development of an enrichment plan for increasing commended performance ○ Engaging instruction using technology ○ Weekly review of team folders • IMPLEMENT AN AFTER-SCHOOL ACADEMIC LEARNING OPPORTUNITIES FOR ACADEMIC DEVELOPMENT <ul style="list-style-type: none"> ○ ACE Grant ○ UIL Academics ○ Green Light Tutoring • CONDUCT SHORT TERM COMMON ASSESSMENTS AND TEKS BASED ASSESSMENTS <ul style="list-style-type: none"> ○ Differentiate instruction on RTI Tiers • MONITOR ESL AND ELL MONITORING PROGRAM <ul style="list-style-type: none"> ○ Improve STAAR scores by providing professional development ○ SIOP Training ○ Use of Title III Funds for professional development and outreach to communicate with ELL learners • IMPLEMENT THE FOLLOWING STRATEGIES TO PROMOTE INDIVIDUAL SPECIAL EDUCATION STUDENT GROWTH: 	<p>Responsible: Administration and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: C&I Administrator and ACE Grant Coordinator Resources: District/Campus/Title/Grant Funds Timeline: As Needed</p> <p>Responsible: Administration and Teachers, Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, Central Office Bilingual Coordinator, and Campus ESL Coordinator Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, Counselors,</p>

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	<ul style="list-style-type: none"> ○ Review IEP's with inclusion and resource teachers for most effective and least restrictive environment placements ○ Continue weekly meeting with District SPED Coordinator ○ Increase the number of strategically planned inclusion classes <ul style="list-style-type: none"> ● CORE INTERVENTION SPECIALISTS: <ul style="list-style-type: none"> ○ Tier II & III Pull Out Interventions ○ Upgrade Math Title Paraprofessional position to a Math Teacher to work inclusively with Math Discovery Classes 	<p>Nurse, and Staff Resources: District/Campus/Title Timeline: As Needed</p> <p>Responsible: Administration and SPED Staff Resources: N/A Timeline: Year</p>
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District & Campus Goal V: *WE WILL PROMOTE PERSONAL WELLNESS AND HEALTHY CHOICES.*

Performance Objective: Marble Falls Middle School will promote personal wellness and healthy choices.

Formative Assessment: Cafeteria reports, counseling and staff reports

Summative Assessment: End of the year cafeteria, counseling, staff and PEIMS reports

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> ● PROVIDE PROFESSIONAL DEVELOPMENT FOR HEALTH TEACHER ● PROVIDE SUPPORT OF HEALTH AND WELLNESS INFORMATION <ul style="list-style-type: none"> ○ Healthy snack alternatives in cafeteria ○ Training for athletic instructors to teach student athletes to make eating choices that enhance performance ● END OF THE YEAR FITNESS EVALUATION FOR PHYSICAL EDUCATION STUDENTS ● INVITE GUEST SPEAKERS FROM ORGANIZATIONS THAT SPECIALIZE IN: <ul style="list-style-type: none"> ○ Prevention of Drugs and Alcohol Use ○ Learning to make healthy choices ○ Bullying prevention and intervention 	<p>Responsible: Administration and Health Instructor Resources: Campus Timeline: As Needed</p> <p>Responsible: Assistant Principal and Staff Resources: N/A Timeline: As Needed</p> <p>Responsible: Physical Education Staff Resources: District/Campus Funds Timeline: May 2011</p> <p>Responsible: Administration, Counselors, and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p>

District & Campus Goal VI: WE WILL EXEMPLIFY STRENGTH OF CHARACTER.

Performance Objective: Marble Falls Middle School will model and exemplify strength of character.

Formative Assessments: Monthly student and staff ballots and disciplinary reports.

Summative Assessments: End of the year reports and PEIMS Data

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> ● IMPLEMENTATION OF CHARACTER EDUCATION WITHIN CURRICULUM <ul style="list-style-type: none"> ○ Student Council ○ Advisory Class ○ No Place for Hate ○ Stampede Spirit Club ● CONTINUE SUBWAY CHARACTER COUNTS PROGRAM ● ADVISORY CLASSES <ul style="list-style-type: none"> ○ Buddy lunches with advisory teachers ○ Reward/Acknowledge positive modeling of strength of character traits ● WALL OF EXCELLENCE: <ul style="list-style-type: none"> ○ Teacher of the Month ○ Student of the Month ○ Teacher of the Year 	<p>Responsible: Counselors and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration and Staff Resources: N/A (Donated by Subway) Timeline: As Needed</p> <p>Responsible: C&I Administrator, Counselors and Staff Resources: Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration Resources: Campus Funds Timeline: Monthly</p>

District & Campus Goal VII: WE WILL PROVIDE A SAFE AND DRUG-FREE ENVIRONMENT.

Performance Objective: Marble Falls Middle School will provide a safe and drug-free environment

Formative Assessments: Staff, counseling, safe and drug-free, and attendance coordinator monthly reports.

Summative Assessments: Staff, counseling, safe and drug-free, and attendance coordinator end of the reports.

√	STRATEGIES	PERSON(S) RESPONSIBLE RESOURCES & TIMELINES
	<ul style="list-style-type: none"> • SCHEDULE AGE APPROPRIATE STUDENT AWARENESS GUIDANCE LESSONS OF CURRENT SOCIAL ISSUES SUCH AS: <ul style="list-style-type: none"> ○ Alcohol/Drug Awareness ○ Bullying Prevention and Intervention ○ Suicide Prevention ○ Gender Talks ○ Student Resource Officer Meetings ○ Crime Stoppers Program ○ No Place for Hate • SAFE AND DRUG FREE DISTRICT COORDINATOR FUNDED BY TITLE RESOURCES <ul style="list-style-type: none"> ○ Security Audits ○ Safety Walk-Through and Drill Procedures ○ Drug Dog Checks • IMPLEMENT AND PRACTICE PURPOSE DRIVEN SAFETY DRILLS <ul style="list-style-type: none"> ○ Fire ○ Tornado ○ Weather Disaster ○ Lockdown ○ Door Checks • INVESTIGATE AND RESEARCH PROGRAMS FOR FUTURE IMPLEMENTATION: <ul style="list-style-type: none"> ○ Habitudes ○ Capturing Kids Hearts ○ Watch Dogs Program 	<p>Responsible: Administration, Counselors and Staff Resources: District/Campus/Title Funds Timeline: As Needed</p> <p>Responsible: Administration, Counselors, Staff, and Safe and Drug Free Coordinator Resources: Timeline: As Needed</p> <p>Responsible: Assistant Principal, Staff, and Safe and Drug Free Coordinator Resources: N/A Timeline: Monthly</p> <p>Responsible: Administration and Staff Resources: N/A Timeline: April 2011</p>

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 1: Student learning is 100% aligned to state mandated standards.

Current State: Overall posting of TEKS/SE's have become a part of the culture at MFMS			Desired State: 100% Fidelity				
Data:			Data:				
<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date			
Teachers will post and use TEKS/SE in lessons every day.	Teachers	TEK/SE Posted	Walk Through Observations	On-Going			
Students will articulate their understanding of the TEKS.	Administration Teacher Leaders Teachers	Student Feedback	Walk Through Observations	On-Going			
All aspects of every lesson are contextually aligned with the TEKS and taught at the appropriate time according to the Year At a Glance (YAG).	Administration Teacher Leaders Teachers	YAG, Kilgo	Walk Through Observations Assessment Results (CBA & TBA)				
Observation:							
Next Steps:							

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 2: Teachers incorporate research-based best practice strategies to enhance student learning.

Current State: Implementation of Best Practices.		Desired State: Developmental and Sustained Practices of Best Practices and Differentiated Learning Strategies.		
Data:		Data:		
<input type="checkbox"/> Initiating	<input checked="" type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating
<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing
<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing
<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date
Teachers will participate in Professional Development on research-based best classroom practices (e.g. a book study, collaborative discussion groups, and formal professional development).	Administration Teacher Leaders Teachers	Professional Development	Documentation of Professional Development	May 2014
Research based best practices will be used in the classroom daily.	Teachers	Student Results	Classroom Walk-Throughs	
Observation:				
Next Steps:				

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 3: Student assessments are 100% aligned to campus-developed YAG and to state mandated standards.

Current State: Each Core subject has implemented the CBA's and TBA's. Data:		Desired State: Align each CBA and TBA to the contextual and conceptual rigor level of STAAR. Data:					
<input type="checkbox"/> Initiating	<input checked="" type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date			
Common assessments are collaboratively created and/or edited. These assessments are contextually aligned with TEKS/SE's and will be given at the end of every 3 -4 weeks.	Teachers Teacher Leaders	CBA	Common Assessment Data	Every 3-4 Weeks			
TEKS based assessments are collaboratively created and/or edited. These assessments are contextually aligned with TEKS/SE's and will be given at the conclusion of the 9 weeks.	Teachers Teacher Leaders	TBA	TEKS Based Assessments	At the end of each 9 Week grading period			
Observation:							
Next Steps:							

Learners Today, Leaders Tomorrow, Mustangs Forever!

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 1: Regular, sufficient, protected time is dedicated to collaboration with the goal of learning for all.

Current State: Common Planning periods have been implemented. Data:		Desired State: Teachers will utilize common planning periods to collaborate on best practices, intervention and enrichment. Data:					
<input type="checkbox"/> Initiating	<input checked="" type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date			
Each core subject teacher will be provided a common planning period with other core subject teachers from the same grade level.	Teachers Teacher Leaders Administrators	Teachers will use this time for lesson planning (reviews, assessments, and daily work for next unit.	Master Schedule and lesson plans	On going			
Teachers will use the common planning period to participate in professional learning communities.	Teachers Teacher Leaders Administrators	Teachers/Teacher Leaders will evaluate student work and reflect on previous lessons and upcoming lessons. -Create PLC calendar	PLC and Teacher Reflection Logs	On going			
Teachers will collaborate to design, implement, and archive effective TEKS based lessons for all learners.	Teachers Teacher Leaders	Teachers/Teacher Leaders will discuss and design TEKS based lessons	PLC and Teacher Reflection Logs	On going			
Observation:							
Next Steps:							

Learners Today, Leaders Tomorrow, Mustangs Forever!

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions.

Goal 1: Results of each grade level assessment will by show an increase as compared to the previous year’s assessment.

Current State:		Desired State: STAAR results of 95% passing rate			
Data:		Data:			
<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input checked="" type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing
<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date	
Teachers and teacher leaders will compare results of the current year’s assessment versus the previous year’s assessments during PLC time.	Administration Teacher Leaders Teachers	Comparison	Formative Assessments	On going	
Teacher leaders will create a data wall that will show the results of the assessments from both the previous year and current year.	Teacher Leaders	Data Wall	Data Wall	On going	
Observation:					
Next Steps:					

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions.

Goal 2: Results of assessments will be a useful indicator of progress in responding to all students' learning needs.

Current State: Implemented intervention for fragile students based on CBA and TBA data. Data:			Desired State: Data:				
<input type="checkbox"/> Initiating	<input checked="" type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date			
Based on results, interventions will be established for fragile and reluctant students.	Teachers Teacher Leaders	Eduphoria Data	CBA & TBA Data	On going			
Teachers will use data to create lessons that will spiral SEs back in to lessons to reinforce.	Teachers Teacher Leaders	Formative Assessments	Formative Assessments	On going			
Observation:							
Next Steps:							

**Fund Totals
2013-2014**

SOURCE	AMOUNT	DESCRIPTION
Title I	\$	Staff Salaries
Title I Allotment	\$	Instructional Support/Development
Title 1 Additional Allotment	\$	Instructional Support/Development
Title III Allotment	\$	Professional Development
State Comp. Education	\$	For At-Risk Students

Supplies and Materials
Professional Development

Campus Improvement Plan

Marble Falls Elementary School

2013 - 2014

Marble Falls Elementary

Campus Improvement Plan 2011-2013

District Goals

- Goal I:** We will build strong, vital relationships within our diverse communities.
- Goal II:** We will embrace innovative applications of technology with primary focus on student immersion.
- Goal III:** We will cultivate opportunities for student participation that extend beyond the classroom.
- Goal IV:** We will ensure all students receive exceptional instruction through inspired learning experiences.
- Goal V:** We will promote personal wellness and healthy choices.
- Goal VI:** We will exemplify strength of character.
- Goal VII:** We will provide a safe and drug-free environment.

These are both District “targeted” goals and Campus “targeted” goals.



The mission of Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

Marble Falls Independent School District Board of Trustees 2013-2014

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"Together We Grow!"

Comprehensive Needs Assessment

Marble Falls Elementary

- **Target STAAR Scores at Grades 3-5 in order to reduce the achievement gap for all students.**
 - **Mathematics**
 - Hispanic
 - Economically Disadvantaged
 - African American
 - Alignment Emphasis at Grades PK-5
 - **Reading**
 - Hispanic
 - Economically Disadvantaged
 - African American
 - Alignment Emphasis at Grade PK-5
 - **Writing**
 - Hispanic
 - Emphasis at Grade 4
 - **Science**
 - Hispanic
 - Economically Disadvantaged
 - African American
 - Emphasis at Grade 5
 - **STAAR – Accommodated / STAAR M / STAAR Alt (All Tests)**
 - Achieve 95% or greater passing rate on STAAR Accommodated, STAAR M, and STAAR Alt.
- **Raise Rigor of PK-5 Instruction**
 - Consistent monitoring and feedback reflecting instruction
 - Research and incorporate “best practices” for instruction
 - Provide professional development opportunities for teachers
 - Conduct Instructional Walkthroughs utilizing Mosaic
- **Increase attendance rate (Above 97%)**
 - Provide incentives to students on a quarterly basis
 - Communicate value of attendance to parents, students, and staff
- **Provide a safe, positive learning environment for students, staff, and parents**
 - Teacher / Student recognition and rewards
 - Events to showcase parent appreciation and promote cultural diversity
 - Encourage teachers to take “leadership” roles on campus
 - Reinforce safe and secure procedures on campus that strengthen campus security.

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District & Campus Goal 1: We will build strong, vital relationships within our diverse communities.

Performance Objective: MFES will actively involve parents and various members of our school community in the education of our children through conferences, campus events, and volunteers programs.

Summative Assessment: Parent sign in sheets, DEIC Survey Results, Campus Survey Results, Campus Volunteer Roster

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
1.1	MFES will provide multiple communication resources to parents. These resources are designed to keep parents informed and updated on campus activities, campus services, and district wide information. Parents will be able to access information through: Sky Alert System MFES Campus Web Page MFES Students Folders / Agenda Books MFES Social Media Accounts (Twitter) MFES Campus Newsletter – Pony Express Campus Phone Calls Skyward Family Access Event Surveys to gauge effectiveness of communications	Campus funds District funds Planning time Technology Resources	District Office Principal Classroom Teachers PTO Members	Ongoing
1.2	Family Reading Night to promote literacy and parent involvement.	Campus Funds Flyers	Principal Librarian Classroom Teachers	December 2013 April 2014
1.3	Family STAAR Information Night for 3-5 parents	Campus Funds Flyers	Principal 3-5 Literacy Specialist Math Specialist	October 2013 January 2013
1.4	Campus will produce and distribute campus newsletter titled "Mustang Express" which will give grade level information and important dates and events happening on campus.	Campus Funds	Principal Classroom Teachers	Each month beginning September 2013
1.5	Folders / Planners will go home each night with students as a form of communication. Monday Folders will include campus information that is sent home weekly.	Campus Funds for Folders and Planners	Principal Classroom Teachers	Daily
1.6	Campus will hold quarterly "Family Nights". Events will promote cultural diversity based on campus demographics.	Campus Funds Title I Funds \$1000	Principal Classroom Teachers	Quarterly
1.7	A relationship will be made with local media so that they are invited to attend and cover school news and report to the community.	Contacts to local media	Principal	Ongoing

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1.8	Recruit Volunteers through PTO and campus efforts to aide in campus planning, reading, and social support.	Volunteer Coordinator	Principal Classroom Teachers Title I support staff	Ongoing
1.9	Form relationship with the various civic organizations in Marble Falls to support community involvement in education	Time for meeting with civic groups	Principal	Ongoing

“Together We Grow!”

District & Campus Goal 2: We will embrace innovative applications of technology with primary focus on student immersion.

Performance Objective: MFES will support the innovative application of technology so that students gain the skills necessary to function in the 21st century.

Summative Assessments: Student Tech Assessment Data, Teacher Tech Assessment Data, Technology Inventory, Campus Technology Meeting Minutes.

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
2.1	The level of skills demonstrated in the classroom will be raised by increasing the use of digital technology tools (I.e., digital cameras, handheld devices, scanners, probes, etc.) to access, analyze, & evaluate information, solve problems, & communicate in multiple formats with diverse audiences.	Technology Funds Digital Hardware Staff Development Copyright laws	Principal Campus Tech Manager Librarian Classroom Teachers	Ongoing
2.2	Provide instruction and appropriate technology so that students will demonstrate mastery of basic skills at progressive levels of difficulty in core curriculum areas.	Technology Funds SuccessMaker Study Island	Technology Dept. Principals Tech Manager Literacy and Math Specialist	Weekly
2.3	Attend professional staff development and opportunities for students to utilize multiple formats for communications with diverse audience	Technology Funds Computer Software / Hardware World Wide Web Computer Hardware	Technology Dept. Principals Tech Manager	Daily
2.4	Monitor Computer Lab Usage	Technology Funds	Principals Tech Managers	Monthly
2.5	Maintain a replacement schedule (hardware, software and infrastructure) to provide students with learning opportunities, utilizing the latest technology available.	State and Federal Funds	Technology Dept. Tech Manager Principal	Annually
2.6	Students will create various technology based projects to be shared with the Marble Falls community.	Time for project planning and development Software and Hardware to meet students needs	Principal Classroom Teachers Campus Tech Manager District Personnel	December 2011

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District & Campus Goal 3: We will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objective: MFES will provide students with experiences that promote learning outside of the classroom. These experiences will give student the opportunity to lean and apply knowledge outside of the regular school setting.

Summative Assessments: UIL Team Roster, Field Trip Schema, Destination Imagination Team Roster

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
3.1	Encourage students to participate in extracurricular activities such as UIL and Destination Imagination that promote higher levels of thinking.	Extra duty pay Funds for instructional materials Funding for team fees	Central Office Staff Principal Classroom Teachers	Weekly
3.2	Provide instruction and extra-curricular opportunities for students to participate in activities that foster higher level thinking skills	GT funds Staff Development Time for curriculum planning / integration	Challenge Lab Facilitator Principal	Ongoing
3.3	Provide students with field trip experiences that are selected based on grade level TEKS.	Field Trip Funds	Principal Classroom Teachers	Spring 2014

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District & Campus Goal 4: We will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objective: MFES will deliver consistent exemplary services in all areas of the curriculum to include LEP, Special Education, GT, At-Risk / Title I, Dyslexia, Student Success Initiative (SSI).

Summative Assessments: AEIS Report, Classroom Data, DEIC Survey results, STAR results, PDAS Evaluations, Student sign in Sheets.

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
4.1	Assure that all staff attends staff development provided at the campus and district level that is specific to the needs of diverse student groups and allows staff to maintain Highly Qualified standards. Topics include, but are not limited to: Effective Practices for <ul style="list-style-type: none"> • At-Risk Students • Gifted Students • LEP Students • Special Education Students 	Funds for Professional Development Title I funds Title III funds	Principal Literacy and Math Specialists District Curriculum Dept. Director of Student Services	Ongoing
4.2	Provide additional instructional support to teachers in mathematics and reading through a Title I funded math specialist, PK-2 Literacy Specialist, and 3-5 Literacy Specialist, and paraprofessional staff	Title I funds Compensatory Funds	Central Office Staff Principal	Daily
4.3	Utilize Challenge Lab teacher to provide enrichment and reinforcement of higher order thinking skills to students in all classrooms	GT Funding	Central Office Staff Principal Challenge Lab Teacher	Daily
4.4	Classroom Teachers, with support of Challenge Lab Teacher and Content Specialists will provide enrichment activities for all students	Campus funds Ideas and activities for use in differentiation of instruction.	Challenge Lab Teacher Content Specialists Classroom Teachers	Daily
4.5	Provide SSI remediation to give identified students additional time to master necessary content and skills	SSI Resources Teaching Staff	Principal Teachers	Weekly
4.6	Use the Wilson Program for identified dyslexic students	Wilson materials Staff to implement program	Literacy Specialist Principal	Weekly
4.7	Provide extended year to students needing to pass STAAR (and/or needing to meet promotion criteria, as funds allow)	OEYP funds	Principal	June 2012
4.8	Increase amount of direct instructional assistance provided	Compensatory funds	Principal	Daily

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	to students through the learning lab open before school		CM Mastery Aide	
4.9	<p>Implement the components of the Student Success Initiative to include:</p> <ul style="list-style-type: none"> ▪ Parental notification of at-risk status (Gr. K-5) ▪ Intervention services for any student coming into 5th grade who meets at-risk criteria based on Spring 10 TAKS scores in reading and / or math ▪ Implement research-based teaching strategies and at grades PK-5 ▪ Periodically measure student progress and adjust instruction accordingly. ▪ Establish Grade Placement Committees for grade 5 	SSI Guidelines TPRI Assessment	Principal Teachers	Weekly
4.10	Instructional TEAMS consist of administration, specialists, and classroom teachers will conduct Instructional Walkthroughs resulting in open dialogue and recommendation on instructional improvement.	Walkthrough Schedule Monitoring form Time for debriefing	Principal Content Specialist Classroom Teachers	Monthly
4.11	Literacy & Math Specialists will work with teachers and continue to develop teacher awareness and competencies by reviewing use of the Kilgo strategies, Six Trait Writing, Balanced Literacy, and others that have proven successful.	Common planning time	Teachers Principal Literacy Specialists Math Specialist	Ongoing
4.12	Staff will be trained to facilitate and monitor RTI in content areas. RTI plan will be developed and utilized when working with At Risk students.	RTI Planning time Training Time Campus Funds	Principal Literacy Specialists Math Specialist Classroom teachers	RTI Plan September 2011 Training August 2011
4.13	Grade level team meetings will be held weekly as needed during common planning periods. The meetings will include regular sharing of successful strategies/techniques in place and working well, problem-solving to develop and share new strategies, program planning, staff development and intervention strategies. Whenever possible special program staff will join the meetings.	Common planning time	Principal Team Leaders Literacy Specialists Math Specialist Special Ed. Staff	Wednesdays
4.14	Using the comprehensive needs assessments, the Title I staff will plan jointly with classroom teachers to discuss the needs of students served in Title I in order to help them attain mastery in reading, writing and math. These students needs will be addressed by Title I staff using the inclusion	Planning time Title I Teachers Teachers Title I Aides	Principal Teachers Title Staff	Weekly

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	model and/or pullout in the students' classroom.			
4.15	<p>Implement the literacy program as defined in district and campus initiatives.</p> <ul style="list-style-type: none"> • Provide additional staff development • Purchase needed resources • Monitor instruction • Provide support for staff to implement the strategies 	<p>Literacy resources Professional Resources Title I</p>	<p>Literacy Specialists Math Specialist Principal Teachers</p>	<p>Ongoing</p>
4.16	<p>Continue to increase the amount of time all students spend in actual reading by:</p> <ul style="list-style-type: none"> · all students reading daily, silently or aloud, self-selected materials at own pace (Accelerated Reading Time) · choral reading · student reading aloud with a tape, story or book · students keeping daily logs of reading time at home and at school · paired reading within and across grade levels · students keeping a cumulative log of titles read during the year · all students actively participating in the Accelerated Reading program as appropriate · duo-log reading <p>having books available for students in waiting areas</p>	<p>Big books, books, tapes of books, reading logs, AR books and tests Title I funds \$1000</p>	<p>Principal Teachers Librarian</p>	<p>Daily</p>
4.17	<p>Develop test familiarity and test taking skills by using activities from various STAAR focuses ancillary materials.</p>	<p>· Title I funds \$1000</p>	<p>Classroom Teachers (Grades 3-5) Special Program Classroom Teachers Principal</p>	<p>Daily</p>
4.18	<p>Provide a balanced literacy program in each classroom grades K - 2 based upon scientifically based reading research which is in accord with campus guidelines for literacy instruction and instructional time allocations, which</p> <ol style="list-style-type: none"> a) provide extensive phonics instruction using Foundations b) provide systematic spelling instruction based on identified spelling patterns; c) include fluency activities in daily instruction; d) incorporate resources from the state reading academics and instructional strategies in the TPRI Intervention Guide 	<p>professional development for all teachers Literacy Specialists to provide support Instructional materials including leveled libraries TPRI Intervention Guides</p>	<p>Curriculum Dept. Principal Literacy Specialists Literacy Consultant Teachers</p>	<p>Ongoing</p>

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4.19	<p>Identify students who are at-risk. Determine the appropriate intervention strategies to assist students in meeting mastery. Interventions may include but are not limited to:</p> <ul style="list-style-type: none"> • RTI • Extended Day • Tutorials • Title I Assistance • Counseling • Special Education Services • Content mastery • Computer based remediation software • Differentiated Instruction • SSI Tutorials • Extended Year 	<p>Local Assessments Student Data Title I Funds \$10,000 State and Federal Funding sources if available</p>	<p>Classroom Teachers Principal Title 1 Staff Special Program Staff Teachers</p>	<p>Weekly</p>
4.20	<p>Guided Reading / Writing approach will be expected and supported in all K-5 classrooms.</p>	<p>Leveled Readers / Guided Reading library. Title I Funds \$1000</p>	<p>Title I support staff Principal Classroom Teachers</p>	<p>Ongoing</p>
4.21	<p>In grades 3-5, regularly chart student progress by charting tested objectives in reading and math. Review data and adjust instruction.</p>	<p>Local and State Assessment Data</p>	<p>Principal Teacher</p>	<p>Monthly</p>
4.22	<p>Each grade level will develop a STAAR plan using the results of data gathered each grading period. The plan will include intervention strategies and the use of test-taking strategies.</p>	<p>STAAR data Planning Time</p>	<p>Principal Title 1 Staff Teachers Special Ed. Staff</p>	<p>Annually but adjusted as needed</p>
4.23	<p>District Benchmark Tests will be administered according to District testing schedule. The results will assist teachers in planning for STAAR:</p> <ul style="list-style-type: none"> • grouping for instruction based on identified needs • reinforce objectives • reinforce use of strategies 	<p>Benchmark Tests Reports with student data</p>	<p>Central Office Staff Principal Teachers Special Program Staff</p>	<p>January 2012</p>
4.24	<p>Utilize and review uniform reading strategies. Strategies will be introduced to 2nd graders during the second semester and will be continued through 5th grade</p>	<p>Collaboration time for Reading teachers in grade 2-5</p>	<p>Principal Literacy Specialist Classroom Teachers</p>	<p>Ongoing</p>
4.25	<p>Encourage small group remediation within classroom setting to reinforce all content areas. Groups no larger than 4 students</p>	<p>STAAR formatted resources, Reading resources targeting the 5 components of</p>	<p>Principal Title I support staff Classroom Teacher</p>	<p>Daily</p>

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		reading		
4.26	Evaluate student performance on STAAR formatted reading passages (mini assessments).	STAAR formatted Reading resources	Title I support staff Principal	Weekly
4.27	Provide extended day tutorials for struggling students.	SSI funds / staff	Central Office Staff Principal	Weekly
4.28	Require Science and Math "Word Walls" and journals to reinforce consistent science / mathematics vocabulary and conceptual understanding in grade K-5	Science / Mathematics vocabulary list by grade level journaling notebook	Principal Classroom Teachers	Ongoing
4.29	Benchmark assessments will be administered as per the district testing calendar and district assessment procedures.	District-provided assessments and reports generated through DMAC and Campus Analysis	Central Office staff Principal Teachers	Each 9 weeks
4.30	Teacher-made assessments will also be reviewed for TEKS content, complexity, & context.	Assessment materials	Principal Teachers Content Specialists	Ongoing, following each academic unit
4.31	Engage in data analysis of state & local assessments to determine appropriate intervention strategies	Data Analysis Sheets	Principal Teachers	Weekly
4.32	Utilize formal and informal (mini) assessment data to guide instruction and remediation	Benchmark assessments Informal assessments	Title I Support Staff Principal Classroom Teachers	Weekly
4.33	Information from computer software will be utilized to reinforce student learning. Programs will be facilitated through general and special education classrooms. (i.e. Read Naturally, Lexia, Think Through, iStation, Rosetta Stone)	Computer hardware Program licensing Title I support staff	Literacy Specialist Title I Math Specialist Principal	Weekly
4.34	Encourage / Enforce individual student conferences with students regarding writing as related to 6+1 Traits.	Title I support	Classroom Teachers Principal	Ongoing
4.35	Utilize reading selections to reinforce writing concepts	6+1 Trait Crates Title I support staff	Classroom Teachers Literacy Specialists Principal	Weekly
4.36	Conduct regular walkthrough monitoring of instruction in all learning environments	Walkthrough documentation	Principal	Ongoing
4.37	95% of GT students at 3-5 grades will be commended on all sections of STAAR testing	Enrichment time	Classroom Teacher Challenge Lab Facilitator Principal	Annually

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4.38	All staff must meet Highly Qualified status for all assigned roles. Internet postings, job applications, and job fairs will be utilized to recruit Highly Qualified candidates.	Posting requirements Job Fair opportunities	Principal	August 2011 or as need because of vacancy.
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District & Campus Goal 5: We will promote personal wellness and healthy choices.

Performance Objective: MFES will maintain the availability and use of our current facilities to provide a quality educational environment that meets the needs of our students and community.

Summative Assessments: DEIC Surveys, Campus Teacher, Staff and Parent Surveys, Facility usage forms

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
5.1	MFES master schedule will meet or exceed the required number of minutes per week required for Physical Education (150 minutes per week).	MFES Master Schedule	Principal	Weekly
5.2	Encourage students to make healthy choices by providing healthy snack option during lunch periods.	Healthy Snacks	Principal Food Service	Ongoing
5.3	Include healthy food and/or physical activity ideas for parents through campus newsletter.	Newsletter	Assistant Principal PE Teacher	Twice Monthly
5.4	Recess time on a daily basis will be scheduled to meet the age-appropriate frequency and number of minutes per day.	MFES Master Schedule	Principal	Daily

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District & Campus Goal 6: We will exemplify strength of character.

Performance Objective: MFES will increase provide opportunities for staff and students to recognize good character traits of students and staff.

Summative Assessment: DEIC Survey Results, Campus Survey Results, STAR Student Roster

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
6.1	Implement campus wide Character Education Program: Character Counts with No Place for Hate Events and Activities.	Character Counts No Place for Hate Materials Class Schedule	Counselor	Monthly
6.2	Implement STAR Student Program for students PK-5 in order to reinforce responsibility and character.	STAR Student Awards	Principal Registrar Teachers	Ongoing
6.3	Provide What-a-Character incentive tickets to student exemplifying strong character traits.	What-a Character Tickets Prizes	Counselor Principal	Monthly Drawings Ongoing tickets

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District & Campus Goal 7: We will provide a safe and drug-free environment.

Performance Objective: MFES will maintain a safe, drug free environment that is conducive to learning.

Summative Assessment: PEIMS Discipline Reports, DEIC Survey Results, Campus Surveys

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
7.1	Continue to analyze discipline statistical data at the campus and district level at the end of each grading period to determine trends effective/non-effective practices including application of consequences and training needs.	Discipline Statistics	Principal	Monthly
7.2	Each teacher will follow classroom discipline plan. A copy will be sent home to parents.	Planning time Completed Plan	Classroom Teachers Principal	August 2011
7.3	Discipline plan and procedures will be periodically reviewed at grade level meetings using statistics from discipline records.	Discipline Reports	Classroom Teachers	October 2011 February and April 2012
7.4	MFES will utilize security software to monitor visitors on campus	Security Software	Title IV Coordinator Principal Office Staff	Ongoing
7.5	Applicable District-adopted crisis, bullying, and violence prevention strategies will be implemented on the campus	District training	Principal Title IV Director Counselor	Ongoing
7.6	MFES will conduct monthly fire evacuation drills and monitor effectiveness of evacuation plan.	Fire Evacuation Maps and Procedures	Principal	Monthly
7.7	MFES will conduct Lock Down drills once per semester and monitor effectiveness of lock down plan	Lock Down Procedures	Principal	October 2011 – January 2012
7.8	MFES will conduct Disaster drills each nine weeks and monitor effectiveness of disaster plan	Disaster Procedures	Principal	Each nine week period
7.9	MFES will require all visitors to have “car tags” displayed in car window when picking up students at school dismissal.	Car Tags Parent Information	Principal MFES Staff	Ongoing

“Together We Grow!”

**2013-2014 Action Plan
Campus: Marble Falls Elementary**

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 1: All teachers will provide daily instruction that is aligned to the state standards so every student will be fully prepared to reach his/her potential.

<p>Current State: Some teachers provide daily instruction that is aligned to state standards. Not all students are fully prepared to meet their potential resulting in too many students in tiers two and three.</p> <p>Data: RTI, PLC minutes, TBA</p>	<p>Desired State: Every teacher will provide lessons that are aligned to the state standards while reducing the number of students in RTI by 50%.</p> <p>Data: Assessment data</p>
<input type="checkbox"/> Initiating <input checked="" type="checkbox"/> Implementing <input checked="" type="checkbox"/> Developing <input checked="" type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating <input checked="" type="checkbox"/> Implementing <input checked="" type="checkbox"/> Developing <input checked="" type="checkbox"/> Sustaining

Action	Person Accountable	Observable	Data	Date
100% of teachers will post the daily focused SE for each subject	Teachers Resource Teachers	Walkthroughs	Mosaic report	
100% of teachers will communicate the daily focused SE for each subject throughout the lesson	Teachers Resource Teachers	Walkthroughs	Mosaic report	
Provide daily opportunities for student to use TEKS aligned academic vocabulary in all subject areas	Teachers Resource Teachers Academic Specialists	Walkthroughs	Formative Assessments	
Provide daily reteach and enrichment that are aligned with grade level TEKS	Teachers Resource Teachers Teacher Leader Academic Specialists	Students in groups Student products	Campus Remediation Time	
Provide professional development on the use of IStation, TTM, writing workshops, guided reading, and methods of using academic vocabulary	Principal Assistant Principal Teacher Leader Academic Specialists	Implementation of learning from PD	Sign in sheets	In-service days

**2013-2014 Action Plan
Campus: Marble Falls Elementary**

PK - third grade teachers will implement Foundations daily	Teachers Resource Teachers Reading Specialist	Fundation supplements seen during walkthroughs	Weekly dictation tests and unit tests	
PK – fifth grade teachers will implement the practice of guided reading weekly	Teachers Resource Teachers Reading Specialist	Walkthroughs	Running records	
PK – fifth grade teachers will conduct the practice of writing workshops weekly	Teachers Resource Teachers Reading Specialist	Walkthroughs	Writing products	
Provide Rosetta Stone program time weekly to LEP students	Teachers	Para Schedule Walkthroughs	Mosaic Report	
Provide professional development on monitoring LEP students and Sheltered Instruction	Leslie Talamantes	Professional Development Calendar	TELPAS data	
Weekly, use a Multi-sensory approach to building numerical fluency	Math Specialist Teacher Leader Teachers	Walkthroughs	PLC planning recaps	
Use the Math TEKS problem solving processes in weekly lesson plans	Math Specialist Teacher Leader	Posting of the problem solving strategies		
Observation:				
Next Steps:				

**2013-2014 Action Plan
Campus: Marble Falls Elementary**

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 1: As a campus we will all collaborate to align instruction, review assessments, and discuss interventions to guide lesson planning.

<p>Current State: As a campus, planning includes team member who plan using the grade level YAG, TEKS, SEs, and common data. Currently teachers see PLC as another meeting instead of a standard method of operation.</p> <p>Data: Current Team Planning meetings</p>	<p>Desired State: As a campus, planning includes all team members; it routinely includes the use of grade level YAG, TEKS, SEs, and common data to make instructional decisions for the purpose of promoting student achievement while focusing on the “why” of teaching.</p> <p>Data: Meeting Minutes</p>
<input type="checkbox"/> Initiating <input checked="" type="checkbox"/> Implementing <input type="checkbox"/> Developing <input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating <input type="checkbox"/> Implementing <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Sustaining

Action	Person Accountable	Observable	Data	Date
Set norms for all collaborative meetings including a focus on the “why”	Principal Assistant Principal Academic Specialists Teacher Leader Teachers	Teams will recap the actionable items of the meeting so everyone has a common understanding from the meeting	Activities that demonstrate a community of professional learners an expectation list	August 28, 2013 Weekly
Collaborate using data to guide targeted lesson planning.	Principal Assistant Principal Teachers Resource Teachers Teacher Leaders	Activities created that are aligned to the TEKS/SE Teams schedule with Teacher Leaders	Minutes Walkthrough Visits	Weekly

2013-2014 Action Plan
Campus: Marble Falls Elementary

Establish a PLC observer option to add to discussion during team recaps at least once per 6 weeks.	Principal Assistant Principal Academic Specialists Teacher Leader Teachers	Teachers will recap the actionable items of the meeting so everyone has a common understanding from the meeting	Minutes	
Implement a classroom remediation time dedicated to spiraling TEKS for tier 2 small groups	Principal Assistant Principal Team Leaders Academic Specialists Teacher Leader	Time appears on classroom schedule	Activities created that will be used during remediation time for Tier2 students	2X per week
K-2 will use the new math TEKS to teach the math standards 3-5 will use the side by side comparison to teach both standards with a teaching focus on the current TEKS to close the gap	Principal Assistant Principal Teacher Leader Math Specialist	Weekly PLC recaps	Lesson Plans TBA's	Weekly
Summer book study to encourage common vocabulary and focus on team planning and collaboration	Principal	Distribution of "The Energy Bus" Incorporate Energy theme into back-to-school training and weekly updates	Weekly updates	Weekly
Observation:				
Next Steps:				

**2013-2014 Action Plan
Campus: Marble Falls Elementary**

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Goal 1: All teachers will use data to make instructional decisions for all students.

<p>Current State: Staff understands that data guides instructional decision-making. The depth and consistency of what data is used and when varies by staff member.</p> <p>Data: STAAR, TBA, DRA, TPRI</p>	<p>Desired State: Analyze data to determine student needs to guide spiraling, remediation and pacing to provide targeted interventions and enrichment to the aligned TEKS.</p> <p>Data: TBA results, STAAR, DRA, TPRI, Teacher observations, informal assessments, grades</p>
<input type="checkbox"/> Initiating <input type="checkbox"/> Implementing <input checked="" type="checkbox"/> Developing <input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating <input type="checkbox"/> Implementing <input type="checkbox"/> Developing <input checked="" type="checkbox"/> Sustaining

Action	Person Accountable	Observable	Data	Date
Weekly monitoring of student discipline, attendance and assessment trends	Principals Assistant Principal Teacher Leaders Specialists Teachers	Data wall PLC recaps	Attendance reports PEIMS data TBA's STAAR DRA TPRI	Weekly
Use data to group students for whole group, small group and individual remediation	Teacher leaders Teachers	RTI updates Eduphoria Item Analysis	Formative Assessments Summative Assessments	Monthly
Professional development will be provided through Eduphoria	Principal Instructional Technologist Teacher Leaders	Eduphoria report use in PLC's	TBA's STAAR DRA TPRI	TBD
Teacher Leaders will assist teachers	Teachers	Remediation Lessons	Gap assessments	

2013-2014 Action Plan
Campus: Marble Falls Elementary

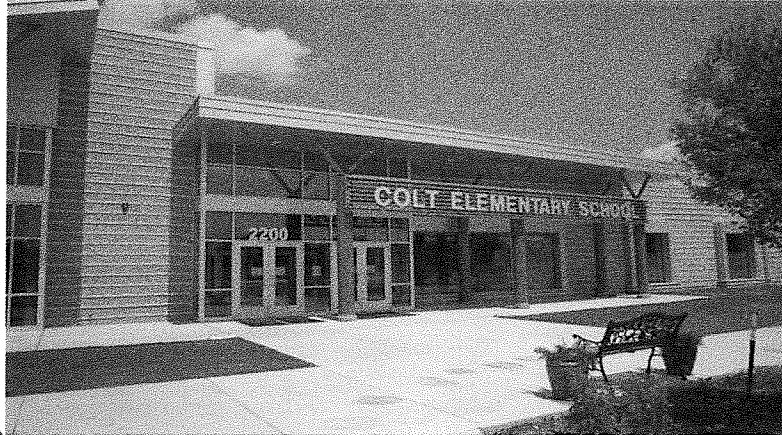
in providing targeted remediation lessons and materials	Resource Teachers Teacher Leader Academic Specialists	Walkthroughs	Walkthrough data	
Observation:				
Next Steps:				

Campus Improvement Plan

Colt Elementary School

2013 - 2014

MARBLE FALLS



COLT ELEMENTARY

2013 - 2014

CAMPUS IMPROVEMENT PLAN

"Every child is my child and the failure of one is unacceptable"

MFISD Board of Trustees

Rick Edwards - Place 5 President

Karl Westerman- Place 6 Vice-President

Kelly Fox, Ph.D. - Place 7 Secretary

Craig Mabry- Place 3 Member

Mike Savage - Place 1 Member

Tommy Chaney - Place 4 Member

Kevin Naumann - Place 2 Member

"Every child is my child and the failure of one is unacceptable"

Responsible for Colt Elementary CIP Implementation
2013 - 2014

Title/Position	Name
Administration	Keith Powell, Phyllis Campbell
Counselor	Christina DeLoach
Librarian/Media Specialist	Lenore Weihs
Nurse	Sandra Pollock
Office Staff	Mary Ratliff, Mary Uvalle
Teachers	CES Staff
Instructional Assistants	CES Staff
PTO	President Darlene Narvaez
Elementary C&I	Lee Courville
Bilingual District Coordinator	Leslie Talamantes
Special Education Campus Coordinator	Stacy Cox
Campus LSSP	Danielle Simms
G/T Campus Coordinator	Karen Maples
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Cord Woerner

“Every child is my child, and the failure of one is unacceptable”

Goal I: Marble Falls ISD will engage all stakeholders with the ongoing communication between community members, parents, students, school board, and staff.

Performance Objective: CES will actively involve parents, community, and staff in the education of our students.

Formative /Summative Assessments: Volunteer list, volunteer sign in sheets, file of parent newsletters sent home, student planners, PTO meeting attendance, parent attendance at special events and parent/teacher collaboration and ongoing communication, community participation in special events, parent, student, staff, survey

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Communicate consistently with parents.</p> <ul style="list-style-type: none"> • Class and/or grade level newsletters and notices (translated in Spanish as appropriate) sent home and posted on teachers' web pages. • Designated day of week for campus and district-wide communication in identified folder to establish consistency. • Provide parents and caregivers information on special programs at monthly PTO meetings (Title I, Title III, RTI, Special Education, Character Counts, etc.). • Provide a translator at parent meetings (Spanish). • Call homes of absent students to communicate concern and procedures for returning to school. • Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.) 	<p>CES teachers</p> <p>CES teachers</p> <p>PTO Board, CES admin</p> <p>PTO Board, CES admin Classroom teachers, Mary Uvalle</p> <p>CES admin</p>	<p>Title III(translations)</p> <p>Folders (donated)</p> <p>Meeting calendar, agendas</p> <p>PTO, CES funds</p> <p>Current phone numbers</p> <p>Title I (district level)</p>	<p>Minimum - twice monthly</p> <p>Weekly</p> <p>Monthly</p> <p>As needed</p> <p>Daily (after 10am)</p> <p>As needed</p>

“Every child is my child, and the failure of one is unacceptable”

<ul style="list-style-type: none"> • Provide monthly issues of Home-School Connection Parent Newsletter ; includes hints and information for parenting, activities, homework tips, etc. (Eng/Sp) • Provide real-time parent access to student grades and attendance records through Skyward Family Access • Hold parent conferences at the end of 1st and 3rd nine weeks. • Continue Family Reading Night to encourage families to read and take AR tests together one night a month • Provide learning activities for families at annual Family Science Night. 2013-2014 theme: TBA. <p>Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses.</p> <ul style="list-style-type: none"> • Meet the Teacher Night with registration and information tables in cafeteria. Open house to extend opportunities for parents to meet teachers. <p>Develop and maintain a volunteer program.</p> <ul style="list-style-type: none"> • Recruit and build campus PTO Board and general membership. • Continue WatchDOGS program through PTO. Pizza Kick-Off Night will provide information and opportunity to join. • Continue to recruit community members to participate in volunteer opportunities on and off campus. 	<p>PTO</p> <p>MFISD Technology, CES teachers</p> <p>CES teachers/CES admin L. Weihs</p> <p>K. Packer, CES Science Committee</p> <p>CES admin/CES staff</p> <p>M. Ratliff</p> <p>PTO</p> <p>CES admin, PTO Board</p> <p>PTO Board (Nancy Floyd)</p>	<p>Title I (100% salary)</p> <p>District funds</p> <p>Schedule</p> <p>Library funds</p> <p>Campus/PTO funds</p> <p>Time to make contacts</p> <p>PTO meeting dates</p> <p>PTO funds</p>	<p>Monthly</p> <p>Daily</p> <p>Aug. - May 2013-14</p> <p>Monthly</p> <p>Spring 2014</p> <p>Aug. 23</p> <p>Sept. 10</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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“Every child is my child, and the failure of one is unacceptable”

<ul style="list-style-type: none"> • Utilize strategies for students needing behavioral support beyond the campus -wide plan <ul style="list-style-type: none"> - RTI - Campus LSSP <p>Regularly monitor student progress in reading, math, and writing to determine the level of tiered instruction needed. RTI plan based on student needs.</p> <p>Increase RTI support/effectiveness through use of standardized and consistent individual student RTI portfolio, including ongoing Tier 1 and Tier 2 data.</p> <ul style="list-style-type: none"> • Utilize strategies for students participating in a bilingual program <ul style="list-style-type: none"> - Use Rosetta Stone to further language development of students - Bilingual reading specialist provides inclusion and/or pull out support for identified students including students with dyslexia - Recruit highly qualified bilingual teachers and staff <ul style="list-style-type: none"> • Utilize strategies for students participating in GT Program <ul style="list-style-type: none"> - Cluster GT students with GT certified teachers - Challenge Lab to serve GT 	<p>Classroom teachers</p> <p>Classroom teacher</p> <p>Classroom teachers, DeLoach, Teacher leaders Reading/math specialists</p> <p>CES admin</p>	<p>District Resources</p> <p>District Resources</p> <p>District resources</p> <p>District funding</p>	<p>Daily/Ongoing</p> <p>Daily/Ongoing</p> <p>Daily/Ongoing</p> <p>Daily/Ongoing</p>
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“Every child is my child, and the failure of one is unacceptable”

	<p>population and provide enrichment for all students</p> <ul style="list-style-type: none"> - Monthly meetings with GT Coordinator and Challenge Lab staff - Professional development for administrators and staff 	CES admin, GT Teacher	District & campus funds	Ongoing
	<ul style="list-style-type: none"> • Utilize strategies for students participating in ESL program <ul style="list-style-type: none"> - Allow students to work on Rosetta Stone to further develop English Language skills - Allow teachers to work on Rosetta Stone to develop Spanish language skills 	CES admin, ESL teachers	Title III, district & campus funds	Ongoing

“Every child is my child, and the failure of one is unacceptable”

Goal VI: MFISD will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Performance Objective: CES will provide a positive and supportive learning environment for all students and staff.

Formative/Summative Assessments: Front office sign in/sign out documentation, PEIMS reports, student planners, discipline referrals, walk-through observations, star student/staff wall, survey results, other documentation of parent contact

√	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Review and modify the District/Campus Crisis Management Flow Chart and plan to establish procedures campus and district-wide.	All CES staff	Crisis Management Plan	Annually
	Red Ribbon Month activities will feature and celebrate making safe and healthy choices. <ul style="list-style-type: none"> • Celebrate healthy choices through slogans and dress themes. • Invite local emergency response teams (fire, police, etc) to help educate students in safety. • Firmly establish drug free awareness by designating one day a month to wear red. 	Counselor	Campus Funds	October 2013
	Train/update reception area personnel in student/parent sign-in and sign-out procedures (including checking for legal documents). <ul style="list-style-type: none"> • V-Soft procedures 	M. Ratliff	Campus funds	Ongoing

“Every child is my child, and the failure of one is unacceptable”

Goal VII: MFISD will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Performance Objective: CES will provide opportunities for students to explore their talents and strengths in support of their school and community.

Formative/Summative Assessments: UIL participation, field trips, student council, organizations and clubs, safety patrol, choir programs, survey results

√	STRATEGIES	PERSON(S) RESPONSIBLE	TIMELINE
	<p>Encourage participation in extracurricular activities such as choir, Safety Patrol, Student Council, and UIL</p> <p>Provide field trips.</p> <p>Encourage participation in after school clubs and organizations.</p>	<p>All CES staff, club sponsors, UIL leaders</p> <p>CES staff</p> <p>CES staff</p>	

“Every child is my child, and the failure of one is unacceptable”

Campus Improvement Plan

Highland Lakes Elementary School

2013 - 2014

**Marble Falls Independent School District
Campus Improvement Plan
Highland Lakes Elementary
2013 – 2014**



Learners Today... Leaders Tomorrow... Mustangs Forever!

Mission Statement

The mission of Marble Falls Independent School District is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

2013-2014 Marble Falls District Goals

MFISD has:

- GOAL I:** We will build strong, vital relationships within our diverse communities.
- GOAL II:** We will embrace innovative applications of technology with primary focus on student immersion.
- GOAL III:** We will cultivate opportunities for student participation that extend beyond the classroom.
- GOAL IV:** We will ensure all students receive exceptional instruction through inspired learning experiences.
- GOAL V:** We will promote personal wellness and healthy choices.
- GOAL VI:** We will exemplify strength of character.
- GOAL VII:** We will provide a safe and drug-free environment.

These are both District “targeted” goals and Campus “targeted” goals.

Beliefs

Proposed as the district's fundamental convictions, values, and characters

We believe that....

- Safety is paramount.
- Every individual has unique needs and potential.
- Positive self-worth is critical to healthy development.
- Open communication promotes success.
- Relationships are vital.
- Parent and family involvement profoundly influences a child's life.
- Knowledge fosters independence and self-sufficiency.
- Good character traits are essential to a productive society.
- All people are innately responsible for their actions.

Objectives

Proposed as the desired and measurable end results for the district

- Every student will achieve extraordinary academic success.
- Every student will actively pursue learning throughout life.
- Every student will exhibit strength of character.
- All students will realize their uniqueness as citizens and contribute to the well being of their community.

Parameters

Proposed as the established guidelines within which the district will accomplish its mission

- *We will* stress safety throughout the district.
- *We will* honor relationships and treat all people with dignity and respect.
- *We will* model and expect impeccable character.
- *We will* be responsible stewards of our resources.
- *We will* practice and promote open communication.
- *We will not* compromise excellence.

Marble Falls ISD Board of Trustees

Rick Edwards – Place 5 President
Kevin Naumann – Place 6 Vice-President
Craig Mabray – Place 3 Secretary
Kelly Fox, Ph. D. – Place 7 Member
Mike Savage – Place 1 Member
Karl Westerman – Place 2 Member
Tommy Chaney – Place 4 Member

State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

- OBJECTIVE 1: Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
- OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed and retained.
- OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.
- OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Highland Lakes Elementary School
CEIC Members
2013-2014**

Name	Position
Michael Pittard	Administration, Chair
TBA	5 th Gr. Teacher
TBA	4 th Gr. Teacher
Mary Ann Stanton	3 rd Gr. Teacher
Christina Hartley	2 nd Gr. Teacher
Stephanie Butler	1 st Gr. Teacher
TBA	Kindergarten Teacher
Kim Smythe	Pre-Kindergarten Teacher
TBA	Special Education Representative
Nora Carrizales	Title I Specialist
TBA	Parent Representative
TBA	Parent Representative
TBA	Business Representative
Linda Mezger	Community Representative

*Due to changes of staff at every grade level, new membership for CEIC will be elected at the beginning of the school year.

Highland Lakes Elementary School conducted a Curriculum Audit in the spring of 2013. The resulting summaries and identified targeted needs resulted in the Action Plan found on pages 32-37 of the Campus Improvement Plan for 2013-14.

**Responsible for Highland Lakes Elementary CIP Implementation
2013-2014**

Title/Position	Name
Administration	Michael Pittard/Stacy Lashbrook/Mark Richert
Counselor	Katy Brickey
Librarian/Media Specialist	Shannon Wilson
Nurse	Shannon O'Connor
Office Staff	Linda Tellez/Debbie Nelson
Teachers	HLES Staff
Instructional Assistants	HLES Para Staff
Instructional Technologist/Tech Cohort	Marcy Mueller/Kasey Belk /Christina Hartley
PTO	Michelle Boshears
Elementary Director C & I	Lee Courville
Bilingual District Coordinator	Leslie Talamantes
Special Education Campus Coordinator	Julie Skero
Campus LSSP	Dr. Leslie Doan
Student Services Director	Central Office Staff
G/T District/Campus Coordinators	Lee Courville/D'Ann Ross
District Technology	Kevin Wier
District Maintenance Director	Michael Phillips
Title IV District Coordinator	Cord Woerner
ACE Grant Site Coordinator	Joshua DeLoach

District & Campus Goal I: We will build strong, vital relationships within our diverse communities.

Performance Objectives:

1. Campuses will communicate consistently with parents.
2. Each campus will hold a parent orientation for the school year, scheduled at different dates for elementary, middle school, and high school to accommodate multi-sibling families.
3. Each campus will develop and maintain a volunteer program.
4. Campuses will establish effective transitional activities.
5. The district will provide a list of community resources available to parents and students.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

1. Parent & Staff survey to determine effectiveness
2. Chart parent response and involvement as a baseline for future reference
3. Record of parent involvement

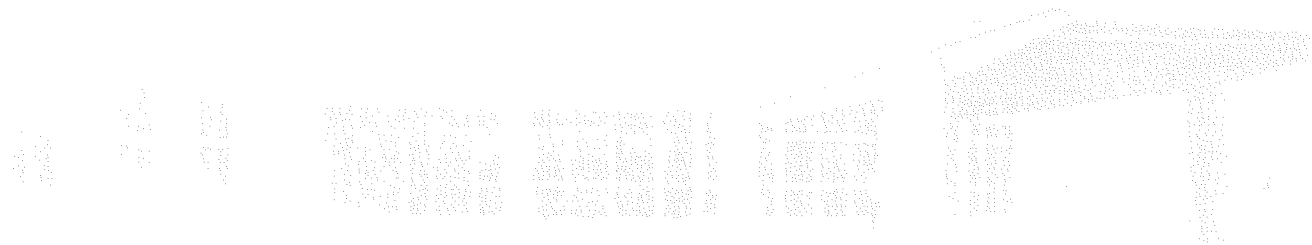
√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<p>Communicate consistently with parents</p> <ul style="list-style-type: none"> ❖ Schedule parent orientation prior to the beginning of school ❖ Maintain an up-to-date web page that includes: <ul style="list-style-type: none"> ○ Calendar of campus & district events ○ Campus information 	<p>Campus Funds</p> <p>Campus Funds</p>	<p>Campus Administration</p> <p>Assistant Principal for Operations/Campus Secretary</p>	<p>August 23rd, 2013 @ 6:30pm</p> <p>Weekly: August 2013-May 2014</p>

	<ul style="list-style-type: none"> ○ Class & grade level info. ○ Special events ○ PTO news ○ CEIC minutes and other pertinent information ○ SkyAlert ○ Newsletters ○ NutriKids and Grade Connection <p>❖ Provide a campus newsletter once a month highlighting campus news and coming events</p> <p>❖ Student planners will be utilized for ongoing communication between home & school for attendance, assignments, celebrations, concerns, etc.</p> <p>❖ Provide parents and caregivers information on special programs at PTO meetings</p> <ul style="list-style-type: none"> ○ September- Open House ○ October- SSI/STAAR ○ November – TBA ○ January – AEIS Report 	<p>Campus Funds</p> <p>Campus Funds</p> <p>Campus Funds</p>	<p>Administration</p> <p>HLES Staff</p> <p>Administration, PTO, and HLES staff</p>	<p>Monthly: beginning in September</p> <p>Daily: August 2013-May 2014</p> <p>Monthly</p>
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<ul style="list-style-type: none"> ○ March – Public School Week ○ May – Board Elections <ul style="list-style-type: none"> ❖ Call home of absent students to communicate concern and procedures for returning to school ❖ Use Sky Alert to keep families informed of campus and district issues ❖ Provide parent access to student grades and attendance records through Parent Access ❖ Translation both written and orally in English and Spanish <p>Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses</p> <ul style="list-style-type: none"> ❖ Meet the Teacher Night with registration and information tables ❖ Conduct fall open house with grade-level parent orientations for grades PK-5 early in the school year to 	<p>Campus budget</p> <p>Campus budget</p> <p>Campus budget</p> <p>Campus budget</p>	<p>HLES staff</p> <p>Administrator</p> <p>District Administrators/ Campus Registrars</p> <p>Administration/ Bilingual Staff</p> <p>All campus staff</p> <p>All HLES classroom teachers</p>	<p>Daily as needed: August 2013-May 2014</p> <p>August 2013-May 2014 per needed basis</p> <p>August 2013-May 2014</p> <p>August 2013-May 2014</p> <p>August 23, 2013: 5:30-6:30 p.m.</p> <p>September 10 from 5:30-6:00 p.m. for PK-2 & 6:30-7:00 p.m. for</p>
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<p>provide additional information</p> <ul style="list-style-type: none"> ❖ Conduct parent conferences <p>Develop and maintain a volunteer/enrichment program</p> <ul style="list-style-type: none"> ❖ Increase parent and community members to serve as volunteers, reading partners, mentors, tutors, etc. by providing an interest form during registration, as well as at PTO and community functions. ❖ Establish a coordinator to recruit and organize volunteers <p>Establish effective transitional activities</p> <ul style="list-style-type: none"> ❖ HLES will plan to implement a smooth transition between grade levels, taking into consideration growth & development, parent, and student understanding and needs. 	<p>21st Century Grant Funds Campus Funds</p>	<p>All HLES classroom teachers</p> <p>Grant Site Coordinator/Campus Secretary/PTO/Administration</p> <p>Grant Site Coordinator/Campus Secretary/PTO/Administration</p> <p>Counselor</p>	<p>3rd-5th</p> <p>Ongoing & October 18, 2013 & Feb. 3 and 4, 2014</p> <p>September 2013-June 2014</p> <p>Fall 2013</p> <p>Spring 2014</p>
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	<p>Provide a list of community resources available to parents and students</p> <ul style="list-style-type: none"> ❖ The district will produce and provide a list of community resources to HLES school counselor that may be disseminated to parents 		<p>District Administration/ Counselor</p>	<p>Ongoing</p>
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	<p>increase instructional usage within the classroom</p> <p>Technical support response system will be established to meet district and campus needs.</p> <ul style="list-style-type: none"> ❖ HLES will designate staff that will work with the District Technology Department in meeting the needs of the campus 	<p>Campus/District Budget</p>	<p>Designated Staff IT/Campus Secretary/District Technology Department</p>	<p>Ongoing</p>
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District & Campus Goal III: We will cultivate opportunities for student participation that extend beyond the classroom.

Performance Objectives:

1. The district will actively inform all students and parents about district-wide student participation opportunities.
2. Each campus will establish a parent volunteer program.
3. Each campus will establish a student mentoring group to encourage student participation.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

Staff surveys to determine program effectiveness

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<p>Maintain an up-to-date web page that includes:</p> <ul style="list-style-type: none"> ○ Calendar of campus & district events ○ Campus information ○ Class & grade level info. ○ Special events ○ PTO news ○ Club and Organization information <p>Showcase Clubs and organizations to create interest and opportunities.</p> <ul style="list-style-type: none"> ❖ Provide regular student 	<p>Activity and Campus funds</p>	<p>Campus Secretary, Sponsors, and Staff</p> <p>HLES staff and</p>	<p>Ongoing</p> <p>Ongoing</p>

	<p>showcases in Morning Meeting, afterschool, and other presentation opportunities.</p> <ul style="list-style-type: none"> ❖ Public School Week in March will be student led by all student groups and organizations at HLES. ❖ In partnership with the 21st Century Grant and Andy Roddick Tennis Foundation, we will provide opportunities for our students to take part in enrichment programs that they might not necessarily be able to do otherwise because of logistics and cost. <p>Establish a parent volunteer program</p> <ul style="list-style-type: none"> ❖ Re-establish Watch Dog Program <p>Establish a student mentoring group to encourage student participation</p> <ul style="list-style-type: none"> ❖ HLES will develop and implement a program of student leadership that will encourage student participation 	<p>21st Century Grant Funds</p> <p>Activity Funds</p>	<p>students</p> <p>Site Coordinator Administration HLES Staff</p> <p>HLES Staff Member</p> <p>Counselor/Student Council Sponsors/ Students</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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District & Campus Goal IV: We will ensure all students receive exceptional instruction through inspired learning experiences.

Performance Objectives:

1. Every campus will honor students who achieve excellence.
2. Teachers will engage in purposeful professional development opportunities based on our district's strategic plan.
3. Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations.
4. Teachers will provide authentic learning experiences for students using a variety of technologies.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

Staff surveys to determine program effectiveness

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<p>Honor students who achieve excellence</p> <ul style="list-style-type: none"> ❖ Recognize students who display positive character traits in and out of class with morning announcements and other presentations (bulletin boards, etc) ❖ Recognize students who achieve "all A's and "A-B" honor roll through local media, certificates, morning meeting, and other reward opportunities/presentations 	<p>Campus Budget</p>	<p>Counselor, Administrators, all staff</p>	<p>Ongoing</p>
		<p>Campus Budget</p>	<p>Counselor, Administrators, all staff</p>	<p>Ongoing</p>

<ul style="list-style-type: none"> ❖ Recognize students achieving “perfect attendance through local media, morning meeting, certificates, and other reward opportunities/presentations <p>Professional Development</p> <ul style="list-style-type: none"> ❖ Provide effective, relevant professional development that directly impacts classroom instruction in the areas of differentiated instruction, RTI, and Collaboration <ul style="list-style-type: none"> ○ Grade Level Collaboration (GLC) Meetings- Differentiated instruction and Data ○ Staff Meetings-RTI and decision making ○ Vertical Team Meetings- Collaboration across the campus ○ Across district grade level training ❖ Provide training for all staff to ensure awareness of “safety net” options available for students at risk of failure, including legal implications for each option. <ul style="list-style-type: none"> ○ Content Mastery 	<p>District and Campus budget Cost of materials</p>	<p>Curriculum Administrator, Teacher Leaders Bilingual Coordinator, and all teaching staff</p> <p>Counselor</p>	<p>Ongoing</p> <p>August/Sept. 2013 Ongoing</p>
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<ul style="list-style-type: none"> ○ Literacy Team interventions ○ Individual/small-group tutoring ○ Dyslexia ○ CST ○ 504 Accommodations ○ RTI <p>Intervention/Assessment</p> <ul style="list-style-type: none"> ❖ Utilize a flow chart of available interventions to support educational services (RTI) ❖ Grade Level Collaboration for grade-level teachers to meet with administration to discuss students and curriculum ❖ Use benchmark and other available data to monitor student progress. <ul style="list-style-type: none"> ○ Disaggregate data from STAAR, TBA's, TPRI, and other assessments to identify areas of need ○ Conduct regular reviews of assessment results and classroom performance to determine progress toward academic goals <p>❖ Review campus special</p>	<p>Professional Development</p>	<p>Administrators, Counselor, and all teaching staff</p> <p>Special Education</p>	<p>Ongoing</p> <p>August/Sept.</p>
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	<p>particularly with a focus on low achieving and at risk students.</p> <ul style="list-style-type: none"> ○ HLES will utilize Title 1 funds to provide additional supplemental programs and materials in order to ensure student success. Title 1, Part A funds for Highland Lakes Elementary will purchase supplemental teaching materials in accordance data and feedback from classroom teachers and Title math and reading specialists. ○ The Success Maker program for Title support and the integration of the Rosetta Stone program for ESL support will be utilized in planned lessons and objectives for targeted students. ○ HLES will increase the commended performance 	<p>Title 1 funds (Professional salaries-\$166,790; Paraprofessionals salaries-\$85,361 & supplies \$20,000)</p> <p>Guided Reading, Literacy library, RTI process</p> <p>Campus Budget</p>	<p>District/Campus Administration, Instructional Coach, Grade level staff, Specialists, Title staff</p> <p>District/Campus Administration, Grade level staff, Specialists, Title staff</p> <p>District , Campus Administration, Grade level staff,</p>	<p>September 2013 - June 2014</p> <p>Ongoing</p> <p>Ongoing</p>
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	<p>percentage in all state administered tests. Differentiated instruction strategies will be strongly emphasized, monitored and shared with the teaching staff during GLC. Teachers will take full advantage of the PD in order to explore and implement ideas and curriculum enrichment that will provide support for their students being able to increase their mastery of the subject area.</p> <ul style="list-style-type: none"> ○ HLES will utilize Title 3 funds to assist the Bilingual students with support and materials designed to increase their opportunity for academic success. 	<p>Title 3 funding (Salaries and Services-\$13,000 & supplies/travel-\$11,021)), professional and contracted services, LPAC paperwork, supplies and materials</p>	<p>and Counselor</p> <p>Campus Administration, MFISD Bilingual director, Bilingual teaching staff, Title staff</p>	<p>September 2013 - June 2014</p>
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	<ul style="list-style-type: none"> ❖ Growth and Development presentation with 4th and 5th grade students ❖ One-on-One program for identified students/families for an individualized health program 		<p>Nurse, HLES staff</p> <p>Nurse, HLES staff</p>	<p>Ongoing</p> <p>Ongoing</p>
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District & Campus Goal VI: We will exemplify strength of character.

Performance Objectives:

1. We will ensure a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the district.
2. We will establish and recognize a culture of exemplary character.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

Staff surveys to determine program effectiveness

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<p>Implement a uniform and aligned character curriculum to include developmentally appropriate strategies throughout the campus</p> <ul style="list-style-type: none"> ❖ Classroom visits by counselor using Character Counts curriculum ❖ Guidance groups will address the character of respect to self and others in discussion with anti-bullying ❖ Model character in action and discussions in and out of class by HLES staff 	<p>Campus Budget</p>	<p>Counselor</p> <p>Counselor</p> <p>All HLES staff</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

<ul style="list-style-type: none"> ❖ Character Ed. curriculum will be discussed in morning announcements, school wide assemblies, and teaching strategies in the academic school day. 	<p>Campus Budget</p>	<p>Counselor, all HLES staff</p>	<p>Ongoing</p>
<p>Establish and recognize a culture of exemplary character</p>	<p>Campus Budget</p>	<p>Counselor, all HLES staff</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> ❖ Recognition of positive character traits exhibited by students on campus during morning announcements and bulletin boards 			
<ul style="list-style-type: none"> ❖ Recognize and honor selected students for the Student of the Month. These students will be selected on the basis of demonstrating good citizenship and showing behavior that supports their school, fellow students, and staff. 		<p>Campus counselor, HLES teacher staff</p>	<p>Monthly</p>
<ul style="list-style-type: none"> ❖ The school principal will recognize students who demonstrate strength of character and award them with a Principal's Assistant Certificate awards throughout the course of the school year. 		<p>Campus counselor, Administration, and HLES teacher staff</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> ❖ HLES students will be spotlighted in local papers and 		<p>Campus counselor, Administration, and</p>	<p>Ongoing</p>

	the campus newsletter for good deeds and a commitment in working hard and supporting their campus.		HLES teacher staff	
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District & Campus Goal VII: We will provide a safe and drug-free environment.

Performance Objective:

Highland Lakes Elementary School will provide a safe, drug-free campus.

Formative Evaluations:

Campus surveys; DEIC annual survey

Summative Evaluations:

1. Parent & staff surveys to determine program effectiveness
2. Decrease in number of accident reports filed by school nurse

√	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	<p>Safety</p> <ul style="list-style-type: none"> ❖ Provide playground and school safety training for all students ❖ Provide parking area safety training and communication for drop off and pick up procedures. ❖ Provide Yellow Dino presentation in the dangers of strangers and other adult situations ❖ Utilize local emergency, rescue units for information on safety (i.e. fire, EMT, sheriff) 		<p>Administration and all staff</p> <p>Administrators and all staff</p> <p>Counselor</p> <p>Administrators, Counselor, and HLES staff</p>	<p>August/September 2013 – during the first two weeks</p> <p>August 2013</p> <p>September/October 2013 lasting 4 weeks</p> <p>October 2013</p>

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 1: 100% of instruction, student work, and assessment is aligned with the TEKS

<p>Current State: Staff follows scheduled Grade Level Collaboration weekly for planning purposes of alignment, lesson plans, and assessments. Most sessions are focused, but 100% consistency of purpose is still needed. Student performance improved in the areas of Math, but Reading data showed student performance in Reading K-5 is still behind average standards. Student understanding of taught TEKS/SE's still shows many students are not able to grasp and apply learning objectives successfully.</p> <p>Data: TPRI, DRA, STAAR, TBAs, Observations, Agenda, Walkthroughs, Teacher Leader meetings</p>		<p>Desired State: All Grade Level Collaboration (GLC) meetings will be consistent in appropriate planning for alignment purposes of the TEKS/SE's and student needs. Improvement in Reading, Math, Writing, and Science will demonstrate student success above average standards and state averages. Student voice will show students understanding and application of taught TEKS/SE's.</p> <p>Data: TPRI, DRA, STAAR, TBAs, Observation, Agenda, Walkthroughs, Teacher Leader Meetings</p>		
<input type="checkbox"/> Initiating <input type="checkbox"/> Implementing <input type="checkbox"/> Developing <input type="checkbox"/> Sustaining		<input type="checkbox"/> Initiating <input type="checkbox"/> Implementing <input type="checkbox"/> Developing <input type="checkbox"/> Sustaining		
Action	Person Accountable	Observable	Data	Date
Continue common planning times devoted to discussing, developing, and implementing	Teachers Teacher Leader Curriculum AP	Academic Binder (i.e. TEKS/SEs, YAG, Kilgo	Posted TEKS/SE Walk Through Feedback Agenda/Minutes	Weekly

TEKS alignment, instructional materials, and assessments at the contextual and conceptual level.	Principal	Question Stems, Lesson Plans, Data, and Interventions)	Assessments Results	
Every student will have a voice within the lesson cycle.	Teachers	Students will be able to articulate learning objective	Walk Through Feedback Multiple Teacher Data Points (i.e. popsicle sticks, cooperative learning, journal writing response, dry erase boards, etc.)	Daily
Use a variety of question stems to reach a deeper conceptual level (how, why, open ended, inference, etc)	Teachers	SE's Lesson Plans Lesson Activities	Walk Through Feedback Student Voice @ appropriate understanding level	Daily
Use same vocabulary vertically throughout all grade levels to ensure deeper understanding of concepts over multiple years	Teachers Teacher Leader Curriculum AP Principal	Lesson Plans Lesson Activities Grade and Vertical Level Collaboration Meetings	Walk Through Feedback	Ongoing
Observation:				
Next Steps:				

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 1: 100% of the faculty and staff will engage and interact within a community of professional learners

<p>Current State: Grade level team members participate in scheduled planning meetings weekly. Other meetings involving Interventionists occur with grade level team members, but remain inconsistent.</p> <p>Data: Meetings and Agenda</p>		<p>Desired State: All faculty and staff interact as a professional learning community, in and out of scheduled meetings, in the best interest of students and their academic achievement.</p> <p>Data: Meetings, agenda, activities, and interactions</p>					
<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date			
Common Planning time for horizontal and vertical team meetings with all appropriate team members.	All Staff	Regularly scheduled meetings on school calendar. GLC (Grade Level Collaboration) – Weekly VLC (Vertical Level Collaboration) – per nine weeks	School Calendar Academic Binder: Team Protocols focusing on student learning – Alignment, materials, assessments, current grades, intervention progress, and identification of student needs. Data disaggregation and sharing	Ongoing			

		TIC (Teacher/Interventionist/SPED Collaboration) - Weekly RTI (Response to Intervention) –		
The campus will provide opportunities each nine weeks for teachers to observe other teacher’s classroom.	Principal Curriculum AP	Scheduled on Calendar Reflection sheet		Ongoing
Observation:				
Next Steps:				

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Goal 1: Student learning is continually reviewed using data to differentiate instruction.

<p>Current State: Staff understands that data results should guide instructional decisions for students. Consistency of review and how to use the data varies by staff members and grade level.</p> <p>Data: Collaborations meetings and RTI planning</p>		<p>Desired State: All staff will continually review data in light of instructional decisions to be made for student progress. Data will be viewed in different venues and methods to appropriately guide differentiation of students' needs.</p> <p>Data: Data Wall, Eduphoria, Collaborative Meetings, RTI plans and schedules, Lesson Plans, and Student Data Folders</p>					
<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date			
Data Wall will be displayed in a common area for teachers to use during collaborative time to guide instruction and updated continuously throughout the year.	Curriculum AP Teachers Teacher Leader	"DATA WALL"	Attendance (staff and students) Discipline TBAs STAAR TPRI/DRA Tejas Lee/EDL	Ongoing			
Assessments will be analyzed with grade level team members	Teachers Teacher Leaders	Assessments and grades will show no	Student Assessment data/comparison chart (i.e. progress	Ongoing			

and shared with administration and appropriate stake holders	Administration	more than a 10 point differential. TEKS/SEs will be monitored for success rate of 95% and consistency across grade level.	reports, report cards, TBAs, and STAAR) Check list of SEs Academic Binder	
Planned Intervention/pullout will be scheduled prior to beginning of the school year and updated appropriately as changes occur.	Teachers Interventionists Curriculum AP Teacher Leader Counselor Principal	RTI/Class schedule		Ongoing
Student data folders will be used to target individual students' needs by SE.	Teachers Students Teacher Leader Curriculum AP Principal	Data Folders	Walk Through Collaborative meetings (both staff to staff and staff to students)	Ongoing
Observation:				
Next Steps:				

Campus Improvement Plan

Spicewood Elementary School

2013 - 2014

**Marble Falls Independent School District
Campus Improvement Plan
Spicewood Elementary
2013 – 2014**



Learners Today... Leaders Tomorrow... Mustangs Forever!

Mission Statement

The mission of Marble Falls ISD is to inspire and empower all students to lead extraordinary lives and embrace the possibilities of the 21st century through relevant, engaging learning experiences led by inspirational and nurturing educators.

Marble Falls ISD District Goals 2013 - 2014

Goal I: Marble Falls ISD will engage all stakeholders with ongoing communication between community members, parents, students, school board and staff.

Goal II: Marble Falls ISD will provide high quality Career and Technology Programs for all students.

Goal III: Marble Falls ISD will ensure all students are achieving higher levels of academic performance.

Goal IV: MFISD will continue to allocate resources to meet the district's prioritized needs while staying financially sound.

Goal V: MFISD will establish 21st Century classrooms across the district that promote student engagement.

Goal VI: MFISD will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Goal VII: Marble Falls ISD will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Marble Falls ISD Board of Trustees

Rick Edwards – Place 5 President

Karl Westerman – Place 2 Vice-President

Kelly Fox, Ph. D. – Place 7 Secretary

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Kevin Naumann – Place 6 Member

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State Board of Education Mission, Goals and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed and retained.

OBJECTIVE 6: Texas students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Goal I: Marble Falls ISD will engage all stakeholders with ongoing communication between community members, parents, students, school board and staff.

Performance Objective: SWE will actively involve parents and community in the education of our students.

Formative/Summative Assessments: Parent newsletters; student planners; PTO meeting attendance; parent attendance at special events on campus; community participation in special events on campus; media communications; survey results

✓	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	<p>Communicate consistently with parents.</p> <ul style="list-style-type: none"> • Call parents to welcome the students back to school • School wide and class newsletters and notices sent home and posted on teachers' web pages • Keep web pages current • Provide information on special programs at monthly PTO meetings • Increase usage of student planners • Call homes of absent students to communicate concern and procedures for returning to school • Use Sky Alert System to keep families informed of campus and district issues (including weather, important dates, emergency procedures, etc.) • Provide real-time parent access to student grades and attendance records through Skyward Family Access • Provide issues of Home-School Connection Parent Newsletter • Hold parent conferences at the end of 1st nine weeks <p>Hold parent meetings during the school year, scheduled to avoid conflicts with other campuses.</p> <ul style="list-style-type: none"> • Meet the Teacher Night with information table for Transportation, Nurse, Cafeteria, PTO, Volunteer Opportunities • Information Night/Open House to extend opportunities for parents to meet teachers and learn expectations for the year 	<p>Classroom Teachers Principal, Teachers</p> <p>All SWE Staff PTO, Principal</p> <p>All SWE Staff Classroom Teachers</p> <p>Principal</p> <p>Classroom Teachers</p> <p>Office Staff</p> <p>Classroom Teachers, Specialists</p> <p>Principal, All SWE Staff, PTO</p> <p>Principal, All SWE Staff, PTO</p>	<p>Phone Numbers Campus Funds</p> <p>Planning Time Agendas, flyers</p> <p>Planners Phone Numbers</p> <p>District Funds</p> <p>District Funds</p> <p>Title Funds</p> <p>Planning Time</p> <p>Meeting Time</p> <p>Meeting Time</p>	<p>Week before school starts Ongoing Ongoing Monthly</p> <p>Ongoing Daily</p> <p>As needed</p> <p>Daily</p> <p>Ongoing</p> <p>October 2013</p> <p>August 2013</p> <p>September 2013, March 2014</p>

	Develop and maintain a volunteer program.	Principal, All SWE Staff, PTO Office Staff, PTO	Time to make contacts	Ongoing
	<ul style="list-style-type: none"> Recruit and build campus PTO Board and general membership Increase parent and community members to serve as volunteers 		Time to make contacts	Ongoing
	Spotlight campus activities to inform and encourage participation and/or sponsorship.	Office Staff	Time to make contacts	Ongoing
	<ul style="list-style-type: none"> Invite local media to Spicewood Elementary events and/or submit photos and stories as they occur. 			
	Connect and enlist community resources available to parents and students.	Office Staff, PTO	Time to make contacts	Ongoing
	<ul style="list-style-type: none"> Utilize local partnerships to provide needs and resources for the students and staff (Spicewood Lions Club, Community Library, Spicewood Arts Society, School Supply Drive, Payless Gift Cards) 			
	Increase opportunities to recognize staff and celebrate campus accomplishments.	Principal	Meeting Time	Ongoing
	<ul style="list-style-type: none"> Celebrate staff news at the beginning of faculty meetings 	Principal	Campus Funds	Ongoing
	<ul style="list-style-type: none"> Place messages of appreciation and encouragement in staff mailboxes. Announcements at Morning Meeting Provide special treats in lounge Sunshine Committee to organize staff luncheons to celebrate birthdays, spread cheer at special times, etc. 	Principal Office Staff Sunshine Committee	Meeting Time Campus Funds Campus Funds	Ongoing Ongoing Ongoing

Goal VI: MFISD will provide a positive climate and safe educational environment that supports student achievement and promotes an atmosphere of cooperation and teamwork.

Performance Objective: SWE will provide a positive and supportive learning environment.

Formative/Summative Assessments: Front office sign in/sign out documentation, V-Soft reports, PEIMS reports, discipline referrals, walk-through observations, student planners and other documentation of parent contact, survey results

✓	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Review the Campus Crisis Management Plan for effectiveness and modify if necessary.	All SWE Staff	Crisis Mgmt Plan	Annually
	Red Ribbon Week activities will feature and celebrate making safe and healthy choices.	Counselor, All SWE Staff	Campus Funds	October 2013
	Update reception area personnel in student/parent sign-in and sign-out procedures (including checking for legal documents). <ul style="list-style-type: none"> Use V-Soft Procedures 	Office Staff	District/Campus Funds	Ongoing
	Utilize additional walkie-talkies to expand communication on campus (ex: fire drills, recess).	All SWE Staff	Campus Funds	Ongoing
	Key and Code for off campus evacuation site – Spicewood Community Library	Office Staff	Key/Code	Ongoing
	Burnet County Sheriff's Office on SWE campus	District/Campus Office Staff	District Funds	Ongoing
	Increased emphasis on campus wide discipline procedures.	All SWE Staff	Posters, Instructional Time	Ongoing
	Discipline plan and procedures will be reviewed during team meetings to determine effective/ineffective practices.	Principal, Teachers	Discipline Plan, Planning Time	Discipline Reports
	Analyze discipline data to determine effective/ineffective practices.	Principal	Discipline Data	Monthly

	Consistently enforce all campus rules.	All SWE Staff	Visual Aids Team Mtg Review	Ongoing
	Continue implementation of crisis, bullying and violence prevention strategies	All SWE Staff	District Funds, Campus Funds, Title Funds	Ongoing
	Provide staff development opportunities in strategies when working with “hard to manage” children.	Principal, LSSP	Staff Development Time	As Needed
	Conduct facility walk-throughs to identify areas for repair and/or improvements.	Principal, District Maintenance Director	Work Orders	Monthly
	Conduct monthly fire drills and evaluate effectiveness	Principal	School Map, Fire Drill Procedures	Monthly
	Conduct Lock Down drills once a semester and evaluate effectiveness	Principal	Lock Down Procedures	Fall 2013, Spring 2014
	Conduct Disaster drills once a semester and evaluate effectiveness	Principal	Disaster Procedures	Fall 2013, Spring 2014

Goal VII: Marble Falls ISD will provide high quality extracurricular UIL programs that are designed to encourage a high percentage of student involvement.

Performance Objective: SWE will provide opportunities for students to learn outside of the classroom.

Formative/Summative Assessments: Sign in sheets from PTO meetings; information flyers; parent newsletters; media communications related to student involvement, UIL participants, field trip plans, sign in sheets from club meetings, survey results

✓	STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE
	Encourage participation in extracurricular activities such as choir, journalism, Safety Patrol, Student Council, and UIL	All SWE Staff, Specific club sponsors	Campus Funds, donations, information flyers	Ongoing
	Showcase clubs and organizations to create interest and opportunities.	Club sponsors	PTO meetings, Morning Meeting, announcements	Ongoing
	Provide field trip experiences.	Principal, Teachers	Campus Funds	Trip will coincide with grade level TEKS it supports

Marble Falls ISD – Shared Vision

Learning as Our Fundamental Purpose – We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning. The priorities for our shared vision will include the following (Dufour, R.; Marzano, R., 2011)

- Continued development and implementation of TEKS based formative assessments on prioritized TEKS and SE at least three times a year.
- Every teacher will write the TEKS and SE verbiage on the board. Keep original language. This provides the basis for building academic vocabulary that is aligned K-12.
- Use CScope, Kilgo and FCP documents to plan curriculum, examples include YAG, VAD, IFD and FCP Notebook.
- Students can articulate the learning objective in relation to the posted SE?
- Every student will have a voice within the lesson cycle.
- Instruction aligns to the contextual level of state assessment.

Building a Collaborative Culture Through High-Performing Teams – We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will provide opportunities for leadership and teacher collaboration within the school day and year on a regular basis.
- Every campus will provide collaborative team protocols that focus on what students must learn, gather evidence of student learning, analyze the evidence, adjust the instructional delivery across all team members.
- Campus administrative teams will actively participate in collaborative team meetings.

Focus on Results – We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement. The priorities for our shared vision will include the following (Dufour, Marzano, R. 2011):

- Every campus will create a data wall associated with discipline, attendance, TBA, and historical state assessments. The data wall will be displayed in a common area for teachers to use during collaborative time and updated continuously throughout the year.
- Information taken from relevant data will drive instruction, spiraled TEKS/ SE's, and the R.T.I processes.
- All campuses will participate in the Data Talk model led by the Academic Programs Department.
- Student grades are an indicator of mastery of Student Expectations (SE).



**2013-2014 Action Plan
Campus: Spicewood Elementary**

1. Learning as Our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we are willing to examine all of our practices in light of their impact on learning.

Goal 1: All faculty will utilize “best practice” strategies to reach the conceptual level of TEKS/SE’s

Current State: Teachers are providing daily instruction that is aligned to TEKS/SE’s, but not all students can articulate learning objectives. Some lessons reach a deep conceptual level. Data: Observations, walk-throughs, team meetings		Desired State: All teachers provide lessons aligned to TEKS/SE’s and all students are able to articulate learning objectives. All lessons reach the conceptual level required for deep thinking. Data: Observations, walk-throughs, team meetings					
<input checked="" type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input checked="" type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date			
Continue to implement and build upon: posting SE’s on board, utilizing aligned planning documents, administering TBA’s	Principal Teacher Leader Classroom Teachers	SE’s on board Planning documents TBA’s	Walk-throughs	Ongoing			
Use a variety of question stems to reach a deeper conceptual level (how, why, open ended, inference, etc)	Principal Teacher Leader Classroom Teachers	SE’s Lesson Plans Lessons	Walk-throughs	Ongoing			
Clarify meaning of verb in individual SE’s in order for students to be able to articulate learning objectives	Principal Teacher Leader Classroom Teachers	SE’s Lessons	Team Meetings	Ongoing			
Use same vocabulary vertically throughout all grade levels to ensure deeper understanding of concepts over multiple years	Principal Teacher Leader Classroom Teachers	Lesson Plans Lessons	Walk-throughs	Ongoing			
Observation:							

2013-2014 Action Plan
Campus: Spicewood Elementary

Next Steps:				
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**2013-2014 Action Plan
Campus: Spicewood Elementary**

2. Building a Collaborative Culture Through High-Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We will cultivate a collaborative culture through the development of high performing teams.

Goal 1: 100% of faculty and staff will engage and interact within a community of professional learners.

Current State: Teachers meet, plan, interact, support and discuss. Data: Meeting agendas, activities, interactions		Desired State: All faculty and staff interact as a professional learning community, supporting each other, and always behaving in the best interest of colleagues and students. Data: Meeting agendas, activities, interactions					
<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date			
All teachers will participate regularly in vertical planning to increase student mastery across grade levels.	Principal Teacher Leader	Scheduled on calendar Reflection sheet	Meeting agendas	Every 9 Weeks			
The campus will provide weekly opportunities for teachers to observe other teacher's classrooms.	Principal Teacher Leader	Scheduled on calendar Observation	Reflection sheet	Weekly			
Each grade level will meet at least one day a week for grade level planning.	Principal Teacher Leader Grade Level Teachers	Scheduled on calendar Lesson Plans	Lesson Plans	Weekly			
Observation:							
Next Steps:							

**2013-2014 Action Plan
Campus: Spicewood Elementary**

3. Focus on Results: We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Goal 1: All faculty will use data to target individual students' needs by SE.

<p>Current State: Most staff understand our campus data and use it to guide instruction. Students review data on a limited basis. Data: TBA, STAAR, DRA, TPRI, STAR Reading, STAR Math, computer software programs, classroom assessments</p>		<p>Desired State: All staff and students will analyze data to guide instruction and target specific needs through intervention and enrichment. Data: TBA, STAAR, DRA, TPRI, STAR Reading, STAR Math, computer software programs, classroom assessments</p>					
<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining	<input type="checkbox"/> Initiating	<input type="checkbox"/> Implementing	<input type="checkbox"/> Developing	<input type="checkbox"/> Sustaining
Action	Person Accountable	Observable	Data	Date			
Continue to analyze student data (data talks/data walls) for accountability and to guide instruction.	Principal Teacher Leader Teachers/staff	Data Talk meeting Lessons	Data Walk-throughs	Ongoing			
Planned intervention/pullout scheduling prior to the beginning of the year.	Principal Teacher Leader Teachers/staff	Schedule	Calendar	Ongoing			
Student data folders will be used to target individual students' needs by SE.	Principal Teacher Leader Teachers/students	Use of data folders	Walk throughs	Ongoing			
Observation:							
Next Steps:							

IV. Report on Violent or Criminal Incidents

2012 - 2013

**Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2012-13 School Year**

Reason Code	Description	MFHS	FCHS	MFMS	CES	HLES	MFES	SWES	DISTRICT
		#	#	#	#	#	#	#	#
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	1	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	1	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0
Total Incidents		1	0	0	0	0	1	0	0
Student Enrollment		1,153	44	923	547	654	523	201	4,045
Incident Rate		0.1%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%

Disciplinary Action Reason Codes 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47 and 48 are the Codes used by TEA in identifying a "Persistently Dangerous School" under No Child Left Behind.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

Intervention/Prevention Efforts 12-13

A. Prevention Training

- 1. Crisis Prevention Intervention (CPI) training for staff**
- 2. Teen Leadership training**
- 3. Positive Behavior Intervention Program**
- 4. Character Counts Program**

B. Crisis Management Plan

- 1. District Plan developed and posted in every classroom/office in the district**
- 2. Security checks performed on all campuses each semester by the district Safe and Drug Free Schools Coordinator**
- 3. Each campus has a campus safety committee that reviews and evaluates crisis management needs**
- 4. Unscheduled safety drills monitored by administrators are held on all campuses**
- 5. Safety Plan developed to assist counselors and school psychologists in addressing individuals threatening to harm themselves or others**

C. Intervention Efforts

- 1. Comprehensive Needs Assessment Survey distributed to parents, teachers, and students**
- 2. Drug awareness programs**
 - a. High School assemblies/integrated curriculum**
 - b. Red Ribbon Activities**
 - d. Canine Detection**
 - f. Drug counseling**
 - g. Teen Leadership Classes at High School**
- 3. Safe & Drug Free School Coordinator**
 - a. Oversee all security/safe and drug free school programs**
 - b. Oversee all health advisory programs**
- 4. Health Advisory Committee- review board addressing comprehensive health education**
- 5. Drug Testing Policy (all extracurricular students)**
- 6. Dating violence curriculum; dating violence training for teachers**
- 7. Partnership with the Hill Country Area Crimestoppers Program providing cash rewards for information that solves any crime against MFISD**

D. Alternative Career High School (FALLS) with non-traditional focus

E. Protection Policies/Procedures

1. Campus Based

- a. In school suspension (short term behavior monitoring/academic provision)**
- b. Campus counselor – individual and small group sessions**
- c. Campus RTI teams (team review of individual student intervention response)**
- d. Computer software that tracks visitors and checks sex offender data base**

2. Alternative Education Setting

- a. Entrance profile/reflection on behavior and responsibility for actions**
- b. On-going counseling by certified counselor**
- c. Full scope of curriculum available through certified instructors/aides and on-line curriculum**
- d. Drug Counseling**
- e. Career Counseling**
- f. Exit “action plan” to support transition/return to general campus**
- g. Safety net plan to support returning students for initial six weeks**

3. Special Programs Support

- a. Comprehensive special programs for identified special education and at-risk populations**
- b. Licensed School Psychologist (screening, evaluation, counseling)**

4. Serious Criminal Offense

- a. Repeated misconduct/serious criminal conduct resulting in expulsion**
- b. Cooperative support through local criminal justice system**

III. Texas Higher Education Coordinating Board (THECB)

**Report of 2010-2011 High School Graduates Enrollment and Academic
Performance in Texas Public Higher Education in FY 2012**
(latest report available)

Report of 2010-2011 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2012

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2010- 2011 high school graduates who attended public four-year and two-year higher education in FY 2012. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2011, spring 2012, and summer 2012 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2012, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2012 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

High School Graduates from FY2011-Enrolled in Texas Public or Independent Higher Education in FY 2012

MFHS	Total Graduates	GPA for 1 st Year in Public Higher Education in Texas					
		< 2.0	2.0 – 2.49	2.5 – 2.99	3.0 – 3.49	> 3.5	Unknown
Four-Year Public University	75	19	13	15	17	10	1
Two-Year Public Colleges	75	18	18	12	12	10	5
Independent Colleges & Universities	5						
Not Trackable	13						
Not Found	15						
Total High School Graduates	243						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

“Not found” graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

“Not trackable” graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

High School Graduates from FY2011-Enrolled in Texas Public or Independent Higher Education in FY 2012

FCHS	Total Graduates	GPA for 1 st Year in Public Higher Education in Texas					
		< 2.0	2.0 – 2.49	2.5 – 2.99	3.0 – 3.49	> 3.5	Unknown
Four-Year Public University	*information not provided due to graduating class of less than 25						
Two-Year Public Colleges							
Independent Colleges & Universities							
Not Trackable							
Not Found							
Total High School Graduates							

Source: Texas Higher Education Coordinating Board and Texas Education Agency

“Not found” graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

“Not trackable” graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Karl Westerman, Vice-President, called the regular meeting to order at 6:04 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present: Kevin Naumann, Mike Savage, Karl Westerman, and Tommy Chaney. Rick Edwards arrived at 7:09 pm.

Board Members Absent: Craig Mabray, Kelly Fox

Administrators Present: Dr. Rob O'Connor, Superintendent, Allen Roberts, Wade Stanford, Leslie Baty, Brett Koch, Phyllis Campbell, Eric Penrod, Bruce Peckover, Lee Courville, Peggy Little, Kevin Wier, Keith Powell, Melissa Fields and Manuel Lunoff

Members of the Press: Emily Zendt, *The Highlander*

Special Recognitions

ACE Program

Kerri O'Connor introduced Joshua DeLoach, the site coordinator at Highland Lakes Elementary. Mr. DeLoach described the program to the board as having 303 students enrolled in the afterschool program. On average they serve 153 students. The ACE program offers 23 enrichment programs, 10 remedial classes and free computer classes for parents. Joshua then recognized two students, Ana Liza Ramirez and Jennifer Arreguin, for their hours earned in the ACE program. Ana Liza Ramirez is a third grader that has logged 127 hours in the program. Jennifer Arreguin is a fifth grader in the safety patrol club with 147 logged hours.

School Board Recognition Month

Dr. Rob O'Connor, Superintendent, recognized our Board of Trustees with a certificate and acknowledged their years of service: Tommy Chaney- 12 years, Mike Savage- 8 years, Karl Westerman- 13 years, Kevin Naumann -5 years, Rick Edwards -5 years, Craig Mabray -3 years, Kelly Fox -12 years. A new book, honoring each trustee, was added to their campus libraries by MFHS, MFMS and FCHS. The board members received gym bags from Marble Falls High School. Falls Career High School made cookies for each member. Each elementary campus made banners to hang in the Community Room to show their appreciation. Colt Elementary created QR codes with videos attached including interviews of each board member.

Spotlight on Excellence

Keith Powell and Phyllis Campbell from Colt Elementary recognized Art teacher, Kathy Meador. Kathy was described as giving her all every day. Mrs. Meador truly cares about all of her students. She sees approximately 572 students a week. Kathy is one of the veteran teachers on Colt's campus, with over 25 years in education.

Manny Lunoff recognized English teacher, Kimberlee Allen. Ms. Allen had her students read the book "Night" as well as write letters to the author. The students were very touched by the book and were excited to read the letter the author wrote back to them. One of Ms. Allen's students, Kelsey Sconci, spoke about how the book opened their eyes to what really happened in the Holocaust. The experience was highly emotional for many of the students.

Manny Lunoff also recognized the following students from Marble Falls High School that were named to the Burnet County Livestock Show Jr. Board: Robert Jeffcoat, Lacey Naumann, Mitchell Mullinix, Sean Paris, Kelsey Sconci and Renay Thomas.

He also recognized their teachers: Vinnie Heller, Mike Chesnut, Dawn Stratton and Ashley Bishop.

Superintendent's Award

Krissy Sralla from Marble Falls Middle School recognized two students: Bailey Jordan and Anna Herrington.

Bailey Jordan, an eighth grader, was described as a positive and very respectful student. Bailey overcomes challenges on a daily basis with a kind spirit and heart. She sets a good example for other students by her actions, not just her words. Bailey has awesome manners and always does the right thing.

Anna Herrington, an eighth grader, was described as having a good attitude and being sweet spirited. Anna excels in the classroom, in athletics and in choir. She is a hardworking student and sets a great example for the other students. For Anna, math comes easy to her so she helps the others in class that are struggling.

Citizen Comments

No patrons asked to be heard.

Consent Agenda

Upon a motion by Tommy Chaney, second by Kevin Naumann, the Board approved the following from the consent agenda:

- Minutes from December 2013
- Financial reports as of December 2013
- Budget amendments

For: 4

Against: 0

Absent: 3

Action Items

Discussion and Possible Approval of 2012-2013 Fiscal Year Financial Audit

Gary Davis of West, Davis & Company presented the report to the board. The audit was considered clean in their opinion with no difficulties to report. The company only had to make a few adjustments.

Marble Falls ISD had \$10 million in the general fund balance, which is at 27 percent. Most schools in the area have 10 percent or lower. MFISD net debt per capita has decreased 8.5% in the last 5 years.

Upon a motion by Tommy Chaney, second by Kevin Naumann, the Board approved the audit.

For: 4 Against: 0 Absent: 3

The board took a short break at 6:39 pm.

The board reconvened at 6:51 pm.

Discussion and Possible Approval of Purchasing Real Property

Upon a motion by Karl Westerman, second by Kevin Naumann, the board moved to discuss after Executive Session.

Superintendent's Report

Second Nine Week TBA Summary

Lee Courville, Director of Elementary Academic Programs, gave an overview of the progress made during the second nine weeks. Mr. Courville reported that the reports show an overall growth and mastering across the board. MFISD is able to track the progress of each bilingual student transitioning into fifth grade.

Eric Penrod, Director of Secondary Academic Programs, reported Math, ELA and Social Studies are all showing growth. Writing scores and writing across the curriculum continue to be a focus. Eric stated that the bilingual students are making progress and that the system in place is working. These students' progress is being tracked very closely. Eric mentioned that the TBA's are being revised constantly in order to make it a valid test. The Academic Programs department is working on setting up professional development workshops.

Rick Edwards arrived at 7:09pm.

Bond Update

Dr. Rob O'Connor, Superintendent, showed the board the Districts' website and the link to find information regarding the possible bond election. Dr. O'Connor went over the results of the surveys sent out to staff, parents and community members. The staff and parent results were close to the same with 80% approval. The community results showed 60% approval for the bond as it is currently proposed. Dr. O'Connor said there was little input to change the current format. Dr. O'Connor then showed a video created by the Technology Department showcasing elementary students holding iPad's with messages written on the screen. MFISD wants to publish the videos on the District website as well as send out to all the parents and community members in an email. Dr. O'Connor mentioned forming a PAC, Parent Advisory Committee, to establish volunteers to discuss and promote the bond election. During the February board meeting the Election will need to be called.

Executive Session

At 7:22 p.m. the Board adjourned into executive session to discuss Superintendents evaluation (TX Govt. Code 551.074), consult with legal counsel regarding pending litigation in the case styled Ripple vs. MFISD (TX Govt. Code, Section 551.071), and discuss the purchase of real property (TX Govt. Code 551.072).

The Board reconvened into open session at 9:08 p.m.

Upon a motion by Kevin Naumann, second by Karl Westerman, the board approved the purchase of the property at 2008 Broadway at the price of \$62,000.

For: 5

Against: 0

Absent: 2

Adjournment:

Hearing no objection, the Board adjourned at 9:08 p.m.

Approved:

Rick Edwards, President

Kelly Fox, Secretary

Marble Falls ISD
Statement of Revenues and Expenditures - General Fund
As of January 31, 2014

42%	Of Fiscal Year	CURRENT YEAR				PRIOR YEAR		
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET
REVENUES								
5710	LOCAL TAX REVENUES	\$ 31,319,212	\$ 23,581,599	\$ 7,737,613	75.29%	\$ 30,984,171	\$ 25,885,906	83.55%
57XX	OTHER LOCAL REVENUES	\$ 333,032	\$ 262,383	\$ 70,649	78.79%	\$ 375,500	\$ 302,087	80.45%
58XX	STATE PROG. REVENUES	\$ 4,403,508	\$ 1,511,798	\$ 2,891,710	34.33%	\$ 5,006,153	\$ 3,898,749	77.88%
5900	FEDERAL REVENUE	\$ 490,000	\$ 562,024	\$ (72,024)	114.70%	\$ 410,000	\$ 404,998	98.78%
	TOTAL REVENUE	\$ 36,545,752	\$ 25,917,804	\$ 10,627,948	70.92%	\$ 36,775,824	\$ 30,491,740	82.91%
EXPENDITURES								
11	INSTRUCTION	\$ 17,781,694	\$ 7,152,072	\$ 10,629,622	40.22%	\$ 17,437,504	\$ 7,143,812	40.97%
12	LIBRARY	\$ 425,989	\$ 160,300	\$ 265,689	37.63%	\$ 486,659	\$ 196,530	40.38%
13	STAFF DEVELOPMENT	\$ 306,614	\$ 123,825	\$ 182,789	40.38%	\$ 252,113	\$ 78,315	31.06%
21	INST ADMINISTRATION	\$ 687,723	\$ 180,286	\$ 507,437	26.21%	\$ 662,417	\$ 270,722	40.87%
23	SCHOOL ADMINISTRATION	\$ 2,071,923	\$ 807,745	\$ 1,264,178	38.99%	\$ 2,054,022	\$ 827,340	40.28%
31	GUID AND COUNSELING	\$ 1,073,687	\$ 440,240	\$ 633,448	41.00%	\$ 1,056,873	\$ 436,297	41.28%
32	SOCIAL WORK SERVICES	\$ 45,351	\$ 19,069	\$ 26,282	42.05%	\$ -	\$ -	0.00%
33	HEALTH SERVICES	\$ 371,793	\$ 154,864	\$ 216,929	41.65%	\$ 361,535	\$ 148,791	41.16%
34	PUPIL TRANSP - REGULAR	\$ 1,598,620	\$ 707,043	\$ 891,577	44.23%	\$ 1,755,292	\$ 685,956	39.08%
36	CO-CURRICULAR ACT	\$ 1,474,899	\$ 628,536	\$ 846,363	42.62%	\$ 1,382,064	\$ 599,661	43.39%
41	GEN ADMINISTRATION	\$ 1,218,672	\$ 539,765	\$ 678,907	44.29%	\$ 1,281,989	\$ 488,723	38.12%
51	PLANT MAINT & OPERATION	\$ 4,051,388	\$ 1,811,171	\$ 2,240,217	44.70%	\$ 3,902,564	\$ 1,665,229	42.67%
52	SECURITY & MONITORING	\$ 122,353	\$ 41,284	\$ 81,069	33.74%	\$ 77,119	\$ 5,053	6.55%
53	DATA PROCESSING	\$ 1,072,490	\$ 445,578	\$ 626,911	41.55%	\$ 957,957	\$ 392,102	40.93%
61	COMMUNITY SERVICES	\$ 74,783	\$ 19,126	\$ 55,657	25.58%	\$ 52,790	\$ 30,610	57.98%
81	FACILITIES ACQ & CONST	\$ 42,031	\$ 63,381	\$ (21,350)	150.80%	\$ -	\$ -	0.00%
91	STUDENT ATTENDANCE CR	\$ 3,576,539	\$ -	\$ 3,576,539	0.00%	\$ 4,418,176	\$ -	0.00%
99	PURCHASES & CONT SRVS	\$ 657,204	\$ 325,042	\$ 332,162	49.46%	\$ 686,614	\$ 321,272	46.79%
	TOTAL EXPENDITURES	\$ 36,653,752	\$ 13,619,325	\$ 23,034,427	37.16%	\$ 36,825,688	\$ 13,290,413	36.09%
7000	Other Sources		\$ -			Other Sources	\$ -	
8000	Other Uses		\$ -			Other Uses	\$ -	
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 12,298,479		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2012-13		\$ 17,201,327		
3000	BEG FUND BAL 09/01/13	\$ 10,261,642	Unaudited					
3000	END FUND BAL 1/31/14	\$ 22,560,121	Unaudited					

Marble Falls ISD
Statement of Revenues and Expenditures - Food Service
As of January 31, 2014

42%	Of Fiscal Year	CURRENT YEAR				PRIOR YEAR		
		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	YTD ACTIVITY	% OF FINAL BUDGET
REVENUES								
57XX	Local & Intermed Revenues	\$ 606,629	\$ 298,429	\$ 308,200	49.19%	\$ 606,453	\$ 319,632	52.71%
58XX	State Program Revenues	\$ 12,110	\$ -	\$ 12,110	0.00%	\$ 12,110	\$ -	0.00%
59xx	Federal Program Revenues	\$ 1,763,583	\$ 665,930	\$ 1,097,653	37.76%	\$ 1,452,229	\$ 634,888	43.72%
	TOTAL REVENUE	\$ 2,382,322	\$ 964,359	\$ 1,417,963	40.48%	\$ 2,070,792	\$ 954,520	46.09%
EXPENDITURES								
61	PAYROLL COST	\$ 884,491	\$ 356,139	\$ 528,352	40.26%	\$ 742,647	\$ 322,053	43.37%
62	PURCHASE & CONTRACTED	\$ 98,175	\$ 11,223	\$ 86,952	11.43%	\$ 19,644	\$ 11,879	60.47%
63	SUPPLIES AND MATERIALS	\$ 1,166,431	\$ 542,320	\$ 624,111	46.49%	\$ 980,348	\$ 504,192	51.43%
64	OTHER OPERATING EXP	\$ 10,350	\$ 4,635	\$ 5,715	44.78%	\$ 9,850	\$ 3,904	39.63%
66	CPTL OUTLAY	\$ 83,875	\$ 30,553	\$ 53,322	36.43%	\$ 25,000	\$ -	0.00%
	TOTAL EXPENDITURES	\$ 2,243,322	\$ 944,870	\$ 1,298,452	42.12%	\$ 1,777,489	\$ 842,028	47.37%
7000	Other Sources		\$ -			\$ -		
8000	Other Uses		\$ -			\$ -		
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	\$ 19,489		EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES - FY 2012-13		\$ 112,492		
3000	BEG FUND BAL 09/01/13	\$ 756,496	Unaudited					
3000	END FUND BAL 1/31/14	\$ 775,985	Unaudited					

Marble Falls Independent School District

Financial Report

February 17, 2014

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

January 1 – January 31, 2014

FUND SUMMARY

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
163	PAYROLL CLEARING FUND	561,619.60	0.00	0.00	561,619.60
199	GENERAL FUND	18,753.91	0.00	498,551.38	517,305.29
224	IDEA PART B FORMULA	0.00	0.00	34,267.50	34,267.50
240	FOOD SERVICE	0.00	0.00	108,655.23	108,655.23
244	VOC. ED.-BASIC GRANT	0.00	0.00	876.83	876.83
276	Texas Title I Priority Schools	0.00	0.00	130,205.75	130,205.75
352	21st CENTURY COMM LEARNING CEN	0.00	0.00	167,818.74	167,818.74
110	INSTRUCTIONAL MATERIALS ALLOTM	0.00	0.00	7,282.50	7,282.50
***	Fund Summary Totals ***	580,373.51	0.00	947,657.93	1,528,031.44

***** End of report *****

Expenditure to Budget Report

February 17, 2014

General Operating Fund

&

Food Service Fund

Obj	Obj	GENERAL FUND	2013-14		January 2013-14		2013-14		2013-14	
			ESTIMATED REVENUE	MTHLY ACTIVITY	Activity	REVENUE BALANCE	PERCENT REALIZED	YTD %		
199	5700	REVENUE-LOCAL & INTERMED								
		571- LOCAL REAL-PROPERTY TAXES	31,319,212.00	8,648,601.71	23,581,598.82	7,737,613.18	86.93	75.29		
		573- TUITION & FEES FROM PATRONS	65,000.00	1,934.00	15,760.00	49,240.00	25.79	24.25		
		574- TRANS FROM WITHIN STATE	165,032.00	120,016.31	162,243.79	2,788.21	98.45	98.31		
		575- ENTERPRISING ACTIVITIES	103,000.00	4,516.00	84,379.30	18,620.70	82.55	81.92		
		57-- REVENUE-LOCAL & INTERMED	31,652,244.00	8,775,068.02	23,843,981.91	7,808,262.09	86.85	75.33		
5800		STATE PROGRAM REVENUES								
		581- PER CAPITA-FOUNDATION REV	3,112,052.00	0.00	890,480.00	2,221,572.00	28.61	28.61		
		582- STATE REVENUE DISTRBD BY TEA	7,250.00	2,250.00	14,580.99	-7,330.99	201.12	201.12		
		583- TRS ON BEHALF BENEFIT	1,284,206.00	122,209.15	606,736.93	677,469.07	47.25	47.25		
		58-- STATE PROGRAM REVENUES	4,403,508.00	124,459.15	1,511,797.92	2,891,710.08	34.33	34.33		
5900		FEDERAL PROGRAM REVENUES								
		591- FEDERALLY DIST REVENUES	70,000.00	0.00	57,416.28	12,583.72	82.02	82.02		
		592-	20,000.00	0.00	0.00	20,000.00	0.00	0.00		
		593- VOC ED NON FOUNDATION	400,000.00	46,926.60	504,607.61	-104,607.61	126.15	126.15		
		59-- FEDERAL PROGRAM REVENUES	490,000.00	46,926.60	562,023.89	-72,023.89	114.70	114.70		
		---- GENERAL FUND	36,545,752.00	8,946,453.77	25,917,803.72	10,627,948.28	80.90	70.92		

MANDALAY HILLS USD
 COMPARISON OF REVENUE TO BUDGET (Date: 1/2014)

Obj	Obj	2013-14 ESTIMATED REVENUE	January 2013-14 MTHLY ACTIVITY	2013-14 ACTIVITY	REVENUE BALANCE	PERCENT REALIZED	2013-14 YTD %
240	FOOD SERVICE						
5700	REVENUE-LOCAL & INTERMED						
	574- TRANS FROM WITHIN STATE	3,000.00	94.60	669.38	2,330.62	22.31	22.31
	575- ENTERPRISING ACTIVITIES	603,629.00	49,594.31	297,759.28	305,869.72	49.33	49.33
	57--- REVENUE-LOCAL & INTERMED	606,629.00	49,688.91	298,428.66	308,200.34	49.19	49.19
5800	STATE PROGRAM REVENUES						
	582- STATE REVENUE DISTRBD BY TEA	12,110.00	0.00	0.00	12,110.00	0.00	0.00
	58--- STATE PROGRAM REVENUES	12,110.00	0.00	0.00	12,110.00	0.00	0.00
5900	FEDERAL PROGRAM REVENUES						
	592-	1,763,583.00	134,683.10	665,930.28	1,097,652.72	37.76	37.76
	59--- FEDERAL PROGRAM REVENUES	1,763,583.00	134,683.10	665,930.28	1,097,652.72	37.76	37.76
	----- FOOD SERVICE	2,382,322.00	184,372.01	964,358.94	1,417,963.06	40.48	40.48

Number of Accounts: 47

***** End of report *****

Obj	Obj	2013-14 ESTIMATED REVENUE	January 2013-14 MTHLY ACTIVITY	2013-14 Activity	REVENUE BALANCE	2013-14 YTD %
199	GENERAL FUND					
5---	REVENUE	36,545,752.00	8,946,453.77	25,917,803.72	10,627,948.28	70.92
----	GENERAL FUND	36,545,752.00	8,946,453.77	25,917,803.72	10,627,948.28	70.92
240	FOOD SERVICE					
5---	REVENUE	2,382,322.00	184,372.01	964,358.94	1,417,963.06	40.48
----	FOOD SERVICE	2,382,322.00	184,372.01	964,358.94	1,417,963.06	40.48

Number of Accounts: 47

***** End of report *****

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 1/2014)

Obj	Obj	GENERAL FUND	2013-14		2013-14		January 2013-14		2013-14	
			BUDGET	ENCUMBRANCE	EXPENDITURES	ACTIVITY	BALANCE	YTD	YTD	%
99	1	INSTRUCTION								
		61-- PAYROLL COSTS	16,997,086.78	0.00	6,841,577.82	1,376,655.12	10,155,508.96	40.25		
		62-- PURCHASE & CONTRACTED SVS	314,379.00	52,514.54	162,515.37	22,109.96	99,349.09	51.69		
		63-- SUPPLIES AND MATERIALS	442,361.00	35,711.81	143,540.02	49,769.60	263,109.17	32.45		
		64-- OTHER OPERATING EXPENSES	27,867.00	2,619.13	4,438.81	309.25	20,809.06	15.93		
		---- INSTRUCTION	17,781,693.78	90,845.48	7,152,072.02	1,448,843.93	10,538,776.28	40.22		
2		INST. RESOURCES & MEDIA SVCS								
		61-- PAYROLL COSTS	325,611.60	0.00	133,280.34	26,644.48	192,331.26	40.93		
		62-- PURCHASE & CONTRACTED SVS	21,058.00	0.00	1,085.22	886.22	19,972.78	5.15		
		63-- SUPPLIES AND MATERIALS	72,034.00	18,015.59	23,416.98	3,749.09	30,601.43	32.51		
		64-- OTHER OPERATING EXPENSES	7,285.00	518.00	2,517.00	315.00	4,250.00	34.55		
		---- INST. RESOURCES & MEDIA S	425,988.60	18,533.59	160,299.54	31,594.79	247,155.47	37.63		
3		CURRICULUM DEV & INST STFF DEV								
		61-- PAYROLL COSTS	216,982.90	0.00	98,135.91	19,532.68	118,846.99	45.23		
		62-- PURCHASE & CONTRACTED SVS	32,590.00	0.00	5,040.00	-940.50	27,550.00	15.46		
		63-- SUPPLIES AND MATERIALS	12,686.00	772.06	6,555.90	112.70	5,358.04	51.68		
		64-- OTHER OPERATING EXPENSES	44,355.00	3,568.20	14,093.49	2,512.77	26,693.31	31.77		
		---- CURRICULUM DEV & INST STF	306,613.90	4,340.26	123,825.30	21,217.65	178,448.34	40.38		
1		INSTRUCTIONAL LEADERSHIP								
		61-- PAYROLL COSTS	420,923.02	0.00	168,523.13	33,473.82	252,399.89	40.04		
		62-- PURCHASE & CONTRACTED SVS	7,980.00	2,079.61	2,024.07	1,155.65	3,876.32	25.36		
		63-- SUPPLIES AND MATERIALS	247,880.53	2,392.51	3,824.68	823.44	241,663.34	1.54		
		64-- OTHER OPERATING EXPENSES	10,939.00	524.29	5,913.92	822.66	4,500.79	54.06		
		---- INSTRUCTIONAL LEADERSHIP	687,722.55	4,996.41	180,285.80	36,275.57	502,440.34	26.21		

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 1/2014)

Obj	Obj	GENERAL FUND	2013-14		2013-14		January 2013-14		2013-14	
			BUDGET	ENCUMBRANCE	EXPENDITURES	ACTIVITY	BALANCE	YTD %		
199		SCHOOL LEADERSHIP								
23		61-- PAYROLL COSTS	1,981,214.11	0.00	782,139.51	149,183.81	1,199,074.60	39.48		
		62-- PURCHASE & CONTRACTED SVS	23,959.00	12,822.02	6,457.94	1,161.05	4,679.04	26.95		
		63-- SUPPLIES AND MATERIALS	51,311.00	3,600.79	13,613.90	1,544.43	34,096.31	26.53		
		64-- OTHER OPERATING EXPENSES	15,439.00	1,799.49	5,533.36	1,085.00	8,106.15	35.84		
		---- SCHOOL LEADERSHIP	2,071,923.11	18,222.30	807,744.71	152,974.29	1,245,956.10	38.99		
31		GUIDANCE & COUNSELING								
		61-- PAYROLL COSTS	1,026,918.28	0.00	425,435.69	84,956.59	601,482.59	41.43		
		62-- PURCHASE & CONTRACTED SVS	14,717.34	1,862.00	2,094.50	0.00	10,760.84	14.23		
		63-- SUPPLIES AND MATERIALS	20,015.66	898.21	7,389.40	462.23	11,728.05	36.92		
		64-- OTHER OPERATING EXPENSES	12,036.00	881.29	5,319.92	188.30	5,834.79	44.20		
		---- GUIDANCE & COUNSELING	1,073,687.28	3,641.50	440,239.51	85,607.12	629,806.27	41.00		
32		SOCIAL WORK SERVICES								
		61-- PAYROLL COSTS	45,351.00	0.00	19,069.08	3,799.17	26,281.92	42.05		
		---- SOCIAL WORK SERVICES	45,351.00	0.00	19,069.08	3,799.17	26,281.92	42.05		
33		HEALTH SERVICES								
		61-- PAYROLL COSTS	361,724.00	0.00	151,076.60	30,215.32	210,647.40	41.77		
		62-- PURCHASE & CONTRACTED SVS	348.00	0.00	0.00	0.00	348.00	0.00		
		63-- SUPPLIES AND MATERIALS	9,005.00	510.49	3,787.55	1,259.69	4,706.96	42.06		
		64-- OTHER OPERATING EXPENSES	716.00	0.00	0.00	0.00	716.00	0.00		
		---- HEALTH SERVICES	371,793.00	510.49	154,864.15	31,475.01	216,418.36	41.65		
34		PUPIL TRANSPORTATION								
		61-- PAYROLL COSTS	1,246,088.92	0.00	533,660.59	99,914.47	712,428.33	42.83		
		62-- PURCHASE & CONTRACTED SVS	33,370.00	10,122.57	15,943.99	353.01	7,303.44	47.78		
		63-- SUPPLIES AND MATERIALS	409,230.00	45,554.91	191,737.53	37,934.03	171,937.56	46.85		
		64-- OTHER OPERATING EXPENSES	-90,069.00	310.75	-34,299.52	-12,981.99	-56,080.23	38.08		

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 1/2014)

Obj	Obj	2013-14		2013-14		2013-14		2013-14	
		BUDGET	ENCUMBRANCE YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD		
199		GENERAL FUND							
34		PUPIL TRANSPORTATION							
	----	1,598,619.92	55,988.23	707,042.59	125,219.52	835,589.10		44.23	
36		COCURR./EXTRACURR.ACTIVITIES							
	61--	889,246.92	0.00	397,652.22	74,879.44	491,594.70		44.72	
	62--	117,960.45	8,654.65	59,486.42	18,911.64	49,819.38		50.43	
	63--	162,118.31	36,408.79	56,785.12	5,208.56	68,924.40		35.03	
	64--	305,573.24	12,807.41	114,612.11	28,162.62	178,153.72		37.51	
	----	1,474,898.92	57,870.85	628,535.87	127,162.26	788,492.20		42.62	
41		GENERAL ADMINISTRATION							
	61--	963,283.32	0.00	417,099.16	71,029.92	546,184.16		43.30	
	62--	120,123.00	26,989.15	62,018.90	12,204.49	31,114.95		51.63	
	63--	37,705.00	1,759.34	9,257.72	2,305.86	26,687.94		24.55	
	64--	97,561.00	7,225.81	51,389.58	1,487.68	38,945.61		52.67	
	----	1,218,672.32	35,974.30	539,765.36	87,027.95	642,932.66		44.29	
51		PLANT MAINTENANCE & OPERATIONS							
	61--	1,911,537.28	0.00	862,666.09	162,561.46	1,048,871.19		45.13	
	62--	1,469,964.00	66,780.89	581,415.24	145,752.08	821,767.87		39.55	
	63--	430,200.00	58,280.94	198,176.53	49,765.21	173,742.53		46.07	
	64--	173,718.00	1,590.00	168,913.00	180.00	3,215.00		97.23	
	66--	65,969.00	3,752.00	0.00	0.00	62,217.00		0.00	
	----	4,051,388.28	130,403.83	1,811,170.86	358,258.75	2,109,813.59		44.70	
62		SECURITY & MONITORING SERVICES							
	61--	45,352.63	0.00	19,323.62	3,850.08	26,029.01		42.61	
	62--	54,900.00	0.00	3,360.00	0.00	51,540.00		6.12	
	63--	3,100.00	0.00	0.00	0.00	3,100.00		0.00	
	66--	19,000.00	0.00	18,600.00	0.00	400.00		97.89	

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 1/2014)

Obj	Obj	GENERAL FUND	2013-14		ENCUMBRANCE		2013-14		January 2013-14		2013-14	
			BUDGET	YTD	YTD	EXPENDITURES	ACTIVITY	BALANCE	YTD %			
199		SECURITY & MONITORING SERVICES	122,352.63	0.00	0.00	41,283.62	3,850.08	81,069.01	33.74			
52		DATA PROCESSING SERVICES										
	61--	PAYROLL COSTS	524,768.51	0.00	0.00	169,041.18	34,050.23	355,727.33	32.21			
	62--	PURCHASE & CONTRACTED SVS	267,956.00	112,639.41	112,639.41	76,661.33	11,489.30	78,655.26	28.61			
	63--	SUPPLIES AND MATERIALS	273,765.00	61,370.93	61,370.93	195,832.65	107,692.20	16,561.42	71.53			
	64--	OTHER OPERATING EXPENSES	6,000.00	467.63	467.63	4,042.92	73.28	1,489.45	67.38			
	----	DATA PROCESSING SERVICES	1,072,489.51	174,477.97	174,477.97	445,578.08	153,305.01	452,433.46	41.55			
61		COMMUNITY SERVICES										
	61--	PAYROLL COSTS	51,783.20	0.00	0.00	14,125.89	2,607.87	37,657.31	27.28			
	62--	PURCHASE & CONTRACTED SVS	20,000.00	0.00	0.00	5,000.00	0.00	15,000.00	25.00			
	64--	OTHER OPERATING EXPENSES	3,000.00	0.00	0.00	0.00	0.00	3,000.00	0.00			
	----	COMMUNITY SERVICES	74,783.20	0.00	0.00	19,125.89	2,607.87	55,657.31	25.58			
81		FACILITIES ACQ. & CONSTRUCTION										
	66--	CPTL OUTLY LAND BLDG & EQ	42,031.00	550.00	550.00	63,380.86	0.00	-21,899.86	150.80			
	----	FACILITIES ACQ. & CONSTRU	42,031.00	550.00	550.00	63,380.86	0.00	-21,899.86	150.80			
91		INTERGOVERNMENTAL CHARGES										
	62--	PURCHASE & CONTRACTED SVS	3,576,539.00	0.00	0.00	0.00	0.00	3,576,539.00	0.00			
	----	INTERGOVERNMENTAL CHARGES	3,576,539.00	0.00	0.00	0.00	0.00	3,576,539.00	0.00			
99		OTHR INTERGOVERNMENTAL CHARGES										
	62--	PURCHASE & CONTRACTED SVS	657,204.00	0.00	0.00	325,041.69	0.00	332,162.31	49.46			
	----	OTHR INTERGOVERNMENTAL CH	657,204.00	0.00	0.00	325,041.69	0.00	332,162.31	49.46			

COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET (Date: 1/2014)

Obj	Obj	GENERAL FUND	2013-14	ENCUMBRANCE	2013-14	January 2013-14	2013-14
			BUDGET	YTD	EXPENDITURES	ACTIVITY	BALANCE
199		GENERAL FUND					
000		GENERAL FUND	36,653,752.00	596,355.21	13,619,324.93	2,669,218.97	22,438,071.86
	----	GENERAL FUND					37.16

RECAP OF EXPENDITURES BY FUND (Date: 1/2014)

Obj	Obj	GENERAL FUND	2013-14		2013-14		2013-14		2013-14	
			BUDGET	ENCUMBRANCE	EXPENDITURES	ACTIVITY	BALANCE	YTD \$	YTD \$	
199	6---	GENERAL FUND	36,653,752.00	596,355.21	13,619,324.93	2,669,218.97	22,438,071.86	37.16		
	----	GENERAL FUND	36,653,752.00	596,355.21	13,619,324.93	2,669,218.97	22,438,071.86	37.16		
240	6---	FOOD SERVICE	2,243,322.00	513,376.05	944,869.86	197,932.95	785,076.09	42.12		
	----	FOOD SERVICE	2,243,322.00	513,376.05	944,869.86	197,932.95	785,076.09	42.12		

Number of Accounts: 2114

***** End of report *****



Marble Falls
Independent
School District

INTEROFFICE MEMORANDUM

Date: February 10, 2014

To: Board of Trustees and Dr. O'Connor

From: David Hemond, Accounting Supervisor

Subject: Consider Approval of Budget Amendments

Budget amendments included for approval (copies follow):

13-00048	Increase budget for technology & general supplies - \$21,402
13-00050	Increase budget for ESL certification & parent meeting - \$3,120

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #: 13-00048		Reason for amendment: ADD CHARITABLE DONATION FROM JANICE LAUREL WARREN	
Fiscal Year: 2013-14			
Account Number	Account Description	Debit	Credit
EXPENDITURES			
1 199-11-6398-00-999-023-000	Technology supplies	10,701.00	
2 199-11-6399-00-999-023-000	General supplies	10,701.00	
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
REVENUE			
21 199-00-5744-00-000-0-00-000	Gifts and Bequests		21,402.00
22			
23			
24			
Totals		21,402.00	21,402.00

Board Approval Required
 Yes No

Prepared by: *Anisha Clifton*
 Date: 1-13-14

Approved by: *[Signature]*
 Date: 1-14-14

Reviewed by: *[Signature]*
 Date: 1/17/14

**MARBLE FALLS ISD
BUDGET AMENDMENT**

Batch #:	13-00050	Reason for amendment:	SET-UP BUDGET FOR ESL CERTIFICATION & PARENT MEETING	
Fiscal Year:	2013-14	Account Description		
Account Number			Debit	Credit
EXPENDITURES			Increase	Decrease
1	199-13-6499-00-999-099-000	MISC OPERATING COSTS	2,520.00	
2	199-23-6499-00-103-099-000	MISC OPERATING COSTS	600.00	
3	199-11-6399-00-999-011-X00	SUPPLIES		3,120.00
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
REVENUE			Decrease	Increase
21				
22				
23				
24				
Totals		-	3,120.00	3,120.00
Board Approval Required		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Prepared by: David Hemond	Reviewed by: <i>David Hemond</i>
		Date: 01/22/14	Date: 1/22/14	Date:
			Entered by:	Date:

ORDEN DE ELECCIÓN PARA OTRO SUBDIVISIÓN POLITICA

Por la presente se ordena que se llevara a cabo una elección el 10 de Mayo, 2014 con el propósito de:

elegir a la Mesa Directiva del Distrito Escolar Independiente de Marble Falls dos fideicomisarios para un plazo plena de tres años para posiciones designados como Lugar (Place) 3 y Lugar (Place) 4.

Solicitudes para un lugar en la boleta serán presentadas para el: 28 de Febrero 2014

La votación adelantada en persona se llevara a cabo de lunes a viernes en:

Marble Falls Courthouse Annex, 810 Steve Hawkins, Marble Falls, TX.

y

Burnet County Courthouse, 220 S. Pierce, Burnet TX 78611

entre las horas de 8:00 a.m. y 5:00 p.m. empezando el 28 de Abril, 2014 y terminando el 6 de Mayo, 2014

Las solicitudes para boletas que se votaran en ausencia por correo deberán enviarse a:

Barbara Agnew
Burnet County Elections Administrator and
Early Voting Clerk for Marble Falls ISD
220 S. Pierce St.
Burnet, TX 78611

Las solicitudes para boletas que se votaran en ausencia por correo deberán recibirse para el fin de las horas de negocio el 1 de Mayo, 2014.

La votación adelantada además se llevara a cabo de tal manera:

Burnet County Courthouse Annex,
Marble Falls, TX Jueves, Mayo 1, 2014 7:00 a.m. – 7:00 p.m.

Burnet County Courthouse,
Burnet, TX Jueves, Mayo 1, 2014 7:00 a.m. – 7:00 p.m.

Burnet County Courthouse Annex,
Marble Falls, TX Lunes, Mayo 5, 2014 7:00 a.m. – 7:00 p.m.

Burnet County Courthouse Annex,
Burnet, TX Lunes, Mayo 5, 2014 7:00 a.m. – 7:00 p.m.

Emitida este día 17 de Febrero, 2014

Miembro

Firma del Oficial que Preside

Miembro

Miembro

Miembro

Miembro

Miembro

Miembro

Nota de instrucción: Se deberá entregar una copia de esta orden de elección al/a la Secretario(a) del Condado/Administrador(a) de Elecciones y el/la Registrador(a) de Votantes a más tardar 60 días antes del día de elección.

Marble Falls ISD
2013-2014 Certified Teacher Appraisers

In compliance with the district's board policies DNA (Legal) and DNA (Local), which are legally referenced to the Education Code, the following list of personnel are certified and approved to serve as teacher appraisers using the Professional Development and Appraisal System (PDAS) for the 2013-2014 school year.

Bold names are additions due to staff replacement for John Schumacher and Karol French

Marble Falls High School: Manny Lunoff, Clark Fields, Toby Fletcher, Allie Hampton

Falls Career High School: Peggy Little

Marble Falls Middle School: **Brett Koch, Brenda Moore**, Mickey Hughes

Colt Elementary: Keith Powell, Phyllis Smith

Highland Lakes Elementary: Michael Pittard, Stacy Lashbrook, Mark Richert

Marble Falls Elementary: Bruce Peckover, Dana Green

Spicewood Elementary: Leslie Baty

Other Appraisers: Lee Courville, Melissa Fields, Susan Maughan, Allen Roberts, Wade Stanford, Leslie Talamantes

ORDER CALLING SCHOOL BUILDING BOND ELECTION

STATE OF TEXAS §
COUNTIES OF BURNET AND TRAVIS §
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT §

WHEREAS, the Board of Trustees (the “Board”) of the Marble Falls Independent School District (the “District”) has, among others, the power to issue bonds for the construction, acquisition and equipment of school buildings in the District (including the rehabilitation, renovation, expansion and improvement thereof) and the purchase of new school buses; and

WHEREAS, the Board has determined that it is necessary and convenient to call and conduct an election to obtain voter authorization for the issuance of such bonds; and

WHEREAS, pursuant to Section 31.092, Texas Election Code, as amended, the District has contracted with Burnet County (the “County”) to conduct the Election and to perform certain election services for the District in connection with the Election, including all of the supervisory and administrative duties relating to the conduct of the Election, pursuant to an election services contract between the District and the County (the “Election Agreement”);

IT IS, THEREFORE, ORDERED BY THE BOARD OF TRUSTEES OF THE MARBLE FALLS INDEPENDENT SCHOOL DISTRICT THAT:

Section 1. Call of Election; Date; Eligible Electors; and Hours. An election (the “Election”) shall be held on Saturday, May 10, 2014 (“Election Day”), which is seventy-one (71) or more days from the date of the adoption of this order (the “Election Order”), within and throughout the territory of the District at which all resident, qualified electors of the District shall be entitled to vote. The Board hereby finds that holding the Election on such date is in the public interest. The hours during which the polling places are to be open on Election Day shall be from 7:00 a.m. to 7:00 p.m.

Section 2. Voting Precincts; Polling Places; Election Officers. Except as otherwise provided herein, the boundaries and territory of the respective County election precincts that are wholly or partially within the territorial boundaries of the District are hereby designated as the voting precincts of the District for the Election. The precinct numbers for the District’s election precincts shall be the corresponding County precinct number of each precinct. The Election Day polling places shall be as shown in Exhibit A. The precinct judges and alternate judges for the Election shall be appointed in accordance with the Texas Election Code (the “Election Code”).

In the event that the Superintendent shall determine from time to time that (a) a polling place hereafter designated shall become unavailable or unsuitable for such use, or it would be in the District’s best interests to relocate such polling place, or (b) a presiding judge or alternate presiding judge hereafter designated shall become unqualified or unavailable, the Superintendent is hereby authorized to designate and appoint in writing a substitute polling place, presiding judge or alternate presiding judge, giving such notice as is required by the Election Code and as deemed sufficient.

Section 3. Proposition. At the Election there shall be submitted to the resident, qualified electors of the District the following proposition (the “Proposition”):

PROPOSITION

Shall the Board of Trustees (the “Board”) of the Marble Falls Independent School District (the “District”) be authorized to issue bonds of the District, in one or more series or installments, in the amount of [\$_____] for the construction, acquisition and equipment of school buildings in the District (including the rehabilitation, renovation, expansion and improvement thereof), and the purchase of new school buses, which bonds shall mature, bear interest and be issued and sold in accordance with law at the time of issuance; and shall the Board be authorized to levy and pledge, and cause to be assessed and collected, annual ad valorem taxes on all taxable property in the District sufficient, without limit as to rate or amount, to pay the principal of and interest on the bonds, and the costs of any credit agreements (including credit agreements executed or authorized in anticipation of, in relation to, or in connection with the bonds), all as authorized by the constitution and laws of the State of Texas and the United States of America?

Section 4. Ballots. The ballots shall conform to the requirements of the Election Code and shall have written or printed thereon the following:

OFFICIAL BALLOT

PROPOSITION

- [] For) The issuance of [\$_____] school building bonds for
-) the construction, acquisition and equipment of school
-) buildings in the District (including the rehabilitation,
-) renovation, expansion and improvement thereof), and
-) the purchase of new school buses, and levying of the tax
- [] Against) in payment thereof

Section 5. Mandatory Statement of Information.

(a) Pursuant to Section 3.009, Texas Election Code: (i) the proposition language that will appear on the ballot is set forth in Section 4 of this Election Order, (ii) the purposes for which the bonds are to be authorized are set forth in Section 3 of this Election Order, (iii) the principal amount of bonds to be authorized is set forth in Section 3 of this Election Order, (iv) if the issuance of bonds is authorized by voters, taxes sufficient, without limit as to rate or amount, to pay the annual principal of and interest on the bonds and the costs of any credit agreements may be imposed, as set forth in Section 3 of this Election Order, (v) bonds authorized pursuant to this Election Order may be issued to mature over not to exceed 40 years from their date of issuance and bearing interest at the rate or rates (not to exceed 15%), as authorized by law and determined by the Board, (vi) as of the beginning of the District’s current fiscal year, the aggregate amount of outstanding principal of the District’s debt obligations was \$68,042,057, and the aggregate amount of outstanding interest on the District’s debt obligations was \$53,320,099, and (vii) the District’s ad valorem debt service tax rate as of the date of adoption of this Election Order is \$0.2267 per \$100 of taxable property.

(b) Based upon market conditions as of the date of this Election Order, if the bonds are authorized, the estimated total tax rate of the District is expected to be approximately \$1.28 per \$100 of taxable assessed value, based on current State law, which is subject to change. The estimated total tax rate represents the sum of (i) the most recently adopted tax rate for operations and maintenance, which is \$1.0533 per \$100 of taxable assessed valuation, plus (ii) the estimated tax rate for voted debt obligations of the District, including the bonds, which is expected to remain at \$0.2267 per \$100 of taxable assessed valuation.

If approved by voters, the bonds will be secured by an ad valorem tax that is sufficient, without limit as to rate or amount, to pay the principal of and interest on the bonds and the costs of any credit agreements. Actual tax rates, interest rates, maturity dates, aggregate outstanding indebtedness and interest on such debt, will only be established and known at the time that bonds are issued. In addition, actual tax rates will depend upon, among other factors, the assessed valuation of taxable property, prevailing interest rates, the market for the District's bonds and general market conditions at the time that bonds are issued.

The estimated tax rates and other statements contained in this subsection (b) are (i) based on certain assumptions (including assumptions concerning prevailing market and economic conditions at the time(s) of issuance of the bonds) and derived from projections obtained from the District's financial advisor, (ii) subject to change to the extent that actual facts, circumstances and conditions prevailing at the time that the bonds are issued differ from such assumptions and projections, (iii) provided solely in satisfaction of the requirements of Section 3.009, Texas Election Code, and for no other purpose, without any assurance that such projections will be realized, and (iv) not intended to give rise to a contract with voters or limit the authority of the Board to issue bonds in accordance with the Proposition submitted by this Election Order.

Section 6. Voting. Voting in the Election, including early voting, shall be by the voting system adopted by the Commissioner's Court of each respective County. Each voter desiring to vote in favor of a Proposition shall mark the ballot indicating "FOR" the Proposition, and each voter desiring to vote against a Proposition shall mark the ballot indicating "AGAINST" the Proposition. Voting shall be in accordance with the Election Code.

Section 7. Early Voting. Early voting, both by personal appearance and by mail, will be conducted in accordance with the Election Code and shall be conducted at the locations, dates and times as designated by the County and the County election officer as shown in Exhibit B.

The Board hereby appoints Barbara Agnew as the early voting clerk for the District. The mailing address to which ballot applications and ballots voted by mail may be sent is as follows: Barbara Agnew, Elections Administrator, 220 S. Pierce Street, Burnet, Texas 78611.

For the use of those voters who are entitled by law to vote early by mail, the early voting clerk shall provide each voter with a ballot with instructions to mark the ballot indicating his or her vote "FOR" or "AGAINST" the Proposition.

Section 8. Conduct of Election. The Election shall be conducted by election officers, including the precinct judges and alternate judges or clerks, in accordance with the Election Agreements, the Education Code, the Election Code and the Constitution and laws of the State of Texas and the United States of America.

Section 9. Bilingual Election Materials. All notices, instructions, and ballots pertaining to the Election shall be furnished to voters in both English and Spanish and persons capable of acting as translators in both English and Spanish shall be made available to assist Spanish language speaking voters in understanding and participating in the election process.

Section 10. Delivery of Voted Ballots; Counting; Tabulation; Canvassing of Returns; Declaring Results. The ballots shall be counted by one or more teams of election officers assigned by the presiding judges, each team to consist of two or more election officers. After completion of his responsibilities under the Election Code, including the counting of the voted ballots and the tabulation of the results, the presiding judge shall make a written return of the Election results to the District in accordance with the Election Code. The Board shall canvass the returns and declare the results of the Election.

If a majority of the resident, qualified electors of the District voting at the Election, including those voting early, shall vote in favor of the Proposition, then the issuance and sale of the bonds described therein shall be authorized in the maximum amount contained therein, and the bonds shall be issued and sold at the price or prices and in such denominations determined by the Board to be in the District's best interest.

Section 11. Training of Election Officials. Pursuant to the Election Code, a public school of instruction for all election officers and clerks may be held as arranged or contracted by the County.

Section 12. Notice of Election. Notice of the Election, stating in substance the contents of this Election Order, shall be published one time in the English and Spanish languages, in a newspaper published within the District's territory or, if none is published in the District's territory, in a newspaper of general circulation in the District's territory, at least ten (10) days and no more than thirty (30) days prior to Election Day. Notice of the Election shall also be given by posting a substantial copy of this Election Order, in both English and Spanish, (i) on Election Day and during early voting by personal appearance, in a prominent location at each polling place and (ii) not later than the twenty-first (21st) day before the Election, on the bulletin board used for posting notices of meetings of the Board and in three (3) public places within the boundaries of the District. In addition, this Election Order, together with the notice of Election and the contents of the Proposition, shall be posted on the District's website, in both English and Spanish, during the twenty-one (21) days before the Election.

Section 13. Notice of Meeting. The Board officially finds, determines, recites and declares that written notice of the date, hour, place and subject of the meeting at which this Election Order is adopted was posted on a bulletin board located at a place convenient to the public at the District's administrative offices for a least seventy-two (72) hours preceding the scheduled time of the meeting; that a telephonic or telegraphic notice of such meeting was given to all news media who have consented to pay any and all expenses incurred by the District in connection with providing such notice, both as required by the Open Meetings Law, Chapter 551, Texas Government Code, as amended; and that such meeting was open to the public as required by law at all times during which this Election Order and the subject matter thereof was discussed, considered and formally acted upon.

Section 14. Authority of the Superintendent. The Superintendent shall have the authority to take, or cause to be taken, all reasonable or necessary actions to insure that the

Election is fairly held and returns properly counted and tabulated for canvass by the Board, which actions are hereby ratified and confirmed.

Section 15. Authorization to Execute. The President or Vice President of the Board is authorized to execute and the Secretary of the Board is authorized to attest this Election Order on behalf of the Board; and the President or Vice President of the Board is authorized to do all other things legal and necessary in connection with the holding and consummation of the Election.

Section 16. Effective Date. This Election Order is effective immediately upon its passage and approval.

[Signature page follows.]

PASSED AND APPROVED February 17, 2014.

President, Board of Trustees
Marble Falls Independent School District

ATTEST:

Secretary, Board of Trustees
Marble Falls Independent School District

(SEAL)

EXHIBIT A

**ELECTION DAY POLLING LOCATIONS
(Between the hours of 7:00 a.m. and 7:00 p.m.)**

<u>Burnet County Precinct No.</u>	<u>Travis County Precinct No.</u>	<u>Polling Place</u>
6	370 & 371	Smithwick Community Center 10800 E. FM 1431 Marble Falls, Texas 78654
9		Highland Haven Community Center 118 Blackbird Drive Highland Haven, Texas 78654
3 & 18		Granite Shoals Fire Station 8410 RR 1431 Granite Shoals, Texas 78654
19 & 20		Marble Falls South Annex 810 Steve Hawkins Parkway Marble Falls, Texas 78654
4	308	Spicewood Community Center 7901 CR 404 Spicewood, Texas 78669

EXHIBIT B

EARLY VOTING POLLING LOCATIONS AND TIMES

BURNET COUNTY

Location

Times

Burnet County Courthouse
220 S. Pierce
Burnet, Texas 78611

Each Weekday:
Monday, April 28, 2014 - Wednesday, April 30, 2014
Friday, May 2, 2014
Tuesday May 6, 2014
8:00 a.m. - 5:00 p.m.

Thursday, May 1, 2014 and Monday, May 5, 2014
7:00 a.m. - 7:00 p.m.

Marble Falls Courthouse Annex
810 Steve Hawkins Parkway
Marble Falls, Texas 78654

Each Weekday:
Monday, April 28, 2014 - Wednesday, April 30, 2014
Friday, May 2, 2014
Tuesday May 6, 2014
8:00 a.m. - 5:00 p.m.

Thursday, May 1, 2014 and Monday, May 5, 2014
7:00 a.m. - 7:00 p.m.

HB5 Implementation

MFISD Board Meeting

Feb. 17, 2014

394

abc



*Learners Today...
Leaders Tomorrow...
Mustangs Forever!!!*

Ensuring Effective Implementation of HB5

- Increased Rigor and flexibility
- Tracking/ Grouping into endorsement at an earlier age
- TEKS continue to be addressed in all contents
- Pathways meet the needs of all students
- Flexible Master Scheduling based on student interest/
not certification areas
- Post Secondary Readiness
- Parental Engagement Component

395



Endorsements Offered in Marble Falls ISD

Arts & Humanities	Business and Industry	Public Service	Science, Technology, Engineering and Math (STEM)	Multidisciplinary Studies Endorsement
Fine Arts	Agriculture & Animal Science	Public Service	Computer Science	Multidisciplinary Studies
Language Other than English	Agriculture & Horticulture	Education and Training	Engineering	
World Studies	Agriculture & Welding	Human Services	Health Science Technology	
	Agriculture & Construction		Advanced Mathematics	
	Arts, AV Technology and Communication		Advanced Science	
	Business Management/ Finance/ Marketing			
	Hospitality & Tourism			
	Information Technology			
	Journalism			
	Debate			

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Different Endorsements



MFISD

DISTINGUISHED
Complete an Endorsement and Algebra 2

ENDORSEMENTS

Includes an additional Advanced Math and Advanced Science

The Arts & Humanities Endorsement

This endorsement can be earned by taking a sequence of 4 credit courses in these areas:

- Social Studies
- Languages Other Than English
- Art
- Band
- Choir
- Dance
- Theater

The Business & Industry Endorsement

This endorsement can be earned by taking a sequence of 4 credit courses in these areas:

- Agriculture Sciences
- Architecture & Construction
- Arts, Audio/Video Technology and Communication
- Business Management
- Finance
- Marketing
- Hospitality & Tourism
- Information Technology
- Journalism
- Debate

The Public Services Endorsement

This endorsement can be earned by taking a sequence of 4 credit courses in these areas:

- Education & Training
- Human Services
- Public Services

The STEM (Science, Technology, Engineering, and Math) Endorsement

This endorsement can be earned by taking a sequence of 4 credit courses in these areas:

- Health Science
- Engineering
- Computer Science
- Advanced Mathematics
- Advanced Science

The Multidisciplinary Studies Endorsement

This endorsement can be earned by taking non-sequential advanced courses in one or more endorsement areas including:

- Four credits in each of the foundation core areas
- Four Advanced Placement (AP) courses - one in each core subject area



FOUNDATION GRADUATION PLAN

The credits that make up the Foundation Plan come from:

- English I, English II, English III, and one Advanced English
- Algebra I, Geometry and one Advanced Math
- Biology and two additional Sciences
- World Geography or World History or Combo W Geog/W Hist, US History, Government, Economics
- Two credits in a Language Other Than English or two credits in Computer Programming
- One credit in PE or a PE equivalent
- One credit in Fine Arts
- One credit in Professional Communications/College and Career Choices (C3)*
- 8.0 Electives

Coherent Sequence Considerations

Endorsement	Pathway	Teacher	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	
Arts & Humanities	Fine Arts	Fine Arts	Career Portas & Professional Communication	Any first year Fine Art including Art, Dance, Theatre Arts, Choir, or Band	Fine Art Year 2	Fine Art Year 3	Fine Art Year 4	
	Journalism	Gulledge		Journalism or Photojournalism	Yearbook I/ Newspaper I	Yearbook II/ Newspaper II	Yearbook III/ Newspaper III	
	Language Other Than English	Reyes, Cortez		Spanish I	Spanish II	Spanish III	Spanish IV	
Business and Industry Endorsement	Agriculture & Animal Science	Stratton	Career Portas & Professional Communication	Principles of Agriculture	Livestock Production	Small Animal/ Equine Science OR Wildlife, Fisheries, & Eco	Veterinary Tech OR Range Ecology & Management OR Practicum in Agriculture	
	Agriculture & Horticulture	Chessnut		Principles of Agriculture	Horticulture Science	Landscape Design OR Floral Design	Practicum in Agriculture - Horticulture	
	Agriculture & Welding	Heller	Principles of Agriculture	Welding I/ Ag Mech & Metal	Welding II/ Ag Design & Fab	Ag Mech and Metal II	Practicum in Ag - Metal Fabrication	
	Agriculture & Construction	TBA	Principles of Agriculture	Principles of Agriculture	Welding I/ Ag Mech & Metal	Welding II/ Ag Design & Fab	Practicum in Ag - Metal Fabrication	
	Business Management/ Finance/ Marketing	Hoover	Principles of Architecture & Construction	Principles of Architecture & Construction	Construction Technology I	Construction Technology II	Practicum in Construction Management	
	Graphic Design and AV Production	Bryant	Principles of Business Operations	Principles of Business Operations	Business Management OR Accounting OR Advertising & Sales	Entrepreneurship/ Virtual Business OR Statistics OR Sports Marketing	Practicum in Business	
	Hospitality & Tourism	CTC	Principles of AV Technology	Principles of AV Technology	Graphic Design OR AV Production	Advanced Graphic Design OR Advanced AV Production	Practicum in AV Tech	
	Information Technology	Crouch	Principles of Human Services	Principles of Human Services	Principles of Business Operations	Dual Credit Culinary Arts I	Dual Credit Culinary Arts II	
	Multidisciplinary Studies Endorsement	Multidisciplinary Studies	All	Career Portas & Professional Communication	Digital Media	Computer Programming	Web Design	Adv. Topics in Web Design OR Practicum in Info Tech
Multidisciplinary Studies allows a student to select courses from multiple endorsement areas to earn an endorsement in Multidisciplinary Studies.								
Public Service Endorsement	Early Childhood & Education	Dyer, TBA	Principles of Human Services		Principles of Human Services	Child Development OR Developmental Psychology	Child Guidance I OR Ready, Set, Teach I	Child Guidance II OR Ready, Set, Teach II
	Health Science Technology	Brown, Tidwell	Principles of Health Science		Principles of Health Science	Child Development OR Sports Medicine OR Microbiology Pathophysiology OR Developmental Psychology	Anatomy & Physiology OR Health Science	EMT OR Pharmacology
	Public Service	SS and Science Dept	Principles of Human Services		Principles of Human Services	Developmental Psychology	Psychology/Sociology	Forensics
Science, Technology, Engineering and Math (STEM)	Computer Science	Crouch	Digital Media		Digital Media	Computer Programming	AP Computer Science	Adv. Topics in Programming OR Practicum in Info Tech
	Engineering	Guffey	Concepts of Engineering		Concepts of Engineering	Engineering Design I (to include Aeroscience I)	Engineering Design II (to include Aeroscience II)	Practicum in Engineering (choose emphasis in Aeroscience, Robotics, ROV,
	Natural Science & Technologies	Science Dept.	4 Science classes, 2 additional Science classes, chosen from: AP Chemistry, AP Biology, AP Physics, Microbiology/ Pathophysiology, Anatomy & Physiology, and Forensics					

MFISD Action Steps

- Ensuring that we are sending a clear message to all stakeholders
- Academic Programs will continue to support our campus leaders towards a successful implementation
- We will offer all five endorsements for student flexibility and post secondary readiness
- Solidify local requirements and seek board approval



House Bill 5

MFISD Board
Presentation

Feb. 17, 2014
Information Only

HB5 Implementation

MFISD Board Meeting
Feb. 17, 2014

402



*Learners Today...
Leaders Tomorrow...
Mustangs Forever!!!*

abc

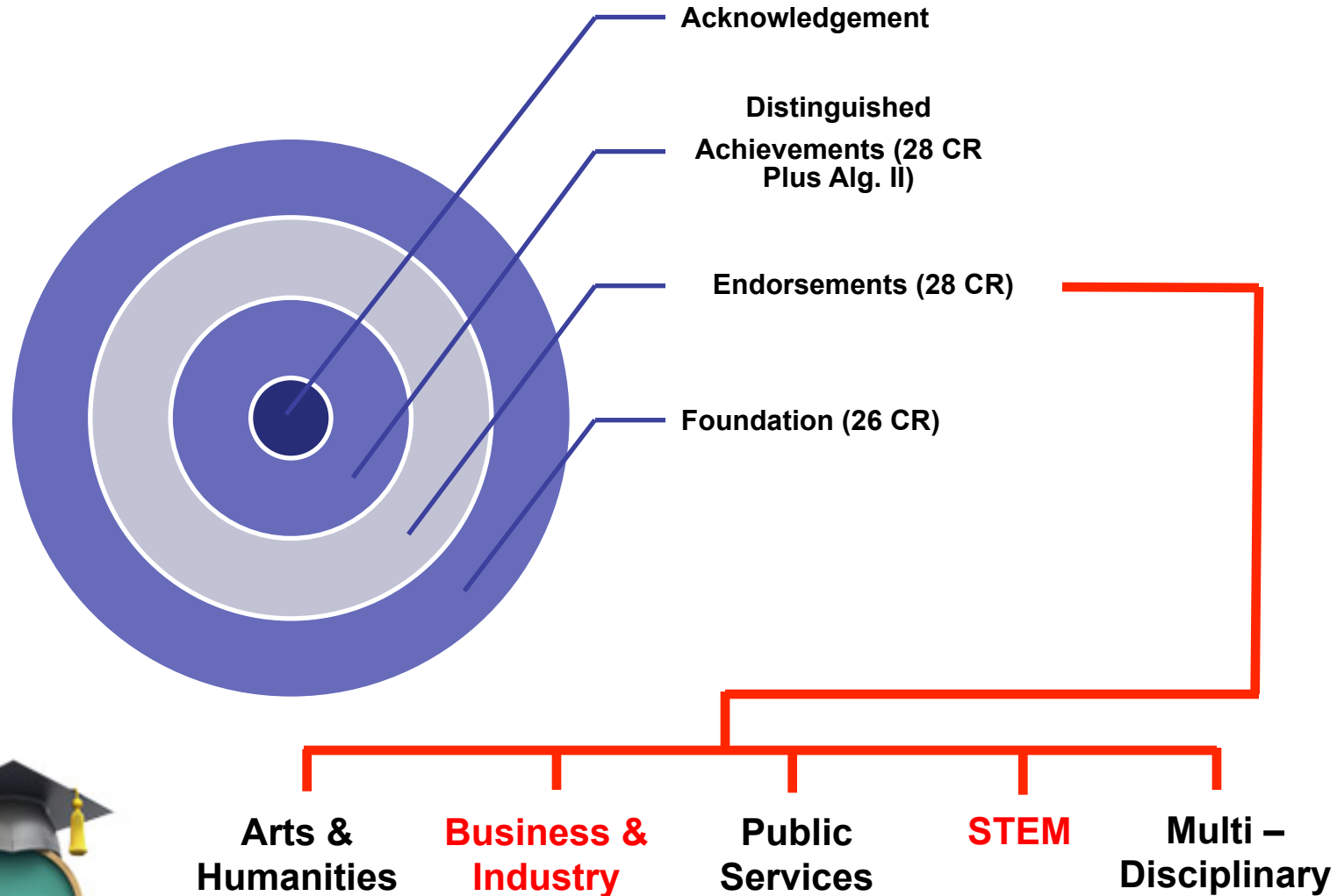
Ensuring Effective Implementation of HB5

- Increased Rigor and flexibility
- Tracking/ Grouping into endorsement at an earlier age
- TEKS continue to be addressed in all contents
- Pathways meet the needs of all students
- Flexible Master Scheduling based on student interest/
not certification areas
- Post Secondary Readiness
- Parental Engagement Component

403



Flexibility



404



Endorsements Offered in Marble Falls ISD

Arts & Humanities	Business and Industry	Public Service	Science, Technology, Engineering and Math (STEM)	Multidisciplinary Studies Endorsement
Finance	Agriculture & Animal Science	Public Service	Computer Science	Multidisciplinary Studies
Language Other than English	Agriculture & Horticulture	Education and Training	Engineering	
World Studies	Agriculture & Welding	Human Services	Health Science Technology	
	Agriculture & Construction		Advanced Mathematics	
	Arts, AV Technology and Communication		Advanced Science	
	Business Management/ Finance/ Marketing			
	Hospitality & Tourism			
	Information Technology			
	Journalism			
	Debate			

2022 Different Endorsements

405



DISTINGUISHED
Complete an Endorsement and Algebra 2

ENDORSEMENTS

Includes an additional Advanced Math and Advanced Science

The Arts & Humanities Endorsement

This endorsement can be earned by taking a sequence of 4 credit courses in these areas:

- Social Studies
- Languages Other Than English
- Art
- Band
- Choir
- Dance
- Theater

The Business & Industry Endorsement

This endorsement can be earned by taking a sequence of 4 credit courses in these areas:

- Agriculture Sciences
- Architecture & Construction
- Arts, Audio/Video Technology and Communication
- Business Management
- Finance
- Marketing
- Hospitality & Tourism
- Information Technology
- Journalism
- Debate

The Public Services Endorsement

This endorsement can be earned by taking a sequence of 4 credit courses in these areas:

- Education & Training
- Human Services
- Public Services

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This endorsement can be earned by taking a sequence of 4 credit courses in these areas:

- Health Science
- Engineering
- Computer Science
- Advanced Mathematics
- Advanced Science

The Multidisciplinary Studies Endorsement

This endorsement can be earned by taking non-sequential advanced courses in one or more endorsement areas including:

- Four credits in each of the foundation core areas
- Four Advanced Placement (AP) courses - one in each core subject area



FOUNDATION GRADUATION PLAN

The credits that make up the Foundation Plan come from:

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- Biology and two additional Sciences
- World Geography or World History or Combo W Geog/W Hist, US History, Government, Economics
- Two credits in a Language Other Than English or two credits in Computer Programming
- One credit in PE or a PE equivalent
- One credit in Fine Arts
- One credit in Professional Communications/College and Career Choices (C3)*
- 8.0 Electives

Coherent Sequence Considerations

Endorsement	Pathway	Teacher	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Arts & Humanities	Fine Arts	Fine Arts	Career Portas & Professional Communication	Any first year Fine Art including Art, Dance, Theatre Arts, Choir, or Band	Fine Art Year 2	Fine Art Year 3	Fine Art Year 4
	Journalism	Gulledge		Journalism or Photojournalism	Yearbook I/ Newspaper I	Yearbook II/ Newspaper II	Yearbook III/ Newspaper III
	Language Other Than English	Reyes, Cortez		Spanish I	Spanish II	Spanish III	Spanish IV
Business and Industry Endorsement	Agriculture & Animal Science	Stratton	Career Portas & Professional Communication	Principles of Agriculture	Livestock Production	Small Animal/ Equine Science OR Wildlife, Fisheries, & Eco	Veterinary Tech OR Range Ecology & Management OR Practicum in Agriculture
	Agriculture & Horticulture	Chessnut		Principles of Agriculture	Horticulture Science	Landscape Design OR Floral Design	Practicum in Agriculture - Horticulture
	Agriculture & Welding	Heller	Principles of Agriculture	Welding I/ Ag Mech & Metal	Welding II/ Ag Design & Fab	Ag Mech and Metal II	Practicum in Ag - Metal Fabrication
	Agriculture & Construction	TBA	Career Portas & Professional Communication	Principles of Agriculture	Welding I/ Ag Mech & Metal	Welding II/ Ag Design & Fab	Practicum in Ag - Metal Fabrication
	Business Management/ Finance/ Marketing	Hoover		Principles of Architecture & Construction	Construction Technology I	Construction Technology II	Practicum in Construction Management
	Graphic Design and AV Production	Bryant		Principles of Business Operations	Business Management OR Accounting OR Advertising & Sales	Entrepreneurship/ Virtual Business OR Statistics OR Sports Marketing	Practicum in Business
	Hospitality & Tourism	CTC		Principles of AV Technology	Graphic Design OR AV Production	Advanced Graphic Design OR Advanced AV Production	Practicum in AV Tech
	Information Technology	Crouch		Principles of Human Services	Principles of Business Operations	Dual Credit Culinary Arts I	Dual Credit Culinary Arts II
	Multidisciplinary Studies Endorsement	Multidisciplinary Studies		All	Multidisciplinary Studies allows a student to select courses from multiple endorsement areas to earn an endorsement in Multidisciplinary Studies.		
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	Health Science Technology	Brown, Tidwell	Principles of Health Science	Child Development OR Sports Medicine OR Microbiology Pathophysiology OR Developmental Psychology	Anatomy & Physiology OR Health Science	EMT OR Pharmacology	
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	Engineering	Guffey	Concepts of Engineering	Engineering Design I (to include Aerospace I)	Engineering Design II (to include Aerospace II)	Practicum in Engineering (choose emphasis in Aerospace, Robotics, ROV,	
	Natural Science & Technologies	Science Dept.	4 Science classes, 2 additional Science classes, chosen from: AP Chemistry, AP Biology, AP Physics, Microbiology/ Pathophysiology, Anatomy & Physiology, and Forensics				

MFISD Action Steps

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- Academic Programs will continue to support our campus leaders towards a successful implementation
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House Bill 5

Supplemental Information

Feb. 17, 2014
Information Only

ENDORSEMENTS

Includes an additional Advanced Math and Advanced Science

DISTINGUISHED Complete an Endorsement and Algebra 2

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- Band
- Choir
- Dance
- Theater

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This endorsement can be earned by taking a sequence of 4 credit courses in these areas:

- Agriculture Sciences
- Architecture & Construction
- Arts, Audio/Video Technology and Communication
- Business Management
- Finance
- Marketing
- Hospitality & Tourism
- Information Technology
- Journalism
- Debate

The Public Services Endorsement

This endorsement can be earned by taking a sequence of 4 credit courses in these areas:

- Education & Training
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The STEM (Science, Technology, Engineering, and Math) Endorsement

This endorsement can be earned by taking a sequence of 4 credit courses in these areas:

- Health Science
- Engineering
- Computer Science
- Advanced Mathematics
- Advanced Science

The Multidisciplinary Studies Endorsement

This endorsement can be earned by taking non-sequential advanced courses in one or more endorsement areas including:

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- Four Advanced Placement (AP) courses - one in each core subject area



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Algebra I, Geometry and one Advanced Math

Biology and two additional Sciences

World Geography or World History or Combo W Geog/W Hist, US History, Government, Economics

Two credits in a Language Other Than English or two credits in Computer Programming

One credit in PE or a PE equivalent

One credit in Fine Arts

One credit in Professional Communications/College and Career Choices (C3)*

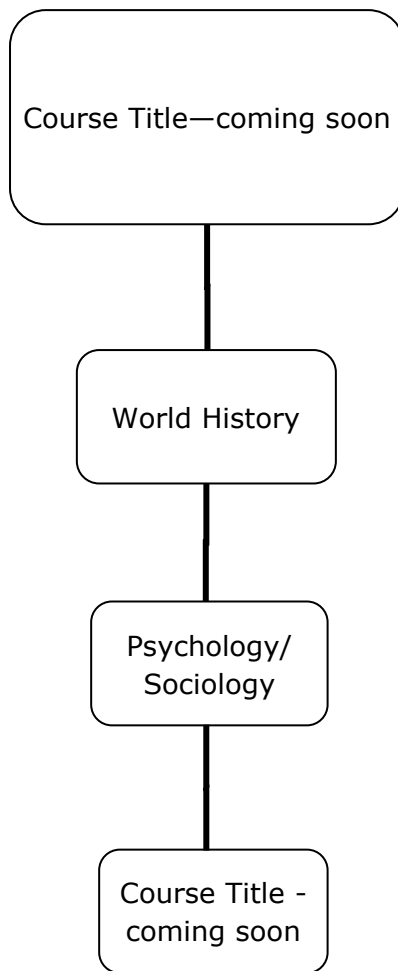
8.0 Electives

Pending final approval from the State Board of Education in early 2014.

**Pending approval by the MFISD School Board.*

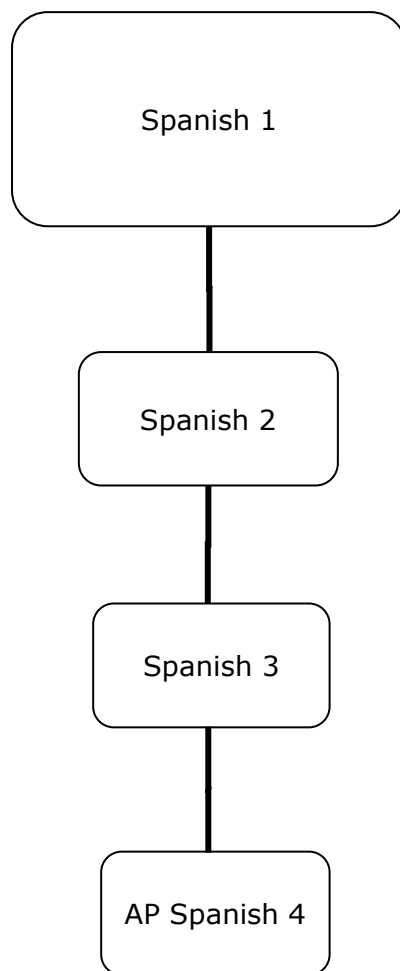
Endorsement	Pathway	Teacher	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Arts & Humanities	Fine Arts	Fine Arts	Career Portas & Professional Communication	Any first year Fine Art including Art, Dance, Theatre Arts, Choir, or Band	Fine Art Year 2	Fine Art Year 3	Fine Art Year 4
	Journalism	Gulledge		Journalism or Photojournalism	Yearbook I/ Newspaper I	Yearbook II/ Newspaper II	Yearbook III/ Newspaper III
	Language Other Than English	Reyes, Cortez		Spanish I	Spanish II	Spanish III	Spanish IV
Business and Industry Endorsement	Agriculture & Animal Science	Stratton	Principles of Agriculture	Principles of Agriculture	Livestock Production	Small Animal/ Equine Science OR Wildlife, Fisheries, & Eco	Veterinary Tech OR Range Ecology & Management OR Practicum in Agriculture
	Agriculture & Horticulture	Chessnut		Principles of Agriculture	Horticulture Science	Landscape Design OR Floral Design	Practicum in Agriculture - Horticulture
	Agriculture & Welding	Heller	Career Portas & Professional Communication	Welding I/ Ag Mech & Metal	Welding II/ Ag Design & Fab	Ag Mech and Metal II	Practicum in Ag - Metal Fabrication
	Agriculture & Construction	TBA		Principles of Agriculture	Welding I/ Ag Mech & Metal	Welding II/ Ag Design & Fab	Practicum in Ag - Metal Fabrication
	Business Management/ Finance/ Marketing	Hoover		Principles of Architecture & Construction	Construction Technology I	Construction Technology II	Practicum in Construction Management
	Graphic Design and AV Production	Bryant		Principles of Business Operations	Business Management OR Accounting OR Advertising & Sales	Entrepreneurship/ Virtual Business OR Statistics OR Sports Marketing	Practicum in Business
	Hospitality & Tourism	CTC		Principles of AV Technology	Graphic Design OR AV Production	Advanced Graphic Design OR Advanced AV Production	Practicum in AV Tech
	Information Technology	Crouch		Principles of Human Services	Principles of Business Operations	Dual Credit Culinary Arts I	Dual Credit Culinary Arts II
	Multidisciplinary Studies Endorsement	Multidisciplinary Studies		All	Multidisciplinary Studies allows a student to select courses from multiple endorsement areas to earn an endorsement in Multidisciplinary Studies.		
Public Service Endorsement	Early Childhood & Education	Dyer, TBA		Principles of Human Services	Child Development OR Developmental Psychology	Child Guidance I OR Ready, Set, Teach I	Child Guidance II OR Ready, Set, Teach II
	Health Science Technology	Brown, Tidwell		Principles of Health Science	Child Development OR Sports Medicine OR Microbiology Pathophysiology OR Developmental Psychology	Anatomy & Physiology OR Health Science	EMT OR Pharmacology
	Public Service	SS and Science Dept	Principles of Human Services	Developmental Psychology	Psychology/Sociology	Forensics	
Science, Technology, Engineering and Math (STEM)	Computer Science	Crouch	Digital Media	Computer Programming	AP Computer Science	Adv. Topics in Programming OR Practicum in Info Tech	
	Engineering	Guffey	Concepts of Engineering	Engineering Design I (to include Aerospace I)	Engineering Design II (to include Aerospace II)	Practicum in Engineering (choose emphasis in Aerospace, Robotics, ROV,	
	Natural Science & Technologies	Science Dept.	4 Science classes, 2 additional Science classes, chosen from: AP Chemistry, AP Biology, AP Physics, Microbiology/ Pathophysiology, Anatomy & Physiology, and Forensics				

SOCIAL STUDIES
Arts and Humanities Endorsement
EXPLORE/PLAN Career Area - S, X

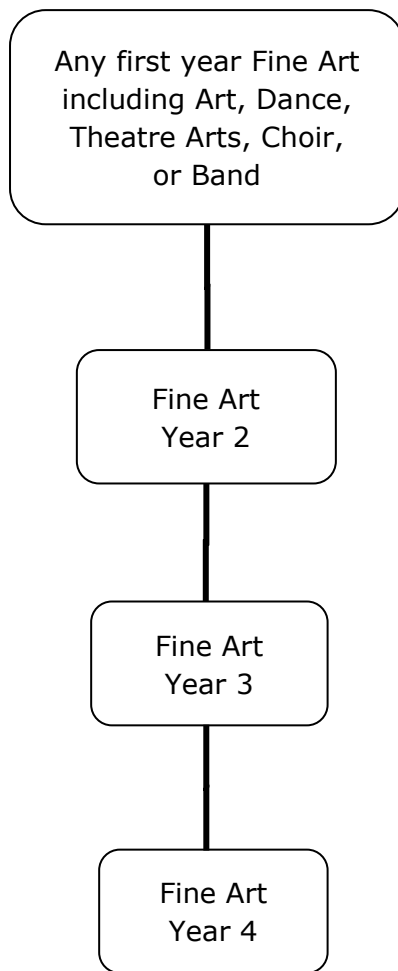


LANGUAGES OTHER THAN ENGLISH
Arts and Humanities Endorsement

EXPLORE/PLAN Career Area - A, C, E, X, Y



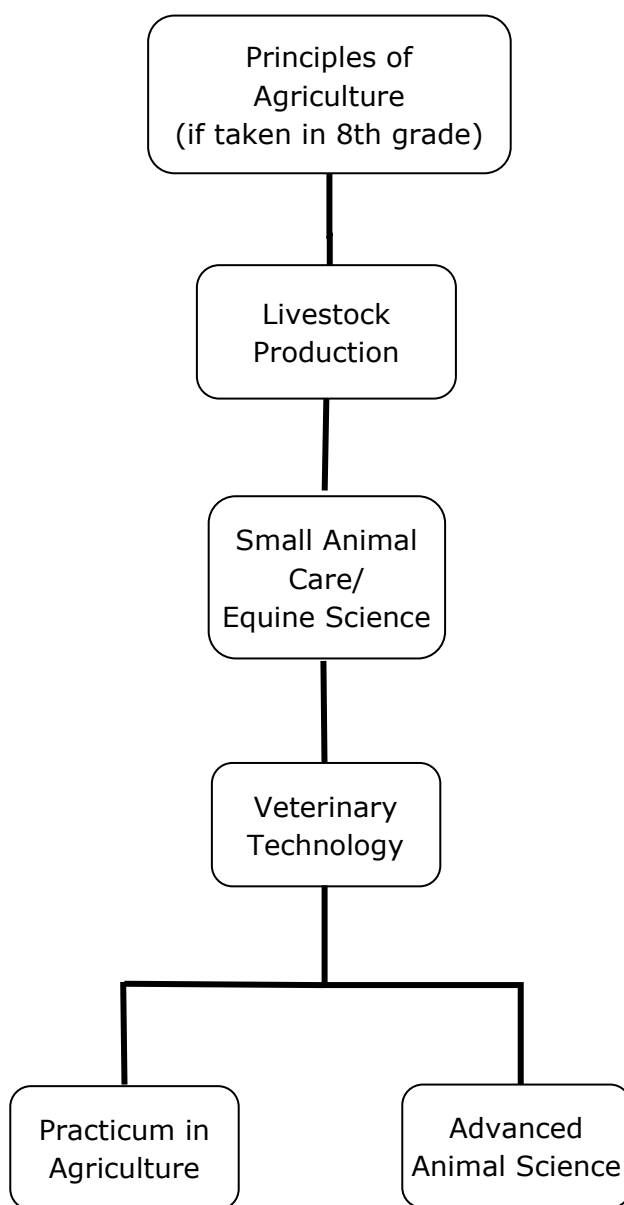
FINE ARTS
Arts and Humanities Endorsement
EXPLORE/PLAN Career Area - T, U



AGRICULTURE—ANIMAL SCIENCE

Business and Industry Endorsement

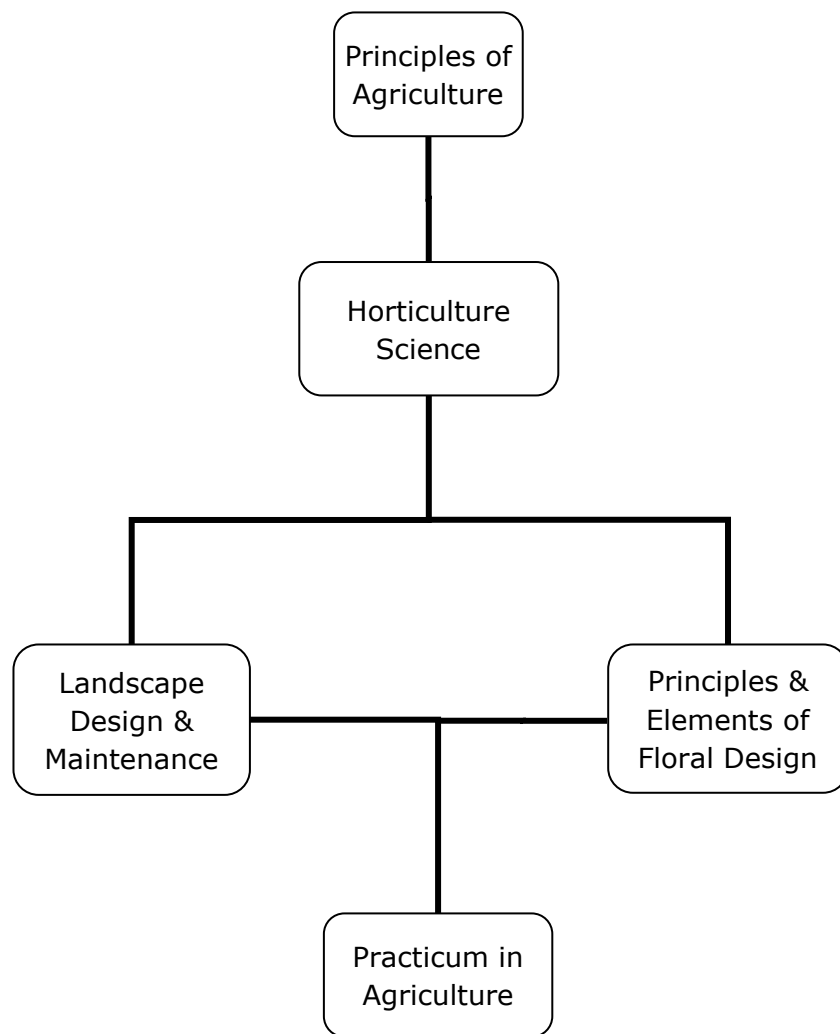
EXPLORE/PLAN Career Area - I, R



AGRICULTURE—HORTICULTURE

Business and Industry Endorsement

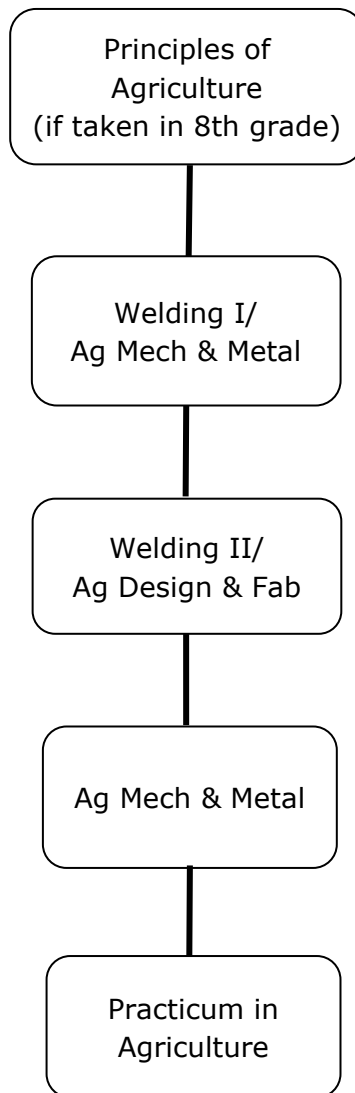
EXPLORE/PLAN Career Area - I



AGRICULTURE—WELDING

Business and Industry Endorsement

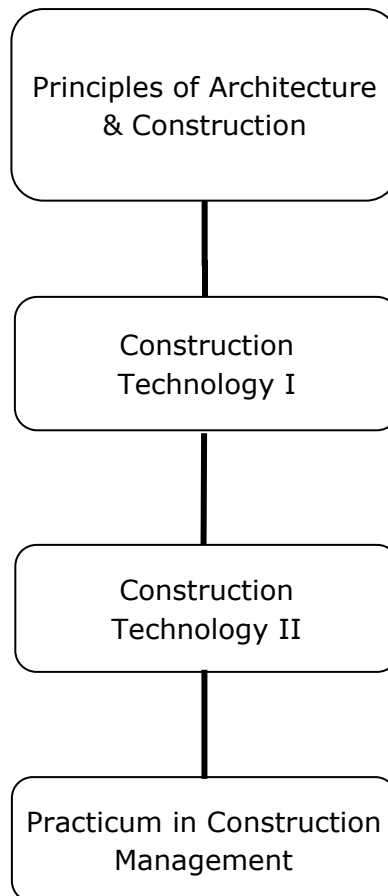
EXPLORE/PLAN Career Area - M



ARCHITECTURE & CONSTRUCTION

Business and Industry Endorsement

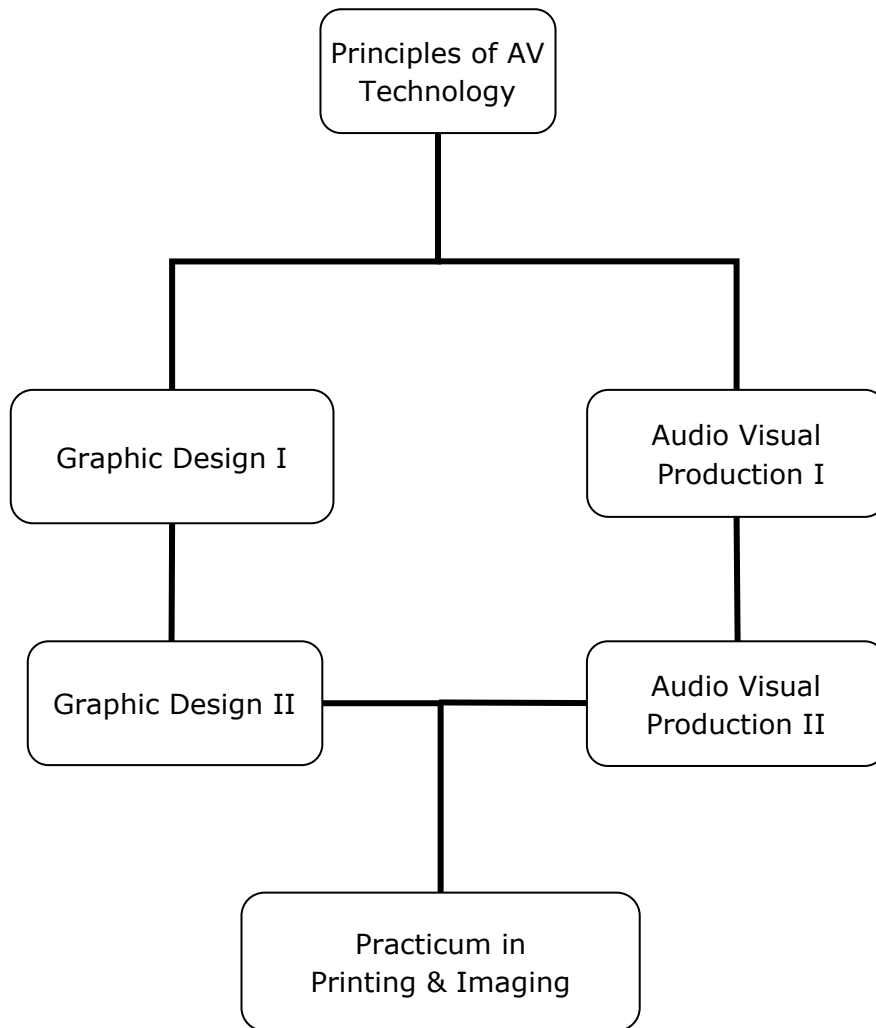
EXPLORE/PLAN Career Area - K, L



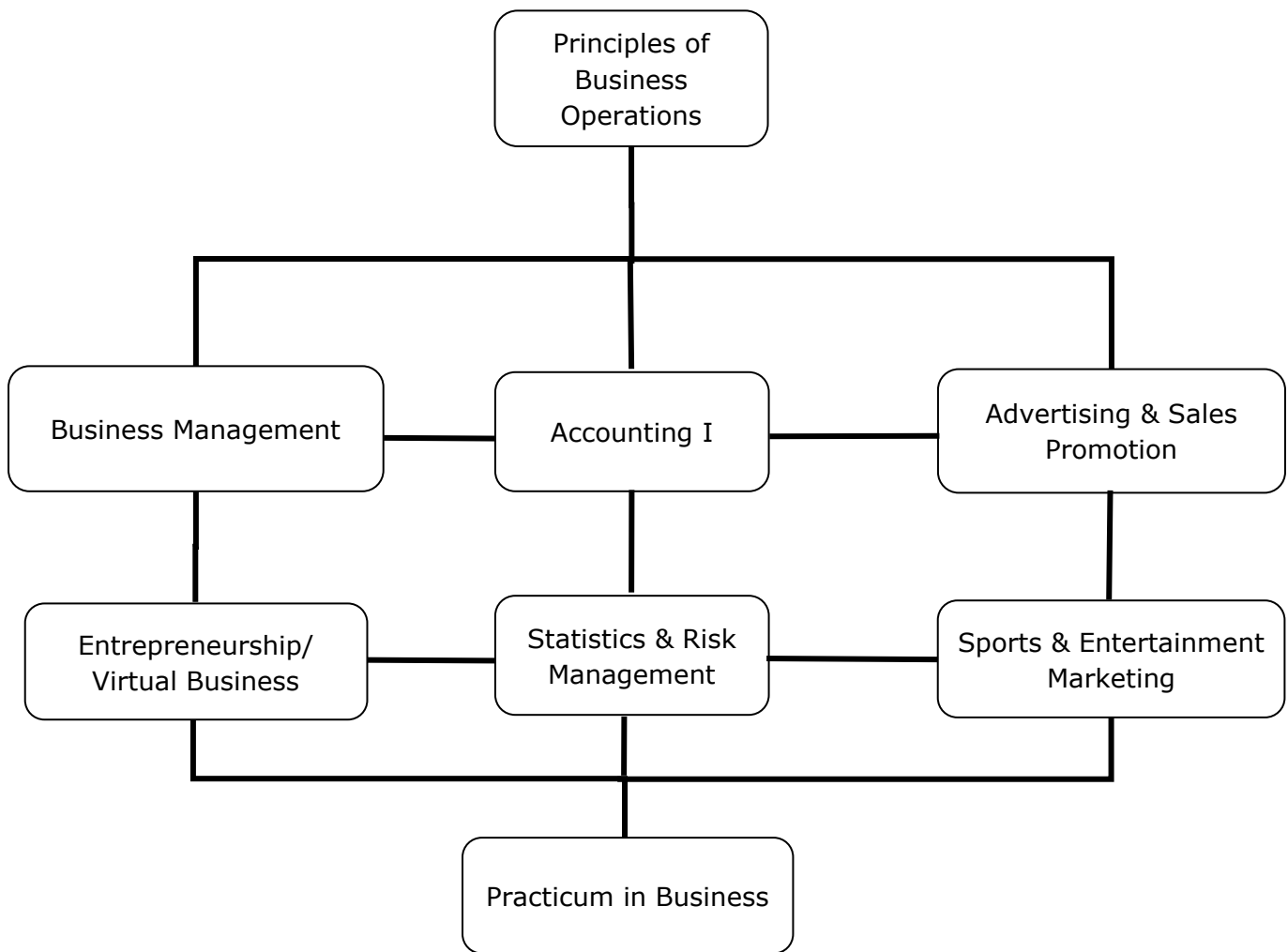
ARTS, AV TECHNOLOGY & COMMUNICATION

Business and Industry Endorsement

EXPLORE/PLAN Career Area - T



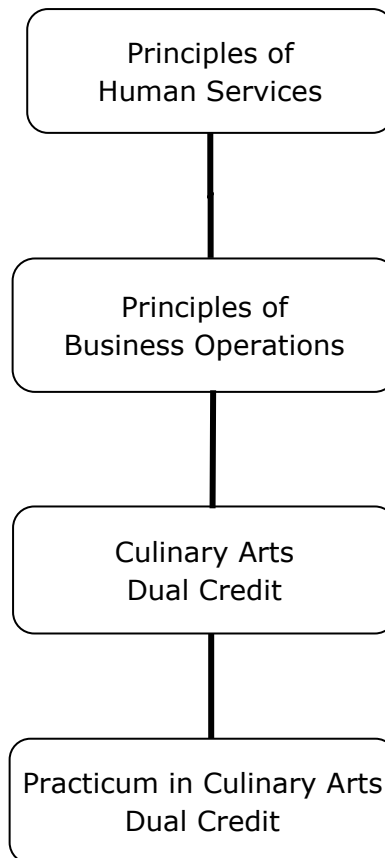
BUSINESS MANAGEMENT/FINANCE/
MARKETING
Business and Industry Endorsement



HOSPITALITY AND TOURISM

Business and Industry Endorsement

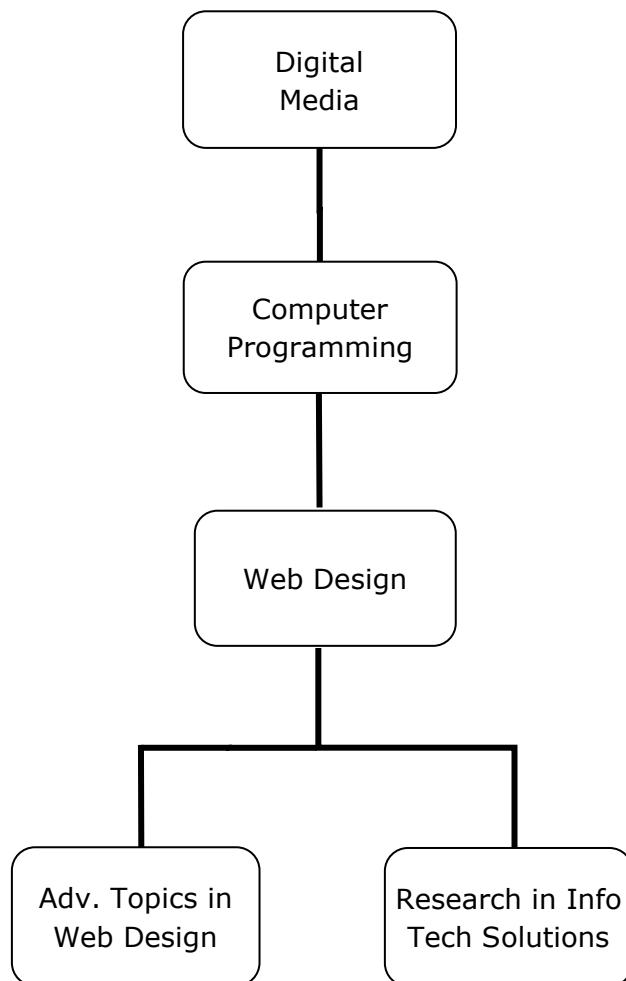
EXPLORE/PLAN Career Area - L



INFORMATION TECHNOLOGY

Business and Industry Endorsement

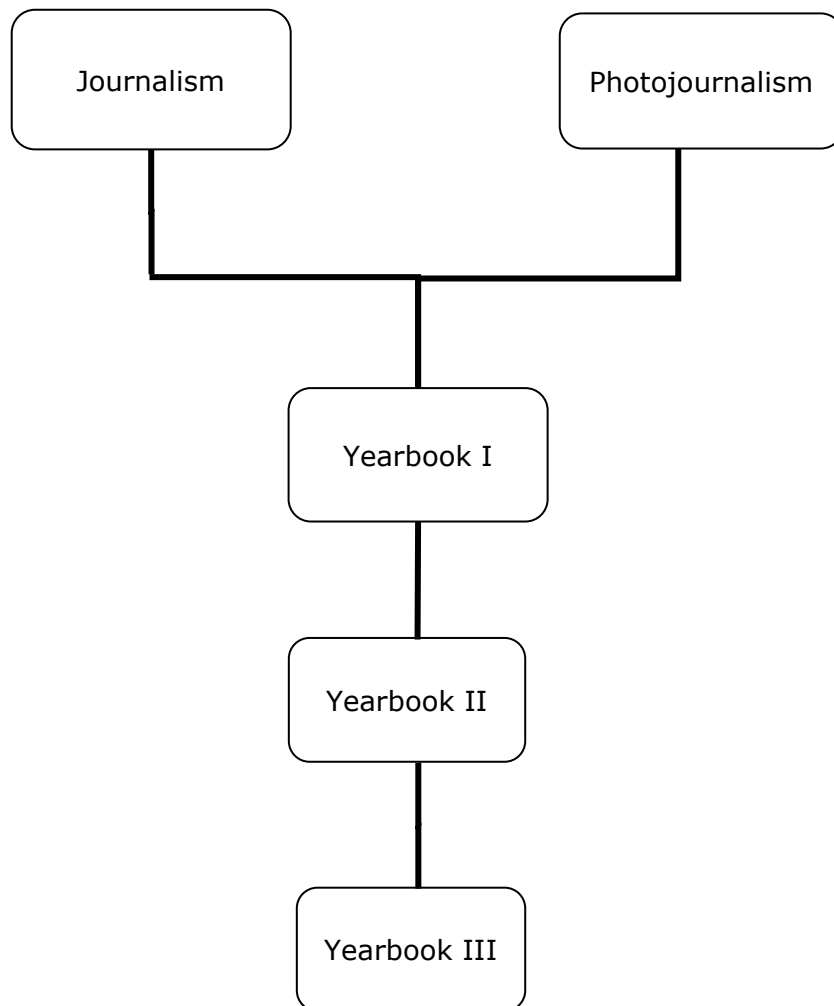
EXPLORE/PLAN Career Area - J



JOURNALISM

Business and Industry Endorsement

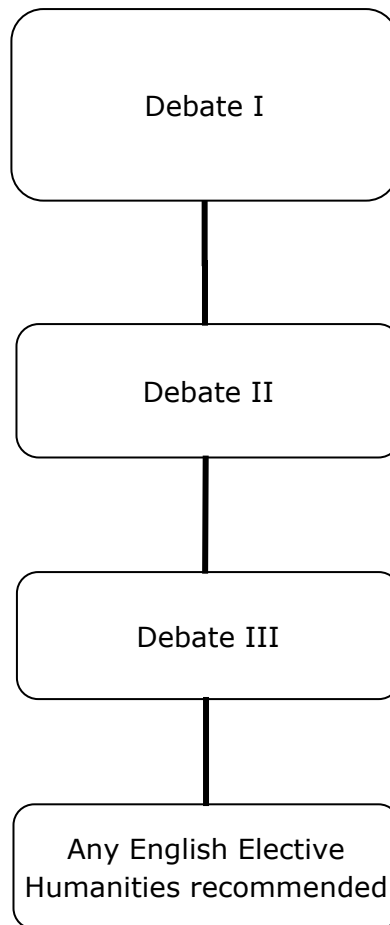
EXPLORE/PLAN Career Area - U, V



DEBATE

Business and Industry Endorsement

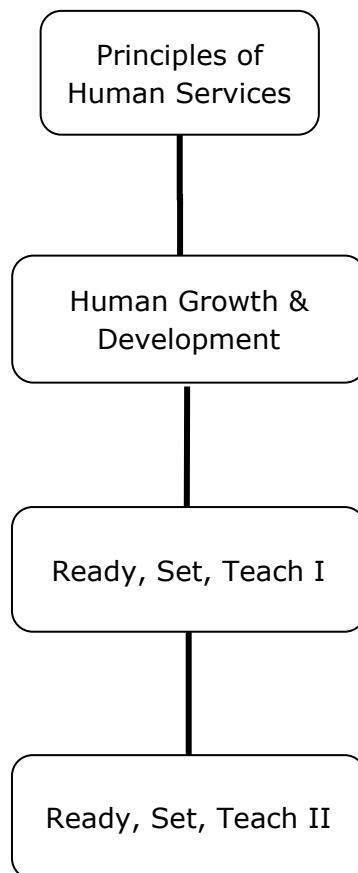
EXPLORE/PLAN Career Area - C, S, Y,



EDUCATION & TRAINING

Public Service Endorsement

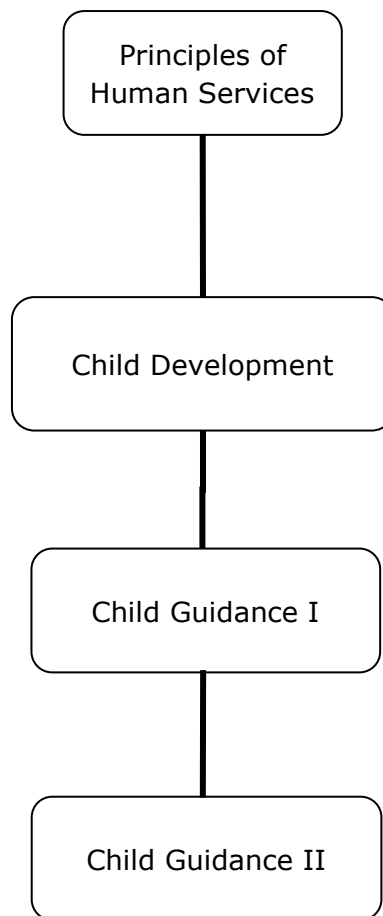
EXPLORE/PLAN Career Area - X



HUMAN SERVICES

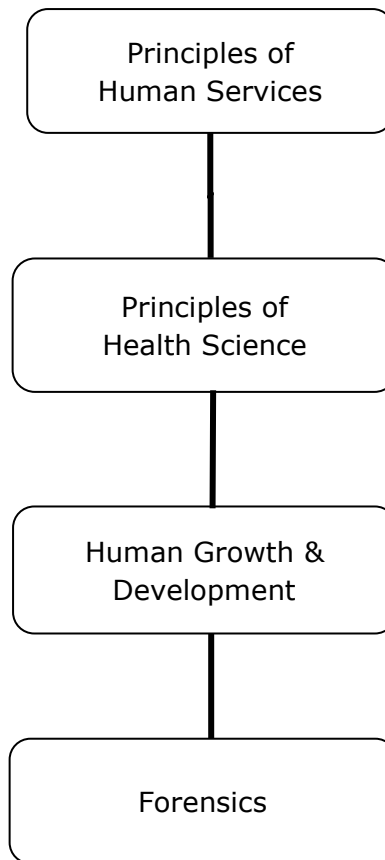
Public Service Endorsement

EXPLORE/PLAN Career Area - X



PUBLIC SERVICES
Public Service Endorsement

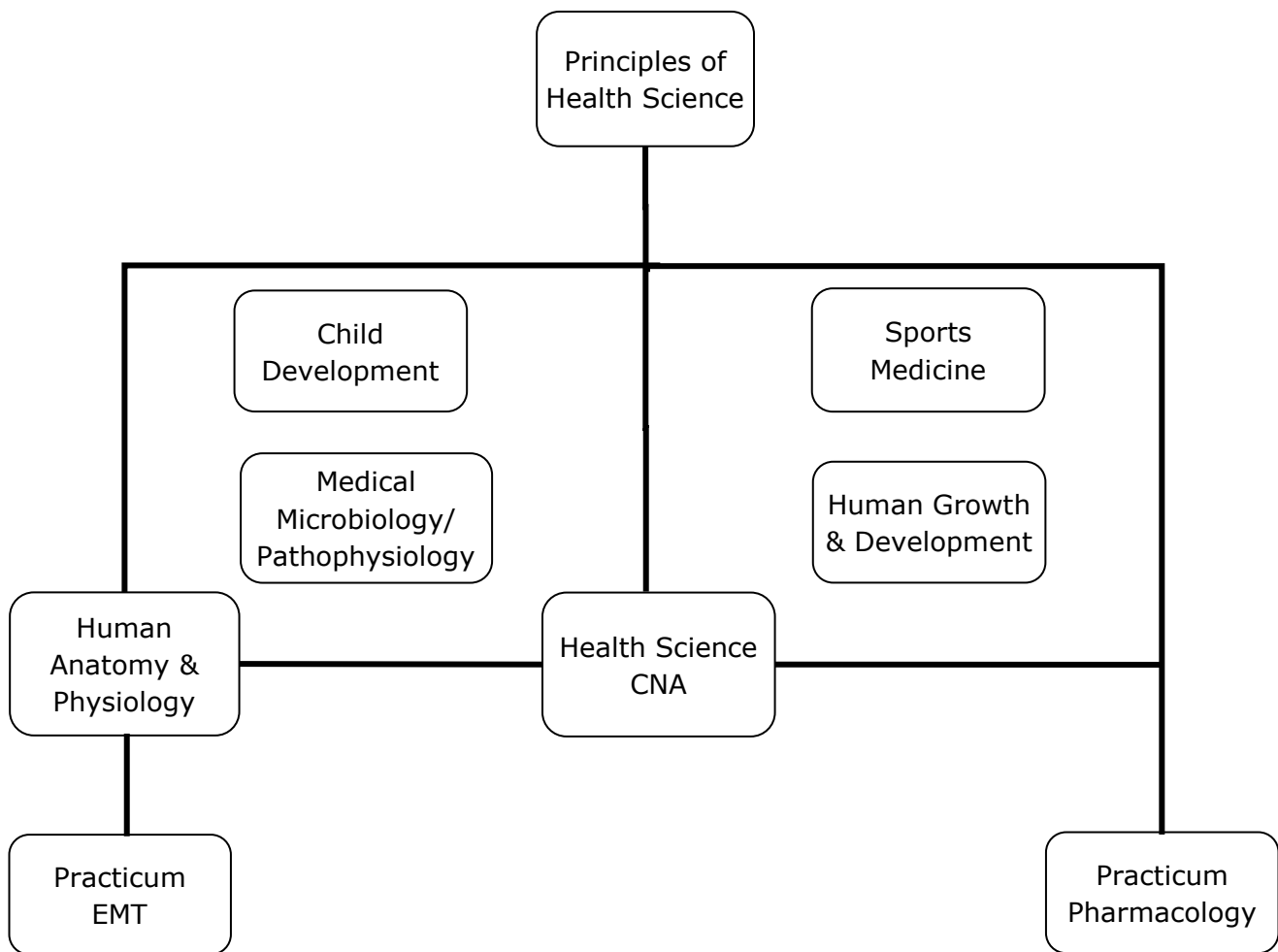
EXPLORE/PLAN Career Area - D, S, Y



HEALTH SCIENCE

Science, Technology, Engineering and Math (STEM) Endorsement

EXPLORE/PLAN Career Area - Q, R, W

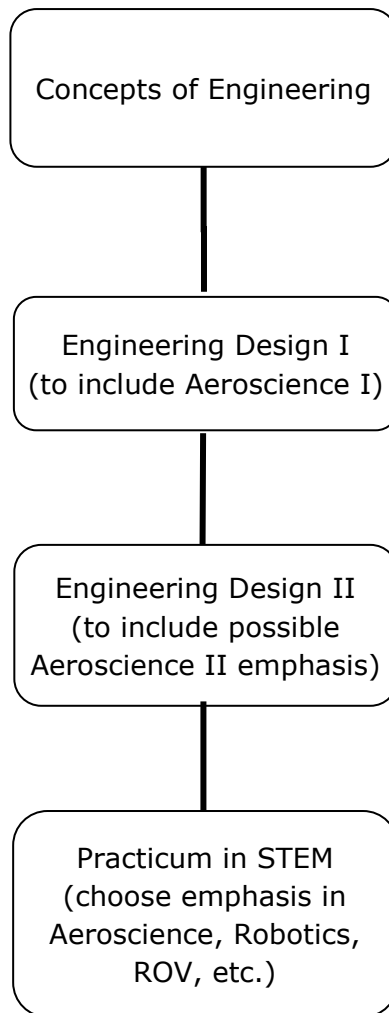


Students who wish to graduate with the STEM endorsement must complete Algebra 2 and Physics as part of their advanced math and science requirements for graduation.

ENGINEERING

Science, Technology, Engineering and Math (STEM) Endorsement

EXPLORE/PLAN Career Area - O

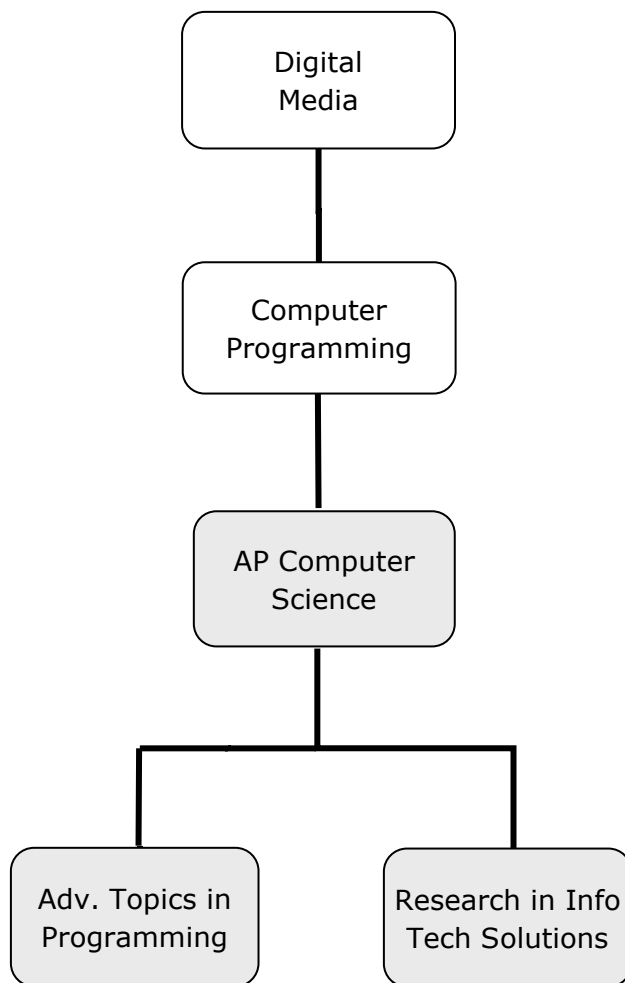


Students who wish to graduate with the STEM endorsement must complete Algebra 2 and Physics as part of their advanced math and science requirements for graduation.

COMPUTER SCIENCE

Science, Technology, Engineering and Math (STEM) Endorsement

EXPLORE/PLAN Career Area - J



Students who wish to graduate with the STEM endorsement must complete Algebra 2 and Physics as part of their advanced math and science requirements for graduation.

ADVANCED MATHEMATICS

Science, Technology, Engineering and Math (STEM) Endorsement

EXPLORE/PLAN Career Area - P, Q, R

Math - Algebra II and three additional Math courses

Statistics & Risk Management

PreCalculus

AP Calculus

AP Computer Science

Dual Credit Math

Students who wish to graduate with the STEM endorsement must complete Algebra 2 and Physics as part of their advanced math and science requirements for graduation.

ADVANCED SCIENCE

Science, Technology, Engineering and Math (STEM) Endorsement

EXPLORE/PLAN Career Area - P, Q, R

Science - Physics and three additional Science courses

Chemistry

AP Biology

AP Chemistry

AP Physics

Human Anatomy & Physiology

Medical Microbiology/Pathophysiology

Forensics

Students who wish to graduate with the STEM endorsement must complete Algebra 2 and Physics as part of their advanced math and science requirements for graduation.

MULTIDISCIPLINARY STUDIES

Multidisciplinary Studies Endorsement

EXPLORE/PLAN Career Area - G, H, N

This endorsement can be earned by taking non-sequential advanced courses in one or more endorsement areas including:

Four credits in each of the foundation core areas

Four Advanced Placement (AP) courses in all four subject areas

House Bill 5 Overview – revised 1.31.14

What is House Bill 5?

House Bill 5 (HB 5) of the 83rd Texas Legislature Regular Session added Section 39.0545 to the Texas Education Code (TEC). TEC § 39.0545 requires that each school district assign ratings of exemplary, recognized, acceptable, or unacceptable for the district and for each campus on both overall performance and each of nine factors.

Which nine factors will the district and campuses be evaluated on?

The following factors will be evaluated and a rating will be assigned to each factor. An overall rating for the district and each campus must also be assigned.

1. Fine arts
2. Wellness and physical education
3. Community and parental involvement
4. The 21st Century Workforce Development program
5. The second language acquisition program
6. The digital learning environment
7. Dropout prevention strategies
8. Educational programs for gifted and talented students
9. The record of the district and each campus regarding compliance with statutory reporting requirements

When will this take effect?

This law applies beginning with the 2013-2014 school year. Ratings must be reported to the Texas Education Agency (TEA) by August 8, 2014.

What are the rating labels for each factor?

Rating labels for factors 1 through 8 and for the overall campus/district rating are: Exemplary, Recognized, Acceptable, Unacceptable or Not Applicable. A rating label of Yes or No will be assigned for factor 9, compliance with statutory reporting requirements.

Who will determine the rating criteria and indicators?

Statute does not permit TEA to determine the criteria for these evaluations; criteria are to be developed by a local committee. The AISD District Advisory Council (DAC) has been identified as the local committee.

A DAC subcommittee met on October 17, November 6, November 18, and December 16, 2013, to discuss the HB 5 requirement and come up with a proposed framework. The committee will continue to meet until the plan is finalized.

What did the DAC propose?

The DAC subcommittee recommended that for each of the nine factors described in HB 5, AISD develop a list of approximately 10 indicators that describe high performance.

Schools could meet the requirements of an indicator in one of two ways: by achieving a certain standard or by making improvement over prior year performance. The number of indicators achieved would determine the rating on each factor. Indicators would vary by level (ES, MS, and HS) as would the number of indicators needed for each rating.

The proposed framework was similar to the methodology used by TEA to award Academic Achievement Distinction Designations (AADD), where campuses must achieve a certain target on a percentage of available indicators.

What advice was given about the types of indicators to select?	<p>TEA gave no guidance on which indicators to select. Region 13 advises to “keep it simple”. Senator Aycock, one of the authors of HB 5, suggested that this requirement is a way for districts to point out what is going well at their schools in areas not covered by standardized tests.</p> <p>Campus & District Accountability staff developed the initial list of proposed indicators with input from the DAC subcommittee and subject area experts, and by incorporating suggestions from toolkits developed by the Texas Association of School Administrators; Texas Association of Health, Physical Education, Recreation and Dance; and the Texas PTA. Proposed indicators are all measureable, either through existing performance data, survey results, or evidence collected at the school. Data will be pulled to evaluate performance when available, but some indicators will rely on principal attestation.</p>
What input was elicited from principals?	<p>On December 11, 2013, principals were asked to provide input on the proposed indicators.</p> <p>The goal of these work sessions was to create a menu of indicators that was broad enough to provide opportunities for all schools to highlight areas of exceptional performance.</p> <p>Each vertical team reviewed and revised the proposed indicators and provided suggestions on new indicators for each factor. The DAC subcommittee supported using the feedback from principals to update the list of indicators.</p> <p>Staff from Campus & District Accountability reviewed all principal input and compiled the revised draft of indicators.</p>
What are next steps?	<p>The DAC subcommittee will review the recommendations in early February and present the proposed list of indicators to the full DAC, Senior Cabinet, Principals, and Campus Advisory Councils in February and March. After feedback from these groups is reviewed and incorporated, the plan will be taken to the Board of Trustees for discussion in April.</p>

House Bill 5: Where Are We Now?

	HB 5	Implications for Special Education
Curriculum	<p><i>Graduation Programs:</i></p> <ol style="list-style-type: none"> 1) Foundation 2) + Endorsement: STEM; Business & Industry; Arts & Humanities; Public Service; Multidisciplinary 3) Distinguished Graduate <p>+ Performance Acknowledgement</p>	<p>Changes to TAC 89.1070??</p> <ul style="list-style-type: none"> - What graduation plan(s) will be available if an ARDC determines that passing the state assessment is not a requirement for graduation? - What graduation plan(s) will be available if a student receives modifications to curriculum/assessment?
Assessment	<p>STAAR 5 required EOCs: Eng 1, Eng 2, Alg 1, Bio, US History</p>	<p>STAAR Modified will no longer be available after the 2014 administration</p>
PGP (Personal Graduation Plan)	<ol style="list-style-type: none"> 1) MS/Jr. High student who does not pass state assessment or is not likely to graduate in 4 years (no change from previous) 2) EVERY entering 9th grader; TEA will provide info explaining benefits of Distinguished/Endorsement (Eng/Sp versions) 	<p>Consider Course of Study and Transition Requirements</p> <p>Establish communication between counselor/PGP lead and ARDCs</p>
LOTE (Languages Other Than English)	<p>"A student, who due to a disability, is unable to complete two credits in the same language in a LOTE, may substitute a combination of two credits from ELA, math, science, or social studies or two credits in CTE or technology applications for the LOTE credit requirements." <i>Determination to be made by ARD or 504 committee</i></p>	<p>Impact to graduation options, if any, is not known at this point</p>
PE	<p>"SBOE shall allow a student who is unable to participate in physical activity due to disability or illness to substitute one credit in English language arts, mathematics, science, or social studies, one credit in a course that is offered for credit as provided by Section 28.002(g-1), or one academic elective credit for the physical education credit" <i>Determination to be made by ARD, 504 committee, or "a committee established by the school district of persons with appropriate knowledge regarding the student"</i></p>	<p>Continuation of HB 692, effective September 2011</p> <p>No impact to graduation options</p>

House Bill 5: Where Are We Now?

Class of 2014 (current seniors)

If a student cannot meet requirements for MHSP but can meet Foundation requirements, they may graduate through Foundation Program (per TAA letter published by TEA on 8/29/13)

Class of 2015-17 (current freshmen, sophomores, and juniors)

Option to move to Foundation Program (per TEA News Release published 1/31/14)

Options to move to other plans (i.e. earn an endorsement) have not yet been specified

Class of 2018 (current 8th graders)

Must indicate in writing which endorsement they intend to earn

Must be advised of the specific benefits of earning an endorsement

Receive written permission to pursue FHSP only (no endorsement)

Resources

TEA website for HB 5:

<http://www.tea.state.tx.us/index2.aspx?id=25769806149>

Region 13 website for HB 5:

<http://www4.esc13.net/cc/house-bill-5>

Region 13 Counselor Toolbox:

<http://www4.esc13.net/counselor-support-services-cooperative/tool-box/>

Region 13 PGP Resources:

<http://www4.esc13.net/ccr-support-center/pgp-pos-alignment/>

Region 13 blog post on STAAR Modified ARDC Guidance:

<http://www5.esc13.net/thescoop/special/2014/01/30/staar-modified-ard-committee-guidance/>

For more information about graduation options for Special Education contact:

Elizabeth Danner

elizabeth.danner@esc13.txed.net

512-919-5182

Transition Talk Webinar Series
February 5, 2014

