# Marble Falls ISD
has an unyielding commitment to love every child and inspire them to achieve their fullest potential.



**Marble Falls ISD
Regular Meeting**

**Monday, January 16, 2017
6:00 PM**

**AGENDA OF REGULAR MEETING**
**MARBLE FALLS INDEPENDENT SCHOOL DISTRICT**
**BOARD OF TRUSTEES**
**MONDAY, JANUARY 16, 2017 – 6:00 PM**
**Marble Falls ISD Central Office Community Room**

Notice is hereby given that on January 16, 2017, 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: Mike Savage

4. Pledge to the Flags
   Presenter: Kevin Virdell

5. Vision Statement
   Presenter: Lee Ann Johnson

6. Special Recognitions

   A. Superintendent's Award- Colt Elementary
      Presenter: Erika O'Connor

   B. Living the Vision- Highland Lakes Elementary
      Presenter: Bethany Birdwell

   C. School Board Recognition Month                                    4
      Presenter: Dr. Chris Allen

7. Citizen Comments

8. Executive Session

   A. Consult with Legal Counsel Regarding Pending or Contemplated Litigation, including Axelrod v. Marble Falls ISD, Docket No. 001-R10-09-2016 (Comm'r Educ.), or a Settlement Offer (TX Govt. Code 551.071)

9. Reconvene from Executive Session

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

11. Public Hearing on 2015-2016 TAPR                                    5
    Presenter: Dr. Melissa Fields

12. Information Items

    A. General Fund Summary                                            463

    B. Expenditure Report                                             464

    C. Budget Calendar                                                479

    D. Quarterly Investment Report                                    481

13. Presentation/Discussion Items and Possible Action

15. Upcoming Meetings and Board Training Opportunities

    A. Monday, February 20, 2017 - Regular Board Meeting

    B. Tuesday, March 21, 2017 - Regular Board Meeting

    C. Monday, April 17, 2017 - Regular Board Meeting

16. Executive Session

    A. Discussion of Professional Personnel (TX Govt. Code 551.074)

    B. Discussion of Real Property (TX Govt. Code 551.072)

17. Reconvene from Executive Session

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

    A. Possible Approval of Professional Personnel

    B. Possible Approval of Real Property

19. 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, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). 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. [See BEC(LEGAL)]*

FOR THE BOARD OF TRUSTEES
MARBLE FALLS INDEPENDENT SCHOOL

_____
Dr. Chris Allen, Superintendent of Schools

ALL-STAR TEAM

SCHOOL BOARD
RECOGNITION MONTH

JANUARY
2017

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

# Marble Falls ISD
# Board of Trustees
# Agenda Item Information

**Meeting Date:**

| **Meeting Type:** | **Agenda Placement:** |
|---|---|
| Regular Meeting<br>Special Meeting/Workshop<br>Hearing<br><br>**Date Submitted:** | Public Hearing<br>Information Items<br>Presentation/Discussion Items<br>Consideration Items<br>Consent Agenda |

**Subject:**

**Executive Summary:**

**Fiscal Impact:**

| **Cost:** | **Funding Source:** | **Fiscal Year:** |
|---|---|---|
| Recurring<br>One-Time<br>No Fiscal Impact | General Fund<br>Grant Funds<br>Bond Funds<br>Other Funds (Specify) | Amendment Required?<br>Yes<br>No |

**Administration's Recommendation:**

**Submitted By:**

**Board Approval Required:**     Yes          No

# Texas Academic Performance Report (TAPR)
# 2015-16
# Marble Falls ISD
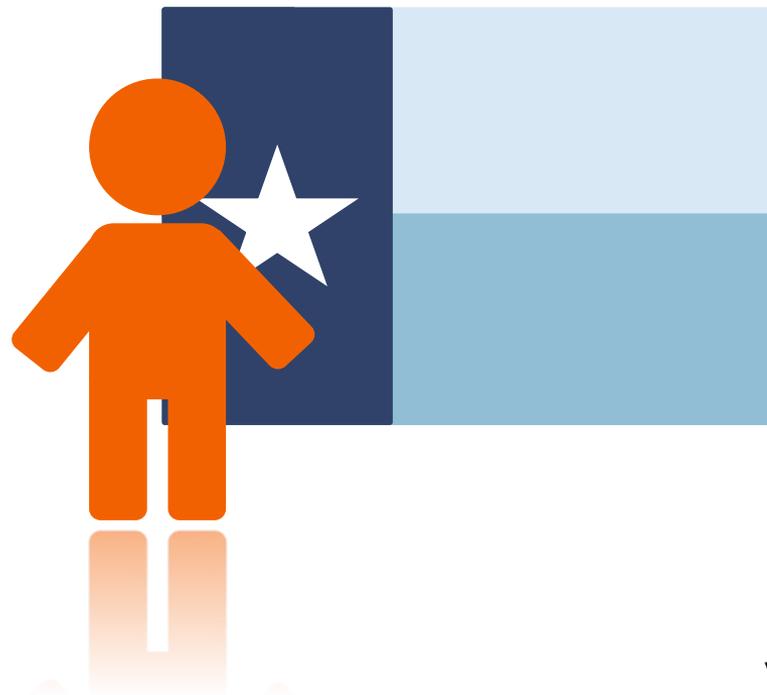
# New for 2016

- STAAR Grades 3-8 Mathematics, STAAR A, and STAAR Alternate 2 (*all grades and subjects*) These results are included in the 2015–16 TAPR. They were excluded last year.

- 2015 STAAR Data –Only STAAR Data for 2016 is shown because a direct comparison of 2016 to 2015 is not possible due to the exclusion of STAAR A and STAAR Alternate 2, and grades 3–8 mathematics.

- Grades 5 and 8 Level II Satisfactory Standard Rates— Cumulative passing rates for the first two administrations of STAAR are shown for reading and mathematics.

# New for 2016 continued…

- <span style="color:red">Student Success Initiative (SSI)</span>—Results are shown based on STAAR, STAAR A, and STAAR L at the Level II Standard. No ELL progress measure students are included.
    - Reading and mathematics for
        - Students Meeting Level II Standard on First STAAR Administration
        - Students Requiring Accelerated Instruction
        - STAAR Cumulative Met Standard
        - STAAR Non-Proficient Students Promoted by Grade Placement Committee
        - STAAR Met Standard (Not Proficient in Previous Year)
        - Promoted to Grade 6 or 9
        - Retained in Grade 5 or 8

8

# New for 2016 continued...

- Graduation Plan Rate — Lines added to indicate the percentage of students who graduated under the following graduation plans:
    - FHSP-E Longitudinal Rate (Class of 2015)
    - FHSP-DLA Longitudinal Rate (Class of 2015)
    - RHSP/DAP/FHSP-E/FHSP-DLA Longitudinal Rate (Class of 2015)
    - FHSP-E Annual Rate (2014–15 Graduates)
    - FHSP-DLA Annual Rate (2014–15 Graduates)
    - RHSP/DAP/FHSP-E/FHSP-DLA Annual Rate (2014–15 Graduates)

- AP/IB Course Completion — Line added to Postsecondary Readiness section to include AP/IB course completion for 2014–15 graduates.

# New for 2016 continued…

- <span style="color:red">Texas Success Initiative Assessment (TSIA)</span> —Lines added to include the 2014–15 performance on TSI assessments through October 2015 for 2014–15 graduates.

- <span style="color:red">Completion of  Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year</span>—Line added to Postsecondary Readiness section to list annual graduates' completion of two or more advanced/dual credit courses.

- <span style="color:red">Completion of  Twelve or More Hours of Postsecondary Credit</span>—Line added to Postsecondary Readiness section to list annual graduates' completion of twelve or more hours of postsecondary credit.

# Accessing the TAPR Report

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

**2** http://www.marblefallsisd.org/parents__students/texas_academic_performance_report__t_a_p_r_

**3** Campus Libraries or Offices

# 2016 TAPR Content
## District/Campus Performance

- STAAR Percentage at Phase-in Satisfactory Standard or above
  - *Disaggregated by grade level, subject, and student group*
- Participation Rate
- Attendance Rate
- Annual Dropout Rates
- Graduation Rates
- College Readiness Indicators

# 2016 TAPR Report Overview
## District/Campus Profile

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

# STAAR Percent at Phase-in Satisfactory Standard or Above
## All Grades, All Subjects
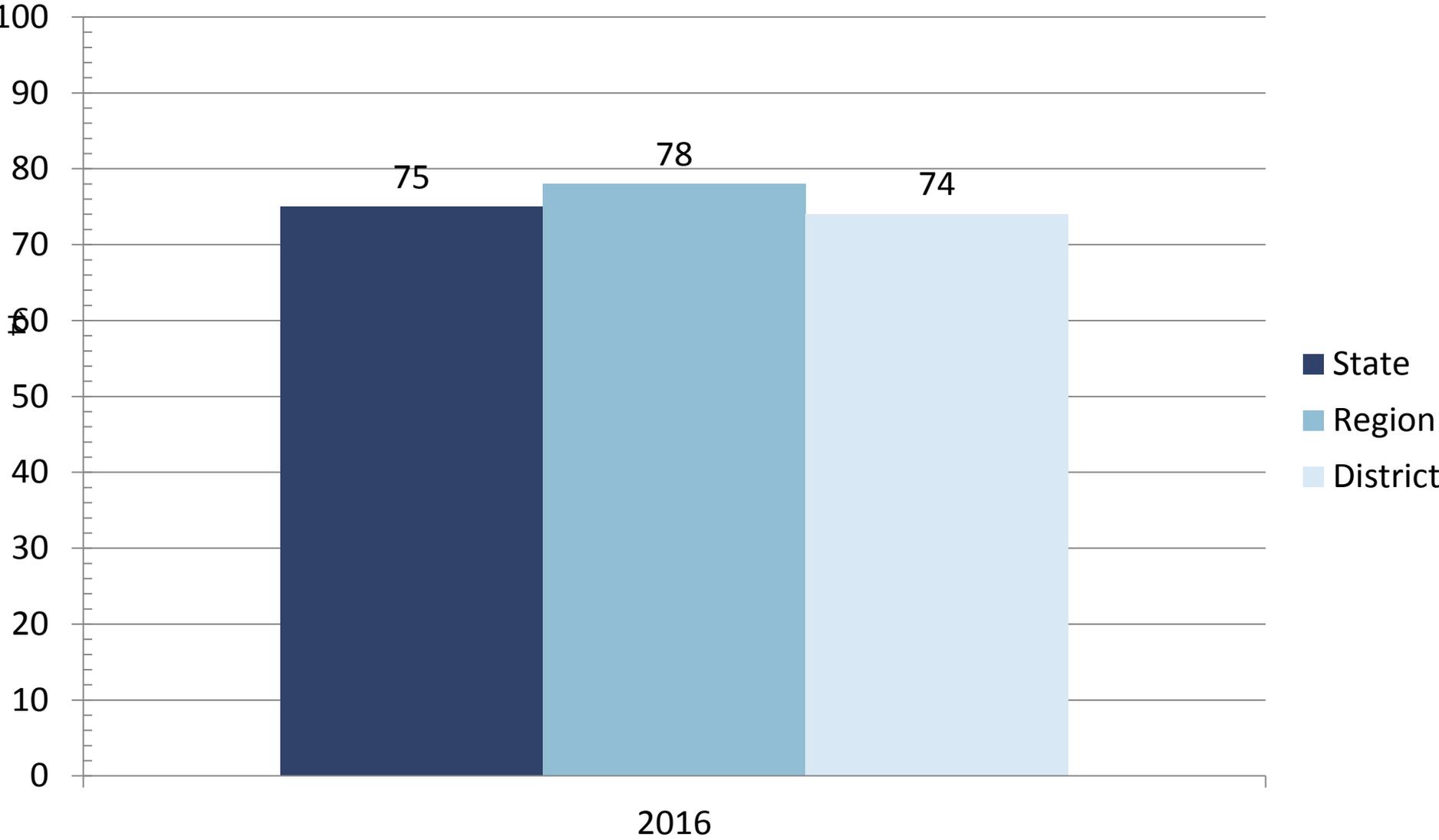
STAAR Percent at Phase-in Satisfactory Standard or Above
All Grades, Reading
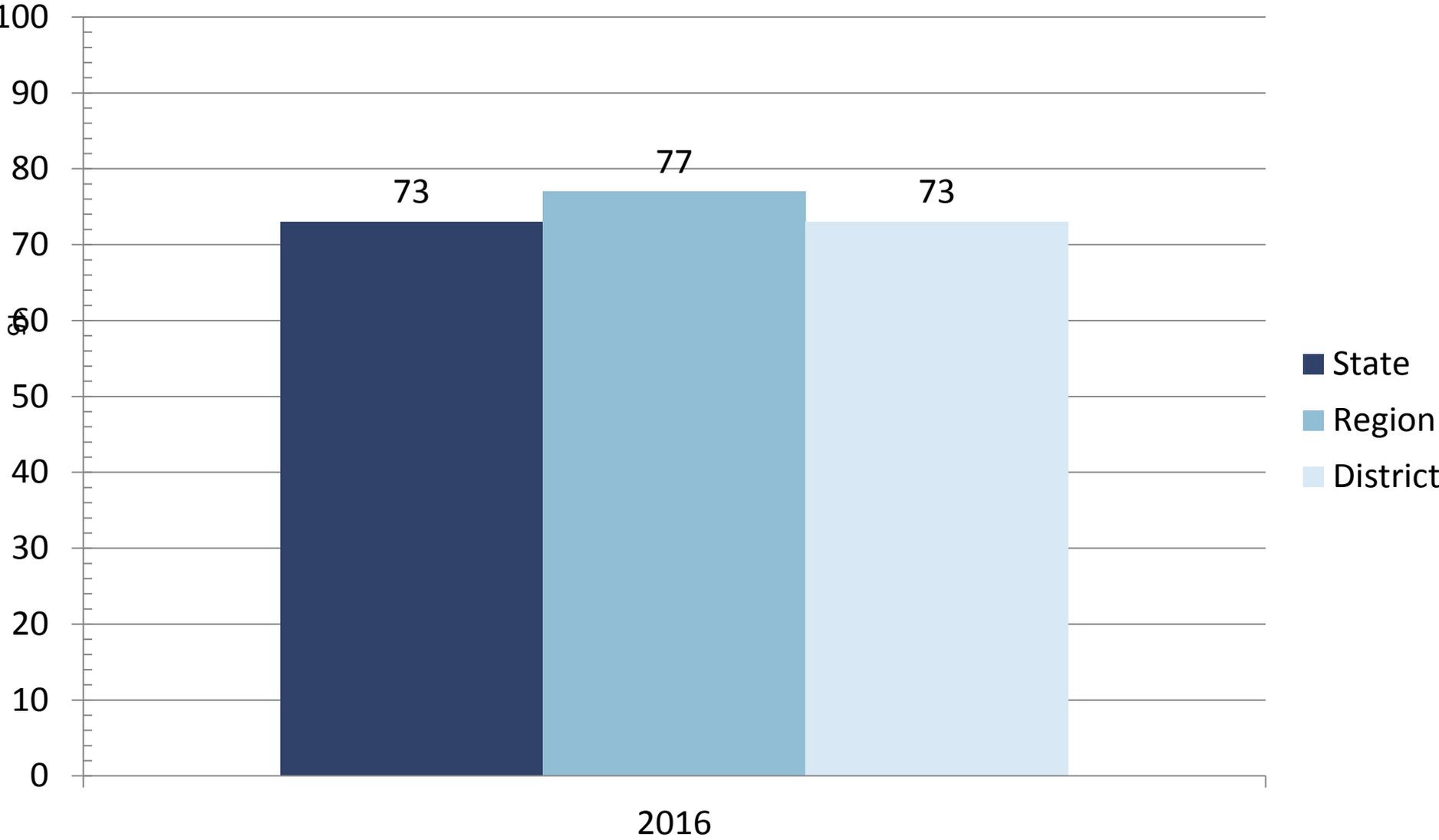
STAAR Percent at Phase-in Satisfactory Standard or Above
All Grades, Mathematics
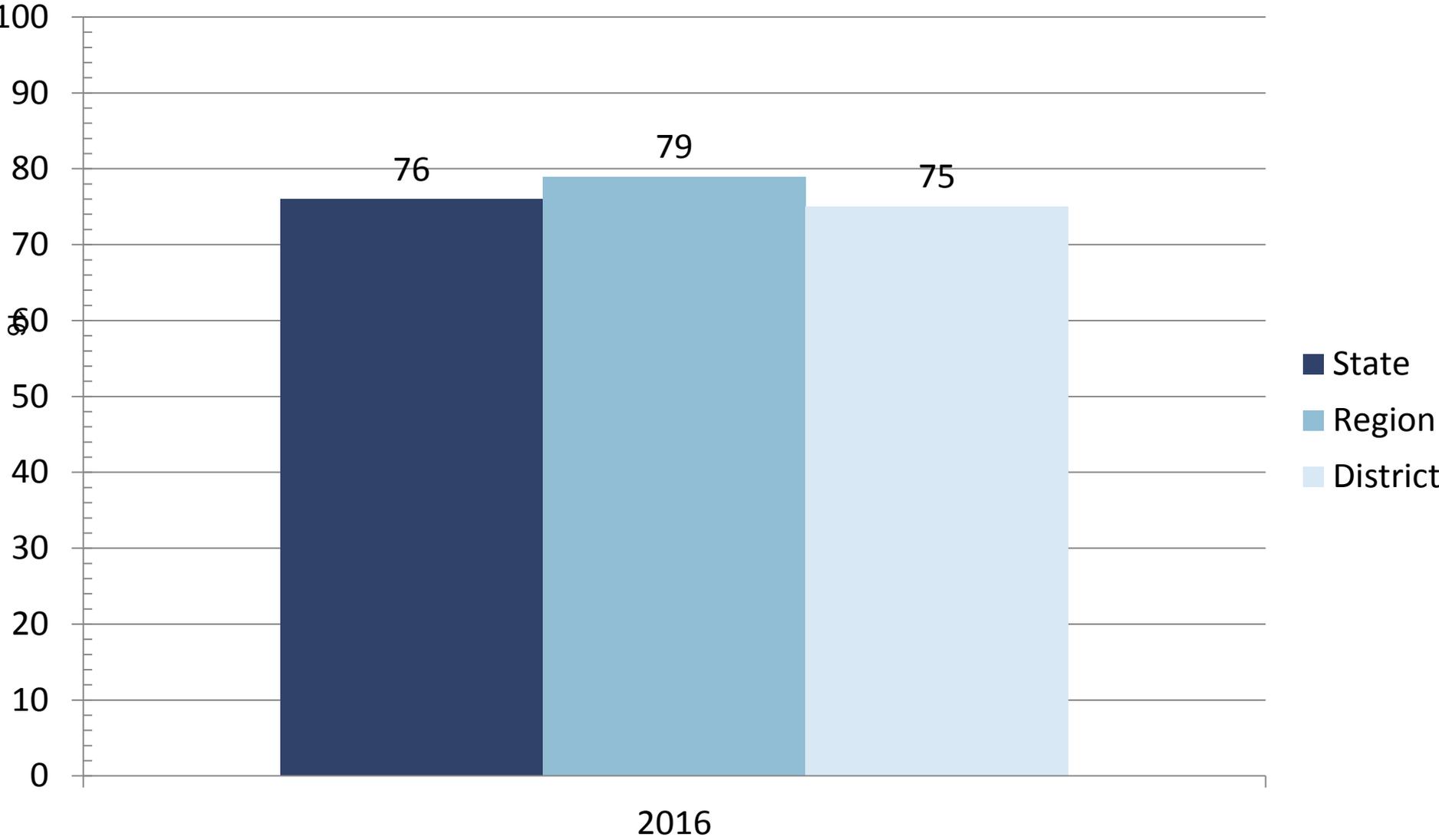
# STAAR Percent at Phase-in Satisfactory Standard or Above All Grades, Writing
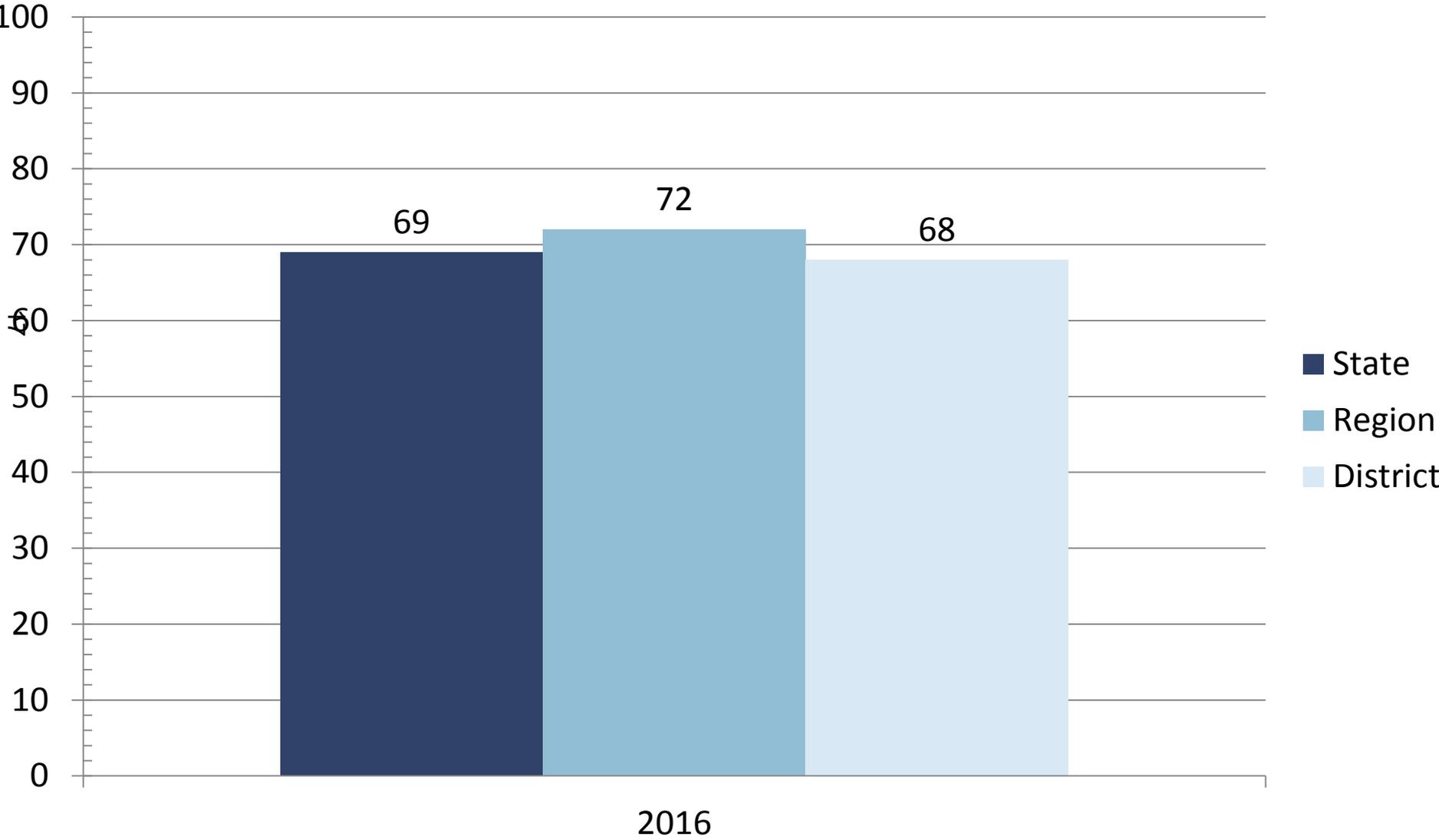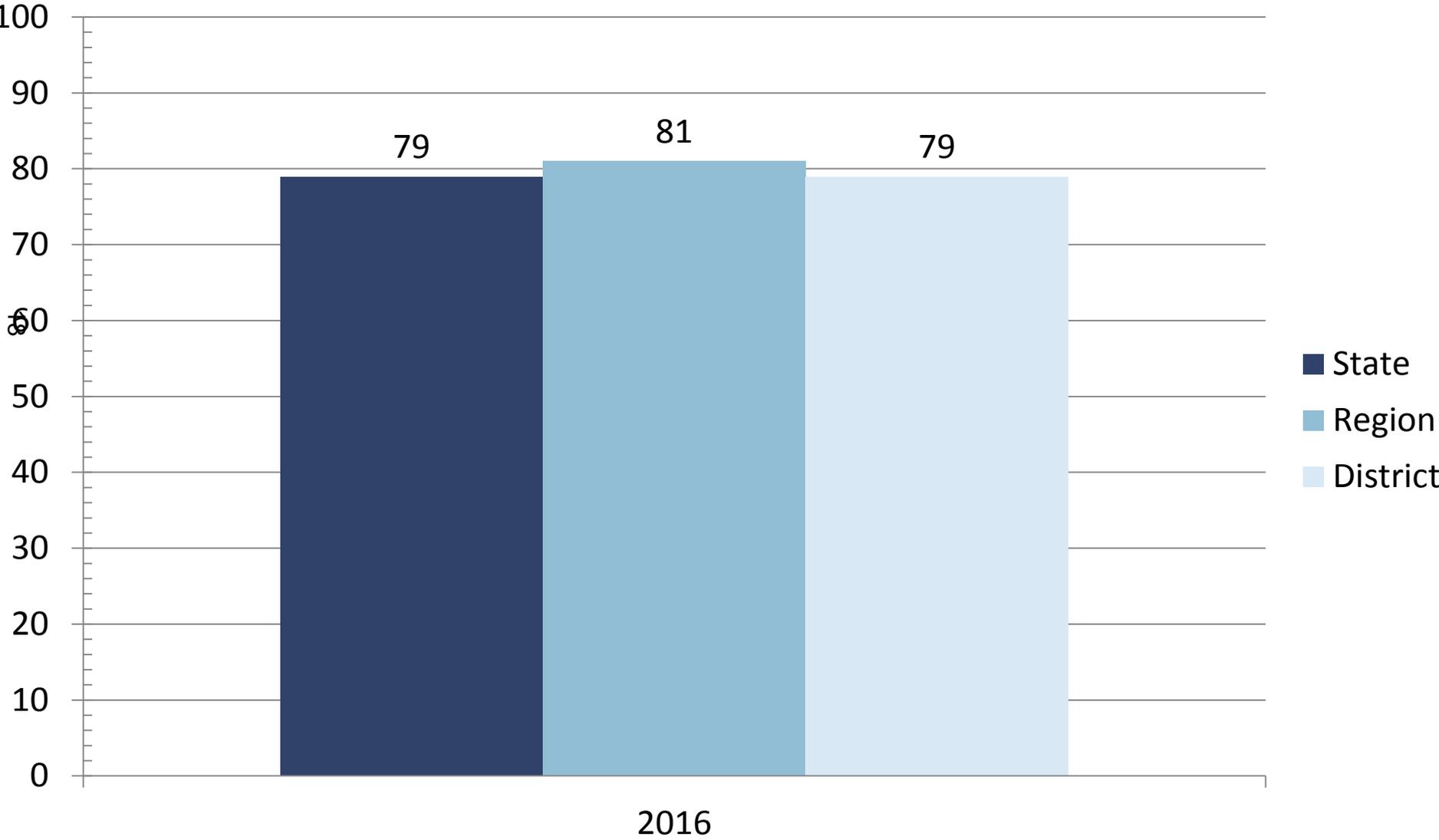
STAAR Percent at Phase-in Satisfactory Standard or Above
All Grades, Social Studies
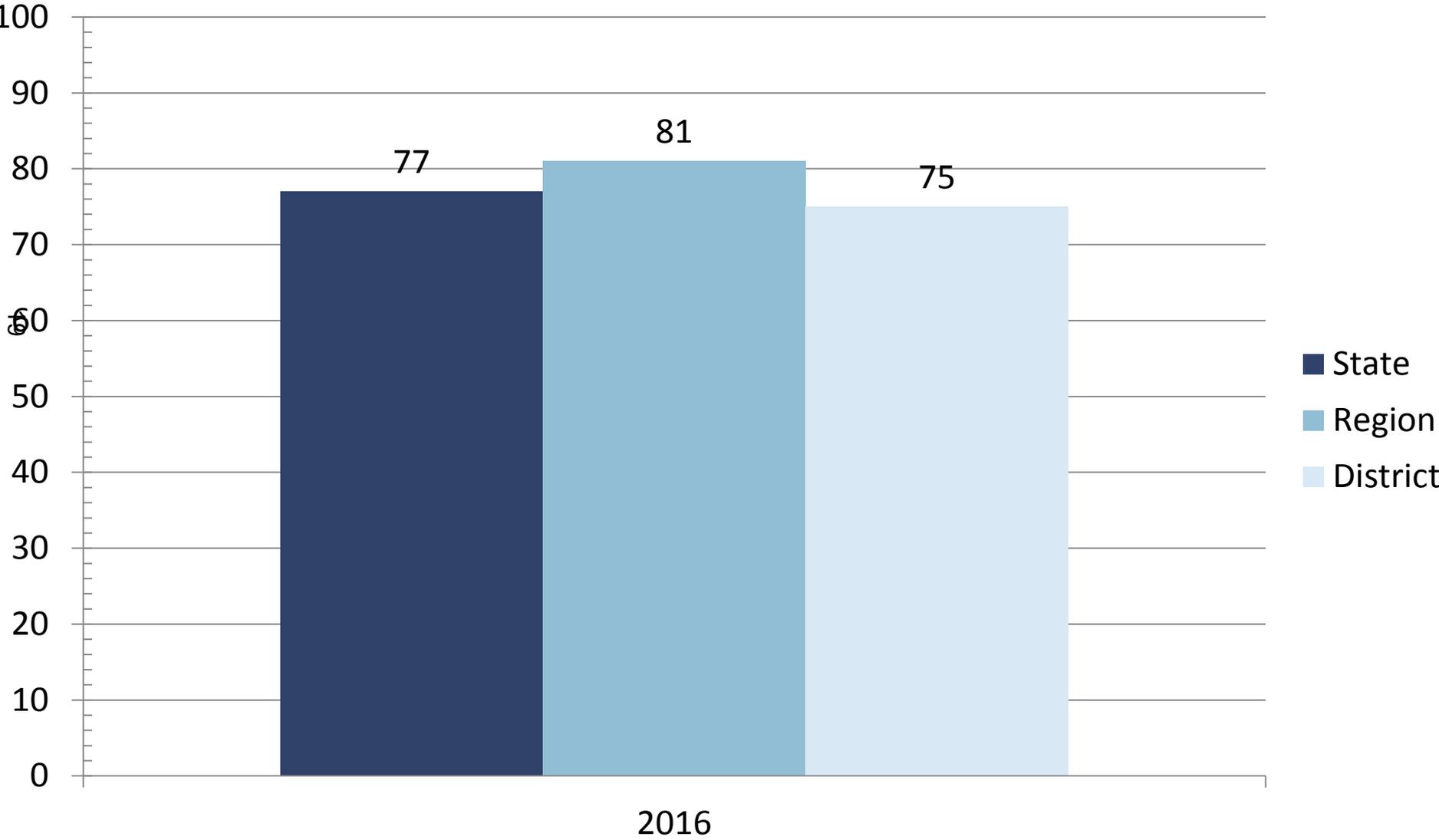
# 2016 Attendance
## 2014-2015 School Year

| School | Attendance |
|--------|-----------|
| MFES | 96.3% |
| HLES | 96.6% |
| CES | 96.2% |
| MFMS | 96.3% |
| FCHS | 90.9% |
| MFHS | 95.3% |
| Distsrict | 95.9% |
| Region 13 | 95.7% |
| State | 95.7% |

20
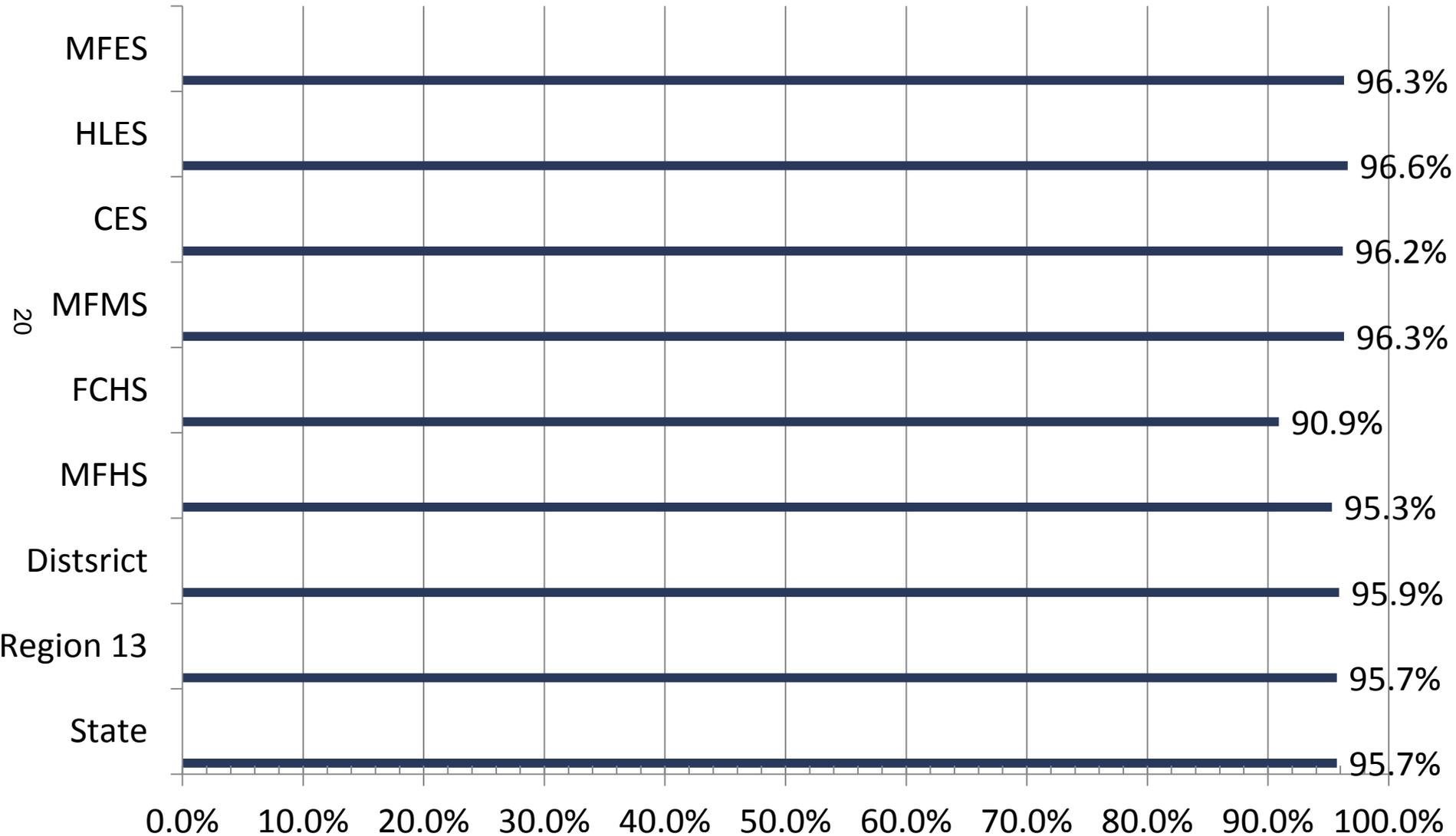
# 2016 Annual Dropout Rate (Grades 9-12)
## 2014-2015 School Year



Bar chart showing 2016 Annual Dropout Rate (Grades 9-12) for State (2.1%), Region (1.5%), and District (0.3%).
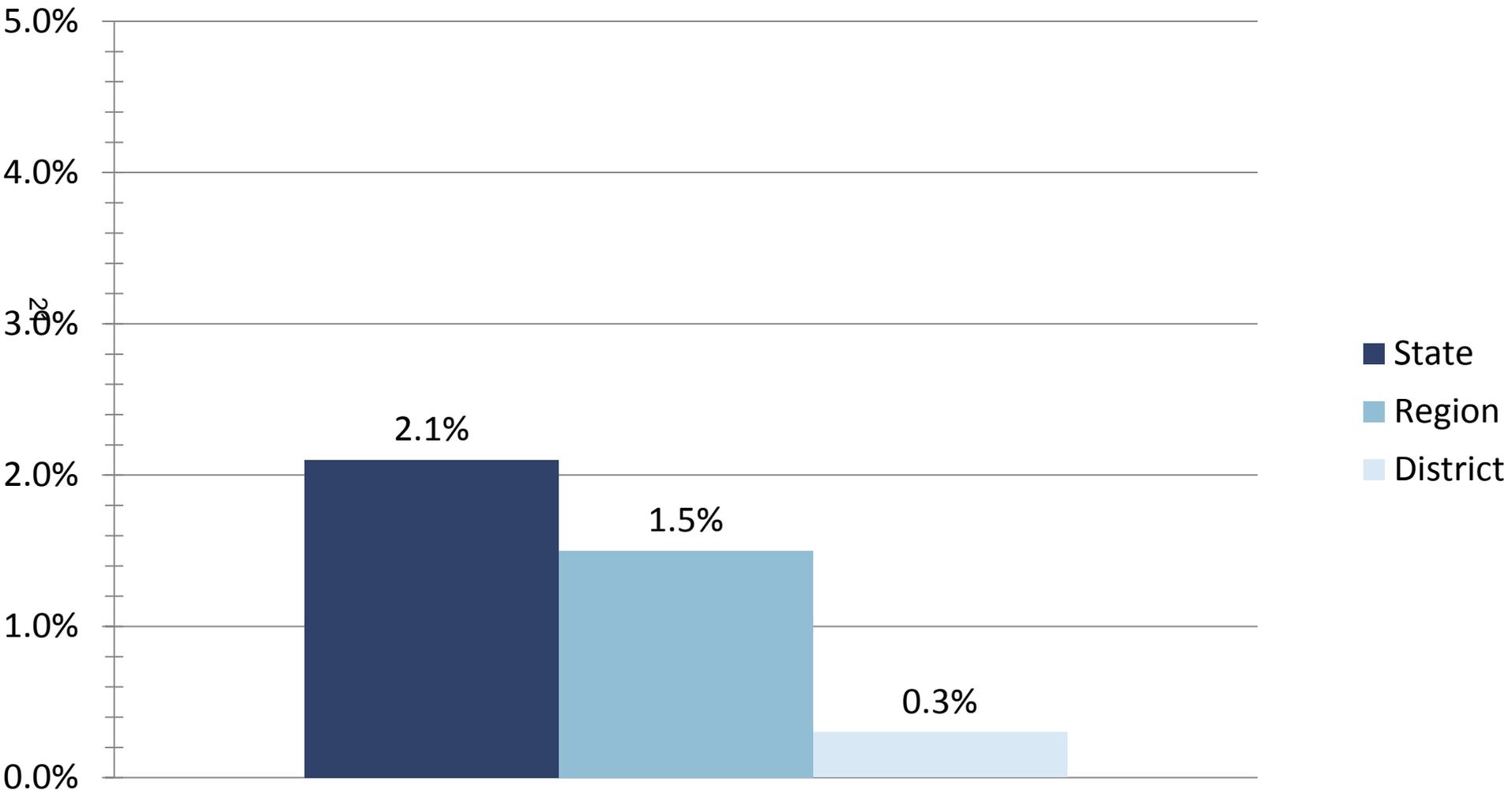
# Average SAT Score, All Subjects
## Class of 2015

# Average ACT Score, All Subjects
## Class of 2015



| | |
|---|---|
| 25 | |
| 23 | 22.3 |
| 20 | 21.5 |
| 15 | 20.6 |

Legend: State, Region, District
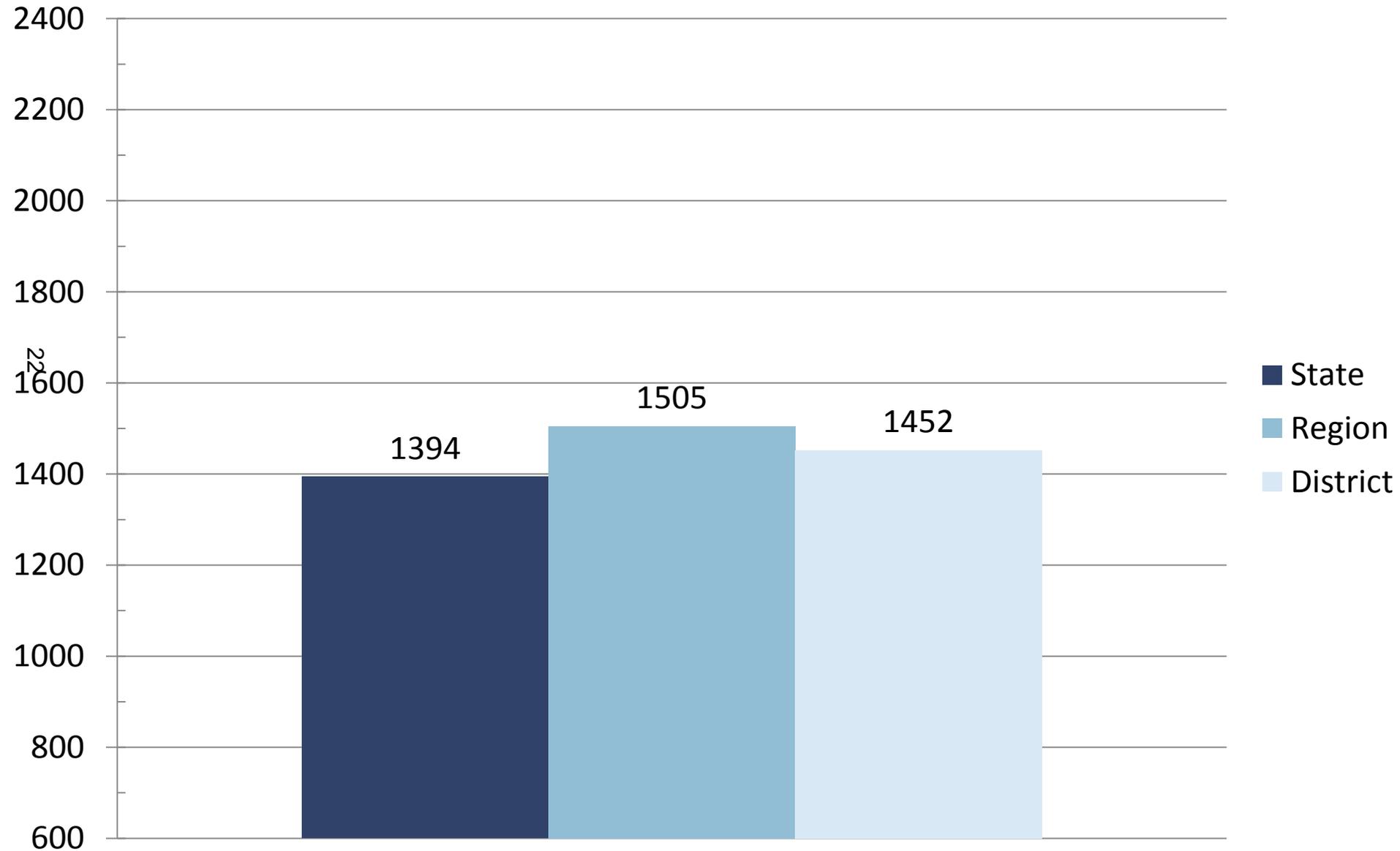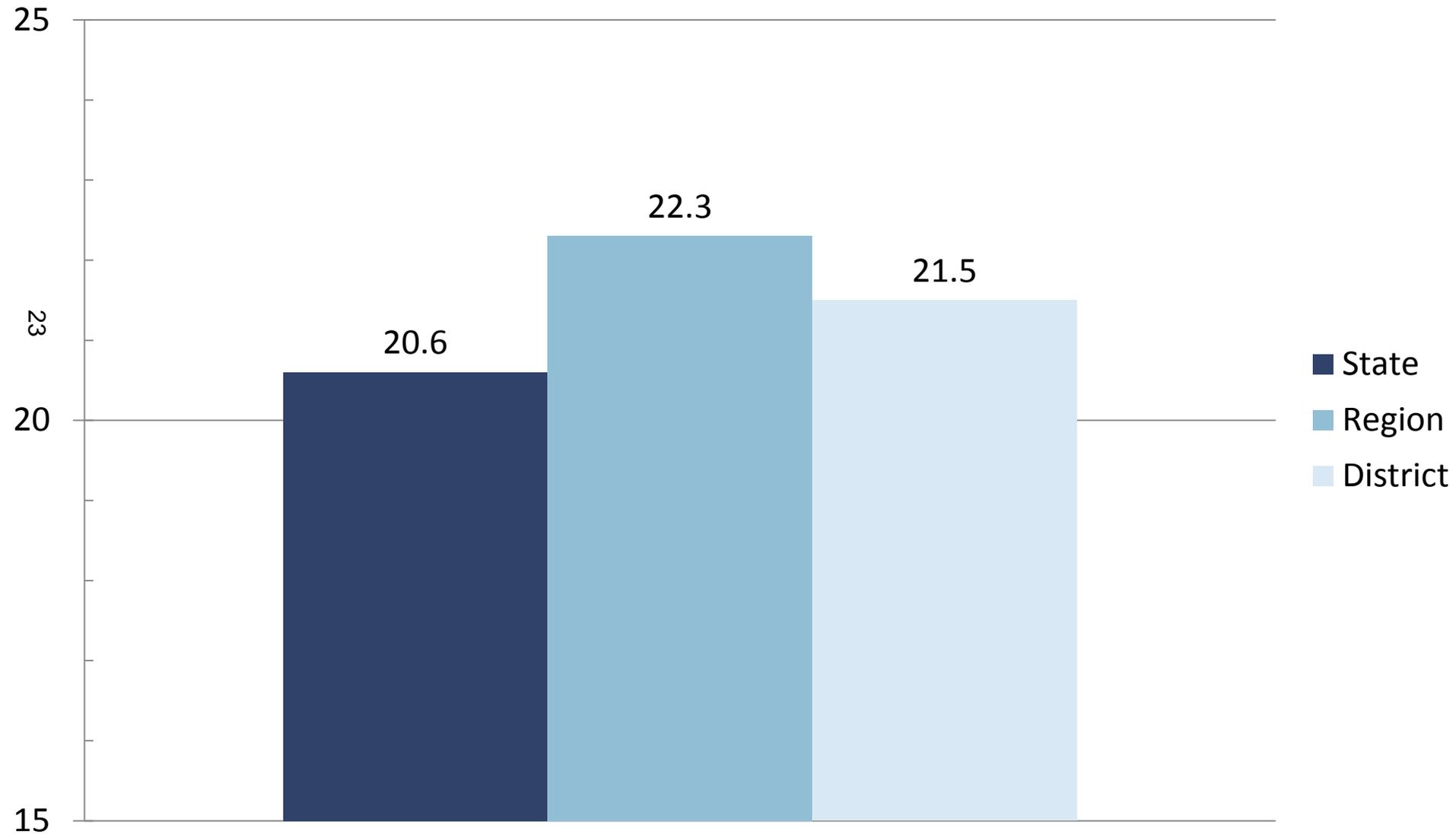
# 2016 Student Demographics

| | District | State |
|---|---|---|
| Economically Disadvantaged | 62.9% | 59.0% |
| English Language Learners | 13.3% | 18.5% |
| Students w/Disciplinary Placements (2014-15) | 2.9% | 1.4% |
| At-Risk | 50.0% | 50.1% |

# 2016 Enrollment by Program

| | District | State |
|---|---|---|
| Bilingual/ESL | 13.1% | 18.3% |
| Career & Technical  Education | 27.0% | 24.3% |
| Gifted & Talented Education | 7.3% | 7.7% |
| Special Education | 10.5% | 8.6% |

# 2016 Violent and Criminal Incidents

| Reason Code | Description | MFHS | FCHS | MFMS | CES | HLES | MFES | SWES | DISTRICT |
|---|---|---|---|---|---|---|---|---|---|
| **Report on Violent or Criminal Incidents**<br>**Student Disciplinary Action Incident Counts by Reason Code**<br>**2015-16 School Year** | | | | | | | | | |
| | | # | # | # | # | # | # | # | # |
| 11 | Used, exhibited, possessed firearm | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | Used, exhibited possessed illegal knife | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 0 | 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** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | **Student Enrollment** | 1,200 | 46 | 940 | 572 | 617 | 582 | 217 | 4,174 |
| | **Incident Rate** | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.000% |

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 Distict's webpage and at all campuses and at the District's Central Administrative Offices).*

**Texas High School Graduates from FY2014**

**Enrolled in Texas Public or Independent Higher Education in FY 2015**

| County | District | | 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 | Unk |
| | **MARBLE FALLS ISD** | | | | | | | | |
| | 027904002 | FALLS CAREER H S | | | | | | | |
| | | Four-Year Public University | 0 | | | | | | |
| | | Two-Year Public Colleges | 6 | 3 | 0 | 0 | 2 | 0 | 1 |
| | | Independent Colleges & Universities | 0 | | | | | | |
| | | Not Trackable | 0 | | | | | | |
| | | Not Found | 27 | | | | | | |
| | | Total High School Graduates | 33 | | | | | | |
| | 027904001 | MARBLE FALLS H S | | | | | | | |
| | | Four-Year Public University | 63 | 13 | 8 | 9 | 17 | 15 | 1 |
| | | Two-Year Public Colleges | 65 | 9 | 11 | 13 | 19 | 10 | 3 |
| | | Independent Colleges & Universities | 10 | | | | | | |
| | | Not Trackable | 9 | | | | | | |
| | | Not Found | 92 | | | | | | |
| | | Total High School Graduates | 239 | | | | | | |

27

# For more information, please contact:

*Dr. Melissa Fields*
*Curriculum and Instruction*
*mfields@mfisd.txed.net*
*830.693.4357*

# Texas Academic Performance Report (TAPR)

# Marble Falls ISD
# 2015 – 2016

Marble Falls ISD *has an unyielding commitment*

*to love every child and inspire them*

*to achieve their fullest potential*

**Public Hearing – January 16, 2017**

Marble Falls ISD
1800 Colt Circle
Marble Falls, TX 78654

# District Performance Report
# 2015-2016

Also includes:

- Bilingual Education/English as a Second Language
- District Participation
- District Attendance & Postsecondary Readiness
- District Profile

# District Improvement Plan
# 2016-2017

# 2015-2016 Distinction Designations

**MF High School**    **Academic Achievement in Science**
           **Academic Achievement in Reading**
           **Academic Achievement in Math**
           **Academic Achievement in Social Studies**
           **Postsecondary Readiness**

**MF Middle School**   **Academic Achievement in Science**

**MF Elementary**    **Academic Achievement in Reading**
           **Top 25 Percent: Student Progress**
           **Postsecondary Readiness**

**Colt Elementary**    **Academic Achievement in Science**
           **Academic Achievement in Math**
           **Postsecondary Readiness**

**Highland Lakes Elem**  **Academic Achievement in Science**

**Spicewood Elementary** **Academic Achievement in Reading**
           **Top 25 Percent: Closing Performance Gaps**
           **Postsecondary Readiness**

# Campus Reports

# Report on Violent or Criminal Incidents

# 2015 - 2016

# Texas Higher Education Coordinating Board (THECB)

Report of 2012-2013 High School Graduates Enrollment and Academic Performance in Texas Public Higher Education in FY 2014
*(latest report available)*

# GLOSSARY of TERMS

## for the TAPR 2015 - 2016 Report

A translation in Spanish, the **Glosario,** will be available in January 2017.

*http://ritter.tea.state.tx.us/perfreport/tapr/2015/glossary.html*

# Campus Performance Report
# MARBLE FALLS HIGH SCHOOL
# 2015-2016

Also includes:

- Bilingual Education/English as a Second Language
- Campus Participation
- Campus Attendance & Postsecondary Readiness
- Campus Profile

---

# MFHS Campus Improvement Plan
# 2016-2017

# Campus Performance Report
# FALLS CAREER HIGH SCHOOL
# 2015-2016

Also includes:

- Bilingual Education/English as a Second Language
- Campus Participation
- Campus Attendance & Postsecondary Readiness
- Campus Profile

---

# FCHS Campus Improvement Plan
# 2016-2017

# Campus Performance Report
# MARBLE FALLS MIDDLE SCHOOL
# 2015-2016

Also includes:

- Bilingual Education/English as a Second Language

- Campus Participation

- Campus Attendance & Postsecondary Readiness

- Campus Profile

---

# MFMS Campus Improvement Plan
# 2016-2017

# Campus Performance Report
# MARBLE FALLS ELEMENTARY SCHOOL
# 2015-2016

Also includes:

- Bilingual Education/English as a Second Language
- Campus Participation
- Campus Attendance & Postsecondary Readiness
- Campus Profile

---

# MFES Campus Improvement Plan
# 2016-2017

# Campus Performance Report
# COLT ELEMENTARY SCHOOL
# 2015-2016

Also includes:

- Bilingual Education/English as a Second Language
- Campus Participation
- Campus Attendance & Postsecondary Readiness
- Campus Profile

---

# CES Campus Improvement Plan
# 2016-2017

# Campus Performance Report
# HIGHLAND LAKES ELEMENTARY SCHOOL
# 2015-2016

Also includes:

- Bilingual Education/English as a Second Language
- Campus Participation
- Campus Attendance & Postsecondary Readiness
- Campus Profile

# HLES Campus Improvement Plan
# 2016-2017

# Campus Performance Report
# SPICEWOOD ELEMENTARY SCHOOL
# 2015-2016

Also includes:

- Bilingual Education/English as a Second Language

- Campus Participation

- Campus Attendance & Postsecondary Readiness

- Campus Profile

# SWES Campus Improvement Plan
# 2016-2017

# 2015-2016

# District Accreditation Status

# PEIMS
# Financial Standard Reports

## 2014-2015
*(latest version available)*

# Actual Financial Data

# District Improvement Plan

# 2016-2017

# 2015-16 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **MARBLE FALLS H S**

Campus Number: **027904001**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in English Language Arts/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Academic Achievement in Social Studies**

**Postsecondary Readiness**

This page intentionally left blank.

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

Total Students: 1,199
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 Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| **End of Course** | | | | | | | | | | | | | | |
| English I | 2016 | 65% | 65% | **65%** | 35% | 57% | 76% | * | * | * | 100% | 32% | 56% | 23% |
| English II | 2016 | 67% | 75% | **75%** | 75% | 66% | 83% | * | 71% | * | * | 28% | 69% | 29% |
| Algebra I | 2016 | 78% | 76% | **70%** | 77% | 66% | 75% | * | * | * | * | 35% | 63% | 52% |
| Biology | 2016 | 87% | 88% | **88%** | 83% | 80% | 95% | * | * | * | * | 63% | 81% | * |
| U.S. History | 2016 | 91% | 88% | **87%** | 71% | 82% | 92% | * | * | * | - | 44% | 82% | * |
| **STAAR Percent at Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **76%** | 66% | 68% | 84% | 64% | 53% | 83% | 90% | 38% | 68% | 37% |
| Reading | 2016 | 73% | 73% | **71%** | 55% | 62% | 80% | * | 55% | * | 83% | 30% | 63% | 26% |
| Mathematics | 2016 | 76% | 75% | **70%** | 77% | 66% | 75% | * | * | * | * | 35% | 63% | 52% |
| Science | 2016 | 79% | 79% | **88%** | 83% | 80% | 95% | * | * | * | * | 63% | 81% | * |
| Social Studies | 2016 | 77% | 75% | **87%** | 71% | 82% | 92% | * | * | * | - | 44% | 82% | * |
| **STAAR Percent at Postsecondary Readiness Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **46%** | 38% | 32% | 57% | * | * | * | 60% | 5% | 34% | * |
| Reading | 2016 | 46% | 46% | **55%** | 48% | 44% | 65% | * | * | * | 60% | 9% | 45% | * |
| Mathematics | 2016 | 43% | 41% | **27%** | * | 21% | 35% | - | * | * | * | * | 23% | * |
| Science | 2016 | 47% | 53% | **69%** | 75% | 57% | 77% | * | * | * | * | 18% | 57% | * |
| Social Studies | 2016 | 47% | 41% | **57%** | * | 43% | 68% | * | * | * | - | * | 51% | * |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | **13%** | * | 6% | 19% | * | * | * | * | 4% | 7% | * |

48

District Name: MARBLE FALLS ISD

**Texas Academic Performance Report**
**2015-16 Campus Performance**

Total Students: 1,199

Campus Name: MARBLE FALLS H S

Grade Span: 09 - 12

Campus Number: 027904001

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 Advanced Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| Reading | 2016 | 17% | 15% | **8%** | * | 4% | 12% | * | * | * | * | * | 4% | * |
| Mathematics | 2016 | 19% | 15% | **4%** | * | 3% | 6% | * | * | * | * | * | 4% | * |
| Science | 2016 | 16% | 21% | **27%** | * | 11% | 37% | * | * | * | * | 13% | 17% | * |
| Social Studies | 2016 | 22% | 20% | **24%** | * | 13% | 34% | * | * | * | - | * | 14% | * |
| **STAAR Percent Met or Exceeded Progress** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | **44%** | * | 38% | * | * | * | * | * | * | 40% | * |
| Reading | 2016 | 60% | 58% | * | * | * | * | * | * | - | * | * | * | * |
| Mathematics | 2016 | 63% | 55% | **28%** | * | 25% | * | - | * | * | * | * | 26% | * |
| **STAAR Percent Exceeded Progress** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | **2%** | * | 3% | * | * | * | * | * | * | 2% | * |
| Reading | 2016 | 16% | 16% | * | * | * | * | * | * | - | * | * | * | * |
| Mathematics | 2016 | 17% | 16% | **5%** | * | 6% | * | - | * | * | * | * | 5% | * |

49

TEXAS EDUCATION AGENCY

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS H S

Campus Number: 027904001

**Texas Academic Performance Report**
**2015-16 Campus Performance**
Bilingual Education/English as a Second Language

Total Students: 1,199

Grade Span: 09 - 12

(Current Year ELL Students)

| | | State | District | Campus | 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 Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **76%** | - | - | - | - | - | 35% | * | 36% | * | 35% | 37% |
| Reading | 2016 | 73% | 73% | **71%** | - | - | - | - | - | 25% | * | 26% | * | 25% | 26% |
| Mathematics | 2016 | 76% | 75% | **70%** | - | - | - | - | - | 50% | * | 52% | * | 50% | 52% |
| Science | 2016 | 79% | 79% | **88%** | - | - | - | - | - | * | - | * | * | * | * |
| Social Studies | 2016 | 77% | 75% | **87%** | - | - | - | - | - | * | - | * | * | * | * |
| **STAAR Percent at Postsecondary Readiness Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **46%** | - | - | - | - | - | * | * | * | * | * | * |
| Reading | 2016 | 46% | 46% | **55%** | - | - | - | - | - | * | * | * | * | * | * |
| Mathematics | 2016 | 43% | 41% | **27%** | - | - | - | - | - | * | * | * | * | * | * |
| Science | 2016 | 47% | 53% | **69%** | - | - | - | - | - | * | - | * | - | * | * |
| Social Studies | 2016 | 47% | 41% | **57%** | - | - | - | - | - | * | - | * | * | * | * |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | **13%** | - | - | - | - | - | * | * | * | * | * | * |
| Reading | 2016 | 17% | 15% | **8%** | - | - | - | - | - | * | * | * | * | * | * |
| Mathematics | 2016 | 19% | 15% | **4%** | - | - | - | - | - | * | * | * | * | * | * |
| Science | 2016 | 16% | 21% | **27%** | - | - | - | - | - | * | - | * | * | * | * |
| Social Studies | 2016 | 22% | 20% | **24%** | - | - | - | - | - | * | - | * | * | * | * |
| **STAAR Percent Met or Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | **44%** | - | - | - | - | - | * | * | * | * | * | * |

50

District Name: MARBLE FALLS ISD

**Texas Academic Performance Report**
**2015-16 Campus Performance**

Campus Name: MARBLE FALLS H S

Campus Number: 027904001

Bilingual Education/English as a Second Language

Total Students: 1,199

Grade Span: 09 - 12

(Current Year ELL Students)

| | | State | District | Campus | 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 Met or Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Reading | 2016 | 60% | 58% | * | - | - | - | - | - | * | - | * | - | * | * |
| Mathematics | 2016 | 63% | 55% | **28%** | - | - | - | - | - | * | * | * | * | * | * |
| **STAAR Percent Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | **2%** | - | - | - | - | - | * | * | * | * | * | * |
| Reading | 2016 | 16% | 16% | * | - | - | - | - | - | * | - | * | - | * | * |
| Mathematics | 2016 | 17% | 16% | **5%** | - | - | - | - | - | * | * | * | * | * | * |

51

District Name: MARBLE FALLS ISD

**Texas Academic Performance Report**

Total Students: 1,199

Campus Name: MARBLE FALLS H S

**2015-16 Campus Participation**

Grade Span: 09 - 12

Campus Number: 027904001

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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2016 STAAR Participation** | | | | | | | | | | | | | |
| **(All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Test Participant | 99% | 100% | **99%** | 100% | 99% | 99% | 100% | 100% | 100% | 100% | 99% | 99% | 100% |
| Included in Accountability | 94% | 95% | **94%** | 100% | 94% | 94% | 100% | 85% | 100% | 91% | 94% | 94% | 77% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **4%** | 0% | 3% | 5% | 0% | 15% | 0% | 9% | 5% | 4% | 7% |
| Other Exclusions | 1% | 0% | **1%** | 0% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 16% |
| Not Tested | 1% | 0% | **1%** | 0% | 1% | 1% | 0% | 0% | 0% | 0% | 1% | 1% | 0% |
| Absent | 1% | 0% | **1%** | 0% | 0% | 1% | 0% | 0% | 0% | 0% | 1% | 1% | 0% |
| Other | 0% | 0% | **0%** | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

52

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

Total Students: 1,199
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** | | | | | | | | | | | | | |
| 2014-15 | 95.7% | 95.9% | **95.3%** | 95.5% | 95.3% | 95.2% | 94.0% | 96.7% | * | 96.3% | 94.6% | 94.8% | 96.2% |
| 2013-14 | 95.9% | 96.1% | **95.3%** | 93.4% | 95.2% | 95.3% | * | 97.2% | * | 95.6% | 94.8% | 94.6% | 95.8% |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2014-15 | 2.1% | 0.3% | **0.0%** | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2013-14 | 2.2% | 0.9% | **0.6%** | 3.1% | 0.8% | 0.1% | 20.0% | 0.0% | * | 0.0% | 0.7% | 0.9% | 10.5% |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2015** | | | | | | | | | | | | | |
| Graduated | 89.0% | 93.3% | **96.6%** | * | 95.7% | 97.0% | * | * | * | * | 83.3% | 93.3% | * |
| Received GED | 0.6% | 0.0% | **0.0%** | * | 0.0% | 0.0% | * | * | * | * | 0.0% | 0.0% | * |
| Continued HS | 4.1% | 5.7% | **3.0%** | * | 3.2% | 3.0% | * | * | * | * | 13.3% | 5.7% | * |
| Dropped Out | 6.3% | 1.1% | **0.4%** | * | 1.1% | 0.0% | * | * | * | * | 3.3% | 1.0% | * |
| Graduates and GED | 89.6% | 93.3% | **96.6%** | * | 95.7% | 97.0% | * | * | * | * | 83.3% | 93.3% | * |
| Grads, GED, & Cont | 93.7% | 98.9% | **99.6%** | * | 98.9% | 100.0% | * | * | * | * | 96.7% | 99.0% | * |
| **Class of 2014** | | | | | | | | | | | | | |
| Graduated | 88.3% | 92.7% | **97.1%** | 100.0% | 96.5% | 97.3% | * | * | - | * | 84.0% | 95.8% | 60.0% |
| Received GED | 0.8% | 0.4% | **0.4%** | 0.0% | 1.2% | 0.0% | * | * | - | * | 0.0% | 0.8% | 0.0% |
| Continued HS | 4.3% | 4.0% | **1.2%** | 0.0% | 0.0% | 2.0% | * | * | - | * | 12.0% | 0.8% | 0.0% |
| Dropped Out | 6.6% | 2.9% | **1.2%** | 0.0% | 2.3% | 0.7% | * | * | - | * | 4.0% | 2.5% | 40.0% |
| Graduates and GED | 89.1% | 93.1% | **97.5%** | 100.0% | 97.7% | 97.3% | * | * | - | * | 84.0% | 96.7% | 60.0% |
| Grads, GED, & Cont | 93.4% | 97.1% | **98.8%** | 100.0% | 97.7% | 99.3% | * | * | - | * | 96.0% | 97.5% | 60.0% |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2014** | | | | | | | | | | | | | |
| Graduated | 90.4% | 95.6% | **97.9%** | 100.0% | 96.5% | 98.6% | * | * | - | * | 92.0% | 95.8% | 60.0% |
| Received GED | 1.0% | 0.4% | **0.4%** | 0.0% | 1.2% | 0.0% | * | * | - | * | 0.0% | 0.8% | 0.0% |
| Continued HS | 1.3% | 1.1% | **0.4%** | 0.0% | 0.0% | 0.7% | * | * | - | * | 4.0% | 0.8% | 0.0% |
| Dropped Out | 7.2% | 2.9% | **1.2%** | 0.0% | 2.3% | 0.7% | * | * | - | * | 4.0% | 2.5% | 40.0% |
| Graduates and GED | 91.5% | 96.0% | **98.4%** | 100.0% | 97.7% | 98.6% | * | * | - | * | 92.0% | 96.7% | 60.0% |
| Grads, GED, & Cont | 92.8% | 97.1% | **98.8%** | 100.0% | 97.7% | 99.3% | * | * | - | * | 96.0% | 97.5% | 60.0% |
| **Class of 2013** | | | | | | | | | | | | | |
| Graduated | 90.4% | 96.4% | **98.0%** | * | 96.5% | 98.6% | * | * | - | * | 91.7% | 97.2% | * |
| Received GED | 1.1% | 0.4% | **0.4%** | * | 0.0% | 0.7% | * | * | - | * | 0.0% | 0.0% | * |
| Continued HS | 1.3% | 0.7% | **0.8%** | * | 2.3% | 0.0% | * | * | - | * | 8.3% | 0.9% | * |
| Dropped Out | 7.2% | 2.5% | **0.8%** | * | 1.2% | 0.7% | * | * | - | * | 0.0% | 1.8% | * |
| Graduates and GED | 91.5% | 96.8% | **98.4%** | * | 96.5% | 99.3% | * | * | - | * | 91.7% | 97.2% | * |
| Grads, GED, & Cont | 92.8% | 97.5% | **99.2%** | * | 98.8% | 99.3% | * | * | - | * | 100.0% | 98.2% | * |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2013** | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.8% | **98.4%** | * | 97.7% | 98.6% | * | * | - | * | 95.8% | 97.2% | * |
| Received GED | 1.4% | 0.4% | **0.4%** | * | 0.0% | 0.7% | * | * | - | * | 0.0% | 0.0% | * |
| Continued HS | 0.6% | 0.4% | **0.4%** | * | 1.2% | 0.0% | * | * | - | * | 4.2% | 0.9% | * |
| Dropped Out | 7.2% | 2.5% | **0.8%** | * | 1.2% | 0.7% | * | * | - | * | 0.0% | 1.8% | * |
| Graduates and GED | 92.3% | 97.2% | **98.8%** | * | 97.7% | 99.3% | * | * | - | * | 95.8% | 97.2% | * |
| Grads, GED, & Cont | 92.8% | 97.5% | **99.2%** | * | 98.8% | 99.3% | * | * | - | * | 100.0% | 98.2% | * |

53

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS H S

Campus Number: 027904001

Total Students: 1,199

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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2012** | | | | | | | | | | | | | |
| Graduated | 90.9% | 94.5% | **96.7%** | 83.3% | 97.2% | 96.9% | - | * | - | * | 92.0% | 96.8% | * |
| Received GED | 1.5% | 0.4% | **0.5%** | 0.0% | 0.0% | 0.8% | - | * | - | * | 0.0% | 1.1% | * |
| Continued HS | 0.6% | 0.4% | **0.5%** | 0.0% | 0.0% | 0.8% | - | * | - | * | 4.0% | 0.0% | * |
| Dropped Out | 7.0% | 4.6% | **2.4%** | 16.7% | 2.8% | 1.6% | - | * | - | * | 4.0% | 2.1% | * |
| Graduates and GED | 92.4% | 95.0% | **97.1%** | 83.3% | 97.2% | 97.7% | - | * | - | * | 92.0% | 97.9% | * |
| Grads, GED, & Cont | 93.0% | 95.4% | **97.6%** | 83.3% | 97.2% | 98.4% | - | * | - | * | 96.0% | 97.9% | * |
| | | | | | | | | | | | | | |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | 89.0% | 92.9% | **96.2%** | * | 95.7% | 96.2% | * | * | * | * | 80.6% | 92.5% | * |
| Class of 2014 | 88.3% | 92.4% | **97.1%** | 100.0% | 96.5% | 97.3% | * | * | - | * | 84.0% | 95.8% | 60.0% |
| | | | | | | | | | | | | | |
| **5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2014 | 90.4% | 95.3% | **97.9%** | 100.0% | 96.5% | 98.6% | * | * | - | * | 92.0% | 95.8% | 60.0% |
| Class of 2013 | 90.4% | 95.8% | **98.0%** | * | 96.5% | 98.6% | * | * | - | * | 91.7% | 97.2% | * |
| | | | | | | | | | | | | | |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2015 | 86.1% | 18.6% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| Class of 2014 | 85.5% | 79.6% | **82.2%** | 83.3% | 74.7% | 86.0% | * | * | - | * | 23.8% | 75.7% | * |
| | | | | | | | | | | | | | |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2015 | 3.5% | 0.0% | **0.0%** | * | 0.0% | 0.0% | * | * | * | * | 0.0% | 0.0% | * |
| | | | | | | | | | | | | | |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2015 | 38.7% | 87.7% | **87.7%** | * | 83.5% | 90.6% | * | * | * | * | 45.5% | 82.4% | * |
| | | | | | | | | | | | | | |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2015 | 84.1% | 72.2% | **79.2%** | * | 74.2% | 82.8% | * | * | * | * | 20.0% | 71.4% | * |
| | | | | | | | | | | | | | |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2014-15 | 84.3% | 12.1% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | - |
| 2013-14 | 83.8% | 77.6% | **81.6%** | 83.3% | 74.1% | 85.4% | * | * | - | * | 22.7% | 76.1% | * |
| | | | | | | | | | | | | | |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2014-15 | 3.5% | 0.0% | **0.0%** | * | 0.0% | 0.0% | * | * | * | * | 0.0% | 0.0% | * |
| | | | | | | | | | | | | | |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2014-15 | 37.3% | 87.7% | **87.7%** | * | 83.5% | 90.6% | * | * | * | * | 40.0% | 82.3% | * |
| | | | | | | | | | | | | | |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2014-15 | 82.2% | 71.0% | **78.2%** | * | 73.3% | 81.5% | * | * | * | * | 13.3% | 70.7% | * |
| | | | | | | | | | | | | | |
| **Advanced Course/Dual Credit Course Completion (Grades 11-12)** | | | | | | | | | | | | | |
| **Any Subject** | | | | | | | | | | | | | |
| 2014-15 | 54.5% | 44.1% | **47.6%** | 0.0% | 39.9% | 55.0% | * | 40.0% | * | 60.0% | 15.6% | 34.2% | 40.0% |
| 2013-14 | 53.2% | 47.7% | **47.7%** | 10.0% | 33.3% | 57.8% | * | * | * | 40.0% | 7.8% | 33.8% | 33.3% |

54

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

Total Students: 1,199
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Advanced Course/Dual Credit Course Completion (Grades 11-12)** | | | | | | | | | | | | | |
| **English Language Arts** | | | | | | | | | | | | | |
| 2014-15 | 29.0% | 25.0% | **26.3%** | 0.0% | 11.0% | 39.0% | * | 20.0% | * | 30.0% | 0.0% | 9.6% | 0.0% |
| 2013-14 | 28.9% | 27.0% | **27.0%** | 0.0% | 11.4% | 38.1% | * | * | * | * | 2.0% | 13.0% | 0.0% |
| **Mathematics** | | | | | | | | | | | | | |
| 2014-15 | 43.8% | 20.3% | **21.1%** | 0.0% | 12.0% | 28.2% | * | * | * | 33.3% | 0.0% | 10.4% | 0.0% |
| 2013-14 | 42.4% | 23.0% | **23.0%** | 14.3% | 13.0% | 29.5% | - | * | - | * | 4.3% | 13.0% | 0.0% |
| **Science** | | | | | | | | | | | | | |
| 2014-15 | 12.7% | 0.0% | **0.0%** | * | 0.0% | 0.0% | * | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 2013-14 | 13.4% | 6.9% | **6.9%** | 0.0% | 3.9% | 9.6% | - | * | * | * | 3.8% | 2.3% | 0.0% |
| **Social Studies** | | | | | | | | | | | | | |
| 2014-15 | 28.4% | 33.3% | **35.8%** | 0.0% | 22.0% | 46.9% | * | 40.0% | * | 60.0% | 7.8% | 20.9% | 10.0% |
| 2013-14 | 27.8% | 35.4% | **35.4%** | 0.0% | 19.8% | 46.3% | * | * | * | * | 4.0% | 18.5% | 0.0% |
| **Advanced Course/Dual Credit Course Completion (Grades 9-12)** | | | | | | | | | | | | | |
| **Any Subject** | | | | | | | | | | | | | |
| 2014-15 | 34.6% | 22.5% | **23.5%** | 0.0% | 22.2% | 25.6% | 0.0% | 18.2% | * | 35.3% | 7.4% | 16.1% | 20.0% |
| 2013-14 | 33.1% | 22.3% | **22.3%** | 3.7% | 16.7% | 26.9% | 20.0% | 28.6% | * | 21.4% | 3.0% | 14.9% | 11.8% |
| **English Language Arts** | | | | | | | | | | | | | |
| 2014-15 | 15.7% | 11.6% | **11.9%** | 0.0% | 5.2% | 17.2% | 0.0% | 10.0% | * | 20.0% | 0.0% | 3.9% | 0.0% |
| 2013-14 | 15.4% | 11.7% | **11.7%** | 0.0% | 4.8% | 17.1% | 0.0% | 28.6% | * | 0.0% | 0.8% | 4.9% | 0.0% |
| **Mathematics** | | | | | | | | | | | | | |
| 2014-15 | 19.4% | 8.9% | **9.0%** | 0.0% | 5.5% | 11.7% | 0.0% | 11.1% | * | 21.4% | 0.0% | 4.1% | 0.0% |
| 2013-14 | 18.8% | 9.1% | **9.1%** | 4.3% | 5.1% | 12.0% | * | 16.7% | * | 16.7% | 1.7% | 4.5% | 0.0% |
| **Science** | | | | | | | | | | | | | |
| 2014-15 | 5.2% | 0.0% | **0.0%** | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2013-14 | 5.6% | 2.7% | **2.7%** | 0.0% | 1.3% | 3.7% | * | 0.0% | * | 9.1% | 1.0% | 0.6% | 0.0% |
| **Social Studies** | | | | | | | | | | | | | |
| 2014-15 | 19.5% | 16.3% | **17.0%** | 0.0% | 11.2% | 21.6% | 0.0% | 22.2% | * | 46.2% | 3.8% | 8.9% | 3.4% |
| 2013-14 | 18.3% | 15.7% | **15.7%** | 0.0% | 8.4% | 21.4% | 20.0% | 14.3% | * | 7.7% | 1.6% | 7.2% | 0.0% |
| **College-Ready Graduates** | | | | | | | | | | | | | |
| **English Language Arts** | | | | | | | | | | | | | |
| 2014-15 | 42.0% | 56.0% | **57.0%** | * | 48.0% | 61.0% | - | * | * | * | 0.0% | 48.0% | * |
| **Mathematics** | | | | | | | | | | | | | |
| 2014-15 | 38.0% | 51.0% | **52.0%** | * | 40.0% | 57.0% | - | * | * | * | 20.0% | 38.0% | * |
| **Both Subjects** | | | | | | | | | | | | | |
| 2014-15 | 35.0% | 47.0% | **48.0%** | * | 38.0% | 52.0% | - | * | * | * | 0.0% | 37.0% | * |
| **Either Subject** | | | | | | | | | | | | | |
| 2014-15 | 45.0% | 60.0% | **61.0%** | * | 50.0% | 67.0% | - | * | * | * | 20.0% | 50.0% | * |
| **College and Career Ready Graduates** | | | | | | | | | | | | | |
| 2014-15 | 74.5% | 79.0% | **83.8%** | * | 81.1% | 85.4% | * | * | * | * | 66.7% | 81.5% | * |
| **Texas Success Initiative Assessment (TSIA)** | | | | | | | | | | | | | |
| **English Language Arts** | | | | | | | | | | | | | |
| 2014-15 | 10.6% | 13.0% | **14.8%** | * | 16.7% | 13.8% | * | * | * | * | 0.0% | 17.4% | * |

55

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

Total Students: 1,199
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Texas Success Initiative Assessment (TSIA)** | | | | | | | | | | | | | |
| **Mathematics** | | | | | | | | | | | | | |
| 2014-15 | 7.1% | 9.2% | **10.5%** | * | 11.1% | 10.0% | * | * | * | * | 3.3% | 12.0% | * |
| | | | | | | | | | | | | | |
| **Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)** | | | | | | | | | | | | | |
| 2014-15 | 48.1% | 42.0% | **48.0%** | * | 38.9% | 54.6% | * | * | * | * | 10.0% | 33.7% | * |
| | | | | | | | | | | | | | |
| **Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)** | | | | | | | | | | | | | |
| **Any Subject** | | | | | | | | | | | | | |
| 2014-15 | 10.6% | 19.1% | **21.8%** | * | 6.7% | 31.5% | * | * | * | * | 0.0% | 10.9% | * |
| | | | | | | | | | | | | | |
| **AP/IB Course Completion (Annual Graduates)** | | | | | | | | | | | | | |
| 2014-15 | 43.4% | 42.4% | **47.2%** | * | 46.7% | 49.2% | * | * | * | * | 16.7% | 39.1% | * |
| | | | | | | | | | | | | | |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2014-15 | 46.6% | 61.5% | **63.8%** | * | 61.1% | 65.4% | * | * | * | * | 63.3% | 63.0% | * |
| 2013-14 | 46.4% | 71.0% | **79.5%** | 2.5% | 26.8% | 48.5% | * | * | - | * | 6.3% | 38.1% | * |
| | | | | | | | | | | | | | |
| **AP/IB Results (Participation)** | | | | | | | | | | | | | |
| **All Subjects** | | | | | | | | | | | | | |
| 2015 | 24.9% | 14.0% | **14.9%** | 0.0% | 11.6% | 18.3% | * | 20.0% | * | 10.0% | n/a | 7.6% | n/a |
| 2014 | 23.5% | 14.5% | **15.5%** | 11.1% | 11.8% | 17.7% | * | * | - | 20.0% | n/a | 8.9% | n/a |
| **English Language Arts** | | | | | | | | | | | | | |
| 2015 | 15.1% | 5.5% | **5.8%** | 0.0% | 2.2% | 9.0% | * | 20.0% | * | 0.0% | n/a | 1.9% | n/a |
| 2014 | 15.0% | 7.2% | **7.8%** | 0.0% | 4.3% | 10.0% | * | * | - | 0.0% | n/a | 3.0% | n/a |
| **Mathematics** | | | | | | | | | | | | | |
| 2015 | 6.8% | 5.0% | **5.3%** | 0.0% | 4.0% | 6.5% | * | 20.0% | * | 0.0% | n/a | 2.3% | n/a |
| 2014 | 6.5% | 3.2% | **3.4%** | 0.0% | 1.1% | 5.0% | * | * | - | 0.0% | n/a | 0.0% | n/a |
| **Science** | | | | | | | | | | | | | |
| 2015 | 10.2% | 5.1% | **5.5%** | 0.0% | 1.8% | 8.6% | * | 20.0% | * | 0.0% | n/a | 1.9% | n/a |
| 2014 | 6.9% | 1.9% | **2.0%** | 0.0% | 1.1% | 2.7% | * | * | - | 0.0% | n/a | 0.4% | n/a |
| **Social Studies** | | | | | | | | | | | | | |
| 2015 | 14.4% | 9.4% | **10.0%** | 0.0% | 5.8% | 13.6% | * | 20.0% | * | 10.0% | n/a | 4.2% | n/a |
| 2014 | 13.8% | 8.3% | **9.0%** | 0.0% | 5.3% | 11.0% | * | * | - | 20.0% | n/a | 3.8% | n/a |
| | | | | | | | | | | | | | |
| **AP/IB Results (Examinees >= Criterion)** | | | | | | | | | | | | | |
| **All Subjects** | | | | | | | | | | | | | |
| 2015 | 49.1% | 64.6% | **64.6%** | - | 65.4% | 64.7% | - | * | - | * | n/a | 85.0% | n/a |
| 2014 | 51.3% | 51.3% | **51.3%** | * | 68.2% | 43.4% | - | * | - | * | n/a | 61.9% | n/a |
| **English Language Arts** | | | | | | | | | | | | | |
| 2015 | 43.7% | 67.7% | **67.7%** | - | 60.0% | 68.0% | - | * | - | - | n/a | 60.0% | n/a |
| 2014 | 44.7% | 51.3% | **51.3%** | - | 75.0% | 43.3% | - | * | - | - | n/a | 42.9% | n/a |
| **Mathematics** | | | | | | | | | | | | | |
| 2015 | 51.7% | 75.0% | **75.0%** | - | 55.6% | 83.3% | - | * | - | - | n/a | 66.7% | n/a |

56

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

Total Students: 1,199
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **AP/IB Results (Examinees >= Criterion)** | | | | | | | | | | | | | |
| **Mathematics** | | | | | | | | | | | | | |
| 2014 | 53.6% | 35.3% | **35.3%** | - | * | 33.3% | - | - | - | - | n/a | - | n/a |
| **Science** | | | | | | | | | | | | | |
| 2015 | 35.4% | 48.3% | **48.3%** | - | * | 41.7% | - | * | - | - | n/a | 80.0% | n/a |
| 2014 | 45.7% | 80.0% | **80.0%** | - | * | 87.5% | - | - | - | - | n/a | * | n/a |
| **Social Studies** | | | | | | | | | | | | | |
| 2015 | 40.1% | 47.2% | **47.2%** | - | 38.5% | 50.0% | - | * | - | * | n/a | 63.6% | n/a |
| 2014 | 41.6% | 46.7% | **46.7%** | - | 50.0% | 42.4% | - | * | - | * | n/a | 33.3% | n/a |
| **SAT/ACT Results** | | | | | | | | | | | | | |
| **Tested** | | | | | | | | | | | | | |
| Class of 2015 | 68.3% | 57.6% | **65.1%** | * | 53.3% | 73.8% | * | * | * | * | n/a | 54.1% | n/a |
| Class of 2014 | 66.3% | 55.1% | **61.9%** | 83.3% | 40.0% | 74.3% | * | * | - | * | n/a | 48.7% | n/a |
| **At/Above Criterion** | | | | | | | | | | | | | |
| Class of 2015 | 24.3% | 31.1% | **31.5%** | * | 22.9% | 34.4% | - | * | * | * | n/a | 22.6% | n/a |
| Class of 2014 | 25.1% | 29.3% | **29.7%** | 0.0% | 20.6% | 34.6% | - | - | - | * | n/a | 17.9% | n/a |
| **Average SAT Score** | | | | | | | | | | | | | |
| **All Subjects** | | | | | | | | | | | | | |
| Class of 2015 | 1394 | 1452 | **1455** | * | 1369 | 1493 | - | * | * | * | n/a | 1388 | n/a |
| Class of 2014 | 1417 | 1429 | **1431** | * | 1337 | 1474 | - | - | - | * | n/a | 1366 | n/a |
| **English Language Arts and Writing** | | | | | | | | | | | | | |
| Class of 2015 | 912 | 952 | **954** | * | 895 | 980 | - | * | * | * | n/a | 911 | n/a |
| Class of 2014 | 925 | 934 | **935** | * | 868 | 963 | - | - | - | * | n/a | 893 | n/a |
| **Mathematics** | | | | | | | | | | | | | |
| Class of 2015 | 482 | 500 | **501** | * | 474 | 513 | - | * | * | * | n/a | 477 | n/a |
| Class of 2014 | 491 | 495 | **496** | * | 468 | 510 | - | - | - | * | n/a | 473 | n/a |
| **Average ACT Score** | | | | | | | | | | | | | |
| **All Subjects** | | | | | | | | | | | | | |
| Class of 2015 | 20.6 | 21.5 | **21.6** | * | 20.5 | 21.8 | - | * | * | * | n/a | 20.8 | n/a |
| Class of 2014 | 20.6 | 21.2 | **21.2** | * | 18.6 | 22.2 | - | - | - | - | n/a | 19.6 | n/a |
| **English Language Arts** | | | | | | | | | | | | | |
| Class of 2015 | 20.1 | 21.2 | **21.3** | * | 19.9 | 21.5 | - | * | * | * | n/a | 20.5 | n/a |
| Class of 2014 | 20.0 | 20.6 | **20.6** | * | 17.6 | 21.8 | - | - | - | - | n/a | 19.1 | n/a |
| **Mathematics** | | | | | | | | | | | | | |
| Class of 2015 | 20.9 | 21.2 | **21.3** | * | 21.0 | 21.2 | - | * | * | * | n/a | 20.8 | n/a |
| Class of 2014 | 21.2 | 21.5 | **21.4** | * | 20.0 | 22.1 | - | - | - | - | n/a | 19.9 | n/a |
| **Science** | | | | | | | | | | | | | |
| Class of 2015 | 20.7 | 21.9 | **22.0** | * | 21.0 | 22.2 | - | * | * | * | n/a | 20.9 | n/a |
| Class of 2014 | 20.7 | 21.4 | **21.4** | * | 18.7 | 22.4 | - | - | - | - | n/a | 19.4 | n/a |
| **Graduates Enrolled in TX Institution of Higher Education (IHE)** | | | | | | | | | | | | | |
| 2013-14 | 57.5% | 52.9% | **57.7%** | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 2012-13 | 56.9% | 50.8% | **54.6%** | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

57

TEXAS EDUCATION AGENCY
**Texas Academic Performance Report**
**2015-16 Campus Attendance and Postsecondary Readiness**

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

Total Students: 1,199
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Graduates in TX IHE Completing One Year Without Remediation** | | | | | | | | | | | | | |
| 2013-14 | 70.5% | 65.7% | **67.2%** | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 2012-13 | 70.8% | 75.8% | **77.2%** | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

58

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS H S

Campus Number: 027904001

Total Students: 1,199

Grade Span: 09 - 12

School Type: High School

| Student Information | --------------- Campus --------------- Count | Percent | District | State |
|---|---|---|---|---|
| Total Students: | 1,199 | 100.0% | 4,163 | 5,284,252 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.2% |
| Pre-Kindergarten | 0 | 0.0% | 3.3% | 4.2% |
| Kindergarten | 0 | 0.0% | 7.1% | 7.1% |
| Grade 1 | 0 | 0.0% | 7.2% | 7.8% |
| Grade 2 | 0 | 0.0% | 7.5% | 7.8% |
| Grade 3 | 0 | 0.0% | 7.4% | 7.7% |
| Grade 4 | 0 | 0.0% | 7.4% | 7.5% |
| Grade 5 | 0 | 0.0% | 7.5% | 7.5% |
| Grade 6 | 0 | 0.0% | 7.7% | 7.4% |
| Grade 7 | 0 | 0.0% | 6.9% | 7.4% |
| Grade 8 | 0 | 0.0% | 8.0% | 7.3% |
| Grade 9 | 338 | 28.2% | 8.1% | 8.1% |
| Grade 10 | 313 | 26.1% | 7.6% | 7.3% |
| Grade 11 | 269 | 22.4% | 7.1% | 6.7% |
| Grade 12 | 279 | 23.3% | 7.1% | 6.1% |
| Ethnic Distribution: | | | | |
| African American | 34 | 2.8% | 2.4% | 12.6% |
| Hispanic | 497 | 41.5% | 44.1% | 52.2% |
| White | 633 | 52.8% | 50.5% | 28.5% |
| American Indian | 6 | 0.5% | 0.4% | 0.4% |
| Asian | 10 | 0.8% | 0.9% | 4.0% |
| Pacific Islander | 2 | 0.2% | 0.4% | 0.1% |
| Two or More Races | 17 | 1.4% | 1.4% | 2.1% |
| Economically Disadvantaged | 678 | 56.5% | 62.9% | 59.0% |
| Non-Educationally Disadvantaged | 521 | 43.5% | 37.1% | 41.0% |
| English Language Learners (ELL) | 52 | 4.3% | 13.3% | 18.5% |
| Students w/ Disciplinary Placements (2014-2015) | 76 | 6.1% | 2.9% | 1.4% |
| At-Risk | 587 | 49.0% | 50.0% | 50.1% |
| Mobility (2014-2015) | 157 | 12.6% | 15.2% | 16.5% |
| Graduates (Class of 2015): | | | | |
| Total Graduates | 229 | 100.0% | 262 | 313,397 |
| By Ethnicity (incl. Special Ed.): | | | | |
| African American | 3 | 1.3% | 5 | 39,692 |
| Hispanic | 90 | 39.3% | 99 | 148,966 |
| White | 130 | 56.8% | 152 | 104,377 |
| American Indian | 1 | 0.4% | 1 | 1,335 |
| Asian | 1 | 0.4% | 1 | 13,090 |
| Pacific Islander | 1 | 0.4% | 1 | 486 |
| Two or More Races | 3 | 1.3% | 3 | 5,451 |

59

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS H S

Campus Number: 027904001

Total Students: 1,199

Grade Span: 09 - 12

School Type: High School

| Student Information | ---------------- Campus ---------------- | | District | State |
| --- | --- | --- | --- | --- |
| | Count | Percent | District | State |
| By Graduation Type (incl. Special Ed.): | | | | |
| Minimum H.S. Program | 25 | 10.9% | 51 | 46,723 |
| Recommended H.S. Program/DAP | 0 | 0.0% | 7 | 251,524 |
| Foundation High School Plan (No Endorsement) | 25 | 10.9% | 25 | 8,982 |
| Foundation High School Plan (Endorsement) | 0 | 0.0% | 0 | 523 |
| Foundation High School Plan (DLA) | 179 | 78.2% | 179 | 5,645 |
| Special Education Graduates | 30 | 13.1% | 30 | 23,541 |

60

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS H S

Campus Number: 027904001

Total Students: 1,199

Grade Span: 09 - 12

School Type: High School

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 18.0 | 18.9 |
| Grade 1 | - | 18.0 | 19.1 |
| Grade 2 | - | 17.7 | 19.1 |
| Grade 3 | - | 17.4 | 19.1 |
| Grade 4 | - | 17.7 | 19.0 |
| Grade 5 | - | 19.2 | 20.8 |
| Grade 6 | - | 19.7 | 20.4 |
| Secondary: | | | |
| English/Language Arts | 18.9 | 17.6 | 17.1 |
| Foreign Languages | 22.5 | 22.3 | 19.1 |
| Mathematics | 21.9 | 19.9 | 18.1 |
| Science | 21.5 | 19.7 | 19.1 |
| Social Studies | 23.9 | 21.8 | 19.5 |

61

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

Total Students: 1,199
Grade Span: 09 - 12
School Type: High School

| Staff Information | --------------- Campus --------------- | | District | State |
|---|---|---|---|---|
| | Count/Average | Percent | | |
| Total Staff | 106.8 | 100.0% | 100.0% | 100.0% |
| | | | | |
| Professional Staff: | 94.9 | 88.9% | 61.0% | 64.3% |
| Teachers | 79.7 | 74.7% | 46.6% | 50.5% |
| Professional Support | 10.1 | 9.5% | 9.6% | 9.8% |
| Campus Administration (School Leadership) | 5.1 | 4.8% | 3.6% | 2.9% |
| | | | | |
| Educational Aides: | 11.8 | 11.1% | 9.3% | 9.6% |
| | | | | |
| Total Minority Staff: | 13.0 | 12.2% | 23.2% | 48.2% |
| | | | | |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 0.3% | 10.1% |
| Hispanic | 8.0 | 10.0% | 12.5% | 26.0% |
| White | 71.7 | 90.0% | 86.2% | 60.8% |
| American Indian | 0.0 | 0.0% | 0.7% | 0.4% |
| Asian | 0.0 | 0.0% | 0.0% | 1.5% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.3% | 1.1% |
| | | | | |
| Males | 37.5 | 47.1% | 20.6% | 23.5% |
| Females | 42.2 | 52.9% | 79.4% | 76.5% |
| | | | | |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 1.0 | 1.3% | 0.3% | 1.0% |
| Bachelors | 58.3 | 73.2% | 80.1% | 74.7% |
| Masters | 20.4 | 25.6% | 19.5% | 23.6% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.6% |
| | | | | |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 5.8 | 7.3% | 6.5% | 8.1% |
| 1-5 Years Experience | 19.5 | 24.4% | 21.1% | 27.3% |
| 6-10 Years Experience | 15.3 | 19.2% | 21.0% | 21.7% |
| 11-20 Years Experience | 26.9 | 33.8% | 33.1% | 27.3% |
| Over 20 Years Experience | 12.2 | 15.3% | 18.2% | 15.7% |
| | | | | |
| Number of Students per Teacher | 15.0 | n/a | 14.4 | 15.2 |

62

**Texas Academic Performance Report**
**2015-16 Campus Profile**

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

Total Students: 1,199
Grade Span: 09 - 12
School Type: High School

| Staff Information | Campus | District | State |
|---|---|---|---|
| Average Years Experience of Teachers: | 11.5 | 12.1 | 10.9 |
| Average Years Experience of Teachers with District: | 4.6 | 6.6 | 7.3 |
| | | | |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $40,853 | $40,875 | $45,507 |
| 1-5 Years Experience | $42,140 | $42,936 | $47,996 |
| 6-10 Years Experience | $46,064 | $44,408 | $50,459 |
| 11-20 Years Experience | $54,050 | $51,171 | $53,794 |
| Over 20 Years Experience | $58,162 | $57,509 | $60,613 |
| | | | |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $49,271 | $48,500 | $51,891 |
| Professional Support | $59,999 | $57,652 | $61,145 |
| Campus Administration (School Leadership) | $66,744 | $58,883 | $75,654 |
| | | | |
| Instructional Staff Percent: | n/a | 59.2% | 64.5% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 1,914.4 |

63

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

Total Students: 1,199
Grade Span: 09 - 12
School Type: High School

| Program Information | --------------- Campus --------------- | | District | State |
|---|---|---|---|---|
| | Count | Percent | District | State |
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 50 | 4.2% | 13.1% | 18.3% |
| Career & Technical Education | 1,117 | 93.2% | 27.0% | 24.3% |
| Gifted & Talented Education | 95 | 7.9% | 7.3% | 7.7% |
| Special Education | 144 | 12.0% | 10.5% | 8.6% |
| | | | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.3 | 0.4% | 5.7% | 5.9% |
| Career & Technical Education | 15.3 | 19.2% | 5.3% | 4.4% |
| Compensatory Education | 1.0 | 1.3% | 2.1% | 2.9% |
| Gifted & Talented Education | 0.0 | 0.0% | 2.0% | 1.9% |
| Regular Education | 50.3 | 63.1% | 76.8% | 72.6% |
| Special Education | 6.3 | 7.9% | 5.8% | 8.8% |
| Other | 6.5 | 8.2% | 2.3% | 3.4% |

**Link to:**
**PEIMS Financial Standard Reports/**
**2014-2015 Financial Actual Report**

64

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*'   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.
'**'  Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?'   Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##'  Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

This page intentionally left blank.

# 2015-16 Texas Academic Performance Report

District Name:   **MARBLE FALLS ISD**

Campus Name:   **FALLS CAREER H S**

Campus Number:   **027904002**

2016 Accountability Rating:   **Met Alternative Standard**
**(evaluated with alternative education accountability provisions)**

This page intentionally left blank.

District Name: MARBLE FALLS ISD

Campus Name: FALLS CAREER H S

Campus Number: 027904002

Total Students: 46

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 Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| **End of Course** | | | | | | | | | | | | | | |
| English I | 2016 | 65% | 65% | * | - | * | * | - | - | - | - | - | * | - |
| English II | 2016 | 67% | 75% | **92%** | * | * | 86% | - | - | - | * | * | 88% | - |
| Algebra I | 2016 | 78% | 76% | * | - | - | * | - | - | - | - | - | * | - |
| Biology | 2016 | 87% | 88% | * | - | - | * | - | - | - | - | - | * | - |
| U.S. History | 2016 | 91% | 88% | **94%** | * | * | 100% | - | - | - | * | * | 92% | - |
| **STAAR Percent at Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **86%** | * | * | 88% | - | - | - | * | 100% | 83% | - |
| Reading | 2016 | 73% | 73% | **81%** | * | * | 80% | - | - | - | * | * | 75% | - |
| Mathematics | 2016 | 76% | 75% | * | - | - | * | - | - | - | - | - | * | - |
| Science | 2016 | 79% | 79% | * | - | - | * | - | - | - | - | - | * | - |
| Social Studies | 2016 | 77% | 75% | **94%** | * | * | 100% | - | - | - | * | * | 92% | - |
| **STAAR Percent at Postsecondary Readiness Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **52%** | * | * | 67% | - | - | - | * | * | 44% | - |
| Reading | 2016 | 46% | 46% | **60%** | * | * | 75% | - | - | - | - | * | * | - |
| Mathematics | 2016 | 43% | 41% | * | - | - | * | - | - | - | - | - | * | - |
| Science | 2016 | 47% | 53% | * | - | - | * | - | - | - | - | - | * | - |
| Social Studies | 2016 | 47% | 41% | **50%** | * | * | 70% | - | - | - | * | * | 42% | - |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | * | * | * | * | - | - | - | * | * | * | - |

88

## Texas Academic Performance Report
## 2015-16 Campus Performance

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

Total Students: 46
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 Advanced Standard** **All Grades** | | | | | | | | | | | | | |
| Reading | 2016 | 17% | 15% | * | * | * | * | - | - | - | * | * | * | - |
| Mathematics | 2016 | 19% | 15% | * | - | - | * | - | - | - | - | - | * | - |
| Science | 2016 | 16% | 21% | * | - | - | * | - | - | - | - | - | * | - |
| Social Studies | 2016 | 22% | 20% | * | * | * | * | - | - | - | * | * | * | - |
| **STAAR Percent Met or Exceeded Progress** **All Grades** | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | * | - | - | * | - | - | - | - | * | * | - |
| Reading | 2016 | 60% | 58% | * | - | - | * | - | - | - | - | * | * | - |
| **STAAR Percent Exceeded Progress** **All Grades** | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | * | - | - | * | - | - | - | - | * | * | - |
| Reading | 2016 | 16% | 16% | * | - | - | * | - | - | - | - | * | * | - |

69

District Name: MARBLE FALLS ISD

Campus Name: FALLS CAREER H S

Campus Number: 027904002

Total Students: 46

Grade Span: 09 - 12

(Current Year ELL Students)

| | | State | District | Campus | 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 Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **86%** | - | - | - | - | - | - | - | - | - | - | - |
| Reading | 2016 | 73% | 73% | **81%** | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2016 | 76% | 75% | * | - | - | - | - | - | - | - | - | - | - | - |
| Science | 2016 | 79% | 79% | * | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | 2016 | 77% | 75% | **94%** | - | - | - | - | - | - | - | - | - | - | - |
| **STAAR Percent at Postsecondary Readiness Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **52%** | - | - | - | - | - | - | - | - | - | - | - |
| Reading | 2016 | 46% | 46% | **60%** | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2016 | 43% | 41% | * | - | - | - | - | - | - | - | - | - | - | - |
| Science | 2016 | 47% | 53% | * | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | 2016 | 47% | 41% | **50%** | - | - | - | - | - | - | - | - | - | - | - |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | * | - | - | - | - | - | - | - | - | - | - | - |
| Reading | 2016 | 17% | 15% | * | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2016 | 19% | 15% | * | - | - | - | - | - | - | - | - | - | - | - |
| Science | 2016 | 16% | 21% | * | - | - | - | - | - | - | - | - | - | - | - |
| Social Studies | 2016 | 22% | 20% | * | - | - | - | - | - | - | - | - | - | - | - |
| **STAAR Percent Met or Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | * | - | - | - | - | - | - | - | - | - | - | - |

70

District Name: MARBLE FALLS ISD
**Texas Academic Performance Report**
Total Students: 46

Campus Name: FALLS CAREER H S
**2015-16 Campus Performance**
Grade Span: 09 - 12

Campus Number: 027904002
Bilingual Education/English as a Second Language
(Current Year ELL Students)

| | | State | District | Campus | 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 Met or Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Reading | 2016 | 60% | 58% | * | - | - | - | - | - | - | - | - | - | - | - |
| | | | | | | | | | | | | | | | |
| **STAAR Percent Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | * | - | - | - | - | - | - | - | - | - | - | - |
| | | | | | | | | | | | | | | | |
| Reading | 2016 | 16% | 16% | * | - | - | - | - | - | - | - | - | - | - | - |

71

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

Total Students: 46
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2016 STAAR Participation** | | | | | | | | | | | | | |
| **(All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Test Participant | 99% | 100% | **100%** | * | 100% | 100% | - | - | - | * | 100% | 100% | - |
| Included in Accountability | 94% | 95% | **84%** | * | 55% | 93% | - | - | - | * | 100% | 88% | - |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **16%** | * | 45% | 7% | - | - | - | * | 0% | 12% | - |
| Other Exclusions | 1% | 0% | **0%** | * | 0% | 0% | - | - | - | * | 0% | 0% | - |
| Not Tested | 1% | 0% | **0%** | * | 0% | 0% | - | - | - | * | 0% | 0% | - |
| Absent | 1% | 0% | **0%** | * | 0% | 0% | - | - | - | * | 0% | 0% | - |
| Other | 0% | 0% | **0%** | * | 0% | 0% | - | - | - | * | 0% | 0% | - |

72

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

Total Students: 46
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** | | | | | | | | | | | | | |
| 2014-15 | 95.7% | 95.9% | **90.9%** | * | 90.3% | 90.9% | - | - | - | * | 92.1% | 91.4% | - |
| 2013-14 | 95.9% | 96.1% | **90.6%** | * | 89.5% | 91.5% | - | - | - | * | * | 90.7% | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2014-15 | 2.1% | 0.3% | **5.2%** | * | 15.8% | 1.9% | - | * | - | * | 25.0% | 7.4% | - |
| 2013-14 | 2.2% | 0.9% | **7.2%** | * | 13.0% | 2.4% | - | - | - | * | 0.0% | 6.7% | - |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2015** | | | | | | | | | | | | | |
| Graduated | 89.0% | 93.3% | **77.1%** | * | 61.5% | 82.4% | - | - | - | - | * | 75.8% | - |
| Received GED | 0.6% | 0.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | * | 0.0% | - |
| Continued HS | 4.1% | 5.7% | **18.8%** | * | 30.8% | 14.7% | - | - | - | - | * | 18.2% | - |
| Dropped Out | 6.3% | 1.1% | **4.2%** | * | 7.7% | 2.9% | - | - | - | - | * | 6.1% | - |
| Graduates and GED | 89.6% | 93.3% | **77.1%** | * | 61.5% | 82.4% | - | - | - | - | * | 75.8% | - |
| Grads, GED, & Cont | 93.7% | 98.9% | **95.8%** | * | 92.3% | 97.1% | - | - | - | - | * | 93.9% | - |
| **Class of 2014** | | | | | | | | | | | | | |
| Graduated | 88.3% | 92.7% | **59.4%** | * | 45.5% | 73.7% | - | - | - | * | * | 55.0% | - |
| Received GED | 0.8% | 0.4% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | * | 0.0% | - |
| Continued HS | 4.3% | 4.0% | **25.0%** | * | 27.3% | 26.3% | - | - | - | * | * | 30.0% | - |
| Dropped Out | 6.6% | 2.9% | **15.6%** | * | 27.3% | 0.0% | - | - | - | * | * | 15.0% | - |
| Graduates and GED | 89.1% | 93.1% | **59.4%** | * | 45.5% | 73.7% | - | - | - | * | * | 55.0% | - |
| Grads, GED, & Cont | 93.4% | 97.1% | **84.4%** | * | 72.7% | 100.0% | - | - | - | * | * | 85.0% | - |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2014** | | | | | | | | | | | | | |
| Graduated | 90.4% | 95.6% | **76.7%** | * | 70.0% | 88.9% | - | - | - | * | * | 77.8% | - |
| Received GED | 1.0% | 0.4% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | * | 0.0% | - |
| Continued HS | 1.3% | 1.1% | **6.7%** | * | 0.0% | 11.1% | - | - | - | * | * | 5.6% | - |
| Dropped Out | 7.2% | 2.9% | **16.7%** | * | 30.0% | 0.0% | - | - | - | * | * | 16.7% | - |
| Graduates and GED | 91.5% | 96.0% | **76.7%** | * | 70.0% | 88.9% | - | - | - | * | * | 77.8% | - |
| Grads, GED, & Cont | 92.8% | 97.1% | **83.3%** | * | 70.0% | 100.0% | - | - | - | * | * | 83.3% | - |
| **Class of 2013** | | | | | | | | | | | | | |
| Graduated | 90.4% | 96.4% | **86.1%** | - | 66.7% | 95.8% | - | - | - | - | * | 85.7% | - |
| Received GED | 1.1% | 0.4% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | - |
| Continued HS | 1.3% | 0.7% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | - |
| Dropped Out | 7.2% | 2.5% | **13.9%** | - | 33.3% | 4.2% | - | - | - | - | * | 14.3% | - |
| Graduates and GED | 91.5% | 96.8% | **86.1%** | - | 66.7% | 95.8% | - | - | - | - | * | 85.7% | - |
| Grads, GED, & Cont | 92.8% | 97.5% | **86.1%** | - | 66.7% | 95.8% | - | - | - | - | * | 85.7% | - |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2013** | | | | | | | | | | | | | |
| Graduated | 90.9% | 96.8% | **86.5%** | - | 69.2% | 95.8% | - | - | - | - | * | 86.4% | - |
| Received GED | 1.4% | 0.4% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | - |
| Continued HS | 0.6% | 0.4% | **0.0%** | - | 0.0% | 0.0% | - | - | - | - | * | 0.0% | - |
| Dropped Out | 7.2% | 2.5% | **13.5%** | - | 30.8% | 4.2% | - | - | - | - | * | 13.6% | - |
| Graduates and GED | 92.3% | 97.2% | **86.5%** | - | 69.2% | 95.8% | - | - | - | - | * | 86.4% | - |
| Grads, GED, & Cont | 92.8% | 97.5% | **86.5%** | - | 69.2% | 95.8% | - | - | - | - | * | 86.4% | - |

73

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

Total Students: 46
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| **Class of 2012** | | | | | | | | | | | | | |
| Graduated | 90.9% | 94.5% | **78.6%** | - | * | 80.0% | - | - | - | * | 40.0% | 78.9% | - |
| Received GED | 1.5% | 0.4% | **0.0%** | - | * | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Continued HS | 0.6% | 0.4% | **0.0%** | - | * | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| Dropped Out | 7.0% | 4.6% | **21.4%** | - | * | 20.0% | - | - | - | * | 60.0% | 21.1% | - |
| Graduates and GED | 92.4% | 95.0% | **78.6%** | - | * | 80.0% | - | - | - | * | 40.0% | 78.9% | - |
| Grads, GED, & Cont | 93.0% | 95.4% | **78.6%** | - | * | 80.0% | - | - | - | * | 40.0% | 78.9% | - |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2015 | 89.0% | 92.9% | **77.1%** | * | 61.5% | 82.4% | - | - | - | - | * | 75.8% | - |
| Class of 2014 | 88.3% | 92.4% | **57.6%** | * | 45.5% | 73.7% | - | - | - | * | * | 52.4% | - |
| **5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2014 | 90.4% | 95.3% | **75.0%** | * | 72.7% | 88.9% | - | - | - | * | * | 75.0% | - |
| Class of 2013 | 90.4% | 95.8% | **81.6%** | - | 61.5% | 92.0% | - | - | - | - | * | 81.8% | - |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2015 | 86.1% | 18.6% | **29.7%** | * | 25.0% | 32.1% | - | - | - | - | * | 28.0% | - |
| Class of 2014 | 85.5% | 79.6% | **47.4%** | - | 40.0% | 50.0% | - | - | - | - | * | 45.5% | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2015 | 84.1% | 72.2% | **29.7%** | * | 25.0% | 32.1% | - | - | - | - | * | 28.0% | - |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2014-15 | 84.3% | 12.1% | **21.2%** | * | 11.1% | 27.3% | - | - | - | - | - | 17.4% | - |
| 2013-14 | 83.8% | 77.6% | **48.5%** | - | 44.4% | 50.0% | - | - | - | - | * | 52.4% | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2014-15 | 82.2% | 71.0% | **21.2%** | * | 11.1% | 27.3% | - | - | - | - | - | 17.4% | - |
| **Advanced Course/Dual Credit Course Completion (Grades 11-12)** | | | | | | | | | | | | | |
| **Any Subject** | | | | | | | | | | | | | |
| 2014-15 | 54.5% | 44.1% | **2.0%** | * | 0.0% | 3.3% | - | - | - | * | 0.0% | 0.0% | - |
| 2013-14 | 53.2% | 47.7% | **-** | - | - | - | - | - | - | - | - | - | - |
| **English Language Arts** | | | | | | | | | | | | | |
| 2014-15 | 29.0% | 25.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | * | 0.0% | - |
| 2013-14 | 28.9% | 27.0% | **-** | - | - | - | - | - | - | - | - | - | - |
| **Mathematics** | | | | | | | | | | | | | |
| 2014-15 | 43.8% | 20.3% | **3.8%** | * | 0.0% | 5.9% | - | - | - | * | * | 0.0% | - |
| 2013-14 | 42.4% | 23.0% | **-** | - | - | - | - | - | - | - | - | - | - |
| **Science** | | | | | | | | | | | | | |
| 2014-15 | 12.7% | 0.0% | **0.0%** | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| 2013-14 | 13.4% | 6.9% | **-** | - | - | - | - | - | - | - | - | - | - |

74

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

Total Students: 46
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Advanced Course/Dual Credit Course Completion (Grades 11-12)** | | | | | | | | | | | | | |
| **Social Studies** | | | | | | | | | | | | | |
| 2014-15 | 28.4% | 33.3% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | * | 0.0% | - |
| 2013-14 | 27.8% | 35.4% | **-** | - | - | - | - | - | - | - | - | - | - |
| **Advanced Course/Dual Credit Course Completion (Grades 9-12)** | | | | | | | | | | | | | |
| **Any Subject** | | | | | | | | | | | | | |
| 2014-15 | 34.6% | 22.5% | **1.6%** | * | 0.0% | 2.4% | - | - | - | * | 0.0% | 0.0% | - |
| 2013-14 | 33.1% | 22.3% | **-** | - | - | - | - | - | - | - | - | - | - |
| **English Language Arts** | | | | | | | | | | | | | |
| 2014-15 | 15.7% | 11.6% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | * | 0.0% | - |
| 2013-14 | 15.4% | 11.7% | **-** | - | - | - | - | - | - | - | - | - | - |
| **Mathematics** | | | | | | | | | | | | | |
| 2014-15 | 19.4% | 8.9% | **3.1%** | * | 0.0% | 4.5% | - | - | - | * | 0.0% | 0.0% | - |
| 2013-14 | 18.8% | 9.1% | **-** | - | - | - | - | - | - | - | - | - | - |
| **Science** | | | | | | | | | | | | | |
| 2014-15 | 5.2% | 0.0% | **0.0%** | * | * | 0.0% | - | - | - | * | * | 0.0% | - |
| 2013-14 | 5.6% | 2.7% | **-** | - | - | - | - | - | - | - | - | - | - |
| **Social Studies** | | | | | | | | | | | | | |
| 2014-15 | 19.5% | 16.3% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | 0.0% | 0.0% | - |
| 2013-14 | 18.3% | 15.7% | **-** | - | - | - | - | - | - | - | - | - | - |
| **College-Ready Graduates** | | | | | | | | | | | | | |
| **English Language Arts** | | | | | | | | | | | | | |
| 2014-15 | 42.0% | 56.0% | **20.0%** | - | * | * | - | - | - | - | - | * | - |
| **Mathematics** | | | | | | | | | | | | | |
| 2014-15 | 38.0% | 51.0% | **20.0%** | - | * | * | - | - | - | - | - | * | - |
| **Both Subjects** | | | | | | | | | | | | | |
| 2014-15 | 35.0% | 47.0% | **20.0%** | - | * | * | - | - | - | - | - | * | - |
| **Either Subject** | | | | | | | | | | | | | |
| 2014-15 | 45.0% | 60.0% | **20.0%** | - | * | * | - | - | - | - | - | * | - |
| **College and Career Ready Graduates** | | | | | | | | | | | | | |
| 2014-15 | 74.5% | 79.0% | **45.5%** | * | 55.6% | 40.9% | - | - | - | - | - | 52.2% | - |
| **Texas Success Initiative Assessment (TSIA)** | | | | | | | | | | | | | |
| **English Language Arts** | | | | | | | | | | | | | |
| 2014-15 | 10.6% | 13.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | - | 0.0% | - |
| **Mathematics** | | | | | | | | | | | | | |
| 2014-15 | 7.1% | 9.2% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | - | 0.0% | - |
| **Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)** | | | | | | | | | | | | | |
| 2014-15 | 48.1% | 42.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | - | 0.0% | - |
| **Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)** | | | | | | | | | | | | | |
| **Any Subject** | | | | | | | | | | | | | |
| 2014-15 | 10.6% | 19.1% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | - | 0.0% | - |

75

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

Total Students: 46
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **AP/IB Course Completion (Annual Graduates)** | | | | | | | | | | | | | |
| 2014-15 | 43.4% | 42.4% | **9.1%** | * | 0.0% | 13.6% | - | - | - | - | - | 4.3% | - |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2014-15 | 46.6% | 61.5% | **45.5%** | * | 55.6% | 40.9% | - | - | - | - | - | 52.2% | - |
| 2013-14 | 46.4% | 71.0% | **9.1%** | - | 3.0% | 6.1% | - | - | - | - | * | 9.1% | - |
| **AP/IB Results (Participation)** | | | | | | | | | | | | | |
| **All Subjects** | | | | | | | | | | | | | |
| 2015 | 24.9% | 14.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | n/a | 0.0% | n/a |
| 2014 | 23.5% | 14.5% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | n/a | 0.0% | n/a |
| **English Language Arts** | | | | | | | | | | | | | |
| 2015 | 15.1% | 5.5% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | n/a | 0.0% | n/a |
| 2014 | 15.0% | 7.2% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | n/a | 0.0% | n/a |
| **Mathematics** | | | | | | | | | | | | | |
| 2015 | 6.8% | 5.0% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | n/a | 0.0% | n/a |
| 2014 | 6.5% | 3.2% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | n/a | 0.0% | n/a |
| **Science** | | | | | | | | | | | | | |
| 2015 | 10.2% | 5.1% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | n/a | 0.0% | n/a |
| 2014 | 6.9% | 1.9% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | n/a | 0.0% | n/a |
| **Social Studies** | | | | | | | | | | | | | |
| 2015 | 14.4% | 9.4% | **0.0%** | * | 0.0% | 0.0% | - | - | - | - | n/a | 0.0% | n/a |
| 2014 | 13.8% | 8.3% | **0.0%** | * | 0.0% | 0.0% | - | - | - | * | n/a | 0.0% | n/a |
| **SAT/ACT Results** | | | | | | | | | | | | | |
| **Tested** | | | | | | | | | | | | | |
| Class of 2015 | 68.3% | 57.6% | **9.1%** | * | 11.1% | 9.1% | - | - | - | - | n/a | 8.7% | n/a |
| Class of 2014 | 66.3% | 55.1% | **6.1%** | - | 11.1% | 4.2% | - | - | - | - | n/a | 4.8% | n/a |
| **At/Above Criterion** | | | | | | | | | | | | | |
| Class of 2015 | 24.3% | 31.1% | * | - | * | * | - | - | - | - | n/a | * | n/a |
| Class of 2014 | 25.1% | 29.3% | * | - | * | * | - | - | - | - | n/a | * | n/a |
| **Average SAT Score** | | | | | | | | | | | | | |
| **All Subjects** | | | | | | | | | | | | | |
| Class of 2015 | 1394 | 1452 | * | - | * | * | - | - | - | - | n/a | * | n/a |
| Class of 2014 | 1417 | 1429 | * | - | * | * | - | - | - | - | n/a | * | n/a |
| **English Language Arts and Writing** | | | | | | | | | | | | | |
| Class of 2015 | 912 | 952 | * | - | * | * | - | - | - | - | n/a | * | n/a |
| Class of 2014 | 925 | 934 | * | - | * | * | - | - | - | - | n/a | * | n/a |
| **Mathematics** | | | | | | | | | | | | | |
| Class of 2015 | 482 | 500 | * | - | * | * | - | - | - | - | n/a | * | n/a |
| Class of 2014 | 491 | 495 | * | - | * | * | - | - | - | - | n/a | * | n/a |
| **Average ACT Score** | | | | | | | | | | | | | |
| **All Subjects** | | | | | | | | | | | | | |
| Class of 2015 | 20.6 | 21.5 | * | - | - | * | - | - | - | - | n/a | - | n/a |
| Class of 2014 | 20.6 | 21.2 | * | - | * | - | - | - | - | - | n/a | * | n/a |

76

**Texas Academic Performance Report**
**2015-16 Campus Attendance and Postsecondary Readiness**

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

Total Students: 46
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Average ACT Score** | | | | | | | | | | | | | |
| **English Language Arts** | | | | | | | | | | | | | |
| Class of 2015 | 20.1 | 21.2 | * | - | - | * | - | - | - | - | n/a | - | n/a |
| Class of 2014 | 20.0 | 20.6 | * | - | * | - | - | - | - | - | n/a | * | n/a |
| **Mathematics** | | | | | | | | | | | | | |
| Class of 2015 | 20.9 | 21.2 | * | - | - | * | - | - | - | - | n/a | - | n/a |
| Class of 2014 | 21.2 | 21.5 | * | - | * | - | - | - | - | - | n/a | * | n/a |
| **Science** | | | | | | | | | | | | | |
| Class of 2015 | 20.7 | 21.9 | * | - | - | * | - | - | - | - | n/a | - | n/a |
| Class of 2014 | 20.7 | 21.4 | * | - | * | - | - | - | - | - | n/a | * | n/a |
| | | | | | | | | | | | | | |
| **Graduates Enrolled in TX Institution of Higher Education (IHE)** | | | | | | | | | | | | | |
| 2013-14 | 57.5% | 52.9% | **18.2%** | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 2012-13 | 56.9% | 50.8% | **17.9%** | 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** | | | | | | | | | | | | | |
| 2013-14 | 70.5% | 65.7% | **33.3%** | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| 2012-13 | 70.8% | 75.8% | **40.0%** | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

77

# Texas Academic Performance Report
## 2015-16 Campus Profile

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

Total Students: 46
Grade Span: 09 - 12
School Type: High School

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students: | 46 | 100.0% | 4,163 | 5,284,252 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.2% |
| Pre-Kindergarten | 0 | 0.0% | 3.3% | 4.2% |
| Kindergarten | 0 | 0.0% | 7.1% | 7.1% |
| Grade 1 | 0 | 0.0% | 7.2% | 7.8% |
| Grade 2 | 0 | 0.0% | 7.5% | 7.8% |
| Grade 3 | 0 | 0.0% | 7.4% | 7.7% |
| Grade 4 | 0 | 0.0% | 7.4% | 7.5% |
| Grade 5 | 0 | 0.0% | 7.5% | 7.5% |
| Grade 6 | 0 | 0.0% | 7.7% | 7.4% |
| Grade 7 | 0 | 0.0% | 6.9% | 7.4% |
| Grade 8 | 0 | 0.0% | 8.0% | 7.3% |
| Grade 9 | 1 | 2.2% | 8.1% | 8.1% |
| Grade 10 | 5 | 10.9% | 7.6% | 7.3% |
| Grade 11 | 25 | 54.3% | 7.1% | 6.7% |
| Grade 12 | 15 | 32.6% | 7.1% | 6.1% |
| Ethnic Distribution: | | | | |
| African American | 3 | 6.5% | 2.4% | 12.6% |
| Hispanic | 11 | 23.9% | 44.1% | 52.2% |
| White | 32 | 69.6% | 50.5% | 28.5% |
| American Indian | 0 | 0.0% | 0.4% | 0.4% |
| Asian | 0 | 0.0% | 0.9% | 4.0% |
| Pacific Islander | 0 | 0.0% | 0.4% | 0.1% |
| Two or More Races | 0 | 0.0% | 1.4% | 2.1% |
| Economically Disadvantaged | 32 | 69.6% | 62.9% | 59.0% |
| Non-Educationally Disadvantaged | 14 | 30.4% | 37.1% | 41.0% |
| English Language Learners (ELL) | 0 | 0.0% | 13.3% | 18.5% |
| Students w/ Disciplinary Placements (2014-2015) | 0 | 0.0% | 2.9% | 1.4% |
| At-Risk | 35 | 76.1% | 50.0% | 50.1% |
| Mobility (2014-2015) | 61 | 78.2% | 15.2% | 16.5% |
| Graduates (Class of 2015): | | | | |
| Total Graduates | 33 | 100.0% | 262 | 313,397 |
| By Ethnicity (incl. Special Ed.): | | | | |
| African American | 2 | 6.1% | 5 | 39,692 |
| Hispanic | 9 | 27.3% | 99 | 148,966 |
| White | 22 | 66.7% | 152 | 104,377 |
| American Indian | 0 | 0.0% | 1 | 1,335 |
| Asian | 0 | 0.0% | 1 | 13,090 |
| Pacific Islander | 0 | 0.0% | 1 | 486 |
| Two or More Races | 0 | 0.0% | 3 | 5,451 |

78

District Name: MARBLE FALLS ISD

**Texas Academic Performance Report**

Total Students: 46

Campus Name: FALLS CAREER H S

**2015-16 Campus Profile**

Grade Span: 09 - 12

Campus Number: 027904002

School Type: High School

| Student Information | --------------- Campus --------------- | | District | State |
|---|---|---|---|---|
| | Count | Percent | District | State |
| | | | | |
| By Graduation Type (incl. Special Ed.): | | | | |
| Minimum H.S. Program | 26 | 78.8% | 51 | 46,723 |
| Recommended H.S. Program/DAP | 7 | 21.2% | 7 | 251,524 |
| Foundation High School Plan (No Endorsement) | 0 | 0.0% | 25 | 8,982 |
| Foundation High School Plan (Endorsement) | 0 | 0.0% | 0 | 523 |
| Foundation High School Plan (DLA) | 0 | 0.0% | 179 | 5,645 |
| | | | | |
| Special Education Graduates | 0 | 0.0% | 30 | 23,541 |

79

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

Total Students: 46
Grade Span: 09 - 12
School Type: High School

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 18.0 | 18.9 |
| Grade 1 | - | 18.0 | 19.1 |
| Grade 2 | - | 17.7 | 19.1 |
| Grade 3 | - | 17.4 | 19.1 |
| Grade 4 | - | 17.7 | 19.0 |
| Grade 5 | - | 19.2 | 20.8 |
| Grade 6 | - | 19.7 | 20.4 |
| Secondary: | | | |
| English/Language Arts | 7.5 | 17.6 | 17.1 |
| Foreign Languages | 1.0 | 22.3 | 19.1 |
| Mathematics | 7.3 | 19.9 | 18.1 |
| Science | 3.8 | 19.7 | 19.1 |
| Social Studies | 6.9 | 21.8 | 19.5 |

80

District Name: MARBLE FALLS ISD

Campus Name: FALLS CAREER H S

Campus Number: 027904002

Total Students: 46

Grade Span: 09 - 12

School Type: High School

| Staff Information | --------------- Campus --------------- | | District | State |
|---|---|---|---|---|
| | Count/Average | Percent | District | State |
| Total Staff | 11.8 | 100.0% | 100.0% | 100.0% |
| | | | | |
| Professional Staff: | 11.8 | 100.0% | 61.0% | 64.3% |
| Teachers | 7.8 | 66.0% | 46.6% | 50.5% |
| Professional Support | 2.0 | 17.0% | 9.6% | 9.8% |
| Campus Administration (School Leadership) | 2.0 | 17.0% | 3.6% | 2.9% |
| | | | | |
| Educational Aides: | 0.0 | 0.0% | 9.3% | 9.6% |
| | | | | |
| Total Minority Staff: | 3.0 | 25.5% | 23.2% | 48.2% |
| | | | | |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 1.0 | 12.9% | 0.3% | 10.1% |
| Hispanic | 1.0 | 12.9% | 12.5% | 26.0% |
| White | 5.8 | 74.2% | 86.2% | 60.8% |
| American Indian | 0.0 | 0.0% | 0.7% | 0.4% |
| Asian | 0.0 | 0.0% | 0.0% | 1.5% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.3% | 1.1% |
| | | | | |
| Males | 3.9 | 49.8% | 20.6% | 23.5% |
| Females | 3.9 | 50.2% | 79.4% | 76.5% |
| | | | | |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.0% |
| Bachelors | 3.1 | 40.3% | 80.1% | 74.7% |
| Masters | 4.6 | 59.7% | 19.5% | 23.6% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.6% |
| | | | | |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 6.5% | 8.1% |
| 1-5 Years Experience | 1.8 | 23.5% | 21.1% | 27.3% |
| 6-10 Years Experience | 1.9 | 24.4% | 21.0% | 21.7% |
| 11-20 Years Experience | 2.0 | 25.8% | 33.1% | 27.3% |
| Over 20 Years Experience | 2.0 | 26.4% | 18.2% | 15.7% |
| | | | | |
| Number of Students per Teacher | 5.9 | n/a | 14.4 | 15.2 |

81

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

Total Students: 46
Grade Span: 09 - 12
School Type: High School

| Staff Information | Campus | District | State |
|---|---|---|---|
| Average Years Experience of Teachers: | 16.6 | 12.1 | 10.9 |
| Average Years Experience of Teachers with District: | 10.7 | 6.6 | 7.3 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | $40,875 | $45,507 |
| 1-5 Years Experience | $43,225 | $42,936 | $47,996 |
| 6-10 Years Experience | $43,360 | $44,408 | $50,459 |
| 11-20 Years Experience | $50,814 | $51,171 | $53,794 |
| Over 20 Years Experience | $63,779 | $57,509 | $60,613 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $50,633 | $48,500 | $51,891 |
| Professional Support | $41,975 | $57,652 | $61,145 |
| Campus Administration (School Leadership) | $58,808 | $58,883 | $75,654 |
| Instructional Staff Percent: | n/a | 59.2% | 64.5% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 1,914.4 |

82

**Texas Academic Performance Report**
**2015-16 Campus Profile**

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

Total Students: 46
Grade Span: 09 - 12
School Type: High School

| Program Information | --------------- Campus --------------- | | District | State |
| | Count | Percent | | |
| --- | --- | --- | --- | --- |
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 0 | 0.0% | 13.1% | 18.3% |
| Career & Technical Education | 8 | 17.4% | 27.0% | 24.3% |
| Gifted & Talented Education | 0 | 0.0% | 7.3% | 7.7% |
| Special Education | 3 | 6.5% | 10.5% | 8.6% |
| | | | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 5.7% | 5.9% |
| Career & Technical Education | 0.1 | 1.2% | 5.3% | 4.4% |
| Compensatory Education | 0.0 | 0.0% | 2.1% | 2.9% |
| Gifted & Talented Education | 0.0 | 0.0% | 2.0% | 1.9% |
| Regular Education | 7.7 | 98.8% | 76.8% | 72.6% |
| Special Education | 0.0 | 0.0% | 5.8% | 8.8% |
| Other | 0.0 | 0.0% | 2.3% | 3.4% |

**Link to:**
**PEIMS Financial Standard Reports/**
**2014-2015 Financial Actual Report**

83

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' 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.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

# 2015-16 Texas Academic Performance Report

District Name:   **MARBLE FALLS ISD**

Campus Name:   **MARBLE FALLS MIDDLE**

Campus Number:   **027904041**


2016 Accountability Rating:   **Met Standard**

Distinction Designations:

   **Academic Achievement in Science**

This page intentionally left blank.

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

Total Students: 939
Grade Span: 06 - 08
School Type: Middle

| | | 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 II Satisfactory Standard or Above** Grade 6 | | | | | | | | | | | | | | |
| Reading | 2016 | 69% | 67% | **67%** | * | 51% | 80% | - | * | * | * | 26% | 54% | 21% |
| Mathematics | 2016 | 72% | 71% | **71%** | * | 62% | 78% | - | * | * | * | 22% | 64% | 30% |
| **STAAR Percent at Level II Satisfactory Standard or Above** Grade 7 | | | | | | | | | | | | | | |
| Reading | 2016 | 71% | 62% | **62%** | * | 54% | 71% | * | * | - | * | 27% | 52% | 24% |
| Mathematics | 2016 | 69% | 49% | **49%** | * | 49% | 51% | * | * | - | * | 30% | 46% | 26% |
| Writing | 2016 | 69% | 71% | **71%** | * | 67% | 77% | * | * | - | * | 38% | 64% | 38% |
| **STAAR Percent at Level II Satisfactory Standard or Above** Grade 8 ** | | | | | | | | | | | | | | |
| Reading | 2016 | 87% | 89% | **89%** | 82% | 86% | 94% | - | * | * | * | 55% | 86% | 76% |
| Mathematics | 2016 | 82% | 86% | **86%** | 73% | 83% | 91% | - | * | * | 63% | 48% | 81% | 68% |
| Science | 2016 | 75% | 75% | **75%** | 64% | 64% | 86% | - | * | * | * | 43% | 65% | 28% |
| Social Studies | 2016 | 63% | 64% | **64%** | 55% | 52% | 75% | - | * | * | * | 30% | 53% | 34% |
| **STAAR Percent at Level II Satisfactory Standard or Above** End of Course | | | | | | | | | | | | | | |
| Algebra I | 2016 | 78% | 76% | **99%** | - | 100% | 98% | - | - | - | - | - | 100% | - |
| **STAAR Percent at Level II Satisfactory Standard or Above** All Grades | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **72%** | 64% | 64% | 80% | * | 72% | 100% | 58% | 37% | 64% | 37% |
| Reading | 2016 | 73% | 73% | **73%** | 78% | 64% | 82% | * | 71% | * | 64% | 38% | 65% | 39% |
| Mathematics | 2016 | 76% | 75% | **73%** | 61% | 67% | 79% | * | 86% | * | 50% | 35% | 66% | 40% |
| Writing | 2016 | 69% | 68% | **71%** | * | 67% | 77% | * | * | - | * | 38% | 64% | 38% |
| Science | 2016 | 79% | 79% | **75%** | 64% | 64% | 86% | - | * | * | * | 43% | 65% | 28% |

86

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS MIDDLE

Campus Number: 027904041

Total Students: 939

Grade Span: 06 - 08

School Type: Middle

| | | 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 II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| Social Studies | 2016 | 77% | 75% | **64%** | 55% | 52% | 75% | - | * | * | * | 30% | 53% | 34% |
| **STAAR Percent at Postsecondary Readiness Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **36%** | 47% | 23% | 47% | * | * | * | 36% | * | 22% | * |
| Reading | 2016 | 46% | 46% | **39%** | 47% | 25% | 51% | * | * | * | 43% | 7% | 26% | * |
| Mathematics | 2016 | 43% | 41% | **39%** | 47% | 30% | 46% | * | * | * | 36% | * | 28% | 8% |
| Writing | 2016 | 41% | 35% | **34%** | * | 22% | 46% | * | * | - | * | * | 22% | * |
| Science | 2016 | 47% | 53% | **49%** | * | 35% | 63% | - | * | * | * | * | 34% | * |
| Social Studies | 2016 | 47% | 41% | **27%** | * | 14% | 38% | - | * | * | * | * | 14% | * |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | **15%** | 13% | 7% | 23% | * | * | * | 22% | 4% | 8% | * |
| Reading | 2016 | 17% | 15% | **17%** | * | 9% | 24% | * | * | * | 36% | * | 9% | * |
| Mathematics | 2016 | 19% | 15% | **12%** | * | 4% | 18% | * | * | * | * | 5% | 6% | * |
| Writing | 2016 | 15% | 11% | **9%** | * | * | 15% | * | * | - | * | * | 4% | * |
| Science | 2016 | 16% | 21% | **25%** | * | 12% | 38% | - | * | * | * | * | 16% | * |
| Social Studies | 2016 | 22% | 20% | **16%** | * | 9% | 24% | - | * | * | * | * | 10% | * |
| **STAAR Percent Met or Exceeded Progress** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | **53%** | * | 49% | 56% | * | * | * | 61% | 50% | 50% | 47% |
| Reading | 2016 | 60% | 58% | **55%** | * | 51% | 58% | * | * | * | * | 50% | 51% | 51% |
| Mathematics | 2016 | 63% | 55% | **51%** | * | 47% | 53% | * | * | * | * | 51% | 49% | 44% |

87

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

**Texas Academic Performance Report**
**2015-16 Campus Performance**

Total Students: 939
Grade Span: 06 - 08
School Type: Middle

| | | 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** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | **10%** | * | 10% | 10% | * | * | * | 21% | 8% | 9% | 10% |
| Reading | 2016 | 16% | 16% | **14%** | * | 15% | 13% | * | * | * | * | 11% | 14% | 15% |
| Mathematics | 2016 | 17% | 16% | **6%** | * | 4% | 8% | * | * | * | * | 5% | 5% | 5% |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | |
| Reading | 2016 | 35% | 31% | **28%** | * | 29% | 28% | - | * | - | * | 12% | 27% | 24% |

88

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

**Texas Academic Performance Report**
**2015-16 Campus Performance**

Total Students: 939
Grade Span: 06 - 08
School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Success Initiative** | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| **Grade 8 Reading** | | | | | | | | | | | | | |
| **Students Meeting Level II Standard on First STAAR Administration** | | | | | | | | | | | | | |
| 2016 | 80% | 83% | **83%** | 80% | 76% | 91% | - | * | * | * | 39% | 76% | 47% |
| **Students Requiring Accelerated Instruction** | | | | | | | | | | | | | |
| 2016 | 20% | 17% | **17%** | * | 24% | 9% | - | * | * | * | 61% | 24% | 53% |
| **STAAR Cumulative Met Standard** | | | | | | | | | | | | | |
| 2016 | 86% | 88% | **88%** | 80% | 84% | 93% | - | * | * | * | 44% | 84% | 69% |
| | | | | | | | | | | | | | |
| **Grade 8 Mathematics** | | | | | | | | | | | | | |
| **Students Meeting Level II Standard on First STAAR Administration** | | | | | | | | | | | | | |
| 2016 | 71% | 78% | **78%** | 70% | 71% | 86% | - | * | * | 63% | 33% | 72% | 48% |
| **Students Requiring Accelerated Instruction** | | | | | | | | | | | | | |
| 2016 | 29% | 22% | **22%** | * | 29% | 14% | - | * | * | * | 67% | 28% | 52% |
| **STAAR Cumulative Met Standard** | | | | | | | | | | | | | |
| 2016 | 81% | 85% | **85%** | 70% | 81% | 91% | - | * | * | 63% | 36% | 80% | 65% |

89

District Name: MARBLE FALLS ISD

**Texas Academic Performance Report**

Total Students: 939

Campus Name: MARBLE FALLS MIDDLE

**2015-16 Campus Performance**

Grade Span: 06 - 08

Campus Number: 027904041

Bilingual Education/English as a Second Language

(Current Year ELL Students)

| | | State | District | Campus | 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 Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **72%** | - | - | - | - | - | 38% | - | 38% | * | 38% | 37% |
| Reading | 2016 | 73% | 73% | **73%** | - | - | - | - | - | 39% | - | 39% | * | 39% | 39% |
| Mathematics | 2016 | 76% | 75% | **73%** | - | - | - | - | - | 40% | - | 40% | * | 40% | 40% |
| Writing | 2016 | 69% | 68% | **71%** | - | - | - | - | - | 39% | - | 39% | * | 39% | 38% |
| Science | 2016 | 79% | 79% | **75%** | - | - | - | - | - | 28% | - | 28% | - | 28% | 28% |
| Social Studies | 2016 | 77% | 75% | **64%** | - | - | - | - | - | 34% | - | 34% | - | 34% | 34% |
| **STAAR Percent at Postsecondary Readiness Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **36%** | - | - | - | - | - | * | - | * | * | * | * |
| Reading | 2016 | 46% | 46% | **39%** | - | - | - | - | - | * | - | * | * | * | * |
| Mathematics | 2016 | 43% | 41% | **39%** | - | - | - | - | - | 8% | - | 8% | * | 8% | 8% |
| Writing | 2016 | 41% | 35% | **34%** | - | - | - | - | - | * | - | * | * | * | * |
| Science | 2016 | 47% | 53% | **49%** | - | - | - | - | - | * | - | * | - | * | * |
| Social Studies | 2016 | 47% | 41% | **27%** | - | - | - | - | - | * | - | * | - | * | * |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | **15%** | - | - | - | - | - | * | - | * | * | * | * |
| Reading | 2016 | 17% | 15% | **17%** | - | - | - | - | - | * | - | * | * | * | * |
| Mathematics | 2016 | 19% | 15% | **12%** | - | - | - | - | - | * | - | * | * | * | * |
| Writing | 2016 | 15% | 11% | **9%** | - | - | - | - | - | * | - | * | * | * | * |
| Science | 2016 | 16% | 21% | **25%** | - | - | - | - | - | * | - | * | - | * | * |

90

District Name: MARBLE FALLS ISD

**Texas Academic Performance Report**

Total Students: 939

Campus Name: MARBLE FALLS MIDDLE

**2015-16 Campus Performance**

Grade Span: 06 - 08

Campus Number: 027904041

Bilingual Education/English as a Second Language

(Current Year ELL Students)

| | | State | District | Campus | 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 Advanced Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Social Studies | 2016 | 22% | 20% | **16%** | - | - | - | - | - | * | - | * | - | * | * |
| | | | | | | | | | | | | | | | |
| **STAAR Percent Met or Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | **53%** | - | - | - | - | - | 55% | - | 55% | * | 55% | 54% |
| Reading | 2016 | 60% | 58% | **55%** | - | - | - | - | - | 56% | - | 56% | * | 56% | 56% |
| Mathematics | 2016 | 63% | 55% | **51%** | - | - | - | - | - | 53% | - | 53% | * | 53% | 52% |
| **STAAR Percent Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | **10%** | - | - | - | - | - | 14% | - | 14% | * | 14% | 14% |
| Reading | 2016 | 16% | 16% | **14%** | - | - | - | - | - | 21% | - | 21% | * | 21% | 21% |
| Mathematics | 2016 | 17% | 16% | **6%** | - | - | - | - | - | 6% | - | 6% | * | 6% | 6% |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2016 | 35% | 31% | **28%** | - | - | - | - | - | 25% | - | 25% | * | 25% | 24% |

District Name: MARBLE FALLS ISD
Total Students: 939

Campus Name: MARBLE FALLS MIDDLE
Grade Span: 06 - 08

Campus Number: 027904041
School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2016 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Test Participant | 99% | 100% | **100%** | 100% | 100% | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **95%** | 87% | 95% | 95% | * | 82% | 100% | 100% | 93% | 94% | 88% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **5%** | 13% | 4% | 4% | * | 0% | 0% | 0% | 7% | 4% | 7% |
| Other Exclusions | 1% | 0% | **1%** | 0% | 1% | 0% | * | 18% | 0% | 0% | 0% | 1% | 5% |
| Not Tested | 1% | 0% | **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% |

92

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

Total Students: 939
Grade Span: 06 - 08
School Type: Middle

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Attendance Rate** | | | | | | | | | | | | | |
| 2014-15 | 95.7% | 95.9% | **96.3%** | 97.4% | 96.8% | 95.7% | * | * | * | 95.8% | 95.5% | 96.1% | 97.3% |
| 2013-14 | 95.9% | 96.1% | **96.3%** | 96.5% | 96.7% | 96.1% | 95.4% | 98.5% | * | 95.9% | 95.4% | 96.1% | 97.0% |
| | | | | | | | | | | | | | |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2014-15 | 0.3% | 0.0% | **0.0%** | 0.0% | 0.0% | 0.0% | * | * | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2013-14 | 0.5% | 0.2% | **0.2%** | 4.2% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.2% | 0.0% |

93

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

Total Students: 939
Grade Span: 06 - 08
School Type: Middle

| Student Information | Count | Percent | District | State |
|---|---|---|---|---|
| Total Students: | 939 | 100.0% | 4,163 | 5,284,252 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.2% |
| Pre-Kindergarten | 0 | 0.0% | 3.3% | 4.2% |
| Kindergarten | 0 | 0.0% | 7.1% | 7.1% |
| Grade 1 | 0 | 0.0% | 7.2% | 7.8% |
| Grade 2 | 0 | 0.0% | 7.5% | 7.8% |
| Grade 3 | 0 | 0.0% | 7.4% | 7.7% |
| Grade 4 | 0 | 0.0% | 7.4% | 7.5% |
| Grade 5 | 0 | 0.0% | 7.5% | 7.5% |
| Grade 6 | 321 | 34.2% | 7.7% | 7.4% |
| Grade 7 | 286 | 30.5% | 6.9% | 7.4% |
| Grade 8 | 332 | 35.4% | 8.0% | 7.3% |
| Grade 9 | 0 | 0.0% | 8.1% | 8.1% |
| Grade 10 | 0 | 0.0% | 7.6% | 7.3% |
| Grade 11 | 0 | 0.0% | 7.1% | 6.7% |
| Grade 12 | 0 | 0.0% | 7.1% | 6.1% |
| Ethnic Distribution: | | | | |
| African American | 18 | 1.9% | 2.4% | 12.6% |
| Hispanic | 429 | 45.7% | 44.1% | 52.2% |
| White | 464 | 49.4% | 50.5% | 28.5% |
| American Indian | 3 | 0.3% | 0.4% | 0.4% |
| Asian | 8 | 0.9% | 0.9% | 4.0% |
| Pacific Islander | 3 | 0.3% | 0.4% | 0.1% |
| Two or More Races | 14 | 1.5% | 1.4% | 2.1% |
| Economically Disadvantaged | 592 | 63.0% | 62.9% | 59.0% |
| Non-Educationally Disadvantaged | 347 | 37.0% | 37.1% | 41.0% |
| English Language Learners (ELL) | 103 | 11.0% | 13.3% | 18.5% |
| Students w/ Disciplinary Placements (2014-2015) | 44 | 4.6% | 2.9% | 1.4% |
| At-Risk | 462 | 49.2% | 50.0% | 50.1% |
| Mobility (2014-2015) | 113 | 11.8% | 15.2% | 16.5% |

94

District Name: MARBLE FALLS ISD

**Texas Academic Performance Report**

Total Students: 939

Campus Name: MARBLE FALLS MIDDLE

**2015-16 Campus Profile**

Grade Span: 06 - 08

Campus Number: 027904041

School Type: Middle

| Student Information | --------- Non-Special Education Rates --------- | | | ------------ Special Education Rates ------------ | | |
|---|---|---|---|---|---|---|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.8% | 1.9% | - | 0.0% | 8.2% |
| Grade 1 | - | 3.3% | 4.1% | - | 0.0% | 7.4% |
| Grade 2 | - | 0.8% | 2.7% | - | 0.0% | 3.4% |
| Grade 3 | - | 0.4% | 2.0% | - | 3.6% | 1.6% |
| Grade 4 | - | 0.0% | 1.0% | - | 0.0% | 0.8% |
| Grade 5 | - | 0.4% | 0.9% | - | 0.0% | 1.0% |
| Grade 6 | 0.0% | 0.0% | 0.6% | 0.0% | 0.0% | 0.8% |
| Grade 7 | 0.0% | 0.0% | 0.8% | 0.0% | 0.0% | 0.9% |
| Grade 8 | 0.0% | 0.0% | 0.8% | 2.5% | 2.5% | 1.3% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 18.0 | 18.9 |
| Grade 1 | - | 18.0 | 19.1 |
| Grade 2 | - | 17.7 | 19.1 |
| Grade 3 | - | 17.4 | 19.1 |
| Grade 4 | - | 17.7 | 19.0 |
| Grade 5 | - | 19.2 | 20.8 |
| Grade 6 | 19.7 | 19.7 | 20.4 |
| Secondary: | | | |
| English/Language Arts | 17.2 | 17.6 | 17.1 |
| Foreign Languages | 26.3 | 22.3 | 19.1 |
| Mathematics | 18.0 | 19.9 | 18.1 |
| Science | 20.3 | 19.7 | 19.1 |
| Social Studies | 21.7 | 21.8 | 19.5 |

95

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

Total Students: 939
Grade Span: 06 - 08
School Type: Middle

| Staff Information | --------------- Campus --------------- | | District | State |
|---|---|---|---|---|
| | Count/Average | Percent | | |
| Total Staff | 75.8 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 69.0 | 91.0% | 61.0% | 64.3% |
| Teachers | 58.8 | 77.6% | 46.6% | 50.5% |
| Professional Support | 7.1 | 9.4% | 9.6% | 9.8% |
| Campus Administration (School Leadership) | 3.0 | 4.0% | 3.6% | 2.9% |
| Educational Aides: | 6.9 | 9.0% | 9.3% | 9.6% |
| Total Minority Staff: | 6.0 | 7.9% | 23.2% | 48.2% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 0.3% | 10.1% |
| Hispanic | 5.0 | 8.5% | 12.5% | 26.0% |
| White | 53.8 | 91.5% | 86.2% | 60.8% |
| American Indian | 0.0 | 0.0% | 0.7% | 0.4% |
| Asian | 0.0 | 0.0% | 0.0% | 1.5% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.3% | 1.1% |
| Males | 12.3 | 20.8% | 20.6% | 23.5% |
| Females | 46.6 | 79.2% | 79.4% | 76.5% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.0% |
| Bachelors | 48.3 | 82.2% | 80.1% | 74.7% |
| Masters | 10.5 | 17.8% | 19.5% | 23.6% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.6% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 4.1 | 6.9% | 6.5% | 8.1% |
| 1-5 Years Experience | 8.7 | 14.8% | 21.1% | 27.3% |
| 6-10 Years Experience | 14.7 | 24.9% | 21.0% | 21.7% |
| 11-20 Years Experience | 17.9 | 30.4% | 33.1% | 27.3% |
| Over 20 Years Experience | 13.5 | 22.9% | 18.2% | 15.7% |
| Number of Students per Teacher | 16.0 | n/a | 14.4 | 15.2 |

96

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

Total Students: 939
Grade Span: 06 - 08
School Type: Middle

| Staff Information | Campus | District | State |
|---|---|---|---|
| Average Years Experience of Teachers: | 12.9 | 12.1 | 10.9 |
| Average Years Experience of Teachers with District: | 6.9 | 6.6 | 7.3 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $40,849 | $40,875 | $45,507 |
| 1-5 Years Experience | $42,155 | $42,936 | $47,996 |
| 6-10 Years Experience | $42,534 | $44,408 | $50,459 |
| 11-20 Years Experience | $49,379 | $51,171 | $53,794 |
| Over 20 Years Experience | $56,520 | $57,509 | $60,613 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $47,650 | $48,500 | $51,891 |
| Professional Support | $57,058 | $57,652 | $61,145 |
| Campus Administration (School Leadership) | $70,768 | $58,883 | $75,654 |
| Instructional Staff Percent: | n/a | 59.2% | 64.5% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 1,914.4 |

97

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

Total Students: 939
Grade Span: 06 - 08
School Type: Middle

| Program Information | --------------- Campus --------------- | | District | State |
|---|---|---|---|---|
| | Count | Percent | | |
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 101 | 10.8% | 13.1% | 18.3% |
| Career & Technical Education | 0 | 0.0% | 27.0% | 24.3% |
| Gifted & Talented Education | 92 | 9.8% | 7.3% | 7.7% |
| Special Education | 112 | 11.9% | 10.5% | 8.6% |
| | | | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.6 | 1.0% | 5.7% | 5.9% |
| Career & Technical Education | 0.0 | 0.0% | 5.3% | 4.4% |
| Compensatory Education | 1.0 | 1.7% | 2.1% | 2.9% |
| Gifted & Talented Education | 1.9 | 3.2% | 2.0% | 1.9% |
| Regular Education | 49.2 | 83.7% | 76.8% | 72.6% |
| Special Education | 6.2 | 10.5% | 5.8% | 8.8% |
| Other | 0.0 | 0.0% | 2.3% | 3.4% |

**Link to:**
**PEIMS Financial Standard Reports/**
**2014-2015 Financial Actual Report**

98

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*'   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.
'**'  Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?'   Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##'  Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

This page intentionally left blank.

# 2015-16 Texas Academic Performance Report

District Name:  **MARBLE FALLS ISD**

Campus Name:  **COLT EL**

Campus Number:  **027904102**

2016 Accountability Rating:  **Met Standard**

Distinction Designations:

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Postsecondary Readiness**

This page intentionally left blank.

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

Total Students: 566
Grade Span: EE - 05
School Type: Elementary

102

| | | 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 II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| **Grade 3** | | | | | | | | | | | | | | |
| Reading | 2016 | 73% | 70% | **63%** | - | 59% | 65% | * | - | * | * | * | 51% | 68% |
| Mathematics | 2016 | 75% | 69% | **64%** | - | 59% | 67% | * | - | * | * | * | 55% | 53% |
| **STAAR Percent at Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| **Grade 4** | | | | | | | | | | | | | | |
| Reading | 2016 | 75% | 73% | **73%** | * | 62% | 81% | * | - | - | * | * | 66% | 41% |
| Mathematics | 2016 | 73% | 72% | **76%** | * | 65% | 85% | * | - | - | * | * | 76% | 41% |
| Writing | 2016 | 69% | 65% | **63%** | * | 54% | 69% | * | - | - | * | * | 58% | * |
| **STAAR Percent at Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| **Grade 5 ** | | | | | | | | | | | | | | |
| Reading | 2016 | 81% | 81% | **76%** | * | 74% | 75% | * | * | - | - | * | 66% | 75% |
| Mathematics | 2016 | 86% | 92% | **96%** | * | 100% | 94% | * | * | - | - | * | 95% | 100% |
| Science | 2016 | 74% | 73% | **76%** | * | 74% | 77% | * | * | - | - | * | 70% | 75% |
| **STAAR Percent at Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **73%** | 67% | 65% | 77% | 75% | 83% | * | 100% | 27% | 66% | 52% |
| Reading | 2016 | 73% | 73% | **71%** | * | 63% | 74% | * | * | * | * | * | 61% | 59% |
| Mathematics | 2016 | 76% | 75% | **78%** | * | 70% | 82% | * | * | * | * | 38% | 73% | 57% |
| Writing | 2016 | 69% | 68% | **63%** | * | 54% | 69% | * | - | - | * | * | 58% | * |
| Science | 2016 | 79% | 79% | **76%** | * | 74% | 77% | * | * | - | - | * | 70% | 75% |
| **STAAR Percent at Postsecondary Readiness Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **40%** | * | 32% | 42% | * | * | * | * | * | 32% | * |
| Reading | 2016 | 46% | 46% | **40%** | * | 30% | 43% | * | * | * | * | * | 31% | * |

# Texas Academic Performance Report
## 2015-16 Campus Performance

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

Total Students: 566
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 Postsecondary Readiness Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| Mathematics | 2016 | 43% | 41% | **50%** | * | 44% | 51% | * | * | * | * | * | 43% | * |
| Writing | 2016 | 41% | 35% | **35%** | * | 38% | 31% | * | - | - | * | * | 35% | - |
| Science | 2016 | 47% | 53% | **49%** | * | 28% | 53% | * | * | - | - | * | 36% | * |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | **18%** | * | 12% | 21% | * | * | * | * | * | 13% | 11% |
| Reading | 2016 | 17% | 15% | **17%** | * | 10% | 21% | * | * | * | * | * | 13% | * |
| Mathematics | 2016 | 19% | 15% | **23%** | * | 18% | 25% | * | * | * | * | * | 17% | 18% |
| Writing | 2016 | 15% | 11% | **8%** | * | * | * | * | - | - | * | * | * | * |
| Science | 2016 | 16% | 21% | **20%** | * | * | 26% | * | * | - | - | * | * | * |
| **STAAR Percent Met or Exceeded Progress** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | **63%** | * | 63% | 62% | * | * | - | * | 60% | 60% | 59% |
| Reading | 2016 | 60% | 58% | **59%** | * | 62% | 56% | * | * | - | * | * | 58% | 60% |
| Mathematics | 2016 | 63% | 55% | **67%** | * | 65% | 68% | * | * | - | * | 73% | 62% | 58% |
| **STAAR Percent Exceeded Progress** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | **26%** | * | 30% | 24% | * | * | - | * | 30% | 27% | 25% |
| Reading | 2016 | 16% | 16% | **21%** | * | 25% | 19% | * | * | - | * | * | 22% | 26% |
| Mathematics | 2016 | 17% | 16% | **31%** | * | 35% | 29% | * | * | - | * | 40% | 32% | 24% |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | |
| Reading | 2016 | 35% | 31% | **31%** | * | * | 40% | - | - | - | - | * | 33% | * |

103

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

Total Students: 566
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Success Initiative** | | | | | | | | | | | | | |
| **Grade 5 Reading** | | | | | | | | | | | | | |
| **Students Meeting Level II Standard on First STAAR Administration** | | | | | | | | | | | | | |
| 2016 | 73% | 74% | **72%** | * | 68% | 73% | * | * | - | - | * | 61% | 63% |
| **Students Requiring Accelerated Instruction** | | | | | | | | | | | | | |
| 2016 | 27% | 26% | **28%** | * | 32% | 27% | * | * | - | - | * | 39% | * |
| **STAAR Cumulative Met Standard** | | | | | | | | | | | | | |
| 2016 | 80% | 80% | **76%** | * | 74% | 75% | * | * | - | - | * | 66% | 75% |
| **Grade 5 Mathematics** | | | | | | | | | | | | | |
| **Students Meeting Level II Standard on First STAAR Administration** | | | | | | | | | | | | | |
| 2016 | 77% | 85% | **90%** | * | 84% | 92% | * | * | - | - | * | 88% | 88% |
| **Students Requiring Accelerated Instruction** | | | | | | | | | | | | | |
| 2016 | 23% | 15% | **10%** | * | * | * | * | * | - | - | * | 12% | * |
| **STAAR Cumulative Met Standard** | | | | | | | | | | | | | |
| 2016 | 85% | 92% | **96%** | * | 100% | 94% | * | * | - | - | * | 95% | 100% |

104

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

Total Students: 566
Grade Span: EE - 05
(Current Year ELL Students)

| | | State | District | Campus | 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 Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **73%** | 53% | 53% | - | - | - | * | * | - | - | 52% | 52% |
| Reading | 2016 | 73% | 73% | **71%** | 61% | 61% | - | - | - | * | * | - | - | 59% | 59% |
| Mathematics | 2016 | 76% | 75% | **78%** | 59% | 59% | - | - | - | * | * | - | - | 57% | 57% |
| Writing | 2016 | 69% | 68% | **63%** | * | * | - | - | - | - | - | - | - | * | * |
| Science | 2016 | 79% | 79% | **76%** | 71% | 71% | - | - | - | * | * | - | - | 75% | 75% |
| **STAAR Percent at Postsecondary Readiness Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **40%** | * | * | - | - | - | * | * | - | - | * | * |
| Reading | 2016 | 46% | 46% | **40%** | * | * | - | - | - | * | * | - | - | * | * |
| Mathematics | 2016 | 43% | 41% | **50%** | * | * | - | - | - | * | * | - | - | * | * |
| Writing | 2016 | 41% | 35% | **35%** | - | - | - | - | - | - | - | - | - | - | - |
| Science | 2016 | 47% | 53% | **49%** | * | * | - | - | - | * | * | - | - | * | * |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | **18%** | 10% | 10% | - | - | - | * | * | - | - | 11% | 11% |
| Reading | 2016 | 17% | 15% | **17%** | * | * | - | - | - | * | * | - | - | * | * |
| Mathematics | 2016 | 19% | 15% | **23%** | 17% | 17% | - | - | - | * | * | - | - | 18% | 18% |
| Writing | 2016 | 15% | 11% | **8%** | * | * | - | - | - | - | - | - | - | * | * |
| Science | 2016 | 16% | 21% | **20%** | * | * | - | - | - | * | * | - | - | * | * |
| **STAAR Percent Met or Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | **63%** | 61% | 61% | - | - | - | * | * | - | - | 58% | 58% |

105

District Name: MARBLE FALLS ISD

**Texas Academic Performance Report**

Total Students: 566

Campus Name: COLT EL

**2015-16 Campus Performance**

Grade Span: EE - 05

Campus Number: 027904102

Bilingual Education/English as a Second Language

(Current Year ELL Students)

| | | State | District | Campus | 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 Met or Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Reading | 2016 | 60% | 58% | **59%** | 63% | 63% | - | - | - | * | * | - | - | 59% | 59% |
| Mathematics | 2016 | 63% | 55% | **67%** | 59% | 59% | - | - | - | * | * | - | - | 57% | 57% |
| **STAAR Percent Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | **26%** | 27% | 27% | - | - | - | * | * | - | - | 25% | 25% |
| Reading | 2016 | 16% | 16% | **21%** | 26% | 26% | - | - | - | * | * | - | - | 24% | 24% |
| Mathematics | 2016 | 17% | 16% | **31%** | 27% | 27% | - | - | - | * | * | - | - | 25% | 25% |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2016 | 35% | 31% | **31%** | * | * | - | - | - | - | - | - | - | * | * |

106

District Name: MARBLE FALLS ISD
**Texas Academic Performance Report**
**2015-16 Campus Participation**
Total Students: 566

Campus Name: COLT EL
Grade Span: EE - 05

Campus Number: 027904102
School Type: Elementary

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2016 STAAR Participation** | | | | | | | | | | | | | |
| **(All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Test Participant | 99% | 100% | **100%** | 100% | 100% | 100% | 100% | 100% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **95%** | 100% | 94% | 95% | 100% | 67% | * | 100% | 91% | 96% | 92% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **5%** | 0% | 6% | 4% | 0% | 33% | * | 0% | 9% | 3% | 8% |
| Other Exclusions | 1% | 0% | **0%** | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 0% | **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% |

107

District Name: MARBLE FALLS ISD

**Texas Academic Performance Report**

Total Students: 566

Campus Name: COLT EL

**2015-16 Campus Attendance and Postsecondary Readiness**

Grade Span: EE - 05

Campus Number: 027904102

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** | | | | | | | | | | | | | |
| 2014-15 | 95.7% | 95.9% | **96.2%** | * | 96.5% | 95.9% | * | * | * | 96.7% | 94.9% | 96.0% | 97.3% |
| 2013-14 | 95.9% | 96.1% | **96.4%** | 92.4% | 96.6% | 96.3% | * | * | * | * | 95.9% | 96.0% | 97.4% |

108

**Texas Academic Performance Report**
**2015-16 Campus Profile**

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

Total Students: 566
Grade Span: EE - 05
School Type: Elementary

| Student Information | ---------------- Campus ---------------- | | District | State |
| --- | --- | --- | --- | --- |
| | Count | Percent | | |
| Total Students: | 566 | 100.0% | 4,163 | 5,284,252 |
| | | | | |
| Students by Grade: | | | | |
| Early Childhood Education | 7 | 1.2% | 0.2% | 0.2% |
| Pre-Kindergarten | 36 | 6.4% | 3.3% | 4.2% |
| Kindergarten | 77 | 13.6% | 7.1% | 7.1% |
| Grade 1 | 90 | 15.9% | 7.2% | 7.8% |
| Grade 2 | 89 | 15.7% | 7.5% | 7.8% |
| Grade 3 | 90 | 15.9% | 7.4% | 7.7% |
| Grade 4 | 102 | 18.0% | 7.4% | 7.5% |
| Grade 5 | 75 | 13.3% | 7.5% | 7.5% |
| Grade 6 | 0 | 0.0% | 7.7% | 7.4% |
| Grade 7 | 0 | 0.0% | 6.9% | 7.4% |
| Grade 8 | 0 | 0.0% | 8.0% | 7.3% |
| Grade 9 | 0 | 0.0% | 8.1% | 8.1% |
| Grade 10 | 0 | 0.0% | 7.6% | 7.3% |
| Grade 11 | 0 | 0.0% | 7.1% | 6.7% |
| Grade 12 | 0 | 0.0% | 7.1% | 6.1% |
| | | | | |
| Ethnic Distribution: | | | | |
| African American | 6 | 1.1% | 2.4% | 12.6% |
| Hispanic | 240 | 42.4% | 44.1% | 52.2% |
| White | 300 | 53.0% | 50.5% | 28.5% |
| American Indian | 4 | 0.7% | 0.4% | 0.4% |
| Asian | 5 | 0.9% | 0.9% | 4.0% |
| Pacific Islander | 3 | 0.5% | 0.4% | 0.1% |
| Two or More Races | 8 | 1.4% | 1.4% | 2.1% |
| | | | | |
| Economically Disadvantaged | 380 | 67.1% | 62.9% | 59.0% |
| Non-Educationally Disadvantaged | 186 | 32.9% | 37.1% | 41.0% |
| English Language Learners (ELL) | 108 | 19.1% | 13.3% | 18.5% |
| Students w/ Disciplinary Placements (2014-2015) | 0 | 0.0% | 2.9% | 1.4% |
| At-Risk | 311 | 54.9% | 50.0% | 50.1% |
| Mobility (2014-2015) | 100 | 19.9% | 15.2% | 16.5% |

109

District Name: MARBLE FALLS ISD

Campus Name: COLT EL

Campus Number: 027904102

Total Students: 566

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 | 1.3% | 0.8% | 1.9% | 0.0% | 0.0% | 8.2% |
| Grade 1 | 2.5% | 3.3% | 4.1% | 0.0% | 0.0% | 7.4% |
| Grade 2 | 0.0% | 0.8% | 2.7% | 0.0% | 0.0% | 3.4% |
| Grade 3 | 0.0% | 0.4% | 2.0% | 0.0% | 3.6% | 1.6% |
| Grade 4 | 0.0% | 0.0% | 1.0% | 0.0% | 0.0% | 0.8% |
| Grade 5 | 0.0% | 0.4% | 0.9% | 0.0% | 0.0% | 1.0% |
| Grade 6 | - | 0.0% | 0.6% | - | 0.0% | 0.8% |
| Grade 7 | - | 0.0% | 0.8% | - | 0.0% | 0.9% |
| Grade 8 | - | 0.0% | 0.8% | - | 2.5% | 1.3% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 19.6 | 18.0 | 18.9 |
| Grade 1 | 17.6 | 18.0 | 19.1 |
| Grade 2 | 16.0 | 17.7 | 19.1 |
| Grade 3 | 14.7 | 17.4 | 19.1 |
| Grade 4 | 18.1 | 17.7 | 19.0 |
| Grade 5 | 16.5 | 19.2 | 20.8 |
| Grade 6 | - | 19.7 | 20.4 |
| Secondary: | | | |
| English/Language Arts | - | 17.6 | 17.1 |
| Foreign Languages | - | 22.3 | 19.1 |
| Mathematics | - | 19.9 | 18.1 |
| Science | - | 19.7 | 19.1 |
| Social Studies | - | 21.8 | 19.5 |

110

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

Total Students: 566
Grade Span: EE - 05
School Type: Elementary

| Staff Information | --------------- Campus --------------- | | District | State |
| | Count/Average | Percent | | |
| --- | --- | --- | --- | --- |
| Total Staff | 63.6 | 100.0% | 100.0% | 100.0% |
| | | | | |
| Professional Staff: | 51.6 | 81.1% | 61.0% | 64.3% |
|   Teachers | 42.6 | 67.0% | 46.6% | 50.5% |
|   Professional Support | 7.0 | 11.0% | 9.6% | 9.8% |
|   Campus Administration (School Leadership) | 2.0 | 3.1% | 3.6% | 2.9% |
| | | | | |
| Educational Aides: | 12.0 | 18.9% | 9.3% | 9.6% |
| | | | | |
| Total Minority Staff: | 15.0 | 23.6% | 23.2% | 48.2% |
| | | | | |
| Teachers by Ethnicity and Sex: | | | | |
|   African American | 0.0 | 0.0% | 0.3% | 10.1% |
|   Hispanic | 8.0 | 18.8% | 12.5% | 26.0% |
|   White | 33.6 | 78.9% | 86.2% | 60.8% |
|   American Indian | 1.0 | 2.3% | 0.7% | 0.4% |
|   Asian | 0.0 | 0.0% | 0.0% | 1.5% |
|   Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
|   Two or More Races | 0.0 | 0.0% | 0.3% | 1.1% |
| | | | | |
|   Males | 1.0 | 2.3% | 20.6% | 23.5% |
|   Females | 41.6 | 97.7% | 79.4% | 76.5% |
| | | | | |
| Teachers by Highest Degree Held: | | | | |
|   No Degree | 0.0 | 0.0% | 0.3% | 1.0% |
|   Bachelors | 38.0 | 89.2% | 80.1% | 74.7% |
|   Masters | 4.6 | 10.8% | 19.5% | 23.6% |
|   Doctorate | 0.0 | 0.0% | 0.0% | 0.6% |
| | | | | |
| Teachers by Years of Experience: | | | | |
|   Beginning Teachers | 1.0 | 2.3% | 6.5% | 8.1% |
|   1-5 Years Experience | 10.6 | 24.8% | 21.1% | 27.3% |
|   6-10 Years Experience | 9.0 | 21.1% | 21.0% | 21.7% |
|   11-20 Years Experience | 14.0 | 32.9% | 33.1% | 27.3% |
|   Over 20 Years Experience | 8.0 | 18.8% | 18.2% | 15.7% |
| | | | | |
| Number of Students per Teacher | 13.3 | n/a | 14.4 | 15.2 |

111

District Name: MARBLE FALLS ISD

Campus Name: COLT EL

Campus Number: 027904102

Total Students: 566

Grade Span: EE - 05

School Type: Elementary

| Staff Information | Campus | District | State |
|---|---|---|---|
| Average Years Experience of Teachers: | 12.3 | 12.1 | 10.9 |
| Average Years Experience of Teachers with District: | 8.2 | 6.6 | 7.3 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $41,500 | $40,875 | $45,507 |
| 1-5 Years Experience | $42,375 | $42,936 | $47,996 |
| 6-10 Years Experience | $43,992 | $44,408 | $50,459 |
| 11-20 Years Experience | $52,842 | $51,171 | $53,794 |
| Over 20 Years Experience | $57,611 | $57,509 | $60,613 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $49,001 | $48,500 | $51,891 |
| Professional Support | $56,769 | $57,652 | $61,145 |
| Campus Administration (School Leadership) | $70,195 | $58,883 | $75,654 |
| Instructional Staff Percent: | n/a | 59.2% | 64.5% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 1,914.4 |

112

**Texas Academic Performance Report**
**2015-16 Campus Profile**

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

Total Students: 566
Grade Span: EE - 05
School Type: Elementary

| Program Information | Count | Percent | District | State |
|---|---|---|---|---|
| | \-\-\-\-\-\-\-\-\-\-\-\-\-\-\- Campus \-\-\-\-\-\-\-\-\-\-\-\-\-\-\- | | | |
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 107 | 18.9% | 13.1% | 18.3% |
| Career & Technical Education | 0 | 0.0% | 27.0% | 24.3% |
| Gifted & Talented Education | 35 | 6.2% | 7.3% | 7.7% |
| Special Education | 58 | 10.2% | 10.5% | 8.6% |
| | | | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 5.9 | 13.9% | 5.7% | 5.9% |
| Career & Technical Education | 0.0 | 0.0% | 5.3% | 4.4% |
| Compensatory Education | 1.0 | 2.3% | 2.1% | 2.9% |
| Gifted & Talented Education | 1.0 | 2.3% | 2.0% | 1.9% |
| Regular Education | 34.2 | 80.2% | 76.8% | 72.6% |
| Special Education | 0.5 | 1.1% | 5.8% | 8.8% |
| Other | 0.0 | 0.0% | 2.3% | 3.4% |

**Link to:**
**PEIMS Financial Standard Reports/**
**2014-2015 Financial Actual Report**

113

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*'   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.
'**'  Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?'   Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##'  Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

# 2015-16 Texas Academic Performance Report

District Name:   **MARBLE FALLS ISD**

Campus Name:   **MARBLE FALLS EL**

Campus Number:   **027904101**

2016 Accountability Rating:   **Met Standard**

Distinction Designations:

**Academic Achievement in English Language Arts/Reading**

**Top 25 Percent: Student Progress**

**Postsecondary Readiness**

This page intentionally left blank.

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS EL

Campus Number: 027904101

Total Students: 581

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 Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| **Grade 3** | | | | | | | | | | | | | | |
| Reading | 2016 | 73% | 70% | **72%** | * | 67% | 75% | - | * | * | * | * | 63% | * |
| Mathematics | 2016 | 75% | 69% | **75%** | * | 60% | 81% | - | - | * | * | * | 65% | * |
| **STAAR Percent at Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| **Grade 4** | | | | | | | | | | | | | | |
| Reading | 2016 | 75% | 73% | **84%** | * | 80% | 87% | - | * | - | - | * | 76% | * |
| Mathematics | 2016 | 73% | 72% | **71%** | * | 63% | 77% | - | * | - | - | * | 63% | * |
| Writing | 2016 | 69% | 65% | **67%** | * | 53% | 79% | - | * | - | - | * | 55% | * |
| **STAAR Percent at Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| **Grade 5 \*\*** | | | | | | | | | | | | | | |
| Reading | 2016 | 81% | 81% | **85%** | * | 71% | 92% | - | * | - | - | 67% | 79% | * |
| Mathematics | 2016 | 86% | 92% | **92%** | 83% | 93% | 92% | - | * | - | - | 87% | 89% | 83% |
| Science | 2016 | 74% | 73% | **68%** | * | 48% | 75% | - | * | - | - | 57% | 58% | * |
| **STAAR Percent at Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **77%** | 67% | 67% | 83% | - | 85% | 88% | * | 57% | 70% | 49% |
| Reading | 2016 | 73% | 73% | **81%** | 67% | 74% | 86% | - | * | * | * | 56% | 74% | 47% |
| Mathematics | 2016 | 76% | 75% | **81%** | 67% | 75% | 84% | - | * | * | * | 68% | 75% | 67% |
| Writing | 2016 | 69% | 68% | **67%** | * | 53% | 79% | - | * | - | - | * | 55% | * |
| Science | 2016 | 79% | 79% | **68%** | * | 48% | 75% | - | * | - | - | 57% | 58% | * |
| **STAAR Percent at Postsecondary Readiness Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **39%** | * | 25% | 48% | - | * | * | * | * | 26% | * |
| Reading | 2016 | 46% | 46% | **48%** | * | 36% | 55% | - | * | * | * | * | 30% | * |

TEA Division of Performance Reporting

# Texas Academic Performance Report
## 2015-16 Campus Performance

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

Total Students: 581
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 Postsecondary Readiness Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| Mathematics | 2016 | 43% | 41% | **44%** | * | 31% | 52% | - | * | * | * | * | 32% | * |
| Writing | 2016 | 41% | 35% | **35%** | * | 26% | 41% | - | * | - | - | * | 27% | * |
| Science | 2016 | 47% | 53% | **34%** | * | * | 46% | - | * | - | - | * | 18% | * |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | **19%** | * | 10% | 23% | - | 38% | * | * | * | 9% | * |
| Reading | 2016 | 17% | 15% | **22%** | * | 16% | 25% | - | * | * | * | * | 10% | * |
| Mathematics | 2016 | 19% | 15% | **20%** | * | 9% | 25% | - | * | * | * | * | 11% | * |
| Writing | 2016 | 15% | 11% | **17%** | * | * | 21% | - | * | - | - | * | * | * |
| Science | 2016 | 16% | 21% | **9%** | * | * | 14% | - | * | - | - | * | * | * |
| **STAAR Percent Met or Exceeded Progress** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | **73%** | 70% | 72% | 74% | - | * | - | - | 75% | 74% | 75% |
| Reading | 2016 | 60% | 58% | **73%** | * | 74% | 72% | - | * | - | - | 72% | 72% | * |
| Mathematics | 2016 | 63% | 55% | **74%** | * | 69% | 76% | - | * | - | - | 78% | 75% | 73% |
| **STAAR Percent Exceeded Progress** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | **36%** | 30% | 33% | 37% | - | * | - | - | 47% | 34% | 28% |
| Reading | 2016 | 16% | 16% | **32%** | * | 27% | 34% | - | * | - | - | 33% | 31% | * |
| Mathematics | 2016 | 17% | 16% | **40%** | * | 39% | 41% | - | * | - | - | 61% | 38% | 33% |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | |
| Reading | 2016 | 35% | 31% | **50%** | * | 41% | 63% | - | - | - | - | * | 47% | * |

117

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

Total Students: 581
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Success Initiative** | | | | | | | | | | | | | |
| **Grade 5 Reading** | | | | | | | | | | | | | |
| **Students Meeting Level II Standard on First STAAR Administration** | | | | | | | | | | | | | |
| 2016 | 73% | 74% | **73%** | * | 47% | 85% | - | * | - | - | * | 60% | * |
| **Students Requiring Accelerated Instruction** | | | | | | | | | | | | | |
| 2016 | 27% | 26% | **27%** | * | 53% | 15% | - | * | - | - | 67% | 40% | * |
| **STAAR Cumulative Met Standard** | | | | | | | | | | | | | |
| 2016 | 80% | 80% | **84%** | * | 70% | 92% | - | * | - | - | 58% | 78% | * |
| **Grade 5 Mathematics** | | | | | | | | | | | | | |
| **Students Meeting Level II Standard on First STAAR Administration** | | | | | | | | | | | | | |
| 2016 | 77% | 85% | **86%** | * | 80% | 91% | - | * | - | - | 75% | 79% | 83% |
| **Students Requiring Accelerated Instruction** | | | | | | | | | | | | | |
| 2016 | 23% | 15% | **14%** | * | 20% | 9% | - | * | - | - | * | 21% | * |
| **STAAR Cumulative Met Standard** | | | | | | | | | | | | | |
| 2016 | 85% | 92% | **92%** | * | 93% | 92% | - | * | - | - | 83% | 89% | 83% |

118

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

Total Students: 581
Grade Span: PK - 05
(Current Year ELL Students)

| | | State | District | Campus | 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 Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **77%** | - | - | - | - | - | 48% | 48% | - | * | 48% | 49% |
| Reading | 2016 | 73% | 73% | **81%** | - | - | - | - | - | 44% | 44% | - | * | 44% | 47% |
| Mathematics | 2016 | 76% | 75% | **81%** | - | - | - | - | - | 64% | 64% | - | * | 64% | 67% |
| Writing | 2016 | 69% | 68% | **67%** | - | - | - | - | - | * | * | - | * | * | * |
| Science | 2016 | 79% | 79% | **68%** | - | - | - | - | - | * | * | - | - | * | * |
| **STAAR Percent at Postsecondary Readiness Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **39%** | - | - | - | - | - | * | * | - | * | * | * |
| Reading | 2016 | 46% | 46% | **48%** | - | - | - | - | - | * | * | - | * | * | * |
| Mathematics | 2016 | 43% | 41% | **44%** | - | - | - | - | - | * | * | - | * | * | * |
| Writing | 2016 | 41% | 35% | **35%** | - | - | - | - | - | * | * | - | * | * | * |
| Science | 2016 | 47% | 53% | **34%** | - | - | - | - | - | * | * | - | - | * | * |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | **19%** | - | - | - | - | - | * | * | - | * | * | * |
| Reading | 2016 | 17% | 15% | **22%** | - | - | - | - | - | * | * | - | * | * | * |
| Mathematics | 2016 | 19% | 15% | **20%** | - | - | - | - | - | * | * | - | * | * | * |
| Writing | 2016 | 15% | 11% | **17%** | - | - | - | - | - | * | * | - | * | * | * |
| Science | 2016 | 16% | 21% | **9%** | - | - | - | - | - | * | * | - | - | * | * |
| **STAAR Percent Met or Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | **73%** | - | - | - | - | - | 77% | 77% | - | * | 77% | 75% |

119

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

Total Students: 581
Grade Span: PK - 05
(Current Year ELL Students)

| | | State | District | Campus | 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 Met or Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Reading | 2016 | 60% | 58% | **73%** | - | - | - | - | - | * | * | - | * | * | * |
| Mathematics | 2016 | 63% | 55% | **74%** | - | - | - | - | - | 79% | 79% | - | * | 79% | 73% |
| **STAAR Percent Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | **36%** | - | - | - | - | - | 30% | 30% | - | * | 30% | 28% |
| Reading | 2016 | 16% | 16% | **32%** | - | - | - | - | - | * | * | - | * | * | * |
| Mathematics | 2016 | 17% | 16% | **40%** | - | - | - | - | - | 36% | 36% | - | * | 36% | 33% |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2016 | 35% | 31% | **50%** | - | - | - | - | - | * | * | - | - | * | * |

120

District Name: MARBLE FALLS ISD

Total Students: 581

Campus Name: MARBLE FALLS EL

Campus Number: 027904101

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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2016 STAAR Participation** | | | | | | | | | | | | | |
| **(All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Test Participant | 99% | 100% | **100%** | 100% | 100% | 100% | - | 93% | 100% | * | 100% | 100% | 98% |
| Included in Accountability | 94% | 95% | **95%** | 100% | 96% | 93% | - | 93% | 100% | * | 92% | 93% | 90% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **5%** | 0% | 4% | 6% | - | 0% | 0% | * | 8% | 6% | 8% |
| Other Exclusions | 1% | 0% | **0%** | 0% | 0% | 0% | - | 0% | 0% | * | 0% | 0% | 0% |
| Not Tested | 1% | 0% | **0%** | 0% | 0% | 0% | - | 7% | 0% | * | 0% | 0% | 2% |
| Absent | 1% | 0% | **0%** | 0% | 0% | 0% | - | 0% | 0% | * | 0% | 0% | 0% |
| Other | 0% | 0% | **0%** | 0% | 0% | 0% | - | 7% | 0% | * | 0% | 0% | 2% |

121

District Name: MARBLE FALLS ISD
**Texas Academic Performance Report**
Total Students: 581
Campus Name: MARBLE FALLS EL
**2015-16 Campus Attendance and Postsecondary Readiness**
Grade Span: PK - 05
Campus Number: 027904101
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** | | | | | | | | | | | | | |
| 2014-15 | 95.7% | 95.9% | **96.3%** | 96.0% | 96.5% | 96.3% | - | * | 95.7% | 95.7% | 95.1% | 96.2% | 97.5% |
| 2013-14 | 95.9% | 96.1% | **96.6%** | 95.9% | 96.5% | 96.6% | - | * | 96.3% | * | 95.1% | 96.2% | 97.2% |

122

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS EL

Campus Number: 027904101

Total Students: 581

Grade Span: PK - 05

School Type: Elementary

| Student Information | --------------- Campus --------------- | | District | State |
|---|---|---|---|---|
| | Count | Percent | | |
| Total Students: | 581 | 100.0% | 4,163 | 5,284,252 |
| | | | | |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.2% |
| Pre-Kindergarten | 33 | 5.7% | 3.3% | 4.2% |
| Kindergarten | 90 | 15.5% | 7.1% | 7.1% |
| Grade 1 | 83 | 14.3% | 7.2% | 7.8% |
| Grade 2 | 97 | 16.7% | 7.5% | 7.8% |
| Grade 3 | 83 | 14.3% | 7.4% | 7.7% |
| Grade 4 | 86 | 14.8% | 7.4% | 7.5% |
| Grade 5 | 109 | 18.8% | 7.5% | 7.5% |
| Grade 6 | 0 | 0.0% | 7.7% | 7.4% |
| Grade 7 | 0 | 0.0% | 6.9% | 7.4% |
| Grade 8 | 0 | 0.0% | 8.0% | 7.3% |
| Grade 9 | 0 | 0.0% | 8.1% | 8.1% |
| Grade 10 | 0 | 0.0% | 7.6% | 7.3% |
| Grade 11 | 0 | 0.0% | 7.1% | 6.7% |
| Grade 12 | 0 | 0.0% | 7.1% | 6.1% |
| | | | | |
| Ethnic Distribution: | | | | |
| African American | 31 | 5.3% | 2.4% | 12.6% |
| Hispanic | 183 | 31.5% | 44.1% | 52.2% |
| White | 342 | 58.9% | 50.5% | 28.5% |
| American Indian | 1 | 0.2% | 0.4% | 0.4% |
| Asian | 11 | 1.9% | 0.9% | 4.0% |
| Pacific Islander | 6 | 1.0% | 0.4% | 0.1% |
| Two or More Races | 7 | 1.2% | 1.4% | 2.1% |
| | | | | |
| Economically Disadvantaged | 361 | 62.1% | 62.9% | 59.0% |
| Non-Educationally Disadvantaged | 220 | 37.9% | 37.1% | 41.0% |
| English Language Learners (ELL) | 26 | 4.5% | 13.3% | 18.5% |
| Students w/ Disciplinary Placements (2014-2015) | 2 | 0.3% | 2.9% | 1.4% |
| At-Risk | 201 | 34.6% | 50.0% | 50.1% |
| Mobility (2014-2015) | 88 | 17.8% | 15.2% | 16.5% |

123

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

Total Students: 581
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 | 1.4% | 0.8% | 1.9% | 0.0% | 0.0% | 8.2% |
| Grade 1 | 3.8% | 3.3% | 4.1% | 0.0% | 0.0% | 7.4% |
| Grade 2 | 2.9% | 0.8% | 2.7% | 0.0% | 0.0% | 3.4% |
| Grade 3 | 1.3% | 0.4% | 2.0% | 0.0% | 3.6% | 1.6% |
| Grade 4 | 0.0% | 0.0% | 1.0% | 0.0% | 0.0% | 0.8% |
| Grade 5 | 0.0% | 0.4% | 0.9% | 0.0% | 0.0% | 1.0% |
| Grade 6 | - | 0.0% | 0.6% | - | 0.0% | 0.8% |
| Grade 7 | - | 0.0% | 0.8% | - | 0.0% | 0.9% |
| Grade 8 | - | 0.0% | 0.8% | - | 2.5% | 1.3% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 19.3 | 18.0 | 18.9 |
| Grade 1 | 21.1 | 18.0 | 19.1 |
| Grade 2 | 20.0 | 17.7 | 19.1 |
| Grade 3 | 20.2 | 17.4 | 19.1 |
| Grade 4 | 19.1 | 17.7 | 19.0 |
| Grade 5 | 20.8 | 19.2 | 20.8 |
| Grade 6 | - | 19.7 | 20.4 |
| Secondary: | | | |
| English/Language Arts | - | 17.6 | 17.1 |
| Foreign Languages | - | 22.3 | 19.1 |
| Mathematics | - | 19.9 | 18.1 |
| Science | - | 19.7 | 19.1 |
| Social Studies | - | 21.8 | 19.5 |

124

District Name: MARBLE FALLS ISD
**Texas Academic Performance Report**
Total Students: 581

Campus Name: MARBLE FALLS EL
**2015-16 Campus Profile**
Grade Span: PK - 05

Campus Number: 027904101
School Type: Elementary

| Staff Information | --------------- Campus ---------------<br>Count/Average | Percent | District | State |
|---|---|---|---|---|
| Total Staff | 58.0 | 100.0% | 100.0% | 100.0% |
| | | | | |
| Professional Staff: | 48.0 | 82.8% | 61.0% | 64.3% |
|   Teachers | 37.0 | 63.8% | 46.6% | 50.5% |
|   Professional Support | 8.0 | 13.8% | 9.6% | 9.8% |
|   Campus Administration (School Leadership) | 3.0 | 5.2% | 3.6% | 2.9% |
| | | | | |
| Educational Aides: | 10.0 | 17.2% | 9.3% | 9.6% |
| | | | | |
| Total Minority Staff: | 7.0 | 12.1% | 23.2% | 48.2% |
| | | | | |
| Teachers by Ethnicity and Sex: | | | | |
|   African American | 0.0 | 0.0% | 0.3% | 10.1% |
|   Hispanic | 1.0 | 2.7% | 12.5% | 26.0% |
|   White | 35.0 | 94.6% | 86.2% | 60.8% |
|   American Indian | 1.0 | 2.7% | 0.7% | 0.4% |
|   Asian | 0.0 | 0.0% | 0.0% | 1.5% |
|   Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
|   Two or More Races | 0.0 | 0.0% | 0.3% | 1.1% |
| | | | | |
|   Males | 2.0 | 5.4% | 20.6% | 23.5% |
|   Females | 35.0 | 94.6% | 79.4% | 76.5% |
| | | | | |
| Teachers by Highest Degree Held: | | | | |
|   No Degree | 0.0 | 0.0% | 0.3% | 1.0% |
|   Bachelors | 33.0 | 89.2% | 80.1% | 74.7% |
|   Masters | 4.0 | 10.8% | 19.5% | 23.6% |
|   Doctorate | 0.0 | 0.0% | 0.0% | 0.6% |
| | | | | |
| Teachers by Years of Experience: | | | | |
|   Beginning Teachers | 1.0 | 2.7% | 6.5% | 8.1% |
|   1-5 Years Experience | 6.0 | 16.2% | 21.1% | 27.3% |
|   6-10 Years Experience | 7.0 | 18.9% | 21.0% | 21.7% |
|   11-20 Years Experience | 13.0 | 35.1% | 33.1% | 27.3% |
|   Over 20 Years Experience | 10.0 | 27.0% | 18.2% | 15.7% |
| | | | | |
| Number of Students per Teacher | 15.7 | n/a | 14.4 | 15.2 |

125

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

Total Students: 581
Grade Span: PK - 05
School Type: Elementary

| Staff Information | Campus | District | State |
|---|---|---|---|
| Average Years Experience of Teachers: | 14.8 | 12.1 | 10.9 |
| Average Years Experience of Teachers with District: | 10.3 | 6.6 | 7.3 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
|   Beginning Teachers | $40,800 | $40,875 | $45,507 |
|   1-5 Years Experience | $41,667 | $42,936 | $47,996 |
|   6-10 Years Experience | $44,518 | $44,408 | $50,459 |
|   11-20 Years Experience | $50,107 | $51,171 | $53,794 |
|   Over 20 Years Experience | $57,479 | $57,509 | $60,613 |
| Average Actual Salaries (regular duties only): | | | |
|   Teachers | $49,422 | $48,500 | $51,891 |
|   Professional Support | $49,995 | $57,652 | $61,145 |
|   Campus Administration (School Leadership) | $50,327 | $58,883 | $75,654 |
| Instructional Staff Percent: | n/a | 59.2% | 64.5% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 1,914.4 |

126

District Name: MARBLE FALLS ISD

Campus Name: MARBLE FALLS EL

Campus Number: 027904101

Total Students: 581

Grade Span: PK - 05

School Type: Elementary

| Program Information | --------------- Campus --------------- | | District | State |
|---|---|---|---|---|
| | Count | Percent | District | State |
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 26 | 4.5% | 13.1% | 18.3% |
| Career & Technical Education | 0 | 0.0% | 27.0% | 24.3% |
| Gifted & Talented Education | 32 | 5.5% | 7.3% | 7.7% |
| Special Education | 45 | 7.7% | 10.5% | 8.6% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 5.7% | 5.9% |
| Career & Technical Education | 0.0 | 0.0% | 5.3% | 4.4% |
| Compensatory Education | 1.0 | 2.7% | 2.1% | 2.9% |
| Gifted & Talented Education | 1.0 | 2.7% | 2.0% | 1.9% |
| Regular Education | 34.0 | 91.9% | 76.8% | 72.6% |
| Special Education | 1.0 | 2.7% | 5.8% | 8.8% |
| Other | 0.0 | 0.0% | 2.3% | 3.4% |

**Link to:**
**PEIMS Financial Standard Reports/**
**2014-2015 Financial Actual Report**

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

'*'   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.

'**'  Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

'##'  Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

127

# 2015-16 Texas Academic Performance Report

District Name:  **MARBLE FALLS ISD**

Campus Name:  **HIGHLAND LAKES EL**

Campus Number:  **027904103**

2016 Accountability Rating:  **Met Standard**

Distinction Designations:

**Academic Achievement in Science**

This page intentionally left blank.

**Texas Academic Performance Report**
**2015-16 Campus Performance**

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

Total Students: 615
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 Level II Satisfactory Standard or Above** **Grade 3** | | | | | | | | | | | | | | |
| Reading | 2016 | 73% | 70% | **73%** | * | 73% | 74% | - | - | - | * | * | 66% | 70% |
| Mathematics | 2016 | 75% | 69% | **65%** | * | 68% | 67% | - | - | - | * | 50% | 60% | 65% |
| **STAAR Percent at Level II Satisfactory Standard or Above** **Grade 4** | | | | | | | | | | | | | | |
| Reading | 2016 | 75% | 73% | **60%** | * | 54% | 79% | - | - | - | * | * | 55% | 37% |
| Mathematics | 2016 | 73% | 72% | **64%** | * | 59% | 79% | - | - | - | * | 42% | 59% | 49% |
| Writing | 2016 | 69% | 65% | **56%** | * | 48% | 79% | - | - | - | * | * | 51% | 45% |
| **STAAR Percent at Level II Satisfactory Standard or Above** **Grade 5 \*\*** | | | | | | | | | | | | | | |
| Reading | 2016 | 81% | 81% | **73%** | * | 68% | 82% | - | - | - | * | * | 67% | 50% |
| Mathematics | 2016 | 86% | 92% | **85%** | * | 82% | 89% | - | - | - | * | * | 82% | 63% |
| Science | 2016 | 74% | 73% | **77%** | * | 68% | 93% | - | - | - | * | * | 73% | 48% |
| **STAAR Percent at Level II Satisfactory Standard or Above** **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **69%** | 70% | 64% | 81% | - | - | - | 70% | 39% | 63% | 54% |
| Reading | 2016 | 73% | 73% | **69%** | * | 65% | 78% | - | - | - | * | 31% | 63% | 53% |
| Mathematics | 2016 | 76% | 75% | **71%** | * | 69% | 78% | - | - | - | * | 48% | 66% | 58% |
| Writing | 2016 | 69% | 68% | **56%** | * | 48% | 79% | - | - | - | * | * | 51% | 45% |
| Science | 2016 | 79% | 79% | **77%** | * | 68% | 93% | - | - | - | * | * | 73% | 48% |
| **STAAR Percent at Postsecondary Readiness Standard** **All Grades** | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **35%** | * | 28% | 50% | - | - | - | * | * | 29% | 25% |
| Reading | 2016 | 46% | 46% | **43%** | * | 35% | 60% | - | - | - | * | * | 34% | 29% |

130

**Texas Academic Performance Report**
**2015-16 Campus Performance**

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

Total Students: 615
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 Postsecondary Readiness Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| Mathematics | 2016 | 43% | 41% | **40%** | * | 35% | 50% | - | - | - | * | * | 34% | 34% |
| Writing | 2016 | 41% | 35% | **32%** | - | 28% | 39% | - | - | - | * | * | 30% | * |
| Science | 2016 | 47% | 53% | **42%** | - | 32% | 67% | - | - | - | * | * | 37% | * |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | **19%** | * | 13% | 33% | - | - | - | * | 8% | 14% | 12% |
| Reading | 2016 | 17% | 15% | **22%** | * | 16% | 39% | - | - | - | * | * | 18% | 15% |
| Mathematics | 2016 | 19% | 15% | **20%** | * | 14% | 34% | - | - | - | * | * | 14% | 13% |
| Writing | 2016 | 15% | 11% | **10%** | * | 9% | * | - | - | - | * | * | 9% | * |
| Science | 2016 | 16% | 21% | **15%** | * | 9% | 25% | - | - | - | * | * | 8% | * |
| **STAAR Percent Met or Exceeded Progress** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | **63%** | * | 58% | 75% | - | - | - | * | * | 57% | 50% |
| Reading | 2016 | 60% | 58% | **54%** | * | 50% | 67% | - | - | - | * | * | 49% | 39% |
| Mathematics | 2016 | 63% | 55% | **70%** | * | 66% | 83% | - | - | - | * | * | 65% | 61% |
| **STAAR Percent Exceeded Progress** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | **23%** | * | 22% | 27% | - | - | - | * | * | 22% | 19% |
| Reading | 2016 | 16% | 16% | **20%** | * | 19% | 20% | - | - | - | * | * | 19% | 16% |
| Mathematics | 2016 | 17% | 16% | **27%** | * | 25% | 35% | - | - | - | * | * | 25% | 21% |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | |
| Reading | 2016 | 35% | 31% | **22%** | * | 19% | * | - | - | - | - | * | 22% | * |

131

District Name: MARBLE FALLS ISD

Campus Name: HIGHLAND LAKES EL

Campus Number: 027904103

Total Students: 615

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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Success Initiative** | | | | | | | | | | | | | |
| **Grade 5 Reading** | | | | | | | | | | | | | |
| **Students Meeting Level II Standard on First STAAR Administration** | | | | | | | | | | | | | |
| 2016 | 73% | 74% | **69%** | - | 63% | 81% | - | - | - | * | * | 61% | 46% |
| **Students Requiring Accelerated Instruction** | | | | | | | | | | | | | |
| 2016 | 27% | 26% | **31%** | - | 38% | 19% | - | - | - | * | * | 39% | 54% |
| **STAAR Cumulative Met Standard** | | | | | | | | | | | | | |
| 2016 | 80% | 80% | **73%** | - | 68% | 81% | - | - | - | * | * | 66% | 50% |
| **Grade 5 Mathematics** | | | | | | | | | | | | | |
| **Students Meeting Level II Standard on First STAAR Administration** | | | | | | | | | | | | | |
| 2016 | 77% | 85% | **76%** | - | 71% | 85% | - | - | - | * | * | 71% | 50% |
| **Students Requiring Accelerated Instruction** | | | | | | | | | | | | | |
| 2016 | 23% | 15% | **24%** | - | 29% | * | - | - | - | * | * | 29% | 50% |
| **STAAR Cumulative Met Standard** | | | | | | | | | | | | | |
| 2016 | 85% | 92% | **85%** | - | 82% | 89% | - | - | - | * | * | 81% | 63% |

132

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

Total Students: 615
Grade Span: PK - 05
(Current Year ELL Students)

| | | State | District | Campus | 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 Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **69%** | 56% | 56% | - | - | - | 44% | 44% | - | - | 54% | 54% |
| Reading | 2016 | 73% | 73% | **69%** | 54% | 54% | - | - | - | 47% | 47% | - | - | 53% | 53% |
| Mathematics | 2016 | 76% | 75% | **71%** | 62% | 62% | - | - | - | 42% | 42% | - | - | 58% | 58% |
| Writing | 2016 | 69% | 68% | **56%** | 48% | 48% | - | - | - | * | * | - | - | 45% | 45% |
| Science | 2016 | 79% | 79% | **77%** | 45% | 45% | - | - | - | * | * | - | - | 48% | 48% |
| **STAAR Percent at Postsecondary Readiness Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **35%** | 27% | 27% | - | - | - | * | * | - | - | 25% | 25% |
| Reading | 2016 | 46% | 46% | **43%** | 30% | 30% | - | - | - | * | * | - | - | 29% | 29% |
| Mathematics | 2016 | 43% | 41% | **40%** | 38% | 38% | - | - | - | * | * | - | - | 34% | 34% |
| Writing | 2016 | 41% | 35% | **32%** | * | * | - | - | - | * | * | - | - | * | * |
| Science | 2016 | 47% | 53% | **42%** | * | * | - | - | - | * | * | - | - | * | * |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | **19%** | 14% | 14% | - | - | - | * | * | - | - | 12% | 12% |
| Reading | 2016 | 17% | 15% | **22%** | 18% | 18% | - | - | - | * | * | - | - | 15% | 15% |
| Mathematics | 2016 | 19% | 15% | **20%** | 15% | 15% | - | - | - | * | * | - | - | 13% | 13% |
| Writing | 2016 | 15% | 11% | **10%** | * | * | - | - | - | * | * | - | - | * | * |
| Science | 2016 | 16% | 21% | **15%** | * | * | - | - | - | * | * | - | - | * | * |
| **STAAR Percent Met or Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | **63%** | 46% | 46% | - | - | - | 38% | 38% | - | - | 45% | 45% |

133

District Name: MARBLE FALLS ISD

Campus Name: HIGHLAND LAKES EL

Campus Number: 027904103

**Texas Academic Performance Report**

**2015-16 Campus Performance**

Bilingual Education/English as a Second Language

Total Students: 615

Grade Span: PK - 05

(Current Year ELL Students)

| | | State | District | Campus | 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 Met or Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Reading | 2016 | 60% | 58% | **54%** | 34% | 34% | - | - | - | * | * | - | - | 33% | 33% |
| Mathematics | 2016 | 63% | 55% | **70%** | 56% | 56% | - | - | - | * | * | - | - | 55% | 55% |
| **STAAR Percent Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | **23%** | 20% | 20% | - | - | - | 15% | 15% | - | - | 19% | 19% |
| Reading | 2016 | 16% | 16% | **20%** | 16% | 16% | - | - | - | * | * | - | - | 15% | 15% |
| Mathematics | 2016 | 17% | 16% | **27%** | 23% | 23% | - | - | - | * | * | - | - | 22% | 22% |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2016 | 35% | 31% | **22%** | * | * | - | - | - | * | * | - | - | * | * |

134

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

**Texas Academic Performance Report**
**2015-16 Campus Participation**

Total Students: 615
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2016 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Test Participant | 99% | 100% | **100%** | 100% | 100% | 100% | - | - | - | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **95%** | 100% | 96% | 94% | - | - | - | 100% | 100% | 97% | 95% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **5%** | 0% | 4% | 6% | - | - | - | 0% | 0% | 3% | 5% |
| Other Exclusions | 1% | 0% | **0%** | 0% | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 0% | **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% |

135

District Name: MARBLE FALLS ISD

**Texas Academic Performance Report**

Total Students: 615

Campus Name: HIGHLAND LAKES EL

**2015-16 Campus Attendance and Postsecondary Readiness**

Grade Span: PK - 05

Campus Number: 027904103

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** | | | | | | | | | | | | | |
| 2014-15 | 95.7% | 95.9% | **96.6%** | 94.4% | 96.9% | 96.0% | * | - | - | 95.4% | 94.9% | 96.6% | 97.1% |
| 2013-14 | 95.9% | 96.1% | **97.1%** | 96.6% | 97.3% | 96.4% | - | - | - | * | 96.7% | 97.0% | 97.8% |

136

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

Total Students: 615
Grade Span: PK - 05
School Type: Elementary

| Student Information | Count | Percent | District | State |
|---|---|---|---|---|
| | ---------------- Campus ---------------- | | | |
| Total Students: | 615 | 100.0% | 4,163 | 5,284,252 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.2% |
| Pre-Kindergarten | 54 | 8.8% | 3.3% | 4.2% |
| Kindergarten | 108 | 17.6% | 7.1% | 7.1% |
| Grade 1 | 83 | 13.5% | 7.2% | 7.8% |
| Grade 2 | 89 | 14.5% | 7.5% | 7.8% |
| Grade 3 | 100 | 16.3% | 7.4% | 7.7% |
| Grade 4 | 92 | 15.0% | 7.4% | 7.5% |
| Grade 5 | 89 | 14.5% | 7.5% | 7.5% |
| Grade 6 | 0 | 0.0% | 7.7% | 7.4% |
| Grade 7 | 0 | 0.0% | 6.9% | 7.4% |
| Grade 8 | 0 | 0.0% | 8.0% | 7.3% |
| Grade 9 | 0 | 0.0% | 8.1% | 8.1% |
| Grade 10 | 0 | 0.0% | 7.6% | 7.3% |
| Grade 11 | 0 | 0.0% | 7.1% | 6.7% |
| Grade 12 | 0 | 0.0% | 7.1% | 6.1% |
| Ethnic Distribution: | | | | |
| African American | 6 | 1.0% | 2.4% | 12.6% |
| Hispanic | 431 | 70.1% | 44.1% | 52.2% |
| White | 171 | 27.8% | 50.5% | 28.5% |
| American Indian | 0 | 0.0% | 0.4% | 0.4% |
| Asian | 0 | 0.0% | 0.9% | 4.0% |
| Pacific Islander | 0 | 0.0% | 0.4% | 0.1% |
| Two or More Races | 7 | 1.1% | 1.4% | 2.1% |
| Economically Disadvantaged | 478 | 77.7% | 62.9% | 59.0% |
| Non-Educationally Disadvantaged | 137 | 22.3% | 37.1% | 41.0% |
| English Language Learners (ELL) | 246 | 40.0% | 13.3% | 18.5% |
| Students w/ Disciplinary Placements (2014-2015) | 5 | 0.8% | 2.9% | 1.4% |
| At-Risk | 443 | 72.0% | 50.0% | 50.1% |
| Mobility (2014-2015) | 60 | 12.0% | 15.2% | 16.5% |

137

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

**Texas Academic Performance Report**
**2015-16 Campus Profile**

Total Students: 615
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 | 0.0% | 0.8% | 1.9% | 0.0% | 0.0% | 8.2% |
| Grade 1 | 3.8% | 3.3% | 4.1% | 0.0% | 0.0% | 7.4% |
| Grade 2 | 0.0% | 0.8% | 2.7% | 0.0% | 0.0% | 3.4% |
| Grade 3 | 0.0% | 0.4% | 2.0% | 7.7% | 3.6% | 1.6% |
| Grade 4 | 0.0% | 0.0% | 1.0% | 0.0% | 0.0% | 0.8% |
| Grade 5 | 1.1% | 0.4% | 0.9% | 0.0% | 0.0% | 1.0% |
| Grade 6 | - | 0.0% | 0.6% | - | 0.0% | 0.8% |
| Grade 7 | - | 0.0% | 0.8% | - | 0.0% | 0.9% |
| Grade 8 | - | 0.0% | 0.8% | - | 2.5% | 1.3% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 19.3 | 18.0 | 18.9 |
| Grade 1 | 16.4 | 18.0 | 19.1 |
| Grade 2 | 16.8 | 17.7 | 19.1 |
| Grade 3 | 17.9 | 17.4 | 19.1 |
| Grade 4 | 17.5 | 17.7 | 19.0 |
| Grade 5 | 19.8 | 19.2 | 20.8 |
| Grade 6 | - | 19.7 | 20.4 |
| Secondary: | | | |
| English/Language Arts | - | 17.6 | 17.1 |
| Foreign Languages | - | 22.3 | 19.1 |
| Mathematics | - | 19.9 | 18.1 |
| Science | - | 19.7 | 19.1 |
| Social Studies | - | 21.8 | 19.5 |

138

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

Total Students: 615
Grade Span: PK - 05
School Type: Elementary

| Staff Information | --------------- Campus --------------- | | District | State |
| --- | --- | --- | --- | --- |
| | Count/Average | Percent | District | State |
| Total Staff | 72.0 | 100.0% | 100.0% | 100.0% |
| | | | | |
| Professional Staff: | 58.0 | 80.6% | 61.0% | 64.3% |
| Teachers | 43.4 | 60.3% | 46.6% | 50.5% |
| Professional Support | 9.6 | 13.4% | 9.6% | 9.8% |
| Campus Administration (School Leadership) | 5.0 | 6.9% | 3.6% | 2.9% |
| | | | | |
| Educational Aides: | 14.0 | 19.4% | 9.3% | 9.6% |
| | | | | |
| Total Minority Staff: | 22.6 | 31.4% | 23.2% | 48.2% |
| | | | | |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 0.3% | 10.1% |
| Hispanic | 12.0 | 27.7% | 12.5% | 26.0% |
| White | 30.4 | 70.0% | 86.2% | 60.8% |
| American Indian | 0.0 | 0.0% | 0.7% | 0.4% |
| Asian | 0.0 | 0.0% | 0.0% | 1.5% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 2.3% | 0.3% | 1.1% |
| | | | | |
| Males | 3.0 | 6.9% | 20.6% | 23.5% |
| Females | 40.4 | 93.1% | 79.4% | 76.5% |
| | | | | |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.0% |
| Bachelors | 32.0 | 73.8% | 80.1% | 74.7% |
| Masters | 11.4 | 26.2% | 19.5% | 23.6% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.6% |
| | | | | |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 6.0 | 13.8% | 6.5% | 8.1% |
| 1-5 Years Experience | 7.4 | 17.0% | 21.1% | 27.3% |
| 6-10 Years Experience | 10.0 | 23.1% | 21.0% | 21.7% |
| 11-20 Years Experience | 16.0 | 36.9% | 33.1% | 27.3% |
| Over 20 Years Experience | 4.0 | 9.2% | 18.2% | 15.7% |
| | | | | |
| Number of Students per Teacher | 14.2 | n/a | 14.4 | 15.2 |

139

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

Total Students: 615
Grade Span: PK - 05
School Type: Elementary

| Staff Information | Campus | District | State |
|---|---|---|---|
| Average Years Experience of Teachers: | 10.1 | 12.1 | 10.9 |
| Average Years Experience of Teachers with District: | 5.1 | 6.6 | 7.3 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $40,833 | $40,875 | $45,507 |
| 1-5 Years Experience | $42,784 | $42,936 | $47,996 |
| 6-10 Years Experience | $44,992 | $44,408 | $50,459 |
| 11-20 Years Experience | $48,851 | $51,171 | $53,794 |
| Over 20 Years Experience | $57,023 | $57,509 | $60,613 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $46,574 | $48,500 | $51,891 |
| Professional Support | $54,845 | $57,652 | $61,145 |
| Campus Administration (School Leadership) | $48,101 | $58,883 | $75,654 |
| Instructional Staff Percent: | n/a | 59.2% | 64.5% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 1,914.4 |

140

District Name: MARBLE FALLS ISD

Campus Name: HIGHLAND LAKES EL

Campus Number: 027904103

Total Students: 615

Grade Span: PK - 05

School Type: Elementary

| Program Information | ---------------- Campus ---------------- | | District | State |
|---|---|---|---|---|
| | Count | Percent | District | State |
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 246 | 40.0% | 13.1% | 18.3% |
| Career & Technical Education | 0 | 0.0% | 27.0% | 24.3% |
| Gifted & Talented Education | 29 | 4.7% | 7.3% | 7.7% |
| Special Education | 62 | 10.1% | 10.5% | 8.6% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 9.8 | 22.6% | 5.7% | 5.9% |
| Career & Technical Education | 0.0 | 0.0% | 5.3% | 4.4% |
| Compensatory Education | 1.0 | 2.3% | 2.1% | 2.9% |
| Gifted & Talented Education | 1.0 | 2.3% | 2.0% | 1.9% |
| Regular Education | 29.8 | 68.7% | 76.8% | 72.6% |
| Special Education | 1.8 | 4.0% | 5.8% | 8.8% |
| Other | 0.0 | 0.0% | 2.3% | 3.4% |

**Link to:**
**PEIMS Financial Standard Reports/**
**2014-2015 Financial Actual Report**

141

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

'*'   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.

'**'   Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

'##'   Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

# 2015-16 Texas Academic Performance Report

District Name:  **MARBLE FALLS ISD**

Campus Name:  **SPICEWOOD EL**

Campus Number:  **027904104**

2016 Accountability Rating:  **Met Standard**

Distinction Designations:

**Academic Achievement in English Language Arts/Reading**

**Top 25 Percent: Closing Performance Gaps**

**Postsecondary Readiness**

This page intentionally left blank.

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

Total Students: 217
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 Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| Grade 3 | | | | | | | | | | | | | | |
| Reading | 2016 | 73% | 70% | **82%** | - | 83% | 84% | - | * | * | - | * | 75% | * |
| Mathematics | 2016 | 75% | 69% | **85%** | - | 83% | 84% | - | * | * | - | * | 75% | * |
| **STAAR Percent at Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| Grade 4 | | | | | | | | | | | | | | |
| Reading | 2016 | 75% | 73% | **85%** | - | * | 91% | - | - | - | - | * | 67% | * |
| Mathematics | 2016 | 73% | 72% | **89%** | - | * | 95% | - | - | - | - | * | 75% | * |
| Writing | 2016 | 69% | 65% | **93%** | - | * | 95% | - | - | - | - | * | 83% | * |
| **STAAR Percent at Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| Grade 5 ** | | | | | | | | | | | | | | |
| Reading | 2016 | 81% | 81% | **92%** | * | 83% | 93% | - | - | - | * | * | 85% | * |
| Mathematics | 2016 | 86% | 92% | **100%** | * | 100% | 100% | - | - | - | * | * | 100% | * |
| Science | 2016 | 74% | 73% | **77%** | * | * | 80% | - | - | - | * | * | 62% | * |
| **STAAR Percent at Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **88%** | * | 76% | 90% | - | * | * | 100% | 25% | 78% | 59% |
| Reading | 2016 | 73% | 73% | **87%** | * | 76% | 90% | - | * | * | * | * | 76% | 55% |
| Mathematics | 2016 | 76% | 75% | **92%** | * | 82% | 94% | - | * | * | * | * | 83% | 73% |
| Writing | 2016 | 69% | 68% | **93%** | - | * | 95% | - | - | - | - | * | 83% | * |
| Science | 2016 | 79% | 79% | **77%** | * | * | 80% | - | - | - | * | * | 62% | * |
| **STAAR Percent at Postsecondary Readiness Standard** | | | | | | | | | | | | | | |
| All Grades | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **55%** | * | 47% | 57% | - | - | * | * | * | 38% | * |
| Reading | 2016 | 46% | 46% | **55%** | * | 47% | 57% | - | - | * | * | * | 40% | * |

144

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

Total Students: 217
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 Postsecondary Readiness Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| Mathematics | 2016 | 43% | 41% | **64%** | * | 60% | 64% | - | - | * | * | * | 48% | * |
| Writing | 2016 | 41% | 35% | **60%** | - | * | 59% | - | - | - | - | * | 64% | * |
| Science | 2016 | 47% | 53% | **41%** | * | * | 47% | - | - | - | * | * | * | * |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | **28%** | * | 22% | 29% | - | * | * | * | * | 21% | * |
| Reading | 2016 | 17% | 15% | **35%** | * | * | 38% | - | * | * | * | * | 27% | * |
| Mathematics | 2016 | 19% | 15% | **30%** | * | * | 31% | - | * | * | * | * | 27% | * |
| Writing | 2016 | 15% | 11% | **22%** | - | * | * | - | - | - | - | * | * | * |
| Science | 2016 | 16% | 21% | * | * | * | * | - | - | - | * | * | * | * |
| **STAAR Percent Met or Exceeded Progress** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | **65%** | * | 70% | 64% | - | * | - | * | 70% | 61% | * |
| Reading | 2016 | 60% | 58% | **62%** | * | * | 63% | - | * | - | * | * | * | * |
| Mathematics | 2016 | 63% | 55% | **68%** | * | * | 65% | - | * | - | * | * | 65% | * |
| **STAAR Percent Exceeded Progress** | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | **30%** | * | 25% | 34% | - | * | - | * | 50% | 22% | * |
| Reading | 2016 | 16% | 16% | **25%** | * | * | 31% | - | * | - | * | * | * | * |
| Mathematics | 2016 | 17% | 16% | **35%** | * | * | 37% | - | * | - | * | * | 30% | * |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | |
| Reading | 2016 | 35% | 31% | * | - | * | * | - | - | - | - | * | * | * |

145

District Name: MARBLE FALLS ISD

**Texas Academic Performance Report**
**2015-16 Campus Performance**

Total Students: 217

Campus Name: SPICEWOOD EL

Campus Number: 027904104

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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Student Success Initiative** | | | | | | | | | | | | | |
| **Grade 5 Reading** | | | | | | | | | | | | | |
| **Students Meeting Level II Standard on First STAAR Administration** | | | | | | | | | | | | | |
| 2016 | 73% | 74% | **90%** | * | 83% | 90% | - | - | - | * | * | 77% | * |
| **Students Requiring Accelerated Instruction** | | | | | | | | | | | | | |
| 2016 | 27% | 26% | * | * | * | * | - | - | - | * | * | * | * |
| **STAAR Cumulative Met Standard** | | | | | | | | | | | | | |
| 2016 | 80% | 80% | **92%** | * | 83% | 93% | - | - | - | * | * | 85% | * |
| **Grade 5 Mathematics** | | | | | | | | | | | | | |
| **Students Meeting Level II Standard on First STAAR Administration** | | | | | | | | | | | | | |
| 2016 | 77% | 85% | **95%** | * | 100% | 97% | - | - | - | * | * | 92% | * |
| **Students Requiring Accelerated Instruction** | | | | | | | | | | | | | |
| 2016 | 23% | 15% | * | * | * | * | - | - | - | * | * | * | * |
| **STAAR Cumulative Met Standard** | | | | | | | | | | | | | |
| 2016 | 85% | 92% | **100%** | * | 100% | 100% | - | - | - | * | * | 100% | * |

146

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

# Texas Academic Performance Report
## 2015-16 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 217
Grade Span: PK - 05
(Current Year ELL Students)

| | | State | District | Campus | 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 Level II Satisfactory Standard or Above** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 75% | 74% | **88%** | - | - | - | - | - | 59% | 59% | - | - | 59% | 59% |
| Reading | 2016 | 73% | 73% | **87%** | - | - | - | - | - | 55% | 55% | - | - | 55% | 55% |
| Mathematics | 2016 | 76% | 75% | **92%** | - | - | - | - | - | 73% | 73% | - | - | 73% | 73% |
| Writing | 2016 | 69% | 68% | **93%** | - | - | - | - | - | * | * | - | - | * | * |
| Science | 2016 | 79% | 79% | **77%** | - | - | - | - | - | * | * | - | - | * | * |
| **STAAR Percent at Postsecondary Readiness Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Two or More Subjects | 2016 | 45% | 41% | **55%** | - | - | - | - | - | * | * | - | - | * | * |
| Reading | 2016 | 46% | 46% | **55%** | - | - | - | - | - | * | * | - | - | * | * |
| Mathematics | 2016 | 43% | 41% | **64%** | - | - | - | - | - | * | * | - | - | * | * |
| Writing | 2016 | 41% | 35% | **60%** | - | - | - | - | - | * | * | - | - | * | * |
| Science | 2016 | 47% | 53% | **41%** | - | - | - | - | - | * | * | - | - | * | * |
| **STAAR Percent at Advanced Standard** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 18% | 16% | **28%** | - | - | - | - | - | * | * | - | - | * | * |
| Reading | 2016 | 17% | 15% | **35%** | - | - | - | - | - | * | * | - | - | * | * |
| Mathematics | 2016 | 19% | 15% | **30%** | - | - | - | - | - | * | * | - | - | * | * |
| Writing | 2016 | 15% | 11% | **22%** | - | - | - | - | - | * | * | - | - | * | * |
| Science | 2016 | 16% | 21% | * | - | - | - | - | - | * | * | - | - | * | * |
| **STAAR Percent Met or Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 62% | 56% | **65%** | - | - | - | - | - | * | * | - | - | * | * |

147

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

**Texas Academic Performance Report**
**2015-16 Campus Performance**
Bilingual Education/English as a Second Language

Total Students: 217
Grade Span: PK - 05
(Current Year ELL Students)

| | | State | District | Campus | 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 Met or Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| Reading | 2016 | 60% | 58% | **62%** | - | - | - | - | - | * | * | - | - | * | * |
| Mathematics | 2016 | 63% | 55% | **68%** | - | - | - | - | - | * | * | - | - | * | * |
| **STAAR Percent Exceeded Progress** | | | | | | | | | | | | | | | |
| **All Grades** | | | | | | | | | | | | | | | |
| All Subjects | 2016 | 17% | 16% | **30%** | - | - | - | - | - | * | * | - | - | * | * |
| Reading | 2016 | 16% | 16% | **25%** | - | - | - | - | - | * | * | - | - | * | * |
| Mathematics | 2016 | 17% | 16% | **35%** | - | - | - | - | - | * | * | - | - | * | * |
| **Progress of Prior-Year Non-Proficient Students** | | | | | | | | | | | | | | | |
| **Sum of Grades 4-8** | | | | | | | | | | | | | | | |
| Reading | 2016 | 35% | 31% | * | - | - | - | - | - | * | * | - | - | * | * |

148

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

Total Students: 217
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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2016 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Test Participant | 99% | 100% | **100%** | * | 100% | 100% | - | * | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 95% | **96%** | * | 90% | 98% | - | * | * | 100% | 91% | 96% | 100% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 4% | **4%** | * | 10% | 2% | - | * | * | 0% | 9% | 4% | 0% |
| Other Exclusions | 1% | 0% | **0%** | * | 0% | 0% | - | * | * | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 0% | **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% |

149

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

Total Students: 217
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** | | | | | | | | | | | | | |
| 2014-15 | 95.7% | 95.9% | **96.2%** | * | 96.6% | 96.1% | * | * | * | * | 95.0% | 96.0% | 97.6% |
| 2013-14 | 95.9% | 96.1% | **96.6%** | - | 97.2% | 96.5% | - | * | * | * | 95.9% | 96.9% | 98.6% |

150

District Name: MARBLE FALLS ISD

Campus Name: SPICEWOOD EL

Campus Number: 027904104

Total Students: 217

Grade Span: PK - 05

School Type: Elementary

| Student Information | Count | Percent | District | State |
|---|---|---|---|---|
| Total Students: | 217 | 100.0% | 4,163 | 5,284,252 |
| Students by Grade: | | | | |
| Early Childhood Education | 0 | 0.0% | 0.2% | 0.2% |
| Pre-Kindergarten | 13 | 6.0% | 3.3% | 4.2% |
| Kindergarten | 22 | 10.1% | 7.1% | 7.1% |
| Grade 1 | 45 | 20.7% | 7.2% | 7.8% |
| Grade 2 | 36 | 16.6% | 7.5% | 7.8% |
| Grade 3 | 33 | 15.2% | 7.4% | 7.7% |
| Grade 4 | 29 | 13.4% | 7.4% | 7.5% |
| Grade 5 | 39 | 18.0% | 7.5% | 7.5% |
| Grade 6 | 0 | 0.0% | 7.7% | 7.4% |
| Grade 7 | 0 | 0.0% | 6.9% | 7.4% |
| Grade 8 | 0 | 0.0% | 8.0% | 7.3% |
| Grade 9 | 0 | 0.0% | 8.1% | 8.1% |
| Grade 10 | 0 | 0.0% | 7.6% | 7.3% |
| Grade 11 | 0 | 0.0% | 7.1% | 6.7% |
| Grade 12 | 0 | 0.0% | 7.1% | 6.1% |
| Ethnic Distribution: | | | | |
| African American | 3 | 1.4% | 2.4% | 12.6% |
| Hispanic | 43 | 19.8% | 44.1% | 52.2% |
| White | 160 | 73.7% | 50.5% | 28.5% |
| American Indian | 1 | 0.5% | 0.4% | 0.4% |
| Asian | 2 | 0.9% | 0.9% | 4.0% |
| Pacific Islander | 1 | 0.5% | 0.4% | 0.1% |
| Two or More Races | 7 | 3.2% | 1.4% | 2.1% |
| Economically Disadvantaged | 97 | 44.7% | 62.9% | 59.0% |
| Non-Educationally Disadvantaged | 120 | 55.3% | 37.1% | 41.0% |
| English Language Learners (ELL) | 17 | 7.8% | 13.3% | 18.5% |
| Students w/ Disciplinary Placements (2014-2015) | 0 | 0.0% | 2.9% | 1.4% |
| At-Risk | 43 | 19.8% | 50.0% | 50.1% |
| Mobility (2014-2015) | 25 | 13.2% | 15.2% | 16.5% |

151

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

# Texas Academic Performance Report
## 2015-16 Campus Profile

Total Students: 217
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 | 0.0% | 0.8% | 1.9% | 0.0% | 0.0% | 8.2% |
| Grade 1 | 2.8% | 3.3% | 4.1% | 0.0% | 0.0% | 7.4% |
| Grade 2 | 0.0% | 0.8% | 2.7% | 0.0% | 0.0% | 3.4% |
| Grade 3 | 0.0% | 0.4% | 2.0% | 0.0% | 3.6% | 1.6% |
| Grade 4 | 0.0% | 0.0% | 1.0% | 0.0% | 0.0% | 0.8% |
| Grade 5 | 0.0% | 0.4% | 0.9% | 0.0% | 0.0% | 1.0% |
| Grade 6 | - | 0.0% | 0.6% | - | 0.0% | 0.8% |
| Grade 7 | - | 0.0% | 0.8% | - | 0.0% | 0.9% |
| Grade 8 | - | 0.0% | 0.8% | - | 2.5% | 1.3% |

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | 11.0 | 18.0 | 18.9 |
| Grade 1 | 15.4 | 18.0 | 19.1 |
| Grade 2 | 18.0 | 17.7 | 19.1 |
| Grade 3 | 16.4 | 17.4 | 19.1 |
| Grade 4 | 13.8 | 17.7 | 19.0 |
| Grade 5 | 18.2 | 19.2 | 20.8 |
| Grade 6 | - | 19.7 | 20.4 |
| Secondary: | | | |
| English/Language Arts | - | 17.6 | 17.1 |
| Foreign Languages | - | 22.3 | 19.1 |
| Mathematics | - | 19.9 | 18.1 |
| Science | - | 19.7 | 19.1 |
| Social Studies | - | 21.8 | 19.5 |

152

# Texas Academic Performance Report
## 2015-16 Campus Profile

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

Total Students: 217
Grade Span: PK - 05
School Type: Elementary

| Staff Information | --------------- Campus --------------- | | District | State |
| | Count/Average | Percent | | |
| --- | --- | --- | --- | --- |
| Total Staff | 28.8 | 100.0% | 100.0% | 100.0% |
| | | | | |
| Professional Staff: | 25.8 | 89.6% | 61.0% | 64.3% |
| Teachers | 19.8 | 68.8% | 46.6% | 50.5% |
| Professional Support | 4.0 | 13.9% | 9.6% | 9.8% |
| Campus Administration (School Leadership) | 2.0 | 6.9% | 3.6% | 2.9% |
| | | | | |
| Educational Aides: | 3.0 | 10.4% | 9.3% | 9.6% |
| | | | | |
| Total Minority Staff: | 3.0 | 10.4% | 23.2% | 48.2% |
| | | | | |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 0.0 | 0.0% | 0.3% | 10.1% |
| Hispanic | 1.0 | 5.0% | 12.5% | 26.0% |
| White | 18.8 | 95.0% | 86.2% | 60.8% |
| American Indian | 0.0 | 0.0% | 0.7% | 0.4% |
| Asian | 0.0 | 0.0% | 0.0% | 1.5% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.3% | 1.1% |
| | | | | |
| Males | 0.0 | 0.0% | 20.6% | 23.5% |
| Females | 19.8 | 100.0% | 79.4% | 76.5% |
| | | | | |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.3% | 1.0% |
| Bachelors | 18.8 | 95.0% | 80.1% | 74.7% |
| Masters | 1.0 | 5.0% | 19.5% | 23.6% |
| Doctorate | 0.0 | 0.0% | 0.0% | 0.6% |
| | | | | |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.8 | 4.2% | 6.5% | 8.1% |
| 1-5 Years Experience | 7.0 | 35.3% | 21.1% | 27.3% |
| 6-10 Years Experience | 3.0 | 15.1% | 21.0% | 21.7% |
| 11-20 Years Experience | 6.0 | 30.3% | 33.1% | 27.3% |
| Over 20 Years Experience | 3.0 | 15.1% | 18.2% | 15.7% |
| | | | | |
| Number of Students per Teacher | 10.9 | n/a | 14.4 | 15.2 |

153

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

Total Students: 217
Grade Span: PK - 05
School Type: Elementary

| Staff Information | Campus | District | State |
|---|---|---|---|
| Average Years Experience of Teachers: | 9.9 | 12.1 | 10.9 |
| Average Years Experience of Teachers with District: | 5.5 | 6.6 | 7.3 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $40,794 | $40,875 | $45,507 |
| 1-5 Years Experience | $48,143 | $42,936 | $47,996 |
| 6-10 Years Experience | $44,835 | $44,408 | $50,459 |
| 11-20 Years Experience | $48,311 | $51,171 | $53,794 |
| Over 20 Years Experience | $55,513 | $57,509 | $60,613 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $48,501 | $48,500 | $51,891 |
| Professional Support | $54,347 | $57,652 | $61,145 |
| Campus Administration (School Leadership) | $49,641 | $58,883 | $75,654 |
| Instructional Staff Percent: | n/a | 59.2% | 64.5% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 1,914.4 |

154

District Name: MARBLE FALLS ISD

Campus Name: SPICEWOOD EL

Campus Number: 027904104

Total Students: 217

Grade Span: PK - 05

School Type: Elementary

| Program Information | ---------------- Campus ---------------- | | District | State |
|---|---|---|---|---|
| | Count | Percent | District | State |
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 17 | 7.8% | 13.1% | 18.3% |
| Career & Technical Education | 0 | 0.0% | 27.0% | 24.3% |
| Gifted & Talented Education | 20 | 9.2% | 7.3% | 7.7% |
| Special Education | 15 | 6.9% | 10.5% | 8.6% |
| | | | | |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 5.7% | 5.9% |
| Career & Technical Education | 0.0 | 0.0% | 5.3% | 4.4% |
| Compensatory Education | 1.0 | 5.0% | 2.1% | 2.9% |
| Gifted & Talented Education | 1.0 | 5.0% | 2.0% | 1.9% |
| Regular Education | 16.8 | 84.9% | 76.8% | 72.6% |
| Special Education | 1.0 | 5.0% | 5.8% | 8.8% |
| Other | 0.0 | 0.0% | 2.3% | 3.4% |

**Link to:**
**PEIMS Financial Standard Reports/**
**2014-2015 Financial Actual Report**

155

'^'   Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

'*'   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.

'**'   Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

'##'   Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

# Glossary

## 2015–16 Texas Academic Performance Report

**Accountability Rating:** The labels assigned to districts and campuses by the state academic accountability system that indicate acceptable and unacceptable performance or that a district or campus is not rated. Possible ratings are as follows:

- *Met Standard*

- *Met Alternative Standard*

- *Improvement Required*

- *Not Rated*

- *Not Rated: Data Integrity Issues*

For a detailed explanation of this year's accountability system, see the *2016 Accountability Manual,* available at http://tea.texas.gov/2016accountabilitymanual.aspx.

**Accountability Subset:** The collection of STAAR assessment results that are used to determine district and campus accountability ratings.

*Campus-level accountability subset:* Campuses are held accountable for the performance of only those students enrolled in the campus on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled at one campus on October 30, 2015* then moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus.

*District-level accountability subset:* A district is held accountable for the performance of only those students enrolled in the district on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled in one district on October 30, 2015* then moved to another district before the testing date, that student's performance is not included in the accountability results for either district. If that student had moved from one campus to another in the same district, however, his or her performance would have been included in the district's results, even though it was not included in the results for either campus. This can cause districts performance results to vary from the aggregate of its campuses' results.

*In the case of STAAR End-of-Course exams administered in July 2015, the accountability subset date is for the prior year, October 31, 2014.

**Advanced/Dual-Credit Course Completion:** The percentage of students who complete and receive credit for at least one advanced course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. Decisions about awarding high school credit for college courses is described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced, with the exception of courses designated only as dual-credit. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

$$\frac{\text{number of students in grades 11 and 12 in 2014–15 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for least one course in 2014–15}}$$

This indicator was used in awarding distinction designations to high schools in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual. (Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3).*

**Advanced Placement Examinations:** Please see *AP/IB Results.*

**Annual Dropout Rate:** The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate

- Was previously reported to the state as a dropout

- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)

- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)

- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2014–15 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2014–15 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2014–15 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2014–15 school year}}$$

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculation.

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 effect of mobility by including in the denominator every student ever reported in attendance at the district or

campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix K in the *2016 Accountability Manual. See also Dropout* and *Leaver Record. (Source of data: PEIMS; Record 203, Student – School Leaver; Record 400, Student – Basic Attendance; Record 500, Student – Flexible Attendance Data, Submissions 1, 3, and 4)*

**Annual Graduates:** The count of students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates. *(Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)*

**AP/IB Course Completion**: The percentage of annual graduates who completed at least one Advanced Placement (AP) course and/or the International Baccalaureate's (IB) course in the 2011–12 to 2014–15 school years.

$$\frac{\text{number of 2014–15 annual graduates who completed at least one AP or IB course in the 2011–12 to 2014–15 school years}}{\text{Number of 2014–15 annual graduates}}$$

**AP/IB Results (Participation):** The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations and/or the International Baccalaureate's (IB) Diploma Program examinations.

The percentage of students in grades 11 and 12 taking at least one AP or IB examination

$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders in the 2014–15 school year taking at least one AP or IB examination}}{\text{total students enrolled in 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ grades}}$$

**AP/IB Results (Examinees >= Criterion):** The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score. 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 percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB)

$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders with at least one AP or IB score at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders with at least one AP or IB examination}}$$

This indicator was used in determining the 2016 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual. (Sources of data: The College Board, Aug. 2015,*

*Jan. 2015; The International Baccalaureate Organization, Aug. 2015, Aug. 2014; and PEIMS; Record 101, Student – Demographic, Submission 1)*

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2014–15 school year considered as at risk}}{\textbf{total number of students}}$$

*(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)*

**Attendance Rate:** The percentage of days that students were present in 2014–15 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grade 1–12 were present in 2014–15}}{\textbf{total number of days that students in grade 1–12 were in membership in 2014–15}}$$

This indicator was used in awarding distinction designations in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual*. *(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)*

**Auxiliary Staff** *(not on campus profile)***:** The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percent of day worked. *(Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)*

**Average Actual Salaries (regular duties only):** For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the PEIMS role IDs included in each category.

- *Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are people who are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.

- *Campus Administration.* Principals, assistant principals, and other administrators reported with a specific school ID.

- *Central Administration. (not on campus profile)* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

- *Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.

**Average Teacher Salary by Years of Experience (regular duties only):** Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. 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 of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Submission 1)*

**Average Years' Experience of Teachers:** The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

**Average Years' Experience of Teachers with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)*

**Bilingual Education (BE)** Dual-language program that enables English language learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the transitional bilingual/early exit, the transitional bilingual/late exit, the dual language immersion/one-way, and the dual language immersion/two-way instructional models.

**Bilingual Education/English as a Second Language Reports:** The performance for selected indicators disaggregated by bilingual and English as a second language (ESL) instructional models. The TAPR shows the statutorily-required performance indicators disaggregated by eleven columns for students identified as limited English proficient (LEP) in the current school year.

For definitions of the BE/ESL instructional programs, see the *PEIMS Data Standards,* available at http://tea.texas.gov/index4.aspx?id=25769817517.

**Campus Number:** A unique nine-digit number assigned to every public school. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254), followed by a three-digit district number (9XX is used primarily for traditional campuses, 8XX for charter campuses), and ending with a three-digit campus number (typically 00X_ for high schools, 04Xfor middle schools, and 1XX for elementary schools).

**Class Size Averages by Grade and Subject:** The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a given subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the numbers of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as it is for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.

- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.

- Classes where the number of students served is reported to be zero are not included.

- Service codes with the "SR" prefix are not included.

- Teacher roles coded as "teacher" and/or "substitute teacher" are included.

- Only class settings coded as "regular class" are included.

- Missing partial FTE counts are not included.

- Elementary classes in which the number of students exceeds 100 are not included.

- Mixed grade-level class averages are not included.

*(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)*

**Cohort:** a group of students who begin grade 9 for the first time in the same school year plus any students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort

A cohort is formed when a group of students begins ninth grade, regardless of whether the school that they attend has students in any other grades.

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

**College Admissions Tests:** Please see *SAT/ACT Results.*

**College-Ready Graduates:** The percentage of graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT test, or the ACT test. The criteria for each are as follows:

| Subject | TSIA | | SAT | | ACT |
|---------|------|-----|-----|-----|-----|
| ELA | at least 351 on Reading | OR | at least 500 on Critical Reading AND at least 1070 Total | OR | at least 19 on English AND at least 23 Composite |
| Math | at least 350 on Mathematics | OR | at least 500 on Math AND at least 1070 Total | OR | at least 19 on Math AND at least 23 Composite |

The percentages are calculated as follows:

*English Language Arts.*

$$\frac{\text{number of graduates who scored at or above the } college\text{-}ready \text{ criterion for ELA in 2014–15}}{\text{number of 2014–15 annual graduates with ELA results to evaluate}}$$

*Mathematics.*

$$\frac{\text{number of graduates who scored at or above the } college\text{-}ready \text{ criterion for mathematics in 2014–15}}{\text{number of 2014–15 annual graduates with mathematics results to evaluate}}$$

*Both Subjects.*

$$\frac{\text{number of graduates who scored at or above the } college\text{-}ready \text{ criteria on } both \text{ ELA \& mathematics in 2014–15}}{\text{number of 2014–15 annual graduates with results in both subjects to evaluate}}$$

*Either Subject.*

$$\frac{\text{number of graduates who scored at or above the } college\text{-}ready \text{ criteria on } either \text{ ELA or mathematics in 2014–15}}{\text{number of 2014–15 annual graduates with results in either subjects to evaluate}}$$

Performance is shown for the classes of 2015 and 2014.

*(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2014, ACT, Inc. Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver, Submissions 1 and 3)*

**College and Career Ready Graduates:** The number of 2014–15 annual graduates who demonstrate preparedness for postsecondary success in one of three ways:

- Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates

- Completing and earning credit for at least two advanced/dual-credit courses in the 2013–14 or 2014–15 school year

- Enrolling in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

*(Sources of data: consolidated accountability file [CAF], THECB, College Board, and ACT)*

**Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year**: The percentage of annual graduates who complete two or more advanced or dual-credit courses.

$$\frac{\text{number of 2014–15 annual graduates who completed 2 or more advanced/dual credit courses in the current and/or prior school year}}{\text{Number of 2014–15 annual graduates}}$$

*(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)*

**Completion of Twelve or More Hours of Postsecondary Credit**: The percentage of annual graduates who earn at least 12 hours of postsecondary credit in the 2011–12 to 2014–15 school years.

$$\frac{\text{number of 2014–15 annual graduates who completed 12 or more hours of postsecondary credit in the 2011–12 to 2014–15 school years}}{\text{Number of 2014–15 annual graduates}}$$

*(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)*

**Completion Rate:** Please see *Longitudinal Rates.*

**County District Number (CDN):** Please see District Number

**County District Campus Number (CDCN):** Please see Campus Number

**CTE Coherent Sequence Graduate:** The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study.

$$\frac{\text{number of 2014–15 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2014–15 annual graduates}}$$

*(Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; Record 203, Student – School Leaver, Submissions 1 and 3; Record 400, Student – Basic Attendance, Submission 1)*

**Data Quality** *(not on campus profile)***:** The percentage of errors made by district in two key data submissions: the PID in PEIMS Student Data and the PEIMS Student Leaver Data.

(1)    **The PID Error Rate cannot be reported for the 2015-16 school year due to the transition from PEIMS Edit+ to TSDS.**

(2)    *Percent of Underreported Students.* Underreported students are $7^{th}$–$12^{th}$ graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. 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 2014–15, the end of the school-start window was September 25, 2015.) (For a more complete definition of leavers, see *Leaver Records*.)

<div align="center">

number of underreported students
</div>

---

<div align="center">

**number of students in grades 7–12 who were served in the district in the 2014–15 school year**
</div>

*(Source of data: General Educational Development Information File; PEIMS; Record 101, Student – Demographic, Submission 1; Record 110, Student – Enrollment, Submission 1; Record 400, Student – Basic Attendance, Submission 3; Record 500, Student – Flexible Attendance Data, Submission 3)*

**Distinction Designations:** Recognitions for outstanding achievement in the following academic areas:

- Academic Achievement in English Language Arts/Reading (campus only)

- Academic Achievement in Mathematics (campus only)

- Academic Achievement in Science (campus only)

- Academic Achievement in Social Studies (campus only)

- Top 25 Percent: Student Progress (campus only)

- Top 25 Percent: Closing Performance Gaps (campus only)

- Postsecondary Readiness (district and campus)

Only those districts and campuses that receive a *Met Standard* rating are eligible for distinction designations. Charter districts and alternative education campuses evaluated by alternative education accountability (AEA) provisions are not eligible for distinction designations.  See Chapter 5 in the *2016 Accountability Manual* for more information.

**Distinguished Achievement Program:** Please see *RHSP/DAP Graduates.*

**District Number:** A unique six-digit number assigned to every public school district. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254) followed by a three-digit district number (9XX for traditional districts, 8XX for charter operators).

**Dropout:** A student who was enrolled in public school in grade 7–12 during the previous year, did not return to public school in current year, was not expelled, and did not graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Dropout counts are obtained from PEIMS records. For more information, see *Annual Dropout Rate. (Source of data: PEIMS; Record 203, Student – School Leaver, Submissions 1, 3)*

**Dropout Rate:** Please see *Annual Dropout Rate.*

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

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

See also *Total Students. (Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; and TEA Student Assessment Division)*

**Educational Aides:** The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all PEIMS Role IDs. *(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)*

**English as a Second Language (ESL):** An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes both ESL content and ESL pull-out instructional models.

**English Language Learners (ELLs):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Language Learner," "English Learner," and "Limited English Proficient" (LEP) are used interchangeably.

Inclusion and exclusion of ELL performance varies by indicator:

- ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual.*

- ELL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. Not all students identified as ELLs receive bilingual or English as a second language instruction. *(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)*

**Enrollment:** Please see *Total Students.*

**Ethnic Distribution:** The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. *(Source of data: PEIMS; Record 101, Student – Demographic, Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)*

**Expenditure Information:** Information available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

**Foundation High School Program (FHSP):** Please see *Graduation Plan.*

**Full Time Equivalent (FTE):** A measure of the extent to which a person (or responsibility) occupies a full-time position; it is calculated for each staff member reported in PEIMS. FTE values are used in various staff reports as well as input to the Budget and Actual financial allocation process.

An employee who works half time and has 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 of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)*

**Fund Balance Information:** Information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

**Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2014–15 are also shown:

- Minimum High School Program (MHSP)

- Recommended High School Program (RHSP)

- Distinguished Achievement Program (DAP)

- Foundation High School Plan (FHSP)

See also *College-Ready Graduates, Longitudinal Rate, RHSP/DAP Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)*

**Graduation Plan:** The percentage of students who graduated under one of the following:

- FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2015 with reported FHSP graduation plans)}}$$

- FHSP-E Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2015 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Longitudinal Rate) (Class of 2015, Class of 2014) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2015 with reported graduation plans}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\text{number of graduates from the Class of 2015 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2015 with reported graduation plans}}$$

- FHSP-DLA Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2014–15 who earn an FHSP-E}}{\text{number of graduates in SY 2014-15 with reported FHSP graduation plans (excludes graduates with RHSP and DAP degree plans)}}$$

- FHSP-E Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Texas State Board of Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2014–15 who earn an FHSP-E}}{\text{number of graduates in SY 2014–15 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2014–15 with reported graduation plans}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2014–15 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. See the *PEIMS Data Standards* for more information. Results are shown for the Class of 2015 and the Class of 2014. See also *Graduates. (Source of data: PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)*

For additional information about graduation programs please see
http://tea.texas.gov/graduation.aspx

**Graduates Enrolled in Texas Institution of Higher Education (TX IHE):** The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\text{number of graduates during the 2013–14 school year who attended a public or independent college or university in Texas in the 2014–15 academic year}}{\text{number of graduates during the 2013–14 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included. *(Source of data: Texas Higher Education Coordinating Board)*

**Graduates in TX IHE Completing One Year Without Remediation:** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

$$\frac{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated } and \text{ met the } Texas\ Success\ Initiative \text{ requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

Students who attended Texas public two- or four-year institutions of higher education are included.

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Source of data: Texas Higher Education Coordinating Board, Fall 2016)*

**Graduation Rate:** Please see *Longitudinal Rates.*

**Instructional Expenditure Ratio (2014–15):** This information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

**Instructional Staff Percent** *(district profile only)***:** The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2014–15 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

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

**Leaver Record:** The PEIMS record that reports the status of prior year grade 7–12 students who are no longer enrolled at a Texas public school. Districts are required to submit a leaver record for each student who graduated, enrolled in school in another state, returned to his or her home country, died, or dropped out.

See *Data Quality. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3); Secondary School Completion and Dropouts in Texas Public Schools, 2014–15, Texas Education Agency)*

**LEP (Limited English Proficient):** Please see *English Language Learner.*

**Longitudinal Rates:** 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 2011–12. They are followed through their expected graduation with the class of 2015.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2010–11. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2014.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2009–10. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2013.

*Additional Information on Cohorts:*

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

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

*4-Year Longitudinal Rate*

(1)  *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2015 for the 2015 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

(2)  *Received GED:* For the 2015 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

(3)  *Continued High School:* The percent of the 2015 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2015 cohort*}}$$

(4)  *Dropped Out:* The percent of the 2015 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2015 cohort*}}$$

(5)  *Graduates & GED:* The percentage of graduates and GED recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2015 cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

(6)  *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015 plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\text{number of students in the 2015 cohort*}}$$

*5-Year Extended Longitudinal Rate*

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2015, for the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2014 cohort*}}$$

(2) *Received GED:* For the 2014 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2014 cohort*}}$$

(3) *Continued High School:* The percent of the 2014 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2014 cohort*}}$$

(4) *Dropped Out:* The percent of the 2014 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2014 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2014 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2014 cohort. It is calculated as follows:

$$\frac{\substack{\text{number of students from the cohort who received a high school diploma by August 31, 2015}\\\text{plus number of students from the cohort who received a GED by August 31, 2015}\\\text{plus number of students from the cohort who were enrolled in the fall of the}\\\text{2015–16 school year}}}{\text{number of students in the 2014 cohort*}}$$

*Six-year Extended Longitudinal Rate*

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2015, for the 2013 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2013 cohort*}}$$

(2) *Received GED:* For the 2013 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2013 cohort*}}$$

(3) *Continued High School:* The percent of the 2013 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2014–15 school year**

---

**number of students in the 2013 cohort\***

(4) *Dropped Out:* The percent of the 2013 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2014–15 school year**

---

**number of students in the 2013 cohort\***

(5) *Graduates & GED.* The percentage of graduates and GED recipients in the 2013 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2015
plus number of students from the cohort who received a GED by August 31, 2015**

---

**number of students in the 2013 cohort\***

(6) *Graduates, GED & Cont.* The percentage of graduates, GED recipients, and continuers in the 2013 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2015
plus number of students from the cohort who received a GED by August 31, 2015
plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year**

---

**number of students in the 2013 cohort\***

\*    The cohort in the denominator of the formulas shown 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, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, GED recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

*Additional Information about Federal Graduation Rates*

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2015**

---

**number of students in the 2015 cohort \*\***

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2010–11. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2014. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2015**

---

**number of students in the 2014 cohort\*\***

173

** 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.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education 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, 2014–15. (Sources: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3 and General Educational Development Information File)*

**Masking:** Concealing the performance results of small groups of students to comply with the Federal Educational Rights and Privacy Act (FERPA)

Please see Special Symbols for additional information.

**Membership:** The count of enrolled students that does not include those students who are served 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 of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

**Mobility** *(campus profile only)***:** The count and percentage of students who have been in membership at a school for less than 83% of the school year (i.e., missed six or more weeks).

$$\frac{\text{number of mobile students in 2014–15}}{\text{number of students who were in membership at any time during the 2014–15 school year}}$$

This rate is calculated at the campus level. The mobility rate shown in the "district" column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. *(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)*

**Non-Educationally Disadvantaged:** Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

**Number of Students per Teacher:** The total number of students divided by the total teacher FTE count. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

**Paired Schools:** Two campuses that are combined virtually for the purpose of assigning accountability ratings. All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. A campus that does not serve grade levels at which STAAR is administered is paired with another campus in the same district for accountability purposes. For example, Travis Primary (K–2) feeds students into Navarro Elementary (3–5). The district pairs

these two campuses for accountability purposes. This means that the performance index outcome of Navarro Elementary is also used as the rating Travis Primary. For more information about paring, please see Chapter 6 in the *2016 Accountability Manual.*

**Professional Staff:** The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See also Appendix A. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

**Progress of Prior-Year Non-Proficient Students** *(Percent of students who did not reach the satisfactory standard on at least one STAAR assessment in the previous year)***:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alt 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2016, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched students who did not reach the satisfactory standard in 2015 but passed in 2016}}{\text{number of matched students who did not reach the satisfactory standard in 2015}}$$

For 2016, students in grades 4–8 included in these measures are those who

- took the spring 2016 STAAR, STAAR A or STAAR Alt 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 test takers because that is the first STAAR test;

- are part of the 2016 accountability subset;

- can be matched to the spring 2015 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and

- did not reach the satisfactory standard on the 2015 STAAR administration of ELA/reading and/or mathematics.

*(Source of data: TEA Student Assessment Division)*

**Recommended High School Program:** Please see *Graduation Plan.*

**Retention Rates by Grade** (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2015 in the same grade in which they were reported for the last six-week period of the prior school year (2014–15).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2014–15,* available from TEA. *(Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)*

**Revenue Information:** Please see the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

**SAT/ACT Results:** Participation and performance of graduating seniors from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. Only one record is sent per student. If a student takes an ACT and/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:* The percentage of graduates who took either college admissions test:

$$\frac{\textbf{number of graduates who took either the SAT or the ACT}}{\textbf{Total number of graduates reported}}$$

(2)  *At/Above Criterion:* The percentage 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):

$$\frac{\textbf{number of graduating examinees who scored at or above the criterion score}}{\textbf{number of graduating examinees taking either the SAT or the ACT}}$$

(3)  *Average SAT Score:* The average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

$$\frac{\textbf{sum of total scores (critical reading + writing + mathematics) of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

(4)  *Average ACT Score:* The average score for the ACT composite. The maximum score is 36. It is calculated as follows:

$$\frac{\textbf{sum of total composite scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

See also *Criterion Score. (Sources: The College Board, Aug. 2015, Jan. 2015; ACT, Inc. (ACT) Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)*

**School Type:** A specific label given to a campus for the purposes of determining its index targets. How it is labeled—elementary, middle, elementary/secondary, or high—is determined by the grades served by the campus as reported in the fall PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see Chapter 2 of the *2016 Accountability Manual.*

**Snapshot Date:** The first submission of data to PEIMS of a new school year. Enrollment information submitted by this date is used for accountability. It is the last Friday of October. October 30, 2015, is the PEIMS snapshot date for the 2015–16 school year.

**Special Education**: The population of students served by special education programs. Assessment decisions for students in special education programs are made by their admission, review, and dismissal (ARD) committees. In the 2015–16 school year, a student in special education may have been administered the STAAR, STAAR A, or STAAR Alt 2.

Other indicators that include the performance of students served by special education are advanced course/dual-credit course completion, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP/FHSP rates. 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 (district profile only) for students receiving special education services are shown separately. See *STAAR Special Education Assessments* and *STAAR Participation. (Source of data: PEIMS; Record 163, Student – Special Education Program, Submission 1)*

**Special Education Determination Status** *(district TAPR only)*: The 2015–16 TAPR provides the 2015–16 special education integrated intervention stage/determination status for each district on the cover page of the report.  This label represents an integrated determination status based on an evaluation of each district's Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/.

Additional resources include the PBMAS Manual and the State Performance Plan at the following links:

http://tea.texas.gov/pbm/PBMASManuals.aspx

http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

**Special Symbols:** Characters used to indicate certain, specific circumstances. The 2015–16 TAPR uses special symbols in the following circumstances:

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

- An asterisk (*) is used to mask small numbers in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).

- '-' Indicates zero observations reported for this group.

- n/a indicates that the data are not available or not applicable.

- '**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

- '##' Indicates that PID Error rate information cannot be reported in 2015–16 due to the transition from PEIMS Edit+ to TSDS.

For more information, see the *Explanation of Masking* at
https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/masking.html

**STAAR (State of Texas Assessments of Academic Readiness):** A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR test is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*
  - Grade 3 – reading and mathematics
  - Grade 4 – reading, mathematics and writing
  - Grade 5 – reading, mathematics (1$^{st}$ and 2$^{nd}$ administration cumulative) and science
  - Grade 6 – reading and mathematics
  - Grade 7 – reading, mathematics and writing
  - Grade 8 – reading, mathematics (1$^{st}$ and 2$^{nd}$ administration cumulative), science, and social studies

- *By End-of-Course (EOC) Subject:*
  - English I
  - English II
  - Algebra I
  - U.S. History
  - Biology

- *All Grades:*
  - *STAAR Percentage at Level II Satisfactory Standard or Above* (All Grades). The accountability indicator used to determine the scores for Indices 1 and 3. The first measure under this indicator, All Subjects, combines all subjects and all grades.
  - *STAAR Percentage at Postsecondary Readiness Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Final Level II performance standard on two or more assessments. The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the postsecondary level or better and 2) students who scored at the postsecondary level or better on two or more assessments. A student who took more than one assessment and scored at the postsecondary level on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.
  - *STAAR Percentage at Advanced Standard.* The percentage of tests that met or exceeded the Advanced Level III performance standard. This indicator was part of determining the score for Index 3.
  - *STAAR Percentage Met or Exceeded Progress.* The percentage of tests that met or exceeded the STAAR or ELL progress measure expectations. See Chapter 4 of the 2016 Accountability Manual for more information. This indicator was used in determining the score for Index 2.
  - *STAAR Percentage Exceeded Progress.* The percentage of tests that exceeded the progress measure expectations. This indicator was used in determining the score for Index 2.

Other Important Information

- *The Texas English Language Learner Progress Measure.* Often referred to simply as the ELL progress measure, it provides year-to-year performance expectations on the State of Texas Assessments of Academic Readiness (STAAR®) content-area assessments for ELL students. The progress measure is based on a student's level of English language proficiency and the amount of time he or she has attended school in the United States. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual.*

- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html.

- *Special Education. STAAR and STAAR A results are included in all indices. STAAR Alt 2 results are included in Index 1, Index 2, and Index 3.*

- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR tests.

- *Rounding of STAAR results.* STAAR performance shown 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.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2016/masking.html

See *STAAR Participation* and *Student Success Initiative. (Source of data: TEA Student Assessment Division)*

**STAAR Participation:** The percentage of students who were administered a STAAR assessment. Includes STAAR, STAAR A, STAAR Alt 2, TELPAS, and STAAR-L. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents (STAAR, STAAR A, STAAR Alternate 2, STAAR-L, TELPAS) with a score code of "S", 2) STAAR Alternate 2 testers with a score code of "N", 3) STAAR, STAAR A or STAAR Alternate 2 reading testers with a score code of "A" or "O" who also have a scored TELPAS assessment, and 4) year 1-5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment.
  - *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
  - *Not included in Accountability:* answer documents counted as participants, but not used in determining the district or campus accountability rating
    - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall PEIMS submission dates (October 30, 2015, or October 31, 2014 for summer 2015 EOCs)
    - *Other Exclusions.* The following answer documents were excluded from the rating determination:
      - Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR tests with score codes of A or O.
      - Answer documents of students who are either an ELL who has been is school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
      - Answer documents of ELL students who have been in U.S. schools for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated for reasons other than parental denial of services or the student having exceeded the ELL progress measure plan.
      - Answer documents of STAAR Alt 2 testers with a score code of N.
- *Not Tested:* answer documents with score codes A or O
  - *Absent:* answer documents with a score code A
  - *Other:* answer documents with score codes O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). *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 of data: TEA Student Assessment Division)*

**Staff Exclusions** *(not on campus profile):* The 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* are staff who work in schools located in districts other than their employing district or whose 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 of data: PEIMS; Record 055, District Finance Data – Contracted Instructional Staff, Record 060 – Staff Data – Employment Payroll Accounting, Submission 1)*

**Student Enrollment by Program:** The count and percentage of students 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 total to 100 because students may participate in more than one of these programs. *(Source of data: PEIMS; Record 110 – Student – Enrollment, Record 163 – Student – Special Education Program, Record 169 – Student – Career and Technical Education Program, Submission 1)*

**Student Success Initiative (SSI):** Grade-advancement requirements enacted by the 76th Legislature in 1999 that requires students to demonstrate proficiency on the mathematics and reading assessments at grades 5 and 8.

For 2016, the TAPR shows the following for each SSI grade:

(1) *Students Meeting Level II 2015–16 Satisfactory Standard on First STAAR Administration*: The percentage of students who met Level II Satisfactory Standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met \textbf{Level II Satisfactory Standard} in the first administration}}{\text{number of students tested in the first administration}}$$

(2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

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

(3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the tests in the first and second administrations combined. It is calculated as follows:

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

(4)* *STAAR Non-Proficient Students Promoted by Grade Placement Committee (GPC):* The percentage of students who were non-proficient after all attempts to pass but were promoted to the next grade by their GPC. It is calculated as follows:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who did not pass all administrations}}$$

(5)* *STAAR Met Standard (Non-Proficient in Previous Year):*

- *Promoted to Grade 6 or 9*: The percentage of students who passed the STAAR in 2015 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 STAAR reading in 2016}}{\text{number of students who were promoted by their GPC and took grade 6 STAAR reading in 2016}}$$

- *Retained in Grade 5 or 8*: The percentage of students who passed the STAAR in 2015 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 STAAR reading in 2016}}{\text{number of students retained and took grade 5 STAAR reading in 2016}}$$

* This item does not apply to Mathematics in 2016, because the grade 3–8 Mathematics was not included in the 2015 accountability.

For more information, see TEA's Student Assessment Division SSI site at http://tea.texas.gov/student.assessment/ssi/

*(Source of data: TEA Student Assessment Division)*

**Students by Grade:** The count of students in each grade divided by the total number of students. *(Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)*

**Students with Disciplinary Placements:** The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). 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 2015–16, 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 of data: PEIMS; Record 425, Disciplinary Action Data, Submission 3)*

**Superintendent:** The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

**Tax Information:** This information, including tax rates and assessed district property values, is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

**Teachers by Ethnicity and Sex:** The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

**Teachers by Highest Degree Held:** The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

**Teachers by Program** *(population served) (district profile only)***:** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. 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 of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

**Teachers by Years of Experience:** The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

**Texas Success Initiative Assessment (TSIA):** The percentage of annual graduates who met the TSI criteria on the TSIA

Percentages are calculated and shown for English and mathematics separately.

$$\frac{\text{number of 2014–15 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2014–15 annual graduates}}$$

*(Source of data: THECB [applicable scores from June 2011 through October 2015] and Record 203, Student – School Leaver, Submissions 1 and 3)*

**Total Staff:** The total count of staff which 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 of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

**Total Students:** The total number of public school students who were reported in membership on October 30, 2015, at any grade from early childhood education through grade 12. Membership differs 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 of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

**Turnover Rate for Teachers** *(not on campus profile)***:** The percentage of teachers from the fall of 2014–15 who were not employed in the district in the fall of 2015–16. It is calculated as the total FTE count of teachers from the fall of 2015–16 who were not employed in the district in the fall of 2014–15, divided by the total teacher FTE count for the fall of 2014–15. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 090, Staff Data – Responsibilities, Submission 1)*

# 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 | https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html | |
| 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 | State Funding | (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 | | |
| | School Improvement | (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 | State Funding | (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 | ETS | (855) 333-7770 |
| | 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 |

Information on the Internet: http://tea.texas.gov/accountability/

# 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/Truant Officer
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
## 2015–16 Texas Academic Performance Reports

- All courses shown were for the 2014–15 school year.

- An "A" prefix indicates a College Board Advanced Placement course.

- An "I" prefix indicates an International Baccalaureate course.

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

## English Language Arts

| | |
|---|---|
| 03221100 | Research/Technical Writing |
| 03221200 | Creative Writing |
| 03221500 | Literary Genres |
| 03221600 | Humanities (First Time Taken) |
| 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 | AP English Language and Composition |
| A3220200 | AP English Literature and Composition |
| 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 | AP Calculus AB |
| A3100102 | AP 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 | AP Computer Science A |
| I3580200 | IB Computer Science I, Standard Level |
| I3580300 | IB Computer Science II ,Higher Level |
| I3580400 | IB Information Technology In A Global Society SL |

## 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 | AP Music Theory |
| A3500100 | AP History Of Art |
| A3500300 | AP Art/Drawing |
| A3500400 | AP Art/Two-Dimensional Design Portfolio |
| A3500500 | AP 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 |

## Science

| | |
|---|---|
| A3010200 | AP Biology |
| A3020000 | AP Environmental Science |
| A3040000 | AP Chemistry |
| A3050002 | AP Physics C |
| I3010200 | IB Biology |
| I3020000 | IB Environmental Systems and Societies |
| I3030001 | IB Design Technology SL |
| I3030002 | IB Design Technology HL |
| I3040001 | IB Chemistry I |
| I3050001 | IB Physics I |

## 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 | AP United States Government and Politics |
| A3330200 | AP 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, Standard Level |
| I3302200 | IB Geography, Higher Level |
| I3303100 | IB Economics, Standard Level |
| I3303200 | IB Economics, Higher Level |
| I3303300 | IB Business and Management I |
| I3303400 | IB Business and Management II |
| I3304100 | IB Psychology, Standard Level |
| 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 |
| 03460700 | Czech VII |

## Advanced Languages (cont.)

| | |
|---|---|
| 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 Language IV |
| 03980500 | American Sign Language  V |
| 03980600 | American Sign Language  VI |
| 03980700 | American Sign Language 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 | AP Japanese |
| A3410100 | AP French |
| A3420100 | AP German |
| A3430100 | AP Latin |
| A3440100 | AP Spanish |
| A3440200 | AP Spanish |
| A3490400 | AP Chinese |
| I3110400 | IB Arabic 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 |

## Advanced Languages (cont.)

| | |
|---|---|
| 13420500 | IB German V |
| 13430400 | IB Latin IV |
| 13430500 | IB Latin V |
| 13440400 | IB Spanish IV |
| 13440500 | IB Spanish V |
| 13440600 | IB Spanish VI |
| 13440700 | IB Spanish VII |
| 13450400 | IB Russian IV |
| 13450500 | IB Russian V |
| 13480400 | IB Hebrew IV |
| 13480500 | IB Hebrew V |
| 13490400 | IB Chinese IV |
| 13490500 | IB Chinese V |
| 13490600 | IB Chinese VI |
| 13490700 | IB Chinese VII |
| 13520400 | IB Hindi IV |
| 13520500 | IB Hindi V |
| 13663600 | IB Other VI |
| 13663700 | IB Other VII |
| 13996000 | IB Other IV |
| 13996100 | IB Other V |

## Other

| | |
|---|---|
| 13000100 | IB Theory Of Knowledge |
| 13305100 | IB World Religions A |
| 13366100 | IB World Religions B |
| N1290317 | GT Independent Study Mentorship III |
| N1290318 | GT Independent Study Mentorship IV |

# 2014-2015 Actual Financial data

## Totals for Marble Falls ISD (027904)

**Total Membership:** 4,054

| | District | | | | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | General Fund | % | Per Student | All Funds | % | Per Student | All Funds | % | Per Student |
| **Receipts** | | | | | | | | | |
| **Total Revenue** | 35,034,938 | 100.00% | 8,642 | 48,528,731 | 100.00% | 11,971 | 56,133,489,714 | 100.00% | 10,774 |
| Local Tax | 28,169,622 | 80.40% | 6,949 | 35,171,913 | 72.48% | 8,676 | 25,280,136,712 | 45.04% | 4,852 |
| Other Local and Intermediate | 1,865,751 | 5.33% | 460 | 2,726,223 | 5.62% | 672 | 2,184,020,956 | 3.89% | 419 |
| State | 4,226,487 | 12.06% | 1,043 | 4,612,112 | 9.50% | 1,138 | 22,814,894,859 | 40.64% | 4,379 |
| Federal | 773,078 | 2.21% | 191 | 6,018,483 | 12.40% | 1,485 | 5,854,437,187 | 10.43% | 1,124 |
| | | | | | | | | | |
| **Total Receipts** | 39,104,730 | 100.00% | 9,646 | 62,315,894 | 100.00% | 15,371 | 78,601,559,619 | 100.00% | 15,086 |
| Total Revenue | 35,034,938 | 89.59% | 8,642 | 48,528,731 | 77.88% | 11,971 | 56,133,489,714 | 100.00% | 10,774 |
| Equity Transfers | 4,069,792 | 10.41% | 1,004 | 4,069,792 | 6.53% | 1,004 | 1,496,609,416 | 1.90% | 287 |
| Total Other Resources | 0 | 0.00% | 0 | 9,717,371 | 15.59% | 2,397 | 20,971,460,489 | 26.68% | 4,025 |
| | | | | | | | | | |
| **Fund Balances (for ISDs)** | | | | | | | | | |
| **Total Fund Balance\*\*** | 12,813,847 | 36.57% | 3,161 | 24,412,927 | 50.31% | 6,022 | 29,561,641,503 | 54.77% | 5,927 |
| Nonspendable Fund Balance | 116,148 | 0.33% | 29 | 136,863 | 0.28% | 34 | 308,398,318 | 0.57% | 62 |
| Restricted Fund Balance | 0 | 0.00% | 0 | 11,578,365 | 23.86% | 2,856 | 13,254,233,291 | 24.56% | 2,657 |
| Committed Fund Balance | 0 | 0.00% | 0 | 0 | 0.00% | 0 | 3,257,809,183 | 6.04% | 653 |
| Assigned Fund Balance | 0 | 0.00% | 0 | 0 | 0.00% | 0 | 2,102,056,286 | 3.89% | 421 |
| Unassigned Fund Balance | 12,697,699 | 36.24% | 3,132 | 12,697,699 | 26.17% | 3,132 | 10,639,144,425 | 19.71% | 2,133 |

**Disbursements**

  **Total Expenditures**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| BY OBJECT | 34,532,919 | 100.00% | 8,518 | 45,360,841 | 100.00% | 11,189 | 60,977,192,546 | 100.00% | 11,704 |
| Payroll (Objects 6100) | 26,872,632 | 77.82% | 6,629 | 29,969,861 | 66.07% | 7,393 | 37,049,271,624 | 60.76% | 7,111 |
| Other Operating (Objects 6200-6400) | 5,554,541 | 16.08% | 1,370 | 9,207,508 | 20.30% | 2,271 | 10,508,649,793 | 17.23% | 2,017 |
| Debt Service (Objects 6500) | 0 | 0.00% | 0 | 1,524,456 | 3.36% | 376 | 7,236,507,503 | 11.87% | 1,389 |
| Capital Outlay (Objects 6600) | 2,105,746 | 6.10% | 519 | 4,659,016 | 10.27% | 1,149 | 6,182,763,626 | 10.14% | 1,187 |
| BY FUNCTION (Objects 6100-6400 only) | | | | | | | | | |
| Debt Service (71) | 0 | | 0 | 0 | | 0 | 494,213 | | 0 |
| Facilities Acquisition & Construction (81) | 0 | | 0 | 32,163 | | 8 | 329,486,348 | | 63 |
| Total Operating Expenditures | 32,427,173 | 100.00% | 7,999 | 39,145,206 | 100.00% | 9,656 | 47,227,940,856 | 100.00% | 9,065 |
| Instruction (11,95) | 17,296,440 | 53.34% | 4,267 | 20,433,181 | 52.20% | 5,040 | 26,871,610,227 | 56.90% | 5,158 |
| Instructional Res Media (12) | 403,962 | 1.25% | 100 | 440,731 | 1.13% | 109 | 586,142,869 | 1.24% | 113 |
| Curriculum/Staff Develop (13) | 469,809 | 1.45% | 116 | 774,115 | 1.98% | 191 | 1,001,022,261 | 2.12% | 192 |
| Instructional Leadership (21) | 705,586 | 2.18% | 174 | 943,621 | 2.41% | 233 | 718,051,639 | 1.52% | 138 |
| School Leadership (23) | 1,925,330 | 5.94% | 475 | 1,970,256 | 5.03% | 486 | 2,722,138,250 | 5.76% | 522 |
| Guidance Counseling Svcs (31) | 950,450 | 2.93% | 234 | 962,412 | 2.46% | 237 | 1,668,235,063 | 3.53% | 320 |
| Social Work Services (32) | 45,669 | 0.14% | 11 | 45,669 | 0.12% | 11 | 128,116,298 | 0.27% | 25 |
| Health Services (33) | 343,281 | 1.06% | 85 | 356,002 | 0.91% | 88 | 473,216,577 | 1.00% | 91 |
| Transportation (34) | 1,499,186 | 4.62% | 370 | 1,597,751 | 4.08% | 394 | 1,347,546,868 | 2.85% | 259 |
| Food (35) | 0 | 0.00% | 0 | 2,204,087 | 5.63% | 544 | 2,699,811,544 | 5.72% | 518 |
| Extracurricular (36) | 1,474,968 | 4.55% | 364 | 1,506,426 | 3.85% | 372 | 1,367,198,521 | 2.89% | 262 |
| General Administration (41,92) | 1,209,185 | 3.73% | 298 | 1,231,441 | 3.15% | 304 | 1,475,276,145 | 3.12% | 283 |

**Program Expenditures**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Operating Expenditures - Program** | 23,728,869 | 100.00% | 5,853 | 28,251,096 | 100.00% | 6,969 | 35,244,680,101 | 100.00% | 6,765 |
| Regular | 15,391,162 | 64.86% | 3,797 | 15,863,162 | 56.15% | 3,913 | 21,166,857,496 | 60.06% | 4,063 |
| Gifted and Talented | 280,465 | 1.18% | 69 | 280,620 | 0.99% | 69 | 398,047,499 | 1.13% | 76 |
| Career and Technical | 479,424 | 2.02% | 118 | 751,075 | 2.66% | 185 | 1,293,287,689 | 3.67% | 248 |
| Students with Disabilities | 3,677,978 | 15.50% | 907 | 4,626,216 | 16.38% | 1,141 | 5,342,939,885 | 15.16% | 1,025 |
| Accelerated Education | 575,941 | 2.43% | 142 | 2,365,804 | 8.37% | 584 | 1,785,245,681 | 5.07% | 343 |
| Bilingual | 419,568 | 1.77% | 103 | 467,956 | 1.66% | 115 | 871,163,578 | 2.47% | 167 |
| Nondisc Alt Ed-AEP Basic Serv | 775,727 | 3.27% | 191 | 775,727 | 2.75% | 191 | 133,254,572 | 0.38% | 26 |
| Disc Alt Ed-DAEP Basic Serv | 89,901 | 0.38% | 22 | 89,901 | 0.32% | 22 | 214,449,433 | 0.61% | 41 |
| Disc Alt Ed-DAEP Supplemental | 4,323 | 0.02% | 1 | 4,323 | 0.02% | 1 | 24,917,911 | 0.07% | 5 |
| T1 A Schoolwide-St Comp>=40% | 0 | 0.00% | 0 | 991,932 | 3.51% | 245 | 1,857,002,479 | 5.27% | 356 |
| Athletics/Related Activities | 1,293,962 | 5.45% | 319 | 1,293,962 | 4.58% | 319 | 919,076,645 | 2.61% | 176 |
| High School Allotment | 824 | 0.00% | 0 | 824 | 0.00% | 0 | 406,767,398 | 1.15% | 78 |
| Prekindergarten | 739,594 | 3.12% | 182 | 739,594 | 2.62% | 182 | 831,669,835 | 2.36% | 160 |

| | **District** | | **State** |
|---|---|---|---|
| **Instructional Expenditure Ratio** | 57.4% | | 63.8% |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Plant Maint/Operation (51) | 4,187,497 | 12.91% | 1,033 | 4,208,503 | 10.75% | 1,038 | 4,693,527,961 | 9.94% | 901 |
| Security/Monitoring (52) | 128,496 | 0.40% | 32 | 128,496 | 0.33% | 32 | 413,839,438 | 0.88% | 79 |
| Data Processing Services (53) | 1,731,965 | 5.34% | 427 | 2,271,896 | 5.80% | 560 | 841,708,130 | 1.78% | 162 |
| Community Services (61) | 55,349 | 0.17% | 14 | 70,619 | 0.18% | 17 | 220,499,065 | 0.00% | 42 |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Total Disbursements** | 39,239,633 | 100.00% | 9,679 | 60,433,538 | 100.00% | 14,907 | 75,481,160,718 | 100.00% | 14,487 |
| Total Expenditures | 34,532,919 | 88.01% | 8,518 | 45,360,841 | 75.06% | 11,189 | 60,977,192,546 | 100.00% | 11,704 |
| Equity Transfers | 4,069,792 | 10.41% | 1,004 | 4,069,792 | 6.53% | 1,004 | 1,496,609,416 | 1.90% | 287 |
| Total Other Uses | 0 | 0.00% | 0 | 9,617,037 | 15.91% | 2,372 | 12,392,399,682 | 16.42% | 2,379 |
| Intergovernmental Charge | 636,922 | 1.62% | 157 | 1,385,868 | 2.29% | 342 | 614,959,074 | 1.30% | 118 |

**2013 Tax Year State Certified Property Values**

| | Amount | Percent | Amount | Percent |
|---|---|---|---|---|
| Property Value | 2,937,657,372 | N/A | 1,871,511,130,244 | N/A |
| Property Value per pupil | 724,632 | N/A | 375,792 | N/A |
| Property Value by category: | | | | |
| Business | 513,022,768 | 17.13% | 734,946,454,778 | 35.98% |
| Residential | 2,212,637,878 | 73.90% | 1,104,324,234,295 | 54.06% |
| Land | 247,503,060 | 8.27% | 58,742,939,046 | 2.88% |
| Oil and Gas | 76,668 | 0.00% | 133,469,263,469 | 6.53% |
| Other | 20,862,249 | 0.70% | 11,225,667,994 | 0.55% |

**Unassigned Fund Balance percentage of total budgeted expenditures**

| | Amount | Amount |
|---|---|---|
| 2014-2015 School Districts' General Fund Unassigned Fund Balance*** | 12,697,699 | 10,667,062,944 |
| 2014-2015 School Districts' General Fund Total Budgeted Expenditures | 37,264,819 | 40,721,513,562 |
| 2014-2015 School Districts' Percent of Total Budgeted Expenditures | 34.1% | 26.2% |

\*\* 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.
\*\*\* The TEA does not have encumbrance data to subtract from the fund balances.

**Program Expenditures**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Operating Expenditures - Program** | 23,728,869 | 100.00% | 5,853 | 28,251,096 | 100.00% | 6,969 | 35,244,680,101 | 100.00% | 6,765 |
| Regular | 15,391,162 | 64.86% | 3,797 | 15,863,162 | 56.15% | 3,913 | 21,166,857,496 | 60.06% | 4,063 |
| Gifted and Talented | 280,465 | 1.18% | 69 | 280,620 | 0.99% | 69 | 398,047,499 | 1.13% | 76 |
| Career and Technical | 479,424 | 2.02% | 118 | 751,075 | 2.66% | 185 | 1,293,287,689 | 3.67% | 248 |
| Students with Disabilities | 3,677,978 | 15.50% | 907 | 4,626,216 | 16.38% | 1,141 | 5,342,939,885 | 15.16% | 1,025 |
| Accelerated Education | 575,941 | 2.43% | 142 | 2,365,804 | 8.37% | 584 | 1,785,245,681 | 5.07% | 343 |
| Bilingual | 419,568 | 1.77% | 103 | 467,956 | 1.66% | 115 | 871,163,578 | 2.47% | 167 |
| Nondisc Alt Ed-AEP Basic Serv | 775,727 | 3.27% | 191 | 775,727 | 2.75% | 191 | 133,254,572 | 0.38% | 26 |
| Disc Alt Ed-DAEP Basic Serv | 89,901 | 0.38% | 22 | 89,901 | 0.32% | 22 | 214,449,433 | 0.61% | 41 |
| Disc Alt Ed-DAEP Supplemental | 4,323 | 0.02% | 1 | 4,323 | 0.02% | 1 | 24,917,911 | 0.07% | 5 |
| T1 A Schoolwide-St Comp>=40% | 0 | 0.00% | 0 | 991,932 | 3.51% | 245 | 1,857,002,479 | 5.27% | 356 |
| Athletics/Related Activities | 1,293,962 | 5.45% | 319 | 1,293,962 | 4.58% | 319 | 919,076,645 | 2.61% | 176 |
| High School Allotment | 824 | 0.00% | 0 | 824 | 0.00% | 0 | 406,767,398 | 1.15% | 78 |
| Prekindergarten | 739,594 | 3.12% | 182 | 739,594 | 2.62% | 182 | 831,669,835 | 2.36% | 160 |

| | **District** | **State** |
|---|---|---|
| **Instructional Expenditure Ratio** | 57.4% | 63.8% |

**Tax Rates**

| **2014 (current tax year) Tax Rates** | | |
|---|---|---|
| Maintenance and Operations | 1.0533 | 1.0741 |
| Interest and Sinking Funds | 0.2267 | 0.1897 |
| Total Tax Rate | 1.2800 | 1.2638 |

# Marble Falls Independent School District
# District Improvement Plan

## 2016-2017

### MFISD Vision

**Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.**

### MFISD Mission

**The mission of the 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.**

## MFISD School Board

**Rick Edwards - President**
**Kevin Naumann - Vice-President**
**Lee Ann Johnson - Secretary**
**Mike Savage - Member**
**Kevin Virdell - Member**
**Gary Boshears - Member**
**Karl Westerman - Member**



LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

# Marble Falls ISD
# District Educational Improvement Committee

| NAME | POSITION<br>Parent, Business, Community,<br>Teacher, etc | SIGNATURE |
|---|---|---|
| Wes Cunningham | Chair | |
| Melissa Fields | Ex-Officio | |
| Deb Canup | Ex-Officio | |
| Sharon Oldham | Ex-Officio | |
| Leslie Baty | Ex-Officio | |
| Nancy Herrington | Community Member | |
| Kay Stripling | Community Member | |
| Susie Baskin | Parent | |
| Sandra Vasquez | Parent | |
| Cory Hanneman | Businessman | |
| Kara Stewart | Businessman | |
| Mickey Hughes | Administrator | |
| Brittany Chrisman | At-Large Teacher | |
| Marcy Mueller | Non-Teaching Professional | |
| Lisa Persyn | Non-Teaching Professional | |
| Johnny Mitchell | Teacher | |
| Jennifer Virdell | Teacher | |
| Matt Turner | Teacher | |
| Clayton Patterson | Teacher | |

| NAME | POSITION<br>Parent, Business, Community,<br>Teacher, etc | SIGNATURE |
|---|---|---|
| Amy Miller | Teacher | |
| Jeannette Gegogeine | Teacher | |
| Gaynelle Mandel | Teacher | |
| Mary Pond | Teacher | |
| Debby Phillips | Teacher | |
| Charles Ewing | Teacher | |
| Mary Groth | Teacher | |
| Tamra Chance | Teacher | |
| Bea Jakubec | Teacher | |
| Nora Carrizales | Teacher | |
| Anna Olivo | Teacher | |
| Christina Hartley | Teacher | |
| Vonda Orton | Teacher | |
| Audrey Beltran | Teacher | |
| Ashley Crouse | Teacher | |

# MFISD
# COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the District Educational Improvement Committee during the 2015-16 School Year

| Participants in Attendance | Data Sources Examined | |
|---|---|---|
| Wes Cunningham | ☑ TAPR | |
| Melissa Fields | ☑ Disaggregated STAAR / TAKS Data | |
| Deb Canup | ☑ Campus PEIMS Reports | |
| Sharon Oldham | ☑ Student Attendance Data | |
| Leslie Baty | ☑ Truancy Data | |
| Nancy Herrington | ☑ Referral % for SPED Students | |
| Kay Stripling | ☑ Campus Parent Participation | |
| | ☐ Failure Rates | |
| Susie Baskin | ☑ Parent Survey | |
| Sandra Vasquez | ☑ TELPAS Data | |
| Cory Hanneman | ☑ Achievement Test Data | |
| Kara Stewart | ☐ TBA Data | |
| Mickey Hughes | ☑ DRA, BAS, or Other Reading | |
| | ☑ Pre AP / AP Scores | |
| Brittany Chrisman | ☑ PSAT / SAT / ACT Scores | |
| Marcy Mueller | ☑ Completion Rate | |
| Lisa Persyn | ☑ Federal Accountability Data | |
| Johnny Mitchell | ☐ Other | |
| Jennifer Virdell | | |
| Matt Turner | | |
| Clayton Patterson | | |
| Amy Miller | | |
| Jeannette Gegogeine | | |
| Gaynelle Mandel | | |
| Mary Pond | **List Other Data Here** | |
| Debby Phillips | | |
| Charles Ewing | | |

| Participants in Attendance | Data Sources Examined | |
|---|---|---|
| Mary Groth | | |
| Tamra Chance | | |
| Bea Jakubec | | |
| Nora Carrizales | | |
| Anna Olivo | | |
| Christina Hartley | | |
| Vonda Orton | | |
| Audrey Beltran | | |
| Ashley Crouse | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**MFISD**
**Comprehensive Needs Assessment Summary**

Number of Students served in 2016-2017 - 4147 - Number of Students served in 2015-2016 - 4123

Classroom Organization (EE - 5; 6-8; 9-12); SPED Classrooms; ESL/BE Classrooms; DAEP

Our District Support for Schoolwide Title 1 programs consists of: parent and family involvement activities, intervention and enrichment, cooperative learning structures, focused professional development, Instructional Coaches, Instructional Technologists, math specialists, and reading specialists.

Our State Compensatory Education Program (SCE) provides intensive instructional support to identified at-risk students in a small group setting, as well as to build teacher capacity through job embedded professional learning in order to provide quality instruction for these students.

**DEMOGRAPHICS**
Strengths:  Met standard for accountability rating at each campus.

Needs:  MFISD STAAR data is lower than expected in most areas, see the Performance Objective Tab

**FAMILY AND COMMUNITY INVOLVEMENT**
Strengths: We are fortunate to have an active English Language Learner Advisory Council, several committees that involve parents, family members, and community members. Parents feel well informed, admin is accessible and they trust the classroom teachers.  Major discipline referrals have continued to drop over the last three years.  Parent nights coincide with activities to keep the students entertained. This allows for parents and students to both be involved and increases attendance.

Needs:  MFISD will increase participation in parent surveys by opening up computer labs and providing translation when necessary during a night time event.  Our goals is to design more hand on engaging parent nights and communicate this opportunity effectively to all parents.

**STAFF QUALITY, RECRUITMENT AND RETENTION**

Strengths: At MFISD, we are fortunate to have some of the best training and resources at hand.  The MFISD Curriculum Department supports teachers in all areas of the state-required curriculum.  Our Title 1 funds help to secure support staff in the area of mathematics, English Language Arts, reader's workshop, writer's workshop, and guided reading.  Teachers are collaboratively planning throughout the district.  The workshop approach is providing vertical and horizontal alignment within our campus.  Students are exposed to the same terminology and vocabulary when moving from grade level to grade level.  Students are immersed in authentic reading and writing.  This will increase scores on the state mandated assessments.

Needs:  Reading and writing will continue to be a major focus for our district.  A concentrated effort to increase the size of the classroom libraries will be made so that students have a wealth of books to choose from in various genres. Faculty meetings are used as continuing professional development within all curriculum areas,  in which teachers learn more about Kagan Cooperative Learning Structures, Guided Reading, Conceptual Approach to Mathematics, Dyslexia and BE/ESL.   A mentor program for new to MFISD teachers will enable us to retain high quality instructional staff.

**SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION**

Strengths:   The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, multicultural night, and PTA sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us.  Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus.  Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

**CURRICULUM, INSTRUCTION AND ASSESSMENT**

Strengths:  The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student.  We are structured to have collaborative conversations to impact student learning.  Instructional designs, such as: Kagan structures, intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement.  A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

Needs:  MFISD students are experiencing difficulty in the areas of reading, writing and mathematics at every grade level.  The campus will improve the use of student data through the use of consistent common formative assessments, a focus on Tier I, RTI, and SMART goals.  There is a continued need for curricular support for the teacher tocollaborate effectively with a focus on standards. We need to continue learning walks and increase the opportunity to observe and reflect.  Teachers will continue to integrate technology in all subject areas supporting students as 21st century learners. Positive behavior management will maximize student engagement.

**STUDENT ACHIEVEMENT**

Strengths: The DEIC and Instructional Cabinet have viewed several different and varied forms of data collection including but not limited to: previous STAAR scores, current DRA & BAS levels, iStation reports, TELPAS data, RTI and SST data, and other data. After reviewing this data, we found a few encouraging signs of growth for our students. The RTI process will be an essential component in student success, as will the increased support an communication between SPED and general education teachers and ESL/BE teachers and general education teachers. Most encouraging is that a students ethnicity or home language does not impact his or her's ability to be successful.

Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with implementation of RTI and a continued focus on data and researched based interventions to support academic success.

**TECHNOLOGY**

Strengths: The 2015-2016 school year will provide a wealth of technology due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation in the classroom.

Needs: A spotlight "tech challenge" of the month for iPads or Chrome notebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum. Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize parents with the technology that their students are currently using in the classroom.

| MFISD GENERAL INFO | | |
|---|---|---|
| Campus Name | | MFISD |
| # of campuses in district | # | 7 |
| | | |
| type of families (i.e. middle class working) | | lower to middle class |
| current enrollment | # | 4270 |
| grade level | text | EE-12 |
| 5 year prior enrollment | # | 4065 |
| increase in enrollment | % | 5.04 |

| STUDENT DEMOGRAPHICS | | August, 2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 0.34 |
| Anglo / White | % | 50.19 |
| Asian | % | 0.89 |
| Black / African American | % | 2.40 |
| Hispanic | % | 44.25 |
| Native Hawaiian / Pacific Islander | % | 0.38 |
| Multi-Racial | % | 1.56 |
| Male | % | 51.80 |
| Female | % | 48.20 |
| Low SES | % | 62.75 |

| STAFF DEMOGRAPHICS | | 2015-2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 0.64 |
| Anglo / White | % | 76.39 |
| Asian | % | 0.30 |
| Black / African American | % | 1.20 |
| Hispanic | % | 20.73 |
| Native Hawaiian / Pacific Islander | % | 0.15 |
| Multi-Racial | % | 0.47 |
| Male | % | 21.69 |
| Female | % | 78.30 |
| Average years of experience | # | 13.20 |
| highly qualified teachers | % | 100.00 |
| highly qualified paraprofessionals | % | 100.00 |
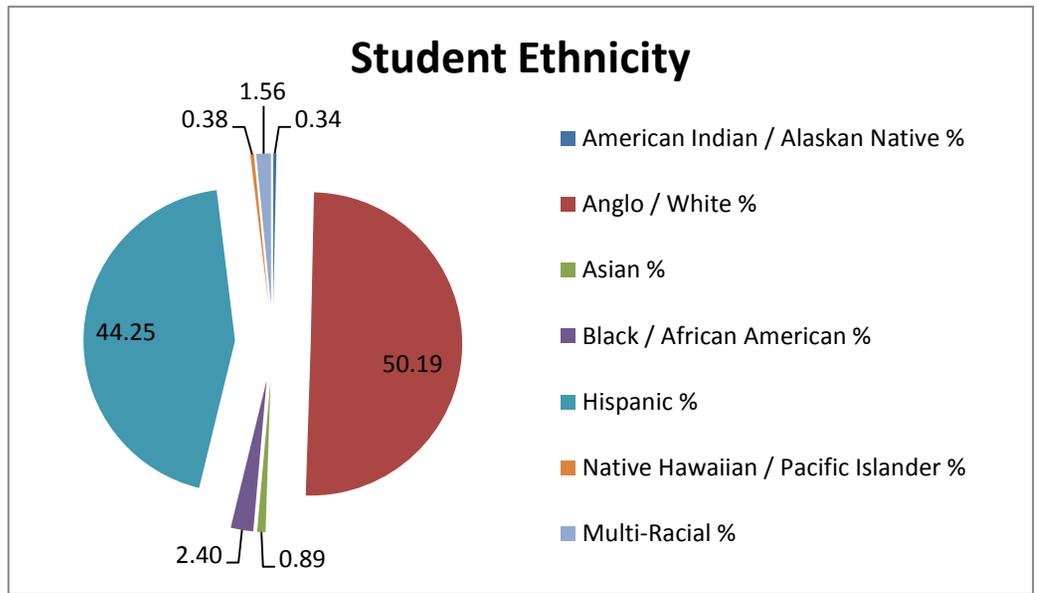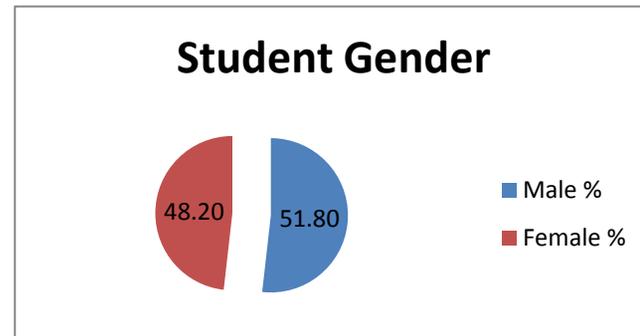
## Student Ethnicity

1.56
0.38
0.34
0.89
2.40
44.25
50.19

- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

## Student Gender

48.20
51.80

- Male %
- Female %

## GT Students Gender

0.54
0.49
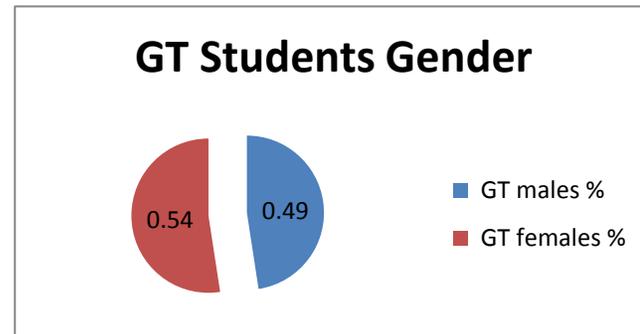
- GT males %
- GT females %

| CAMPUS CHARACTERISTICS | | 2015-2016 |
|---|---|---|
| Average daily attendance for students | % | 95.41 |
| # of discipline referrals in 2015-2016 | # | 1940 |
| # of discipline referrals in 2014-2015 | # | 1820 |
| # English Language Learners (LEP) | # | 548 |
| # GT students | # | 303 |
| GT males | % | 0.49 |
| GT females | % | 0.54 |
| # students in 504 program | # | 352 |
| # SPED students | # | 450 |
| # students tested/not qualified for SPED | # | 123/23 |
| LEP students | % | 12.83 |
| change in discipline referrals | % | 6.59 |
| served through SPED services | % | 10.54 |

## Staff Ethnicity



0.15  0.47  0.64
20.73
1.20
0.30
76.39

- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

## Staff Gender



21.69
78.30

- Male %
- Female %
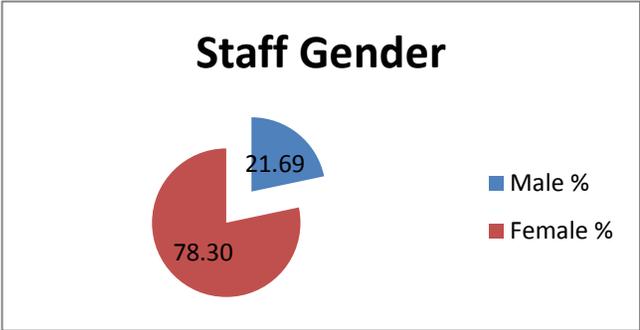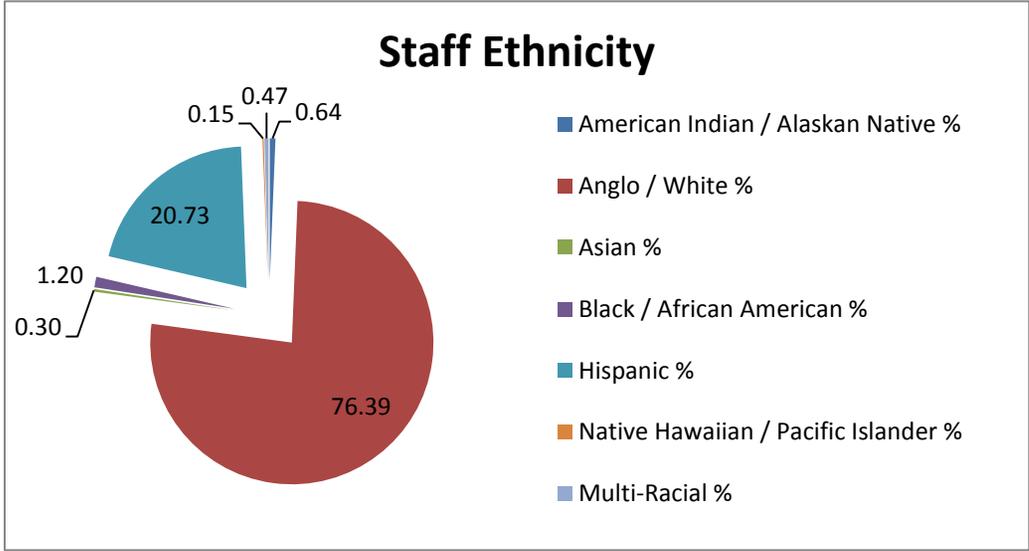
# District Performance Objectives - All Students
## Marble Falls ISD

| Math | Total Students | Met / Satisfactory 2016 Actual | Met / Satisfactory 2015 Actual | Advanced 2016 Actual | Advanced 2015 Actual |
|---|---|---|---|---|---|
| All Students | 1960 | 76.79% | 78.92% | 15.31% | 17.43% |
| At Risk | 988 | 60.22% | 61.79% | 3.54% | 2.53% |
| Economic Disadvantage | 1237 | 70.74% | 72.60% | 9.78% | 11.20% |
| Am Indian/Alaska Native | 5 | 80.00% | 66.67% | 20.00% | 11.11% |
| Asian | 16 | 87.50% | 85.71% | 37.50% | 7.14% |
| Black/African American | 45 | 68.89% | 66.67% | 11.11% | 11.11% |
| Hispanic | 862 | 70.30% | 72.62% | 8.00% | 10.15% |
| Hawaiian/Pacific Islander | 7 | 100.00% | 100.00% | 28.57% | 40.00% |
| Multi-racial | 30 | 63.33% | 73.08% | 20.00% | 23.08% |
| White | 994 | 82.80% | 84.84% | 21.23% | 23.77% |
| Gifted Talented | 133 | 99.25% | 98.59% | 61.65% | 74.65% |
| LEP | 262 | 52.67% | 49.20% | 6.49% | 1.60% |
| Special Ed | 155 | 41.94% | 38.89% | 1.94% | 2.38% |

| Science | Total Students | Met / Satisfactory 2016 Actual | Met / Satisfactory 2015 Actual | Advanced 2016 Actual | Advanced 2015 Actual |
|---|---|---|---|---|---|
| All Students | 873 | 80.99% | 81.09% | 21.65% | 24.22% |
| At Risk | 419 | 63.25% | 57.75% | 3.58% | 4.23% |
| Economic Disadvantage | 503 | 72.76% | 71.68% | 12.72% | 14.80% |
| Am Indian/Alaska Native | 3 | 100.00% | 100.00% | 0.00% | 0.00% |
| Asian | 7 | 71.43% | 75.00% | 0.00% | 0.00% |
| Black/African American | 27 | 81.48% | 86.67% | 18.52% | 20.00% |
| Hispanic | 347 | 71.76% | 69.61% | 9.51% | 13.43% |
| Hawaiian/Pacific Islander | 2 | 100.00% | 100.00% | 50.00% | 50.00% |
| Multi-racial | 12 | 91.67% | 70.00% | 25.00% | 20.00% |
| White | 475 | 87.37% | 89.97% | 30.95% | 33.15% |
| Gifted Talented | 45 | 100.00% | 98.78% | 62.22% | 65.85% |
| LEP | 68 | 45.59% | 20.41% | 0.00% | 0.00% |
| Special Ed | 62 | 46.77% | 31.25% | 1.61% | 3.12% |

| Social Studies | Total Students | Met / Satisfactory 2016 Actual | Met / Satisfactory 2015 Actual | Advanced 2016 Actual | Advanced 2015 Actual |
|---|---|---|---|---|---|
| All Students | 555 | 80.00% | 77.88% | 21.26% | 18.40% |
| At Risk | 269 | 65.80% | 59.66% | 5.95% | 6.72% |
| Economic Disadvantage | 322 | 72.67% | 69.33% | 12.11% | 13.00% |
| Am Indian/Alaska Native | 2 | 100.00% | 100.00% | 0.00% | 0.00% |
| Asian | 3 | 66.67% | 50.00% | 0.00% | 0.00% |
| Black/African American | 14 | 78.57% | 78.57% | 7.14% | 7.14% |
| Hispanic | 231 | 71.00% | 69.87% | 10.82% | 10.48% |
| Hawaiian/Pacific Islander | 2 | 100.00% | 50.00% | 50.00% | 50.00% |
| Multi-racial | 8 | 75.00% | 81.82% | 12.50% | 0.00% |
| White | 295 | 87.12% | 84.78% | 30.51% | 26.45% |
| Gifted Talented | 28 | 100.00% | 100.00% | 75.00% | 62.22% |
| LEP | 24 | 45.83% | 9.52% | 0.00% | 0.00% |
| Special Ed | 30 | 53.33% | 45.71% | 3.33% | 2.86% |

| Reading | Total Students | Met / Satisfactory 2016 Actual | Met / Satisfactory 2015 Actual | Advanced 2016 Actual | Advanced 2015 Actual |
|---|---|---|---|---|---|
| All Students | 2379 | 73.39% | 80.50% | 16.16% | 17.53% |
| At Risk | 1191 | 52.64% | 63.18% | 3.99% | 2.13% |
| Economic Disadvantage | 1470 | 64.58% | 74.13% | 10.14% | 9.78% |
| Am Indian/Alaska Native | 7 | 71.43% | 84.62% | 14.29% | 7.69% |
| Asian | 22 | 68.00% | 66.67% | 12.00% | 5.56% |
| Black/African American | 54 | 64.29% | 77.36% | 10.71% | 7.55% |
| Hispanic | 1040 | 63.56% | 71.71% | 9.04% | 9.26% |
| Hawaiian/Pacific Islander | 8 | 87.50% | 100.00% | 50.00% | 50.00% |
| Multi-racial | 37 | 75.68% | 89.29% | 18.92% | 14.29% |
| White | 1210 | 82.27% | 88.10% | 22.39% | 25.34% |
| Gifted Talented | 180 | 99.44% | 100.00% | 55.56% | 65.05% |
| LEP | 315 | 40.75% | 40.98% | 5.33% | 0.82% |
| Special Ed | 161 | 34.13% | 40.58% | 2.99% | 2.17% |

| Writing | Total Students | Met / Satisfactory 2016 Actual | Met / Satisfactory 2015 Actual | Advanced 2016 Actual | Advanced 2015 Actual |
|---|---|---|---|---|---|
| All Students | 566 | 67.49% | 71.71% | 10.25% | 9.61% |
| At Risk | 304 | 46.38% | 45.02% | 1.64% | 0.37% |
| Economic Disadvantage | 368 | 58.15% | 64.83% | 4.89% | 5.23% |
| Am Indian/Alaska Native | 2 | 100.00% | 75.00% | 0.00% | 0.00% |
| Asian | 5 | 40.00% | 50.00% | 40.00% | 0.00% |
| Black/African American | 9 | 44.44% | 75.00% | 11.11% | 6.25% |
| Hispanic | 262 | 58.40% | 61.28% | 5.34% | 2.55% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 100.00% | 0.00% | 100.00% |
| Multi-racial | 8 | 62.50% | 66.67% | 12.50% | 70.00% |
| White | 280 | 77.14% | 80.07% | 14.29% | 15.20% |
| Gifted Talented | 56 | 100.00% | 100.00% | 53.57% | 38.89% |
| LEP | 102 | 33.33% | 46.03% | 0.00% | 1.59% |
| Special Ed | 39 | 23.08% | 32.35% | 0.00% | 0.00% |

# MARBLE FALLS ISD PARENT INVOLVEMENT/ENGAGEMENT REGULATION

**Statement of Purpose**

Marble Falls ISD is dedicated to providing a quality education for every student in our district. To accomplish this objective, the district will develop and maintain partnerships with parents/caregivers in all aspects of the various local, state, and federal programs offered in Marble Falls schools. The district believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best

**Parent Involvement in Policy Development**

Marble Falls District Education Improvement Committee (DEIC) is comprised of teachers, paraprofessionals, parents, members of the community, and central office staff. This committee will discuss the design and

The Marble Falls DEIC will actively recruit parent volunteers for the advisory committee through various avenues of publicity. Committee selections will produce a diverse parent population; parents of limited English speakers will be involved and the committee will arrange for a translator to help with communication if needed. Meetings

**Annual Meeting for the Title I Parents/Caregivers**

Marble Falls ISD uses Title I funds to provide supplemental services to students at Title I campuses.  Title I campuses will hold at least one meeting annually to review Title I guidelines and services.  Copies of the Title I Campus Parent Involvement/Engagement Policy and the Parent-Student Compact will be distributed at the Notice of the meeting will be provided through written invitation to parents/caregivers and through public notices. Translators will be available to help with Non-English speaking parents/caregivers as needed.

**Teacher-Parent-Student Compacts**

In accordance with Title I regulations, each Title I campus will annually update a teacher-parent-student compact. This compact will provide an outline to enable the school and parents/caregivers to share responsibility for student performance and success. This compact explains how students, parents/caregivers, The compacts are designed so that both the student and his/her parents can sign the compact. Students and parents are encouraged to discuss the contents of the compact; they are also encouraged to sign that they are in *NOTE:  Parents and/or students are not required to return the compacts to the school.*


**Parent Involvement/Engagement Opportunities**

Marble Falls ISD will support many varied ways of parental involvement as it strives to develop and maintain an optimum learning environment for all students:

* Translators will be provided for parents as needed.
* Information will be provided in an understandable language as needed.
* Parents may contribute through volunteer programs.
* Parents may contribute by creating a supportive home environment.
* Parents are invited to participate in parent-teacher conferences.
* Parents may participate by attending school meetings (Title I planning sessions, and student programs).
* Parents are invited to serve on committees.
* Parents are surveyed yearly to get their input about school.
* Parents are invited to eat meals with their children.
* Parents are invited to attend instructionally-based programs held on campus to promote engagement in learning between the parents and the students (i.e. Math Night, Science Night, etc…).
* School will provide parents with assistance in understanding topics including:
  o State's academic content standards
  o State's process standards
  o State and local assessments
  o How to monitor their child's progress
  o How to work with educators

**Staff and Parent Communication**

Parents/caregivers will be informed of school activities through various avenues of communication throughout the school year; they will be consulted in the design, development and implementation of the Title I Program. Parents will be invited to participate in workshops as appropriate to reflect the students and parental needs of Newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls, emails, tweets, websites, and written notices will be used to establish and maintain open lines of communication with

At the beginning of the school year, each teacher will distribute the learning goals and objectives to parents of their Title I students. All students will be expected to work toward mastering these goals and objectives. Marble Falls ISD recognizes that some students will need modifications, accommodations, and/or extra assistance to achieve their full potential; these will be provided to students through the Title I Program and/or other

**Evaluation**

The Marble Falls DEIC will review and evaluate all aspects of the parent involvement program. Parent surveys will include questions about the overall effectiveness of the program. Teacher surveys and teacher contact records will be used to determine the number and kind of interaction that have occurred between school and Involvement/Engagement Policy based on the results of this annual review.

# State Compensatory Education (SCE)

## Section 1:  Program Overview

**Program Purpose**

In keeping with the intent and purpose of  Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Marble Falls ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at-risk of dropping out of school.  The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

**Program Goals**

The goals of all MFISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce and/or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77 ® SB 702).

**General Uses of Funds**

Marble Falls ISD uses all SCE funds to supplement services beyond those offered through the regular education program.  SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

**Evaluation and Monitoring**

Annual assessments on student progress are used to determine program needs and adjustments.  Grades, local benchmarks and teacher input are considered for continuous monitoring.  A comprehensive needs assessment to pinpoint areas of concern is included on the individual campus action plans.

# State Compensatory Education (SCE)

## Section 2:  Student Eligibility

Marble Falls ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who…

> 1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
>
> 2. Is in grade 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. Was not advanced from one grade level to the next for one or more school years;
>
> 4. Did not perform satisfactorily on an assessment instrument administered to the student under 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;
>
> 5. Is pregnant or is a parent;
>
> 6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
>
> 7. Has been expelled in accordance with §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 Public Education Information Management System (PEIMS) to have dropped out of school;
>
> 10. Is a student of limited English proficiency, as defined by §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. §11302, and its subsequent amendments; or
>
> 13. Resided in the preceding school year or reside 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.

# State Compensatory Education (SCE)

## Section 3:  Identification Procedures

### Responsibilities – Campus Contact

The school counselor is designated as the At-Risk Contact for each campus.  Responsibilities of each contact with the assistance from campus assistant principal(s) will include the following:

- • Oversee processes for identification of students
- • Maintain a list of identified students with the qualifying criterion/criteria listed
- • Advise campus staff, as appropriate, of the status of identified students
- • Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- • Oversee, at a minimum, a semi-annual review in order to identify eligible students
- • Oversee timely monitoring of at-risk student progress
- • Collaborate with campus principal and staff to ensure appropriate services are available to identified students
- • Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level

### Procedures for Identifying Eligible Students

The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria.  Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

### Periodic Updates and Eligibility Review

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students utilizing the State thirteen criteria, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

# State Compensatory Education (SCE)

## Section 4: Provision of Services

### Services

Upon identification of student, the campus contact, in collaboration with campus assistant principal(s), will ensure that identified students are provided appropriate services that address the student's qualifying criteria.  These services may include, but are not limited to, the following:

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

### Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress.  Such measures may include the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

# State Compensatory Education (SCE)

# State Compensatory Education (SCE)

## Section 5:  Exit Procedures

### Exit Review

Since some criteria may only temporarily qualify student for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact in consultation with the assistant principal(s) will determine through periodic review of student data the student's continued eligibility and need for continued services.  All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Maintenance of passing grades with a score of 70 or greater
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

### Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact and assistant principal(s) will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

## Section 6:  Program Evaluation

### Required Overall Program Evaluation

The district contact will conduct an annual evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

- The disparity in performance on State assessments between students at-risk of dropping out of school and all other district students

- The disparity in the rates of high school completion between students at-risk of dropping out of school and all other district students

# Title I Components
## (for proposed Targeted Assistance and Schoolwide Plans)

| |
|---|
| 1.  Summary of the Comprehensive Needs Assessment of the entire school. |
| 2.  Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research. |
| 3.  Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk). |
| 4.  High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards. |
| 5.  Strategies to attract high-quality highly qualified teachers to high-need schools. |
| 6.  Strategies to increase parental involvement. |
| 7.  Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. |
| 8.  Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overal program.  (Teacher disaggregation and analysis of state data; teacher classroom assessment of students). |
| 9.  Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance. |
| 10.  Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. |

# Region 13 ESC Migrant SSA Member District PFS Action Plan
## FY 2016-2017
### District Improvement Plan (DIP) Attachment for Migrant Priority for Service (PFS) Students

**GOAL:** To assess the specific academic needs of Migrant PFS students and address each need with targeted instructional and support services.

**OBJECTIVE:** To monitor academic progress of PFS students and evaluate the effectiveness of the services provided.

| ACTION | TIMELINE | RESPONSIBILITY | METHOD OF EVALUATION |
|---|---|---|---|
| (1) Provide PFS criteria and updates on New Generation System (NGS) PFS reports to appropriate Migrant SSA member district staff | At the beginning of every school year and as needed | Region 13 ESC Migrant Staff | • E-campus Files<br>• SSA Meeting Agenda<br>• PFS Action Plan<br>• NGS Updates |
| (2) Update parents on the academic progress of their children | Ongoing, as needed | Teachers and appropriate District Staff<br>Region 13 Migrant Staff | • District student progress reports and report cards<br>• District Parent/Teacher communications<br>• Home visits and Parent communications |
| (3) Generate, distribute and review PFS Reports for each SSA member district | Every month, beginning July 1st | Region 13 ESC Migrant Staff | • PFS Reports and e-mails<br>• PFS Reporting Forms |
| (4) Make sure PFS students have access to all services for which they are eligible-instructional, community resources and supplemental services | Ongoing | Region 13 ESC Migrant Staff in collaboration with SSA Member District Staff | • PFS Reporting Forms<br>• E-mail communications<br>• Campus and Home visits<br>• Service Delivery Plan |
| (5) Coordinate, as applicable, with appropriate staff from state foundation, federal and local district programs to access services for PFS students | Ongoing | Region 13 ESC Migrant Staff in collaboration with SSA Member District Staff | • PFS Reporting Forms<br>• E-mail communication<br>• Meeting agendas |
| (6) *Include Migrant PFS Plan as attachment in District Improvement Plan (DIP) | Follow DIP and CIP process and timeline | Region 13 ESC Migrant Staff in collaboration with SSA Member District Staff | • Migrant PFS Action Plan as separate attachment to DIP |

# MFISD District Professional Learning 2016-2017

## Back to School Professional Learning - August 2016

| Need | Increase focus on standards |
|---|---|
| Strategy | Provide training to all staff on expectations for common planning; provide time for teams to plan for student learning with a focus on the content standards |

| Need | Increase focus on Tier 1 Instruction for all students |
|---|---|
| Strategy | Provide RTI training to all staff on expectations and processes for assisting students |

| Need | Increase the level of instruction in BE and ESL classrooms for students |
|---|---|
| Strategy | Provide training to paraprofessionals, teachers, and administrators: SIOP, Gomez & Gomez, and the American Reading Company. |

| Need | |
|---|---|
| Strategy | |

| Need | |
|---|---|
| Strategy | |

# MFISD District Professional Learning 2016-2017

## Campus Professional Learning - Job Embedded

| Need | Increase literacy PK-5 |
|---|---|
| Strategy | Showcase readers workshop strategies during faculty meetings |

| Need | Increase focus on standards |
|---|---|
| Strategy | On-going PLC time for teams; regularly scheduled |

| Need | Increase the level of instruction in BE and ESL classrooms for students |
|---|---|
| Strategy | Coaching opportunities for teachers and paraprofessionals: Gomez & Gomez and American Reading Company |

| Need | Increase the focus on student learning |
|---|---|
| Strategy | Structured instructional planning dates: Oct. 17, Jan. 2, March 20 |

| Need | |
|---|---|
| Strategy | |

| | District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | |
|---|---|---|---|---|---|---|---|
| **1.1** | **Performance Objective 1** | MFISD will provide targeted professional learning opportunities to enhance student learning. | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 1.1.1 | Implement the Curriculum Alignment Project. | Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Collaborative Planning Documentation, Walk-through data, Lesson plans | Provided Intensive Training to 44 Teachers, Provided Training to all instructional staff | 5% Increase in STAAR Data in each grade and content area | 4,8 |
| | | | | | | | |
| 1.1.2 | Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development. | Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Staff Survey | Waiting on Survey Results | 90% Favorable Survey Results | 1,3,4,8 |
| | | | | | | | |
| 1.1.3 | Provide time to instructional staff to increase collaboration that is student-learning focused and standards-focused | Curriculum & Instruction, Human Resources, Principals | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Master Schedule | Collaborative time provided to instructional staff distict-wide, during contract-time | 90% of Teachers have regular collaborative time | 4,5 |

| District Goal 1 | | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | |
|---|---|---|---|---|---|---|---|
| **1.2** | **Performance Objective 2** | Our students (by grade, by subject, and by all grades tested) will improve their progress in meeting the passing standard in the state assessment system (STAAR) - *Refer to Perf. Obj. Tab* | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 1.2.1 | Instructional Planning Days will be used effectively by all instructional staff on at least three occasions during the school year. | Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's | Agendas, Reflections, Collaborative Planning, STAAR Scores | STAAR Scores, Formative Assessment Data, TBA's | N/A | The overall district peformance objectives will reflect: 80% of all students will meet the passing standard on the Mathematics & Reading STAAR assessments; 85% of all students will meet the passing standard on the Science & Social Studies STAAR assessments; 75% of all students will meet the passing standard on the Writing STAAR assessments | 1,2,3,9 |
| | | | | | | | |
| 1.2.2 | Collaborative Meetings with the PLC mindset and focused on standards will be implemented regularly. | Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's | Eduphoria Resources, TEKS Resource System, Monitoring by Administrators | STAAR Scores, Formative Assessment Data, TBA's | Each campus has a plan to provide collaborative time that is focused on the standards | The overall district peformance objectives will reflect: 80% of all students will meet the passing standard on the Mathematics & Reading STAAR assessments; 85% of all students will meet the passing standard on the Science & Social Studies STAAR assessments; 75% of all students will meet the passing standard on the Writing STAAR assessments | 3,4,5,8 |
| | | | | | | | |
| 1.2.3 | Special Services and our Dual Language Program / ESL Program will respond to student academic and whole-child needs; and will involve stakeholders and parent & family members | Curriculum & Instruction, Special Services, Principals, AP's | Gomez & Gomez Coaching, ARC Coaching, ELLAC, Latino Family Literacy Project | TELPAS Scores, STAAR Scores, Formative Assessment Data, TBA's | All ESL & BE staff have been trained and coaching sessions have been scheduled | 100% of Title I, II, & Title III Compliance | 1,2,3,4,5,6 |

| | District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | |
|---|---|---|---|---|---|---|---|
| 1.3 | Performance Objective 3 | MFISD will provide academic opportunities to students (EE-12) within our boundaries. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 1.3.1 | Full-Day Pre-K will be provided by MFISD | Curriculum & Instruction, Teachers, Special Services | Region 13 Training, CLI Engage Training, Enrollment Figures | Enrollment Figures | | 25% Increase in Pre-K Enrollment | 6,7 |
| | | | | | | | |
| 1.3.2 | Continued and Expanded Collaboration with Head-Start | Curriculum & Instruction, Head Start, Health & Wellness Committee | Head Start, FCHS, Nurses | Enrollment Figures | One addional site for Early Head Start, Addition of MFISD teachers to Head Start | | 6,7, 10 |
| | | | | | | | |
| 1.3.3 | MFISD will provide co-curricular and extracurricular opportunities for extended learning | Curriculum & Instruction, ACE, Teachers | ACE, Tutorials, MFISD Curriculum Documents; Tutorial Logs | ACE & Tutorial Attendance Rates | In process | | 1,2,3,9 |

| District Goal 2 | | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. | | | | | |
|---|---|---|---|---|---|---|---|
| **2.1** | **Performance Objective 1** | MFISD will develop a comprehensive professional learning program to increase the instructional leadership skills of central office administrators. | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 2.1.1 | District Wide Book Study - "A Framework for Understanding Poverty" | Superintendent, Superintendents Cabinet | Book, Faculty Meetings, MFISD Staff Meeting with Dr. Payne on January 16, 2017 | Book Study Reflections | In Process | 25% increase on survey data | 5,6,10 |
| | | | | | | | |
| 2.1.2 | A-Team and other central office leaders will be provided Training on Leadership - based on Dr. Crain's work | Superintendent, Superintendents Cabinet | Monthly Meetings | Reflections | In Process | 25% increase on survey data | 1,5,6 |
| | | | | | | | |
| 2.1.3 | | | | | | | |

| **2.2** | **Performance Objective 2** | MFISD will develop a comprehensive professional learning program to increase the instructional leadership skills of building administrators and other campus based leaders. | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 2.2.1 | Principals, Asst. Principals, and other Leaders will be provided Training on Leadership - based on Dr. Crain's work | Superintendent, Superintendents Cabinet | Monthly Meetings | Reflections | In Process | 25% increase on survey data | 1,5,6 |
| | | | | | | | |
| 2.2.2 | District Wide Book Study - "A Framework for Understanding Poverty" | Superintendent, Central Office, Administrators | Book, Faculty Meetings, MFISD Staff Meeting with Dr. Payne on January 16, 2017 | Book Study Reflections | In Process | 25% increase on survey data | 5,6,10 |
| | | | | | | | |
| 2.2.3 | | | | | | | |

| District Goal 2 | | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. | | | | | |
|---|---|---|---|---|---|---|---|
| 2.3 | Performance Objective 3 | MFISD will develop opportunities to increase leadership skills for students. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 2.3.1 | A Consistent Character education program will be provided to the elementary schools (Tenets of Leader in Me and Character Counts) | Counselors, ACE, Administrators, Curriculum & Instruction | Counselor-written curriculum and guidance lessons, ACE | Implementation schedule | In Process | 25% increase on survey data | 2,10 |
| | | | | | | | |
| 2.3.2 | There will be opportunities for students to increase their focus on leadership skills for all MS and HS students. | Counselors, ACE, Administrators, Curriculum & Instruction | Curriculum, Master Schedule, ACE | Master Schedule, Enrollment Figures | In Process | 10% increase in course enrollment figures | 2,10 |
| | | | | | | | |
| 2.3.3 | MFISD will provide opportunities for students to increase their leadership skills. | Central Office, Superintendent, Assistant to Superintendent | Superintendent's Advisory Committee | Student Reflections | In Process | | 1,2 |
| | | | | | | | |

| District Goal 3 | | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | |
|---|---|---|---|---|---|---|---|
| 3.1 | Performance Objective 1 | MFISD will enhance ongoing methods of communication to share MFISD messages and invite feedback from all stakeholders. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 3.1.1 | MFISD will host a variety of opportunities for stakeholders to be involved and to provide feedback | Central Office, Administrators | DEIC, CEIC, ELLAC, SHAC, Health & Wellness Committee, Bond Review Committee, Supt. Teacher Advisory, Supt. Student Advisory Council, Parent Engagement Meetings with Central Office Administrators | Reflections, Action Plans from opportunities | In Process | | 6,10 |
| | | | | | | | |
| 3.1.2 | MFISD will offer a more customer-friendly website that is efficient to utilize and access. | Central Office | Website Redesign Committee | Reflections, Action Plan, Updated Website | Planning | | 6 |
| | | | | | | | |
| 3.1.3 | MFISD will offer a survey to all staff and stakeholders | Central Office | TASB Survey, Stakeholder Survey, CaSE, and DEIC | Results from surveys | Planning | 90% of stakeholder response rate | 6, 10 |
| 3.2 | Performance Objective 2 | MFISD will enhance the use of various types of media, including social media to communicate MFISD messages. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 3.2.1 | MFISD will post celebrations of students, staff, and community on a variety of media platforms | Central Office, Director of Communications, Admin. Asst. to Superintendent, Administrators | Facebook, Twitter, Local Media, Website, Twitter Chats with Superintendent | Number of postings, stories, website hits | In Process | Baseline Year | 6 |

229

| | District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 3.2.2 | MFISD will promote a consistent "brand" within the Marble Falls and Highland Lakes Community | Central Office, Director of Communications, Admin. Asst. to Superintendent, Administrators | Flags, Logo, Vision Statement, Colors, Newspaper Inserts | Stakeholder Surveys | In Process | | 6 |
| | | | | | | | |
| 3.2.3 | MFISD will provide resources for parents to build capacity for strong parent and family member engagement | Central Office, Special Services, Administrators | Home & School Connections, Newsletters | Stakeholder Surveys | In Process | | 6 |
| | | | | | | | |

| 3.3 | Performance Objective 3 | MFISD will foster informed parental and positive community support and involvement. | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 3.3.1 | MFISD will provide opportunities for parents, family members, and community members to be involved within MFISD and, as approprtiate, in decision making within MFISD | Central Office, Special Services, Administrators | Internal and External Communications; DEIC; CEIC's | TASB Survey, Parent Survey, Parent Feedback | In Process | Increased Parent, Family, and Community Satisfaction | 6,2,10 |
| | | | | | | | |
| 3.3.2 | MFISD will increase involvment and alignment with the ACE program, to provide enrichment to students academic | Central Office, Curriculum & Instruction, ACE | ACE Program; Quarterly Reports | Final Grant Reports | In Process | 10% in ACE Statistics within MFISD | 1,2,6,10 |
| | | | | | | | |
| 3.3.3 | | | | | | | |
| | | | | | | | |

| District Goal 4 | | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | |
|---|---|---|---|---|---|---|---|
| **4.1** | **Performance Objective 1** | MFISD will provide training for all staff to ensure a safe, secure, and healthy environment that will ensure student learning. | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 4.1.1 | MFISD will provide safety and security trainings to all staff | Director of Security, Adminstrators | Scheduled Trainings | Dates of Scheduled Trainings | 75% of Campuses Completed | 100% of Staff Trained | 10 |
| | | | | | | | |
| 4.1.2 | MFISD will provide National Incident Management System Training | Central Office, Director of Security | Scheduled Trainings | NIMS Certificates | Planning | 100% of Administrative Staff Certified | 10 |
| | | | | | | | |
| 4.1.3 | Staff members will be trained on the consistent implementation of the MFISD Board Approved Student Code of Conduct, including Bullying Investigation and Reporting Processes | Central Office, Administrators, Principals, AP's | MFISD Board Approved Student Code of Conduct, Scheduled Trainings | Meeting Agendas | 100% of Campus Trainings Completed | 100% of Campus Staff Trained; Increase in Survey Results Related to SCOC | 1,10 |
| | | | | | | | |
| **4.2** | **Performance Objective 2** | MFISD will provide opportunities for stakeholders to collaborate with MFISD to ensure a safe and healthy environment conducive to student learning. | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 4.2.1 | MFISD will re-invigorate the Student Health Advisory Council | Curriculum & Instruction | Council Member Roster, Scheduled Meetings | Meeting Agendas, Reflections | In Process | 5 Regular Meetings | 6,10 |
| | | | | | | | |
| 4.2.2 | MFISD will continue the Health & Wellness Committee | Superintendents Cabinet | Committee Member Roster, Scheduled Meetings | Meeting Agendas, Reflections | In Process | Regular Meetings; Action Plan | 6,10 |
| | | | | | | | |
| 4.2.3 | MFISD will enhance the effectiveness of District Committees and Advisory Groups | Central Office | CTE Advisory Committee, SHAC, DEIC, ELLAC | Meeting Agendas, Reflections | In Process | Participant Feedback is Positive | 1,6,10 |

| District Goal 4 | | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | |
|---|---|---|---|---|---|---|---|
| 4.3 | Performance Objective 3 | MFISD will provide a safe and healthy environment for all stakeholders at all MFISD Facilities. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 4.3.1 | MFISD will create and maintain a master facilities plan. | Central Office, Director of Maintenance | Facilities Study Recommendations | Facilities Study Report | In Process | Developed Master Facilities Plan | 1, 10 |
| | | | | | | | |
| 4.3.2 | | | | | | | |
| | | | | | | | |
| 4.3.3 | | | | | | | |

| District Goal 5 | | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. | | | | | |
|---|---|---|---|---|---|---|---|
| 5.1 | Performance Objective 1 | All MFISD instructional staff will be highly qualified. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 5.1.1 | MFISD will improve the internal and external processes for hiring, onboarding, and retaining high quality personnel | Human Resources, Superintendent's Cabinet | Human Resources | Final Process Maps | Planning | | 5 |
| | | | | | | | |
| 5.1.2 | MFISD will improve it's participation in job/career fairs | Human Resources, Superintendent's Cabinet | Scheduled Job/Career Fairs | Number of personnel interviewed or hired as a result of fairs | Planning | Partcipation in 3 job fairs | 5 |
| | | | | | | | |
| 5.1.3 | MFISD will review employee compensation plan in such a way that MFISD attracts and retains high quality staff. | Human Resources, Superintendent's Cabinet | TASB, Human Resources | Compensation Plan | Planning | Increase in Survey Results | 5 |
| 5.2 | Performance Objective 2 | MFISD will provide appropriate, targeted, and research-based professional learning opportunities for staff. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 5.2.1 | MFISD will ensure that required compliance trainings are completed by appropriate staff | Human Resources, Superintendent's Cabinet | Edu-Hero | Edu-Hero Reporting | In Process | 100% of Staff Completion of all Required Trainings | 4,5 |
| | | | | | | | |
| 5.2.2 | Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development. | Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Staff Survey | Waiting on Survey Results | 90% Favorable Results on PD Survey | 1,3,4,8 |
| | | | | | | | |
| 5.2.3 | | | | | | | |

## District Goal 5

MFISD will recruit, hire, develop, and retain highly qualified and effective personnel.

| District Goal 5 | | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. | | | | | |
|---|---|---|---|---|---|---|---|
| 5.3 | Performance Objective 3 | MFISD will retain highly qualified instructional staff. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 5.3.1 | MFISD will increase it's recognition of excellence among staff members | Central Office, Administrators | Recognition Events | Staff Survey Data | In Process | | 5 |
| | | | | | | | |
| 5.3.2 | MFISD will hold exit-interviews with employees who leave MFISD | Human Resources | Exit Interview Data | Action Plans | Compiling Data from 15-16 | 100% of Staff will provide data | 5 |
| | | | | | | | |
| 5.3.3 | MFISD will implement the district vision in such a way that employee work is connected to a deeper purpose. | All Staff | MFISD Vision | Staff Survey Data | In Process | | 5 |

| District Goal 6 | | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | |
|---|---|---|---|---|---|---|---|
| **6.1** | **Performance Objective 1** | MFISD will develop a budget that continues to focuse on district priorities. | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 6.1.1 | MFISD will have an appropriate fund balance at the end of the budget cycle. | Central Office | Approved Budget | Federal Compliance Reports; Budget Amendments | On Target | 1-2% Positive Variance | 1 |
| | | | | | | | |
| 6.1.2 | MFISD will ensure an efficient, effective budget process with input from appropriate stakeholders that complies with Title Fund Regulations | Central Office | Approved Budget, Grant Applications; Negotiations; Compliance Documentation | Federal Compliance Reports; Budget Amendments | On Target | 90% Positive Feedback; 100% Compliance with Federal Gudelines | 1 |
| | | | | | | | |
| 6.1.3 | MFISD will enhance budget planning process in such a way that there is an overt explanation of the connection between budget allocations, District goals, mission, and vision | Central Office, Administration | Grant Applications; Negotiations; Compliance Documentation | Federal Compliance Reports; Budget Amendments | On Target | 100% Alignment | 1 |
| | | | | | | | |
| 6.1.4 | MFISD will plan for enhancement of CIP process in such a way that there is an overt explanation of the connection between budget allocations, campus goals, District mission, and District vision | Central Office, Administration | Approved Budget | Federal Compliance Reports; Budget Amendments | On Target | 100% Alignment | 1 |
| | | | | | | | |
| **6.2** | **Objective 2** | MFISD will enhance fiscal transparency. | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 6.2.1 | The Bond Review Committee will Continue | Central Office | Bond Spreadsheet | Reflections | In Process | | 1 |
| | | | | | | | |

| District Goal 6 | | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | |
|---|---|---|---|---|---|---|---|
| 6.2.2 | Financial Reporting will be Publicly Available | Finance Office | Website | Website | In Process | | 1 |
| | | | | | | | |
| 6.2.3 | DEIC and CEIC's will be trained on compliance procedures as appropriate | Curriculum & Instruction | DEIC & CEIC Training - Trainer of Trainer | DEIC & CEIC Agendas | In Process | | 1 |
| | | | | | | | |

| District Goal 6 | | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | |
|---|---|---|---|---|---|---|---|
| 6.3 | Objective 3 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 6.3.1 | | | | | | | |
| | | | | | | | |
| 6.3.2 | | | | | | | |
| | | | | | | | |
| 6.3.3 | | | | | | | |

# Marble Falls High School

# Campus Improvement Plan

## 2016-2017

## MFISD Mission

**The mission of the 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.**

## MFISD VISION

**Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.**

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

# CAMPUS MISSION

MFHS will meet the educational challenges of the 21st Century and provide a quality educational experience for all students in all academic and extracurricular areas.  Through collaboration of all stakeholders, MFHS will provide relevant instruction by developing an aligned curriculum and assessment focused on learning.  The educational needs for all students will be met so that they will be ready for college, a career, or other post-secondary options.

# CAMPUS VISION

Every Student Achieving Maximum Potential in an Engaging, Inspiring and Challenging Environment

# MFHS
## Campus Educational Improvement Committee

| NAME | POSITION Parent, Business, Community, Teacher, etc | SIGNATURE |
|------|-----------------------------------------------------|-----------|
| Manny Lunoff | Principal/Administrator | |
| Sharon Oldham | District Representative | |
| Amanda Fulton | MFHS ACE Site Coordinator/Non-Teaching Professional | |
| Kimberlee McLeod | ELA Teacher | |
| Kate Schumacher | Math Teacher | |
| Shelby Butler | Science Teacher | |
| Kerry Graham | Social Studies Teacher/Coach | |
| Leonard Venghaus | CTE Teacher | |
| Brad Behrens | Band Director | |
| Carol Luce Wright | Sped Teacher | |
| Tim Richter | C3 Teacher/Girls Softball Coach | |
| Bryce Gage | Choir Director | |
| Jennifer Hall | Parent | |
| Maureen Everett | Parent | |
| Jennifer Burdett | Community Member | |
| Paul Levine | Community Member | |
| Alex Payson | Business Member | |
| *OPEN* | Business Member | |
| | | |

| NAME | POSITION<br>Parent, Business, Community,<br>Teacher, etc | SIGNATURE |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**MFHS**
**COMPREHENSIVE NEEDS ASSESSMENT**

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement  Committee on DATE

| Participants in Attendance | Data Sources Examined | |
|---|---|---|
| Lauren Berkman | ☐ TAPR | |
| Emily Kunkel | ☑ Disaggregated STAAR / TAKS Data | |
| Diane Woods | ☑ Campus PEIMS Reports | |
| Shawn Reed | ☑ Student Attendance Data | |
| Susie Baskin | ☐ Truancy Data | |
| Bryce Gage | ☐ Referral % for SPED Students | |
| | ☑ Campus Parent Participation | |
| | ☐ Failure Rates | |
| | ☐ Parent Survey | |
| | ☐ TELPAS Data | |
| | ☐ Achievement Test Data | |
| | ☐ TBA Data | |
| | ☐ DRA, BAS, or Other Reading | |
| | ☑ Pre AP / AP Scores | |
| | ☐ PSAT / SAT / ACT Scores | |
| | ☐ Completion Rate | |
| | ☐ Federal Accountability Data | |
| | ☑ Other | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | **List Other Data Here** | |
| | | |
| | | |

| Participants in Attendance | Data Sources Examined | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**MFHS**
**Comprehensive Needs Assessment Summary**

Number of Students served, compared to previous year.

Classroom Organization (9-12); SPED Classrooms; ESL/BE Classrooms

Our District Support for Schoolwide Title 1 programs consists of: parent and family involvement activities, intervention and enrichment, cooperative learning structures, focused professional development, dyslexia specialists, Instructional Coaches and Instructional Technologists.

Our State Compensatory Education Program (SCE) provides intensive instructional support to identified at-risk students in a small group setting, as well as to build teacher capacity through job embedded professional learning in order to provide quality instruction for these students.

**DEMOGRAPHICS**

Strengths:  Met standard for accountability rating at each campus.

Needs:  MFISD STAAR data is lower than expected in most areas, see the Performance Objective Tab

**FAMILY AND COMMUNITY INVOLVEMENT**

Strengths: We are fortunate to have an active English Language Learner Advisory Council, several committees that involve parents, family members, and community members. Parents feel well informed, admin is accessible and they trust the classroom teachers.  Major discipline referrals have continued to drop over the last three years.  Parent nights coincide with activities to keep the students entertained. This allows for parents and students to both be involved and increases attendance.

Needs:  MFHS will increase participation in parent surveys by opening up computer labs and providing translation when necessary during a night time events (ex. Open House).  Our goals is to design more hand on engaging parent nights and communicate this opportunity effectively to all parents.  We will also continue to look for opportunities to expand & develop more partnerships with local businesses connect CTE students to workforce ready skills whenever possible.

**STAFF QUALITY, RECRUITMENT AND RETENTION**

Strengths: At MFISD, we are fortunate to have some of the best training and resources at hand.  The MFISD Curriculum Department supports teachers in all areas of the state-required curriculum.  Our Title 1 funds help to secure support staff in the area of mathematics and English Language Arts as well as technology resources for teachers to utilize in classroom instruction.  Teachers are collaboratively planning throughout the district.  The workshop approach is providing vertical and horizontal alignment within our campus.  Students are exposed to the same terminology and vocabulary when moving from grade level to grade level.  Students are immersed in authentic reading and writing.  This will increase scores on the state mandated assessments.

Needs:  Reading and writing will continue to be a major focus for our district.  A concentrated effort to increase the size of the classroom libraries will be made so that students have a wealth of books to choose from in various genres, especially in ESL classes. Faculty meetings are used as continuing professional development within all curriculum areas (Standards Alignment/Deconstructing the TEKS, ESL support strategies) and communication of trends on campus where staff can provide support (discipline, positive behavior support and overall campus culture).   A mentor program for teachers who are new to the MFHS campus will enable us to retain high quality instructional staff.

**SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION**

Strengths:   The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, and parent sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us.  Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus.  Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

**CURRICULUM, INSTRUCTION AND ASSESSMENT**

Strengths:  The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student.  We are structured to have collaborative conversations to impact student learning.  Instructional designs, such as: intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement.  A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

Needs:  MFHS students are experiencing difficulty in the areas of reading, writing and mathematics at every grade level.  The campus will improve the use of student data through the use of consistent common formative assessments, a focus on Tier I, RTI, and SMART goals.  There is a continued need for curricular support for the teacher tocollaborate effectively with a focus on standards. We need to continue learning walks and increase the opportunity to observe and reflect.  Teachers will continue to integrate technology in all subject areas supporting students as 21st century learners. Positive behavior management will maximize student engagement.

**STUDENT ACHIEVEMENT**

Strengths: The CEIC and Instructional Leadership Team have viewed several different and varied forms of data collection including but not limited to: previous STAAR scores, TELPAS data, RTI and SST data, and other data.  After reviewing this data, we found a few encouraging signs of growth for our students.  The RTI process will be an essential component in student success, as will the increased support an communication between SPED and general education teachers and ESL/BE teachers and general education teachers.  Most encouraging is that a students ethnicity or home language does not impact his or her's ability to be successful.

Needs:  With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include:  focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with implementation of RTI and a continued focus on data and researched based interventions to support academic success.

**TECHNOLOGY**

Strengths:  The 2016-2017 school year will provide a wealth of technology due to our district being a 1:1 district.  Due to this technology, training will be held during collaborative planning.  Campus based training will include introduction to the use of Chrome notebooks, Chrome apps that may be applicable to content instruction and content-specific implementation in the classroom.

Needs:  A spotlight "tech challenge" of the month for Chromebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum.  Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize parents with the technology that their students are currently using in the classroom (Google Apps for Education & Google Classroom.

| CAMPUS GENERAL INFO | | 2016-17 |
|---|---|---|
| | | |
| Campus Name | | MFISD Marble Falls High School |
| # of campuses in district | # | 7 |
| | | |
| type of families (i.e. middle class working) | | lower to middle class |
| current enrollment | # | 1232 |
| grade level | text | 9-12 |
| 5 year prior enrollment | # | 1105 |
| increase in enrollment | % | 11.49 |

| STUDENT DEMOGRAPHICS | | 2015-2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 0.50 |
| Anglo / White | % | 52.33 |
| Asian | % | 0.92 |
| Black / African American | % | 2.83 |
| Hispanic | % | 41.75 |
| Native Hawaiian / Pacific Islander | % | 0.25 |
| Multi-Racial | % | 1.42 |
| Male | % | 51.33 |
| Female | % | 48.67 |
| Low SES | % | 55.00 |

| STAFF DEMOGRAPHICS | | 2015-2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 0.00 |
| Anglo / White | % | 88.28 |
| Asian | % | 0.00 |
| Black / African American | % | 0.90 |
| Hispanic | % | 10.81 |
| Native Hawaiian / Pacific Islander | % | 0.00 |
| Multi-Racial | % | 0.00 |
| Male | % | 38.73 |
| Female | % | 61.26 |
| highly qualified teachers | % | 100.00 |
| highly qualified paraprofessionals | % | 100.00 |

| CAMPUS CHARACTERISTICS | 2015-2016 |
|---|---|
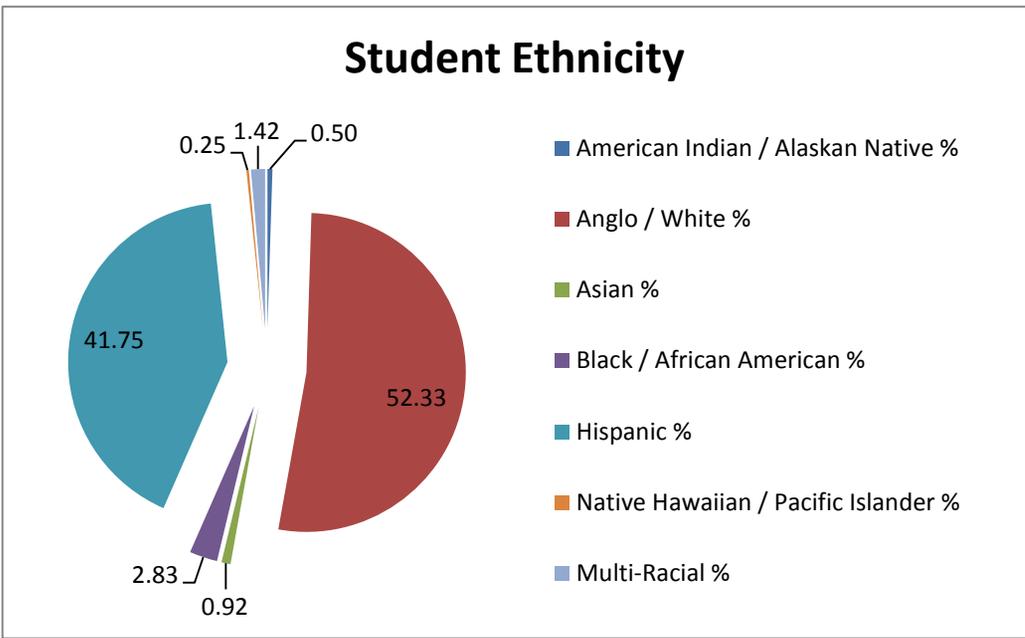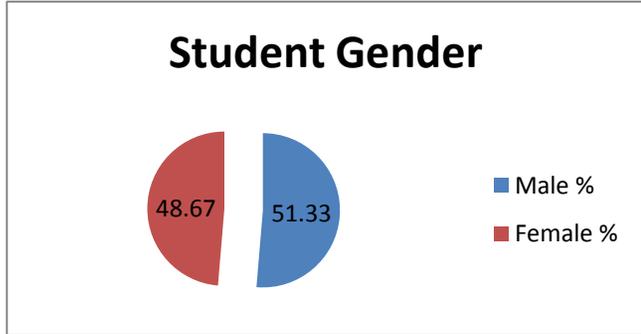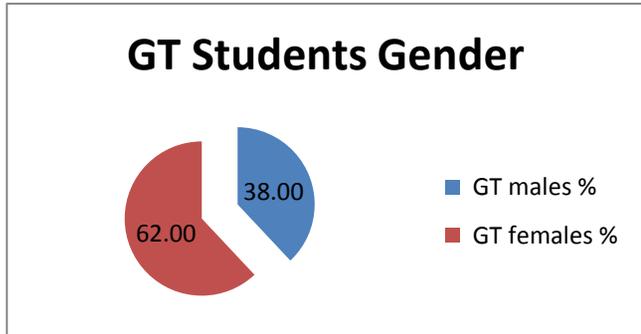
## Student Ethnicity

American Indian / Alaskan Native % 0.50
Anglo / White % 52.33
Asian % 0.92
Black / African American % 2.83
Hispanic % 41.75
Native Hawaiian / Pacific Islander % 0.25
Multi-Racial % 1.42

## Student Gender

Male % 51.33
Female % 48.67

## GT Students Gender

GT males % 38.00
GT females % 62.00

| | | |
|---|---|---|
| Average daily attendance for students | % | 91.33 |
| # of discipline referrals in 2015-2016 | # | 1027 |
| # of discipline referrals in 2014-2015 | # | 904 |
| # English Language Learners (LEP) | # | 50 |
| # GT students | # | 95 |
| GT males | % | 38.00 |
| GT females | % | 62.00 |
| # students in 504 program | # | 55 |
| # SPED students | # | 145 |
| # students tested/not qualified for SPED | # | 7/6 |
| LEP students | % | 4.06 |
| change in discipline referrals | % | 13.61 |
| served through SPED services | % | 11.77 |

## Staff Ethnicity



- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

0.00
0.00
0.00
0.00
0.00
10.81
88.28

## Staff Gender



- Male %
- Female %

38.73
61.26
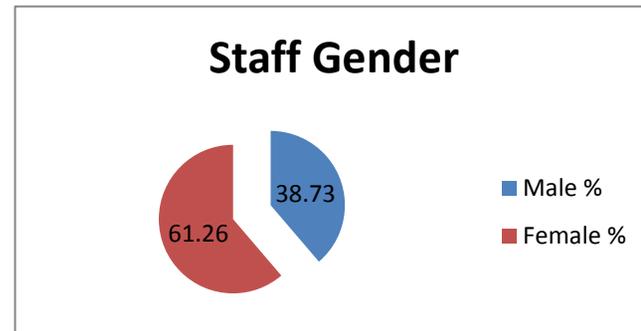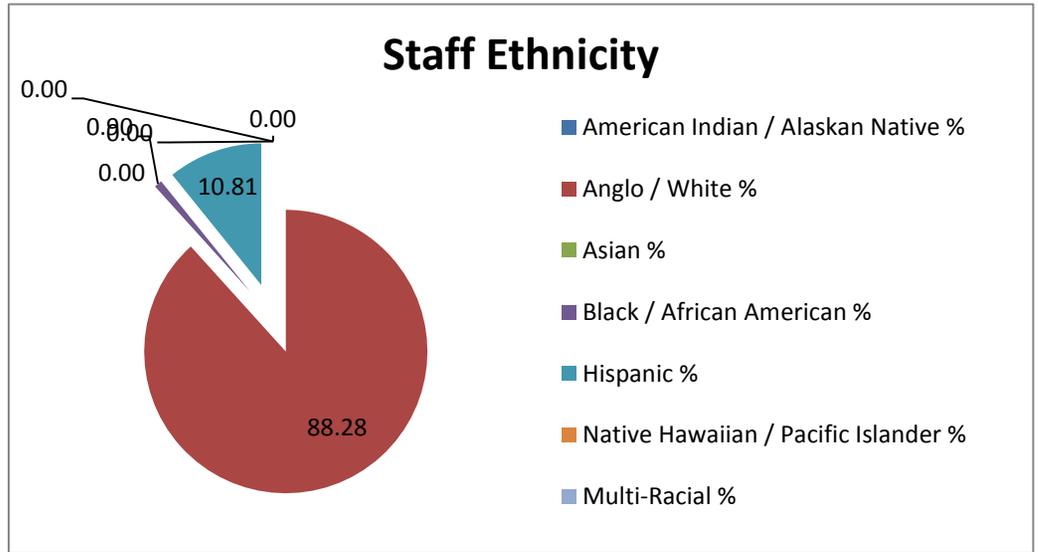
# Campus Performance Objectives
## Marble Falls High School

| Math | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 226 | 74.78% | 88.51% | 5.31% | 9.79% |
| At Risk | 127 | 60.63% | 83.10% | 0.79% | 4.23% |
| Economic Disadvantage | 157 | 69.43% | 86.54% | 4.46% | 11.54% |
| Am Indian/Alaska Native | 0 | 0.00% | 66.67% | 0.00% | 33.33% |
| Asian | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 12 | 83.33% | 100.00% | 0.00% | 11.11% |
| Hispanic | 116 | 70.69% | 82.98% | 4.31% | 8.51% |
| Hawaiian/Pacific Islander | 1 | 100.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 4 | 100.00% | 100.00% | 25.00% | 20.00% |
| White | 92 | 78.26% | 91.80% | 6.52% | 9.84% |
| Gifted Talented | 1 | 100.00% | 100.00% | 0.00% | 33.33% |
| LEP | 19 | 52.63% | 42.86% | 0.00% | 0.00% |
| Special Ed | 27 | 40.74% | 57.14% | 4.76% | 5.00% |

| Science | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 278 | 91.37% | 96.32% | 27.34% | 33.82% |
| At Risk | 129 | 82.95% | 86.11% | 6.20% | 8.33% |
| Economic Disadvantage | 145 | 85.52% | 93.66% | 15.86% | 33.33% |
| Am Indian/Alaska Native | 1 | 100.00% | 100.00% | 0.00% | 0.00% |
| Asian | 2 | 50.00% | 100.00% | 0.00% | 0.00% |
| Black/African American | 12 | 83.33% | 100.00% | 25.00% | 66.67% |
| Hispanic | 102 | 88.24% | 94.12% | 10.78% | 26.47% |
| Hawaiian/Pacific Islander | 1 | 100.00% | 0.00% | 100.00% | 0.00% |
| Multi-racial | 4 | 100.00% | 100.00% | 50.00% | 50.00% |
| White | 156 | 94.23% | 96.77% | 37.82% | 36.56% |
| Gifted Talented | 25 | 100.00% | 100.00% | 72.00% | 56.52% |
| LEP | 6 | 66.67% | 66.67% | 0.00% | 0.00% |
| Special Ed | 20 | 60.00% | 0.00% | 5.00% | 0.00% |

| Social Studies | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 247 | 93.93% | 96.14% | 26.32% | 27.03% |
| At Risk | 114 | 88.60% | 96.69% | 26.32% | 12.61% |
| Economic Disadvantage | 133 | 90.98% | 94.66% | 14.29% | 22.14% |
| Am Indian/Alaska Native | 1 | 100.00% | 100.00% | 0.00% | 0.00% |
| Asian | 2 | 50.00% | 66.37% | 0.00% | 0.00% |
| Black/African American | 5 | 100.00% | 80.00% | 0.00% | 20.00% |
| Hispanic | 100 | 91.00% | 93.69% | 13.00% | 15.32% |
| Hawaiian/Pacific Islander | 1 | 100.00% | 0.00% | 100.00% | 0.00% |
| Multi-racial | 1 | 100.00% | 100.00% | 0.00% | 0.00% |
| White | 137 | 96.35% | 99.24% | 37.23% | 39.39% |
| Gifted Talented | 25 | 100.00% | 100.00% | 76.00% | 68.18% |
| LEP | 5 | 60.00% | 50.00% | 0.00% | 0.00% |
| Special Ed | 12 | 75.00% | 75.00% | 8.33% | 8.33% |

| Reading | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 626 | 63.37% | 78.72% | 5.25% | 9.00% |
| At Risk | 309 | 44.96% | 64.38% | 0.29% | 62.00% |
| Economic Disadvantage | 157 | 59.55% | 74.13% | 3.02% | 3.78% |
| Am Indian/Alaska Native | 2 | 50.00% | 71.43% | 0.00% | 0.00% |
| Asian | 7 | 50.00% | 66.67% | 0.00% | 0.00% |
| Black/African American | 21 | 52.10% | 81.25% | 0.00% | 6.25% |
| Hispanic | 269 | 58.08% | 70.00% | 2.06% | 4.10% |
| Hawaiian/Pacific Islander | 2 | 50.00% | 100.00% | 0.00% | 100.00% |
| Multi-racial | 12 | 83.30% | 83.33% | 8.33% | 16.67% |
| White | 313 | 78.90% | 85.76% | 8.56% | 12.91% |
| Gifted Talented | 48 | 100.00% | 100.00% | 27.08% | 45.10% |
| LEP | 43 | 17.02% | 11.54% | 0.00% | 0.00% |
| Special Ed | 48 | 33.33% | 37.50% | 0.00% | 0.00% |

| Writing | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | | | | | |
| At Risk | | | | | |
| Economic Disadvantage | | | | | |
| Am Indian/Alaska Native | | | | | |
| Asian | | | | | |
| Black/African American | | | | | |
| Hispanic | | | | | |
| Hawaiian/Pacific Islander | | | | | |
| Multi-racial | | | | | |
| White | | | | | |
| Gifted Talented | | | | | |
| LEP | | | | | |
| Special Ed | | | | | |

# State Compensatory Education (SCE)

## Section 1: Program Overview

### Program Purpose

In keeping with the intent and purpose of Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Marble Falls ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at-risk of dropping out of school. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

### Program Goals

The goals of all MFISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce and/or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77 ® SB 702).

### General Uses of Funds

Marble Falls ISD uses all SCE funds to supplement services beyond those offered through the regular education program. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

### Evaluation and Monitoring

Annual assessments on student progress are used to determine program needs and adjustments. Grades, local benchmarks and teacher input are considered for continuous monitoring. A comprehensive needs assessment to pinpoint areas of concern is included on the individual campus action plans.

# State Compensatory Education (SCE)

## Section 2: Student Eligibility

Marble Falls ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 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. Was not advanced from one grade level to the next for one or more school years;

4. Did not perform satisfactorily on an assessment instrument administered to the student under 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;

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §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 Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by §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. §11302, and its subsequent amendments; or

13. Resided in the preceding school year or reside 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.

# State Compensatory Education (SCE)

# Section 3: Identification Procedures

## Responsibilities – Campus Contact

The school counselor is designated as the At-Risk Contact for each campus. Responsibilities of each contact with the assistance from campus assistant principal(s) will include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review in order to identify eligible students
- Oversee timely monitoring of at-risk student progress
- Collaborate with campus principal and staff to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level

## Procedures for Identifying Eligible Students

The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

## Periodic Updates and Eligibility Review

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students utilizing the State thirteen criteria, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

# State Compensatory Education (SCE)

## Section 4:  Provision of Services

### Services

Upon identification of student, the campus contact, in collaboration with campus assistant principal(s), will ensure that identified students are provided appropriate services that address the student's qualifying criteria.  These services may include, but are not limited to, the following:

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

### Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress.  Such measures may include the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

# State Compensatory Education (SCE)

## Section 5:  Exit Procedures

### Exit Review

Since some criteria may only temporarily qualify student for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact in consultation with the assistant principal(s) will determine through periodic review of student data the student's continued eligibility and need for continued services.  All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Maintenance of passing grades with a score of 70 or greater
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

### Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact and assistant principal(s) will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

## Section 6:  Program Evaluation

### Required Overall Program Evaluation

The district contact will conduct an annual evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

- The disparity in performance on State assessments between students at-risk of dropping out of school and all other district students

- The disparity in the rates of high school completion between students at-risk of dropping out of school and all other district students

**Title I Components**

**(for proposed Targeted Assistance Plan)**

| |
|---|
| 1.  Summary of the Comprehensive Needs Assessment of the entire school. |
| 2.  Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research. |
| 3.  Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk). |
| 4.  High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards. |
| 5.  Strategies to attract high-quality highly qualified teachers to high-need schools. |
| 6.  Strategies to increase parental involvement. |
| 7.  Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. |
| 8.  Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program.  (Teacher disaggregation and analysis of state data; teacher classroom assessment of students). |
| 9.  Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance. |
| 10.  Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. |

# MFISD Campus Professional Learning 2016-2017

## Back to School Professional Learning - August 2016

| Need | Increase focus on standards |
|---|---|
| Strategy | Provide training to all staff on expectations for common planning and the Curriculum Alignment Project |

| Need | Enforce Student Code of Conduct consistently across campus |
|---|---|
| Strategy | Provide training for all staff to review Student Code of Conduct and expectations for discipline in the classroom and the school |

| Need | Improve communication & campus culture through the continuous collaboration of administrators & teachers using T-TESS |
|---|---|
| Strategy | Provide training for teachers on the purpose & requirements of the state's new evaluation system (T-TESS) |

| Need | Complete annual compliance requirements for state and district |
|---|---|
| Strategy | Utilize online modules on Eduhero.net to complete these requirements and provide opportunities for staff to complete them |

| Need | Communication of all campus safety and security procedures for staff members |
|---|---|
| Strategy | Provide training on all safety and security procedures and Campus Crisis Plan |

# MFISD Campus Professional Learning 2016-2017

## Campus Professional Learning - Job Embedded

| Need | Communicate campus discipline trends to staff |
|------|-----------------------------------------------|
| Strategy | Share discipline data with staff in faculty meetings as well as feedback from PBIS committee for improvements |

| Need | Increase student achievement in content areas |
|------|-----------------------------------------------|
| Strategy | Focus discussions on knowledge of standards being taught in Wednesday PLCs |

| Need | Provide resources, strategies and support for teachers in all areas of classroom instruction |
|------|-----------------------------------------------------------------------------------------------|
| Strategy | Weekly ILT meetings and debriefs to look at areas of need; share information in faculty meetings to provide support across campus |

| Need | Focus on teambuilding to improve campus culture |
|------|-------------------------------------------------|
| Strategy | Campus ILT will participate in a book study using "Five Dysfunctions of a Team" by Patrick Lencioni |

| Need | |
|------|--|
| Strategy | |

| District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Goal 1** | **Marble Falls High School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards** | | | | | | |
| **1.1** **Performance Objective 1** | **Classroom observation data will show an increase in effective instructional practices that produce increases in student achievement and academic data.** | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 1.1.1 | Impment the Curriculum Alignment Project throughout the campus. | Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Collaborative Planning Documentation, Walk-through data, Lesson plans | In Process | 10% Increase in STAAR Data | 1,2,4,8 |
| | | | | | | | |
| 1.1.2 | Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development - focused on Tier 1 Instruction. | Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Staff Survey | In Process | 25% Increase in Survey Data | 1,3,4,8 |
| | | | | | | | |
| 1.1.3 | Provide time to instructional staff to increase collaboration that is student-learning focused and standards-focused | Curriculum & Instruction, Human Resources, Principals, APs | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Master Schedule | Collaborative time provided to instructional staff distict-wide, during contract-time | 10% Increase in STAAR Data | 4,5 |
| | | | | | | | |
| **1.2** **Performance Objective 2** | **To develop a coherent instructional leadership team that will build capacity with instructional staff in such a way that student's achieve at their fullest potential** | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |

| | District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 1 | Marble Falls High School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards | | | | | |
| 1.2.1 | Highlight and recognize successful classroom practice/ implementation models showing student learning behaviors. | Administration, ILT, IC's and IT's | Forethought, Collaborative Planning, Walk-through data, Lesson plans, Faculty Meetings | Staff Survey; Classroom Observations; Faculty Meeting Agendas | In Process | 10% increase in Student Progress Measures, AP Scores, SAT & ACT Scores | 1,3,4,8 |
| | | | | | | | |
| 1.2.2 | MFHS will continue the implementation of the 1:1 initiative and use Google Tools for creating a 21st century learning environment.  Additionally, MFHS will strive to implement an environment where students can access and submit the majority of their assignments online | Administration, ILT, IC's and IT's | Forethought, Collaborative Planning, Lesson plans, Google Apps for Education/Google Drive | Staff Survey; Classroom Observations; Walk-through data; Items shared through Google Apps for Education/Google Drive | In Process | 10% increase in Student Progress Measures, AP Scores, SAT & ACT Scores | 1,2,4, 5,8 |
| | | | | | | | |
| 1.2.3 | MFHS will utilize interventions for students to receive support when they are struggling academically in their classes. | Administration, ILT, IC's, ITs and ACE Site Coordinator | Parent Communication Logs, Tutorial Schedules, RtI Forms in Eduphoria, ACE Academic Support Schedules | Faculty Meeting Agendas w/Tier 1 Intervention focus; Staffings for students; walk-through data; T-TESS conferences; student numbers in ACE program | Started in September 2016 | Increase in students served successfully through Tier 1 interventions; increase in communication with parents of students who struggle | 1,2,3,6,8,9 |
| | | | | | | | |

| 1.3 | Performance Objective 3 | Marble Falls High School will ensure all students participate in a CTE program through relevant, engaging learning experiences led by inspirational classroom teachers. | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |

| | | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | |
|---|---|---|---|---|---|---|---|
| **District Goal 1** | | | | | | | |
| **Campus Goal 1** | | Marble Falls High School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards | | | | | |
| 1.3.1 | The CTE department will monitor current partnerships and pursue new community partnerships to expand student opportunities. | CTE Department, ILT, Administration, CTE Advisory Committee | CTE Funds, Perkins funds, local donations, local funds; EDC; Chamber of Commerce; Rotary Club | CTE Advisory Committee; Perkins Effectiveness Report; Community Feedback | In Process | 25% Increase in Certifications; 2 additonal partnerships | 3,4,7,9 |
| | | | | | | | |
| 1.3.2 | Students will be instructed in the essential skills of:  Job application, dependability, promptness, initiative, loyalty, honesty, integrity, responsibility, and the ability to work and get along with others. | CTE Department, ILT, Administration | CTE Funds, Perkins funds, local donations, local funds; EDC; Chamber of Commerce | CTE Advisory Committee; Perkins Effectiveness Report; Community Feedback; Classroom Observations | In Process | Increase in CaSE and Survey Results | 3,4,7,9 |
| | | | | | | | |
| 1.3.3 | | | | | | | |

| District Goal 2 | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Goal 2** | Marble Falls High School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. | | | | | | |
| **2.1** | **Performance Objective 1** | Marble Falls High School will develop, maintain, and nurture an instructional leadership team who will build capacity of each other and teachers. | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 2.1.1 | Instructional coach and ILT will be responsible for facilitating individual growth and leadership of teachers at the campus level. | Administration, ILT, PSP, Central Office | The 5 Dysfunctions of a Team; Late-Start Wednesdays; ILT Meetings; Agendas | Pre & Post-Survey Data | In Process | Weekly Meetings; 25% Increase in Survey Data | 3,5 |
| | | | | | | | |
| 2.1.2 | ILT meetings that review observation data to focus on Tier 1 instructional strategies and provide a needs assessment for levels of support across the faculty for students. | Administration, ILT, PSP, Central Office, ACE Site Coordinator | Classroom observation data of instructional strategies, Technology for presentations, meeting times | Collaborative Planning Documentation, Walk-through data, Lesson plans; RTI Forms in Aware | In Process | 5% Reduction in Tier 2 & 3 Placements | 1,2,9 |
| | | | | | | | |
| 2.1.3 | Students have the opportunity to work with Adult Mentors,to provide assistance, leadership opportunities, advice and opportunities for instructional improvement. | Administration, ILT, Teachers, CEIC | Mentor Program; ACE Site Coordinator; CEIC; Office Staff; Community Support | Pre & Post-Survey Data; Documentation of Mentor Meetings | Planning | 10% Increase in Students Served | 1,2,5,9 |
| | | | | | | | |
| **2.2** | **Performance Objective 2** | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 2.2.1 | | | | | | | |
| | | | | | | | |
| 2.2.2 | | | | | | | |

| | District Goal 2 | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 2 | Marble Falls High School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. | | | | | |
| | | | | | | | |
| 2.2.3 | | | | | | | |
| | | | | | | | |
| 2.3 | Performance Objective 3 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 2.3.1 | | | | | | | |
| | | | | | | | |
| 2.3.2 | | | | | | | |
| | | | | | | | |
| 2.3.3 | | | | | | | |

| | District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 3 | Marble Falls High School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | |
| 3.1 | Performance Objective 1 | Marble Falls High School will enhance ongoing methods of communication to share messages and invite feedback including community forums, parent & student groups, surveys, technology resources (social media, website, etc.), and campus publications/letters. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 3.1.1 | MFHS will communicate information in English and Spanish whenever possible to reach all stakeholders and host events | Administration, Counseling Staff, Office Staff | Campus Funds, Title I Funds, ACE funds, Sky Alert, Webpage, Official Social Media Sites | Partcipation in community and family events; Parent Survey Results, CaSE | In Process | 10% Increase in parent & family member participation in school events | 6,7 |
| | | | | | | | |
| 3.1.2 | MFHS will provide communication to parents and family members with opportunities to come to school to learn more about their child's instruction as well as events happening on campus | Teachers, Administrators, ILT, ACE Site Coordinator, Counselor, Secretary | Senior Conferences, FAFSA Night, ACE parent events, Technology, CTE Parent Nights, Open House | Partcipation in community and family events; Parent Survey Results, CaSE | In Process | 10% Increase in parent & family member participation in school events | 6,7 |
| | | | | | | | |
| 3.1.3 | MFHS will continue to embrace social media as a mode of communication. | Administration, ILT, Teachers | Twitter, Facebook, Google Apps for Education, Staff Handbook | Partcipation in community and family events; Parent Survey Results, CaSE | In Process | 10% Increase in parent & family member participation in school events | 6,7 |
| | | | | | | | |
| 3.2 | Performance Objective 2 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 3.2.1 | | | | | | | |
| | | | | | | | |
| 3.2.2 | | | | | | | |
| | | | | | | | |

| | District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus Goal 3 | Marble Falls High School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | | |
| 3.2.3 | | | | | | | | |
| | | | | | | | | |
| 3.3 | Performance Objective 3 | | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component | |
| | | | | | | | | |
| 3.3.1 | | | | | | | | |
| | | | | | | | | |
| 3.3.2 | | | | | | | | |
| | | | | | | | | |
| 3.3.3 | | | | | | | | |

| | District Goal 4 | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 4 | Marble Falls High School will promote a positive and safe learning envriornment for all students and community members. | | | | | |
| 4.1 | Performance Objective 1 | Marble Falls High School will promote a positive & safe learning environment through a collaborative culture with all stakeholders to ensure success for all students. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 4.1.1 | Staff will be trained on all safety and security procedures, Code of Conduct, and in Campus Crisis Plan | Administration; Director of Security | Safety Logs; Drill Logs; August PD, Faculty Meetings; MFISD SRO, Campus Admin Discipline Matrix, Handbooks & Student Code of Conduct | Safety Audits; V-Soft Rosters; Sign-In Documentation | In Process | 100% of Staff Trained; 25% Increase in Survey Results | 1,5, 10 |
| | | | | | | | |
| 4.1.2 | MFHS Students will meet with campus administration regularly to provide leadership opportunities for student involvement, generate ways to increase school spirit on campus and provide feedback to create a positive campus culture. | Students, Staff, Administration | Student Council, Student Organizations, Principal Student Advisory Council, Supt. Student Advisory Council | Agendas; CaSE Results; Student and Community Feedback | In Process | 10% Increase in Survey Results | 1,5,9 |
| | | | | | | | |
| 4.1.3 | MFHS 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. | Students, Staff, PBIS Committee, ACE Site Coordinator, Administration | Discipline Documentation; Student Assemblies, Faculty Meetings; PBIS Meeting agendas; Handbooks & Student Code of Conduct | PBMAS, Discipline Records | In Process | 10% Increase in Survey Results; Decrease in PBMAS Staging | 1,5,9,10 |
| | | | | | | | |
| 4.2 | Performance Objective 2 | | | | | | |
| | | | Resources / | Formative and/or | Beginning of Year | Target Goal | |

| District Goal 4 | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | |
|---|---|---|---|---|---|---|
| Campus Goal 4 | Marble Falls High School will promote a positive and safe learning envriornment for all students and community members. | | | | | |
| | Strategy / Activity | Staff Responsible | Implementation Evidence | Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 4.2.1 | | | | | | | |
| | | | | | | | |
| 4.2.2 | | | | | | | |
| | | | | | | | |
| 4.2.3 | | | | | | | |

| 4.3 | Performance Objective 3 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 4.3.1 | | | | | | | |
| | | | | | | | |
| 4.3.2 | | | | | | | |
| | | | | | | | |
| 4.3.3 | | | | | | | |

| District Goal 5 | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. |
|---|---|
| Campus Goal 5 | Marble Falls High School will recruit, hire, develop, and retain highly qualified and effective personnel. |

| 5.1 | Performance Objective 1 | Marble Falls High School will recruit and retain a high percentage of highly qualified personnel during the 2016-2017 school calendar year. |
|---|---|---|

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 5.1.1 | All instructional staff will meet highly qualified status. | Administration; Central Office | Job Posting Requirements; Campus Interview Process | NCLB Reports | In Process | 100% of Staff meet NCLB Highly Qualified Status | 3,5,7 |
| | | | | | | | |
| 5.1.2 | Develop interactive opportunities to learn instructional strategies & share ideas that have worked for them. | Administration, Teachers, ILT, IC's, IT | Campus Funds; Campus Materials; CEIC | Pre & Post Survey Results; STAAR Scores | In Process | Retention of 90% of new staff; 10% Increase on STAAR Assessments | 1,2,5,9 |
| | | | | | | | |
| 5.1.3 | Development of a mentor-teacher program for MFHS staff who are new to campus. | Administration, Teachers, ILT, IC's | Campus Funds; Campus Materials; CEIC | Program Plan to CEIC, MFHS Staff | In Process | Retention of 90% of new staff | 3,5,7 |

| 5.2 | Performance Objective 2 | |
|---|---|---|

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 5.2.1 | | | | | | | |
| | | | | | | | |
| 5.2.2 | | | | | | | |
| | | | | | | | |
| 5.2.3 | | | | | | | |

| 5.3 | Performance Objective 3 | |
|---|---|---|

| District Goal 5 | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. | | | | | |
| Campus Goal 5 | Marble Falls High School will recruit, hire, develop, and retain highly qualified and effective personnel. | | | | | |

| 5.3 | Performance Objective 3 | | | | | |
|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | |
| 5.3.1 | | | | | | |
| | | | | | | |
| 5.3.2 | | | | | | |
| | | | | | | |
| 5.3.3 | | | | | | |

| District Goal 6 | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 6 | Marble Falls High School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs. | | | | | | |

| 6.1 | Performance Objective 1 | Marble Falls High School will provide students and staff with necessary resources. | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 6.1.1 | Increase the amount of feedback gathered to develop a budget with input from stakeholders. | Administration | Budget Guidelines from MFISD; CEIC; PLC's | Adopted Budget | Planning | | 9,1 |
| | | | | | | | |
| 6.1.2 | The budget process will be developed and managed to reflect the objectives of the CIP and follow Title I Compliance Regulations | Administration | Budget Guidelines from MFISD; CIP; DIP; Title I | Adopted Budget | Planning | 100% Alignment with CIP and DIP | 9,1 |
| | | | | | | | |
| 6.1.3 | | | | | | | |

| 6.2 | Objective 2 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 6.2.1 | | | | | | | |
| | | | | | | | |
| 6.2.2 | | | | | | | |
| | | | | | | | |
| 6.2.3 | | | | | | | |

| 6.3 | Objective 3 | | | | | | |
|---|---|---|---|---|---|---|---|

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| **District Goal 6** | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | | |
| **Campus Goal 6** | Marble Falls High School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs. | | | | | | |
| | | | | | | | |
| 6.3.1 | | | | | | | |
| | | | | | | | |
| 6.3.2 | | | | | | | |
| | | | | | | | |
| 6.3.3 | | | | | | | |

# Falls Career High School (MFISD)

# Campus Improvement Plan

**2016-2017**

**MFISD Mission**

**The mission of the 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.**

**MFISD VISION**

**Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.**

LEARNERS TODAY, LEADERS TOMORROW, MUSTANGS FOREVER!

# CAMPUS VISION

Lighting your way to a successful tomorrow!

# Falls Career High School (MFISD)
## Campus Educational Improvement Committee

| NAME | POSITION<br>Parent, Business, Community, Teacher, etc | SIGNATURE |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| NAME | POSITION<br>Parent, Business, Community,<br>Teacher, etc | SIGNATURE |
|------|-----------------------------------------------------|-----------|
|      |                                                     |           |
|      |                                                     |           |
|      |                                                     |           |
|      |                                                     |           |

# Falls Career High School (MFISD)
## COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee on DATE

| Participants in Attendance | Data Sources Examined | |
|---|---|---|
| | ☐ TAPR | |
| | ☐ Disaggregated STAAR / TAKS Data | |
| | ☐ Campus PEIMS Reports | |
| | ☐ Student Attendance Data | |
| | ☐ Truancy Data | |
| | ☐ Referral % for SPED Students | |
| | ☐ Campus Parent Participation | |
| | ☐ Failure Rates | |
| | ☐ Parent Survey | |
| | ☐ TELPAS Data | |
| | ☐ Achievement Test Data | |
| | ☐ TBA Data | |
| | ☐ DRA, BAS, or Other Reading | |
| | ☐ Pre AP / AP Scores | |
| | ☐ PSAT / SAT / ACT Scores | |
| | ☐ Completion Rate | |
| | ☐ Federal Accountability Data | |
| | ☐ Other | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | **List Other Data Here** | |
| | | |
| | | |

| Participants in Attendance | Data Sources Examined | |
| --- | --- | --- |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# Falls Career High School (MFISD)
## Comprehensive Needs Assessment Summary

Number of Students served, compared to previous year.

Classroom Organization (Alternative Campus - Credit Recovery, DAEP, 9th Grade Academy)

Our District Support for Schoolwide Title 1 programs consists of: parent and family involvement activities, intervention and enrichment, cooperative learning structures, focused professional development, Instructional Coaches, Instructional Technologists, math specialists, and reading specialists.

Our State Compensatory Education Program (SCE) provides intensive instructional support to identified at-risk students in a small group setting, as well as to build teacher capacity through job embedded professional learning in order to provide quality instruction for these students.

**DEMOGRAPHICS**

Strengths:  Met standard for accountability rating at each campus.

Needs:  MFISD STAAR data is lower than expected in most areas, see the Performance Objective Tab

**FAMILY AND COMMUNITY INVOLVEMENT**

Strengths: We are fortunate to have an active English Language Learner Advisory Council, several committees that involve parents, family members, and community members. Parents feel well informed, admin is accessible and they trust the classroom teachers.  Major discipline referrals have continued to drop over the last three years.  Parent nights coincide with activities to keep the students entertained. This allows for parents and students to both be involved and increases attendance.

Needs:  MFISD will increase participation in parent surveys by opening up computer labs and providing translation when necessary during a night time event.  Our goals is to design more hand on engaging parent nights and communicate this opportunity effectively to all parents.

**STAFF QUALITY, RECRUITMENT AND RETENTION**

Strengths: At MFISD, we are fortunate to have some of the best training and resources at hand.  The MFISD Curriculum Department supports teachers in all areas of the state-required curriculum.  Our Title 1 funds help to secure support staff in the area of mathematics, English Language Arts, reader's workshop, writer's workshop, and guided reading.  Teachers are collaboratively planning throughout the district.  The workshop approach is providing vertical and horizontal alignment within our campus.  Students are exposed to the same terminology and vocabulary when moving from grade level to grade level.  Students are immersed in authentic reading and writing.  This will increase scores on the state mandated assessments.

Needs:  Reading and writing will continue to be a major focus for our district.  A concentrated effort to increase the size of the classroom libraries will be made so that students have a wealth of books to choose from in various genres. Faculty meetings are used as continuing professional development within all curriculum areas,  in which teachers learn more about Kagan Cooperative Learning Structures, Guided Reading, Conceptual Approach to Mathematics, Dyslexia and BE/ESL.   A mentor program for new to MFISD teachers will enable us to retain high quality instructional staff.

**SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION**

Strengths:   The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, multicultural night, and PTA sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us.  Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus.  Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

**CURRICULUM, INSTRUCTION AND ASSESSMENT**

Strengths:  The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student.  We are structured to have collaborative conversations to impact student learning.  Instructional designs, such as: Kagan structures, intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement.  A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

Needs:  MFISD students are experiencing difficulty in the areas of reading, writing and mathematics at every grade level.  The campus will improve the use of student data through the use of consistent common formative assessments, a focus on Tier I, RTI, and SMART goals.  There is a continued need for curricular support for the teacher tocollaborate effectively with a focus on standards. We need to continue learning walks and increase the opportunity to observe and reflect.  Teachers will continue to integrate technology in all subject areas supporting students as 21st century learners. Positive behavior management will maximize student engagement.

**STUDENT ACHIEVEMENT**
Strengths: The DEIC and Instructional Cabinet have viewed several different and varied forms of data collection including but not limited to:  previous STAAR scores, current DRA & BAS levels, iStation reports, TELPAS data, RTI and SST data, and other data.  After reviewing this data, we found a few encouraging signs of growth for our students.  The RTI process will be an essential component in student success, as will the increased support an communication between SPED and general education teachers and ESL/BE teachers and general education teachers.  Most encouraging is that a

Needs:  With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include:  focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with implementation of RTI and a continued focus on data and researched based interventions to support academic success.

**TECHNOLOGY**

Strengths:  The 2015-2016 school year will provide a wealth of technology due to our district being a 1:1 district.  Due to this technology, training will be held during collaborative planning.  Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation in the classroom.

Needs:  A spotlight "tech challenge" of the month for iPads or Chrome notebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum.  Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize parents with the technology that their students are currently using in the classroom.

## CAMPUS GENERAL INFO — 2016-17

| | | |
|---|---|---|
| Campus Name | | MFISD Falls Career High School |
| # of campuses in district | # | 7 |
| | | |
| type of families (i.e. middle class working) | | lower to middle class |
| current enrollment | # | 46 |
| grade level | text | 9-12 |
| 5 year prior enrollment | # | 39 |
| increase in enrollment | % | 17.95 |
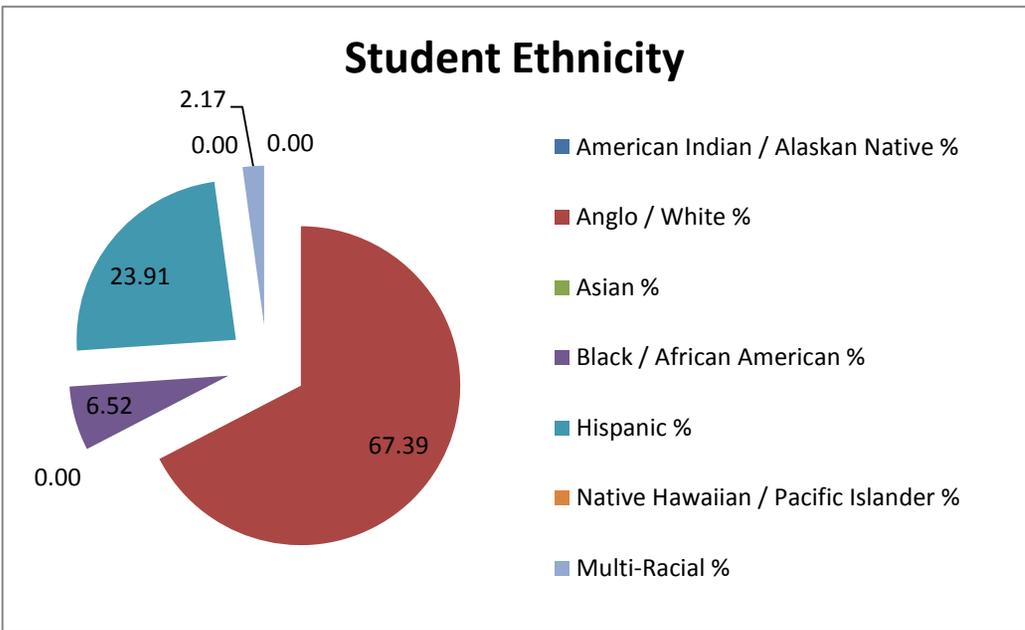
## STUDENT DEMOGRAPHICS — 2015-2016

| | | |
|---|---|---|
| American Indian / Alaskan Native | % | 0.00 |
| Anglo / White | % | 67.39 |
| Asian | % | 0.00 |
| Black / African American | % | 6.52 |
| Hispanic | % | 23.91 |
| Native Hawaiian / Pacific Islander | % | 0.00 |
| Multi-Racial | % | 2.17 |
| Male | % | 32.61 |
| Female | % | 67.39 |
| Low SES | % | 70.00 |
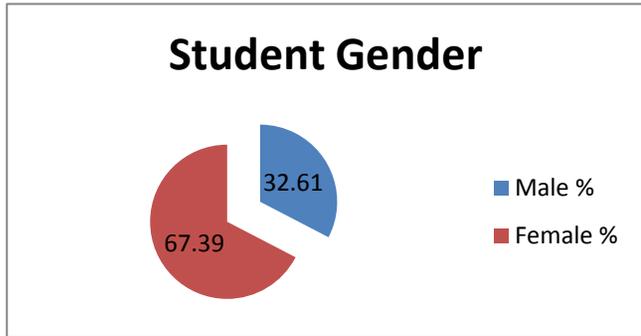
## STAFF DEMOGRAPHICS — 2015-2016

| | | |
|---|---|---|
| American Indian / Alaskan Native | % | 0.00 |
| Anglo / White | % | 78.57 |
| Asian | % | 0.00 |
| Black / African American | % | 7.10 |
| Hispanic | % | 14.20 |
| Native Hawaiian / Pacific Islander | % | 0.00 |
| Multi-Racial | % | 0.00 |
| Male | % | 50.00 |
| Female | % | 50.00 |
| highly qualified teachers | % | 100.00 |
| highly qualified paraprofessionals | % | 100.00 |
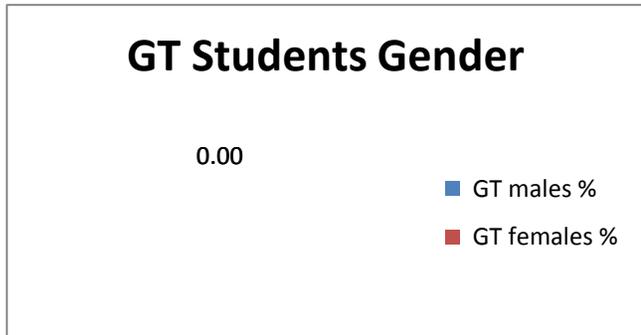
## CAMPUS CHARACTERISTICS — 2015-2016

### Student Ethnicity



- American Indian / Alaskan Native % : 0.00
- Anglo / White % : 67.39
- Asian % : 0.00
- Black / African American % : 6.52
- Hispanic % : 23.91
- Native Hawaiian / Pacific Islander % : 0.00
- Multi-Racial % : 2.17

### Student Gender



- Male % : 32.61
- Female % : 67.39

### GT Students Gender

0.00

- GT males %
- GT females %

| | | |
|---|---|---|
| Average daily attendance for students | % | 91.33 |
| # of discipline referrals in 2015-2016 | # | 5 |
| # of discipline referrals in 2014-2015 | # | 12 |
| # English Language Learners (LEP) | # | 0 |
| # GT students | # | 0 |
| GT males | % | 0.00 |
| GT females | % | 0.00 |
| # students in 504 program | # | 2 |
| # SPED students | # | 3 |
| # students tested/not qualified for SPED | # | 0 |
| LEP students | % | 0 |
| change in discipline referrals | % | -58.33 |
| served through SPED services | % | 6.52 |

## Staff Ethnicity

0.00    0.00 0.00

14.20

7.10

0.00

78.57

- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

## Staff Gender

50.00    50.00

- Male %
- Female %
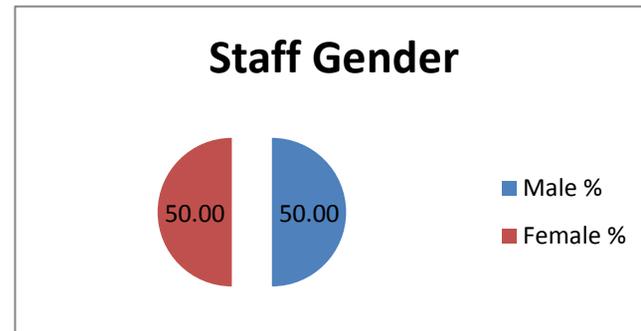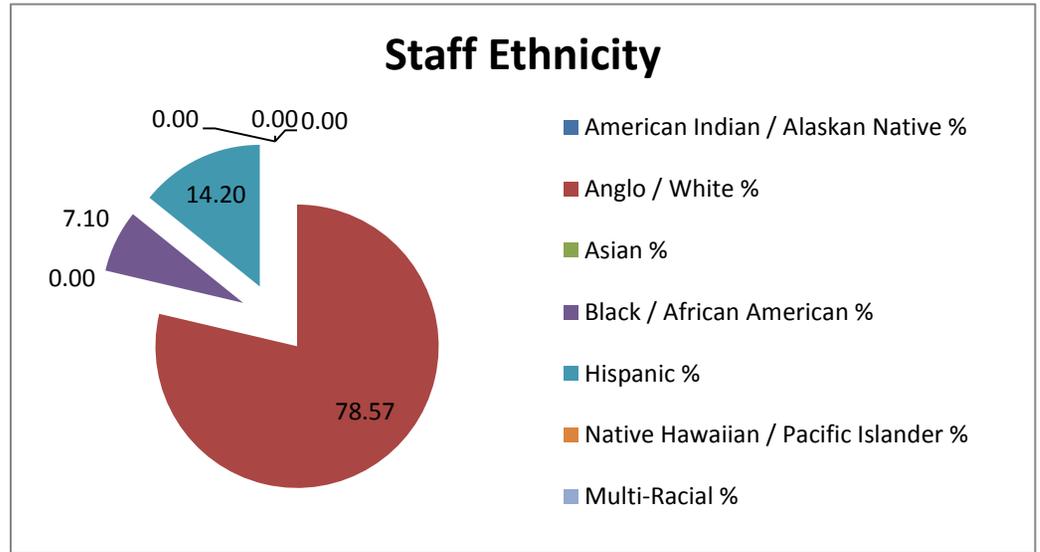
# Campus Performance Objectives
## MFISD Campus Name

| Math | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 2 | 100.00% | 50.00% | 0.00% | 25.00% |
| At Risk | 1 | 100.00% | 0.00% | 0.00% | 0.00% |
| Economic Disadvantage | 1 | 100.00% | 50.00% | 0.00% | 25.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 0 | 0.00% | 100.00% | 0.00% | 0.00% |
| Hispanic | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| White | 2 | 100.00% | 33.33% | 0.00% | 33.33% |
| Gifted Talented | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| LEP | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Special Ed | 0 | 0.00% | 0.00% | 0.00% | 0.00% |

| Science | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 3 | 100.00% | 100.00% | 0.00% | 0.00% |
| At Risk | 2 | 100.00% | 100.00% | 0.00% | 0.00% |
| Economic Disadvantage | 2 | 100.00% | 0.00% | 0.00% | 0.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 0 | 0.00% | 100.00% | 0.00% | 0.00% |
| Hispanic | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| White | 3 | 100.00% | 0.00% | 0.00% | 0.00% |
| Gifted Talented | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| LEP | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Special Ed | 0 | 0.00% | 0.00% | 0.00% | 0.00% |

| Social Studies | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 16 | 93.75% | 72.73% | 25.00% | 0.00% |
| At Risk | 11 | 90.91% | 75.00% | 9.09% | 0.00% |
| Economic Disadvantage | 11 | 90.91% | 87.50% | 18.18% | 0.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 1 | 100.00% | 100.00% | 0.00% | 0.00% |
| Hispanic | 3 | 66.67% | 100.00% | 33.33% | 0.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 1 | 100.00% | 0.00% | 100.00% | 0.00% |
| White | 11 | 100.00% | 66.67% | 18.18% | 0.00% |
| Gifted Talented | 1 | 100.00% | 0.00% | 0.00% | 0.00% |
| LEP | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Special Ed | 2 | 100.00% | 100.00% | 0.00% | 0.00% |

| Reading | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 8 | 50.00% | 83.33% | 0.00% | 8.33% |
| At Risk | 8 | 50.00% | 80.00% | 0.00% | 0.00% |
| Economic Disadvantage | 7 | 42.00% | 77.78% | 0.00% | 11.11% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 0 | 0.00% | 100.00% | 0.00% | 0.00% |
| Hispanic | 2 | 50.00% | 50.00% | 0.00% | 0.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 0 | 0.00% | 100.00% | 0.00% | 0.00% |
| White | 6 | 50.00% | 85.71% | 0.00% | 14.29% |
| Gifted Talented | 0 | 0.00% | 100.00% | 0.00% | 0.00% |
| LEP | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Special Ed | 1 | 100.00% | 100.00% | 0.00% | 0.00% |

| Writing | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | | | | | |
| At Risk | | | | | |
| Economic Disadvantage | | | | | |
| Am Indian/Alaska Native | | | | | |
| Asian | | | | | |
| Black/African American | | | | | |
| Hispanic | | | | | |
| Hawaiian/Pacific Islander | | | | | |
| Multi-racial | | | | | |
| White | | | | | |
| Gifted Talented | | | | | |
| LEP | | | | | |
| Special Ed | | | | | |

# State Compensatory Education (SCE)

## Section 1: Program Overview

### Program Purpose

In keeping with the intent and purpose of Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Marble Falls ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at-risk of dropping out of school. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

### Program Goals

The goals of all MFISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce and/or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77 ® SB 702).

### General Uses of Funds

Marble Falls ISD uses all SCE funds to supplement services beyond those offered through the regular education program. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

### Evaluation and Monitoring

Annual assessments on student progress are used to determine program needs and adjustments. Grades, local benchmarks and teacher input are considered for continuous monitoring. A comprehensive needs assessment to pinpoint areas of concern is included on the individual campus action plans.

# State Compensatory Education (SCE)

## Section 2:  Student Eligibility

Marble Falls ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who…

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 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. Was not advanced from one grade level to the next for one or more school years;

4. Did not perform satisfactorily on an assessment instrument administered to the student under 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;

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §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 Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by §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. §11302, and its subsequent amendments; or

13. Resided in the preceding school year or reside 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.

# State Compensatory Education (SCE)

# Section 3:  Identification Procedures

## Responsibilities – Campus Contact

The school counselor is designated as the At-Risk Contact for each campus.  Responsibilities of each contact with the assistance from campus assistant principal(s) will include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review in order to identify eligible students
- Oversee timely monitoring of at-risk student progress
- Collaborate with campus principal and staff to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level

## Procedures for Identifying Eligible Students

The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria.  Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

## Periodic Updates and Eligibility Review

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students utilizing the State thirteen criteria, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

# State Compensatory Education (SCE)

## Section 4:  Provision of Services

### Services

Upon identification of student, the campus contact, in collaboration with campus assistant principal(s), will ensure that identified students are provided appropriate services that address the student's qualifying criteria.  These services may include, but are not limited to, the following:

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

### Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress.  Such measures may include the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

# State Compensatory Education (SCE)

## Section 5:  Exit Procedures

### Exit Review

Since some criteria may only temporarily qualify student for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact in consultation with the assistant principal(s) will determine through periodic review of student data the student's continued eligibility and need for continued services.  All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Maintenance of passing grades with a score of 70 or greater
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

### Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact and assistant principal(s) will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

## Section 6:  Program Evaluation

### Required Overall Program Evaluation

The district contact will conduct an annual evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

- The disparity in performance on State assessments between students at-risk of dropping out of school and all other district students

- The disparity in the rates of high school completion between students at-risk of dropping out of school and all other district students

**Title I Components**

**(for proposed Targeted Assistance Plan)**

| |
|---|
| 1.  Summary of the Comprehensive Needs Assessment of the entire school. |
| 2.  Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research. |
| 3.  Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk). |
| 4.  High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards. |
| 5.  Strategies to attract high-quality highly qualified teachers to high-need schools. |
| 6.  Strategies to increase parental involvement. |
| 7.  Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. |
| 8.  Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overal program.  (Teacher disaggregation and analysis of state data; teacher classroom assessment of students). |
| 9.  Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance. |
| 10.  Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. |

# Falls Career High School Professional Learning 2016-2017

## Back to School Professional Learning - August 2016

| Need | Increase focus on standards |
|---|---|
| Strategy | Provide training to all staff on expectations for common planning |

| Need | |
|---|---|
| Strategy | |

| Need | |
|---|---|
| Strategy | |

| Need | |
|---|---|
| Strategy | |

| Need | |
|---|---|
| Strategy | |

# Falls Career High School Professional Learning 2016-2017

## Campus Professional Learning - Job Embedded

| Need | Increase literacy PK-5 |
|------|------------------------|
| Strategy | Showcase readers workshop strategies during faculty meetings |

| Need | |
|------|--|
| Strategy | |

| Need | |
|------|--|
| Strategy | |

| Need | |
|------|--|
| Strategy | |

| Need | |
|------|--|
| Strategy | |

| | District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. |
|---|---|---|
| | Campus Goal 1 | Falls Career High School will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. |

| 1.1 | Performance Objective 1 | Falls Career High School will support the academic progress of all students. | | | | |
|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| 1.1.1 | Impment the Curriculum Alignment Project. | Curriculum & Instruction, Admnistration | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Collaborative Planning Documentation, Walk-through data, Lesson plans | In Process | 10% Increase in STAAR Data | 1,2,4,8 |
| 1.1.2 | Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development. | Curriculum & Instruction, Administration | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Staff Survey | In Process | | 1,3,4,8 |
| 1.1.3 | Provide time to instructional staff to increase collaboration that is student-learning focused and standards-focused | Curriculum & Instruction, Human Resources, Principals | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Master Schedule | Collaborative time provided to instructional staff distict-wide, during contract-time | | 4,5 |

| 1.2 | Performance Objective 2 | Falls Career High School will support support interactive parent, community and student partnerships and involvement by providing accessible avenues of communication to improve student performance. | | | | |
|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| 1.2.1 | FCHS will provide multiple opportunities for parent and family members . | Administration, Staff | Parent meetings, Email, Phone Calls, Credit Analyses, Goal Setting Documents, "The Beacon" | Community and Staff Feedback; Graduation Data | In Process | 100 % of FCHS students graduate from MFISD | 1,2,9 |

| | District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus Goal 1 | Falls Career High School will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | | |
| | | | | | | | | |
| 1.2.2 | Maintain current community partnerships and cultivate additional partnerships | Administration, Staff | Local Businesses, Master Gardners, Local Organizations (Rotary, Lions Club, Kiwanis, Masonic Lodge) | Community and Staff Feedback; | In Process | | | 1,2,9 |
| | | | | | | | | |
| 1.2.3 | | | | | | | | |
| | | | | | | | | |
| 1.3 | Performance Objective 3 | | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component | |
| | | | | | | | | |
| 1.3.1 | | | | | | | | |
| | | | | | | | | |
| 1.3.2 | | | | | | | | |
| | | | | | | | | |
| 1.3.3 | | | | | | | | |
| | | | | | | | | |

| District Goal 2 | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 2 | Falls Career High School will provide a high quality education focused on the post-graduation success of students. | | | | | | |

| 2.1 | Performance Objective 1 | Students will explore and understand career path options and formulate a post-graduation plan. | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 2.1.1 | FCHS will provide opportunities for students to explore post-graduation opportunities. | Administration, Staff | CTC, TSTC, Community Partners, Local Funds; Field Trips | Documented Post-HS Graduation Plans. | In Process | 100% of Students will have an approved plan. | 1,2,4,9 |
| | | | | | | | |
| 2.1.2 | Mentor Program for Students | MFHS Administration, FCHS Administration, Staff | Mentor Guide; Documentation of Mentor Program | Documented Post-HS Graduation Plans. | In Process | 100% of Students will have an approved plan. | 1,2,4,9 |
| | | | | | | | |
| 2.1.3 | | | | | | | |

| 2.2 | Performance Objective 2 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 2.2.1 | | | | | | | |
| | | | | | | | |
| 2.2.2 | | | | | | | |
| | | | | | | | |
| 2.2.3 | | | | | | | |

| 2.3 | Performance Objective 3 | | | | | | |
|---|---|---|---|---|---|---|---|

| | District Goal 2 | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 2 | Falls Career High School will provide a high quality education focused on the post-graduation success of students. | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 2.3.1 | | | | | | | |
| | | | | | | | |
| 2.3.2 | | | | | | | |
| | | | | | | | |
| 2.3.3 | | | | | | | |

| | District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 3 | Falls Career High School will communicate with stakeholders to ensure all students are achieving higher levels of academic performance. | | | | | |
| 3.1 | Performance Objective 1 | Students will complete coursework in a timely manner and be successful on standardized testing | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 3.1.1 | Coordinated, aligned curriculum in all core academic areas. | Administration, Curriculum & Instruction | Curriculum Documents; | STAAR Assessment; Graduation Data | In Process | | 1,2,3,4 |
| | | | | | | | |
| 3.1.2 | Assembly to address social, emotional skill development & healthy lifestyle strategies | Administration, Staff | Campus Facility; Website | Student Data Files | In Process | Weekly Assemblies | 1,2,4,5,9 |
| | | | | | | | |
| 3.1.3 | FCHS will provide multiple opportunities for parent and family members . | Administration, Staff | Parent meetings, Email, Phone Calls, Credit Analyses, Goal Setting Documents, "The Beacon" | Community and Staff Feedback; Graduation Data | In Process | 100 % of FCHS students graduate from MFISD | 1,2,9 |
| | | | | | | | |
| 3.2 | Performance Objective 2 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 3.2.1 | | | | | | | |
| | | | | | | | |
| 3.2.2 | | | | | | | |
| | | | | | | | |
| 3.2.3 | | | | | | | |

| District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 3 | Falls Career High School will communicate with stakeholders to ensure all students are achieving higher levels of academic performance. | | | | | | |
| 3.3 | Performance Objective 3 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 3.3.1 | | | | | | | |
| | | | | | | | |
| 3.3.2 | | | | | | | |
| | | | | | | | |
| 3.3.3 | | | | | | | |

| District Goal 4 | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Goal 4** | Falls Career High School will provide a safe and healthy environment conducive to student learning. | | | | | | |
| **4.1** Performance Objective 1 | Students, Staff, Stakeholders, and Parent & Family Members will feel emotional, socially, and physically safe at Falls Career High School. | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| 4.1.1 | Student/Mentor Meetings | Administration, Staff | Mentor Meeting Agendas | Meeting Reflections; Survey Results | In Process | 10 % in Survey Data; Weekly Meetings | 6,7,8 |
| 4.1.2 | Surveillance Cameras will be utilized to ensure a safe environment | Administration | Technology Department; Director of Security | Plan presented to Central Office | In Process | | 5,10 |
| 4.1.3 | Staff will be trained on all safety and security procedures, Code of Conduct, and in Campus Crisis Plan | Administration; Director of Security | Safety Logs; Drill Logs; Faculty Meetings; Handbooks & Student Code of Conduct | Safety Audits; V-Soft Rosters; Sign-In Documentation | In Process | 100% of Staff Trained | 1, 10 |
| **4.2** Performance Objective 2 | | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| 4.2.1 | | | | | | | |
| 4.2.2 | | | | | | | |
| 4.2.3 | | | | | | | |

| | District Goal 4 | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 4 | Falls Career High School will provide a safe and healthy environment conducive to student learning. | | | | | |
| 4.3 | Performance Objective 3 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 4.3.1 | | | | | | | |
| | | | | | | | |
| 4.3.2 | | | | | | | |
| | | | | | | | |
| 4.3.3 | | | | | | | |
| | | | | | | | |

| District Goal 5 | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. |
|---|---|
| Campus Goal 5 | Falls Career High School will recruit and retain effective personnel to meet the unique needs of our students. |

| 5.1 | Performance Objective 1 | Falls Career High School will retain 100% of new staff. | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 5.1.1 | Develop a framework of values & beliefs to be used in the hiring process. | Administration; Central Office | Rubric used in hiring decisions; Aligned interview questions | Retention Rate | In Process | 100% Retention Rate of new staff | 3,5,7 |
| | | | | | | | |
| 5.1.2 | FCHS will offer job-embedded, student-centered and technology based professional development to focus on improving teacher effectiveness to meet the needs of an alternative campus. | Administration; Curriculum & Instruction; Human Resources | Curriculum Documents, Director of Secondary Instruction | Staff Survey | In Process | 10% on Staff Survey | 3,5,7 |
| | | | | | | | |
| 5.1.3 | | | | | | | |

| 5.2 | Performance Objective 2 | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 5.2.1 | | | | | | | |
| | | | | | | | |
| 5.2.2 | | | | | | | |
| | | | | | | | |
| 5.2.3 | | | | | | | |

5.3   Performance Objective 3

| | District Goal 5 | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 5 | Falls Career High School will recruit and retain effective personnel to meet the unique needs of our students. | | | | | |
| 5.3 | Performance Objective 3 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 5.3.1 | | | | | | | |
| | | | | | | | |
| 5.3.2 | | | | | | | |
| | | | | | | | |
| 5.3.3 | | | | | | | |
| | | | | | | | |

| District Goal 6 | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 6 | Falls Career High School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs. | | | | | | |

| 6.1 | Performance Objective 1 | Falls Career High School will provide students and staff with necessary resources. | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 6.1.1 | Increase the amount of feedback gathered to develop a budget with input from stakeholders. | Administration | Budget Guidelines from MFISD; CEIC; PLC's | Adopted Budget | Planning | | 9,1 |
| | | | | | | | |
| 6.1.2 | The budget process will be developed and managed to reflect the objectives of the CIP and follow Title I Compliance Regulations | Administration | Budget Guidelines from MFISD; CIP; DIP; Title I | Adopted Budget | Planning | 100% Alignment with CIP and DIP | 9,1 |
| | | | | | | | |
| 6.1.3 | | | | | | | |

| 6.2 | Objective 2 | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 6.2.1 | | | | | | | |
| | | | | | | | |
| 6.2.2 | | | | | | | |
| | | | | | | | |
| 6.2.3 | | | | | | | |

| 6.3 | Objective 3 | | | | | | |
|---|---|---|---|---|---|---|---|

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| **District Goal 6** | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | | |
| **Campus Goal 6** | Falls Career High School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs. | | | | | | |

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 6.3.1 | | | | | | | |
| | | | | | | | |
| 6.3.2 | | | | | | | |
| | | | | | | | |
| 6.3.3 | | | | | | | |

# Marble Falls Middle School

# Campus Improvement Plan

## 2016-2017

### MFISD Mission

**The mission of the 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.**

### MFISD VISION

**Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.**

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

### CAMPUS MISSION

The mission of the 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.

### CAMPUS VISION

Marble Falls ISD has an unyielding commitment to love every child and to inspire them to achieve their fullest potential.

## Marble Falls Middle School
## Campus Educational Improvement Committee

| NAME | POSITION<br>Parent, Business, Community, Teacher, etc | SIGNATURE |
|---|---|---|
| Roger Barr | Principal | |
| Dr. Wes Cunningham | MFISD C & I Coordinator | |
| Brenda Belk | At-Large Professional | |
| Joe Powell | MFMS Teacher | |
| Dale Heath | MFMS Teacher | |
| Stephanie Hatch | MFMS Teacher | |
| Greg Neill | Parent Representative | |
| Sarah Collard | Parent Representative | |
| David Crall, Corina Ramirez | Business Representative (HEB) | |
| Kara Stewart | Community Representative | |
| Mihaela Hammond | MFMS Title Representative | |
| Heather Rodgers | MFMS Title Representative | |
| Kris Obermeyer | MFMS Title Representative | |
| Jeannette Gegogeine | MFMS Title Representative | |
| Samantha Suarez | 6th Grade Parent Title Representative | |
| Sandy Garay | 7th Grade Parent Title Representative | |
| OPEN | 8th Grade Parent Title Representative | |
| Virginia Guerrero | Translator - Spanish | |
| Melissa Fields | MFISD Representative | |

| NAME | POSITION<br>Parent, Business, Community,<br>Teacher, etc | SIGNATURE |
|---|---|---|
| Gaynelle Mandel | DEIC Representative | |
| Kristin Birdwell | DEIC Representative | |
| Jeannette Gegogeine | DEIC Representative | |
| | | |

# Marble Falls Middle School
## COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee during the 2015-2016 School Year.

| Participants in Attendance | Data Sources Examined | |
|---|---|---|
| Roger Barr, Principal | ☑ TAPR | |
| Dr. Cunningham | ☑ Disaggregated STAAR / TAKS Data | |
| Brenda Belk | ☑ Campus PEIMS Reports | |
| Joe Powell | ☑ Student Attendance Data | |
| Dale Heath | ☑ Truancy Data | |
| Stephanie Hatch | ☑ Referral % for SPED Students | |
| Greg Neill | ☐ Campus Parent Participation | |
| Sarah Collard | ☑ Failure Rates | |
| Corina Ramirez | ☐ Parent Survey | |
| Kara Stewart | ☑ TELPAS Data | |
| Heather Rodgers | ☐ Achievement Test Data | |
| Kris Obermeyer | ☐ TBA Data | |
| Jeannette Gegogeine | ☐ DRA, BAS, or Other Reading | |
| Samantha Suarez | ☐ Pre AP / AP Scores | |
| Sandy Garay | ☐ PSAT / SAT / ACT Scores | |
| Virginia Guerrero | ☐ Completion Rate | |
| Melissa Fields | ☐ Federal Accountability Data | |
| Gaynelle Mandel | ☐ Other | |
| Kristin Birdwell | | |
| | | |
| | | |
| | | |
| | **List Other Data Here** | |
| | ACE Program Data | |

| Participants in Attendance | Data Sources Examined | |
| --- | --- | --- |
| | Discipline Data | |
| | Positive Referral Data | |
| | A/B Honor Roll Participation | |
| | Perfect Attendance Participation | |
| | UIL Academics Participation | |
| | Mustangs of the Month | |
| | Teacher of the Month | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# Marble Falls Middle School
## Comprehensive Needs Assessment Summary

Number of Students served - 920.

Classroom Organization (6, 7, 8)); SPED Classrooms; ESL/BE Classrooms

Our District Support for Schoolwide Title 1 programs consists of: parent and family involvement activities, intervention and enrichment, cooperative learning structures, focused professional development, Instructional Coaches, Instructional Technologists, math specialists, and reading specialists.

Our State Compensatory Education Program (SCE) provides intensive instructional support to identified at-risk students in a small group setting, as well as to build teacher capacity through job embedded professional learning in order to provide quality instruction for these students.

**DEMOGRAPHICS**

Strengths:  Met standard for accountability rating at our campus.

Needs:  MFMS STAAR data is lower than expected in most areas, see the Performance Objective Tab

**FAMILY AND COMMUNITY INVOLVEMENT**

Strengths: We are fortunate to have an active English Language Learner Advisory Council, several committees that involve parents, family members, and community members. Parents feel well informed, admin is accessible and they trust the classroom teachers.  Major discipline referrals have continued to drop over the last three years.  Parent nights coincide with activities to keep the students entertained. This allows for parents and students to both be involved and increases attendance.

Needs:  MFISD will increase participation in parent surveys by opening up computer labs and providing translation when necessary during a night time event.  Our goals is to design more hand on engaging parent nights and communicate this opportunity effectively to all parents.

**STAFF QUALITY, RECRUITMENT AND RETENTION**

Strengths: At MFISD, we are fortunate to have some of the best training and resources at hand.  The MFISD Curriculum Department supports teachers in all areas of the state-required curriculum.  Our Title 1 funds help to secure support staff in the area of mathematics, English Language Arts, reader's workshop, writer's workshop, and guided reading.  Teachers are collaboratively planning throughout the district.  The workshop approach is providing vertical and horizontal alignment within our campus.  Students are exposed to the same terminology and vocabulary when moving from grade level to grade level.  Students are immersed in authentic reading and writing.  This will increase scores on the state mandated assessments.

Needs:  Reading and writing will continue to be a major focus for our district.  A concentrated effort to increase the size of the classroom libraries will be made so that students have a wealth of books to choose from in various genres. Faculty meetings are used as continuing professional development within all curriculum areas,  in which teachers learn more about Kagan Cooperative Learning Structures, Guided Reading, Conceptual Approach to Mathematics, Dyslexia and BE/ESL.   A mentor program for new to MFISD teachers will enable us to retain high quality instructional staff.

**SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION**

Strengths:   The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, multicultural night, and PTA sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us.  Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus.  Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

**CURRICULUM, INSTRUCTION AND ASSESSMENT**

Strengths:  The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student.  We are structured to have collaborative conversations to impact student learning.  Instructional designs, such as: Kagan structures, intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement.  A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

Needs:  MFISD students are experiencing difficulty in the areas of reading, writing and mathematics at every grade level.  The campus will improve the use of student data through the use of consistent common formative assessments, a focus on Tier I, RTI, and SMART goals.  There is a continued need for curricular support for the teacher tocollaborate effectively with a focus on standards. We need to continue learning walks and increase the opportunity to observe and reflect.  Teachers will continue to integrate technology in all subject areas supporting students as 21st century learners. Positive behavior management will maximize student engagement.

**STUDENT ACHIEVEMENT**

Strengths: The DEIC and Instructional Cabinet have viewed several different and varied forms of data collection including but not limited to:  previous STAAR scores, current DRA & BAS levels, iStation reports, TELPAS data, RTI and SST data, and other data.  After reviewing this data, we found a few encouraging signs of growth for our students.  The RTI process will be an essential component in student success, as will the increased support an communication between SPED and general education teachers and ESL/BE teachers and general education teachers.  Most encouraging is that a

Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with implementation of RTI and a continued focus on data and researched based interventions to support academic success.

**TECHNOLOGY**

Strengths: The 2016-2017 school year will provide a wealth of technology due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation in the classroom.

Needs: A spotlight "tech challenge" of the month for iPads or Chrome notebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum. Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize parents with the technology that their students are currently using in the classroom.

| CAMPUS GENERAL INFO | | 2016-17 |
|---|---|---|
| Campus Name | | MFISD Marble Falls Middle School |
| # of campuses in district | # | 7 |
| | | |
| type of families (i.e. middle class working) | | lower to middle class |
| current enrollment | # | 921 |
| grade level | text | 6-8 |
| 5 year prior enrollment | # | 920 |
| increase in enrollment | % | 0.11 |

| STUDENT DEMOGRAPHICS | | 2015-2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 0.21 |
| Anglo / White | % | 49.04 |
| Asian | % | 0.85 |
| Black / African American | % | 1.91 |
| Hispanic | % | 46.06 |
| Native Hawaiian / Pacific Islander | % | 0.32 |
| Multi-Racial | % | 1.60 |
| Male | % | 51.60 |
| Female | % | 48.40 |
| Low SES | % | 64.00 |

| STAFF DEMOGRAPHICS | | 2015-2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 1.20 |
| Anglo / White | % | 92.40 |
| Asian | % | 0.00 |
| Black / African American | % | 0.00 |
| Hispanic | % | 6.32 |
| Native Hawaiian / Pacific Islander | % | 0.00 |
| Multi-Racial | % | 0.00 |
| Male | % | 21.51 |
| Female | % | 78.48 |
| highly qualified teachers | % | 100.00 |
| highly qualified paraprofessionals | % | 100.00 |

| CAMPUS CHARACTERISTICS | 2015-2016 |
|---|---|
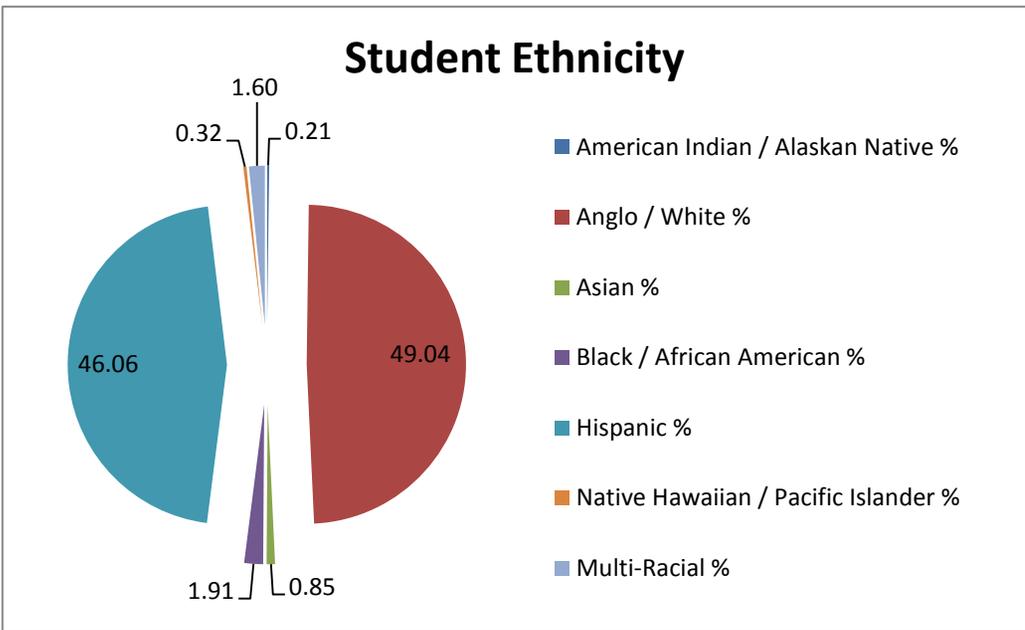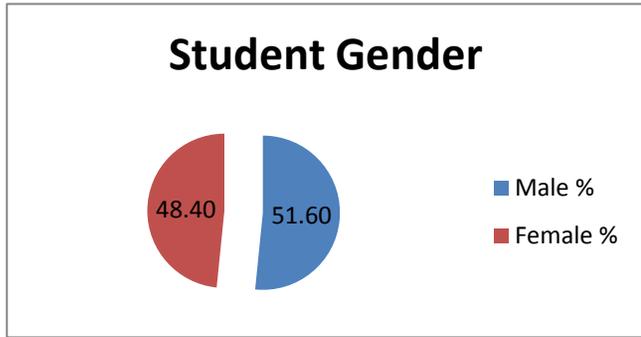


**Student Ethnicity**

- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

1.60
0.32
0.21
49.04
46.06
1.91
0.85



**Student Gender**

- Male %
- Female %

48.40  51.60



**GT Students Gender**

- GT males %
- GT females %

46.00  54.00
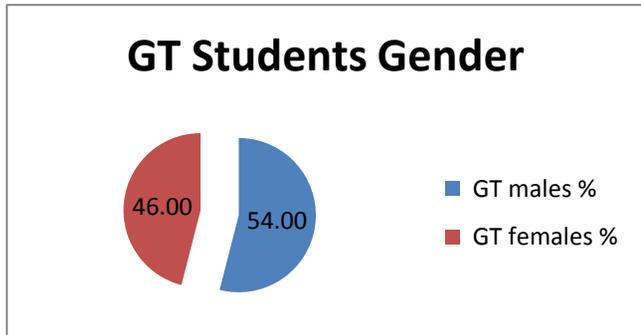
| Average daily attendance for students | % | 96.60 |
|---|---|---|
| # of discipline referrals in 2015-2016 | # | 680 |
| # of discipline referrals in 2014-2015 | # | 689 |
| # English Language Learners (LEP) | # | 102 |
| # GT students | # | 92 |
| GT males | % | 54.00 |
| GT females | % | 46.00 |
| # students in 504 program | # | 100 |
| # SPED students | # | 113 |
| # students tested/not qualified for SPED | # | 10/2 |
| LEP students | % | 11.07 |
| change in discipline referrals | % | -1.31 |
| served through SPED services | % | 12.27 |

313

## Staff Ethnicity



- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

92.40

## Staff Gender



- Male %
- Female %

21.51
78.48
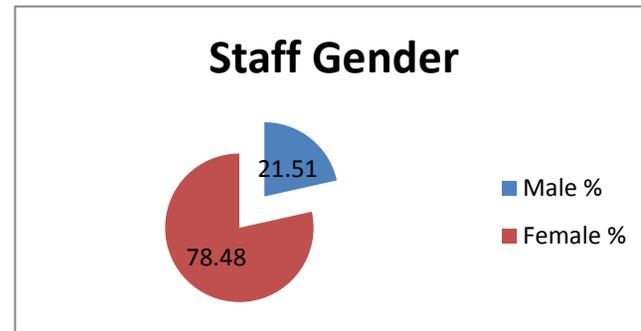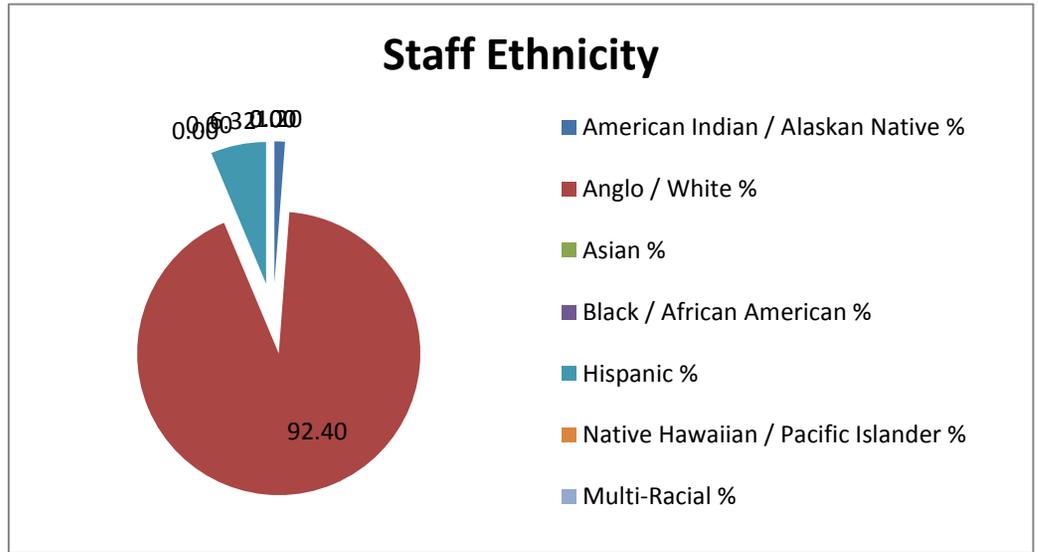
# Campus Performance Objectives
## Marble Falls Middle School

| Math | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 868 | 75.23% | 78.06% | 11.87% | 17.09% |
| At Risk | 460 | 56.96% | 57.89% | 1.30% | 72.00% |
| Economic Disadvantage | 535 | 69.16% | 70.61% | 6.54% | 9.07% |
| Am Indian/Alaska Native | 2 | 100.00% | 66.67% | 0.00% | 0.00% |
| Asian | 7 | 85.71% | 100.00% | 42.86% | 0.00% |
| Black/African American | 15 | 66.67% | 55.00% | 13.33% | 0.00% |
| Hispanic | 397 | 69.77% | 73.14% | 4.28% | 8.51% |
| Hawaiian/Pacific Islander | 3 | 100.00% | 100.00% | 33.33% | 33.33% |
| Multi-racial | 17 | 52.96% | 53.85% | 17.65% | 15.38% |
| White | 427 | 81.03% | 84.28% | 18.03% | 26.04% |
| Gifted Talented | 67 | 98.51% | 100.00% | 52.24% | 78.95% |
| LEP | 89 | 42.70% | 52.70% | 2.25% | 1.35% |
| Special Ed | 59 | 38.98% | 40.00% | 1.69% | 1.54% |

| Science | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 295 | 78.98% | 76.12% | 25.76% | 27.99% |
| At Risk | 146 | 60.96% | 49.58% | 3.42% | 5.04% |
| Economic Disadvantage | 180 | 70.56% | 66.46% | 16.67% | 13.66% |
| Am Indian/Alaska Native | 1 | 100.00% | 0.00% | 0.00% | 0.00% |
| Asian | 1 | 100.00% | 0.00% | 25.00% | 0.00% |
| Black/African American | 8 | 75.00% | 87.50% | 12.50% | 0.00% |
| Hispanic | 129 | 68.22% | 62.25% | 12.40% | 14.41% |
| Hawaiian/Pacific Islander | 1 | 100.00% | 100.00% | 0.00% | 50.00% |
| Multi-racial | 6 | 83.33% | 60.00% | 16.67% | 20.00% |
| White | 149 | 87.92% | 85.82% | 38.92% | 41.79% |
| Gifted Talented | 2 | 100.00% | 100.00% | 100.00% | 91.36% |
| LEP | 19 | 31.58% | 100.00% | 0.00% | 0.00% |
| Special Ed | 18 | 55.56% | 31.82% | 0.00% | 0.00% |

| Social Studies | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 292 | 67.47% | 60.45% | 16.78% | 10.82% |
| At Risk | 144 | 45.83% | 26.89% | 4.17% | 1.68% |
| Economic Disadvantage | 178 | 57.87% | 47.83% | 10.11% | 6.21% |
| Am Indian/Alaska Native | 1 | 100.00% | 0.00% | 0.00% | 0.00% |
| Asian | 1 | 100.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 8 | 62.50% | 75.00% | 12.50% | 0.00% |
| Hispanic | 128 | 55.47% | 47.01% | 8.59% | 5.98% |
| Hawaiian/Pacific Islander | 1 | 100.00% | 50.00% | 0.00% | 50.00% |
| Multi-racial | 6 | 66.67% | 60.00% | 0.00% | 0.00% |
| White | 147 | 77.55% | 71.85% | 25.17% | 15.56% |
| Gifted Talented | 2 | 100.00% | 100.00% | 100.00% | 56.52% |
| LEP | 19 | 42.11% | 5.26% | 0.00% | 0.00% |
| Special Ed | 16 | 31.25% | 27.27% | 0.00% | 0.00% |

| Reading | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 858 | 75.23% | 81.26% | 11.87% | 18.50% |
| At Risk | 453 | 54.75% | 63.36% | 3.53% | 2.13% |
| Economic Disadvantage | 527 | 66.60% | 74.90% | 10.06% | 10.78% |
| Am Indian/Alaska Native | 2 | 100.00% | 100.00% | 0.00% | 0.00% |
| Asian | 6 | 83.33% | 33.33% | 0.00% | 0.00% |
| Black/African American | 14 | 85.71% | 75.00% | 21.43% | 0.00% |
| Hispanic | 397 | 64.48% | 72.49% | 9.07% | 10.58% |
| Hawaiian/Pacific Islander | 3 | 100.00% | 100.00% | 66.67% | 33.33% |
| Multi-racial | 16 | 75.00% | 84.62% | 31.25% | 15.38% |
| White | 420 | 84.52% | 89.68% | 26.67% | 27.03% |
| Gifted Talented | 67 | 98.51% | 100.00% | 65.67% | 63.16% |
| LEP | 94 | 30.85% | 29.11% | 1.06% | 0.00% |
| Special Ed | 43 | 44.19% | 45.16% | 4.65% | 3.23% |

| Writing | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 267 | 71.54% | 71.92% | 8.99% | 12.67% |
| At Risk | 155 | 52.90% | 44.97% | 0.65% | 0.00% |
| Economic Disadvantage | 168 | 62.50% | 66.48% | 2.98% | 7.14% |
| Am Indian/Alaska Native | 1 | 100.00% | 100.00% | 0.00% | 0.00% |
| Asian | 2 | 0.00% | 100.00% | 0.00% | 0.00% |
| Black/African American | 4 | 50.00% | 77.78% | 25.00% | 0.00% |
| Hispanic | 123 | 65.85% | 58.52% | 2.44% | 2.22% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 100.00% | 0.00% | 100.00% |
| Multi-racial | 6 | 50.00% | 66.67% | 16.67% | 33.33% |
| White | 131 | 79.39% | 83.69% | 14.50% | 22.70% |
| Gifted Talented | 31 | 100.00% | 100.00% | 51.61% | 100.00% |
| LEP | 34 | 35.29% | 26.09% | 0.00% | 0.00% |
| Special Ed | 19 | 31.58% | 36.84% | 0.00% | 0.00% |

# State Compensatory Education (SCE)

## Section 1:  Program Overview

### Program Purpose

In keeping with the intent and purpose of  Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Marble Falls ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at-risk of dropping out of school.  The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

### Program Goals

The goals of all MFISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce and/or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77 ® SB 702).

### General Uses of Funds

Marble Falls ISD uses all SCE funds to supplement services beyond those offered through the regular education program.  SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

### Evaluation and Monitoring

Annual assessments on student progress are used to determine program needs and adjustments.  Grades, local benchmarks and teacher input are considered for continuous monitoring.  A comprehensive needs assessment to pinpoint areas of concern is included on the individual campus action plans.

# State Compensatory Education (SCE)

## Section 2: Student Eligibility

Marble Falls ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who…

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 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. Was not advanced from one grade level to the next for one or more school years;

4. Did not perform satisfactorily on an assessment instrument administered to the student under 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;

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §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 Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by §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. §11302, and its subsequent amendments; or

13. Resided in the preceding school year or reside 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.

# State Compensatory Education (SCE)

# Section 3:  Identification Procedures

## Responsibilities – Campus Contact

The school counselor is designated as the At-Risk Contact for each campus.  Responsibilities of each contact with the assistance from campus assistant principal(s) will include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review in order to identify eligible students
- Oversee timely monitoring of at-risk student progress
- Collaborate with campus principal and staff to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level

## Procedures for Identifying Eligible Students

The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria.  Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

## Periodic Updates and Eligibility Review

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students utilizing the State thirteen criteria, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

# State Compensatory Education (SCE)

## Section 4:  Provision of Services

### Services

Upon identification of student, the campus contact, in collaboration with campus assistant principal(s), will ensure that identified students are provided appropriate services that address the student's qualifying criteria.  These services may include, but are not limited to, the following:

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

### Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress.  Such measures may include the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

# State Compensatory Education (SCE)

## Section 5:  Exit Procedures

### Exit Review

Since some criteria may only temporarily qualify student for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact in consultation with the assistant principal(s) will determine through periodic review of student data the student's continued eligibility and need for continued services.  All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Maintenance of passing grades with a score of 70 or greater
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

### Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact and assistant principal(s) will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

## Section 6:  Program Evaluation

### Required Overall Program Evaluation

The district contact will conduct an annual evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

- The disparity in performance on State assessments between students at-risk of dropping out of school and all other district students

- The disparity in the rates of high school completion between students at-risk of dropping out of school and all other district students

**Title I Components**

**(for proposed Schoolwide Plan)**

| |
|---|
| 1.  Summary of the Comprehensive Needs Assessment of the entire school. |
| 2.  Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research. |
| 3.  Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk). |
| 4.  High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards. |
| 5.  Strategies to attract high-quality highly qualified teachers to high-need schools. |
| 6.  Strategies to increase parental involvement. |
| 7.  Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. |
| 8.  Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overal program.  (Teacher disaggregation and analysis of state data; teacher classroom assessment of students). |
| 9.  Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance. |
| 10.  Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. |

# Marble Falls Middle School Professional Learning 2016-2017

| | Back to School Professional Learning - August 2016 |
|---|---|

| Need | Increase focus on Academic Standards (TEKS) |
|---|---|
| Strategy | Provide training and support to all staff through Professional Learning Community time, Instructional Coaches, and T-TESS coaching strategies. |

| Need | Increase focus on Learning Environment procedures and processes as expected for T-TESS. |
|---|---|
| Strategy | On-going discussion through Professional Learning Community time, Instructional Coaches, and T-TESS coaching strategies. |

| Need | T-TESS Training |
|---|---|
| Strategy | Initial T-TESS Training provided duirng August inservice. |

| Need | Building a positive building culture |
|---|---|
| Strategy | Introduction to "How Full Is Your Bucket?" philosophy and drops; review of updated Student Planner; "My Big Future"; positive referrals |

| Need | Emphasize of common wordtrack for building and maintaining an inclusive building culture |
|---|---|
| Strategy | Tradition + Pride + Hard Work = Success; We Are Family!; Dream Big!; Teamwork Makes the Dream Work!: We Are Marble Falls! |

# Marble Falls Middle School Professional Learning 2016-2017

## Campus Professional Learning - Job Embedded

| Need | Increase literacy through grades 6, 7, 8 |
| --- | --- |
| Strategy | Ongoing discussion and showcasing of Reading Strategies, especially for ELL students. |

| Need | Increase academic conversation surrounding TEKS, Assessment, and Lesson planning |
| --- | --- |
| Strategy | Each Wednesday, Departments meet for dedicated Professional Learning Community conversations. |

| Need | Instructional Coaches lead on-going professional development |
| --- | --- |
| Strategy | Learning Walks; Chew-n-Chats; classroom visits; individual coaching; PLC facilitation |

| Need | |
| --- | --- |
| Strategy | |

| Need | |
| --- | --- |
| Strategy | |

| District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. |
|---|---|
| Campus Goal 1 | Marble Falls Middle School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards. |

| 1.1 | Performance Objective 1 | Marble Falls Middle School will provide targeted professional learning opportunities to enhance student learning. | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 1.1.1 | Impment the Curriculum Alignment Project. | Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Collaborative Planning Documentation, Walk-through data, Lesson plans | In Process | 10% Increase in STAAR Data | 1,2,4,8 |
| | | | | | | | |
| 1.1.2 | Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development. | Curriculum & Instruction, Instructional Coaches, Instructional Technologists, Principals, AP's | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Staff Survey | Waiting on Survey Results | 100% of teacher feedback is positive for meaningful learning | 1,3,4,8 |
| | | | | | | | |
| 1.1.3 | Provide time to instructional staff to increase collaboration that is student-learning focused and standards-focused | Curriculum & Instruction, Human Resources, Principals | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Master Schedule | Collaborative time provided to instructional staff distict-wide, during contract-time | | 4,5 |

| 1.2 | Performance Objective 2 | Marble Falls Middle School 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). | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |

| District Goal 1 | | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 1 | | Marble Falls Middle School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | |
| 1.2.1 | Instructional Planning Days | Curriculum & Instruction, Human Resources, Instructinal Coaches, Instructional Technologists, Principals | Forethought, Collaborative Planning, Walk-through data, Lesson plans | STAAR Data | In Process | 10% Increase in STAAR Data | 1,3,4,8 |
| | | | | | | | |
| 1.2.2 | PLC's focused on standards | Curriculum & Insttuction, Instructional Coaches, Instructional Technologists, Pirncipals, Ap's | Planning Template Focused on Standards, Collaborative Planning Time Reserved for Stnadards Analysis | Collaborative Planning Documentation, Walk-through data, Lesson plans | In Process | Weekly Meetings | 1,3,4,5 |
| | | | | | | | |
| 1.2.3 | Dual Language Program / ESL Program Compliance | Curriculum & Instruction, ESL Coordinator | LPAC's, ARD's, Master Schedule | TELPAS Data, STAAR Data | In Process | 10% Increase in STAAR Data and TELPAS Data | 1,3,4,8 |

| 1.3 | Performance Objective 3 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 1.3.1 | All Core Classes hold an Academic Fair | Core Departments; ICs; APs; Principoal | Campus Calendar; PLCs | Summative | In Process | 90% Student Participation | 2, 3, 6, 9 |
| | | | | | | | |
| 1.3.2 | Emphasize school-wide reading program; refine and expand use of AR program | Core and Elective Departments; Librarian; ICs; APs; Principal | AR tests; Advisory; Lesson Planning | Formative and/or Summative Evaluation | In Process | Increase in STAAR Reading Scores | 2, 3, 6, 9 |
| | | | | | | | |
| 1.3.3 | Utilize Advisory period to emphasize focus on Reading, RTI, Tutorials | Advisory Teachers; Departments; Core teachers | Campus-wide implementation | Formative and/or Summative Evaluation | In Process | Increase in STAAR Scores | 2, 3, 6, 9 |

| District Goal 2 | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. | | | | | |
|---|---|---|---|---|---|---|
| Campus Goal 2 | Marble Falls Middle School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. | | | | | |

| 2.1 | Performance Objective 1 | Develop, with input from District Curriculum and Instruction Department, a comprehensive professional development program designed to increase the instructional  leadership skills of campus leadership, teachers, and all who aspire for leadership opportunities. | | | | |
|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| 2.1.1 | Develop Campus Leadership Council made up of Core and Elective department representatives | Principal | Calendar/Agenda | Agenda/Actions | In Process | Creation and Maintenace of Positive Adult Building Culture | 4, 8 |
| 2.1.2 | Campus Leadership Team  Meetings with Support from Central Office | Principal, Assistant Principals, Instructional Coaches, Curriculum and Instruction | Learning by Doing; ILT Agendas | Reflections; Goal-Setting Agendas | In Process | Weekly Meetings; 25% Increase on Survey Data | 1,3,5,6 |
| 2.1.3 | Develop Teacher Mentor Program for new-to-profession and new-to-campus teachers | C & I Department; HR Department; APs; Principal; ICs | Teacher Mentor Guide | Ongoing Coaching | In Process | Increase Teacher Retention Rates | 4, 5, 8 |

| 2.2 | Performance Objective 2 | Marble Falls Middle School will develop opportunities to increase leadership skills for students. | | | | |
|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| 2.2.1 | Students have multiple opportunities to serve as leaders (club and organization leadership, special event leader, guides, students on duty, etc. | Teachers, Administration, ILT, Counselors, Club Sponsors | Schedule, Student Meetings | Duty Rosters, Club Membership | In Process | 25% Increase from previous year's participation data | 1,2, 6,9 |

| | District Goal 2 | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus Goal 2 | Marble Falls Middle School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. | | | | | | |
| 2.2.2 | Consistent Character education program in alignment with MFISD Elementary Schools | Teachers, Administration, ILT, Counselors | Leader in Me Books, Character Count Resources | Feedback from teachers, parents, and students | In Process | 25% Increase from previous year's survey data | 1,6 | |
| | | | | | | | | |
| 2.2.3 | | | | | | | | |
| | | | | | | | | |
| 2.3 | Performance Objective 3 | | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component | |
| | | | | | | | | |
| 2.3.1 | | | | | | | | |
| | | | | | | | | |
| 2.3.2 | | | | | | | | |
| | | | | | | | | |
| 2.3.3 | | | | | | | | |
| | | | | | | | | |

| | **District Goal 3** | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. |
|---|---|---|
| | **Campus Goal 3** | Marble Falls Middle School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our school. |

| **3.1** | **Performance Objective 1** | Marble Falls Middle School will enhance ongoing methods of communication to share Marble Falls Middle School messages and invite feedback including community forums, parent groups, surveying, social media and district publications. | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 3.1.1 | Monthly Campus Newsletters | Principal | Curriculum Documents, School Messenger, Newsletters | Community Feedback, including Parent and Family | In Process | Monthly | 6,7 |
| | | | | | | | |
| 3.1.2 | Community Outreach to increase parent involvement | Principal, other staff as skills apply to meetings. | Curriculum Documents, School Messenger, Website | Community Feedback, including Parent and Family | In Process | Monthly/Quarterly | 6,7 |
| | | | | | | | |
| 3.1.3 | | | | | | | |

| **3.2** | **Performance Objective 2** | Marble Falls Middle School will enhance the use of various types of media, including social media to communicate MFISD messages. | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 3.2.1 | Develop Social Media Presence | Principal | Facebook & Twitter page | Social Media Contacts | In Place | On-going communication | 1,6,7 |
| | | | | | | | |
| 3.2.2 | | | | | | | |
| | | | | | | | |
| 3.2.3 | | | | | | | |

| | District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 3 | Marble Falls Middle School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our school. | | | | | |
| 3.3 | Performance Objective 3 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 3.3.1 | | | | | | | |
| | | | | | | | |
| 3.3.2 | | | | | | | |
| | | | | | | | |
| 3.3.3 | | | | | | | |
| | | | | | | | |

| District Goal 4 | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Goal 4** | **Marble Falls Middle School will provide a safe and healthy environment conducive to student learning.** | | | | | | |
| **4.1** **Performance Objective 1** | **Marble Falls Middle School will promote a collaborative culture with all stakeholders in order to ensure student success for all students.** | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 4.1.1 | Health Public Service Announcments through multimedia | Nurse, Multimedia Teacher | Curriculum Documents, School Messenger, Website | Community Feedback, including Parent and Family | In Process | Weekly | 6,7,10 |
| | | | | | | | |
| 4.1.2 | Staff will be trained on all safety and security procedures, Code of Conduct, and in Campus Crisis Plan | Assistant Principals, Teachers | Safety Logs; Drill Logs; Faculty Meetings; Handbooks & Student Code of Conduct | Safety Audits; V-Soft Rosters; Sign-In Documentation | In Process | 100% of Staff Trained; 25% increase on survey results | 1,5,10 |
| | | | | | | | |
| 4.1.3 | Explore how to educate parents and student on bullying | Assistant Principals, Counselors | Central Office, OLWEUS, CEIC | Plan presented to CEIC and MFMS Staff | Planning | | 5,10 |
| **4.2** **Performance Objective 2** | **Marble Falls Middle School will provide a safe and secure environment for students, parents, family members, staff, and community.** | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 4.2.1 | Develop, implement, and emphasize a Campus-wide Character Education Program | Principal, APs, Counselors, Advisory Teachers | Character Lessons; "Drops in the Bucket"; Mustang Way posters; Drops in the Bucket posters, drops, and buckets | Discipline Records | In Process | 20% drop in discipline referrals | 2, 9, 10 |
| | | | | | | | |

| | District Goal 4 | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 4 | Marble Falls Middle School will provide a safe and healthy environment conducive to student learning. | | | | | |
| 4.2.2 | Define expectations/environment to mimimize discipline problems and post in common areas (improve culture) | Principal; Assistant Principals | Discipline Records; TAC 37; Faculty Meetings; Handbooks & Student Code of Conduct; use of Student Planner | Safety Audits;Discipline Records; PBMAS | In Process | 100% of Staff Trained; 25% increase on survey results | 1,5,10 |
| | | | | | | | |
| 4.2.3 | | | | | | | |
| | | | | | | | |
| 4.3 | Performance Objective 3 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 4.3.1 | | | | | | | |
| | | | | | | | |
| 4.3.2 | | | | | | | |
| | | | | | | | |
| 4.3.3 | | | | | | | |
| | | | | | | | |

| District Goal 5 | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 5 | Marble Falls Middle School will recruit, develop and retain highly qualified and effective personnel | | | | | | |

| 5.1 | Performance Objective 1 | Marble Falls Middle School, with support from Human Resource Department, will recruit and retain a high percentage of highly qualified personnel during the 2016-2017 school calendar year. | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 5.1.1 | Work with Human Resources Department to continue building connections with student teacher programs and teacher certification programs (for example, TechTeach and A+ Certification Program) | Principal, Staff | Rubric used in hiring decisions; Aligned interview questions | Retention Rate | In Process | 90% Retention Rate of new staff | 3,5,7 |
| | | | | | | | |
| 5.1.2 | Shared Strategy with Goal II: Develop Teacher Mentor Program | Principal, APs, ICs, C&I, HR | Mentor Program Guidelines | Retention Rate | In Process | 90% Retention Rate of new staff | 3, 5, 7 |
| | | | | | | | |
| 5.1.3 | | | | | | | |

| 5.2 | Performance Objective 2 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 5.2.1 | | | | | | | |
| | | | | | | | |
| 5.2.2 | | | | | | | |
| | | | | | | | |
| 5.2.3 | | | | | | | |

| 5.3 | Performance Objective 3 | | | | | | |
|---|---|---|---|---|---|---|---|

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| **District Goal 5** | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. | | | | | | |
| **Campus Goal 5** | Marble Falls Middle School will recruit, develop and retain highly qualified and effective personnel | | | | | | |
| | | | | | | | |
| 5.3.1 | | | | | | | |
| | | | | | | | |
| 5.3.2 | | | | | | | |
| | | | | | | | |
| 5.3.3 | | | | | | | |

| District Goal 6 | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 6 | Marble Falls Middle School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs | | | | | | |

| 6.1 | Performance Objective 1 | Develop budget which continues to focus on Marble Falls Middle School Campus priorities, safety, and enhanced professional  learning. | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 6.1.1 | The Principal will work closely with Curriculum and Instruction Department, Human Resources, Business Office, Technology, and Maintenance and Operations Departments to ensure a safe, well-maintained, well-supplied, and well-staffed campus is available for the benefit of student learning and meets applicable FASRAG and Title Program Guidelines. | Principal | Budget Guidelines; CEIC; A-Team, Title I Guidelines | Development of Plan to CEIC, MFMS Staff, and Central Office | Planning | | 5,9,1 |
| | | | | | | | |
| 6.1.2 | | | | | | | |
| | | | | | | | |
| 6.1.3 | | | | | | | |

| 6.2 | Objective 2 | Marble Falls Middle School will enhance fiscal transparency. | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 6.2.1 | | | | | | | |
| | | | | | | | |
| 6.2.2 | | | | | | | |
| | | | | | | | |
| 6.2.3 | | | | | | | |

| | District Goal 6 | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus Goal 6 | Marble Falls Middle School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs | | | | | | |
| 6.3 | Objective 3 | | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 6.3.1 | | | | | | | |
| | | | | | | | |
| 6.3.2 | | | | | | | |
| | | | | | | | |
| 6.3.3 | | | | | | | |

# Colt Elementary School (MFISD)

# Campus Improvement Plan

## 2016-2017

### MFISD Mission

**The mission of the 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.**

### MFISD VISION

**Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.**

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

## Colt Elementary School (MFISD)
## Campus Educational Improvement Committee

| NAME | POSITION<br>Parent, Business, Community,<br>Teacher, etc | SIGNATURE |
|---|---|---|
| Erika O'Connor | Chairperson | |
| Phyllis Campbell | Administrator | |
| Laura Powell | PK Teacher | |
| Dixie Bobeck | Kinder Teacher | |
| Cindy Tripp | 1st grade Teacher | |
| Tamara Chance | 2nd grade Teacher | |
| Marla Debons | 3rd grade Teacher | |
| Judith Large | 4th grade Teacher | |
| Kevyn Packer | 5th grade Teacher | |
| Terry Layton | Paraprofessional | |
| Nancy Vazquez | Interventionist | |
| Christie Trudeau | Special Education | |
| Debby Johnson | Specials | |
| Lenore Weihs | Library | |
| Kelly Martin | Parent Representative | |
| Joseph Debons | Community Representative | |
| | | |
| | | |

# Colt Elementary School (MFISD)
## COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee during 2015-2016 School Year

| Participants in Attendance | Data Sources Examined |
|---|---|
| Keith Powell | ☑ TAPR |
| Phyllis Campbell | ☑ Disaggregated STAAR / TAKS Data |
| Angelica Palacio | ☑ Campus PEIMS Reports |
| Gena Reven | ☑ Student Attendance Data |
| Sylvia Villarreal | ☑ Truancy Data |
| Kali Turner | ☑ Referral % for SPED Students |
| Judith Large | ☑ Campus Parent Participation |
| Kevyn Packer | ☑ Failure Rates |
| Sonia Marroquin | ☑ Parent Survey |
| | ☑ TELPAS Data |
| | ☑ Achievement Test Data |
| | ☑ TBA Data |
| | ☑ DRA, BAS, or Other Reading |
| | ☐ Pre AP / AP Scores |
| | ☐ PSAT / SAT / ACT Scores |
| | ☐ Completion Rate |
| | ☐ Federal Accountability Data |
| | ☐ Other |

| Participants in Attendance | Data Sources Examined | |
|---|---|---|
| | **List Other Data Here** | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# Colt Elementary School (MFISD)
## Comprehensive Needs Assessment Summary

Number of Students served, compared to previous year.

Classroom Organization (PK; K-2; 3-5); SPED Classrooms; ESL/Dual Language (bilingual) Classrooms; PPCD program for the district

Colt Elementary consists of: parent and family involvement activities, intervention and enrichment, cooperative learning structures and focused professional development opportunities. Colt serves 618 students through classroom teachers, an instructional coach, a shared instructional technologist, a math specialist, two english reading specialists (who serve Tier 3 and dyslexia students, one bilingual reading specialist, one counselor, an assistant principal, a diagnostician, a shared LSSP, a shared behavior specialist, 2 1/2 resource teachers, one speech pathologist, one shared bilingual speech pathologist, one nurse, one registrar, an administrative secretary, a BEST paraprofessional and various other paraprofessionals.

**DEMOGRAPHICS**

Strengths:  Met standard for accountability rating.

Needs:  Colt STAAR data is lower than expected in some areas, see the Performance Objective Tab. We need to close performance gaps for our at risk and economic disadvantaged students. One way we will address this need is to create a classroom profile and data sheet to foster an awareness of our needs. Evidence will be an increase in index 3 on our accountability rating.

**FAMILY AND COMMUNITY INVOLVEMENT**

Strengths: We are fortunate to have a diverse population. We have a supportive PTO that is highly involved in our our campus. We provide monthly opportunities for involvement on our campus, where we welcome parents, family members and community members. Families are well informed through newsletters (which are translated), social media and by our teachers. Administration is accessible for all stake holders. We are also fortunate to have a bilingual registrar and counselor.

Needs: Colt will increase participation of our dual language families in campus events. Our goal is to make all families feel welcomed by designing interactive activities that reach our diverse population.

**STAFF QUALITY, RECRUITMENT AND RETENTION**

Strengths: Colt Elementary teachers collaboratively plan during PLCs and conference periods. Colt administration supports teachers in professional development that is aligned to their instructional and professional goals. Teachers are committed to meeting the needs of their students by aligning their lessons to the TEKS, using the Curriculum Alignment Project documents and analyzing their data to set performance goals for student success.

Needs:  Guided Reading will continue to be a major focus for Colt.  An effort will be made to provide guided reading books at levels that are lacking in the guided reading library. Faculty meetings and PLCs are used as continuing professional development within all curriculum areas, in which teachers learn more about Guided Reading, Conceptual Approach to Mathematics, Dyslexia and ESL/ Dual Language (bilingual).   New teachers are assigned a mentor which can help them assimilate to the culture and help answer questions and support them.

**SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION**

Strengths:   The school culture and climate is friendly and warm to our parents, staff and students. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in Back to School Night, open House, Harvest Festival, Christmas Extravaganza, Valentine's Dance, and other PTO/Campus events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives for attendance and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival and dismissal procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safe environment for all students. Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus.  Staff recognition and celebrations throughout the school year can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of maintaining positive relationships with our students.

**CURRICULUM, INSTRUCTION AND ASSESSMENT**

Strengths:  The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student.  We are structured to have collaborative conversations to impact student learning.  Instructional designs, such as:  intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement.

Needs:  Colt students are experiencing difficulty in the areas of reading, writing and mathematics (campus preformance objectives).  The campus will improve student learniing by focusing on student data, discussion in PLC with a focus on Tier I, RTI, and SMART goals.  There is a continued need to maintain a focus on standards, which we will do through the use of "What Wednesday" as we learn what it is that students must do to be successful. We will further continue our focus on literacy in K-2 and so as to impact 3rd-5th grade. Administration will conduct learning walks using the TTESS rubric and provide feedback to teachers to increase the opportunity to observe and reflect.  Goal setting through TTESS will provide differentiated and targeted professional development opportunities to target instruction.

**STUDENT ACHIEVEMENT**
Strengths: Grade level teams have viewed several different and varied forms of data including but not limited to:  previous STAAR scores, current DRA/EDL/BAS levels, iStation reports, TELPAS data, RTI and SST data, and other data.  After reviewing this data, we have found some encouraging signs of growth such as earning one more distinction than the previous year and the percent of advanced students in science increased by 16% from 2015 to 2016.
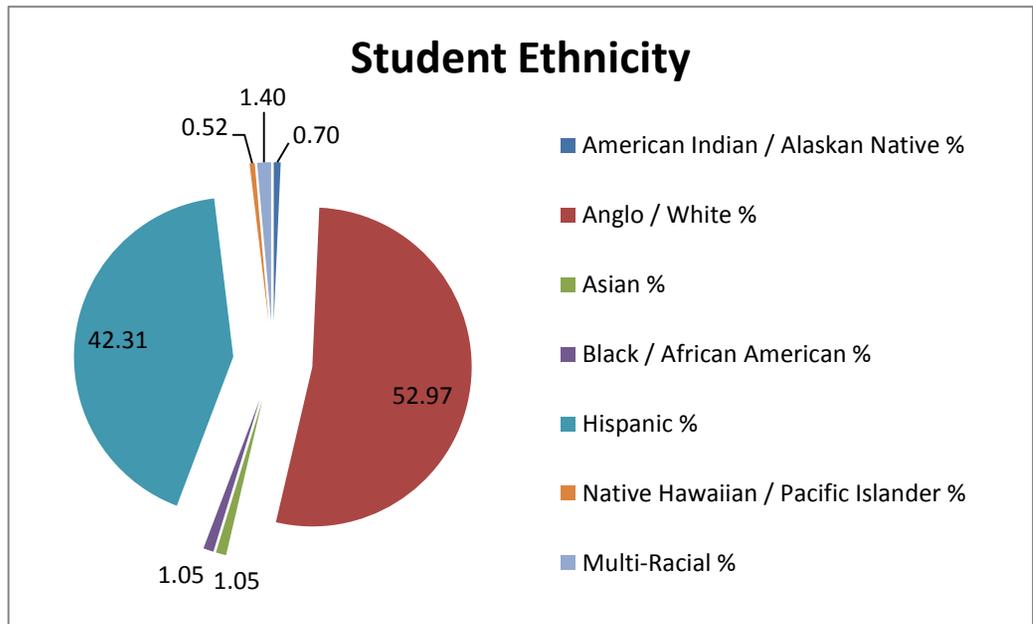
Needs:  We will continue a focus and develop a deeper understanding of the content standards and maintain a focus on data and researched based interventions to support academic success. The RTI process will be an essential component in student success as we will be able to analyze interventions being used. We will use intervention/enrichment time in way that allows students to move fluidly within groups based on current needs using data to make determinations of student placement.
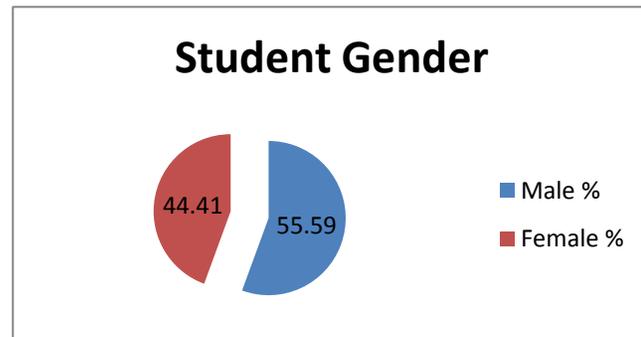
**TECHNOLOGY**
Strengths:  Continued use of digital curriculum resources in all content areas and incorporation of project based learning opportunities into content areas.

Needs: Technology needs to be incorporated into campus events and other parent nights to familiarize parents with the technology that their students are currently using in the classroom.  Showcase digital resources for teachers to use in the classroom at faculty meetings.
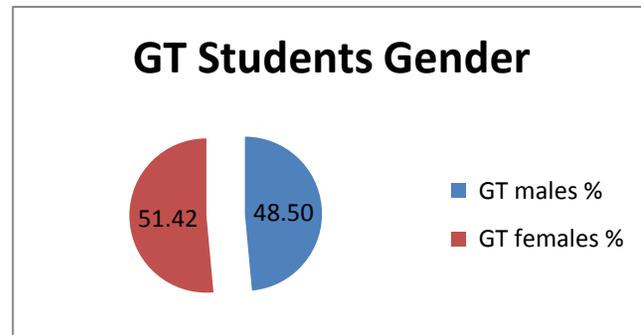
| CAMPUS GENERAL INFO | | 2016-17 |
|---|---|---|
| | | |
| Campus Name | | Colt Elementary School (MFISD) |
| # of campuses in district | # | 7 |
| | | |
| type of families (i.e. middle class working) | | lower to middle class |
| current enrollment | # | 618 |
| grade level | text | EE - 5 |
| 5 year prior enrollment | # | 575 |
| increase in enrollment | % | 3 |

| STUDENT DEMOGRAPHICS | | 2015-2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 0.70 |
| Anglo / White | % | 52.97 |
| Asian | % | 1.05 |
| Black / African American | % | 1.05 |
| Hispanic | % | 42.31 |
| Native Hawaiian / Pacific Islander | % | 0.52 |
| Multi-Racial | % | 1.40 |
| Male | % | 55.59 |
| Female | % | 44.41 |
| Low SES | % | 66.43 |

| STAFF DEMOGRAPHICS | | 2015-2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 1.50 |
| Anglo / White | % | 76.56 |
| Asian | % | 0.00 |
| Black / African American | % | 0.00 |
| Hispanic | % | 21.87 |
| Native Hawaiian / Pacific Islander | % | 0.00 |
| Multi-Racial | % | 0.00 |
| Male | % | 4.68 |
| Female | % | 95.31 |
| highly qualified teachers | % | 100.00 |
| highly qualified paraprofessionals | % | 100.00 |

| CAMPUS CHARACTERISTICS | 2015-2016 |
|---|---|

## Student Ethnicity



- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

1.40
0.52
0.70
42.31
52.97
1.05   1.05

## Student Gender



- Male %
- Female %

44.41   55.59

## GT Students Gender



- GT males %
- GT females %

51.42   48.50

| | | |
|---|---|---|
| Average daily attendance for students | % | 96.17 |
| # of discipline referrals in 2015-2016 | # | 40 |
| # of discipline referrals in 2014-2015 | # | 28 |
| # English Language Learners (LEP) | # | 107 |
| # GT students | # | 35 |
| GT males | % | 48.50 |
| GT females | % | 51.42 |
| # students in 504 program | # | 37 |
| # SPED students | # | 145 |
| # students tested/not qualified for SPED | # | 48/4 |
| LEP students | % | 17.31 |
| change in discipline referrals | % | 42.86 |
| served through SPED services | % | 23.46 |

## Staff Ethnicity

0.00
0.00
1.50
21.87
0.00
0.00
76.56

- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

## Staff Gender

4.68
95.31

- Male %
- Female %
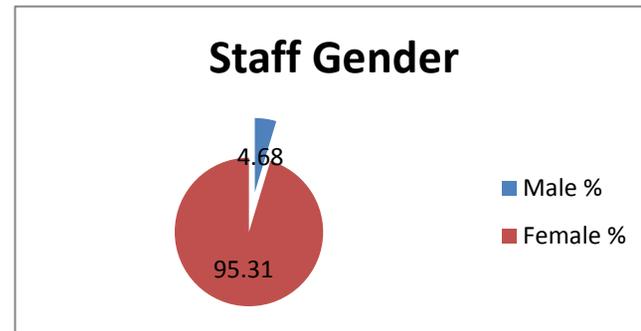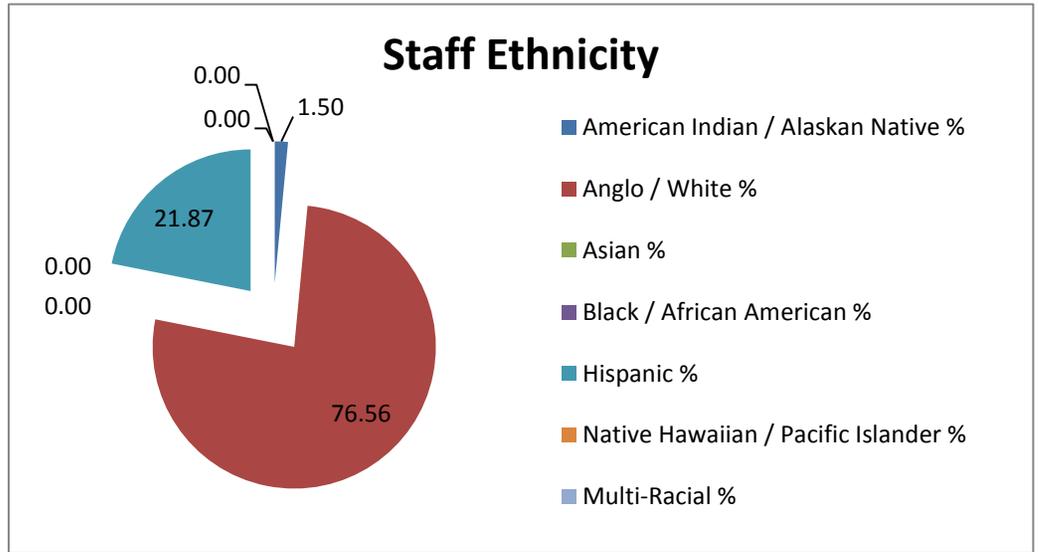
# Campus Performance Objectives
# Colt Elementary School (MFISD)

| Math | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 248 | 82.00% | 85.00% | 23.00% | 23.00% |
| At Risk | 97 | 64.00% | 82.00% | 10.00% | 12.00% |
| Economic Disadvantage | 154 | 77.00% | 83.00% | 17.00% | 17.00% |
| Am Indian/Alaska Native | 2 | 50.00% | 100.00% | 50.00% | 52.50% |
| Asian | 0 | 0.00% | 50.00% | 0.00% | 0.00% |
| Black/African American | 0 | 0.00% | 100.00% | 0.00% | 100.00% |
| Hispanic | 87 | 73.00% | 81.00% | 16.00% | 20.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 0 | 0.00% | 75.00% | 0.00% | 50.00% |
| White | 149 | 86.00% | 88.00% | 27.00% | 23.00% |
| Gifted Talented | 18 | 100.00% | 100.00% | 85.00% | 80.00% |
| LEP | 44 | 59.00% | 80.00% | 11.00% | 8.00% |
| Special Ed | 16 | 46.00% | 56.00% | 0.00% | 0.00% |

| Science | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 69 | 78.00% | 63.00% | 20.00% | 4.00% |
| At Risk | 21 | 67.00% | 41.00% | 5.00% | 0.00% |
| Economic Disadvantage | 38 | 71.00% | 54.00% | 11.00% | 0.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Hispanic | 19 | 68.00% | 53.00% | 5.00% | 0.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| White | 45 | 82.00% | 66.00% | 27.00% | 7.00% |
| Gifted Talented | 8 | 100.00% | 100.00% | 75.00% | 17.00% |
| LEP | 8 | 75.00% | 55.00% | 0.00% | 0.00% |
| Special Ed | 3 | 0.00% | 0.00% | 0.00% | 0.00% |

| Reading | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 243 | 75.00% | 77.00% | 19.00% | 21.00% |
| At Risk | 91 | 53.00% | 63.00% | 5.00% | 4.00% |
| Economic Disadvantage | 150 | 65.00% | 71.00% | 13.00% | 14.00% |
| Am Indian/Alaska Native | 2 | 50.00% | 100.00% | 50.00% | 0.00% |
| Asian | 0 | 0.00% | 50.00% | 0.00% | 25.00% |
| Black/African American | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Hispanic | 83 | 69.00% | 68.00% | 10.00% | 12.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 0 | 0.00% | 100.00% | 0.00% | 25.00% |
| White | 147 | 78.00% | 82.00% | 23.00% | 25.00% |
| Gifted Talented | 26 | 100.00% | 100.00% | 65.00% | 58.00% |
| LEP | 41 | 61.00% | 65.00% | 5.00% | 7.00% |
| Special Ed | 15 | 20.00% | 36.00% | 0.00% | 0.00% |

| Writing | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 90 | 64.00% | 73.00% | 9.00% | 20.00% |
| At Risk | 34 | 24.00% | 51.00% | 3.00% | 3.00% |
| Economic Disadvantage | 58 | 59.00% | 62.00% | 5.00% | 12.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Hispanic | 33 | 55.00% | 63.00% | 9.00% | 13.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| White | 53 | 70.00% | 80.00% | 8.00% | 28.00% |
| Gifted Talented | 12 | 100.00% | 100.00% | 50.00% | 83.00% |
| LEP | 18 | 11.00% | 50.00% | 0.00% | 25.00% |
| Special Ed | 3 | 0.00% | 0.00% | 0.00% | 10.00% |

# State Compensatory Education (SCE)

## Section 1:  Program Overview

### Program Purpose

In keeping with the intent and purpose of  Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Marble Falls ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at-risk of dropping out of school.  The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

### Program Goals

The goals of all MFISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce and/or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77 ® SB 702).

### General Uses of Funds

Marble Falls ISD uses all SCE funds to supplement services beyond those offered through the regular education program.  SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

### Evaluation and Monitoring

Annual assessments on student progress are used to determine program needs and adjustments.  Grades, local benchmarks and teacher input are considered for continuous monitoring.  A comprehensive needs assessment to pinpoint areas of concern is included on the individual campus action plans.

# State Compensatory Education (SCE)

## Section 2:  Student Eligibility

Marble Falls ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 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. Was not advanced from one grade level to the next for one or more school years;

4. Did not perform satisfactorily on an assessment instrument administered to the student under 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;

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §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 Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by §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. §11302, and its subsequent amendments; or

13. Resided in the preceding school year or reside 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.

# State Compensatory Education (SCE)

## Section 3:  Identification Procedures

### Responsibilities – Campus Contact

The school counselor is designated as the At-Risk Contact for each campus.  Responsibilities of each contact with the assistance from campus assistant principal(s) will include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review in order to identify eligible students
- Oversee timely monitoring of at-risk student progress
- Collaborate with campus principal and staff to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level

### Procedures for Identifying Eligible Students

The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria.  Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

### Periodic Updates and Eligibility Review

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students utilizing the State thirteen criteria, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

# State Compensatory Education (SCE)

## Section 4:  Provision of Services

### Services

Upon identification of student, the campus contact, in collaboration with campus assistant principal(s), will ensure that identified students are provided appropriate services that address the student's qualifying criteria.  These services may include, but are not limited to, the following:

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

### Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress.  Such measures may include the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

# State Compensatory Education (SCE)

## Section 5:  Exit Procedures

### Exit Review

Since some criteria may only temporarily qualify student for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact in consultation with the assistant principal(s) will determine through periodic review of student data the student's continued eligibility and need for continued services.  All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Maintenance of passing grades with a score of 70 or greater
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

### Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact and assistant principal(s) will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

## Section 6:  Program Evaluation

### Required Overall Program Evaluation

The district contact will conduct an annual evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

- The disparity in performance on State assessments between students at-risk of dropping out of school and all other district students

- The disparity in the rates of high school completion between students at-risk of dropping out of school and all other district students

**Title I Components**

**(for proposed Schoolwide Plan)**

| |
|---|
| 1.  Summary of the Comprehensive Needs Assessment of the entire school. |
| 2.  Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research. |
| 3.  Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk). |
| 4.  High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards. |
| 5.  Strategies to attract high-quality highly qualified teachers to high-need schools. |
| 6.  Strategies to increase parental involvement. |
| 7.  Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. |
| 8.  Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overal program.  (Teacher disaggregation and analysis of state data; teacher classroom assessment of students). |
| 9.  Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance. |
| 10.  Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. |

# Colt Elementary School Professional Learning 2016-2017

## Back to School Professional Learning - August 2016

| Need | Increase focus on standards |
|---|---|
| Strategy | Provide training to all staff on expectations for consistent use of structured the structured guided planning document. |

| Need | Build Community, Increase culture of student success |
|---|---|
| Strategy | *212 Degrees* book study and campus implementation of 212 Degrees |

| Need | Develop Shared understanding of Discipline |
|---|---|
| Strategy | Develop and implement Campus Behavior Plan including recognize and highlight positive behaviors across campus, and Establish Behavior Committee |

| Need | Focus on Instruction; Understand needs of diverse population |
|---|---|
| Strategy | Carousel of Support Services share student needs and accommodations |

| Need | Differentiate during guided reading |
|---|---|
| Strategy | Training on BAS testing system and ARC system for Dual Language and disseminate data and identify student needs |

# Colt Elementary School Professional Learning 2016-2017

## Campus Professional Learning - Job Embedded

| Need | Increase literacy PK-5 |
|---|---|
| Strategy | Showcase readers workshop strategies during faculty meetings, create guided reading strategy spiral and provide support in the use of the spiral to enhance guided reading groups, and provide guided reading template to be submitted weekly |

| Need | Needs of Diverse Population |
|---|---|
| Strategy | Book Study *A Framework for Understanding Poverty* |

| Need | Increase culture of student success and TTESS goal setting conferences |
|---|---|
| Strategy | *212 Degree* focus |

| Need | Improve math fluency |
|---|---|
| Strategy | Showcase math talks and use of research based instructional strategies during faculty meetings |

| Need | Increase teacher capacity |
|---|---|
| Strategy | Timely feedback from walk throughs, instructional coaching, PLC collaboration |

| District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Goal 1** | Colt Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | | |
| **1.1** | **Performance Objective 1** | All students at Colt Elementary will be engaged, creative learners, who will make authentic connections, and use higher order thinking skills incorporating digital resources | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 1.1.1 | Teachers will focus on the TEKS with appropriate rigor in their planning for student learning. | Administration, Teachers, ILT | Walkthrough data, PLC notes, team planning, monthly professional development, projects, formal/informal observations, (teachers and admin) classroom visits, teacher reflections. | TBA, common assessments, STAAR , BAS, TPRI, Aimsweb, T-TESS Feedback; Student Behavior Data | In Progress | 100% of Planning is centered on TEKS;  5% increase in STAAR reading and 10 % increase in at risk and eco dis Data; 80% of students on Tier 1 based on Aimsweb data; 12% increase of students at EOY reading expectations for K-2nd. | 2,3,4 |
| | | | | | | | |
| 1.1.2 | Teachers will engage in purposeful, job embedded professional learning to meet the identified needs of the campus | Curriculum & Instruction, ILT, Teachers | Instructional Resources; Book Study (212  - the extra degree); CAP Documents- hyperlinked to the YAG | TBA, common assessments, STAAR , T-TESS Feedback; Student Behavior Data | In Progress | 100% of teacher feedback is positive for meaningful learning | 4,8 |
| | | | | | | | |
| 1.1.3 | Colt Elementary will provide additional assistance to students identified as needing support in meeting the state's student academic achievement standards. | ILT, Teachers, Staff | Instructional Resources; TEA Time; PLC Time; Instructional Technology | TBA,, common assessments, STAAR , T-TESS Feedback; Student Behavior Data | In Progress | 100% of students who are in RTI are appropriately placed and assisted | 2,3,9 |
| | | | | | | | |
| **1.2** | **Performance Objective 2** | | | | | | |

| | District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 1 | Colt Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | |
| | | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 1.2.1 | | | | | | | |
| | | | | | | | |
| 1.2.2 | | | | | | | |
| | | | | | | | |
| 1.2.3 | | | | | | | |
| | | | | | | | |
| 1.3 | Performance Objective 3 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 1.3.1 | | | | | | | |
| | | | | | | | |
| 1.3.2 | | | | | | | |
| | | | | | | | |
| 1.3.3 | | | | | | | |
| | | | | | | | |

| | District Goal 2 | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus Goal 2 | Colt Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. | | | | | | |
| 2.1 | Performance Objective 1 | Colt Elementary will provide and facilitate opportunities for teachers and staff to exhibit leadership qualities to improve student achievement. | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| 2.1.1 | The Instructional Leadership Team will take responsibility for facilitating individual growth and building capacity of teachers. | ILT, IC, IT, Team Leaders | PLC Meetings; Lesson Plan Data; Aware Data | T-TESS Feedback; TASB Survey Data | In Progress | | 4.5 |
| 2.1.2 | The campus will collaborate and reflect on a consistent focus on the Principles of The Leader in Me, Character Counts, and 212 Degrees and implement the campus behavior plan with fidelity. | Teachers, ILT, Counselors | Leader in Me; Character Counts | Student Survey Data; Observation Data | In Progress | 100% of Colt Elementary Stakeholders will act according to the character guidelines | 1,6 |
| 2.1.3 | All staff will participate in the 212 - the Extra Degree Book Study | Administration, Teachers | 212 Book | Faculty Meetings | In Progress | | 1,6 |
| 2.2 | Performance Objective 2 | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| 2.2.1 | | | | | | | |
| 2.2.2 | | | | | | | |
| 2.2.3 | | | | | | | |

| | District Goal 2 | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 2 | Colt Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. | | | | | |
| 2.3 | Performance Objective 3 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 2.3.1 | | | | | | | |
| | | | | | | | |
| 2.3.2 | | | | | | | |
| | | | | | | | |
| 2.3.3 | | | | | | | |

| District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 3 | Colt Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools. | | | | | | |
| **3.1** **Performance Objective 1** | Colt Elementary School will actively involve parents, community, and staff in the education of all bilingual and English speaking students. | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 3.1.1 | Teachers & Instructional staff will contact all parents/guardians by the end of first nine weeks to lay a foundation for a productive working relationship. | Teachers, Instructional Staff | Teacher Script; Teacher Communication Log | Teacher Communication Log | In Progress | 100% of Instructional Staff will make positive contact with 100% of their students by the end of each grading period. | 2,6,9 |
| | | | | | | | |
| 3.1.2 | Colt Elementary will host a Bilingual parent information evening on several occasions in coordination with other evening events. | Ms. Canup; Administration; Librarian | Campus Facilities | Sign in Sheets; Parent Feedback | Planning | 60% of Bilingual Parents will attend | 2,9 |
| | | | | | | | |
| 3.1.3 | Colt Elementary will provide opportunities for parents and family members to be involved in the educational processes for their students. | Teachers, Instructional Staff | Parent Teacher Organizations; SkyAlert; Emails; Newsletters | Parent Feedback, CEIC | Planning | 100% of parents will be offered opportunities to be involved in the CES community. | 6 |
| **3.2** **Performance Objective 2** | | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 3.2.1 | | | | | | | |
| | | | | | | | |

| | District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus Goal 3 | Colt Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools. | | | | | | |
| 3.2.2 | | | | | | | | |
| | | | | | | | | |
| 3.2.3 | | | | | | | | |
| | | | | | | | | |
| 3.3 | Performance Objective 3 | | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component | |
| | | | | | | | | |
| 3.3.1 | | | | | | | | |
| | | | | | | | | |
| 3.3.2 | | | | | | | | |
| | | | | | | | | |
| 3.3.3 | | | | | | | | |
| | | | | | | | | |

| District Goal 4 | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Goal 4** | Colt Elementary School will provide a safe and healthy environment conducive to student learning. | | | | | | |

| 4.1 | **Performance Objective 1** | Colt Elementary School will enhance a healthy environment by providing opportunities for students to explore their talents and strengths. | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 4.1.1 | Encourage and increase participation in extracurricular activities such as choir, safety patrol, and student council | Teachers & Sponsors | Newsletters; Sign In Sheets | Organization Rosters | In Progress | 20% Increase among participants | 1,2,6,10 |
| | | | | | | | |
| 4.1.2 | Increase CES student involvement in district's elementary UIL competition. | Teachers & Sponsors | UIL Resources; Library | UIL Participant List | In Progress | 20% Increase among participants | 1,2,6,10 |
| | | | | | | | |
| 4.1.3 | | | | | | | |

| 4.2 | **Performance Objective 2** | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 4.2.1 | | | | | | | |
| | | | | | | | |
| 4.2.2 | | | | | | | |
| | | | | | | | |
| 4.2.3 | | | | | | | |

| 4.3 | **Performance Objective 3** | | | | | | |
|---|---|---|---|---|---|---|---|

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| **District Goal 4** | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | | |
| **Campus Goal 4** | Colt Elementary School will provide a safe and healthy environment conducive to student learning. | | | | | | |
| | | | | | | | |
| 4.3.1 | | | | | | | |
| | | | | | | | |
| 4.3.2 | | | | | | | |
| | | | | | | | |
| 4.3.3 | | | | | | | |

| District Goal 5 | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 5 | Colt Elementary School will recruit, develop, and retain highly qualified and effective personnel. | | | | | | |

| 5.1 | Performance Objective 1 | Colt Elementary School will create a climate of mutual respect and positivity to develop, retain, and support highly | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 5.1.1 | Develop a framework of values & beliefs to be used in the hiring process. | Administration; Central Office | Rubric used in hiring decisions; Aligned interview questions | Retention Rate | In Progress | 90% Retention Rate of new staff | 3,5,7 |
| | | | | | | | |
| 5.1.2 | Creation of Events and Celebration committee that is inclusive of the entire staff | All Staff | Committee creation and set meeting dates | Pulse Checks, End of year survey results | In Progress | 90% Retention Rate of new staff | 5 |
| | | | | | | | |
| 5.1.3 | CES will offer job-embedded, student-centered and technology based professional development to focus on improving teacher effectiveness. | Administration; ILT; Mentor Teachers | Campus Materials; CLI Engage | Staff Survey | In Progress | | 3,5,7 |

| 5.2 | Performance Objective 2 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 5.2.1 | | | | | | | |
| | | | | | | | |
| 5.2.2 | | | | | | | |
| | | | | | | | |
| 5.2.3 | | | | | | | |

| | District Goal 5 | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 5 | Colt Elementary School will recruit, develop, and retain highly qualified and effective personnel. | | | | | |
| 5.3 | Performance Objective 3 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 5.3.1 | | | | | | | |
| | | | | | | | |
| 5.3.2 | | | | | | | |
| | | | | | | | |
| 5.3.3 | | | | | | | |

| | District Goal 6 | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 6 | Colt Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs. | | | | | |
| 6.1 | Performance Objective 1 | Colt Elementary School will provide students and staff with necessary resources | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 6.1.1 | The budget process will be developed and managed to reflect the objectives of the CIP. | Administration | Budget Guidelines from MFISD; CIP; DIP | Adopted Budget | Planning | | 9,1 |
| | | | | | | | |
| 6.1.2 | Increase the amount of feedback gathered to develop a budget with input from stakeholders. | Administration and grade level representatives | Budget Guidelines from MFISD; CEIC; PLC's | Adopted Budget | Planning | | 9,1 |
| | | | | | | | |
| 6.1.3 | Share with staff how fundraising money is allocated and spent to foster transparency | Adminstration | Fundraiser totals | Budget | Planning | | 1 |
| | | | | | | | |
| 6.2 | Objective 2 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 6.2.1 | | | | | | | |
| | | | | | | | |
| 6.2.2 | | | | | | | |
| | | | | | | | |
| 6.2.3 | | | | | | | |
| | | | | | | | |
| 6.3 | Objective 3 | | | | | | |

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| **District Goal 6** | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | | |
| **Campus Goal 6** | Colt Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs. | | | | | | |
| | | | | | | | |
| 6.3.1 | | | | | | | |
| | | | | | | | |
| 6.3.2 | | | | | | | |
| | | | | | | | |
| 6.3.3 | | | | | | | |

# Marble Falls Elementary School

# Campus Improvement Plan

## 2016-2017

### MFISD Mission

**The mission of the 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.**

### MFISD VISION

**Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.**

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

**MFES CORE Beliefs**

**We Believe:**

In high expectations and accountability for all.

That education is a combined effort between students, teachers, parents, and the community.

In a secure learning environment that encourages risk taking and creativity.

In educating the whole child: academically, socially, and emotionally.

# Marble Falls Elementary School
## Campus Educational Improvement Committee

| NAME | POSITION<br>Parent, Business, Community, Teacher, etc | SIGNATURE |
|---|---|---|
| Michael Haley | Chairperson | |
| Kendra Thompson | Parent | |
| Anna Womack | Parent | |
| Kacey Ramaley | Parent | |
| Leslie Baty | Admin - District Level | |
| Jennifer Lockner | Administrator At-Large | |
| Diane Arredondo | Teacher At-Large | |
| Courtney Stevens | Non-Teaching Professional | |
| Cecily Howze | Teacher | |
| Mary Pond | Teacher | |
| Carrie Rice | Teacher | |
| Debi Ruebush | Teacher | |
| Brittany Alaniz | Teacher | |
| Kristy Brewer | Teacher | |
| Annette Nolen | Teacher | |
| Tina Van Gundy | Teacher | |
| | | |
| | | |
| | | |

| NAME | POSITION<br>Parent, Business, Community,<br>Teacher, etc | SIGNATURE |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Marble Falls Elementary School
# COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee during the 2015-2016 school year.

| Participants in Attendance | Data Sources Examined | |
|---|---|---|
| Michael Haley | ☑ TAPR | |
| Kendra Thompson | ☑ Disaggregated STAAR / TAKS Data | |
| Anna Womack | ☑ Campus PEIMS Reports | |
| Kacey Ramaley | ☑ Student Attendance Data | |
| Leslie Baty | ☑ Truancy Data | |
| Jennifer Lockner | ☑ Referral % for SPED Students | |
| Diane Arredondo | ☑ Campus Parent Participation | |
| Courtney Stevens | ☑ Failure Rates | |
| Cecily Howze | ☑ Parent Survey | |
| Mary Pond | ☑ TELPAS Data | |
| Carrie Rice | ☑ Achievement Test Data | |
| Debi Ruebush | ☑ TBA Data | |
| Brittany Alaniz | ☑ DRA, BAS, or Other Reading | |
| Kristy Brewer | ☐ Pre AP / AP Scores | |
| Annette Nolen | ☐ PSAT / SAT / ACT Scores | |
| Tina Van Gundy | ☐ Completion Rate | |
| | ☐ Federal Accountability Data | |
| | ☐ Other | |
| | | |
| | | |
| | | |
| | | |
| | **List Other Data Here** | |
| | | |
| | | |

| Participants in Attendance | Data Sources Examined | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**Marble Falls Elementary School**
**Comprehensive Needs Assessment Summary**

610 students served, compared to 580 the previous year.

Classroom Organization (PK-2; 3-5); SPED Classrooms; ESL/BE Classrooms, Head Start

Our District Support for Schoolwide Title 1 programs consists of: parent and family involvement activities, intervention and enrichment, cooperative learning structures, focused professional development, Instructional Coaches, Instructional Technologists, math specialists, and reading specialists.

Our State Compensatory Education Program (SCE) provides intensive instructional support to identified at-risk students in a small group setting, as well as to build teacher capacity through job embedded professional learning in order to provide quality instruction for these students.

**DEMOGRAPHICS**

Strengths:  Met standard for accountability rating at each campus.  Distinctions for ELAR, Student Progress, and Postsecondary Readiness

Needs:  MFISD STAAR data is lower than expected in most areas, see the Performance Objective Tab

**FAMILY AND COMMUNITY INVOLVEMENT**

Strengths: We are fortunate to have an active English Language Learner Advisory Council, several committees that involve parents, family members, and community members. Parents feel well informed, admin is accessible and they trust the classroom teachers.  Major discipline referrals have continued to drop over the last three years.  Parent nights coincide with activities to keep the students entertained. This allows for parents and students to both be involved and increases attendance.

Needs:  MFISD will increase participation in parent surveys by opening up computer labs and providing translation when necessary during a night time event.  Our goals is to design more hand on engaging parent nights and communicate this opportunity effectively to all parents.

**STAFF QUALITY, RECRUITMENT AND RETENTION**

Strengths: At MFISD, we are fortunate to have some of the best training and resources at hand.  The MFISD Curriculum Department supports teachers in all areas of the state-required curriculum.  Our Title 1 funds help to secure support staff in the area of mathematics, English Language Arts, reader's workshop, writer's workshop, and guided reading.  Teachers are collaboratively planning throughout the district.  The workshop approach is providing vertical and horizontal alignment within our campus.  Students are exposed to the same terminology and vocabulary when moving from grade level to grade level.  Students are immersed in authentic reading and writing.  This will increase scores on the state mandated assessments.

Needs:  Reading and writing will continue to be a major focus for our district.  A concentrated effort to increase the size of the classroom libraries will be made so that students have a wealth of books to choose from in various genres. Faculty meetings are used as continuing professional development within all curriculum areas,  in which teachers learn more about Kagan Cooperative Learning Structures, Guided Reading, Conceptual Approach to Mathematics, Dyslexia and BE/ESL.   A mentor program for new to MFISD teachers will enable us to retain high quality instructional staff.

**SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION**

Strengths:   The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, multicultural night, and PTA sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us.  Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus.  Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

**CURRICULUM, INSTRUCTION AND ASSESSMENT**

Strengths:  The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student.  We are structured to have collaborative conversations to impact student learning.  Instructional designs, such as: Kagan structures, intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement.  A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

Needs:  MFES students are experiencing difficulty in the areas of reading, writing and mathematics at every grade level.  The campus will improve the use of student data through the use of consistent common formative assessments, a focus on Tier I, RTI, and SMART goals.  There is a continued need for curricular support for the teacher to collaborate effectively with a focus on standards. We need to continue learning walks and increase the opportunity to observe and reflect.  Teachers will continue to integrate technology in all subject areas supporting students as 21st century learners. Positive behavior management will maximize student engagement.

**STUDENT ACHIEVEMENT**

Strengths: The CEIC and Instructional Leadership Team have viewed several different and varied forms of data collection including but not limited to: previous STAAR scores, current BAS levels, iStation reports, TELPAS data, RTI and SST data, and other data. After reviewing this data, we found a few encouraging signs of growth for our students. The RTI process will be an essential component in student success, as will the increased support an communication between SPED and general education teachers and ESL/BE teachers and general education teachers. Most encouraging is that a students ethnicity or home language does not impact his or her's ability to be successful.

Needs: With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with implementation of RTI and a continued focus on data and researched based interventions to support academic success.

**TECHNOLOGY**
Strengths: The 2015-2016 school year will provide a wealth of technology due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation in the classroom.

Needs: A spotlight "tech challenge" of the month for iPads or Chrome notebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum. Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize parents with the technology that their students are currently using in the classroom.
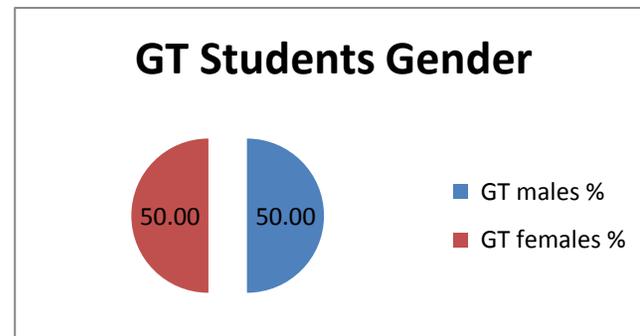
| CAMPUS GENERAL INFO | | 2016-17 |
|---|---|---|
| Campus Name | | MFISD Marble Falls Elementary |
| # of campuses in district | # | 7 |
| | | |
| type of families (i.e. middle class working) | | lower to middle class |
| current enrollment | # | 605 |
| grade level | text | EE - 5 |
| 5 year prior enrollment | # | 539 |
| increase in enrollment | % | 12.24 |

| STUDENT DEMOGRAPHICS | | 2015-2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 0.17 |
| Anglo / White | % | 59.11 |
| Asian | % | 1.72 |
| Black / African American | % | 5.33 |
| Hispanic | % | 31.10 |
| Native Hawaiian / Pacific Islander | % | 1.03 |
| Multi-Racial | % | 1.55 |
| Male | % | 49.31 |
| Female | % | 50.69 |
| Low SES | % | 60.00 |

| STAFF DEMOGRAPHICS | | 2015-2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 0.00 |
| Anglo / White | % | 87.93 |
| Asian | % | 1.70 |
| Black / African American | % | 0.00 |
| Hispanic | % | 5.17 |
| Native Hawaiian / Pacific Islander | % | 1.70 |
| Multi-Racial | % | 0.00 |
| Male | % | 6.80 |
| Female | % | 93.10 |
| highly qualified teachers | % | 100.00 |
| highly qualified paraprofessionals | % | 100.00 |

| CAMPUS CHARACTERISTICS | 2015-2016 |
|---|---|
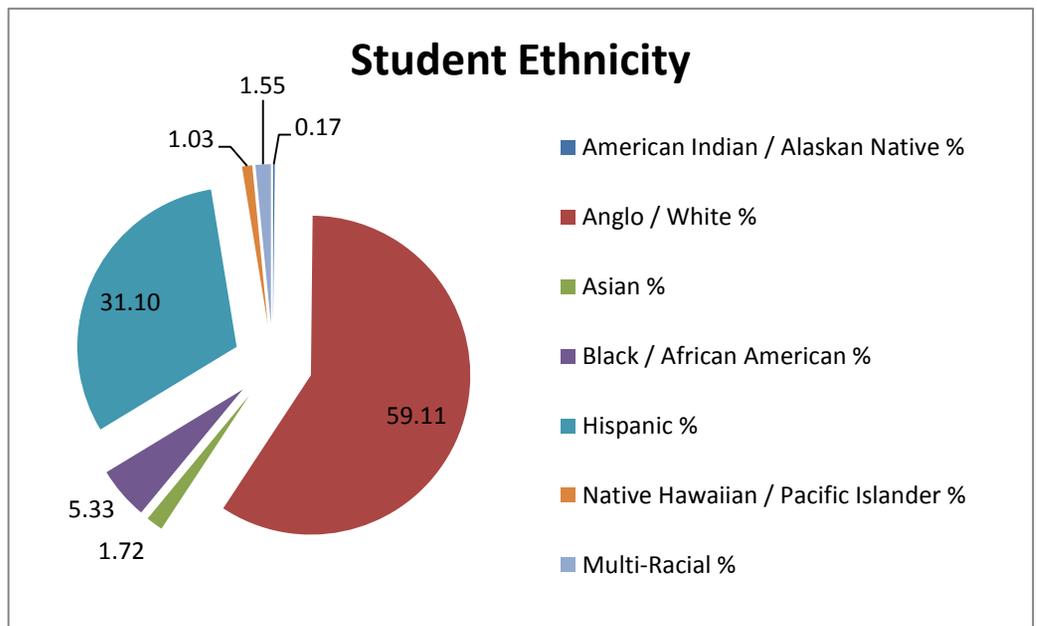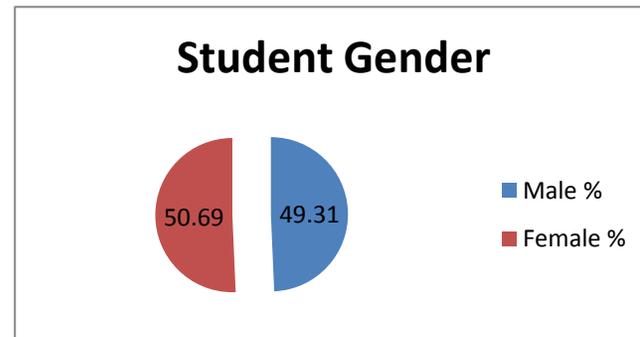
## Student Ethnicity



- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

Values: 1.55, 1.03, 0.17, 31.10, 59.11, 5.33, 1.72

## Student Gender



- Male %
- Female %

50.69   49.31

## GT Students Gender



- GT males %
- GT females %

50.00   50.00

| | | |
|---|---|---|
| Average daily attendance for students | % | 96.36 |
| # of discipline referrals in 2015-2016 | # | 147 |
| # of discipline referrals in 2014-2015 | # | 64 |
| # English Language Learners (LEP) | # | 26 |
| # GT students | # | 32 |
| GT males | % | 50.00 |
| GT females | % | 50.00 |
| # students in 504 program | # | 46 |
| # SPED students | # | 40 |
| # students tested/not qualified for SPED | # | 25/7 |
| LEP students | % | 4.3 |
| change in discipline referrals | % | 129.69 |
| served through SPED services | % | 6.61 |

**Staff Ethnicity**

1.70
0.00
5.17
1.70
0.00
0.00
87.93

- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

**Staff Gender**

6.80
93.10

- Male %
- Female %
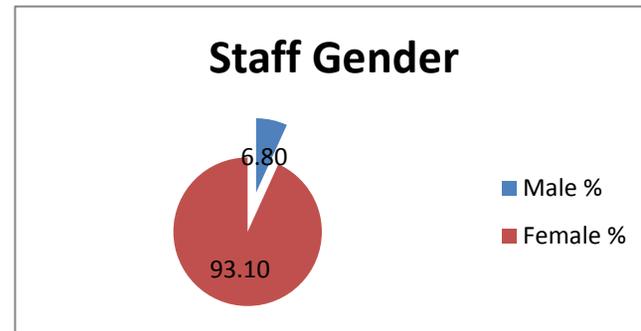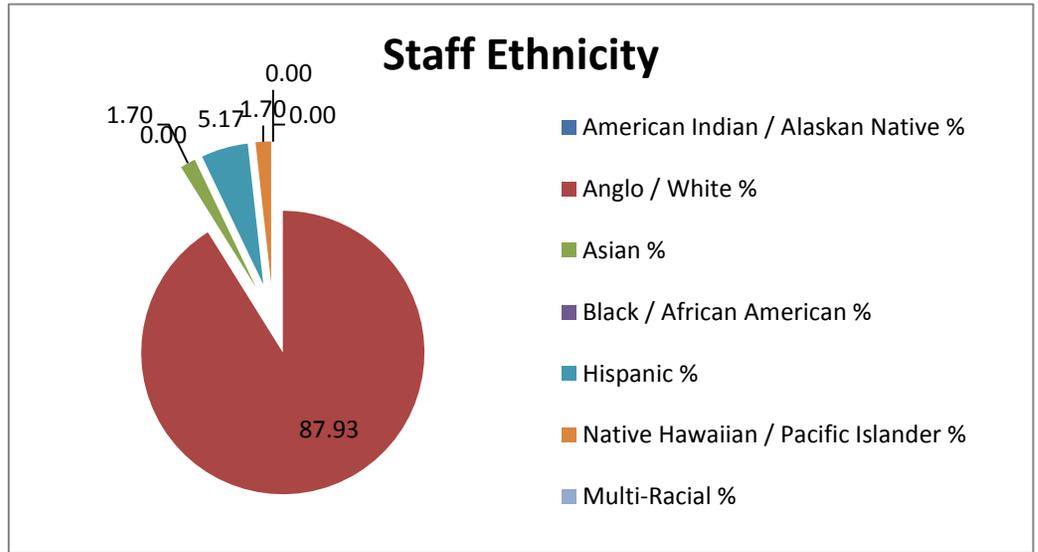
# Campus Performance Objectives
## Marble Falls Elementary School

| Math | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 266 | 79.00% | 73.00% | 19.00% | 19.00% |
| At Risk | 118 | 69.00% | 53.00% | 4.00% | 3.00% |
| Economic Disadvantage | 157 | 71.00% | 63.00% | 11.00% | 11.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 2 | 100.00% | 100.00% | 0.00% | 0.00% |
| Black/African American | 13 | 42.00% | 46.00% | 14.00% | 9.00% |
| Hispanic | 78 | 72.00% | 66.00% | 10.00% | 9.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 1 | 100.00% | 0.00% | 0.00% | 0.00% |
| White | 166 | 83.00% | 77.00% | 24.00% | 24.00% |
| Gifted Talented | 29 | 100.00% | 100.00% | 62.00% | 71.00% |
| LEP | 18 | 50.00% | 0.00% | 0.00% | 0.00% |
| Special Ed | 19 | 52.00% | 0.00% | 0.00% | 0.00% |

| Science | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 103 | 66.00% | 95.00% | 9.00% | 15.00% |
| At Risk | 56 | 54.00% | 89.00% | 2.00% | 4.00% |
| Economic Disadvantage | 63 | 56.00% | 88.00% | 5.00% | 0.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 2 | 100.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 4 | 75.00% | 50.00% | 0.00% | 0.00% |
| Hispanic | 31 | 48.00% | 95.00% | 0.00% | 5.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| White | 66 | 73.00% | 96.00% | 14.00% | 20.00% |
| Gifted Talented | 10 | 100.00% | 100.00% | 10.00% | 50.00% |
| LEP | 7 | 43.00% | 0.00% | 0.00% | 0.00% |
| Special Ed | 11 | 45.00% | 0.00% | 0.00% | 0.00% |

| Reading | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 267 | 80.00% | 80.00% | 22.00% | 24.00% |
| At Risk | 119 | 65.00% | 64.00% | 8.00% | 3.00% |
| Economic Disadvantage | 158 | 72.00% | 67.00% | 11.00% | 11.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 2 | 100.00% | 100.00% | 50.00% | 0.00% |
| Black/African American | 13 | 57.00% | 28.00% | 14.00% | 9.00% |
| Hispanic | 78 | 58.00% | 68.00% | 17.00% | 9.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 0 | 0.00% | 86.00% | 0.00% | 32.00% |
| White | 166 | 141.00% | 86.00% | 41.00% | 32.00% |
| Gifted Talented | 29 | 100.00% | 100.00% | 62.00% | 74.00% |
| LEP | 18 | 44.00% | 42.00% | 5.00% | 0.00% |
| Special Ed | 19 | 47.00% | 50.00% | 5.00% | 0.00% |

| Writing | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 87 | 66.00% | 59.00% | 16.00% | 0.00% |
| At Risk | 33 | 42.00% | 31.00% | 0.00% | 0.00% |
| Economic Disadvantage | 52 | 52.00% | 53.00% | 8.00% | 0.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 2 | 50.00% | 100.00% | 0.00% | 0.00% |
| Black/African American | 4 | 50.00% | 60.00% | 0.00% | 0.00% |
| Hispanic | 30 | 53.00% | 36.00% | 10.00% | 0.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 10.00% |
| Multi-racial | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| White | 51 | 75.00% | 72.00% | 20.00% | 4.00% |
| Gifted Talented | 13 | 100.00% | 100.00% | 62.00% | 33.00% |
| LEP | 8 | 25.00% | 17.00% | 0.00% | 0.00% |
| Special Ed | 5 | 0.00% | 17.00% | 0.00% | 0.00% |

# State Compensatory Education (SCE)

## Section 1:  Program Overview

### Program Purpose

In keeping with the intent and purpose of  Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Marble Falls ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at-risk of dropping out of school.  The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

### Program Goals

The goals of all MFISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce and/or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77 ® SB 702).

### General Uses of Funds

Marble Falls ISD uses all SCE funds to supplement services beyond those offered through the regular education program.  SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

### Evaluation and Monitoring

Annual assessments on student progress are used to determine program needs and adjustments.  Grades, local benchmarks and teacher input are considered for continuous monitoring.  A comprehensive needs assessment to pinpoint areas of concern is included on the individual campus action plans.

# State Compensatory Education (SCE)

## Section 2: Student Eligibility

Marble Falls ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who…

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 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. Was not advanced from one grade level to the next for one or more school years;

4. Did not perform satisfactorily on an assessment instrument administered to the student under 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;

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §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 Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by §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. §11302, and its subsequent amendments; or

13. Resided in the preceding school year or reside 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.

# State Compensatory Education (SCE)

## Section 3:  Identification Procedures

### Responsibilities – Campus Contact

The school counselor is designated as the At-Risk Contact for each campus.  Responsibilities of each contact with the assistance from campus assistant principal(s) will include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review in order to identify eligible students
- Oversee timely monitoring of at-risk student progress
- Collaborate with campus principal and staff to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level

### Procedures for Identifying Eligible Students

The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria.  Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

### Periodic Updates and Eligibility Review

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students utilizing the State thirteen criteria, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

# State Compensatory Education (SCE)

## Section 4:  Provision of Services

### Services

Upon identification of student, the campus contact, in collaboration with campus assistant principal(s), will ensure that identified students are provided appropriate services that address the student's qualifying criteria.  These services may include, but are not limited to, the following:

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

### Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress.  Such measures may include the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

# State Compensatory Education (SCE)

## Section 5: Exit Procedures

### Exit Review

Since some criteria may only temporarily qualify student for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact in consultation with the assistant principal(s) will determine through periodic review of student data the student's continued eligibility and need for continued services.  All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Maintenance of passing grades with a score of 70 or greater
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

### Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact and assistant principal(s) will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

## Section 6: Program Evaluation

### Required Overall Program Evaluation

The district contact will conduct an annual evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

- The disparity in performance on State assessments between students at-risk of dropping out of school and all other district students

- The disparity in the rates of high school completion between students at-risk of dropping out of school and all other district students

**Title I Components**

**(for proposed Schoolwide Plan)**

| |
|---|
| 1. Summary of the Comprehensive Needs Assessment of the entire school. |
| 2. Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research. |
| 3. Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk). |
| 4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards. |
| 5. Strategies to attract high-quality highly qualified teachers to high-need schools. |
| 6. Strategies to increase parental involvement. |
| 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. |
| 8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overal program. (Teacher disaggregation and analysis of state data; teacher classroom assessment of students). |
| 9. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance. |
| 10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. |

# Marble Falls Elementary School Professional Learning 2016-2017

## Back to School Professional Learning - August 2016

| Need | Increase focus on standards |
|------|------|
| Strategy | Provide training to all staff on expectations for common planning |

| Need | Improved student behavior and adherance to SCOC. |
|------|------|
| Strategy | Provide training to all staff on expectations for implementation of character education and utilization of the 7 Habits |

| Need | Improved reading instruction. |
|------|------|
| Strategy | Provide new and review training in BAS assessment and best practices in guided reading instruction. |

| Need | Increase focus on developing fact fluency strategies |
|------|------|
| Strategy | Provide training to all staff on implementing the Fact Fluency Plan |

| Need | Improved writing instruction |
|------|------|
| Strategy | Provide training to all staff on expectations and best practices in writing |

# Marble Falls Elementary School Professional Learning 2016-2017

## Campus Professional Learning - Job Embedded

| Need | Increase literacy PK-5 |
|---|---|
| Strategy | Showcase readers workshop strategies during faculty meetings |

| Need | |
|---|---|
| Strategy | |

| Need | Improve development of math fact fluency and automaticity |
|---|---|
| Strategy | Provide training time in addition to collaboration and reflection on developing fluency |

| Need | Improved student writing |
|---|---|
| Strategy | Collaboration on students BOY writing samples to determine next steps and teaching focus |

| Need | Character Education and improved student behavior |
|---|---|
| Strategy | Book Study of The Leader In Me book by Sean Covey and implementation of weekly guidance and buddy lessons. |

| District Goal 1 | MFISD will ensure academic performance and acheievement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 1 | To ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | | |

| 1.1 | Performance Objective 1 | MFES will deliver consistent exemplary services in all areas of the curriculum to include all students: General Education, LEP, Special Education, GT, At-Risk, Title I, Dyslexia, and SSI | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 1.1.1 | All staff will parrticipate in weekly PLC meetings focused on the TEKS, Planning for Student Learning, and sharing of instructional resources | Instructional Coach, Instructional Technologist, Administration, Teachers | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Collaborative Planning Documentation, Walk-through data, Lesson plans | In Process | Weekly Meetings; 10% Increase in STAAR Data; TPRI Data; BAS Data Through the Year | 1,2,4,8 |
| | | | | | | | |
| 1.1.2 | MFES will provide intervention to students as needed and as applicable to identified needs; both during the school day and outside of the school day | Teachers, Instructional Staff, Administration | American Reading Company; Instructional Resources; Wilson Materials; SSI Guidelines | TBA's, STAAR, Classroom Grades; TAPR Reports | In Process | | 1,3,4,8, 9 |
| | | | | | | | |
| 1.1.3 | Students in Advanced Academic Programs will be provided enrichment activities designed to meet the needs of every student | GT Staff, Teachers, ILT | GT Funding; Challenge Lab | TBA's, STAAR, Classroom Grades; TAPR Reports | In Process | | 4,5 |

| 1.2 | Performance Objective 2 | Marble Falls Elementary School will use data and researched best practices to increase the number of students who meet standard and advanced level on STAAR assessments. | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 1.2.1 | Staff will be trained to facilitate and monitor RTI in each content area. Tier 1 Instruction will be the focus of instruction. | Teachers, Instructional Staff, Administration, Counselors | RTI Resources; PLC's | RTI Records; TBA's, STAAR, Classroom Grades | In Process | 10% Decrease in number of students in Tier 2 & Tier 3 | 1,2 |
| | | | | | | | |

| | District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 1 | To ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | |
| 1.2.2 | Staff will be trained to develop fact fluency and automaticity in students through targeted instruction and various contexts before drilling occurs | Teachers, Instructional Staff, Administrators, Math Specialist | Campus | Teacher anecdotal notes, Fact Checks, AIMSweb | In Process | 10% Decrease in number of students in Tier 2 & Tier 3 | 1,2 |
| | | | | | | | |
| 1.2.3 | | | | | | | |
| | | | | | | | |
| **1.3** | **Performance Objective 3** | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 1.3.1 | | | | | | | |
| | | | | | | | |
| 1.3.2 | | | | | | | |
| | | | | | | | |
| 1.3.3 | | | | | | | |
| | | | | | | | |

| | District Goal 2 | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. |
|---|---|---|
| | Campus Goal 2 | Marble Falls Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. |

| 2.1 | Performance Objective 1 | Marble Falls Elementary School will provide opportunities to build leadership capacity among staff and students. | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 2.1.1 | Campus staff and campus leadership will attend and partcipate in professional development, job-embedded professional learning, and in PLC's through the school year. | Teachers, Administration | Title I funds; Curriculum & Instruction; ILT | Rosters; PLC Agendas; Survey Data | In Process | 10% Increase in Survey Data | 4,5 |
| | | | | | | | |
| 2.1.2 | Increase student leadership opportunities during morning assembly and throughout the school day | Administration, ILT, Teachers | Schedule, Student Meetings | Duty Rosters | In Process | 10% increase in opportunities | 1,2,6,9 |
| | | | | | | | |
| 2.1.3 | Maintain vertical teaming opportunities for core subject areas. | Administration, ILT, Teachers | Master Schedule; ILT | Vertical Team Agendas; Sign-In Sheets; Survey Data | In Process | 10% Increase in Survey Data | 4,5 |

| 2.2 | Performance Objective 2 | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 2.2.1 | | | | | | | |
| | | | | | | | |
| 2.2.2 | | | | | | | |
| | | | | | | | |
| 2.2.3 | | | | | | | |

388

| | District Goal 2 | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 2 | Marble Falls Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. | | | | | |
| 2.3 | Performance Objective 3 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 2.3.1 | | | | | | | |
| | | | | | | | |
| 2.3.2 | | | | | | | |
| | | | | | | | |
| 2.3.3 | | | | | | | |
| | | | | | | | |

| District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. |
|---|---|
| Campus Goal 3 | Marble Falls Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at large to be involved in our schools |

| 3.1 | Performance Objective 1 | Marble Falls Elementary School will actively involve parents and various members of our school community in the education of our school community in the education of our children through conferences, campus events, and volunteer programs. | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 3.1.1 | We will provide multiple, consistent, and constant communication to our parents and family members through the school year. | Central Office, Administration, ILT, Teachers | Web Page, Student Folders, Sky Alter, Twitter Feed, Campus Newsletter, Phone Calls, Emails | CEIC, Campus Survey Results | In Process | 10 % Increase in Survey Data | 1,6,7 |
| | | | | | | | |
| 3.1.2 | We will provide opportunities for parents and family members to be involved in the educational processes for their students. | Teachers, Instructional Staff | Family Reading Night, Family Nights, Career Day | Parent Feedback, CEIC | In Process | 100% of parents will be offered opportunities to be involved in our community. | 6 |
| | | | | | | | |
| 3.1.3 | Maintain a volunteer/community involvement program for community members, family members, and parents | Administration, ILT | Campus Facility, Time; Career Day, PTO, Civic Groups; Local Media | Visitor Log; Parent Survey Results | In Process | 10% Increase in volunteer participation | 6,7 |

| 3.2 | Performance Objective 2 | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 3.2.1 | | | | | | | |
| | | | | | | | |
| 3.2.2 | | | | | | | |
| | | | | | | | |
| 3.2.3 | | | | | | | |

| District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. |
|---|---|
| Campus Goal 3 | Marble Falls Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at large to be involved in our schools |

| 3.3 | Performance Objective 3 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 3.3.1 | | | | | | | |
| | | | | | | | |
| 3.3.2 | | | | | | | |
| | | | | | | | |
| 3.3.3 | | | | | | | |

| District Goal 4 | MFISD will provide a safe and healthy environment conducive to student learning. |
|---|---|
| Campus Goal 4 | Marble Falls Elementary School will provide a safe and healthy environment conducive to learning. |

| 4.1 | Performance Objective 1 | Marble Falls Elementary School will provide opportunities for staff and students to recognize good character traits in students and staff. | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 4.1.1 | Continue Mustangs of the Month for students PK-5 in order to reinforce responsibility and character. | Teachers; Administrative Staff | Newsletters; Website; Twitter Feed | CaSE Ratings; Campus Survey Results | Planning | 60 Students that are representative of MFES campus are recognized. | |
| | | | | | | | |
| 4.1.2 | Continue campus wide character education program to align with the Leader in Me and Character Counts | Teachers; Administrative Staff; Counselor | Character Counts; Leader in Me | CaSE Ratings; Campus Survey Results | In Process | 4's on CaSE Ratings in All Areas | |
| | | | | | | | |
| 4.1.3 | Staff will be trained on all safety and security procedures, Code of Conduct, and in Campus Crisis Plan | Administration; Director of Security | Safety Logs; Drill Logs; Faculty Meetings; Handbooks & Student Code of Conduct | Safety Audits; V-Soft Rosters; Sign-In Documentation | In Process | 100% of Staff Trained | 1, 10 |

| 4.2 | Performance Objective 2 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 4.2.1 | | | | | | | |
| | | | | | | | |
| 4.2.2 | | | | | | | |
| | | | | | | | |
| 4.2.3 | | | | | | | |

| District Goal 4 | MFISD will provide a safe and healthy environment conducive to student learning. |
|---|---|
| Campus Goal 4 | Marble Falls Elementary School will provide a safe and healthy environment conducive to learning. |

| 4.3 | Performance Objective 3 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 4.3.1 | | | | | | | |
| | | | | | | | |
| 4.3.2 | | | | | | | |
| | | | | | | | |
| 4.3.3 | | | | | | | |

| District Goal 5 | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. |
|---|---|
| **Campus Goal 5** | **Marble Falls Elementary School will recruit, develop, and retain highly qualified and effective personnel.** |

| 5.1 | **Performance Objective 1** | **Marble Falls Elementary School will provide opportunities for staff and students to recognize good character traits of students and staff.** | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 5.1.1 | Develop a framework of values & beliefs to be used in the hiring process. | Administration; Central Office | Rubric used in hiring decisions; Aligned interview questions | Retention Rate | In Process | 90% Retention Rate of new staff | 3,5,7 |
| | | | | | | | |
| 5.1.2 | All staff, including Full-Day Pre-K Staff will meet highly qualified status. | Administration; Central Office | Job Posting Requirements; Campus Interview Process | NCLB Reports | Completed | 100% of Staff meet NCLB Highly Qualified Status | 3,5,7 |
| | | | | | | | |
| 5.1.3 | MFES will offer job-embedded, student-centered and technology based professional development to focus on improving teacher effectiveness. | Administration; ILT; Mentor Teachers | Campus Materials; CLI Engage | Staff Survey | In Process | | 3,5,7 |

| 5.2 | **Performance Objective 2** | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 5.2.1 | | | | | | | |
| | | | | | | | |
| 5.2.2 | | | | | | | |
| | | | | | | | |
| 5.2.3 | | | | | | | |

| | District Goal 5 | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus Goal 5 | Marble Falls Elementary School will recruit, develop, and retain highly qualified and effective personnel. | | | | | | |
| 5.3 | Performance Objective 3 | | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 5.3.1 | | | | | | | |
| | | | | | | | |
| 5.3.2 | | | | | | | |
| | | | | | | | |
| 5.3.3 | | | | | | | |

| District Goal 6 | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 6 | Marble Falls Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs. | | | | | | |

| 6.1 | Performance Objective 1 | Marble Falls Elementary School will provide students and staff with necessary resources. | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 6.1.1 | The budget process will be developed and managed to reflect the objectives of the CIP. | Administration | Budget Guidelines from MFISD; CIP; DIP | Adopted Budget | Planning | 100% Alignment with CIP and DIP | 9,1 |
| | | | | | | | |
| 6.1.2 | Increase the amount of feedback gathered to develop a budget with input from stakeholders. | Administration | Budget Guidelines from MFISD; CEIC; PLC's | Adopted Budget | Planning | | 9,1 |
| | | | | | | | |
| 6.1.3 | | | | | | | |

| 6.2 | Objective 2 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 6.2.1 | | | | | | | |
| | | | | | | | |
| 6.2.2 | | | | | | | |
| | | | | | | | |
| 6.2.3 | | | | | | | |

| 6.3 | Objective 3 | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Resources / | Formative and/or | Beginning of Year | Target Goal | |

| | Strategy / Activity | Staff Responsible | Implementation Evidence | Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| **District Goal 6** | | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | |

| | Strategy / Activity | Staff Responsible | Implementation Evidence | Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 6.3.1 | | | | | | | |
| | | | | | | | |
| 6.3.2 | | | | | | | |
| | | | | | | | |
| 6.3.3 | | | | | | | |
| | | | | | | | |

**District Goal 6**: MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs.

**Campus Goal 6**: Marble Falls Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs.

# Highland Lakes Elementary School (MFISD)

# Campus Improvement Plan

### 2016-2017

### MFISD Mission

**The mission of the 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.**

### MFISD VISION

**Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.**

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

## CAMPUS MISSION

HLES is a diverse community of educators, parents, and students who partner together for the success of every child.  We Hold each other accountable, Learn and grow together, Excel in all we do, and Succeed as lifelong learners.

## CAMPUS VISION

HLES is united in excellence for every student, every day, every opportunity.

## Highland Lakes Elementary School (MFISD)
## Campus Educational Improvement Committee

| NAME | POSITION<br>Parent, Business, Community, Teacher, etc | SIGNATURE |
|---|---|---|
| Bethany Birdwell | Principal | |
| Stacy Lashbrook | Assistant Principal | |
| LeeAnn Harkins | Assistant Principal | |
| Mandy Warren | Counselor | |
| Sarah Forren | Teacher | |
| Marcela Jenks | Teacher | |
| Amanda Haley | Teacher | |
| Julie Kimmel | Teacher | |
| Lezlie Lust | Teacher | |
| Teresa Marchuk | Teacher | |
| Jeff Williamson | Teacher | |
| Joni Wollek | Teacher | |
| Nora Carrizales | Teacher | |
| John Brantley | Parent | |
| Margarita Dominguez | Business Representative | |
| Greg Lewis | Community Representative | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

# Highland Lakes Elementary School (MFISD)
## COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee on DATE

| Participants in Attendance | Data Sources Examined | |
|---|---|---|
| Bethany Birdwell | ☑ TAPR | |
| LeeAnn Harkins | ☑ Disaggregated STAAR / TAKS Data | |
| Stacy Lashbrook | ☑ Campus PEIMS Reports | |
| Mandy Warren | ☑ Student Attendance Data | |
| Nora Carrizales | ☑ Truancy Data | |
| Sarah Forren | ☑ Referral % for SPED Students | |
| Amanda Haley | ☑ Campus Parent Participation | |
| Marcela Jenks | ☑ Failure Rates | |
| Julie Kimmel | ☑ Parent Survey | |
| Lezlie Lust | ☑ TELPAS Data | |
| Teresa Marchuk | ☑ Achievement Test Data | |
| Jeff Williamson | ☑ TBA Data | |
| Joni Wollek | ☑ DRA, BAS, or Other Reading | |
| John Brantley | ☐ Pre AP / AP Scores | |
| Greg Lewis | ☐ PSAT / SAT / ACT Scores | |
| Margarita Dominguez | ☐ Completion Rate | |
| | ☑ Federal Accountability Data | |
| | ☐ Other | |
| | | |
| | | |
| | | |
| | | |
| | **List Other Data Here** | |
| | | |
| | | |

| Participants in Attendance | Data Sources Examined | |
| --- | --- | --- |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**Highland Lakes Elementary School (MFISD)**
**Comprehensive Needs Assessment Summary**

Number of Students served, compared to previous year.

Classroom Organization (EE-2; 3-5); SPED Classrooms; ESL/BE Classrooms

Our District Support for Schoolwide Title 1 programs consists of: parent and family involvement activities, intervention and enrichment, cooperative learning structures, focused professional development, Instructional Coaches, Instructional Technologists, math specialists, and reading specialists.

Our State Compensatory Education Program (SCE) provides intensive instructional support to identified at-risk students in a small group setting, as well as to build teacher capacity through job embedded professional learning in order to provide quality instruction for these students.

**DEMOGRAPHICS**
Strengths:  Met standard for accountability rating.

Needs:  HLES STAAR data is lower than expected in most areas, see the Performance Objective Tab

**FAMILY AND COMMUNITY INVOLVEMENT**
Strengths: We are fortunate to have an active English Language Learner Advisory Council, several committees that involve parents, family members, and community members. Parents feel well informed, admin is accessible and they trust the classroom teachers.  Major discipline referrals have continued to drop over the last three years.  Parent nights coincide with activities to keep the students entertained. This allows for parents and students to both be involved and increases attendance.

Needs:  HLES will increase participation in parent surveys by opening up computer labs and providing translation when necessary during a night time event.  Our goal is to design more hands-on engaging parent nights and communicate this opportunity effectively to all parents.

**STAFF QUALITY, RECRUITMENT AND RETENTION**
Strengths: At HLES, we are fortunate to have some of the best training and resources at hand.  The MFISD Curriculum Department supports teachers in all areas of the state-required curriculum.  Our Title 1 funds help to secure support staff in the area of mathematics, English Language Arts, reader's workshop, writer's workshop, and guided reading.  Teachers are collaboratively planning.  The workshop approach is providing vertical and horizontal alignment within our campus.  Students are exposed to the same terminology and vocabulary when moving from grade level to grade level.  Students are immersed in authentic reading and writing.  This will increase scores on the state mandated assessments.

Needs:  Reading and writing will continue to be a major focus for our campus.  A concentrated effort to increase the size of the classroom libraries will be made so that students have a wealth of books to choose from in various genres. Faculty meetings are used as continuing professional development within all curriculum areas,  in which teachers learn more about Kagan Cooperative Learning Structures, Guided Reading, Conceptual Approach to Mathematics, Dyslexia and BE/ESL.   A mentor program and regular monthly meetings for new to MFISD teachers will enable us to retain high quality instructional staff.

**SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION**

Strengths:   The school culture and climate is friendly and warm to our clientele. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in parent ed. classes, community outreach, multicultural night, and PTA sponsored events. Parents are informed about academic and non-academic progress in multiple ways through phone calls, e-mails and paper notifications. Students are provided incentives to arrive to school on time and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures for students and knowing each student by their name and need.

Needs: Consistent enforcement of the student code of conduct is an area of focus needed in order to provide a safer environment for all students. Dismissal areas (bus line, after school program) are in need of more supervision so students arrive safely in their correct dismissal area and safely home. Teambuilding will remain a focus for us.  Developing a sense of community within faculty & staff, as well as across grade levels, should remain a focus.  Allowing staff recognition, teambuilding activities throughout the school day can increase the morale of our staff. We recognize the importance of maintaining rigor within curriculum, but also recognize the importance of establishing collegial and peer relationship with our students.

**CURRICULUM, INSTRUCTION AND ASSESSMENT**

Strengths:  The PLC mindset with a focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student.  We are structured to have collaborative conversations to impact student learning.  Instructional designs, such as: Kagan structures, intervention and enrichment time, support within the classroom and flexible groupings for interventions have led to increased student engagement to maximize student achievement.  A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

Needs:  HLES students are experiencing difficulty in the areas of reading, writing and mathematics at every grade level.  The campus will improve the use of student data through the use of consistent common formative assessments, a focus on Tier I, RTI, and SMART goals.  There is a continued need for curricular support for the teachers to collaborate effectively with a focus on standards. We need to continue learning walks and increase the opportunity to observe and reflect.  Teachers will continue to integrate technology in all subject areas supporting students as 21st century learners. Positive behavior management will maximize student engagement.

**STUDENT ACHIEVEMENT**

Strengths: The CEIC and Instructional Leadership Team have viewed several different and varied forms of data collection including but not limited to: previous STAAR scores, current DRA & BAS levels, iStation reports, TELPAS data, RTI and SST data, and other data.  After reviewing this data, we found a few encouraging signs of growth for our students.  The RTI process will be an essential component in student success, as will the increased support an communication between SPED and general education teachers and ESL/BE teachers and general education teachers.  Most encouraging is that a students ethnicity or home language does not impact his or her's ability to be successful.

Needs:  With regards to improvement for this school year, the committee recommends several and varied approaches to aid student achievement. Among our suggestions include:  focus on the content standards, continued training on differentiation for all instructional staff, streamlined follow through with implementation of RTI and a continued focus on data and researched based interventions to support academic success.

**TECHNOLOGY**

Strengths:  The 2015-2016 school year will provided a wealth of technology as our district became a 1:1 district.  Due to this technology, training will be held during collaborative planning.  Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation in the classroom.

Needs:  A spotlight "tech challenge" of the month for iPads or Chrome notebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum.  Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize parents with the technology that their students are currently using in the classroom.

| CAMPUS GENERAL INFO | | 2016-17 |
|---|---|---|
| Campus Name | | MFISD Highland Lakes Elementary |
| # of campuses in district | # | 7 |
| | | |
| type of families (i.e. middle class working) | | lower to middle class |
| current enrollment | # | 650 |
| grade level | text | EE - 5 |
| 5 year prior enrollment | # | 667 |
| increase in enrollment | % | -2.55 |

## Student Ethnicity
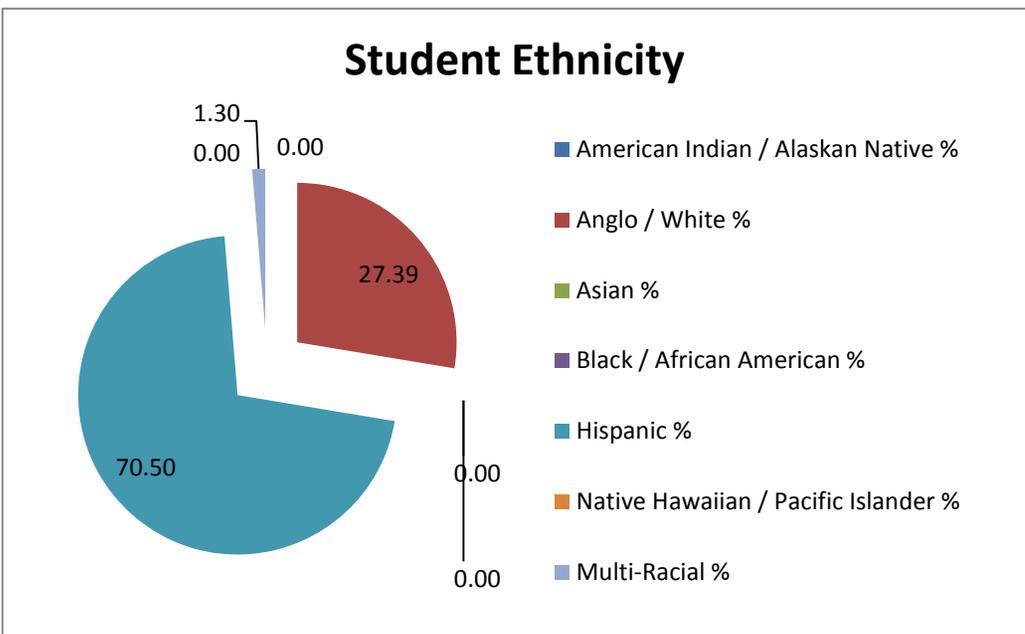


| STUDENT DEMOGRAPHICS | | 2015-2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 0.00 |
| Anglo / White | % | 27.39 |
| Asian | % | 0.00 |
| Black / African American | % | 0.00 |
| Hispanic | % | 70.50 |
| Native Hawaiian / Pacific Islander | % | 0.00 |
| Multi-Racial | % | 1.30 |
| Male | % | 52.67 |
| Female | % | 47.33 |
| Low SES | % | 46.95 |

## Student Gender
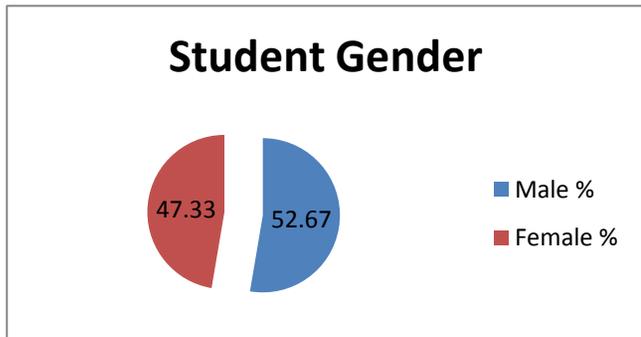


| STAFF DEMOGRAPHICS | | 2015-2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 0.00 |
| Anglo / White | % | 67.12 |
| Asian | % | 1.36 |
| Black / African American | % | 0.00 |
| Hispanic | % | 30.13 |
| Native Hawaiian / Pacific Islander | % | 0.00 |
| Multi-Racial | % | 1.36 |
| Male | % | 9.58 |
| Female | % | 90.41 |
| highly qualified teachers | % | 100.00 |
| highly qualified paraprofessionals | % | 100.00 |

## GT Students Gender



| CAMPUS CHARACTERISTICS | 2015-2016 |
|---|---|

406
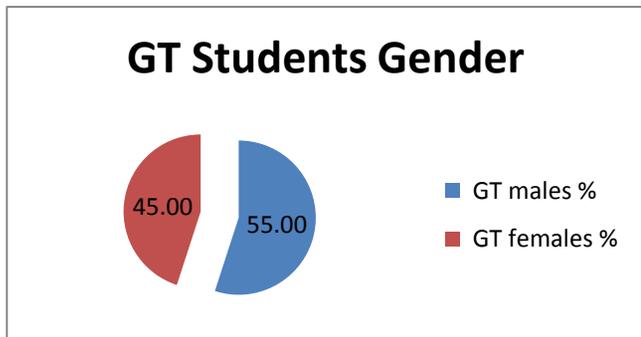
| | | |
|---|---|---|
| Average daily attendance for students | % | 96.25 |
| # of discipline referrals in 2015-2016 | # | 36 |
| # of discipline referrals in 2014-2015 | # | 116 |
| # English Language Learners (LEP) | # | 64 |
| # GT students | # | 29 |
| GT males | % | 55.00 |
| GT females | % | 45.00 |
| # students in 504 program | # | 51 |
| # SPED students | # | 74 |
| # students tested/not qualified for SPED | # | 23/4 |
| LEP students | % | 9.85 |
| change in discipline referrals | % | -68.97 |
| served through SPED services | % | 11.38 |

## Staff Ethnicity

- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

1.36
0.00
0.00
30.13
0.00
1.36
67.12

## Staff Gender

- Male %
- Female %

9.58
90.41
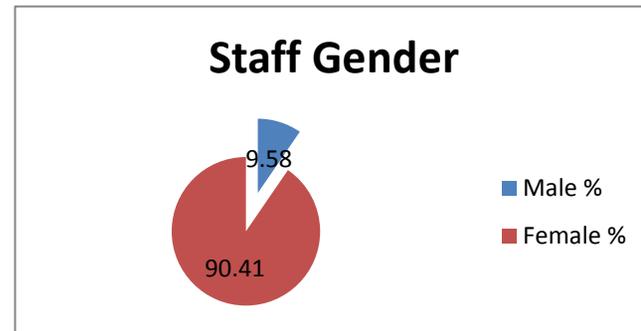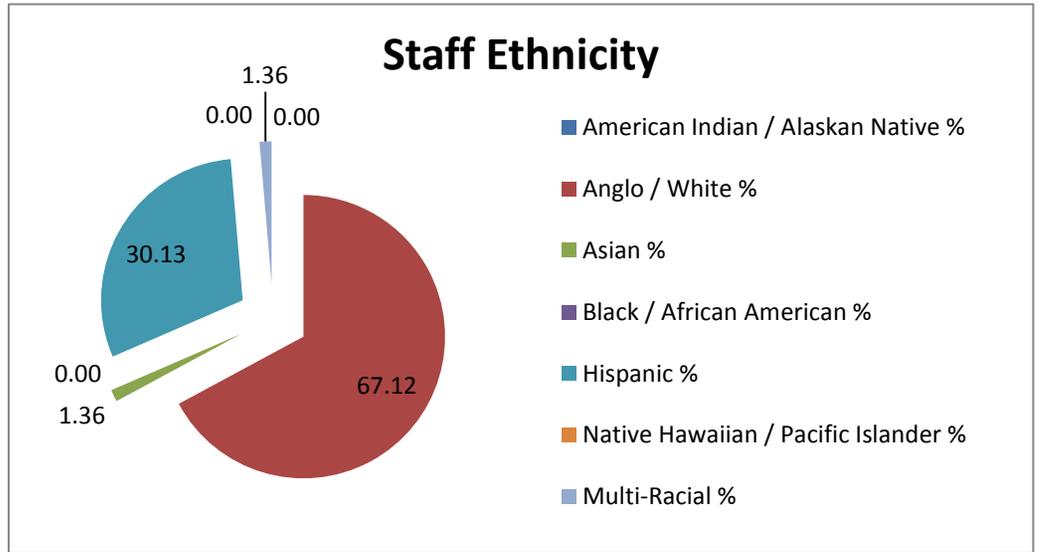
# Campus Performance Objectives
# Highland Lakes Elementary School (MFISD)

| Math | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 251 | 76.00% | 72.00% | 19.00% | 19.00% |
| At Risk | 148 | 59.00% | 52.00% | 7.00% | 4.00% |
| Economic Disadvantage | 186 | 67.00% | 67.00% | 12.00% | 13.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 2 | 50.00% | 100.00% | 0.00% | 100.00% |
| Hispanic | 165 | 58.00% | 65.00% | 14.00% | 11.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 4 | 50.00% | 0.00% | 25.00% | 0.00% |
| White | 79 | 78.00% | 88.00% | 32.00% | 41.00% |
| Gifted Talented | 21 | 100.00% | 100.00% | 57.00% | 79.00% |
| LEP | 84 | 58.00% | 47.00% | 11.00% | 5.00% |
| Special Ed | 19 | 42.00% | 53.85% | 5.00% | 19.23% |

| Science | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 83 | 77.00% | 74.00% | 14.00% | 15.00% |
| At Risk | 39 | 54.00% | 47.00% | 0.00% | 0.00% |
| Economic Disadvantage | 58 | 72.00% | 71.00% | 7.00% | 12.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 0 | 0.00% | 100.00% | 0.00% | 100.00% |
| Hispanic | 57 | 68.00% | 67.00% | 9.00% | 9.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 1 | 100.00% | 0.00% | 0.00% | 0.00% |
| White | 25 | 96.00% | 95.00% | 7.00% | 32.00% |
| Gifted Talented | 5 | 100.00% | 100.00% | 60.00% | 44.00% |
| LEP | 25 | 48.00% | 29.00% | 0.00% | 0.00% |
| Special Ed | 3 | 25.00% | 50.00% | 0.00% | 25.00% |

| Reading | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 258 | 69.00% | 72.00% | 22.00% | 17.00% |
| At Risk | 155 | 51.00% | 51.00% | 10.00% | 2.00% |
| Economic Disadvantage | 195 | 61.00% | 68.00% | 18.00% | 13.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 2 | 50.00% | 100.00% | 0.00% | 100.00% |
| Hispanic | 172 | 65.00% | 65.00% | 16.00% | 9.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 4 | 75.00% | 50.00% | 0.00% | 50.00% |
| White | 79 | 76.00% | 86.00% | 38.00% | 32.00% |
| Gifted Talented | 21 | 100.00% | 100.00% | 76.00% | 83.00% |
| LEP | 91 | 51.00% | 41.00% | 13.00% | 0.00% |
| Special Ed | 19 | 16.00% | 55.00% | 11.00% | 18.00% |

| Writing | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 89 | 56.00% | 85.00% | 8.00% | 7.00% |
| At Risk | 67 | 43.00% | 73.00% | 4.00% | 3.00% |
| Economic Disadvantage | 72 | 50.00% | 79.00% | 7.00% | 6.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Hispanic | 67 | 49.00% | 85.00% | 6.00% | 4.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 1 | 100.00% | 0.00% | 0.00% | 0.00% |
| White | 21 | 71.00% | 87.00% | 14.00% | 13.00% |
| Gifted Talented | 100 | 100.00% | 100.00% | 50.00% | 100.00% |
| LEP | 38 | 45.00% | 73.00% | 5.00% | 5.00% |
| Special Ed | 7 | 14.00% | 60.00% | 0.00% | 0.00% |

# State Compensatory Education (SCE)

## Section 1:  Program Overview

### Program Purpose

In keeping with the intent and purpose of  Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Marble Falls ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at-risk of dropping out of school.  The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

### Program Goals

The goals of all MFISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce and/or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77 ® SB 702).

### General Uses of Funds

Marble Falls ISD uses all SCE funds to supplement services beyond those offered through the regular education program.  SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

### Evaluation and Monitoring

Annual assessments on student progress are used to determine program needs and adjustments.  Grades, local benchmarks and teacher input are considered for continuous monitoring.  A comprehensive needs assessment to pinpoint areas of concern is included on the individual campus action plans.

# State Compensatory Education (SCE)

## Section 2: Student Eligibility

Marble Falls ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who…

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 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. Was not advanced from one grade level to the next for one or more school years;

4. Did not perform satisfactorily on an assessment instrument administered to the student under 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;

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §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 Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by §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. §11302, and its subsequent amendments; or

13. Resided in the preceding school year or reside 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.

# State Compensatory Education (SCE)

# Section 3:  Identification Procedures

## Responsibilities – Campus Contact

The school counselor is designated as the At-Risk Contact for each campus.  Responsibilities of each contact with the assistance from campus assistant principal(s) will include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review in order to identify eligible students
- Oversee timely monitoring of at-risk student progress
- Collaborate with campus principal and staff to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level

## Procedures for Identifying Eligible Students

The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria.  Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

## Periodic Updates and Eligibility Review

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students utilizing the State thirteen criteria, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

# State Compensatory Education (SCE)

## Section 4:  Provision of Services

### Services

Upon identification of student, the campus contact, in collaboration with campus assistant principal(s), will ensure that identified students are provided appropriate services that address the student's qualifying criteria.  These services may include, but are not limited to, the following:

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

### Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress.  Such measures may include the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

# State Compensatory Education (SCE)

## Section 5: Exit Procedures

### Exit Review

Since some criteria may only temporarily qualify student for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact in consultation with the assistant principal(s) will determine through periodic review of student data the student's continued eligibility and need for continued services. All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Maintenance of passing grades with a score of 70 or greater
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

### Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact and assistant principal(s) will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

## Section 6: Program Evaluation

### Required Overall Program Evaluation

The district contact will conduct an annual evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

- The disparity in performance on State assessments between students at-risk of dropping out of school and all other district students

- The disparity in the rates of high school completion between students at-risk of dropping out of school and all other district students

**Title I Components**

**(for proposed Schoolwide Plan)**

| |
|---|
| 1.  Summary of the Comprehensive Needs Assessment of the entire school. |
| 2.  Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research. |
| 3.  Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk). |
| 4.  High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards. |
| 5.  Strategies to attract high-quality highly qualified teachers to high-need schools. |
| 6.  Strategies to increase parental involvement. |
| 7.  Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. |
| 8.  Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overal program.  (Teacher disaggregation and analysis of state data; teacher classroom assessment of students). |
| 9.  Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance. |
| 10.  Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. |

# Highland Lakes Elementary School Professional Learning 2016-2017

## Back to School Professional Learning - August 2016

| Need | Increase focus on standards |
|---|---|
| Strategy | Provide training to all staff on expectations for common planning |

| Need | Increase focus on solid (Tier 1) classroom instruction |
|---|---|
| Strategy | Kagan training |

| Need | |
|---|---|
| Strategy | TTESS training |

| Need | |
|---|---|
| Strategy | BAS training |

| Need | |
|---|---|
| Strategy | |

# Highland Lakes Elementary School Professional Learning 2016-2017

## Campus Professional Learning - Job Embedded

| Need | Increase literacy PK-5 |
|---|---|
| Strategy | Showcase readers workshop strategies during faculty meetings |

| Need | Increase focus on solid (Tier 1) classroom instruction |
|---|---|
| Strategy | Discuss Kagan strategies in "Kagan Club" at monthly meeting |

| Need | Increase focus on student subpopulations |
|---|---|
| Strategy | Trainings on ELPS, RTI, SpEd, behavior |

| Need |  |
|---|---|
| Strategy |  |

| Need |  |
|---|---|
| Strategy |  |

| District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 1 | Highland Lakes Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | | |
| 1.1 | Performance Objective 1 | All students will be successful learners in the curriculum as demonstrated by performance in the classroom and on state and local assessments. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 1.1.1 | Impment the Curriculum Alignment Project throughout the campus. | Instructional Coach, Instructional Technologist, Administration, Teacher | Forethought, Collaborative Planning, Walk-through data, Lesson plans | Collaborative Planning Documentation, Walk-through data, Lesson plans | In Process | 10% Increase in STAAR Data; TPRI Data; BAS Data; AIMS Web Data Through the Year | 1,2,4,8 |
| | | | | | | | |
| 1.1.2 | Provide effective, relevant, job-embedded professional development that directly impacts classroom instruction in the areas of cooperative learning, differentiated instruction, RTI, Best Practices, Sheltered Instruction, and Collaboration | Curriculum & Instruction, ILT, Teachers | Instructional Resources; Kagan training; YAG Documents | TBA, STAAR , Google Classroom Rubrics, T-TESS Feedback; Student Behavior Data | In Progress | 100% of teacher feedback is positive for meaningful learning (including TASB survey data) | 4,8 |
| | | | | | | | |
| 1.1.3 | Continue to analyze student data for accountability and create plans to guide instruction and remediation. RtI plans will be developed for students based on needs. | Teachers, Instructional Staff, Administration | American Reading Company; Instructional Resources; Wilson Materials; SSI Guidelines | TBA's, STAAR, Classroom Grades; TAPR Reports | In Process | | 1,3,4,5 |
| | | | | | | | |
| 1.2 | Performance Objective 2 | All students will be successful learners in the curriculum as a result of scaffolded and differentiated instruction. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |

| | District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | |
|---|---|---|---|---|---|---|---|
| | **Campus Goal 1** | Highland Lakes Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | |
| 1.2.1 | Teachers will use innovative approaches to differentiate instruction in order to meet the needs of their diverse populations | Curriculum & Instruction, ILT, Teachers | Instructional Resources; Kagan training; YAG Documents, ACE | TBA, STAAR , Google Classroom Rubrics, T-TESS Feedback; Student Data | In Process | 10% Increase in STAAR Data; TPRI Data; BAS Data; AIMS Web Data Through the Year | 1,2,3,8 |
| | | | | | | | |
| 1.2.2 | Teachers will use best practices and innovative approaches to provide reinforcement of curriculum and remediation, when needed. | Curriculum & Instruction, ILT, Teachers | Instructional Resources; Kagan training; CAP Documents, ACE | TBA, STAAR , Google Classroom Rubrics, T-TESS Feedback; Student Data | In Process | 10% Increase in STAAR Data; TPRI Data; BAS Data; AIMS Web Data Through the Year | 1,2,3,8 |
| | | | | | | | |
| | | | | | | | |

| **1.3** | **Performance Objective 3** | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 1.3.1 | | | | | | | |
| | | | | | | | |
| 1.3.2 | | | | | | | |
| | | | | | | | |
| 1.3.3 | | | | | | | |

| | District Goal 2 | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 2 | Highland Lakes Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. | | | | | |
| 2.1 | Performance Objective 1 | Highland Lakes Elementary School will provide leadership opportunities for students and staff, while utilizing concepts from The Leader in Me (Mustang Way) and other leadership resources. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 2.1.1 | Instructional coach and ILT will be responsible for facilitating individual growth and leadership of teachers at the campus level | ILT, Administration, IC | PLC Time; ILT Meetings | Pre & Post Survey Data | In Process | 25% Increase from previous year's data | 3,5 |
| | | | | | | | |
| 2.1.2 | Consistent application of the Principles of the Leader in Me and Character Counts for all students, and recognition of students who demonstrate these character traits. | Teachers, Administration, ILT, Counselor | Leader in Me Books, Character Count Resources, Model Mustangs | Feedback from teachers, parents, and students | In Process | | 1,6 |
| | | | | | | | |
| 2.1.3 | All students have multiple opportunities to serve as leaders (special event leader, guides, students on duty, etc. | Teachers, Administration, ILT, Counselor | Schedule, Student Meetings, Peer Leaders, Classroom Jobs | Duty Rosters | In Process | 25% Increase from previous year's data | 1,2, 6,9 |
| | | | | | | | |
| 2.2 | Performance Objective 2 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 2.2.1 | | | | | | | |
| | | | | | | | |
| 2.2.2 | | | | | | | |
| | | | | | | | |
| 2.2.3 | | | | | | | |

| District Goal 2 | MFISD will identify and invest in the continuous devlopment of leaders who will inspire and support others to improve student achievement. |
|---|---|
| Campus Goal 2 | Highland Lakes Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. |

| 2.3 | Performance Objective 3 | |
|---|---|---|

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 2.3.1 | | | | | | | |
| | | | | | | | |
| 2.3.2 | | | | | | | |
| | | | | | | | |
| 2.3.3 | | | | | | | |

420

| District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 3 | Highland Lakes Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools. | | | | | | |
| **3.1** **Performance Objective 1** | Highland Lakes Elementary School will actively involve parents and community in the education of our students. | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 3.1.1 | Consistent, constant communication with parents and community. | Teachers, Administrators, ILT, Counselor, Secretary | Webpage, Email, Newsletter, Skylert, Twitter Feed, Facebook Page, Remind, Translators, Student Planners, ACE | Partcipation in community and family events; Parent Survey Results, CaSE | Planning; In Process | 10% Increase in parent & family member participation in school events | 6,7 |
| | | | | | | | |
| 3.1.2 | Consistent parent & family meetings throughout the year | Administration, Teachers | Porch Visits, Open House, Meet the Teacher, Parent Conferences, One Novel Read Family Night, Academic Showcase, Summer Reading Program, ACE, Skyward Family Access | Partcipation in community and family events; Parent Survey Results, CaSE | In Process | 10% Increase in parent & family member participation | 6,7 |
| | | | | | | | |
| 3.1.3 | Maintain a volunteer program for community members, family members, and parents | Administration, ILT | Campus Facility, Time, PTO, ACE | Visitor Log; Parent Survey Results | In Process | 10% Increase in volunteer participation | 6,7 |
| | | | | | | | |
| **3.2** **Performance Objective 2** | | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |

421

| | District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 3 | Highland Lakes Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools. | | | | | |
| 3.2.1 | | | | | | | |
| | | | | | | | |
| 3.2.2 | | | | | | | |
| | | | | | | | |
| 3.2.3 | | | | | | | |
| | | | | | | | |
| 3.3 | Performance Objective 3 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 3.3.1 | | | | | | | |
| | | | | | | | |
| 3.3.2 | | | | | | | |
| | | | | | | | |
| 3.3.3 | | | | | | | |
| | | | | | | | |

| District Goal 4 | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 4 | Highland Lakes Elementary School will provide a safe and healthy environment conducive to student learning | | | | | | |

| 4.1 | Performance Objective 1 | Highland Lakes Elementary School will provide a positive and supportive learning environment for staff | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 4.1.1 | Staff will be trained on all safety and security procedures, Code of Conduct, and in Campus Crisis Plan | Administration; Director of Security | Safety Logs; Drill Logs; Faculty Meetings; Handbooks & Student Code of Conduct | Safety Audits; V-Soft Rosters; Sign-In Documentation | In Process | 100% of Staff Trained | 1, 10 |
| | | | | | | | |
| 4.1.2 | Increased opportunities to recognize staff and celebrate campus accomplishments | Administration, Hospitality Committee | Mustang Award and Celebrations at faculty Meetings, Thank you notes | Survey Results | In Process | 10% Increase in Survey Data | 5 |
| | | | | | | | |
| 4.1.3 | Improve and Maintain a collaborative culture throughout all teams | Teachers, Administration, ILT | PLC's; Peer Observations; Vertical Planning Meetings | Survey Results | In Process | 10% Increase in Survey Data | 5 |

| 4.2 | Performance Objective 2 | Highland Lakes Elementary School will provide a positive and supportive learning environment for students | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 4.2.1 | Students will be given opportunities to increase awareness of personal safety at home, school, and the community | Administration, ILT, Teachers, ACE | Safety Drills; Red Ribbon Week; Safety Day; Crisis, bullying, and suicide prevention | Safety Audits | In Process | 100% of students trained | 1, 10 |
| | | | | | | | |

| District Goal 4 | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Goal 4** | Highland Lakes Elementary School will provide a safe and healthy environment conducive to student learning | | | | | | |
| 4.2.2 | Increased opportunities to recognize students and celebrate campus accomplishments. | Administration, ILT, Teachers, ACE | Model Mustangs; Round-Up; | Survey Results | In Process | 10% Increase in Survey Data | 1 |
| | | | | | | | |
| 4.2.3 | | | | | | | |

| 4.3 | **Performance Objective 3** | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 4.3.1 | | | | | | | |
| | | | | | | | |
| 4.3.2 | | | | | | | |
| | | | | | | | |
| 4.3.3 | | | | | | | |

| District Goal 5 | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. |
|---|---|
| Campus Goal 5 | Highland Lakes Elementary School will recruit, develop, and retain highly qualified and effective personnel. |

| 5.1 | Performance Objective 1 | Highland Lakes Elementary School will provide opportunities for staff and students to recognize good character traits of students and staff. | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| 5.1.1 | HLES will offer job-embedded, student-centered and technology based professional development to focus on improving teacher effectiveness. | Administration; ILT; Mentor Teachers | Campus Materials; CLI Engage | Staff Survey | In Process | | 3,5,7 |
| 5.1.2 | All staff, including Full-Day Pre-K Staff will meet highly qualified status. | Administration; Central Office | Job Posting Requirements; Campus Interview Process | NCLB Reports | Completed | 100% of Staff meet NCLB Highly Qualified Status | 3,5,7 |
| 5.1.3 | Develop a framework of values & beliefs to be used in the hiring process. | Administration; Central Office | Rubric used in hiring decisions; Aligned interview questions | Retention Rate | In Process | 90% Retention Rate of new staff | 3,5,7 |

| 5.2 | Performance Objective 2 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| 5.2.1 | | | | | | | |
| 5.2.2 | | | | | | | |
| 5.2.3 | | | | | | | |

| | District Goal 5 | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 5 | Highland Lakes Elementary School will recruit, develop, and retain highly qualified and effective personnel. | | | | | |
| 5.3 | Performance Objective 3 | MFISD will retain highly qualified instructional staff. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 5.3.1 | Staff Recognition | | | | | | |
| | | | | | | | |
| 5.3.2 | Exit Interview | | | | | | |
| | | | | | | | |
| 5.3.3 | | | | | | | |

| District Goal 6 | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Goal 6** | Highland Lakes Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs. | | | | | | |

| 6.1 | **Performance Objective 1** | Highland Lakes Elementary School will provide students and staff with necessary resources. | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 6.1.1 | Increase the amount of feedback gathered to develop a budget with input from stakeholders. | Administration | Budget Guidelines from MFISD; CEIC; PLC's | Adopted Budget | Planning | | 9,1 |
| | | | | | | | |
| 6.1.2 | The budget process will be developed and managed to reflect the objectives of the CIP and follow Title I Compliance Regulations | Administration | Budget Guidelines from MFISD; CIP; DIP; Title I | Adopted Budget | Planning | 100% Alignment with CIP and DIP | 9,1 |
| | | | | | | | |
| 6.1.3 | | | | | | | |

| 6.2 | **Objective 2** | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 6.2.1 | | | | | | | |
| | | | | | | | |
| 6.2.2 | | | | | | | |
| | | | | | | | |
| 6.2.3 | | | | | | | |

| 6.3 | **Objective 3** | | | | | | |
|---|---|---|---|---|---|---|---|

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| **District Goal 6** | | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | |
| **Campus Goal 6** | | Highland Lakes Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs. | | | | | |
| | | | | | | | |
| 6.3.1 | | | | | | | |
| | | | | | | | |
| 6.3.2 | | | | | | | |
| | | | | | | | |
| 6.3.3 | | | | | | | |

# Spicewood Elementary School (MFISD)

# Campus Improvement Plan

## 2016-2017

### MFISD Mission

**The mission of the 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.**

### MFISD VISION

**Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.**

LEARNERS TODAY, LEADERS TOMORROW, MUSTANGS FOREVER!

## CAMPUS MISSION

Spicewood Elementary will ignite the passion for learning in each student by developing skills needed to thrive in society.

## CAMPUS VISION

Spicewood Elementary has a daily commitment to inspire one another, nurture each other, and grow together.

# Spicewood Elementary School
## Campus Educational Improvement Committee

| NAME | POSITION<br>Parent, Business, Community,<br>Teacher, etc | SIGNATURE |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| NAME | POSITION<br>Parent, Business, Community,<br>Teacher, etc | SIGNATURE |
|------|------|------|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

# Spicewood Elementary School
## COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee on DATE

| Participants in Attendance | Data Sources Examined | |
|---|---|---|
| | ☐ TAPR | |
| | ☐ Disaggregated STAAR / TAKS Data | |
| | ☐ Campus PEIMS Reports | |
| | ☐ Student Attendance Data | |
| | ☐ Truancy Data | |
| | ☐ Referral % for SPED Students | |
| | ☐ Campus Parent Participation | |
| | ☐ Failure Rates | |
| | ☐ Parent Survey | |
| | ☐ TELPAS Data | |
| | ☐ Achievement Test Data | |
| | ☐ TBA Data | |
| | ☐ DRA, BAS, or Other Reading | |
| | ☐ Pre AP / AP Scores | |
| | ☐ PSAT / SAT / ACT Scores | |
| | ☐ Completion Rate | |
| | ☐ Federal Accountability Data | |
| | ☐ Other | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | **List Other Data Here** | |
| | | |
| | | |

| Participants in Attendance | Data Sources Examined | |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**Spicewood Elementary School**
**Comprehensive Needs Assessment Summary**

Number of Students served, compared to previous year. 203/223

Classroom Organization (K-2 self-contained; 3-5 departmentalized); SPED Classrooms

Our District Support for Schoolwide Title 1 programs consists of parent and family involvement activities, intervention and enrichment, cooperative learning structures, focused professional development, instructional coaches, instructional technologists, math specialists, and reading specialists.

Our State Compensatory Education Program (SCE) provides intensive instructional support to identified at-risk students in a small group setting, as well as to build teacher capacity through job embedded professional learning in order to provide quality instruction for these students.

**DEMOGRAPHICS**

Strengths: Met standards for accountability rating for all student groups. Bright spots in STAAR include fourth grade writing. All classroom teachers are ESL ceRtIfied.

Needs: Campus STAAR data is lower than expected in most areas. See the Performance Objective Tab

**FAMILY AND COMMUNITY INVOLVEMENT**

Strengths: We are fortunate to have a C.E.I.C., a robust P.T.O., and multiple family-oriented school events that involve parents, family, and community members.

Needs: SWES will increase paRtIcipation in parent surveys by providing multiple opportunities for parents and family members to reflect and give feedback on our school's systems. Our goal will be to give students leadership roles within the school and during family and community events.

**STAFF QUALITY, RECRUITMENT AND RETENTION**

Strengths: Our Instructional Leadership Team supports teachers in all areas of the state-required curriculum. Our Title 1 funds help to secure support staff in the area of mathematics and English language arts. Teachers are collaboratively planning in grade level and veRtIcal teams providing veRtIcal and horizontal alignment within our campus. Our instructional coach, Sonya Smith, conducts regular and ongoing professional development such as book studies and coaching cycles to provide opportunities for professional growth. She consistently works with teachers to develop and improve systems to review data and increase student mastery and instructional focus. Our instructional technologist, Melissa Fletcher, provides ongoing support to campus personel to use technology and student-centered instruction.

Needs: We will implement a redisgned mentoring program that provides regular and ongoing professional support for new-to-profession and new-to-campus employees. We will work to improve our already positive culture to encourage retention and recruitment of highly-qualified staff. Faculty meetings will be used for continual professional development within all content areas including behavioral supports, Positive Behavior Intervention Supports (PBIS), literacy instruction, and a conceptual approach to mathematics instruction.

**SCHOOL CONTEXT, CULTURE, CLIMATE AND ORGANIZATION**

Strengths: The school culture and climate is friendly and warm to our school family. We provide multiple opportunities for parents and students to be a part of the school culture through involvement in community outreach and PTO sponsored events. Parents are informed about academic and non-academic progress in multiple ways such as phone calls, e-mails, and written communication. Students are expected to arrive to school on time, and parents are notified if attendance becomes an area of concern. Teachers are committed to providing safe arrival procedures by greeting students as they arrive and knowing each student by their name and need.

Needs: We will focus on consistent enforcement of the student code of conduct to provide a safer environment for all students and staff. Supervision and routines in dismissal areas (bus line, after school program) will be evaluated to ensure students arrive safely home. Purposeful and timely staff recognition and team building will be used to continue to develop a strong, enduring climate and culture at SWES.

**CURRICULUM, INSTRUCTION AND ASSESSMENT**

Strengths: A focus on student learning and the standards has solidified who we are as a campus by implementing planning for learning in order to meet the needs of every student. Collaborative conversations to impact student learning occur regularly. Instructional design, such as Learning Academy, coupled with support within the classroom, such as flexible grouping and student intervention, have led to increased engagement to maximize achievement.

Needs: SWES will focus on students' strengths and weaknesses to ensure they are being successful in all academic areas. Areas of concern, such as science and reading, will be specifically addressed. The campus will improve the use of student data through a focus on effective Tier I instruction, consistent use of the Curriculum Alignment Project documents and procedures, and RtI progress monitoring using SMART goals. We will increase the opportunities for teachers to observe and reflect on their practice through learning walks and collaborative meetings. Teachers will utilize and integrate technology to support students as 21st Century learners with our campus instructional technologist as a mentor of best practice. Positive behavior management will maximize student engagement.

**STUDENT ACHIEVEMENT**

Strengths: The CEIC and Instructional Leadership Team review multiple forms of data including but not limited to previous STAAR scores, current DRA levels, AIMSweb reports, TELPAS, RtI, TPRI, and other data.  The data shows areas of strength for our students such as school-wide writing and reading in most areas.  Communication between Special Education and general education teachers was an area of focus with positive results. Our district ESL Coordinator, Deb Canup, trained staff on differentiation strategies.

Needs:  We will focus on the standards through the Curriculum Alignment Project to positively impact student achievement. We will continue to examine data in grade-level and veRtIcal-teams. Our Response to Intervention (RtI) team will focus on meeting the needs of struggling students while we provide enrichment through small group instruction, Challenge Lab, pull-out programs, and after-school clubs.

**TECHNOLOGY**

Strengths:  All staff attended SPARK and responded with a desire to integrate technology in an appropriate manner. Our campus technologist, Melissa Fletcher, is on campus several days a week to assist teachers in the integration. We are consistently moving forward to maintain existing technology and to discover new, seamless ways to integrate our tools with the purpose of increasing student engagement and mastery. An after-school Journalism Club utilizes technology to create the campus yearbook.
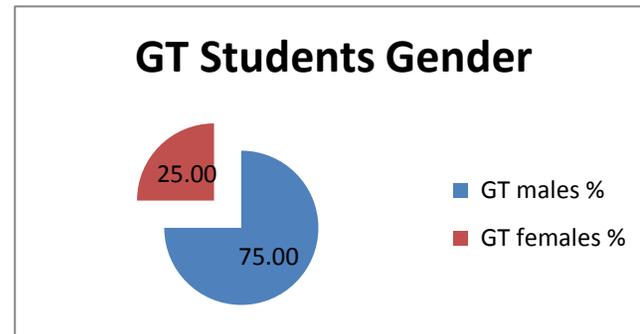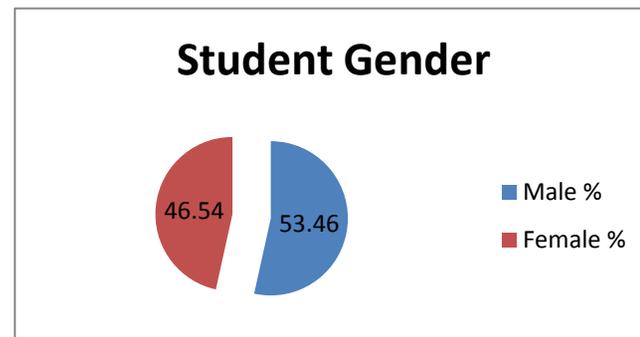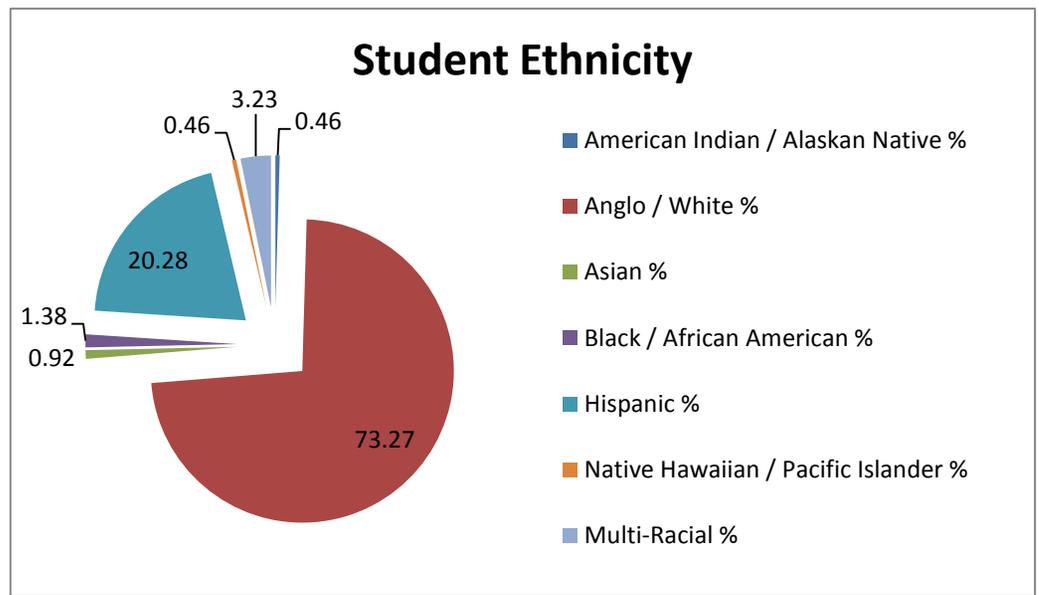
Needs:  We will work to make technology integration meaningful and to connect with knowledge and experiences that would be unavailble without the technology tool.

| CAMPUS GENERAL INFO | | 2016-17 |
|---|---|---|
| Campus Name | | MFISD Spicewood |
| # of campuses in district | # | 7 |
| | | |
| type of families (i.e. middle class working) | | lower to middle class |
| current enrollment | # | 203 |
| grade level | text | PKN - 5 |
| 5 year prior enrollment | # | 220 |
| increase in enrollment | % | -7.73 |

| STUDENT DEMOGRAPHICS | | 2015-2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 0.46 |
| Anglo / White | % | 73.27 |
| Asian | % | 0.92 |
| Black / African American | % | 1.38 |
| Hispanic | % | 20.28 |
| Native Hawaiian / Pacific Islander | % | 0.46 |
| Multi-Racial | % | 3.23 |
| Male | % | 53.46 |
| Female | % | 46.54 |
| Low SES | % | 48.00 |

| STAFF DEMOGRAPHICS | | 2015-2016 |
|---|---|---|
| American Indian / Alaskan Native | % | 0.00 |
| Anglo / White | % | 83.33 |
| Asian | % | 0.00 |
| Black / African American | % | 0.00 |
| Hispanic | % | 10.00 |
| Native Hawaiian / Pacific Islander | % | 0.00 |
| Multi-Racial | % | 0.00 |
| Male | % | 0.32 |
| Female | % | 96.66 |
| highly qualified teachers | % | 100.00 |
| highly qualified paraprofessionals | % | 100.00 |

| CAMPUS CHARACTERISTICS | | 2015-2016 |
|---|---|---|
| Average daily attendance for students | % | 96.16 |

## Student Ethnicity



- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

3.23  0.46  0.46  20.28  1.38  0.92  73.27

## Student Gender



46.54  53.46

- Male %
- Female %

## GT Students Gender



25.00  75.00

- GT males %
- GT females %

| | | |
|---|---|---|
| # of discipline referrals in 2015-2016 | # | 5 |
| # of discipline referrals in 2014-2015 | # | 7 |
| # English Language Learners (LEP) | # | 17 |
| # GT students | # | 20 |
| GT males | % | 75.00 |
| GT females | % | 25.00 |
| # students in 504 program | # | 19 |
| # SPED students | # | 15 |
| # students tested/not qualified for SPED | # | 9/0 |
| LEP students | % | 8.37 |
| change in discipline referrals | % | -28.57 |
| served through SPED services | % | 7.39 |

## Staff Ethnicity



- American Indian / Alaskan Native %
- Anglo / White %
- Asian %
- Black / African American %
- Hispanic %
- Native Hawaiian / Pacific Islander %
- Multi-Racial %

0.00  0.00  0.00  0.00  0.00  10.00  83.33

## Staff Gender



- Male %
- Female %

0.32  96.66

439
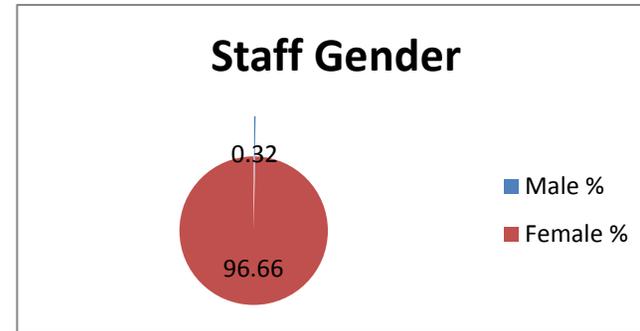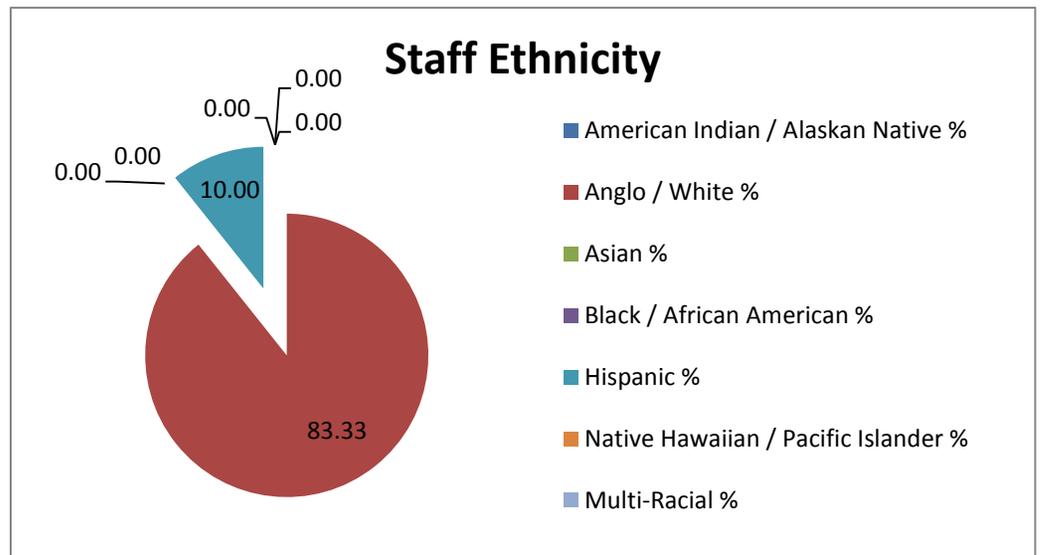
# Campus Performance Objectives
## Spicewood Elementary School

| Math | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 103 | 90.00% | 88.00% | 29.00% | 28.00% |
| At Risk | 27 | 60.55% | 67.00% | 6.42% | 11.00% |
| Economic Disadvantage | 43 | 72.00% | 66.00% | 26.00% | 16.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 1 | 0.00% | 100.00% | 0.00% | 100.00% |
| Black/African American | 1 | 100.00% | 100.00% | 100.00% | 0.00% |
| Hispanic | 19 | 68.00% | 79.00% | 16.00% | 21.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 2 | 100.00% | 100.00% | 0.00% | 0.00% |
| White | 79 | 90.00% | 91.00% | 37.00% | 22.00% |
| Gifted Talented | 15 | 80.00% | 100.00% | 53.00% | 72.00% |
| LEP | 11 | 55.00% | 50.00% | 0.00% | 16.00% |
| Special Ed | 8 | 25.00% | 0.00% | 0.00% | 0.00% |

| Science | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 41 | 76.00% | 78.28% | 5.00% | 5.25% |
| At Risk | 9 | 33.00% | 33.99% | 0.00% | 0.00% |
| Economic Disadvantage | 14 | 57.00% | 58.71% | 0.00% | 0.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Black/African American | 1 | 100.00% | 103.00% | 0.00% | 0.00% |
| Hispanic | 7 | 43.00% | 44.29% | 0.00% | 0.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 2 | 100.00% | 103.00% | 0.00% | 0.00% |
| White | 31 | 81.00% | 83.43% | 6.00% | 6.30% |
| Gifted Talented | 6 | 100.00% | 100.00% | 33.00% | 34.65% |
| LEP | 3 | 0.00% | 0.00% | 0.00% | 0.00% |
| Special Ed | 4 | 0.00% | 0.00% | 0.00% | 0.00% |

| Reading | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 103 | 85.00% | 96.00% | 33.00% | 34.00% |
| At Risk | 27 | 70.00% | 83.00% | 7.00% | 11.00% |
| Economic Disadvantage | 43 | 79.00% | 92.00% | 26.00% | 22.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Asian | 1 | 0.00% | 100.00% | 0.00% | 0.00% |
| Black/African American | 1 | 100.00% | 100.00% | 100.00% | 0.00% |
| Hispanic | 19 | 74.00% | 89.00% | 21.00% | 16.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 0.00% |
| Multi-racial | 2 | 50.00% | 100.00% | 0.00% | 0.00% |
| White | 79 | 94.00% | 97.00% | 30.00% | 30.00% |
| Gifted Talented | 15 | 80.00% | 100.00% | 67.00% | 94.00% |
| LEP | 11 | 73.00% | 83.00% | 9.00% | 0.00% |
| Special Ed | 10 | 25.00% | 0.00% | 0.00% | 0.00% |

| Writing | Total Students | Met / Satisfactory | | Advanced | |
|---|---|---|---|---|---|
| | | 2016 Actual | 2015 Actual | 2016 Actual | 2015 Actual |
| All Students | 27 | 93.00% | 95.00% | 19.00% | 19.00% |
| At Risk | 8 | 75.00% | 6700.00% | 0.00% | 0.00% |
| Economic Disadvantage | 12 | 83.00% | 92.00% | 8.00% | 15.00% |
| Am Indian/Alaska Native | 0 | 0.00% | 0.00% | 0.00% | 10.00% |
| Asian | 0 | 0.00% | 0.00% | 0.00% | 10.00% |
| Black/African American | 0 | 0.00% | 100.00% | 0.00% | 100.00% |
| Hispanic | 5 | 80.00% | 100.00% | 20.00% | 33.00% |
| Hawaiian/Pacific Islander | 0 | 0.00% | 0.00% | 0.00% | 10.00% |
| Multi-racial | 0 | 0.00% | 100.00% | 0.00% | 0.00% |
| White | 22 | 95.00% | 94.00% | 18.00% | 16.00% |
| Gifted Talented | 6 | 100.00% | 100.00% | 67.00% | 50.00% |
| LEP | 4 | 75.00% | 100.00% | 0.00% | 0.00% |
| Special Ed | 2 | 50.00% | 0.00% | 0.00% | 0.00% |

# State Compensatory Education (SCE)

## Section 1:  Program Overview

### Program Purpose

In keeping with the intent and purpose of  Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Marble Falls ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at-risk of dropping out of school.  The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met-to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

### Program Goals

The goals of all MFISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce and/or eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, Texas Education Code and 77 ® SB 702).

### General Uses of Funds

Marble Falls ISD uses all SCE funds to supplement services beyond those offered through the regular education program.  SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

### Evaluation and Monitoring

Annual assessments on student progress are used to determine program needs and adjustments.  Grades, local benchmarks and teacher input are considered for continuous monitoring.  A comprehensive needs assessment to pinpoint areas of concern is included on the individual campus action plans.

# State Compensatory Education (SCE)

## Section 2:  Student Eligibility

Marble Falls ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

2. Is in grade 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. Was not advanced from one grade level to the next for one or more school years;

4. Did not perform satisfactorily on an assessment instrument administered to the student under 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;

5. Is pregnant or is a parent;

6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;

7. Has been expelled in accordance with §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 Public Education Information Management System (PEIMS) to have dropped out of school;

10. Is a student of limited English proficiency, as defined by §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. §11302, and its subsequent amendments; or

13. Resided in the preceding school year or reside 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.

# State Compensatory Education (SCE)

## Section 3: Identification Procedures

### Responsibilities – Campus Contact

The school counselor is designated as the At-Risk Contact for each campus. Responsibilities of each contact with the assistance from campus assistant principal(s) will include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services and/or continued eligibility
- Oversee, at a minimum, a semi-annual review in order to identify eligible students
- Oversee timely monitoring of at-risk student progress
- Collaborate with campus principal and staff to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level

### Procedures for Identifying Eligible Students

The district contact (directors of instruction) will establish uniform procedures for identifying students, utilizing the State thirteen criteria. Each campus contact will oversee identification process and will ensure that PEIMS data is updated and forwarded to the MFISD PEIMS District Clerk.

### Periodic Updates and Eligibility Review

The campus contact, in consultation with the campus administrator will establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students utilizing the State thirteen criteria, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

# State Compensatory Education (SCE)

## Section 4: Provision of Services

### Services

Upon identification of student, the campus contact, in collaboration with campus assistant principal(s), will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Parent Involvement
- Tutorials
- Peer Tutoring
- Counseling
- Math, science, reading and language arts remediation programs
- ESL/Bilingual Programs
- Dyslexia Program
- SPED
- 504
- On Campus Credit Recovery
- Truancy Programs
- Special Programs
- Summer School
- Night School
- PEP
- Serenity

### Monitoring

In addition to provision of services, the campus contact, in consultation with campus assistant principal(s) will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- Periodic conference with the teacher
- Progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists

# State Compensatory Education (SCE)

## Section 5:  Exit Procedures

### Exit Review

Since some criteria may only temporarily qualify student for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status), the campus contact in consultation with the assistant principal(s) will determine through periodic review of student data the student's continued eligibility and need for continued services.  All decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Maintenance of passing grades with a score of 70 or greater
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

### Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact and assistant principal(s) will establish periodic reviews of students' performance for those students who have been exited from the SCE Program services.

## Section 6:  Program Evaluation

### Required Overall Program Evaluation

The district contact will conduct an annual evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

- The disparity in performance on State assessments between students at-risk of dropping out of school and all other district students

- The disparity in the rates of high school completion between students at-risk of dropping out of school and all other district students

**Title I Components**

**(for proposed Schoolwide Plan)**

| |
|---|
| 1.  Summary of the Comprehensive Needs Assessment of the entire school. |
| 2.  Reform strategies that address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of target populations of any program that is included in the schoolwide program and that use effective methods and instructional strategies based on scientifically based research. |
| 3.  Instruction by highly qualified teachers (Show appropriate staff development, and strategies for staff recruitment and retention to meet the needs of students at-risk). |
| 4.  High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State's academic standards. |
| 5.  Strategies to attract high-quality highly qualified teachers to high-need schools. |
| 6.  Strategies to increase parental involvement. |
| 7.  Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. |
| 8.  Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overal program.  (Teacher disaggregation and analysis of state data; teacher classroom assessment of students). |
| 9.  Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with effective, timely additional assistance. |
| 10.  Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. |

# Spicewood Elementary School Professional Learning 2016-2017

## Back to School Professional Learning - August 2016

| Need | Increase focus on standards |
|---|---|
| Strategy | Provide training to all staff on expectations for common planning and grade level and vertical CAP meetings |

| Need | Discipline Procedures |
|---|---|
| Strategy | Conscious discipline training provided to all staff |

| Need | Compliance |
|---|---|
| Strategy | All staff complete Eduhero videos |

| Need | Focus on culture |
|---|---|
| Strategy | Provided teambuilding activities to promote culture |

| Need | Safety Focus |
|---|---|
| Strategy | Table top discussion of safety plans |

# Spicewood Elementary School Professional Learning 2016-2017

## Campus Professional Learning - Job Embedded

| Need | Increase or continue literacy PK-5 |
|---|---|
| Strategy | Showcase readers workshop strategies during faculty meetings, guided reading workshop, review Literacy Handbook |

| Need | Positive Behavior Supports |
|---|---|
| Strategy | Provide training for TBSI, Trauma Information, and continue to support a discipline committee |

| Need | RtI and Intervention |
|---|---|
| Strategy | Provide training on reading intervention and music, SMART goals and documentation |

| Need | Differentiation and Instruction |
|---|---|
| Strategy | Provide professional development on differentation and strategies for working with special populations |

| Need | Focus on Mission, Vision and Culture |
|---|---|
| Strategy | Provide teambuilding activities throughout the year |

| District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | | |
|---|---|---|---|---|---|---|---|
| **Campus Goal 1** | Spicewood Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | | |

| 1.1 | **Performance Objective 1** | All students will be successful learners in the curriculum as demonstrated by performance in the classroom and on state and local assessments. | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 1.1.1 | Impment the Curriculum Alignment Project throughout the campus. | Instructional Coach, Instructional Technologist, Administration | Forethought, Collaborative Planning, Walk-through data, Lesson plans, Number Talks, Vertical Alignment Documents | Collaborative Planning Documentation, Walk-through data, Lesson plans | In Process | Achieve or maintain 90% or above STAAR passing; TPRI Data; BAS Data Through the Year | 1,2,4,8 |
| | | | | | | | |
| 1.1.2 | Provide responsive, targeted professional learning opportunities for staff, job-embedded professional learning, and instructional planning professional development. | Curriculum & Instruction, Instructional Coach, Instructional Technologist, Administration, Counselor | Forethought, Collaborative Planning, Walk-through data, Lesson plans, Title I Funds | Staff Survey | Survey Results | 10% Increase on Survey Data | 1,3,4,8 |
| | | | | | | | |
| 1.1.3 | Continue to analyze student data for accountability and create plans to guide instruction and remediation. RtI SMART Goals will be developed for students based on needs. | Teachers, Instructional Staff, RtI Teams, Counselor, Administration | Instructional Resources; Wilson Materials; SSI Guidelines; Challenge Lab; AIMSWeb; BAS; TPRI; TBAs | TBA's, STAAR, Classroom Grades; TAPR Reports; RtI Documentation | In Process | Achieve or maintain 90% or above STAAR passing; TPRI Data; BAS Data Through the Year | 1,3,4,5 |
| | | | | | | | |

| 1.2 | **Performance Objective 2** | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |

| | District Goal 1 | MFISD will ensure academic performance and acheivement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus Goal 1 | Spicewood Elementary School will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards. | | | | | | |
| | | | | | | | | |
| 1.2.1 | | | | | | | | |
| | | | | | | | | |
| 1.2.2 | | | | | | | | |
| | | | | | | | | |
| 1.2.3 | | | | | | | | |
| | | | | | | | | |
| **1.3** | **Performance Objective 3** | | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** | |
| | | | | | | | | |
| 1.3.1 | | | | | | | | |
| | | | | | | | | |
| 1.3.2 | | | | | | | | |
| | | | | | | | | |
| 1.3.3 | | | | | | | | |
| | | | | | | | | |

| District Goal 2 | MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 2 | Spicewood Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. | | | | | | |
| **2.1** **Performance Objective 1** | Spicewood Elementary School will provide leadership opportunities to students using the concepts from The Leader in Me and the Character Counts Programs. | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 2.1.1 | Consistent application of the Principles of the Leader in Me and Character Counts for all students | Teachers, Administration, ILT, Counselor | Leader in Me Books, Character Count Resources | Feedback from teachers, parents, and students | In Process | | 1,6 |
| | | | | | | | |
| 2.1.2 | Students have multiple opportunities to serve as leaders (special event leader, guides, students on duty, etc.) | Teachers, Administration, ILT, Counselor | Schedule, Student Meetings | Duty Rosters | In Process | 25% Increase from previous year's data | 1,2, 6,9 |
| | | | | | | | |
| 2.1.3 | | | | | | | |

| **2.2** **Performance Objective 2** | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 2.2.1 | | | | | | | |
| | | | | | | | |
| 2.2.2 | | | | | | | |
| | | | | | | | |
| 2.2.3 | | | | | | | |

| **2.3** **Performance Objective 3** | | | | | | | |
|---|---|---|---|---|---|---|---|

| | District Goal 2 | MFISD will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 2 | Spicewood Elementary School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 2.3.1 | | | | | | | |
| | | | | | | | |
| 2.3.2 | | | | | | | |
| | | | | | | | |
| 2.3.3 | | | | | | | |
| | | | | | | | |

| District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. |
|---|---|
| Campus Goal 3 | Spicewood Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools. |

| 3.1 | Performance Objective 1 | Spicewood Elementary School will actively involve parents and community in the education of our students. |

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 3.1.1 | Consistent, constant communication with parents and community. | Teachers, Administrators, ILT, Counselor, Secretary | Webpage, Email, Newsletter, Sky Alert, Twitter Feed, Facebook Page, Translators, Student Planners, PTO | Partcipation in community and family events; Parent Survey Results, CaSE | Planning; In Process | 10% Increase in parent & family member participation in school events | 6,7 |
| | | | | | | | |
| 3.1.2 | Maintain a volunteer program for community members, family members, and parents | Administration, ILT | Campus Facility, Time, PTO | Visitor Log; Parent Survey Results | In Process | 10% Increase in volunteer participation | 6,7 |
| | | | | | | | |
| 3.1.3 | Consistent parent & family meetings throughout the year | Administration, Teachers | Open House, Meet the Teacher, Parent Conferences, PTO | Partcipation in community and family events; Parent Survey Results, CaSE | In Process | 10% Increase in parent & family member participation | 6,7 |

| 3.2 | Performance Objective 2 | |

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| 3.2.1 | | | | | | | |
| | | | | | | | |
| 3.2.2 | | | | | | | |
| | | | | | | | |
| 3.2.3 | | | | | | | |

| | District Goal 3 | MFISD will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students, and the community at-large to be involved in our schools. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 3 | Spicewood Elementary School will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents, students and the community at-large to be involved in our schools. | | | | | |
| 3.3 | Performance Objective 3 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 3.3.1 | | | | | | | |
| | | | | | | | |
| 3.3.2 | | | | | | | |
| | | | | | | | |
| 3.3.3 | | | | | | | |

| | District Goal 4 | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 4 | Spicewood Elementary School will provide a safe and healthy environment conducive to student learning | | | | | |
| 4.1 | Performance Objective 1 | Spicewood Elementary School will provide a positive and supportive learning environment. | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 4.1.1 | Staff will evaluate and formalize all safety and security procedures including the Code of Conduct, Campus Crisis Plan, and other systems. | All staff; Administration; Director of Security | Safety Logs; Drill Logs; Faculty and Committee Meetings; Handbooks & Student Code of Conduct; Progressive Discipline Document | Safety Audits; V-Soft Rosters; Sign-In Documentation; Discipline Referrals | In Process | Written procedures and documentation for all safety systems. | 1, 10 |
| | | | | | | | |
| 4.1.2 | Improve and maintain a collaborative culture throughout all teams | Teachers, Administration, ILT | CAP Meetings; Peer Observations; Vertical Planning Meetings | Survey Results | In Process | 95% or above on relevant survey data | 5 |
| | | | | | | | |
| 4.1.3 | Increased opportunities to recognize staff and celebrate campus accomplishments | Administration, Staff Sunshine Committee | Updated Lounge, Thank you notes | Survey Results | In Process | 95% or above on relevant survey data | 5 |
| | | | | | | | |
| 4.2 | Performance Objective 2 | | | | | | |
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 4.2.1 | | | | | | | |
| | | | | | | | |
| 4.2.2 | | | | | | | |

| | District Goal 4 | MFISD will provide a safe and healthy environment conducive to student learning. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 4 | Spicewood Elementary School will provide a safe and healthy environment conducive to student learning | | | | | |
| | | | | | | | |
| 4.2.3 | | | | | | | |

| 4.3 | Performance Objective 3 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 4.3.1 | | | | | | | |
| | | | | | | | |
| 4.3.2 | | | | | | | |
| | | | | | | | |
| 4.3.3 | | | | | | | |

| District Goal 5 | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. |
|---|---|
| **Campus Goal 5** | **Spicewood Elementary School will recruit, develop, and retain highly qualified and effective personnel.** |

| 5.1 | **Performance Objective 1** | **Spicewood Elementary School will provide opportunities for staff and students to recognize good character traits of students and staff.** | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 5.1.1 | All staff, including Full-Day Pre-K Staff will meet highly qualified status. | Administration; Central Office | Job Posting Requirements; Campus Interview Process | NCLB Reports | Completed | 100% of Staff meet NCLB Highly Qualified Status | 3,5,7 |
| | | | | | | | |
| 5.1.2 | Continue to utilize a framework of values & beliefs to be used in the hiring process. | Administration; Central Office | Rubric used in hiring decisions; Aligned interview questions | Retention Rate | In Process | 90% Retention Rate of new staff | 3,5,7 |
| | | | | | | | |
| 5.1.3 | We will offer job-embedded, student-centered and technology based professional development to focus on improving teacher effectiveness. | Administration; ILT; Mentor Teachers | Campus Materials; CLI Engage | Staff Survey | In Process | | 3,5,7 |

| 5.2 | **Performance Objective 2** | **Spicewood Elementary will implement a redesigned mentoring program that provides regular and ongoing professional support for new-to-profession and new-to-campus staff.** | | | | | |
|---|---|---|---|---|---|---|---|
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 5.2.1 | All new-to-profession and new-to-campus staff will receive a monthly New to SWES Newsletter describing events and pertinent information. | Instructional Coach | Monthly newsletters | Newsletters going out monthly | Implementing | | |
| | | | | | | | |

| District Goal 5 | MFISD will recruit, hire, develop, and retain highly qualified and effective personnel. | | | | | | |
|---|---|---|---|---|---|---|---|
| Campus Goal 5 | Spicewood Elementary School will recruit, develop, and retain highly qualified and effective personnel. | | | | | | |
| 5.2.2 | All new-to-profession and new-to-campus staff will be assigned a campus mentor with a check in not less than once a month. | administrator | documentation from mentor meetings | Survey of mentor and mentored staff | In Process | | |
| | | | | | | | |
| 5.2.3 | | | | | | | |

| 5.3 | Performance Objective 3 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
| | | | | | | | |
| 5.3.1 | | | | | | | |
| | | | | | | | |
| 5.3.2 | | | | | | | |
| | | | | | | | |
| 5.3.3 | | | | | | | |

| | District Goal 6 | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | |
|---|---|---|---|---|---|---|---|
| | Campus Goal 6 | Spicewood Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs. | | | | | |
| **6.1** | **Performance Objective 1** | Spicewood Elementary School will provide students and staff with necessary resources. | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 6.1.1 | The budget process will be developed and managed to reflect the objectives of the CIP and follow Title I Compliance Regulations. | Administration | Budget Guidelines from MFISD; CIP; DIP; Title I | Adopted Budget | Planning | 100% Alignment with CIP and DIP | 9,1 |
| | | | | | | | |
| 6.1.2 | Increase the amount of feedback gathered to develop a budget with input from stakeholders. | Administration | Budget Guidelines from MFISD; CEIC; PLC's | Adopted Budget | Planning | | 9,1 |
| | | | | | | | |
| 6.1.3 | | | | | | | |
| **6.2** | **Objective 2** | | | | | | |
| | **Strategy / Activity** | **Staff Responsible** | **Resources / Implementation Evidence** | **Formative and/or Summative Evaluation** | **Beginning of Year Status** | **Target Goal (If Applicable)** | **Title 1 Component** |
| | | | | | | | |
| 6.2.1 | | | | | | | |
| | | | | | | | |
| 6.2.2 | | | | | | | |
| | | | | | | | |
| 6.2.3 | | | | | | | |
| **6.3** | **Objective 3** | | | | | | |

| | Strategy / Activity | Staff Responsible | Resources / Implementation Evidence | Formative and/or Summative Evaluation | Beginning of Year Status | Target Goal (If Applicable) | Title 1 Component |
|---|---|---|---|---|---|---|---|
| | **District Goal 6** | MFISD will exercise fiscal responsibility to maintain financial strength and provide financial resources for educational programs. | | | | | |
| | **Campus Goal 6** | Spicewood Elementary School will exercise fiscal responsibility to maintain financial strength and provide the financial resources for educational programs. | | | | | |
| | | | | | | | |
| 6.3.1 | | | | | | | |
| | | | | | | | |
| 6.3.2 | | | | | | | |
| | | | | | | | |
| 6.3.3 | | | | | | | |

## Report on Violent or Criminal Incidents
## Student Disciplinary Action Incident Counts by Reason Code
## 2015-16 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 | 0 | 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 | 0 | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Student Enrollment | 1,200 | 46 | 940 | 572 | 617 | 582 | 217 | 4,174 |
| | Incident Rate | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.000% |

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 Distict's webpage and at all campuses and at the District's Central Administrative Offices).*

# Texas High School Graduates from FY2014
## Enrolled in Texas Public or Independent Higher Education in FY 2015

| County | District | Total Graduates | <2.0 | 2.0-2.49 | 2.5-2.99 | 3.0-3.49 | >3.5 | Unk |
|---|---|---|---|---|---|---|---|---|
| **MARBLE FALLS ISD** | | | | | | | | |
| | 027904002  FALLS CAREER H S | | | | | | | |
| | Four-Year Public University | 0 | | | | | | |
| | Two-Year Public Colleges | 6 | 3 | 0 | 0 | 2 | 0 | 1 |
| | Independent Colleges & Universities | 0 | | | | | | |
| | Not Trackable | 0 | | | | | | |
| | Not Found | 27 | | | | | | |
| | Total High School Graduates | 33 | | | | | | |
| | 027904001  MARBLE FALLS H S | | | | | | | |
| | Four-Year Public University | 63 | 13 | 8 | 9 | 17 | 15 | 1 |
| | Two-Year Public Colleges | 65 | 9 | 11 | 13 | 19 | 10 | 3 |
| | Independent Colleges & Universities | 10 | | | | | | |
| | Not Trackable | 9 | | | | | | |
| | Not Found | 92 | | | | | | |
| | Total High School Graduates | 239 | | | | | | |

**Marble Falls ISD**
**Statement of Revenues and Expenditures - General Fund**
**As of December 30, 2016**

| 50% | Of Fiscal Year | | CURRENT YEAR YTD | | | % OF BUDGET | | CURRENT MONTH | MONTH ACTIVITY | % OF BUDGET |
|---|---|---|---|---|---|---|---|---|---|---|
| REVENUES | | BUDGET | YTD ACTIVITY | BALANCE | | | BUDGET | | | |
| 5710 | LOCAL TAX REVENUES | $ 35,009,082 | $ 16,469,221 | $ 18,539,861 | 47.04% | | $ 35,009,082 | $ 12,810,171 | 36.59% |
| 57XX | OTHER LOCAL REVENUES | $ 445,745 | $ 256,136 | $ 189,609 | 57.46% | | $ 445,745 | $ 37,109 | 8.33% |
| 58XX | STATE PROG. REVENUES | $ 4,230,141 | $ 2,653,550 | $ 1,576,591 | 62.73% | | $ 4,230,141 | $ 269,637 | 6.37% |
| 5900 | FEDERAL REVENUE | $ 890,000 | $ 756,288 | $ 133,712 | 84.98% | | $ 890,000 | $ 64,155 | 7.21% |
| | **TOTAL REVENUE** | $ 40,574,968 | $ 20,135,195 | $ 20,439,773 | 49.62% | | $ 40,574,968 | $ 13,181,073 | 32.49% |
| | | | | | | | | | |
| EXPENDITURES | | | | | | | | | |
| 11 | INSTRUCTION | $ 20,154,115 | $ 7,063,418 | $ 13,090,697 | 35.05% | | $ 20,154,115 | $ 1,650,073 | 8.19% |
| 12 | LIBRARY | $ 434,384 | $ 158,452 | $ 275,932 | 36.48% | | $ 434,384 | $ 37,616 | 8.66% |
| 13 | STAFF DEVELOPMENT | $ 595,824 | $ 244,200 | $ 351,624 | 40.99% | | $ 595,824 | $ 46,564 | 7.82% |
| 21 | INST ADMINISTRATION | $ 945,102 | $ 456,975 | $ 488,127 | 48.35% | | $ 945,102 | $ 110,179 | 11.66% |
| 23 | SCHOOL ADMINISTRATION | $ 2,080,097 | $ 934,562 | $ 1,145,535 | 44.93% | | $ 2,080,097 | $ 172,772 | 8.31% |
| 31 | GUID AND COUNSELING | $ 1,055,918 | $ 439,646 | $ 616,272 | 41.64% | | $ 1,055,918 | $ 90,693 | 8.59% |
| 32 | SOCIAL WORK SERVICES | $ 48,894 | $ 24,416 | $ 24,478 | 49.94% | | $ 48,894 | $ 4,057 | 8.30% |
| 33 | HEALTH SERVICES | $ 388,920 | $ 130,229 | $ 258,691 | 33.48% | | $ 388,920 | $ 30,896 | 7.94% |
| 34 | PUPIL TRANSP - REGULAR | $ 2,013,403 | $ 730,758 | $ 1,282,645 | 36.29% | | $ 2,013,403 | $ 124,714 | 6.19% |
| 36 | CO-CURRICULAR ACT | $ 1,758,799 | $ 677,912 | $ 1,080,887 | 38.54% | | $ 1,758,799 | $ 139,496 | 7.93% |
| 41 | GEN ADMINISTRATION | $ 1,238,686 | $ 714,113 | $ 524,574 | 57.65% | | $ 1,238,686 | $ 147,580 | 11.91% |
| 51 | PLANT MAINT & OPERATION | $ 4,672,645 | $ 2,350,960 | $ 2,321,685 | 50.31% | | $ 4,672,645 | $ 374,449 | 8.01% |
| 52 | SECURITY & MONITORING | $ 114,894 | $ 34,352 | $ 80,543 | 29.90% | | $ 114,894 | $ 4,236 | 3.69% |
| 53 | DATA PROCESSING | $ 1,839,838 | $ 863,134 | $ 976,704 | 46.91% | | $ 1,839,838 | $ 70,740 | 3.84% |
| 61 | COMMUNITY SERVICES | $ 59,691 | $ 19,645 | $ 40,046 | 32.91% | | $ 59,691 | $ 5,165 | 8.65% |
| 81 | FACILITIES ACQ & CONST | $ - | $ - | $ - | 0.00% | | $ - | $ - | 0.00% |
| 91 | STUDENT ATTENDANCE CR | $ 3,588,696 | $ 294,516 | $ 3,294,180 | 8.21% | | $ 3,588,696 | $ - | 0.00% |
| 99 | PURCHASES & CONT SRVS | $ 650,000 | $ 316,774 | $ 333,226 | 48.73% | | $ 650,000 | $ 159,247 | 24.50% |
| | **TOTAL EXPENDITURES** | $ 41,639,906 | $ 15,454,061 | $ 26,185,845 | 37.11% | | $ 41,639,906 | $ 3,168,475 | 7.61% |
| | | | | | | | | | |
| 7000 | Other Sources | | $ 1,061 | | | | Other Sources | $ 1,061 | |
| 8000 | Other Uses | | $ - | | | | Other Uses | | |

| 1200 | EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES | $ 4,682,196 | | EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES | $ 10,013,659 |
|---|---|---|---|---|---|
| 3000 | BEG FUND BAL 07/01/16 | $ 13,815,544 Audited | | | |
| 3000 | END FUND BAL 12/30/16 | $ 18,497,740 Unaudited | | | |

**Marble Falls ISD**
**Statement of Revenues and Expenditures - Food Service**
**As of December 30, 2016**

| 50% | Of Fiscal Year | | CURRENT YEAR YTD | | | % OF BUDGET | | CURRENT MONTH | MONTH ACTIVITY | % OF BUDGET |
|---|---|---|---|---|---|---|---|---|---|---|
| REVENUES | | BUDGET | YTD ACTIVITY | BALANCE | | | BUDGET | | | |
| 57XX | Local & Intermed Revenues | $ 608,656 | $ 298,547 | $ 310,109 | 49.05% | | $ 608,656 | $ 36,202 | 5.95% |
| 58XX | State Program Revenues | $ 12,000 | $ - | $ 12,000 | 0.00% | | $ 12,000 | $ - | 0.00% |
| 59xx | Federal Program Revenues | $ 1,708,914 | $ 459,314 | $ 1,249,600 | 26.88% | | $ 1,708,914 | $ - | 0.00% |
| | **TOTAL REVENUE** | $ 2,329,570 | $ 757,861 | $ 1,571,709 | 32.53% | | $ 2,329,570 | $ 36,202 | 1.55% |
| | | | | | | | | | |
| EXPENDITURES | | | | | | | | | |
| 61 | PAYROLL COST | $ 887,770 | $ 387,248 | $ 500,522 | 43.62% | | $ 887,770 | $ 87,016 | 9.80% |
| 62 | PURCHASE & CONTRACTED | $ 89,355 | $ 29,278 | $ 60,077 | 32.77% | | $ 89,355 | $ 4,794 | 5.37% |
| 63 | SUPPLIES AND MATERIALS | $ 1,289,211 | $ 576,444 | $ 712,767 | 44.71% | | $ 1,289,211 | $ 109,886 | 8.52% |
| 64 | OTHER OPERATING EXP | $ 17,150 | $ 5,506 | $ 11,644 | 32.11% | | $ 17,150 | $ 852 | 4.97% |
| 66 | CPTL OUTLAY | $ - | $ - | $ - | 0.00% | | $ - | $ - | 0.00% |
| | **TOTAL EXPENDITURES** | $ 2,283,486 | $ 998,476 | $ 1,285,010 | 43.73% | | $ 2,283,486 | $ 202,548 | 8.87% |
| | | | | | | | | | |
| 7000 | Other Sources | | $ - | | | | | $ - | |
| 8000 | Other Uses | | $ - | | | | | $ - | |

| 1200 | EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES | $ (240,615) | | EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES | $ (166,346) |
|---|---|---|---|---|---|
| 3000 | BEG FUND BAL 07/01/16 | $ 504,149 Audited | | | |
| 3000 | END FUND BAL 12/30/16 | $ 263,534 Unaudited | | | |

# Marble Falls Independent School District

## Financial Report

## January 16th, 2016

## **Check Payment Fund Summary**
## **Expenditure to Budget Report**

# Check Payment Fund Summary

## For Bills Paid

## December 1 – December 31st, 2016

**F U N D   S U M M A R Y**

| FUND | DESCRIPTION | BALANCE SHEET | REVENUE | EXPENSE | TOTAL |
|------|-------------|--------------:|--------:|--------:|------:|
| 180 | COMPUTER REPAIR FUND | 0.00 | 0.00 | 4,910.17 | 4,910.17 |
| 199 | GENERAL FUND | 27,029.64 | 1,095.78 | 677,981.10 | 706,106.52 |
| 211 | TITLE I PART A, BASIC PROGRAMS | 0.00 | 0.00 | 16,267.00 | 16,267.00 |
| 224 | IDEA PART B FORMULA | 0.00 | 0.00 | 12,233.88 | 12,233.88 |
| 240 | FOOD SERVICE | 0.00 | 57.65 | 110,774.54 | 110,832.19 |
| 244 | VOC. ED.-BASIC GRANT | 0.00 | 0.00 | 1,882.46 | 1,882.46 |
| 270 | TITLE VI, PART B | 0.00 | 0.00 | 6,500.00 | 6,500.00 |
| 352 | 21st CENTURY COMM LEARNING CEN | 0.00 | 0.00 | 29,504.61 | 29,504.61 |
| 622 | CPF - CATE | 0.00 | 0.00 | 3,518.94 | 3,518.94 |
| 651 | CPF - MAINTENANCE | 0.00 | 0.00 | 4,937.50 | 4,937.50 |
| 821 | DESIGNATED GIFTS & BEQUESTS FD | 0.00 | 0.00 | 75.00 | 75.00 |
| *** Fund Summary Totals *** | | 27,029.64 | 1,153.43 | 868,585.20 | 896,768.27 |

************************ End of report ************************

# Expenditure to Budget Report

# January 16th, 2016

# General Operating Fund

# &

# Food Service Fund

3frbud12.p
05.16.10.00.04-010167

MARBLE FALLS ISD
COMPARISON OF REVENUE TO BUDGET   (Date: 12/2016)

8:54 AM    01/09/17
PAGE:          1

| Obj | Obj | 2016-17 ESTIMATED REVENUE | December 2016-17 MTHLY ACTIVITY | 2016-17 Activity | REVENUE BALANCE | PERCENT REALIZED | 2016-17 YTD % |
|---|---|---|---|---|---|---|---|
| 199 | GENERAL FUND | | | | | | |
| 5700 | REVENUE-LOCAL & INTERMED | | | | | | |
| 571- | LOCAL REAL-PROPERTY TAXES | 35,009,082.00 | 12,810,170.54 | 16,469,221.48 | 18,539,860.52 | 47.04 | 47.04 |
| 572- | REV FM SRVCS TO LOCAL ED AG | 3,315.00 | 0.00 | 0.00 | 3,315.00 | 0.00 | 0.00 |
| 573- | TUITION & FEES FROM PATRONS | 102,000.00 | 7,558.98 | 38,360.60 | 63,639.40 | 37.61 | 37.61 |
| 574- | TRANS FROM WITHIN STATE | 243,530.38 | 25,292.98 | 120,473.06 | 123,057.32 | 49.06 | 49.47 |
| 575- | ENTERPRISING ACTIVITIES | 96,900.00 | 4,257.47 | 97,302.64 | -402.64 | 100.42 | 100.42 |
| 57-- | REVENUE-LOCAL & INTERMED | 35,454,827.38 | 12,847,279.97 | 16,725,357.78 | 18,729,469.60 | 47.17 | 47.17 |
| 5800 | STATE PROGRAM REVENUES | | | | | | |
| 581- | PER CAPITA-FOUNDATION REV | 2,643,704.00 | 127,963.00 | 1,825,344.00 | 818,360.00 | 69.04 | 69.04 |
| 582- | STATE REVENUE DISTRBTD BY TEA | 5,000.00 | 0.00 | 8,254.00 | -3,254.00 | 165.08 | 165.08 |
| 583- | TRS ON BEHALF BENEFIT | 1,581,437.00 | 141,674.42 | 819,951.81 | 761,485.19 | 51.85 | 51.85 |
| 58-- | STATE PROGRAM REVENUES | 4,230,141.00 | 269,637.42 | 2,653,549.81 | 1,576,591.19 | 62.73 | 62.73 |
| 5900 | FEDERAL PROGRAM REVENUES | | | | | | |
| 591- | FEDERALLY DIST REVENUES | 40,000.00 | 17,574.58 | 45,534.86 | -5,534.86 | 113.84 | 113.84 |
| 592- | | 50,000.00 | 0.00 | 73,299.24 | -23,299.24 | 146.60 | 146.60 |
| 593- | VOC ED NON FOUNDATION | 800,000.00 | 46,580.57 | 637,453.72 | 162,546.28 | 79.68 | 79.68 |
| 59-- | FEDERAL PROGRAM REVENUES | 890,000.00 | 64,155.15 | 756,287.82 | 133,712.18 | 84.98 | 84.98 |
| 7900 | OTHER RESOURCES | | | | | | |
| 791- | | 0.00 | 1,061.25 | 1,061.25 | -1,061.25 | 0.00 | 0.00 |
| 79-- | OTHER RESOURCES | 0.00 | 1,061.25 | 1,061.25 | -1,061.25 | 0.00 | 0.00 |
| ---- | GENERAL FUND | 40,574,968.38 | 13,182,133.79 | 20,136,256.66 | 20,438,711.72 | 49.62 | 49.63 |

| Obj | Obj | 2016-17 ESTIMATED REVENUE | December 2016-17 MTHLY ACTIVITY | 2016-17 Activity | REVENUE BALANCE | PERCENT REALIZED | 2016-17 YTD % |
|-----|-----|---------------------------|---------------------------------|------------------|-----------------|------------------|---------------|
| 240 | FOOD SERVICE | | | | | | |
| 5700 | REVENUE-LOCAL & INTERMED | | | | | | |
| 574- | TRANS FROM WITHIN STATE | 2,200.00 | 49.35 | 583.47 | 1,616.53 | 26.52 | 26.52 |
| 575- | ENTERPRISING ACTIVITIES | 606,456.00 | 36,152.34 | 297,963.42 | 308,492.58 | 49.13 | 49.13 |
| 57-- | REVENUE-LOCAL & INTERMED | 608,656.00 | 36,201.69 | 298,546.89 | 310,109.11 | 49.05 | 49.05 |
| 5800 | STATE PROGRAM REVENUES | | | | | | |
| 582- | STATE REVENUE DISTRBTD BY TEA | 12,000.00 | 0.00 | 0.00 | 12,000.00 | 0.00 | 0.00 |
| 58-- | STATE PROGRAM REVENUES | 12,000.00 | 0.00 | 0.00 | 12,000.00 | 0.00 | 0.00 |
| 5900 | FEDERAL PROGRAM REVENUES | | | | | | |
| 592- | | 1,708,914.00 | 0.00 | 459,314.46 | 1,249,599.54 | 28.67 | 26.88 |
| 59-- | FEDERAL PROGRAM REVENUES | 1,708,914.00 | 0.00 | 459,314.46 | 1,249,599.54 | 28.67 | 26.88 |
| ---- | FOOD SERVICE | 2,329,570.00 | 36,201.69 | 757,861.35 | 1,571,708.65 | 33.85 | 32.53 |

**Number of Accounts:**  54

*********************** End of report ***********************

| | Obj | Obj | 2016-17 ESTIMATED REVENUE | December 2016-17 MTHLY ACTIVITY | 2016-17 Activity | REVENUE BALANCE | 2016-17 YTD % |
|---|---|---|---|---|---|---|---|
| 199 | | GENERAL FUND | | | | | |
| | 5--- | REVENUE | 40,574,968.38 | 13,181,072.54 | 20,135,195.41 | 20,439,772.97 | 49.62 |
| | 7--- | OTHER RESOURCES | 0.00 | 1,061.25 | 1,061.25 | -1,061.25 | 0.00 |
| | ---- | GENERAL FUND | 40,574,968.38 | 13,182,133.79 | 20,136,256.66 | 20,438,711.72 | 49.63 |
| 240 | | FOOD SERVICE | | | | | |
| | 5--- | REVENUE | 2,329,570.00 | 36,201.69 | 757,861.35 | 1,571,708.65 | 32.53 |
| | ---- | FOOD SERVICE | 2,329,570.00 | 36,201.69 | 757,861.35 | 1,571,708.65 | 32.53 |

**Number of Accounts:** 54


*********************** End of report ***********************

| | Obj | Obj | 2016-17 BUDGET | ENCUMBRANCE YTD | 2016-17 EXPENDITURES | December 2016-17 ACTIVITY | 2016-17 BALANCE | 2016-17 YTD % |
|---|---|---|---|---|---|---|---|---|
| 199 | | GENERAL FUND | | | | | | |
| 11 | | INSTRUCTION | | | | | | |
| | 61-- | PAYROLL COSTS | 19,232,054.31 | 0.00 | 6,691,043.85 | 1,553,875.78 | 12,541,010.46 | 34.79 |
| | 62-- | PURCHASE & CONTRACTED SVS | 297,542.90 | 54,798.24 | 140,711.98 | 41,868.52 | 102,032.68 | 47.29 |
| | 63-- | SUPPLIES AND MATERIALS | 548,892.61 | 44,042.85 | 184,948.30 | 13,511.48 | 319,901.46 | 33.69 |
| | 64-- | OTHER OPERATING EXPENSES | 41,122.55 | 2,157.53 | 7,744.23 | 1,846.84 | 31,220.79 | 18.83 |
| | 66-- | CPTL OUTLY LAND BLDG & EQ | 34,503.00 | 0.00 | 38,970.00 | 38,970.00 | -4,467.00 | 112.95 |
| | ---- | INSTRUCTION | 20,154,115.37 | 100,998.62 | 7,063,418.36 | 1,650,072.62 | 12,989,698.39 | 35.05 |
| 12 | | INST. RESOURCES & MEDIA SVCS | | | | | | |
| | 61-- | PAYROLL COSTS | 335,574.94 | 0.00 | 129,296.92 | 32,625.11 | 206,278.02 | 38.53 |
| | 62-- | PURCHASE & CONTRACTED SVS | 37,090.50 | 0.00 | 5,829.00 | 0.00 | 31,261.50 | 15.72 |
| | 63-- | SUPPLIES AND MATERIALS | 56,270.50 | 11,288.16 | 21,942.17 | 4,844.43 | 23,040.17 | 38.99 |
| | 64-- | OTHER OPERATING EXPENSES | 5,448.00 | 466.00 | 1,384.00 | 146.00 | 3,598.00 | 25.40 |
| | ---- | INST. RESOURCES & MEDIA S | 434,383.94 | 11,754.16 | 158,452.09 | 37,615.54 | 264,177.69 | 36.48 |
| 13 | | CURRICULUM DEV & INST STFF DEV | | | | | | |
| | 61-- | PAYROLL COSTS | 393,668.54 | 0.00 | 169,753.38 | 26,761.82 | 223,915.16 | 43.12 |
| | 62-- | PURCHASE & CONTRACTED SVS | 85,500.00 | 41,245.00 | 8,377.66 | 138.86 | 35,877.34 | 9.80 |
| | 63-- | SUPPLIES AND MATERIALS | 67,500.00 | 2,296.70 | 49,949.82 | 17,647.62 | 15,253.48 | 74.00 |
| | 64-- | OTHER OPERATING EXPENSES | 49,155.84 | 8,007.26 | 16,119.07 | 2,015.57 | 25,029.51 | 32.79 |
| | ---- | CURRICULUM DEV & INST STF | 595,824.38 | 51,548.96 | 244,199.93 | 46,563.87 | 300,075.49 | 40.99 |
| 21 | | INSTRUCTIONAL LEADERSHIP | | | | | | |
| | 61-- | PAYROLL COSTS | 809,165.92 | 0.00 | 392,241.85 | 63,268.61 | 416,924.07 | 48.47 |
| | 62-- | PURCHASE & CONTRACTED SVS | 104,480.88 | 4,214.66 | 56,733.55 | 46,484.57 | 43,532.67 | 54.30 |
| | 63-- | SUPPLIES AND MATERIALS | 13,642.97 | 27.59 | 1,058.59 | 160.40 | 12,556.79 | 7.76 |
| | 64-- | OTHER OPERATING EXPENSES | 17,812.15 | 1,652.29 | 6,940.73 | 265.00 | 9,219.13 | 38.97 |
| | ---- | INSTRUCTIONAL LEADERSHIP | 945,101.92 | 5,894.54 | 456,974.72 | 110,178.58 | 482,232.66 | 48.35 |

3frbud12.p
05.16.10.00.04-010167

MARBLE FALLS ISD
COMPARISON OF EXPENDITURES & ENCUMBRANCE TO BUDGET   (Date: 12/2016)

8:56 AM    01/09/17
PAGE:        2

| | Obj | Obj | 2016-17 BUDGET | ENCUMBRANCE YTD | 2016-17 EXPENDITURES | December 2016-17 ACTIVITY | BALANCE | 2016-17 YTD % |
|---|---|---|---|---|---|---|---|---|
| 199 | | GENERAL FUND | | | | | | |
| 23 | | SCHOOL LEADERSHIP | | | | | | |
| | 61-- | PAYROLL COSTS | 1,988,792.70 | 0.00 | 900,626.65 | 166,311.06 | 1,088,166.05 | 45.29 |
| | 62-- | PURCHASE & CONTRACTED SVS | 34,379.95 | 19,649.20 | 15,439.64 | 3,982.27 | -708.89 | 44.91 |
| | 63-- | SUPPLIES AND MATERIALS | 41,372.05 | 2,013.70 | 13,758.82 | 1,292.05 | 25,599.53 | 33.26 |
| | 64-- | OTHER OPERATING EXPENSES | 15,552.00 | 1,269.96 | 4,736.76 | 1,186.18 | 9,545.28 | 30.46 |
| | ---- | SCHOOL LEADERSHIP | 2,080,096.70 | 22,932.86 | 934,561.87 | 172,771.56 | 1,122,601.97 | 44.93 |
| 31 | | GUIDANCE & COUNSELING | | | | | | |
| | 61-- | PAYROLL COSTS | 1,014,503.14 | 0.00 | 430,459.54 | 87,575.66 | 584,043.60 | 42.43 |
| | 62-- | PURCHASE & CONTRACTED SVS | 8,560.00 | 1,980.00 | 239.46 | 0.00 | 6,340.54 | 2.80 |
| | 63-- | SUPPLIES AND MATERIALS | 20,665.00 | 213.79 | 4,097.10 | 2,327.86 | 16,354.11 | 19.83 |
| | 64-- | OTHER OPERATING EXPENSES | 12,190.00 | 408.43 | 4,849.64 | 789.95 | 6,931.93 | 39.78 |
| | ---- | GUIDANCE & COUNSELING | 1,055,918.14 | 2,602.22 | 439,645.74 | 90,693.47 | 613,670.18 | 41.64 |
| 32 | | SOCIAL WORK SERVICES | | | | | | |
| | 61-- | PAYROLL COSTS | 48,894.20 | 0.00 | 24,416.46 | 4,056.91 | 24,477.74 | 49.94 |
| | ---- | SOCIAL WORK SERVICES | 48,894.20 | 0.00 | 24,416.46 | 4,056.91 | 24,477.74 | 49.94 |
| 33 | | HEALTH SERVICES | | | | | | |
| | 61-- | PAYROLL COSTS | 377,920.52 | 0.00 | 127,619.51 | 30,294.26 | 250,301.01 | 33.77 |
| | 62-- | PURCHASE & CONTRACTED SVS | 540.00 | 0.00 | 540.00 | 240.00 | 0.00 | 100.00 |
| | 63-- | SUPPLIES AND MATERIALS | 9,424.00 | 139.65 | 2,069.24 | 361.64 | 7,215.11 | 21.96 |
| | 64-- | OTHER OPERATING EXPENSES | 1,035.00 | 0.00 | 0.00 | 0.00 | 1,035.00 | 0.00 |
| | ---- | HEALTH SERVICES | 388,919.52 | 139.65 | 130,228.75 | 30,895.90 | 258,551.12 | 33.48 |
| 34 | | PUPIL TRANSPORTATION | | | | | | |
| | 61-- | PAYROLL COSTS | 1,342,689.26 | 0.00 | 528,049.65 | 114,776.30 | 814,639.61 | 39.33 |
| | 62-- | PURCHASE & CONTRACTED SVS | 34,741.55 | 5,564.87 | 15,488.23 | 1,187.57 | 13,688.45 | 44.58 |
| | 63-- | SUPPLIES AND MATERIALS | 348,930.00 | 52,790.10 | 134,848.74 | 26,039.33 | 161,291.16 | 38.65 |
| | 64-- | OTHER OPERATING EXPENSES | -96,732.00 | 1,104.10 | -47,298.72 | -17,289.32 | -50,537.38 | 48.90 |

| Obj | Obj | 2016-17 BUDGET | ENCUMBRANCE YTD | 2016-17 EXPENDITURES | December 2016-17 ACTIVITY | BALANCE | 2016-17 YTD % |
|---|---|---|---|---|---|---|---|
| 199 | GENERAL FUND | | | | | | |
| 34 | PUPIL TRANSPORTATION | | | | | | |
| 66-- | CPTL OUTLY LAND BLDG & EQ | 383,774.00 | 294,152.00 | 99,670.00 | 0.00 | -10,048.00 | 25.97 |
| ---- | PUPIL TRANSPORTATION | 2,013,402.81 | 353,611.07 | 730,757.90 | 124,713.88 | 929,033.84 | 36.29 |
| 36 | COCURR./EXTRACURR.ACTIVITIES | | | | | | |
| 61-- | PAYROLL COSTS | 896,485.91 | 0.00 | 374,791.18 | 82,294.16 | 521,694.73 | 41.81 |
| 62-- | PURCHASE & CONTRACTED SVS | 171,315.00 | 18,938.28 | 67,648.41 | 12,372.05 | 84,728.31 | 39.49 |
| 63-- | SUPPLIES AND MATERIALS | 181,929.77 | 27,819.90 | 62,080.51 | 17,835.72 | 92,029.36 | 34.12 |
| 64-- | OTHER OPERATING EXPENSES | 378,318.39 | 55,259.24 | 161,072.69 | 26,994.26 | 161,986.46 | 42.58 |
| 66-- | CPTL OUTLY LAND BLDG & EQ | 130,750.00 | 76,549.73 | 12,319.00 | 0.00 | 41,881.27 | 9.42 |
| ---- | COCURR./EXTRACURR.ACTIVIT | 1,758,799.07 | 178,567.15 | 677,911.79 | 139,496.19 | 902,320.13 | 38.54 |
| 41 | GENERAL ADMINISTRATION | | | | | | |
| 61-- | PAYROLL COSTS | 920,225.46 | 0.00 | 502,112.44 | 84,871.94 | 418,113.02 | 54.56 |
| 62-- | PURCHASE & CONTRACTED SVS | 113,447.80 | 30,550.39 | 59,403.82 | 11,107.35 | 23,493.59 | 52.36 |
| 63-- | SUPPLIES AND MATERIALS | 90,793.20 | 2,047.31 | 56,979.52 | 4,865.01 | 31,766.37 | 62.76 |
| 64-- | OTHER OPERATING EXPENSES | 114,220.00 | 15,279.98 | 95,616.99 | 46,735.53 | 3,323.03 | 83.71 |
| ---- | GENERAL ADMINISTRATION | 1,238,686.46 | 47,877.68 | 714,112.77 | 147,579.83 | 476,696.01 | 57.65 |
| 51 | PLANT MAINTENANCE & OPERATIONS | | | | | | |
| 61-- | PAYROLL COSTS | 2,201,568.04 | 0.00 | 1,186,187.02 | 191,633.57 | 1,015,381.02 | 53.88 |
| 62-- | PURCHASE & CONTRACTED SVS | 1,700,945.00 | 120,352.02 | 703,762.38 | 125,901.72 | 876,830.60 | 41.37 |
| 63-- | SUPPLIES AND MATERIALS | 501,217.83 | 62,681.25 | 228,054.65 | 34,850.51 | 210,481.93 | 45.50 |
| 64-- | OTHER OPERATING EXPENSES | 181,100.00 | 808.00 | 176,413.28 | -316.80 | 3,878.72 | 97.41 |
| 66-- | CPTL OUTLY LAND BLDG & EQ | 87,814.00 | 76,464.50 | 56,542.44 | 22,379.50 | -45,192.94 | 64.39 |
| ---- | PLANT MAINTENANCE & OPERA | 4,672,644.87 | 260,305.77 | 2,350,959.77 | 374,448.50 | 2,061,379.33 | 50.31 |

|     | Obj | Obj                         | 2016-17 BUDGET | ENCUMBRANCE YTD | 2016-17 EXPENDITURES | December 2016-17 ACTIVITY | BALANCE | 2016-17 YTD % |
|-----|-----|-----------------------------|----------------|-----------------|----------------------|---------------------------|---------|---------------|
| 199 |     | GENERAL FUND                |                |                 |                      |                           |         |               |
| 52  |     | SECURITY & MONITORING SERVICES |             |                 |                      |                           |         |               |
|     | 61-- | PAYROLL COSTS              | 48,894.22      | 0.00            | 24,416.77            | 4,056.95                  | 24,477.45 | 49.94       |
|     | 62-- | PURCHASE & CONTRACTED SVS  | 58,400.00      | 0.00            | 6,346.00             | 0.00                      | 52,054.00 | 10.87       |
|     | 63-- | SUPPLIES AND MATERIALS     | 7,600.00       | 1,043.00        | 3,588.95             | 178.95                    | 2,968.05 | 47.22        |
|     | ---- | SECURITY & MONITORING SER  | 114,894.22     | 1,043.00        | 34,351.72            | 4,235.90                  | 79,499.50 | 29.90       |
| 53  |     | DATA PROCESSING SERVICES    |                |                 |                      |                           |         |               |
|     | 61-- | PAYROLL COSTS              | 607,276.78     | 0.00            | 301,044.70           | 45,851.98                 | 306,232.08 | 49.57      |
|     | 62-- | PURCHASE & CONTRACTED SVS  | 857,275.78     | 40,131.19       | 334,419.78           | 19,851.81                 | 482,724.81 | 39.01      |
|     | 63-- | SUPPLIES AND MATERIALS     | 275,048.00     | 24,315.01       | 150,838.08           | 3,727.72                  | 99,894.91 | 54.84       |
|     | 64-- | OTHER OPERATING EXPENSES   | 30,000.00      | 248.00          | 4,848.42             | 1,308.75                  | 24,903.58 | 16.16       |
|     | 66-- | CPTL OUTLY LAND BLDG & EQ  | 70,237.00      | 0.00            | 71,982.58            | 0.00                      | -1,745.58 | 102.49      |
|     | ---- | DATA PROCESSING SERVICES   | 1,839,837.56   | 64,694.20       | 863,133.56           | 70,740.26                 | 912,009.80 | 46.91      |
| 61  |     | COMMUNITY SERVICES          |                |                 |                      |                           |         |               |
|     | 61-- | PAYROLL COSTS              | 39,691.00      | 0.00            | 19,233.26            | 5,165.30                  | 20,457.74 | 48.46       |
|     | 62-- | PURCHASE & CONTRACTED SVS  | 20,000.00      | 0.00            | 0.00                 | 0.00                      | 20,000.00 | 0.00        |
|     | 64-- | OTHER OPERATING EXPENSES   | 0.00           | 0.00            | 412.04               | 0.00                      | -412.04 | 0.00          |
|     | ---- | COMMUNITY SERVICES         | 59,691.00      | 0.00            | 19,645.30            | 5,165.30                  | 40,045.70 | 32.91       |
| 91  |     | INTERGOVERNMENTAL CHARGES   |                |                 |                      |                           |         |               |
|     | 62-- | PURCHASE & CONTRACTED SVS  | 3,588,696.00   | 0.00            | 294,516.00           | 0.00                      | 3,294,180.00 | 8.21     |
|     | ---- | INTERGOVERNMENTAL CHARGES  | 3,588,696.00   | 0.00            | 294,516.00           | 0.00                      | 3,294,180.00 | 8.21     |
| 99  |     | OTHR INTERGOVERNMENTAL CHARGES |            |                 |                      |                           |         |               |
|     | 62-- | PURCHASE & CONTRACTED SVS  | 650,000.00     | 0.00            | 316,774.20           | 159,246.97                | 333,225.80 | 48.73      |
|     | ---- | OTHR INTERGOVERNMENTAL CH  | 650,000.00     | 0.00            | 316,774.20           | 159,246.97                | 333,225.80 | 48.73      |
|     | ---- | GENERAL FUND               | 41,639,906.16  | 1,101,969.88    | 15,454,060.93        | 3,168,475.28              | 25,083,875.35 | 37.11   |

| | Obj | Obj | 2016-17 BUDGET | ENCUMBRANCE YTD | 2016-17 EXPENDITURES | December 2016-17 ACTIVITY | BALANCE | 2016-17 YTD % |
|---|---|---|---|---|---|---|---|---|
| 240 | | FOOD SERVICE | | | | | | |
| 35 | | FOOD SERVICES | | | | | | |
| | 61-- | PAYROLL COSTS | 887,770.00 | 0.00 | 387,248.24 | 87,016.02 | 500,521.76 | 43.62 |
| | 62-- | PURCHASE & CONTRACTED SVS | 89,355.00 | 4,448.81 | 29,277.56 | 4,793.97 | 55,628.63 | 32.77 |
| | 63-- | SUPPLIES AND MATERIALS | 1,289,211.00 | 621,216.27 | 576,444.44 | 109,886.40 | 91,550.29 | 44.71 |
| | 64-- | OTHER OPERATING EXPENSES | 17,150.00 | 1,560.35 | 5,506.12 | 851.71 | 10,083.53 | 32.11 |
| | ---- | FOOD SERVICES | 2,283,486.00 | 627,225.43 | 998,476.36 | 202,548.10 | 657,784.21 | 43.73 |
| | ---- | FOOD SERVICE | 2,283,486.00 | 627,225.43 | 998,476.36 | 202,548.10 | 657,784.21 | 43.73 |

**Number of Accounts:** 2175

*********************** End of report ***********************

475

|     | Obj | Obj | 2016-17 BUDGET | ENCUMBRANCE YTD | 2016-17 EXPENDITURES | December 2016-17 ACTIVITY | 2016-17 BALANCE | 2016-17 YTD % |
|-----|-----|-----|----------------|-----------------|----------------------|---------------------------|-----------------|---------------|
| 199 |     | GENERAL FUND |  |  |  |  |  |  |
|     | 6--- | EXPENDITURES | 41,639,906.16 | 1,101,969.88 | 15,454,060.93 | 3,168,475.28 | 25,083,875.35 | 37.11 |
|     | ---- | GENERAL FUND | 41,639,906.16 | 1,101,969.88 | 15,454,060.93 | 3,168,475.28 | 25,083,875.35 | 37.11 |
| 240 |     | FOOD SERVICE |  |  |  |  |  |  |
|     | 6--- | EXPENDITURES | 2,283,486.00 | 627,225.43 | 998,476.36 | 202,548.10 | 657,784.21 | 43.73 |
|     | ---- | FOOD SERVICE | 2,283,486.00 | 627,225.43 | 998,476.36 | 202,548.10 | 657,784.21 | 43.73 |

**Number of Accounts:** 2175

************************ End of report ************************

```
Fnd T Fn Obj  Sb Org F Pr L L2 Fnd                              Obj
```

| Date | Src | Sub | Batch | Vendor Name/Ref | PO#/Line# | Description | Inv#/Desc2 | Inv Date | Chk#/Rec# | Check Date | Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|

622 E 11 6399 05 001 0 22 0 00 CPF - CATE             GENERAL SUPPLIES

| Date | Src | Sub | Batch | Vendor Name/Ref | PO#/Line# | Description | Inv#/Desc2 | Inv Date | Chk#/Rec# | Check Date | Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 12/14/16 | AP | | JB | FOXWORTH-GALBRAITH LUMBER CO | 221700049 | CONSTRUCTION TRADES OPEN PO FOR TINY HOUSE BUILDING MATERIALS. | 18438749 | 12/12/16 | 1532 | 12/15/16 | 369.44 |
| 12/14/16 | AP | | JB | FOXWORTH-GALBRAITH LUMBER CO | 221700049 | CONSTRUCTION TRADES OPEN PO FOR TINY HOUSE BUILDING MATERIALS. | 18438780 | 12/12/16 | 1532 | 12/15/16 | -28.00 |

December                                                                                                    341.44

| P.O. # | *Year | Description | Vendor | P.O. Date | PO Amount | PO Enc Amount | Liquidated | Adj Enc Amount | Amount Open | Sts |
|---|---|---|---|---|---|---|---|---|---|---|
| 221700049 | 2016 | CONSTRUCTION TRADES OPEN PO FO | FOXWORTH-GALBRAITH L | 10/14/2016 | 16,095.00 | 16,095.00 | 341.44 | 0.00 | 15,753.56 | O |
| 221700050 | 2016 | CONSTRUCTION TRADES OPEN PO FO | THE HOME DEPOT | 10/14/2016 | 10,500.00 | 10,500.00 | 0.00 | 0.00 | 10,500.00 | O |
| 221700051 | 2016 | CONSTRUCTION TRADES TINY HOUSE | AMAZON.COM | 10/14/2016 | 5,611.00 | 5,611.00 | 0.00 | 0.00 | 5,611.00 | O |
| | | | | *Total | 32,206.00 | 32,206.00 | 341.44 | 0.00 | 31,864.56 | |

*622 E 11 6399 05 001 0 22 0 00                                                                             341.44
*Accounts Payable                                                                                           341.44

```
622 E 11 63-- -- --- - -- - -- CPF - CATE
622 E 11 ---- -- --- - -- - -- CPF - CATE
```

622 E 81 6619 07 001 0 22 0 00 CPF - CATE             LAND PURCHASE & IMPROVEMENTS

| Date | Src | Sub | Batch | Vendor Name/Ref | PO#/Line# | Description | Inv#/Desc2 | Inv Date | Chk#/Rec# | Check Date | Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 12/02/16 | AP | | JB | GEORGE DESPAIN | 6221700005 | MT - HS GREENHOUSE DRAINAGE | 447349 | 12/02/16 | 1528 | 12/02/16 | 2,625.00 |
| 12/08/16 | AP | | JB | COLLIER MATERIALS INC | 6221700002 | MT - HS GREENHOUSE DRAINAGE | 103229 | 12/07/16 | 1530 | 12/09/16 | 331.50 |
| 12/14/16 | AP | | JB | COLLIER MATERIALS INC | 6221700002 | MT - HS GREENHOUSE DRAINAGE | 103454 | 12/13/16 | 1531 | 12/15/16 | 221.00 |

December                                                                                                  3,177.50

| P.O. # | *Year | Description | Vendor | P.O. Date | PO Amount | PO Enc Amount | Liquidated | Adj Enc Amount | Amount Open | Sts |
|---|---|---|---|---|---|---|---|---|---|---|
| 6221700002 | 2016 | MT - HS GREENHOUSE DRAINAGE | COLLIER MATERIALS IN | 09/27/2016 | 2,110.00 | 2,110.00 | 2,036.50 | 0.00 | 73.50 | O |
| | | | | *Total | 2,110.00 | 2,110.00 | 2,036.50 | 0.00 | 73.50 | |

*622 E 81 6619 07 001 0 22 0 00                                                                           3,177.50
*Accounts Payable                                                                                         3,177.50

```
622 E 81 66-- -- --- - -- - -- CPF - CATE
622 E 81 ---- -- --- - -- - -- CPF - CATE
622 - -- ---- -- --- - -- - -- CPF - CATE
```

651 E 81 6629 41 041 0 99 0 00 CPF - MAINTENANCE      BUILDING PURCHASE/CONST/IMPRVM

| P.O. # | *Year | Description | Vendor | P.O. Date | PO Amount | PO Enc Amount | Liquidated | Adj Enc Amount | Amount Open | Sts |
|---|---|---|---|---|---|---|---|---|---|---|
| 6001700012 | 2016 | W.O. #1327 - MS 6TH GR RR RNVT | FORD & CREW HOME AND | 07/20/2016 | 150.00 | 150.00 | 184.94 | 34.94 | 0.00 | O |
| | | | | *Total | 150.00 | 150.00 | 184.94 | 34.94 | 0.00 | |

*651 E 81 6629 41 041 0 99 0 00                                                                              0.00

* The Year column displays the first year of the fiscal year pair (2016 for 2016-2017).

```
Fnd T Fn Obj  Sb Org F Pr L L2 Fnd                    Obj
```

| Date | Src | Sub | Batch | Vendor Name/Ref | PO#/Line# | Description | Inv#/Desc2 | Inv Date | Chk#/Rec# | Check Date | Amount |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 651 E 81 6629 51 102 0 99 0 00 | | | | CPF - MAINTENANCE | | BUILDING PURCHASE/CONST/IMPRVM | | | | | |
| 12/08/16 | AP | | JB | JAMES BURKETT | 6001700021 | MT - CES AWNING PROJECT | 1206163 | 12/08/16 | 1529 | 12/09/16 | 4,937.50 |
| | | | | | | December | | | | | 4,937.50 |

| P.O. # | *Year Description | Vendor | P.O. Date | PO Amount | PO Enc Amount | Liquidated | Adj Enc Amount | Amount Open | Sts |
|---|---|---|---|---|---|---|---|---|---|
| 6001700021 | 2016 MT - CES AWNING PROJECT | BURKETT, JAMES | 12/08/2016 | 9,875.00 | 9,875.00 | 4,937.50 | 0.00 | 4,937.50 | H |
| | | | *Total | 9,875.00 | 9,875.00 | 4,937.50 | 0.00 | 4,937.50 | |
| | *651 E 81 6629 51 102 0 99 0 00 | | | | | | | 4,937.50 | |
| | *Accounts Payable | | | | | | | 4,937.50 | |

```
651 E 81 66-- -- --- - -- - -- CPF - MAINTENANCE
651 E 81 ---- -- --- - -- - -- CPF - MAINTENANCE
651 - -- ---- -- --- - -- - -- CPF - MAINTENANCE
```

|  |  |
|---|---|
| Total for Accounts Payable | 8,456.44 |
| Grand Total | 8,456.44 |

**Number of Accounts:**   4

\* The Year column displays the first year of the fiscal year pair (2016 for 2016-2017).

\*\* The report displays only accounts with activity in the date range selected.

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* End of report \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

# The Marble Falls I.S.D.
## Budget Calendar for 2017-2018

| | |
|---|---|
| December 12, 2016 | Board review of Budget Planning Calendar for 2016-2017 |
| December, 2016 | Budget Planning Meeting with Administrative Staff [Cabinet]<br>• Begin discussion of alignment of budget goals for 2017-2018 and DIP<br>• Begin discussion potential facility expenditures and/or capital purchases<br>• Review of Student ADA for Fall 2016<br>• Review of PEIMS Staff, Budget & Student Data – Fall 2016<br>• Begin review of current year budget by Function, Object & PIC |
| Dec, 2016 – March, 2017 | Work with Human Resources on staffing allocations and salary estimates |
| January 9, 2017 | Budget Planning Meeting with Administrative Staff [Cabinet]<br>• Early Revenue Projections<br>• 5 Year Budget Plan<br>• Campus allocations for 17-18<br>• Staff allocations and forms for 17-18<br>• Discuss Salary and Benefit proposals for 17-18 |
| January 17-20, 2017 | Individual meetings with Principals and Department Heads to discuss allocations, campus needs, 17-18 budget status |
| February, 2017 | Principal/Administrators submit their proposed budgets (line item and new program budgets) to the Business Office (through Skyward)<br>Review campus staffing requests<br>Prioritized list of major projects are due to the Business Office – to include costs associated with proposed school programs, buildings/grounds, equipment, and technology projects |
| **Feb or Mar 2017** | **Board of Trustees Finance Committee Budget Priority Meeting** |
| Feb - Mar, 2017 | Executive Director of Finance begins to compile proposed budget |
| Feb 27, 2017 | Administrative review of major projects and new program budgets<br>Review of Salary, Stipend and Extra Duty Pay Schedules |
| Mar – April 2017 | Work sessions with Executive Cabinet |
| **April 17, 2017** | **Possible Presentation of Personnel and Compensation Plan to the Board of Trustees** |
| **May 15, 2017** | **Budget Workshop with the Board of Trustees**<br>**Possible Presentation of Personnel and Compensation Plan to the Board of Trustees** |
| **June 5, 2017** | **Budget Workshop and Possible Approval of the Personnel and Compensation Plan** |
| June 9, 2017 | Publish "Notice of Public Meeting to Discuss Budget and Proposed Tax Rate" and post summary of proposed budget on district website |

**June 26, 2017**      **Public Hearing on Proposed Budget; Board Adopts Budget for 2017-2018; Board approves final 2016-2017 budget amendment**

July 30, 2017      Receive Certified Appraisal Roll for Tax Year 2017

**August 21, 2017**      **Approve tax rate for 2017-2018**

# Marble Falls Independent School District
## Investment Report
## For The Quarter Ended December 31, 2016

| Investment Description | Average Yield | Maturity Date | Beginning Market Value | Accrued / Paid Interest | Deposits & Withdrawals | Ending Market Value |
|---|---|---|---|---|---|---|
| **General Fund:** | | | | | | |
| FSB - Finance | 0.30% | Liquid | $ 492,503.90 | $ 226.35 | $ (347,931.36) | $ 144,798.89 |
| FSB - Money Market | 0.30% | Liquid | $ 744,882.84 | $ 1,003.72 | $ 752,305.16 | $ 1,498,191.72 |
| FSB - Payroll | 0.30% | Liquid | $ 992,704.95 | $ 629.02 | $ (339,925.09) | $ 653,408.88 |
| Lone Star | 0.80% | Liquid | $ 7,457,126.30 | $ 12,280.54 | $ 10,919,813.87 | $ 18,389,220.71 |
| *CD - 9 Months | 0.60% | 11/29/16 | $ 248,000.00 | $ 1,117.02 | $ (248,000.00) | $ - |
| *CD - 1 Year | 0.75% | 03/03/17 | $ 248,000.00 | $ 1,560.33 | $ - | $ 248,000.00 |
| **Total General Fund** | | | $ 10,183,217.99 | $ 16,816.98 | $ 10,736,262.58 | $ 20,933,620.20 |
| | | | | | | |
| **Debt Service Fund:** | | | | | | |
| FSB - Debt Service | 0.30% | Liquid | $ 112,071.91 | $ 48.80 | $ (106,866.29) | $ 5,254.42 |
| Lone Star | 0.80% | Liquid | $ 1,376,003.06 | $ 3,596.95 | $ 1,157,424.19 | $ 2,537,024.20 |
| *CD - 1 Year | 1.08% | 06/30/17 | $ 249,000.00 | $ 672.30 | $ - | $ 249,000.00 |
| *CD - 1 Year | 1.20% | 10/12/17 | $ - | $ 747.00 | $ 249,000.00 | $ 249,000.00 |
| **Total Debt Service Fund** | | | $ 1,737,074.97 | $ 5,065.05 | $ 1,299,557.90 | $ 3,040,278.62 |
| | | | | | | |
| **Capital Projects Fund:** | | | | | | |
| FSB - Capital Projects | 0.30% | Liquid | $ 718,915.79 | $ 532.26 | $ (23,831.67) | $ 695,616.38 |
| **Total Capital Projects Fund** | | | $ 718,915.79 | $ 532.26 | $ (23,831.67) | $ 695,616.38 |
| | | | | | | |
| **Total Investments** | | | $ 12,639,208.75 | $ 22,414.29 | $ 12,011,988.81 | $ 24,669,515.20 |

*Interest accrued / paid, not added to principal

This quarterly report is in compliance with the Board approved investment policy and the Public Funds Investment Act
Texas Government Code (Chapter 2256)


David Hemond
Accounting Supervisor

Lisa LeMon
Executive Director of Finance

**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

# Marble Falls ISD
# Board of Trustees
# Agenda Item Information

| Meeting Date: | |
|---|---|
| **Meeting Type:** <br><br> Regular Meeting <br> Special Meeting/Workshop <br> Hearing <br><br> **Date Submitted:** | **Agenda Placement:** <br><br> Public Hearing <br> Information Items <br> Presentation/Discussion Items <br> Consideration Items <br> Consent Agenda |

**Subject:**

**Executive Summary:**

**Fiscal Impact:**

| **Cost:** <br><br> Recurring <br> One-Time <br> No Fiscal Impact | **Funding Source:** <br><br> General Fund <br> Grant Funds <br> Bond Funds <br> Other Funds (Specify) | **Fiscal Year:** <br><br> Amendment Required? <br> Yes <br> No |
|---|---|---|

**Administration's Recommendation:**

**Submitted By:**

**Board Approval Required**:      Yes          No

404 Loop Street
Buda, TX  78610
512.535.2046
877.390.4636
Foundationinnovation.com

# Proposal for Consulting Services
# Marble Falls Education Foundation
## *September 2016*

## Introduction and Overview

*Foundation Innovation, LLC* provides public school districts and communities with the tools and expertise necessary to build capacity for effective and sustainable education foundations.  The concept of independent charitable foundations dedicated to support K12 public school districts is fairly new, however, colleges and universities have benefited from foundations for quite some time.  *Foundation Innovation* is a full service consulting and management firm offering a customized approach.  *Foundation Innovation* utilizes research-based nonprofit best practices, university advancement techniques and nationally recognized fundraising standards to accelerate success and ensure sustainability.  This proposal focuses on five key components we believe are critical components for every education foundation:

- Infrastructure
- Board Development
- Sustainability and Expansion of
  Funding Areas and Granting Process
- Marketing Development
- Comprehensive Fundraising Plan

The *Foundation Innovation* team creates a partnership with staff and the board of directors to identify and understand the unique attributes of the community, school district and education foundation.  *Foundation Innovation* will recommend and facilitate a plan of action that is specifically designed to accelerate the success of the Marble Falls Education Foundation and is tailored to the needs of the Marble Falls Independent School District and the local community.

*Foundation Innovation's* step-by-step method and extensive training materials streamline the process to maximize and value the time of volunteers.  Once the process is complete, the Marble Falls Education Foundation will have the development tools necessary to be a more sustainable and effective fundraising organization.  This proposal outlines the following specific services and tools to be provided by *Foundation Innovation*:

- Board Development and Training
- Define Roles and Responsibilities
- Outline School District and Foundation Partnership
- Policies and Guidelines Recommendations
- Organizational Structure and Committee Responsibilities
- Corporate Compliance including Policies and Organizational Structure
- Customized Timeline and Month by Month Calendar
- Annual Fund or Major Gift Campaign Framework
- Gift Acknowledgement and Database Development
- Expansion and Sustainability of Grant Program

* Exclusive *Foundation Innovation* services and tools included:
- "Foundation Innovation Online"
- Customized Marketing Plan
- Board Manual and Training Materials

## Proposal Deliverables

**Corporate Organizational Structure and Infrastructure -** As nonprofit organizations, local education foundations are legally accountable for ensuring their funds are collected, disbursed, and reported properly. Foundations also have an ethical and business responsibility to provide fiscal oversight that honors the mission of the organization and the intent and trust of donors. *Foundation Innovation* will review the current organizational structure and documentation and recommend processes and procedures to help maintain the corporate integrity of the foundation including:

- Organizational Structure – A corporate business structure or framework will be reviewed or created for the education foundation.
- Memorandum of Understanding – *Foundation Innovation* will review or draft a Memorandum of Understanding which is recommended to establish a transparent and deliberate partnership between the two organizations. *Foundation Innovation* will work with the Marble Falls Education Foundation and Marble Falls Independent School District (ISD) to provide samples and guide the organizations through the process.
- Policies and Guidelines – *Foundation Innovation* will review or provide policies and guidelines that comply with IRS regulations and nonprofit best practices for review by the board of directors.
- Documents for Tax-Deductible Status – *Foundation Innovation* will complete the 1023 Application and 501(c)(3) tax deductible status with the Internal Revenue Service (IRS); the bylaws; state tax exemption, and corporate resolutions necessary for the corporation. The Articles of Incorporation (Certificate of Formation) will also be reviewed.
- Foundation Innovation Online – An exclusive service provided by *Foundation Innovation* is *Foundation Innovation Online* which provides each foundation with its own password-protected web page that delivers instant access to foundation documents, forms, letterhead and other important information. A unique login and password are assigned to enter a secure area designated for your education foundation allowing board members and staff convenient access to the latest information about your education foundation's philanthropic efforts.

## Proposal Deliverables

**Board Development and Training -** The governing body of the Marble Falls Education Foundation is independent of the school district leadership, but will work collaboratively to enhance and support the goals and initiatives of the district. The identification and selection of potential board members is an important process in the continued development of the education foundation. It is essential to the overall visioning of the organization as well as the implementation of fundraising success. *Foundation Innovation* will guide the process of board development and training utilizing the following components:

- Board Development Overview and Plan of Action – The composition of the current board of directors will be reviewed. Additional board members and a selection process implemented to create a diverse composition of directors will be discussed. Specific responsibilities will be addressed as well as solicitation of the prospective members of the board. The board of directors will review the fundamentals of the organization and determine any amendments or changes to the organizational framework, mission, goals, purpose, and relationship to the public school district and community. This component of development also addresses a nomination process, on-going identification, recruitment, orientation and continued training of board members.
- Organizational Analysis – Foundation Innovation will conduct a board member survey to provide your education foundation board members and staff an opportunity to step back and reflect on the board's capacity to govern and fulfill its mission, while identifying areas for improvement and establishing consensus on roles and responsibilities.
- Training Materials - A customized board manual developed by *Foundation Innovation* for the Marble Falls Education Foundation will be prepared and distributed to each board member. The materials include recommended policies, templates, roles and responsibilities, organizational framework, best practices models and samples. The manual includes a detailed step by step implementation plan to take the education foundation to the next phase of development.

2

## Proposal Deliverables

**Marketing Plan –** Marketing and community awareness are pieces of the education foundation puzzle that are critical, therefore, *Foundation Innovation* includes in the proposal the cost of a professional marketing plan. *Foundation Innovation* will work with the board of directors to determine a plan of work that will maximize positive exposure to the community and create awareness about the education foundation.

- ◆ Data and Analysis – Foundation Innovation will gather data and work with the board to analyze current marketing strategies to prepare a plan of work that includes the identification of target markets, key messages, communication methods and action plan.

- ◆ Press Releases – Continuous communication with the local media is an effective way to reach the community audience and gain recognition and awareness for the education foundation. *Foundation Innovation* will provide press release templates to highlight and announce key activities and accomplishments of the Marble Falls Education Foundation.

## Proposal Deliverables

**Programs – Assessment and Expansion Process –** The determination of funding priorities and the purposeful allocation of funds is an important component of a successful fundraising campaign. *Foundation Innovation* suggests consideration of a coordinated identification program to identify and select expanded and systemic programs to enhance educational initiatives in Marble Falls Independent School District. Through a board and committee driven process, a review of current programs and allocation of new or systemic grant can be determined. This process will also include:

- ◆ Review and assessment of granting process
- ◆ Discussion of the needs assessment for Marble Falls Independent School District
- ◆ Review current funding priorities
- ◆ Communication and input from Marble Falls Independent School District staff
- ◆ Assessment of awarded grants and impact on learning, Possible expansion on grants program
- ◆ System for donor and school district reporting

## Proposal Deliverables

**Development Plan - Annual Fund or Major Gift Campaign -** An organized fundraising campaign is conducted to allow individuals, businesses, vendors, employees, parents and community leaders an opportunity to financially invest in the mission of the education foundation. *Foundation Innovation* proposes an integrated annual campaign and development program plan specifically designed to identify and train campaign leadership; target potential major donors; provide templates to track and manage prospect information; recommend campaign promotional materials; and identify new strategies for personal solicitation programs, in-house appeals, and alumni giving. Key components of a successful campaign include:

- ◆ Role of the board in fundraising
- ◆ Key development leadership
- ◆ Research based fundraising strategies
- ◆ Fund management procedures
- ◆ Campaign framework
- ◆ "Making the Ask" training for board member solicitation of donors
- ◆ Donor solicitation materials
- ◆ Identification of prospective donors
- ◆ Development of a prospective donor database
- ◆ Donor cultivation process
- ◆ Restricted and non-restricted donations
- ◆ Acknowledgement and management of donor gifts
- ◆ Donor recognition ideas

3

## Cost Summary

*Foundation Innovation* welcomes the opportunity to work with the Marble Falls Education Foundation. Through an attentive, hands-on approach, *Foundation Innovation* clients have achieved much success. Consulting services will be provided for a period of **twelve (12) months with coordination and attendance of (10) scheduled onsite board meetings.** In addition to the monthly onsite visits, the service includes *Foundation Innovation Online* resources and access via phone or email. The fee includes consulting services, *Foundation Innovation Online* and a board manual for each director (up to 33 manuals).

***One Year Consulting Services for the Marble Falls Education Foundation***.................................................. $22,500
*Plus travel and standard per diem*

         *Consulting fees billed as $3,000 due at contract signing and $1,625 per month for 12 months.*

---

*Additional Services Available*

◆ <u>Website and Social Media</u> - *Foundation Innovation* will create an independent, professional Website for your education foundation, integrating social media in a comprehensive package. Website includes five pages with client's content, pictures and colors. Facebook and Twitter accounts will be set up, linked and integrated into website. **.........$850**

◆ <u>Professional Videography Services</u> – Foundation Innovation will create a professional promotional video with custom graphics, Foundation logo and branding with professional voice-over providing information and details about the foundation activities and events.
Services range from assembly, film gathering, and story assembly …………………….. **$500 - $1,500.**

4

**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

# Marble Falls ISD
# Board of Trustees
# Agenda Item Information

| | |
|---|---|
| **Meeting Date:** | |

| **Meeting Type:** | **Agenda Placement:** |
|---|---|
| Regular Meeting | Public Hearing |
| Special Meeting/Workshop | Information Items |
| Hearing | Presentation/Discussion Items |
| | Consideration Items |
| **Date Submitted:** | Consent Agenda |

**Subject:**

**Executive Summary:**

**Fiscal Impact:**

| **Cost:** | **Funding Source:** | **Fiscal Year:** |
|---|---|---|
| Recurring | General Fund | Amendment Required? |
| One-Time | Grant Funds | Yes |
| No Fiscal Impact | Bond Funds | No |
| | Other Funds (Specify) | |

**Administration's Recommendation:**

**Submitted By:**

**Board Approval Required**:      Yes      No

# Marble Falls High School
# Principal Search Timeline

**1. POST POSITION- January 23, 2017**
    a. Control Form to Vicki to Post Position January 17, 2017
    b. Position to Open on January 23, 2017
    c. Position to Close on March 21, 2017
        i. Create auto-reply to candidates with time line through Applitrac


**2. Profile Input-January 24, 2017, and February 9, 2017**
    a. Superintendent Student Advisory Committee Input January 24, 2017
    b. Faculty Input January 24, 2017 at 4:00 pm at MFHS Cafeteria
    c. Parent/Community Input February 9, 2017 at 5:30 pm at MFHS Library
        i. Arrange meeting room & refreshments at MFHS for both days.


**3. Profile Development and Question Review – February 14, 2017**
    a. Committee meets to begin building candidate profile and review questions. 4:00pm
        i.   Reserve Academic Classroom
        ii.  Arrange dinner and refreshments for committee


**4. Screen Applicants/Schedule Campus Visits and Interviews-March 24, 2017**
    a. Screen Applicants/Select Candidates March 24, 2017– 12:00 pm at Central Office
        i.   Reserve Academic Classroom
        ii.  Arrange lunch and refreshments for the committee


**5. Committee Interviews Selected Candidates for 2 days-March 30-31, 2017**
    a. Committee will interview 3 candidates per day
    b. Campus Visit with Candidates will immediately follow interview
        i.   Reserve location to hold interviews
        ii.  Create candidate packets for committee
        iii. Arrange for refreshments/meal


**6. Committee Makes Recommendations to Superintendent-March 31, 2017**
    a. After all interviews have been completed, Committee will collaborate and submit their selected candidates to the Superintendent

**7. Superintendent Interviews Selected Candidates-April 6-12, 2017**
     a. Superintendent's Office will set up interviews with selected candidates


**8. Recommendation to the Board-April 17, 2017**
     a. Superintendent will make final recommendation to the School Board at the regular
        meeting scheduled April 17, 2017.

# Marble Falls High School
# Principal Search Committee

## Interview Committee

1. Jeff Gasaway

2. Roger Barr

3. Dr. Maughan

4.  (MFHS Parent)

5. Deborah Dittberner (MFHS Teacher)

6. Mary Bishop (MFHS Teacher)

7. James Garrison (MFHS Student)

## Campus Visit Committee

1. Dr. Cunningham

2. Sharon Oldham

**LEARNERS TODAY,**
**LEADERS TOMORROW,**
**MUSTANGS FOREVER!**

Marble Falls ISD
Board of Trustees
Agenda Item Information

| Meeting Date: |
| --- |

| Meeting Type: | Agenda Placement: |
| --- | --- |
| Regular Meeting<br>Special Meeting/Workshop<br>Hearing<br><br>Date Submitted: | Public Hearing<br>Information Items<br>Presentation/Discussion Items<br>Consideration Items<br>Consent Agenda |

| Subject: |
| --- |

| Executive Summary: |
| --- |
| |

| Fiscal Impact: | | |
| --- | --- | --- |
| Cost:<br>Recurring<br>One-Time<br>No Fiscal Impact | Funding Source:<br>General Fund<br>Grant Funds<br>Bond Funds<br>Other Funds (Specify) | Fiscal Year:<br>Amendment Required?<br>Yes<br>No |

| Administration's Recommendation: |
| --- |
| |

| Submitted By: |
| --- |

| Board Approval Required:    Yes       No |
| --- |

# Marble Falls ISD
## Website Steering Committee

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

- Christine Ashbaugh
- Roger Barr
- Connor Bingaman
- Bethany Birdwell
- Brandy Smith
- Katherine Corley
- Courtney Bowen
- Dr. Wes Cunningham
- Krystal Dunk
- Nathan Fink
- Melissa Fletcher
- Jeff Gasaway
- Adam Goodman
- Phoebe Greening
- Jay Lawrence

- Judie Jenkins
- Lee Ann Johnson
- Kara Stewart
- Kim Greening
- Ashlea Lehman
- Lisa LeMon
- Marcy Mueller
- Bruce Peckover
- Montgomery Powell
- Cam Rich
- D'Ann Ross
- Stacey Nash
- Jeanette Tennison
- Wade Whiteside
- Will Skinner

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

- Monday, September 26th
  - Web Site Development Cycle
  - Identify and Analyze Target Audience
  - Identify Current Constraints
  - Goal Setting
  - Review of 9 Webhosting Companies – 5 were specifically targeted

- Monday, October 10th
  - Key Components
  - Factors to consider when selecting a CMS
  - Prioritize needs
  - List narrowed from 5 targeted Webhosting Companies to 3 companies that would present

- Tuesday, October 25th
  - Outside Presentation (Edlio)

- Tuesday, November 15th
  - Outside Presentations (FinalSite and Blackboard)

- Tuesday, December 6th
  - Decision of new CMS provider

- Monday, January 16th

  - Presentation to MFISD Board of Trustees

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

- Social Media and website Integration

- Link to LMS (Google Classroom)

- Open Source LMS (Moodle)

- Streamlined approach

- Updated district calendar

- Branded across the district (running mustang, vision, colors)

- Easy to find documents

- Updated news and information

- Focus on students on main page

- Fillable Forms for students, parents, and community

- Repository for district rules, policies, regulations, etc. (Intranet?)

- Scalable to devices (phones, tablets, etc.) - mobile friendly

- Easier Photo Templates / easier to upload pictures that are properly formatted

- Translations

- Consistent formatting

- School / District Intranet – password protected pages

- Streaming Video Posting

- Events Calendar

- News Alerts

- Online Store – Sales

- Teacher Pages

- Blogs

- Emergency Notifications

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

- Sign Contract with Blackboard (financially competitive with current website cost)

- Set up multiple training dates for transition from current site to new site (i.e. content migration, training of users, mass communication tool training, etc.)

- Beta Test new site

- Have new site run parallel with old site

- Official Launch of new site

- Official Launch of new app

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

| Meeting Date: |
|---|

| Meeting Type: | Agenda Placement: |
|---|---|
| Regular Meeting<br>Special Meeting/Workshop<br>Hearing<br><br>Date Submitted: | Public Hearing<br>Information Items<br>Presentation/Discussion Items<br>Consideration Items<br>Consent Agenda |

**Subject:**

**Executive Summary:**

**Fiscal Impact:**

| Cost: | Funding Source: | Fiscal Year: |
|---|---|---|
| Recurring<br>One-Time<br>No Fiscal Impact | General Fund<br>Grant Funds<br>Bond Funds<br>Other Funds (Specify) | Amendment Required?<br>Yes<br>No |

**Administration's Recommendation:**

**Submitted By:**

**Board Approval Required:**     Yes          No

# MFISD Early Childhood

- Early childhood education is an opportunity for young children to be creative, learn social skills and begin to open their minds under the guidance of educators skilled in child development and learning theory.

- According to research obtained through the National Institute for Early Education Research, children cultivate 85% of their intellect, personality and skills by the age of five.

# MFISD & Head Start

## Early Head Start

- Two sites – across from MFE & Falls

## MFISD/Head Start Partnership – 3 year olds

- Two MFISD teachers
- Four three year old classes – two classes at MFE & two classes at HLES (total of 57 additional students)

# 4 year olds – PK

- Full Day
  - Moving from half day to full day helped us increase enrollment by approx. 50 students
  - Currently have 13 tuition students
- Advertising Push
  - Staff meetings, newspapers, radio, marquees, email and phone blast, newsletters, letter home with 3 year olds

# Family Engagement

- Parent conferences

- Family Engagement Nights

- Literacy 2020

504

# Staff, Training & Materials

- 11:1 Ratio in all PK classrooms

- CIRCLE Training
- MFISD Training
- Region 13 Training

- Materials
- Technology

# MFISD Early Childhood…
# a lifetime of learning starts here!

Marble Falls Independent School District
Board Meeting Minutes
December 12, 2016

---

Rick Edwards, President, called the regular meeting to order at 6:03 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:**     Rick Edwards, Kevin Naumann, Karl Westerman, Kevin Virdell, Lee Ann Johnson, Mike Savage and Gary Boshears

**Board Members Absent:**     None

**Administrators Present:**     Dr. Chris Allen, Dr. Wes Cunningham, Lisa LeMon, Bruce Peckover, Roger Barr, Dr. Susan Maughan, Dr. Melissa Fields, Susan Cox, Leslie Baty, Erika O'Connor, Phyllis Campbell, Deb Canup, Michael Haley, Peggy Little, Sharon Oldham, Bethany Birdwell, Michael Phillips and Tim McIntyre.

**Members of the Press:**     None

**Special Recognitions**
**Superintendent's Award**
Susan Cox, Principal of Spicewood Elementary, introduced Ava Carter and Matthew Ozuna as the recipients for the Superintendents Award. Mrs. Cox described each student's characteristics and showed a video made for each of them. Mrs. Cox presented Ava and Matthew with a jar full of inspirational quotes to help them along their journey through Marble Falls ISD. Dr. Chris Allen gave them a certificate and gift card.

The Board took a recess at 6:18 p.m. and reconvened at 6:21 p.m.

**State Qualifying Girls Cross Country Team**
Coach Matt Green, Athletic Director, introduced Head Track and Cross Country Coach Anthony Torns. Coach Torns spoke briefly about the season and introduced the runners and their families.

**Living the Vision**
Erika O'Connor, Colt Elementary Principal, described Rey Salinas' background and his character traits as defined by the Colt staff. Mrs. O'Connor presented a video in recognition of Rey Salinas as well as gave him a painting and a jar of rocks with quotes written by students. Dr. Allen gave Mr. Salinas a certificate and gift card.

**Public Hearing**
Mr. Edwards opened a public hearing at 6:44 p.m. regarding the 2014-2015 School FIRST Report. Lisa LeMon, Executive Director of Finance, reviewed the new School FIRST report. No patrons asked to be heard. The public hearing was closed at 6:49 p.m.

**Citizen Comments**
No one asked to speak.

**Information Items**
**Financial Report**
     -General Fund Summary
     -Expenditure Report

**Presentation/Discussion Items and Possible Action**
**Announcement of Continuing Education Hours**
Rick Edwards, Board President, gave the Board an overview of the continuing education hours received this calendar year.

**Order of Election for the May 6, 2017 School Board Trustee Election for Positions Designated as Place 3 and Place 4 and Place 7**
Chris Allen, Superintendent, presented to the Board the Order of Election for the approaching School Board Trustee Election in May of 2017.

Upon a motion by Kevin Naumann, second by Gary Boshears, the Board approved the Order of Election as presented.

     For:    7        Against:     0        Absent:      0

**ACE Program Update**
Shana Hale, ACE Coordinator, presented the Board with an overview of the ACE program to date. Ms. Hale introduced the ACE Staff who briefly described success stories from their campuses.

**Instructional Calendar**
Dr. Wes Cunningham, Assistant Superintendent, introduced two options for the 2017-2018 Instructional calendar and will seek approval next month.

**Budget Calendar**
Lisa LeMon, Executive Finance Director, gave a brief overview of the 2017-2018 Budget Calendar and will attach the final draft in the January Board packet.

**Consider and Possible Approval of Action**
**Consent Agenda**
Upon a motion by Kevin Naumann, second by Karl Westerman, the Board approved the minutes from Regular Board Meeting on November 14, 2016 as presented.

     For:         Rick Edwards, Kevin Naumann, Karl Westerman, Kevin Virdell, Lee Ann Johnson and Kevin Virdell
     Against:     None
     Absent:     None
     Abstained:    Mike Savage and Gary Boshears

2

Upon a motion by Gary Boshears, second by Lee Ann Johnson the Board approved the minutes from Special Board Meeting on November 30, 2016 as presented.

> For:       Rick Edwards, Gary Boshears, Kevin Virdell, Lee Ann Johnson and Kevin Virdell
> Against:   None
> Absent:    None
> Abstained: Mike Savage, Kevin Naumann and Karl Westerman

Upon a motion by Gary Boshears, second by Lee Ann Johnson the Board approved the budget amendments as presented.

> For:    7          Against:    0          Absent:    0

**Move To Adopt An Order Authorizing The Issuance Of Marble Falls Independent School District Unlimited Tax Refunding Bonds; Levying A Tax And Providing For The Security And Payment Thereof; Authorizing The Pricing Officer To Approve The Award Of The Sale Thereof In Accordance With Specified Parameters; Authorizing The Redemption Prior To Maturity Of Certain Outstanding Bonds; Authorizing The Use Of Up To $1,000,000 Of I & S Fund Balance In The Refinance And Enacting Other Provisions Related Thereto**
Upon a motion by Lee Ann Johnson, second by Karl Westerman, the Board approved the tax refunding bonds as presented.

> For:    7          Against:    0          Absent:    0

**Out of State Travel Request for Marble Falls High School Dance Team**
Upon a motion by Karl Westerman, second by Kevin Naumann, the Board approved the out of state trip as presented.

> For:    7          Against:    0          Absent:    0

**Upcoming Meetings**
Monday, January 16, 2017 – Regular Board Meeting
Monday, February 20, 2017 – Regular Board Meeting
Tuesday, March 21, 2017 – Regular Board Meeting

**Executive Session**
At 7:33 p.m. the Board adjourned into executive session to discuss professional personnel (TX Govt. Code 551.074), Superintendent's Evaluation Tool and Process (TX Govt. Code 551.074) and Superintendent's Evaluation (TX Govt. Code 551.074).

The Board reconvened from executive session at 10:03 p.m.

**Discussion and Possible Approval of Action Arising from Executive Session**
**Professional Personnel**
No action was taken.

3

**Superintendent's Evaluation Tool and Process**
Upon a motion by Lee Ann Johnson, second by Gary Boshears, the Board approved the Superintendent's Evaluation tool and process.

    For:    7              Against:        0              Absent:        0

**Superintendent's Evaluation**
Upon a motion by Gary Boshears, second by Kevin Naumann, the Board approved the Superintendent's Evaluation.

    For:    7              Against:        0              Absent:        0

**Adjournment**
Hearing no objection, the Board adjourned at 10:04 p.m.

                                                **Approved:**


                                                _____
                                                Rick Edwards, President


                                                _____
                                                Lee Ann Johnson, Secretary

4

**Marble Falls Independent School District**

INTEROFFICE MEMORANDUM

Date: January 9, 2017

To: Board of Trustees and Dr. Allen

From: David Hemond, Accounting Supervisor

Subject: Consider Approval of Budget Amendments

---

Budget amendments included for approval (copies follow):

16-00027    Increase budget for employee wellness program - $1,658
16-00028    Increase budget for fuel tank monitor - $10,320

# MARBLE FALLS ISD
## BUDGET AMENDMENT

| Batch #: | 16-00027 | Reason for amendment: | PUBLIC WORKERS COMP FALL 2016 STIPEND MOVING TO APPROPRIATE ACCOUNTS | | |
|---|---|---|---|---|---|
| Fiscal Year: | 2016-2017 | | | | |

| | Account Number | Account Description | Debit | Credit |
|---|---|---|---|---|
| **EXPENDITURES** | | | **Increase** | **Decrease** |
| 1 | 199E.41.6129.10.741.099.000 | HR SUPPORT PERSONNEL WELLNESS | 1,500.00 | |
| 2 | 199E.41.6299.10.741.099.000 | HR MISC CONTRACTED SERVICES WELNESS | 157.50 | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| **REVENUE** | | | **Decrease** | **Increase** |
| 21 | 199R.00.5749.00.000.00.000 | MISC REVENUE | | 1,657.50 |
| 22 | | | | |
| 23 | | | | |
| 24 | | | | |
| **Totals** | | | - 1,657.50 | 1,657.50 |

| Board Approval Required | Prepared by: | Approved by: | Reviewed by: | Entered by: |
|---|---|---|---|---|
| ☑ Yes ☐ No | Date: 12/7/16 | Date: 12/07/16 | Date: 12/07/16 | Date: |

Revised 8/01/05

# MARBLE FALLS ISD
# BUDGET AMENDMENT

| Batch #: | 16-00028 | Reason for amendment: | FUEL MONEY TRANSFER | | |
|---|---|---|---|---|---|
| Fiscal Year: | 2016-2017 | | | | |

| | Account Number | Account Description | Debit | Credit |
|---|---|---|---|---|
| **EXPENDITURES** | | | Increase | Decrease |
| 1 | 199E.34.6639.00.934.0.99.000 | TRANSPORTATION FURNITURE & EQUIPMENT | 10,320.00 | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| **REVENUE** | | | Decrease | Increase |
| 21 | 199R.00.5749.00.000.000.000 | MISC REV | | 10,320.00 |
| 22 | | | | |
| 23 | | | | |
| 24 | | | | |
| Totals | | | - 10,320.00 | 10,320.00 |

| Board Approval Required | Prepared by: | Approved by: | Reviewed by: | Entered by: |
|---|---|---|---|---|
| ☑ Yes  ☐ No | Date: 12/15/16 | Date: 12/16/16 | Date: 12/16/16 | Date: |
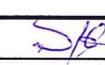
Revised 8/01/05

**LEARNERS TODAY,**
**LEADERS TOMORROW,**
**MUSTANGS FOREVER!**

# Marble Falls ISD
# Board of Trustees
# Agenda Item Information

**Meeting Date:**

| **Meeting Type:** | **Agenda Placement:** |
|---|---|
| Regular Meeting | Public Hearing |
| Special Meeting/Workshop | Information Items |
| Hearing | Presentation/Discussion Items |
| | Consideration Items |
| **Date Submitted:** | Consent Agenda |

**Subject:**

**Executive Summary:**

**Fiscal Impact:**

| **Cost:** | **Funding Source:** | **Fiscal Year:** |
|---|---|---|
| Recurring | General Fund | Amendment Required? |
| One-Time | Grant Funds | Yes |
| No Fiscal Impact | Bond Funds | No |
| | Other Funds (Specify) | |

**Administration's Recommendation:**

**Submitted By:**

**Board Approval Required**:     Yes          No

# Marble Falls ISD Instructional Calendar Drafts for 2017-2018

**LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!**

# Instructional Calendar Considerations

- **Start of School Regulation**

- **January 1 – not a weekend**

- **Opportunities for Job Embedded Professional Learning & Instructional Planning**

- **Instructional Minutes**

- **Contract Days**

- **Collaboration with other ISD's, ESC Region 13, and Local Colleges & Universities**

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

# Instructional Calendar Development

- **Over 3 months, there were a total of five options considered by the DEIC**

- **Feedback was provided by the DEIC, community members, campus staff, district staff, and students**

- **After revisions, 2 options were developed and the staff was surveyed**
  - **328 Responses**
  - **140 Comments**

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

# Instructional Calendar Feedback

- **Clarification of "Comp Days"**

- **Alignment with other districts – specifically on Christmas Vacation Dates**

- **Community feedback on holidays such as Veteran's Day**

- **Movement of Professional Learning Days & "Work" Days**

- **Last day of work for most contracts – prior to first full week in June**

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

# Instructional Calendar Feedback

- **In response to specific feedback a 3$^{rd}$ option was developed**
  - **59% Selected "Calendar B"**
  - **"Calendar C" is an edit of "Calendar B"**
- **Information regarding "Calendar C" was sent to Cabinet, C&I, DEIC, and Principals to gather feedback**

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

# Draft "A"

- **Similar to current calendar**
- **Three "comp" days**
- **Instructional Planning Days**
- **Start of School: August 28**
- **End of School: June 1**
- **1 Bad Weather / Inservice Day**

# Draft "B"

- **Three "comp" days**
- **Instructional Planning Days**
- **Start of School: August 28**
- **End of School: June 1**
- **1 Bad Weather / Inservice Day**
- **Equal Grading Periods 1st Semester**
- **Christmas Break would begin on December 22 and end on January 5**
- **Instructional Planning Day in February**

## Marble Falls Independent School District
### 2017-2018 Instructional Calendar DRAFT "B"

6 Days of Professional Learning Prior to School Starting

172 Days of Instruction (as opposed to 173)

Teacher Duty Days 187

Instructional Days 172
1st Semester = 77     2nd Semester = 95

Christmas Break Extends to January 5 (as opposed to January 1)

Christmas Break Starts on December 22 (as opposed to Dec. 18)

Instructional Planning Day is in February (as opposed to the Monday after Spring Break)

School ends on June 1. If not used for weather, June 4 is a "records day/work day" and June 5 is time for reflection, CIP work, Curriculum Alignment, etc.

MFISD 17-18 Instructional Calendar - Draft B1 with overlays     12/6/2016 1:03 PM

### Instructional Calendar

| | |
|---|---|
| New Employee Inservice | |
| Back to School PD | 6 |
| August 28 - First day of school | |
| June 1 - Last day of school | |
| End of 9 Weeks Grading Period | |
| 8 wks; 8 wks (77) / 9 wks; 11wks (95) | |

**Holiday**
- Sept. 4: Labor Day
- Nov. 22 - 24: Thanksgiving
- Dec. 22 - Jan. 5: Christmas Break
- Jan. 1: New Years Day
- March 12-16: Spring Break
- March 30: Good Friday
- May 28: Memorial Day

**Staff Inservice / Student Holiday**
- October 23: Instructional Planning — 1
- January 8: Instructional Planning — 1
- January 15: Martin Luther King Jr. — 1
- February 19: Instructional Planning — 1
- June 5: End of Year Reflection — 1

**Early Release**
- December 21: Early Release
- June 1: Early Release

**Bad Weather Day / Staff Inservice**
- June 4: Bad Weather Day — 1

**"Comp" Days / Student Holiday**
- November 20-21; November 24 (Edu-Hero) — 3

Staff Duty Days = 187

LEARNERS TODAY, LEADERS TOMORROW, MUSTANGS FOREVER!

# Draft "C"

- **Three "comp" days**
- **Instructional Planning Days**
- **Start of School: August 28**
- **End of School: June 1**
- **1 Bad Weather / Inservice Day (Saturday)**
- **Equal Grading Periods 1st Semester**
- **Christmas Break would begin on December 22 and end on January 5**
- **Instructional Planning Day in February**

LEARNERS TODAY, LEADERS TOMORROW, MUSTANGS FOREVER!

# Questions?

- **Survey to Staff:** https://goo.gl/forms/GQhzVw3NtYglWdR92


- **Video to Staff:** http://www.touchcast.com/mfisd_curr/calendar_update

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

# Marble Falls Independent School District

## 2017-2018 Instructional Calendar DRAFT "A"

**Instructional Calendar**

### August 17

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
|  | 1 | 2 | 3 |  |  |  |
| 6 | 7 | 8 | 9 | 10 |  | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |  | 5 |

*7 Days of Professional Learning Prior to School Starting*

*172 Days of Instruction (as opposed to 173)*

... Days      187

| Instructional Days | 172 |
|---|---|
| 1st Semester = 73 | 2nd Semester = 99 |

### September 17

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

### October 17

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

### November 17

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

*Christmas Break Starts on December 18, similar to the current instructional calendar*

### December (month)

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 5 |
| 10 | 11 | 12 |  | 14 | 15 | 16 | 5 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 5 |
| 31 |  |  |  |  |  |  |

### January 18

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

### February 18

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
|  |  |  |  | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 5 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 5 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 5 |
| 25 | 26 | 27 | 28 |  |  |  | 5 |

### March 18

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

### April 18

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

### May 18

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

### June 18

| Su | M | Tu | W | Th | F | Sa |
|----|----|----|----|----|----|----|
|  |  |  |  |  | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 0 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

*School ends on June 1. If not used for weather, June 4 is a "records day/work day"*

### Legend

| | |
|---|---|
| **New Employee Inservice** | |
| **Back to School PD** | 7 |
| *August 28 - First day of school* | |
| *June 1 - Last day of school* | |
| **End of 9 Weeks Grading Period** | |
| 8 wks; 7 wks (73) / 10 wks; 11 wks (99) | |
| **Holiday** | |
| Sept. 4: Labor Day | |
| Nov. 22 - 24: Thanksgiving | |
| Dec. 18 - Dec. 29: Christmas Break | |
| Jan. 1: New Years Day | |
| March 12-16: Spring Break | |
| March 30: Good Friday | |
| May 28: Memorial Day | |
| **Staff Inservice / Student Holiday** | |
| October 23: 2nd 9 Weeks. | 1 |
| January 2: 3rd 9 Weeks | 1 |
| January 15 - Martin Luther King Jr. | 1 |
| March 19: 4th 9 Weeks | 1 |
| **Early Release** | |
| December 15: Early Release | |
| June 1: Early Release | |
| **Bad Weather Day / Staff Inservice** | |
| June 4: Bad Weather Day | 1 |
| **"Comp" Days / Student Holiday** | |
| November 20-21; November 24 (Edu-Hero) | 3 |
| Staff Duty Days = | 187 |

524

MFISD 17-18 Instructional Calendar - Draft A1 with Overlays      12/6/2016 1:02 PM

# Marble Falls Independent School District

## 2017-2018 Instructional Calendar DRAFT "B"

**Instructional Calendar**

6 Days of Professional Learning Prior to School Starting

172 Days of Instruction (as opposed to 173)

...her Duty Days 187

| Instructional Days | 172 |
|---|---|
| 1st Semester = 77 | 2nd Semester = 95 |

Christmas Break Extends to January 5 (as opposed to January 1)

Christmas Break Starts on December 22 (as opposed to Dec. 18)

Instructional Planning Day is in February (as opposed to the Monday after Spring Break)

School ends on June 1. If not used for weather, June 4 is a "records day/work day" and June 5 is time for reflection, CIP work, Curriculum Alignment, etc.

### August

| Su | M | Tu | W | Th | F | Sa | |
|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | | | |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| 27 | 28 | 29 | 30 | 31 | | | 5 |

### September 17

| Su | M | Tu | W | Th | F | Sa | |
|---|---|---|---|---|---|---|---|
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 4 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 5 |
| 17 | 18 | 19 | 20 | 21 | | | 5 |
| 24 | 25 | 2 | | | | | |

### October 17

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

### November 17

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

### December

| Su | M | Tu | W | Th | F | Sa | |
|---|---|---|---|---|---|---|---|
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 5 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 5 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 4 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| 31 | | | | | | | |

### January 18

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

### February

| Su | M | Tu | W | | | | |
|---|---|---|---|---|---|---|---|
| 4 | 5 | 6 | 7 | | | | |
| 11 | 12 | 13 | 14 | 15 | | | 5 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 5 |
| 25 | 26 | 27 | 28 | | | | 5 |

### March 18

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

### April 18

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

### May 18

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

### June 18

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

| Su | | | | | | | |
|---|---|---|---|---|---|---|---|
| 8 | 9 | 10 | 11 | | | | |
| 15 | 16 | 17 | 18 | | | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| 29 | 30 | 31 | | | | | |

### Legend

| | |
|---|---|
| **New Employee Inservice** | |
| **Back to School PD** | 6 |
| *August 28 - First day of school* | |
| *June 1 - Last day of school* | |
| **End of 9 Weeks Grading Period** | |
| 8 wks; 8 wks (77) / 9 wks; 11wks (95) | |
| **Holiday** | |
| Sept. 4: Labor Day | |
| Nov. 22 - 24: Thanksgiving | |
| Dec. 22 - Jan. 5: Christmas Break | |
| Jan. 1: New Years Day | |
| March 12-16: Spring Break | |
| March 30: Good Friday | |
| May 28: Memorial Day | |
| **Staff Inservice / Student Holiday** | |
| October 23: Instructional Planning | 1 |
| January 8: Instructional Planning | 1 |
| January 15: Martin Luther King Jr. | 1 |
| February 19: Instructional Planning | 1 |
| June 5: End of Year Reflection | 1 |
| **Early Release** | |
| December 21: Early Release | |
| June 1: Early Release | |
| **Bad Weather Day / Staff Inservice** | |
| June 4: Bad Weather Day | 1 |
| **"Comp" Days / Student Holiday** | |
| November 20-21; November 24 (Edu-Hero) | 3 |
| Staff Duty Days = | 187 |

MFISD 17-18 Instructional Calendar - Draft B1 with overlays     12/6/20161:03 PM

# Marble Falls Independent School District

## Instructional Calendar

**2017-2018 Instructional Calendar DRAFT "C"**

Teacher Duty Days 187

Instructional Days 172
1st Semester = 77    2nd Semester = 95

**7 Contract Days - Prior to School Starting. These may consist of of Prof. Learning, Campus Days, District Days, "Work" Days. Convocation, Etc.**

**Christmas Break Extends to January 5 (as opposed to January 1)**

**Christmas Break Starts on December 22 (as opposed to Dec. 18)**

**Instructional Planning Day is in February (as opposed to March 19)**

**School ends on June 1. If not used for weather, June 2 is a "records day/work day"**

### August 17
| Su | M | Tu | W | Th | F | Sa | |
|----|----|----|----|----|----|----|----|
|    | 1 | 2 | 3 | | | | |
| 6 | 7 | 8 | 9 | 10 | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| 27 | 28 | 29 | 30 | 31 | | | 5 |

### September 17
| Su | M | Tu | W | Th | F | Sa | |
|----|----|----|----|----|----|----|----|
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 4 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 5 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 5 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 5 |

### October 17
| Su | M | Tu | W | Th | F | Sa | |
|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 5 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 5 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 4 |
| 29 | 30 | 31 | | | | | |

### November 17
| Su | M | Tu | W | Th | F | Sa | |
|----|----|----|----|----|----|----|----|
| | | | 1 | 2 | 3 | | |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| 12 | 13 | 14 | 15 | 16 | 17 | | |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | |
| 26 | 27 | 28 | 29 | 30 | | | 5 |

### December 17
| Su | M | Tu | W | Th | F | Sa | |
|----|----|----|----|----|----|----|----|
| | | | | | 1 | 2 | |
| | | | | | 8 | 9 | 5 |
| | | | | 15 | 16 | | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 4 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| 31 | | | | | | | |

### [December continued panel]
| Su | M | Tu | W | Th | F | Sa | |
|----|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 4 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 5 |
| 28 | 29 | 30 | 31 | | | | 5 |

### February
| Su | M | Tu | W | Th | F | Sa | |
|----|----|----|----|----|----|----|----|
| 4 | 5 | 6 | | | | | |
| 11 | 12 | | 14 | 15 | 16 | | 5 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 5 |
| 25 | 26 | 27 | 28 | | | | 5 |

### March 18
| Su | M | Tu | W | Th | F | Sa | |
|----|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 | |
| | 5 | 6 | 7 | 8 | 9 | 10 | 5 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 5 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 | 4 |

### April 18
| Su | M | Tu | W | Th | F | Sa | |
|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 5 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 | 5 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 4 |
| 29 | 30 | | | | | | |

### May 18
| Su | M | Tu | W | Th | F | Sa | |
|----|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 | 5 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 | 5 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | 5 |
| 27 | 28 | 29 | 30 | 31 | | | 4 |

### June 18
| Su | M | Tu | W | Th | F | Sa | |
|----|----|----|----|----|----|----|----|
| | | | | | 1 | 2 | |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | |

### July 18
| Su | M | Tu | W | Th | F | Sa | |
|----|----|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| | | | | | 13 | 14 | |
| | | | | | | 21 | |
| | | | | | | 28 | |

## Instructional Calendar Legend

| | |
|---|---|
| **New Employee Inservice** | |
| **Prior to School In-Service** (Convocation, Work Days, Prof. Learning, Etc.) | 7 |
| *August 28 - First day of school* | |
| *June 1 - Last day of school* | |
| **End of 9 Weeks Grading Period** | |
| 8 wks; 8 wks (77) / 9 wks; 11wks (95) | |

| **Holiday** | |
|---|---|
| Sept. 4: Labor Day | |
| Nov. 23 - 24: Thanksgiving | |
| Dec. 22 - Jan. 5 - Christmas Break | |
| March 12-16: Spring Break | |
| March 30: Good Friday | |
| May 28: Memorial Day | |

| **Staff Inservice / Student Holiday** | |
|---|---|
| October 16: Instructional Planning | 1 |
| January 8: Instructional Planning | 1 |
| January 15: Martin Luther King Jr. | 1 |
| February 19: Instructional Planning | 1 |

| **Early Release Day** | |
|---|---|
| December 21: Early Release | |
| June 1: Early Release | |

| **Bad Weather Day / Staff Inservice** | |
|---|---|
| June 2: Bad Weather / Staff Inservice | 1 |

| **"Comp" Days / Student Holiday** | |
|---|---|
| November 20-22 (2 Days of Non-Contract Professional Learning and 1 Day of Edu-Hero) | 3 |

| Staff Duty Days = | 187 |
|---|---|

MFISD 17-18 Instructional Calendar - Draft C1 with Overlays     1/10/20173:23 PM