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 15, 2018
6:00 PM

AGENDA OF REGULAR MEETING
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES
MONDAY, JANUARY 15, 2018 – 6:00 PM
Marble Falls ISD Central Office Community Room

Notice is hereby given that on January 15, 2018, 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: Kevin Naumann, President
2. Roll Call
   Presenter: Kevin Naumann, President
3. Invocation
   Presenter: Dr. Chris Allen
4. Pledge to the Flags
   Presenter: Larry Berkman
5. Vision Statement
   Presenter: Alex Payson
6. Special Recognitions
   A. Superintendent's Award- Highland Lakes Elementary
      Presenter: Bethany Birdwell
   B. Retiree Recognition 5
      Presenter: Jeff Gasaway
   C. School Board Recognition Month 6
      Presenter: Dr. Chris Allen
7. Public Hearing
   A. Texas Academic Performance Report 7
      Presenter: Dr. Melissa Fields
8. Citizen Comments
9. Information Items
   A. General Fund Summary 502
   B. Expenditure Report 505
   C. Quarterly Investment Report 522
10. Presentation/Discussion Items and Possible Action
    A. International Thespian Festival Travel Request 523
       Presenter: Jon Clark
    B. ACE Sustainability Update 527
       Presenter: Cindy Walker
    C. District of Innovation Update 541
       Presenter: Dr. Wes Cunningham

D. Instructional Calendar 550
Presenter: Dr. Wes Cunningham

E. STEAM Update 561
Presenter: Dr. Chris Allen and Dr. Wes Cunningham

F. Branding and Marketing of Marble Falls ISD 571
Presenter: Jeff Gasaway

G. Cameras at High School and Middle School 587
Presenter: Jeff Gasaway

11. Consider and Possible Approval of Action

A. Consent

1. Minutes from Regular Board Meeting held on December 18, 2017 590
2. Budget Amendments 593
3. Resolutions Providing for the Sale of Property Acquired by Burnet Central Appraisal District at Delinquent Tax Sale 597

B. Update 109 affecting local policies BBE, CDA, CKC, CNA, CO, DF, DH, EHBAF, FEA, FFAA, FFF, FFI, GBAA, GKA, GKC and GKE 622
Presenter: Dr. Chris Allen

C. Appointment of MFISD Investment Officers 623
Presenter: Melissa Lafferty

D. Addition of Authorized Representative to Lone Star Investment Pool 624
Presenter: Melissa Lafferty

12. Upcoming Meetings and Board Training Opportunities

A. Monday, February 19, 2018 - Regular Board Meeting

B. Tuesday, March 20, 2018 - Regular Board Meeting

C. Monday, April 16, 2018 - Regular Board Meeting

13. Executive Session

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

B. Discussion of Superintendent's Evaluation (TX Govt. Code 551.074)

C. Discussion of Superintendent's Contract (TX Govt. Code 551.074)

14. Reconvene from Executive Session

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

A. Possible Approval of Professional Personnel

B. Possible Approval of Superintendent's Contract

16. 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

Congratulations to

Tammy King

for her "Years of Service in Education"

"Mrs. King is the backbone of the Athletic Department. She is the reason things get done correctly and on time."

- Rick Hoover, Athletic Director

HELPING
KIDS
Soar to Success
SCHOOL BOARD
RECOGNITION
MONTH
JANUARY 2018

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:
January 15, 2018

Meeting Type:
- (•) Regular Meeting
- ( ) Special Meeting/Workshop
- ( ) Hearing

Date Submitted: January 9, 2018

Agenda Placement:
- (•) Public Hearing
- ( ) Information Items
- ( ) Presentation/Discussion Items
- ( ) Consideration Items
- ( ) Consent Agenda

Subject:
MFISD Public Hearing on 2016-2017 TAPR - Accountability System

Executive Summary:

This presentation is designed to serve as the required public hearing for the 2016-2017 TAPR Accountability Report for MFISD.

Fiscal Impact:

Cost:
- ( ) Recurring
- ( ) One-Time
- (•) No Fiscal Impact

Funding Source:
- ( ) General Fund
- ( ) Grant Funds
- ( ) Bond Funds
- ( ) Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ( ) Yes
- (•) No

Administration's Recommendation:

This is for a public hearing, no action is needed.

Submitted By:

Wes Cunningham

Board Approval Required: ( ) Yes (•) No

Texas Academic Performance Report (TAPR)

2016-17

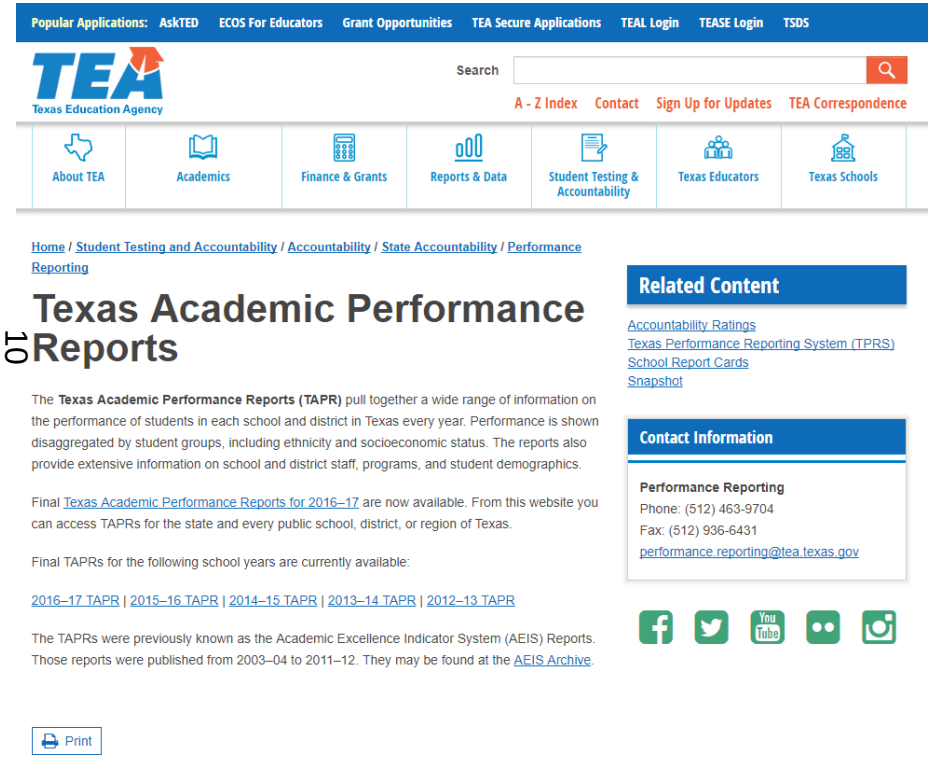
Marble Falls ISD

REGION 13
EDUCATION SERVICE CENTER

TAPR Overview

The TAPR provides information on the performance of students in each school and district in Texas. The reports also provide extensive information on school and district staff, programs, and student demographics.

Accessing the TAPR Report



1. https://tea.texas.gov/perfreport/tapr/index.html
2. https://www.marblefallsisd.org/domain/71
3. Campus Libraries or Offices

2017 TAPR Content
District/Campus Performance

- The performance section of the TAPR shows STAAR performance in different ways:
  - *By grade level, subject, and student group*
  - *By End-of-Course (EOC) subject*
  - *All grades*
  - *STAAR Percentage at Approaches, Meets, and Masters Grade Level Standard*
  - *Student Success Initiative*
  - *Progress of Prior-Year Non-Proficient Students*

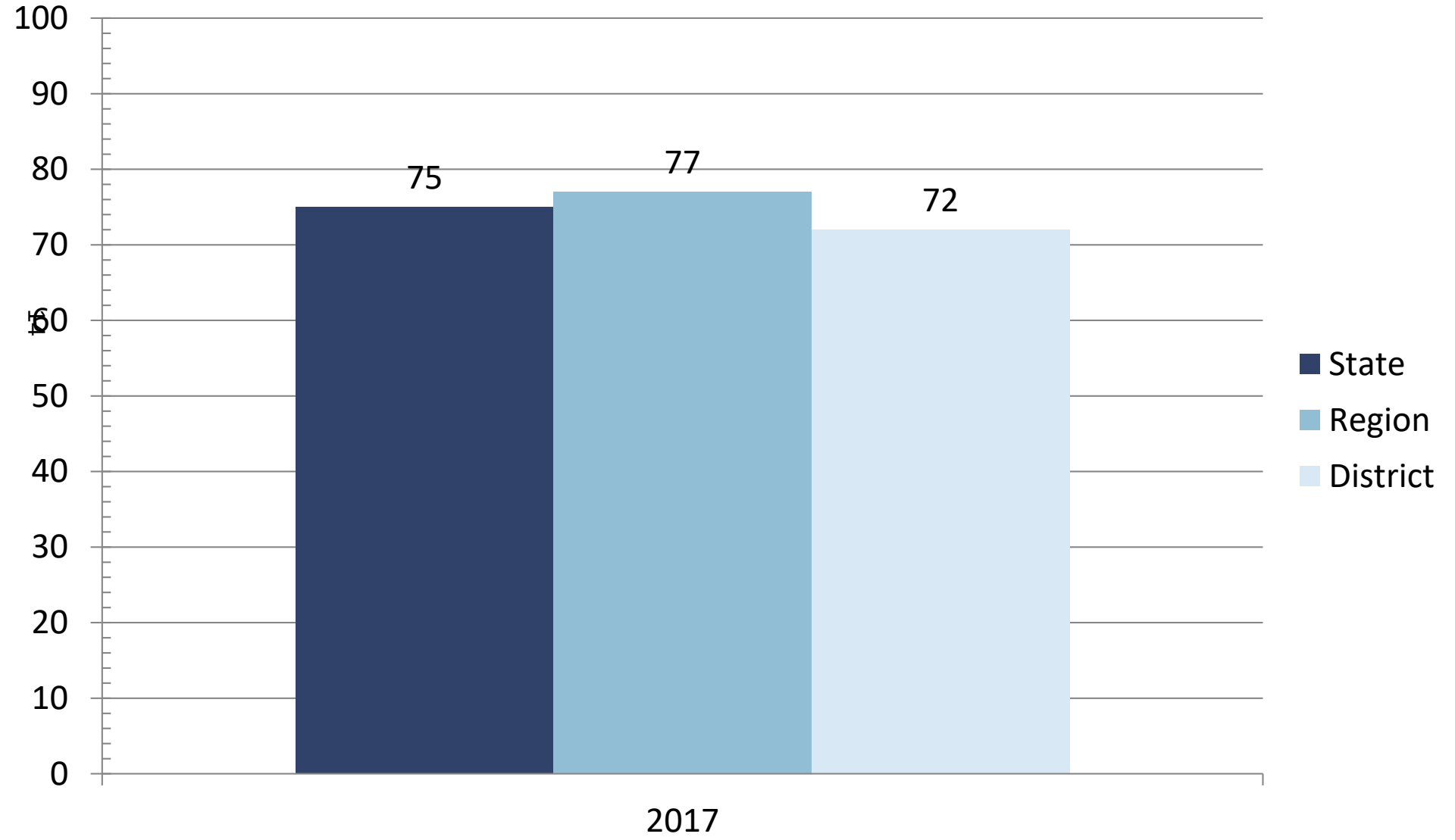
2017 TAPR Content
District/Campus Performance (continued)

- Participation Rate
- Attendance Rate
- Annual Dropout Rates
- Graduation Rates
- College Readiness Indicators
- 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*

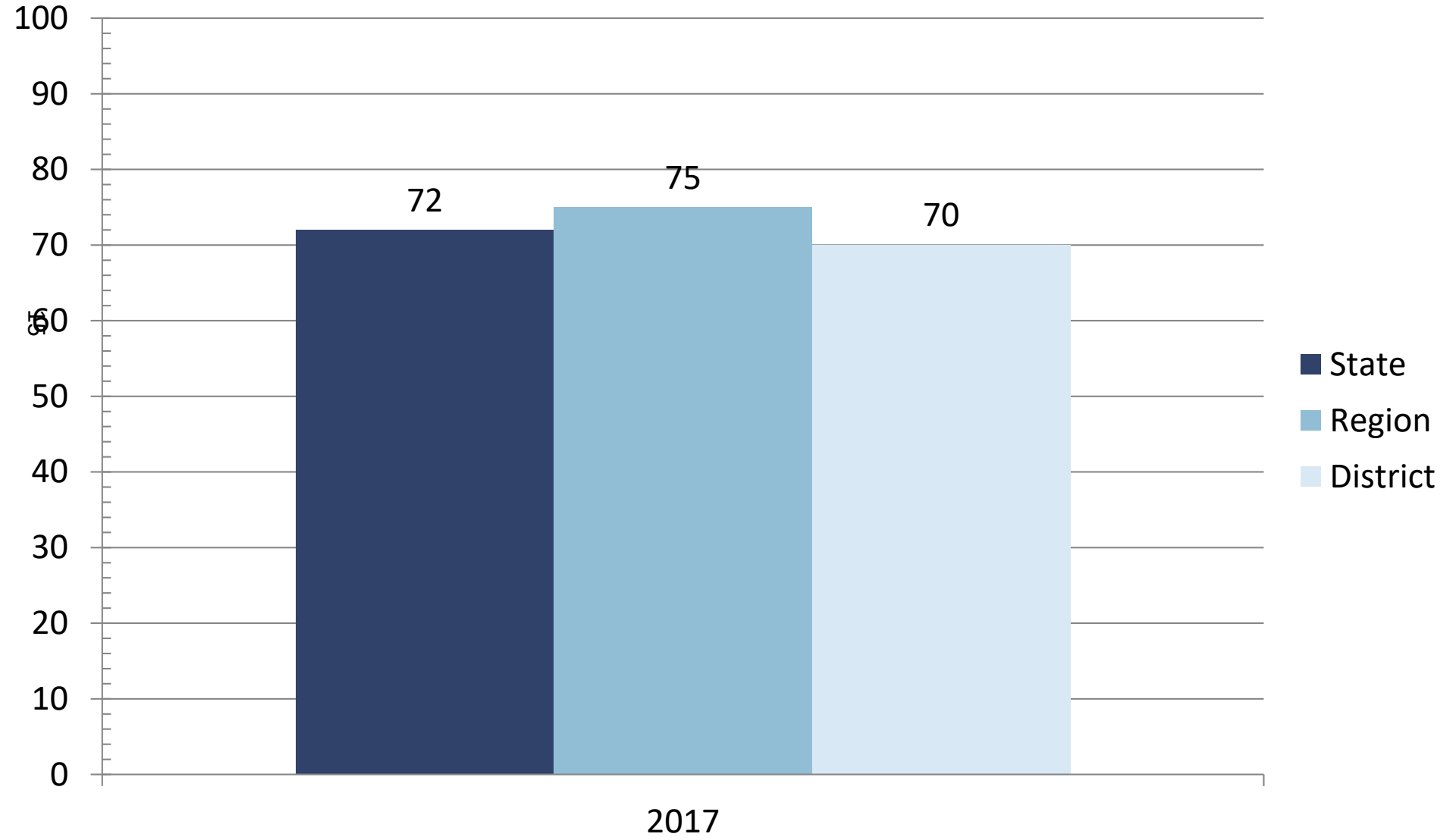
2017 TAPR Report Overview
District/Campus Profile

- 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*

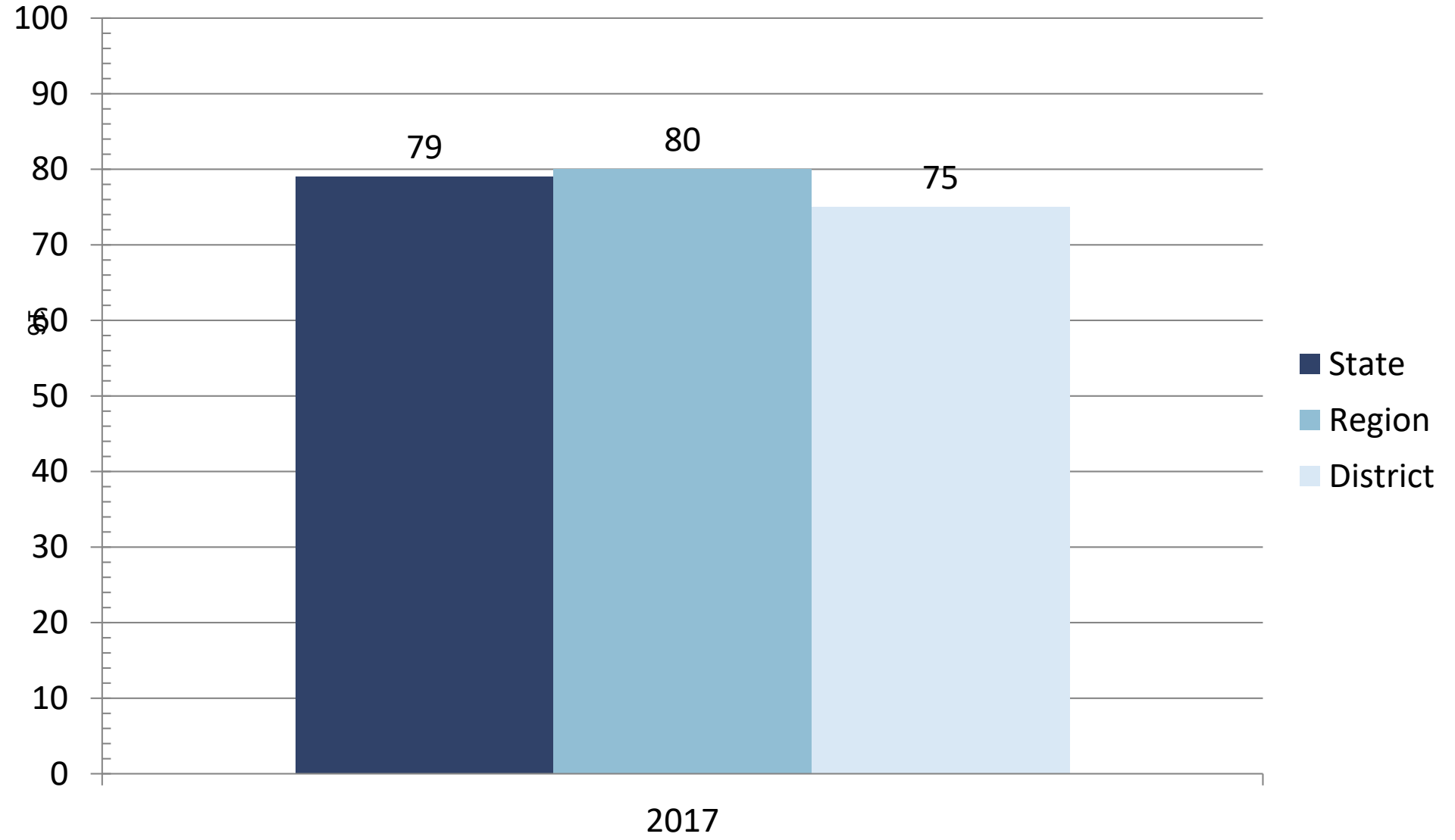
STAAR Percent at Approaches Grade Level or Above
All Grades, All Subjects



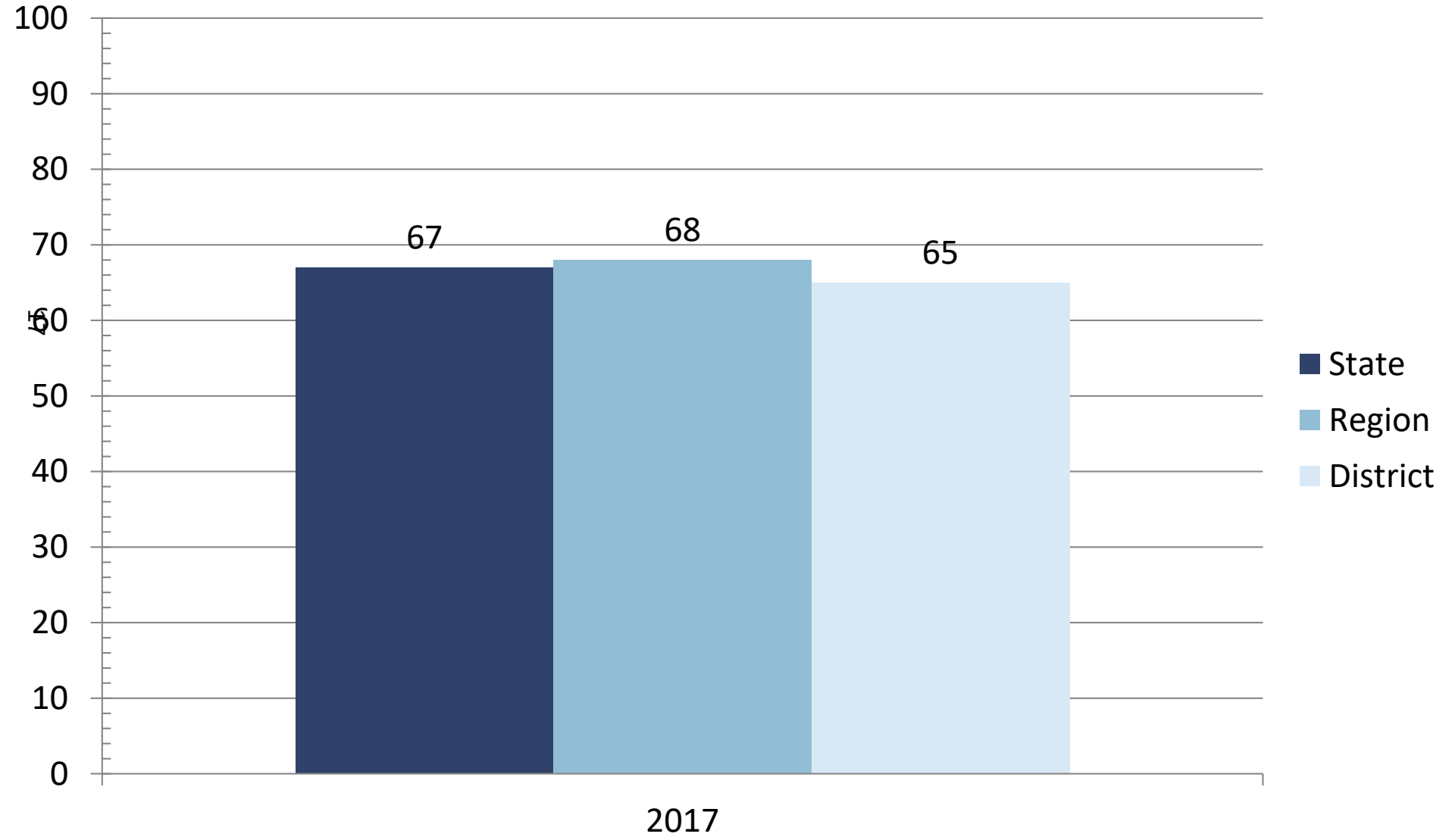
STAAR Percent at Approaches Grade Level or Above All Grades, Reading



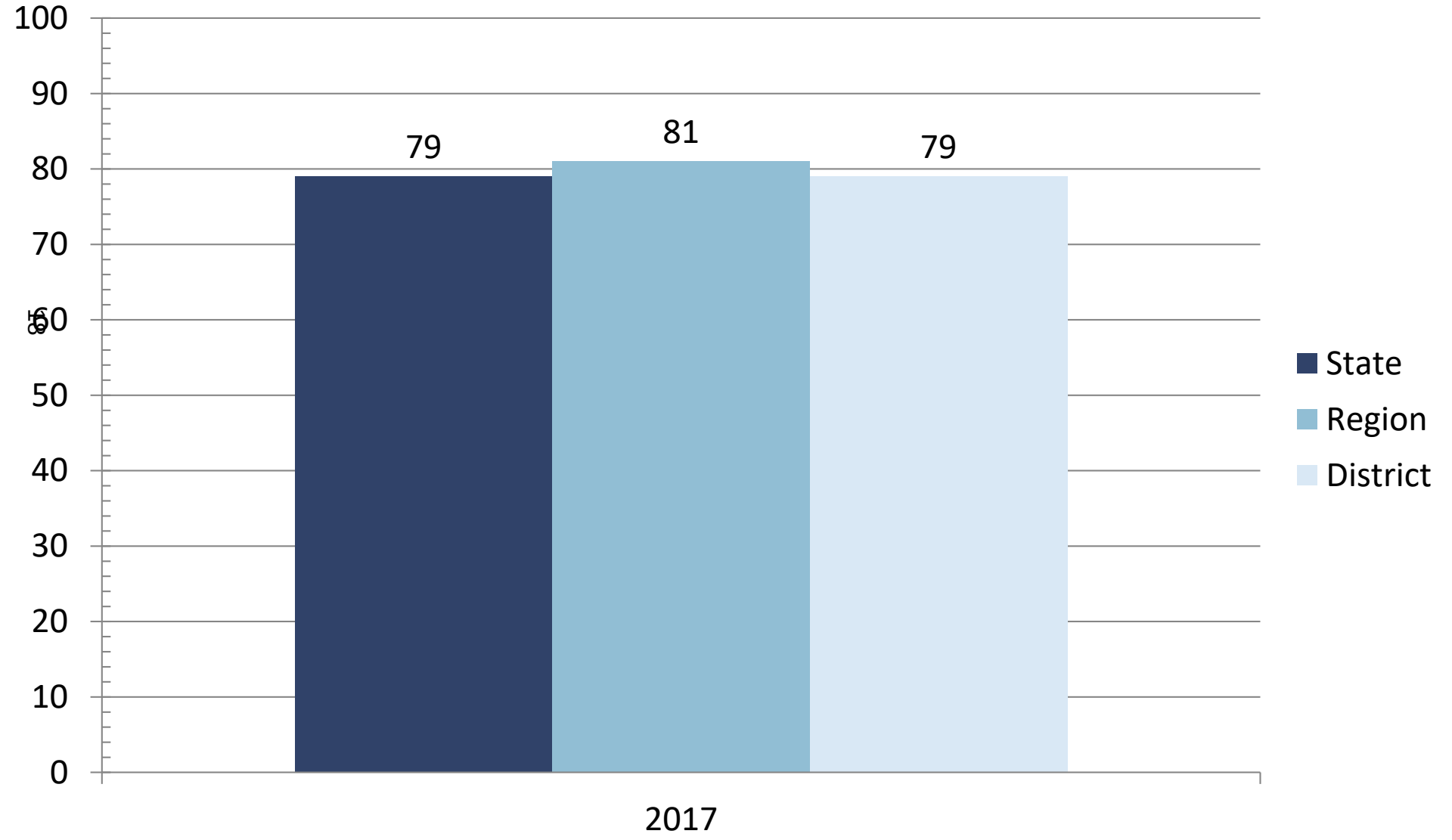
STAAR Percent at Approaches Grade Level or Above All Grades, Mathematics



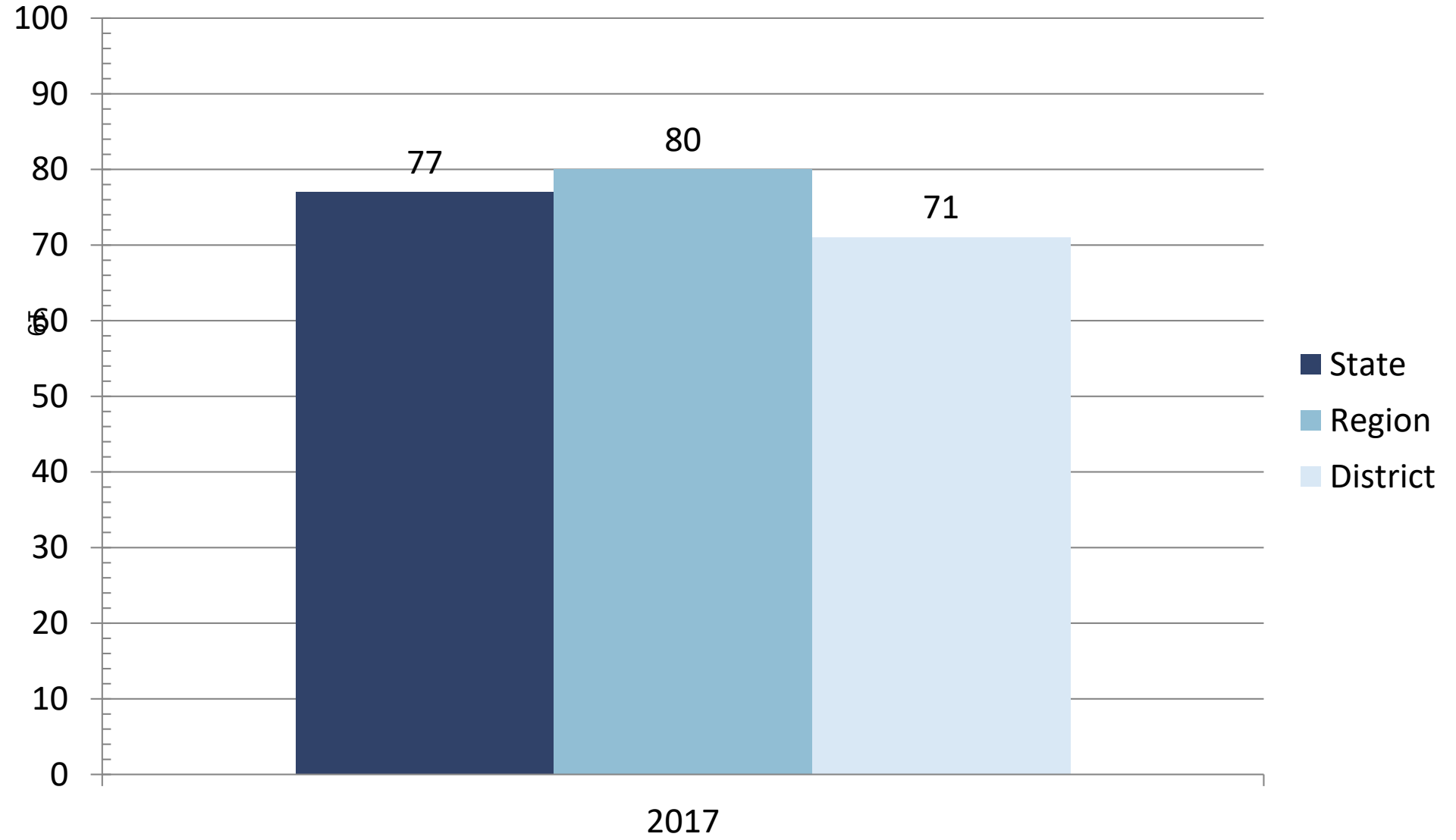
STAAR Percent at Approaches Grade Level or Above All Grades, Writing



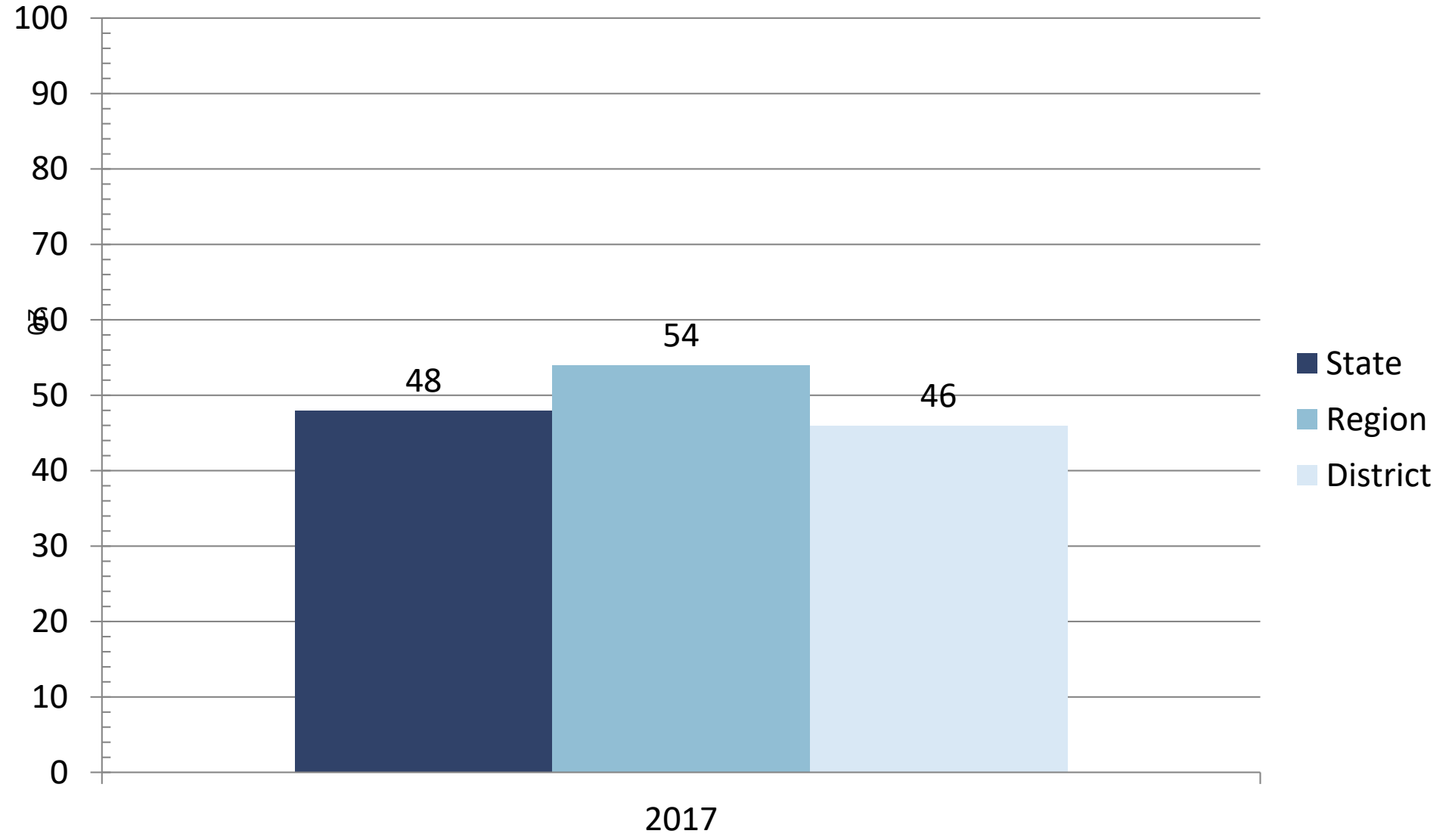
STAAR Percent at Approaches Grade Level or Above All Grades, Science



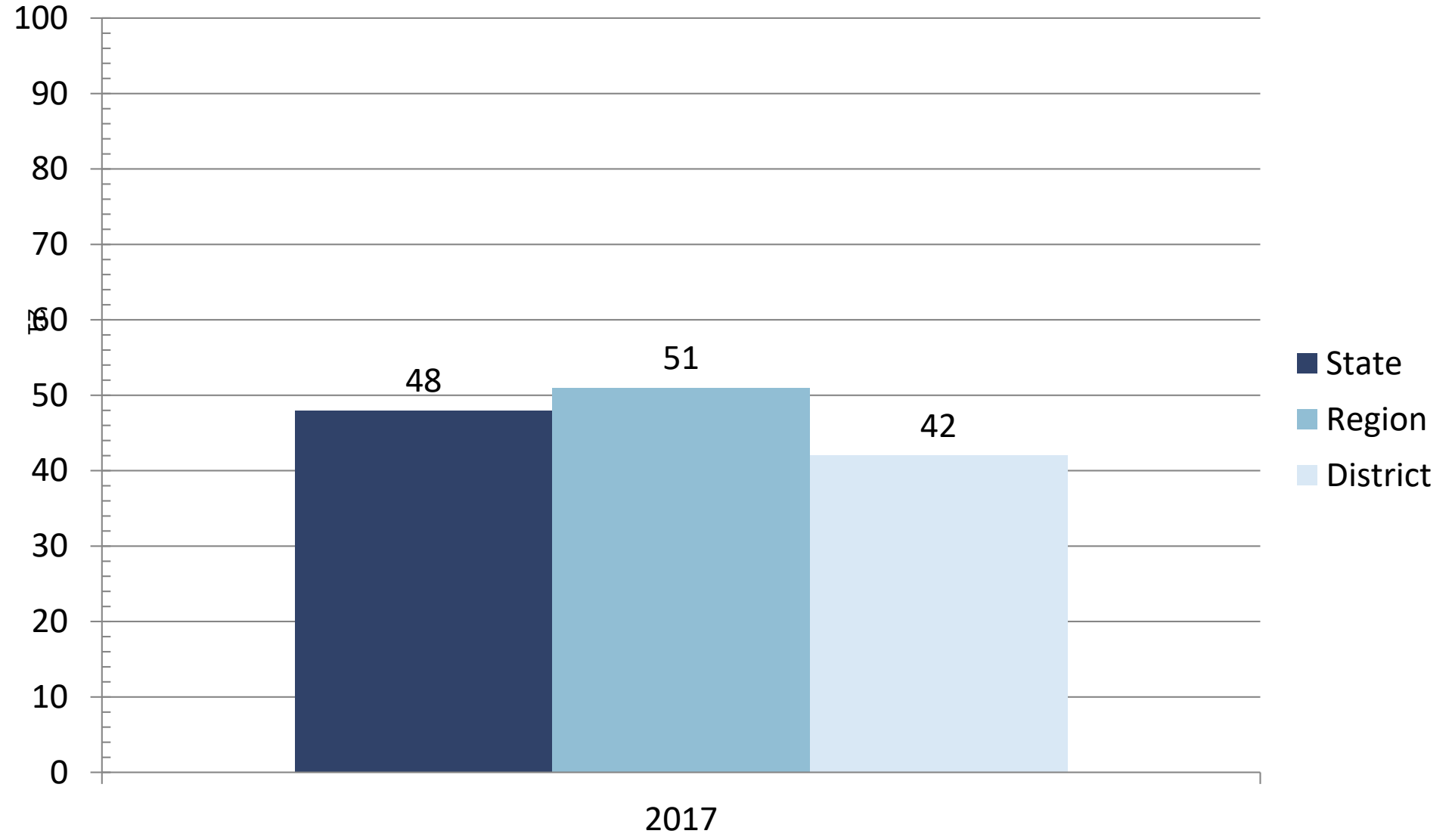
STAAR Percent at Approaches Grade Level or Above All Grades, Social Studies



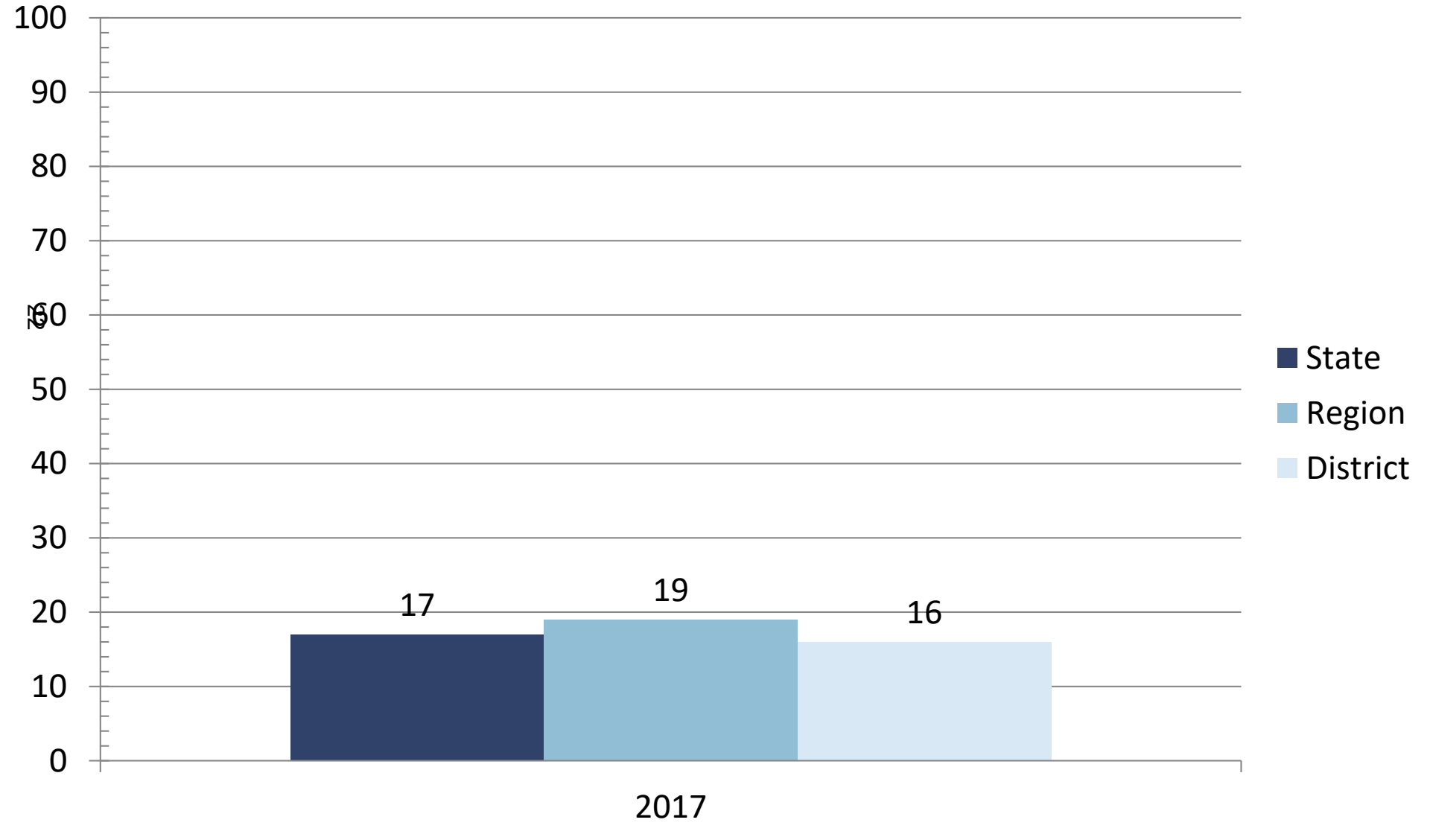
STAAR Percent Met or Exceeded Progress
All Grades, Reading



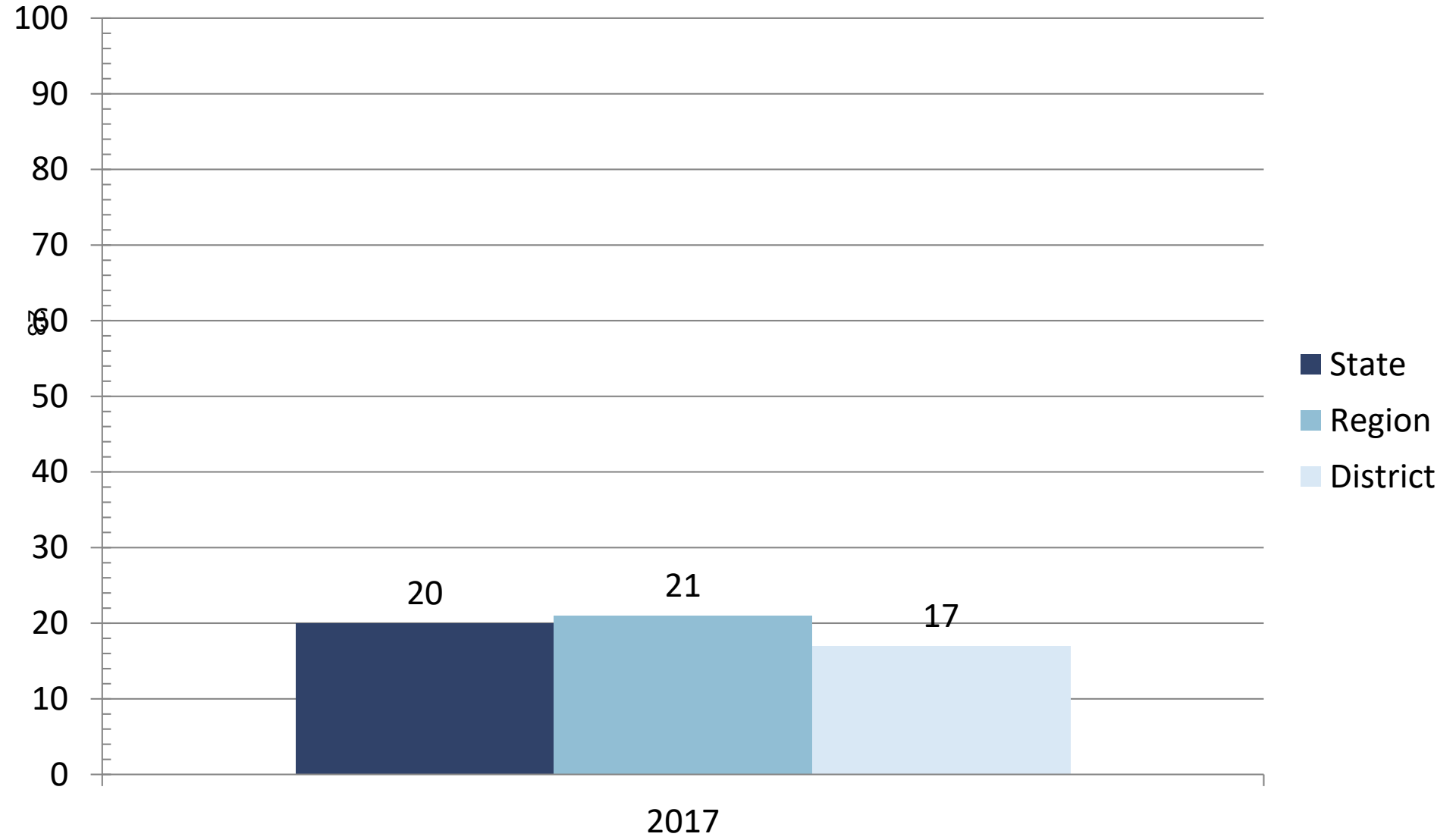
STAAR Percent Met or Exceeded Progress
All Grades, Mathematics



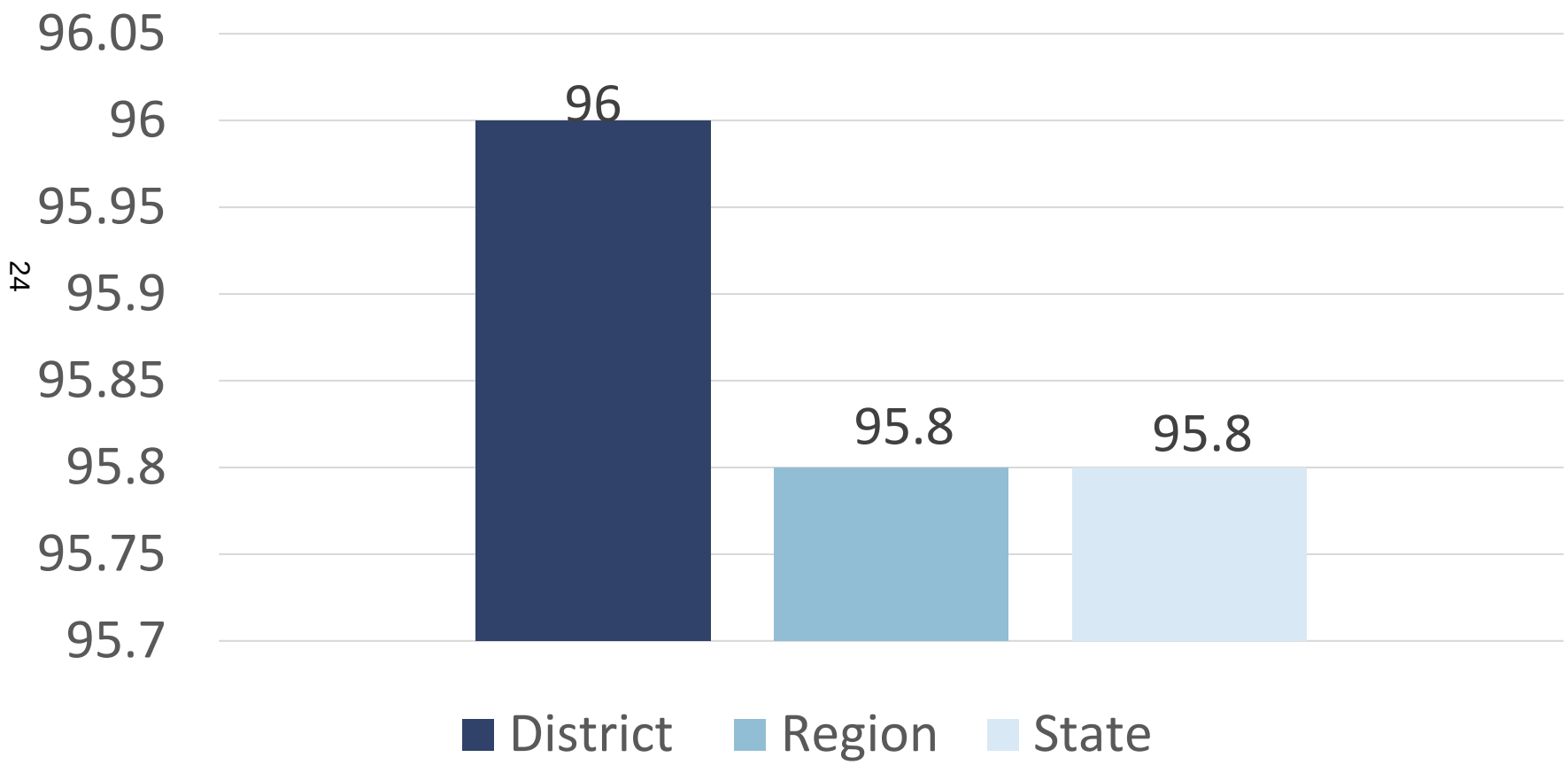
STAAR Percent Exceeded Progress
All Grades, Reading



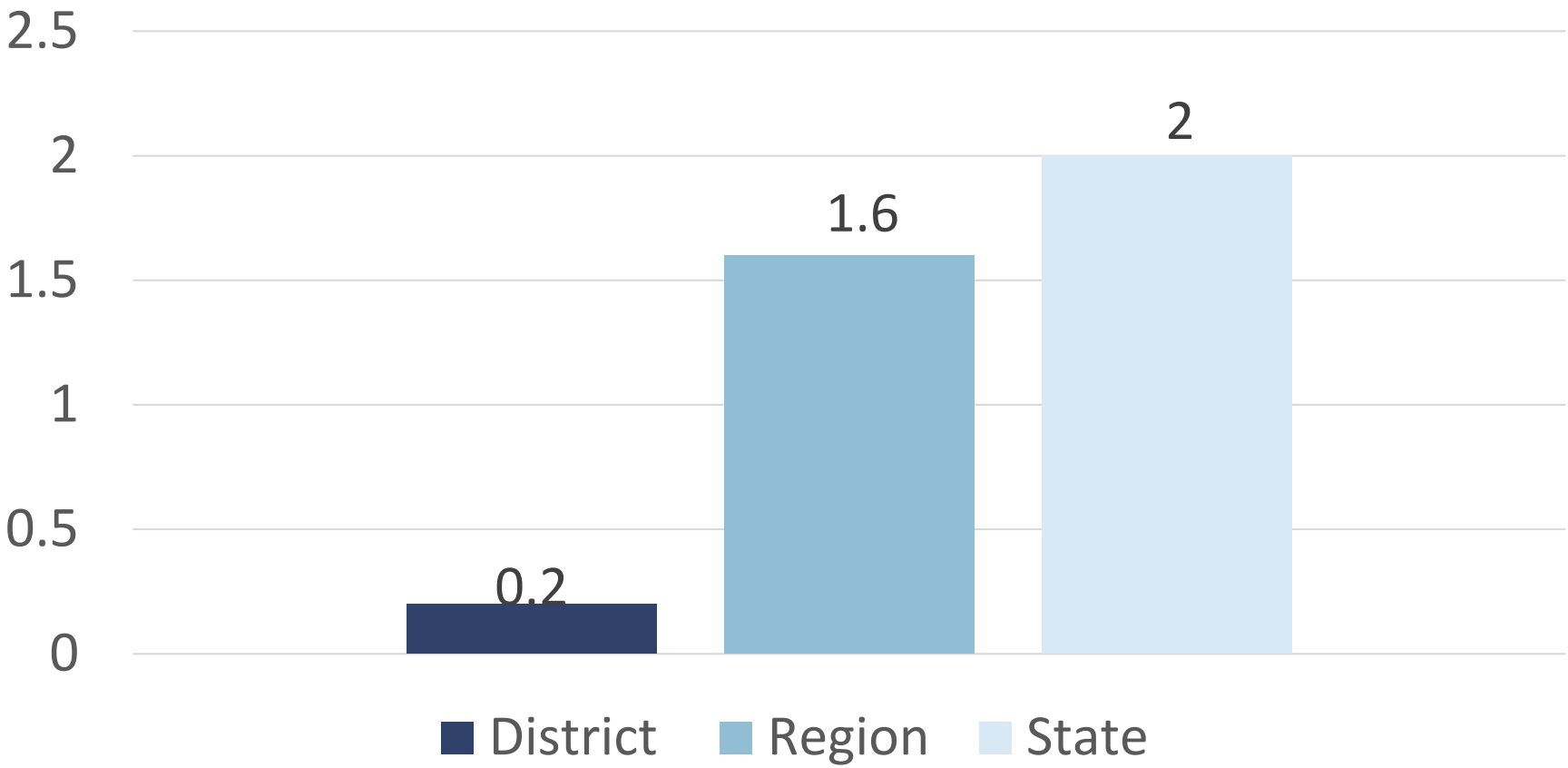
STAAR Percent Exceeded Progress
All Grades, Mathematics



Attendance
Class of 2015-16

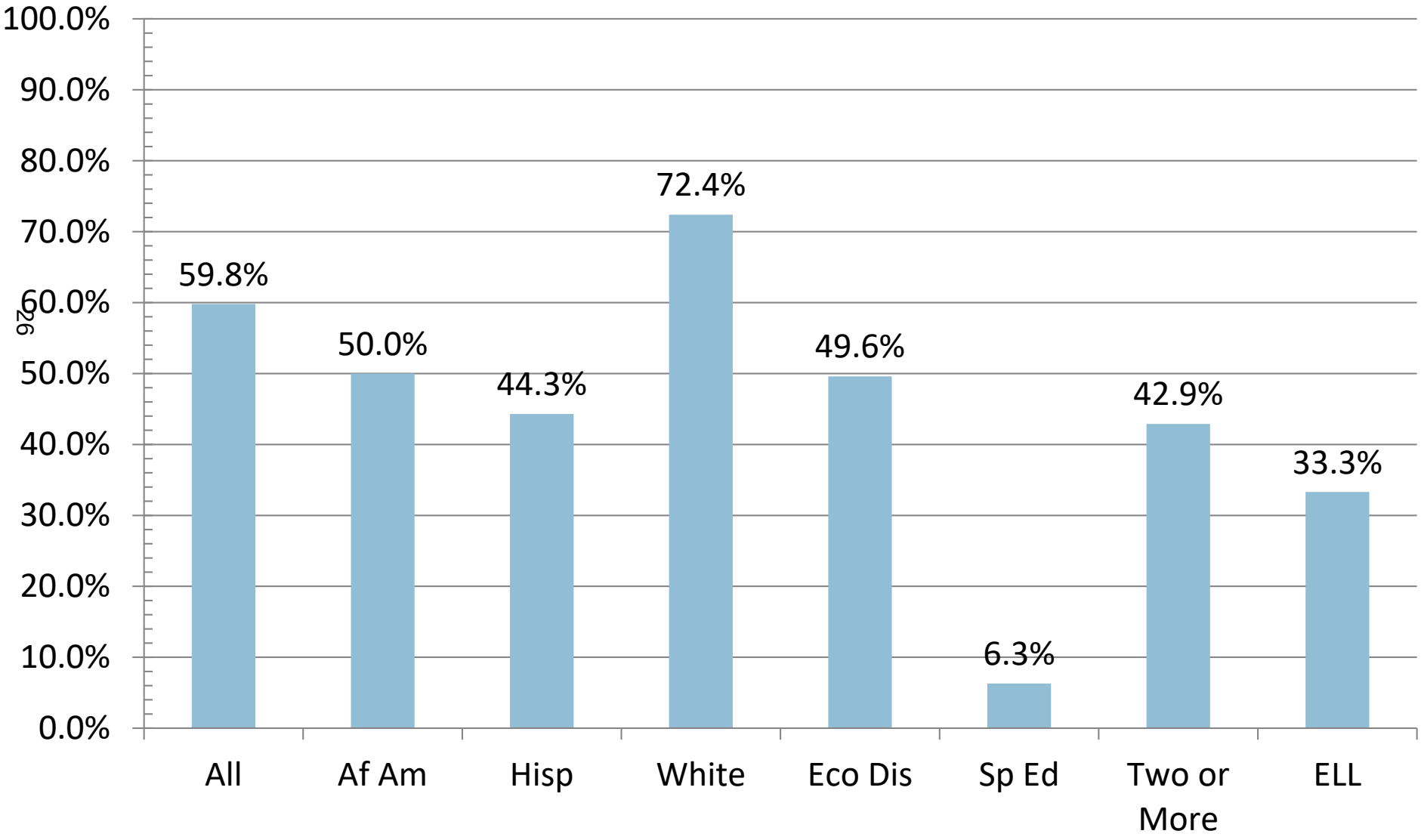


Annual Drop Out Rate
Class of 2015-16



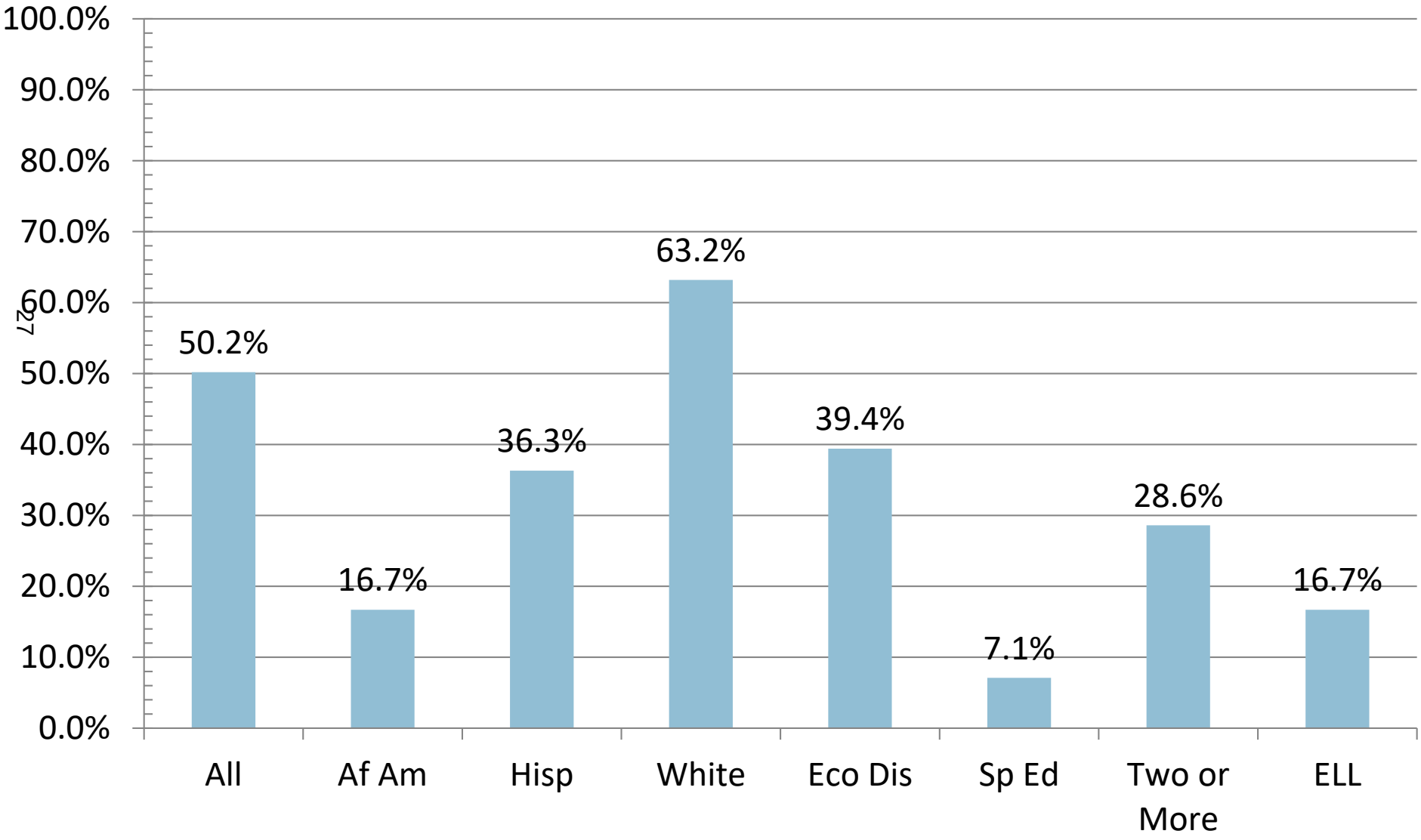
Class of 2016 College Ready Graduates

English Language Arts

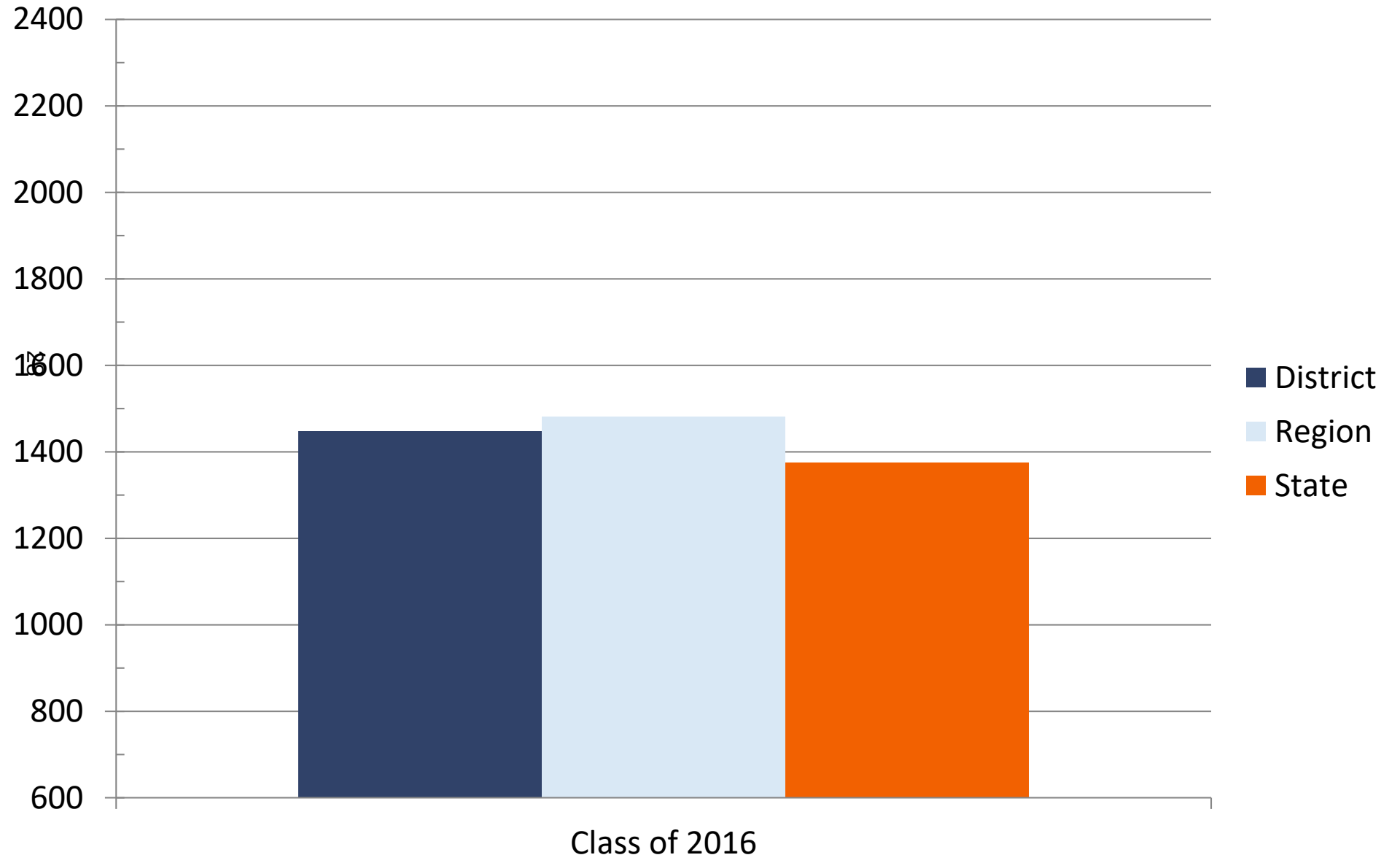


Class of 2016 College Ready Graduates

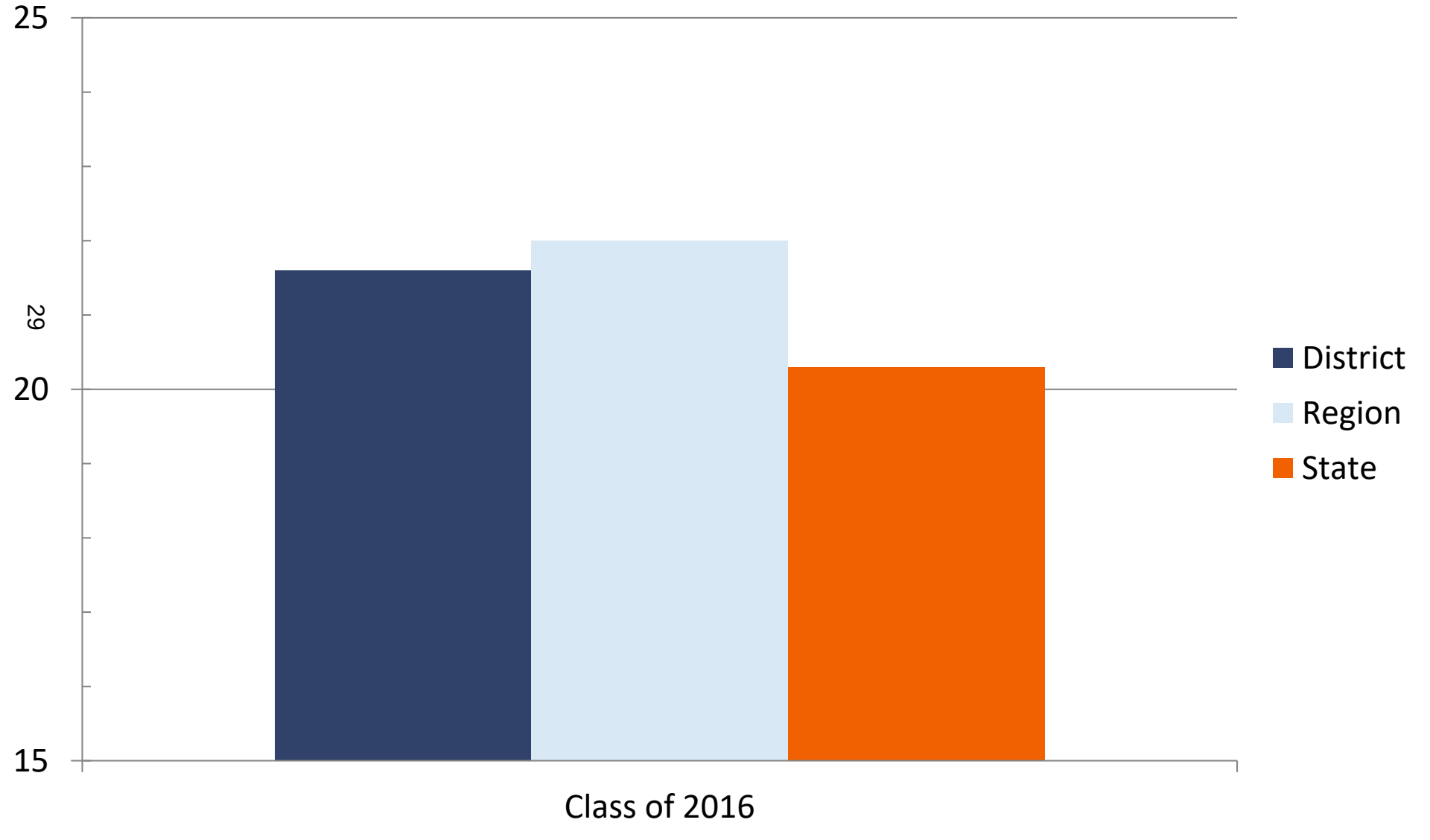
Mathematics



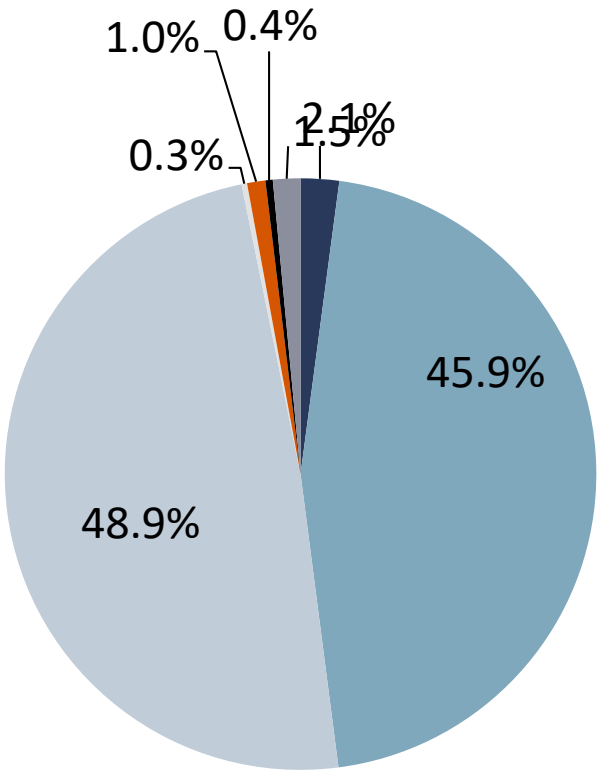
Average SAT Score, All Subjects
Class of 2016



Average ACT Score, All Subjects
Class of 2016

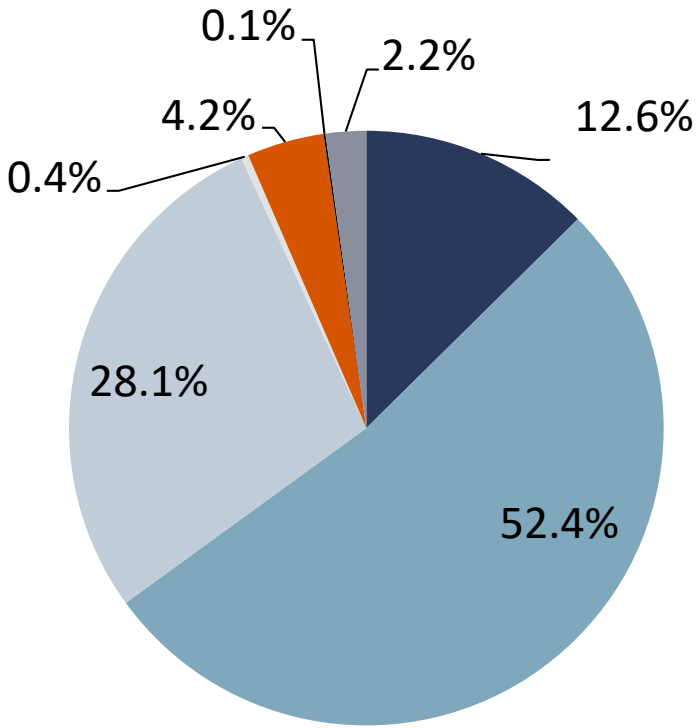


2017 Student Ethnic Distribution



District

- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races

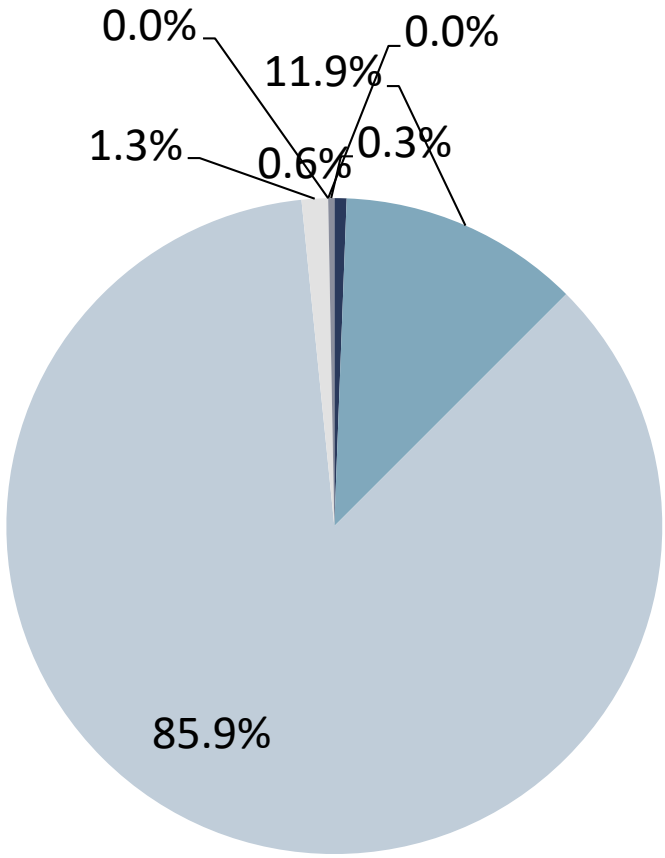


State

2017 Student Demographics

	District	State
Economically Disadvantaged	**64.9%**	**59.0%**
English Language Learners	**15.1%**	**18.9%**
Students w/Disciplinary Placements (2015-16)	**2.2%**	**1.4%**
At-Risk	**46.7%**	**50.3%**

2017 Teacher Ethnic Distribution



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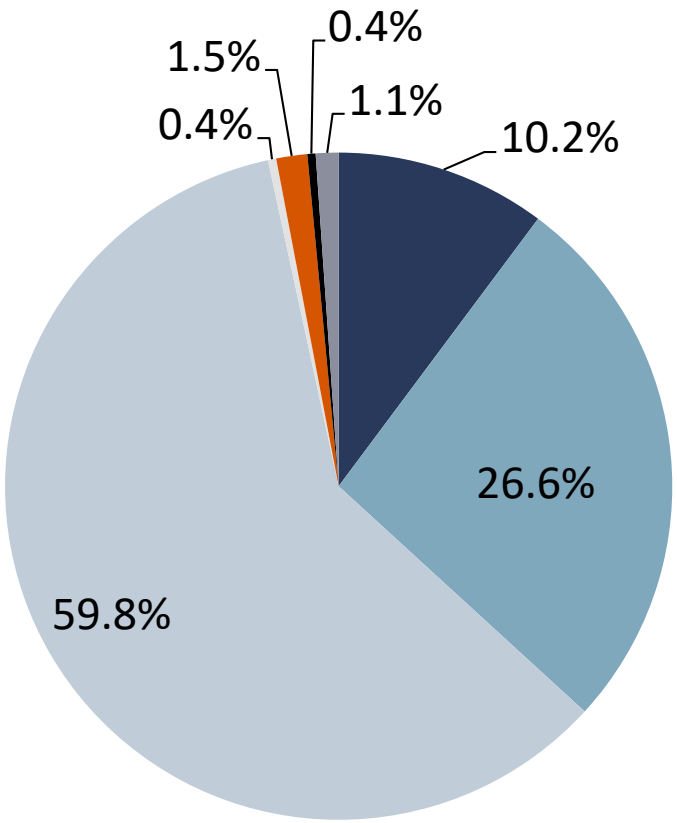
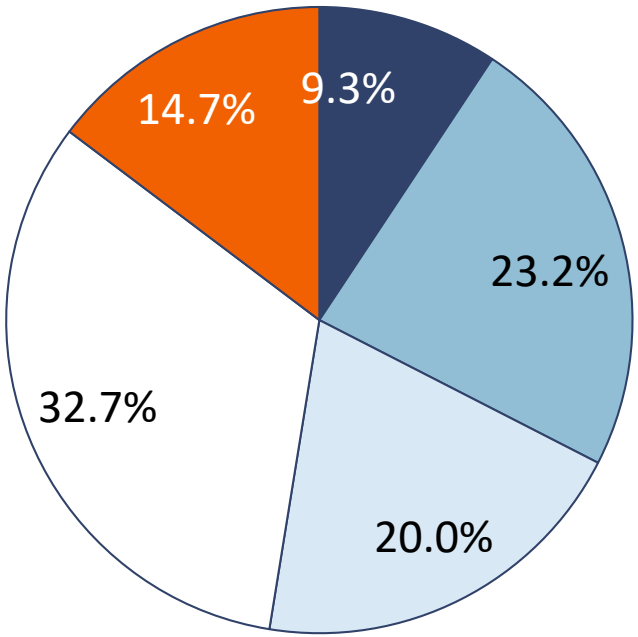


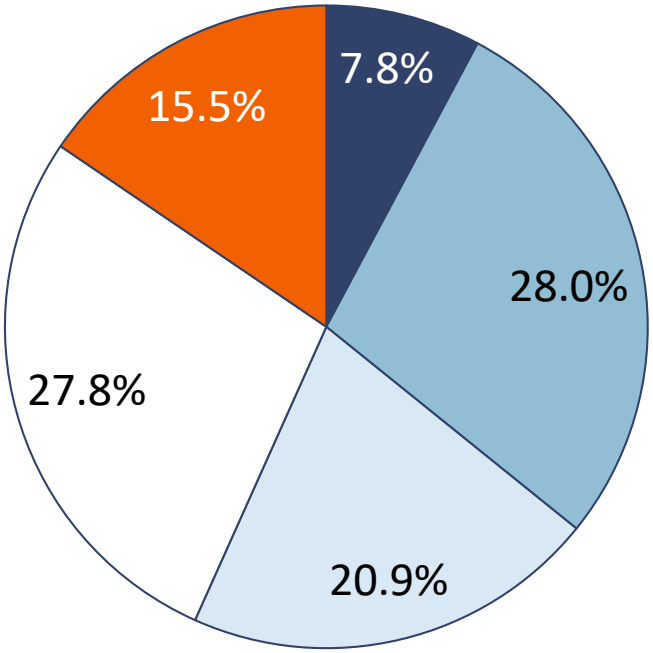
State

2017 Teachers Years of Experience



District

Beginning
1-5 Years
6-10 Years
11-20 Years
Over 20 years

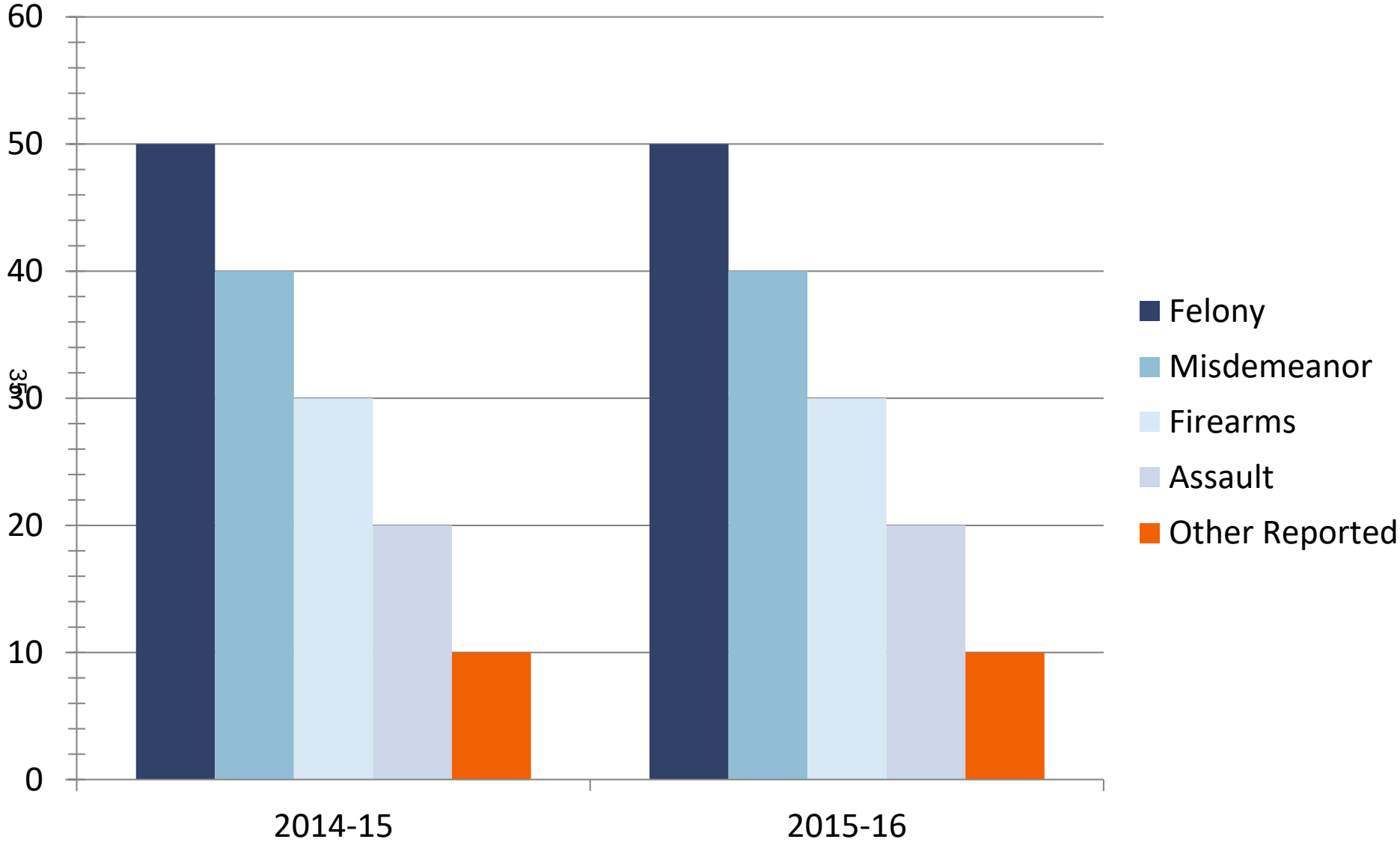


State

2017 Enrollment by Program

	District	State
Bilingual/ESL	**15.0%**	**18.8%**
Career & Technical Education	**26.6%**	**25.0%**
Gifted & Talented Education	**6.9%**	**7.8%**
Special Education	**11.1%**	**8.8%**

2016 Violent and Criminal Incidents



Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2016-17 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	1,202	45	923	624	661	629	199	4,283
	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 FY2015
Enrolled in Texas Public or Independent Higher Education in FY 2016

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	2						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	33						
	027904001	MARBLE FALLS H S							
		Four-Year Public University	66	14	7	15	12	18	0
		Two-Year Public Colleges	51	12	11	6	13	5	4
		Independent Colleges & Universities	9						
		Not Trackable	6						
		Not Found	97						
		Total High School Graduates	229						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

For more information, please contact:

Dr. Melissa Fields
Director of Assessment and Accountability
mfields@mfisd.txed.net
830.693.4357

2016-17 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

District Number: **027904**

2017 Accountability Rating: **Met Standard**

2017 Special Education Determination Status:

Meets Requirements

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Performance

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 3														
Reading	2017	73%	75%	**63%**	*	60%	67%	*	*	*	*	36%	59%	59%
	2016	73%	77%	**70%**	*	68%	73%	*	*	100%	*	30%	61%	67%
Mathematics	2017	78%	79%	**63%**	*	60%	68%	*	*	*	*	39%	57%	67%
	2016	75%	78%	**69%**	*	65%	74%	*	*	86%	*	43%	60%	62%
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	73%	**69%**	*	61%	77%	*	*	71%	*	27%	59%	61%
	2016	75%	77%	**73%**	*	62%	84%	*	*	-	*	20%	64%	40%
Mathematics	2017	76%	76%	**79%**	*	71%	87%	*	*	86%	*	49%	71%	68%
	2016	73%	76%	**72%**	*	61%	83%	*	*	-	*	32%	67%	47%
Writing	2017	65%	65%	**58%**	*	49%	66%	*	*	*	*	29%	48%	41%
	2016	69%	71%	**65%**	*	52%	77%	*	*	-	*	22%	56%	36%
STAAR Percent at Approaches Grade Level or Above Grade 5 * **														
Reading	2017	82%	83%	**82%**	83%	69%	93%	*	*	-	*	43%	73%	49%
	2016	81%	83%	**81%**	80%	71%	86%	*	*	-	*	50%	73%	55%
Mathematics	2017	87%	87%	**89%**	83%	80%	98%	*	*	-	*	70%	84%	64%
	2016	86%	87%	**92%**	90%	89%	94%	*	*	-	*	78%	89%	76%
Science	2017	74%	74%	**68%**	*	52%	83%	*	*	-	*	42%	56%	28%
	2016	74%	76%	**73%**	89%	62%	79%	*	*	-	*	42%	65%	49%
STAAR Percent at Approaches Grade Level or Above Grade 6														
Reading	2017	69%	72%	**65%**	75%	50%	74%	*	*	-	*	26%	53%	33%
	2016	69%	73%	**67%**	*	51%	80%	-	*	*	*	26%	54%	21%
Mathematics	2017	76%	77%	**75%**	63%	64%	82%	*	*	-	*	45%	69%	55%
	2016	72%	75%	**71%**	*	62%	78%	-	*	*	*	22%	64%	30%

District Name: MARBLE FALLS ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Performance

		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	76%	**68%**	*	57%	80%	-	*	*	*	23%	59%	21%
	2016	71%	75%	**62%**	*	54%	71%	*	*	-	*	27%	52%	24%
Mathematics	2017	70%	68%	**49%**	*	46%	52%	-	*	*	*	23%	46%	41%
	2016	69%	70%	**49%**	*	49%	51%	*	*	-	*	30%	46%	26%
Writing	2017	70%	71%	**71%**	*	60%	83%	-	*	*	*	26%	61%	18%
	2016	69%	73%	**71%**	*	67%	77%	*	*	-	*	38%	64%	38%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	88%	**86%**	*	77%	93%	*	*	-	100%	67%	79%	50%
	2016	87%	89%	**89%**	82%	86%	94%	-	*	*	*	55%	86%	76%
Mathematics	2017	85%	87%	**83%**	*	75%	89%	*	*	*	*	51%	76%	58%
	2016	82%	85%	**86%**	73%	83%	91%	-	*	*	63%	48%	81%	68%
Science	2017	76%	79%	**76%**	*	66%	84%	*	*	-	*	39%	65%	41%
	2016	75%	78%	**75%**	64%	64%	86%	-	*	*	*	43%	65%	28%
Social Studies	2017	63%	68%	**51%**	*	40%	63%	*	*	-	*	21%	41%	*
	2016	63%	69%	**64%**	55%	52%	75%	-	*	*	*	30%	53%	34%
STAAR Percent at Approaches Grade Level or Above End of Course														
English I	2017	64%	68%	**63%**	65%	49%	78%	*	*	*	63%	27%	55%	17%
	2016	65%	69%	**65%**	35%	57%	76%	*	*	*	100%	32%	56%	23%
English II	2017	66%	70%	**65%**	58%	52%	79%	*	*	*	*	27%	54%	18%
	2016	67%	72%	**75%**	78%	66%	83%	*	71%	*	*	30%	69%	29%
Algebra I	2017	83%	83%	**79%**	73%	72%	86%	*	*	*	100%	54%	72%	51%
	2016	78%	80%	**76%**	77%	69%	83%	*	*	*	*	35%	67%	52%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
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		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
End of Course														
Biology	2017	86%	88%	**90%**	86%	84%	96%	-	*	*	83%	62%	86%	63%
	2016	87%	90%	**88%**	83%	80%	95%	*	*	*	*	63%	82%	*
U.S. History	2017	91%	93%	**89%**	63%	82%	96%	*	86%	-	*	51%	81%	43%
	2016	91%	93%	**88%**	78%	82%	93%	*	*	*	*	49%	83%	*
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	77%	**72%**	65%	63%	82%	90%	80%	80%	68%	40%	64%	46%
	2016	75%	78%	**74%**	67%	66%	82%	73%	70%	93%	72%	39%	66%	46%
Reading	2017	72%	75%	**70%**	64%	58%	80%	88%	77%	81%	66%	34%	61%	42%
	2016	73%	77%	**73%**	66%	64%	81%	64%	65%	92%	75%	34%	65%	45%
Mathematics	2017	79%	80%	**75%**	58%	68%	83%	86%	95%	85%	67%	48%	69%	60%
	2016	76%	79%	**75%**	67%	68%	81%	*	88%	91%	67%	41%	68%	52%
Writing	2017	67%	68%	**65%**	60%	55%	74%	*	*	67%	*	28%	55%	33%
	2016	69%	72%	**68%**	*	59%	77%	*	*	-	71%	32%	60%	37%
Science	2017	79%	81%	**79%**	81%	69%	88%	*	89%	*	83%	49%	70%	40%
	2016	79%	81%	**79%**	78%	68%	86%	*	71%	*	85%	50%	70%	41%
Social Studies	2017	77%	80%	**71%**	67%	60%	80%	*	67%	-	63%	35%	61%	20%
	2016	77%	81%	**75%**	65%	65%	84%	*	*	*	*	38%	66%	36%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	53%	**45%**	36%	34%	54%	*	50%	47%	38%	20%	34%	13%
	2016	45%	51%	**41%**	36%	28%	51%	*	32%	54%	44%	5%	29%	11%
Reading	2017	48%	54%	**46%**	40%	34%	57%	*	56%	47%	47%	19%	35%	17%
	2016	46%	53%	**46%**	42%	34%	56%	*	32%	54%	45%	8%	34%	12%
Mathematics	2017	48%	51%	**42%**	36%	33%	50%	*	69%	69%	30%	21%	33%	22%
	2016	43%	48%	**41%**	29%	31%	48%	*	67%	45%	41%	6%	31%	19%

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		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Writing	2017	38%	42%	**35%**	*	28%	40%	*	*	*	*	19%	28%	22%
	2016	41%	46%	**35%**	*	26%	43%	*	*	-	*	*	27%	*
Science	2017	52%	56%	**56%**	50%	44%	69%	*	*	*	58%	26%	43%	11%
	2016	47%	53%	**53%**	55%	38%	63%	*	*	*	42%	13%	39%	16%
Social Studies	2017	51%	57%	**44%**	63%	32%	51%	*	*	-	63%	20%	36%	*
	2016	47%	54%	**41%**	33%	26%	53%	*	*	*	*	*	30%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	24%	**17%**	10%	10%	23%	*	29%	25%	20%	4%	10%	8%
	2016	18%	22%	**16%**	10%	9%	23%	*	14%	36%	20%	4%	10%	6%
Reading	2017	19%	24%	**16%**	11%	10%	22%	*	31%	*	17%	3%	9%	9%
	2016	17%	22%	**15%**	8%	9%	21%	*	*	46%	19%	2%	9%	7%
Mathematics	2017	23%	26%	**17%**	12%	11%	22%	*	33%	38%	*	4%	11%	12%
	2016	19%	23%	**15%**	11%	8%	21%	*	31%	*	22%	4%	9%	8%
Writing	2017	12%	15%	**8%**	*	5%	11%	*	*	*	*	*	4%	*
	2016	15%	18%	**11%**	*	6%	15%	*	*	-	*	*	6%	5%
Science	2017	19%	24%	**21%**	*	12%	30%	*	*	*	42%	5%	14%	*
	2016	16%	22%	**21%**	22%	10%	31%	*	*	*	*	8%	13%	*
Social Studies	2017	27%	33%	**22%**	*	13%	28%	*	*	-	*	*	14%	*
	2016	22%	28%	**20%**	*	11%	28%	*	*	*	*	*	12%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	62%	**58%**	51%	57%	60%	*	79%	67%	59%	54%	56%	57%
	2016	62%	63%	**56%**	61%	52%	60%	*	61%	*	59%	51%	53%	50%
Reading	2017	59%	61%	**59%**	*	56%	61%	*	76%	*	*	54%	57%	54%
	2016	60%	62%	**58%**	68%	53%	61%	*	*	*	52%	51%	54%	50%

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Texas Academic Performance Report
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		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	63%	**58%**	44%	57%	59%	*	82%	*	*	53%	55%	60%
	2016	63%	64%	**55%**	54%	51%	58%	*	*	*	*	51%	53%	50%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	20%	**17%**	12%	14%	19%	*	35%	24%	18%	12%	15%	15%
	2016	17%	18%	**16%**	12%	15%	17%	*	18%	*	20%	13%	15%	15%
Reading	2017	17%	19%	**16%**	*	14%	17%	*	35%	*	*	12%	15%	14%
	2016	16%	17%	**16%**	12%	15%	16%	*	*	*	26%	12%	15%	16%
Mathematics	2017	20%	21%	**17%**	15%	14%	20%	*	35%	*	*	13%	16%	16%
	2016	17%	19%	**16%**	12%	14%	18%	*	*	*	*	15%	15%	13%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	34%	**35%**	*	28%	45%	*	*	-	*	23%	33%	24%
	2016	35%	35%	**31%**	*	28%	38%	-	*	-	*	14%	30%	18%
Mathematics	2017	43%	41%	**44%**	*	38%	55%	*	*	*	*	29%	40%	35%

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TEXAS EDUCATION AGENCY
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		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	72%	**74%**	**72%**	*	56%	87%	*	*	-	*	27%	62%	36%
Students Requiring Accelerated Instruction														
	2017	28%	**26%**	**28%**	*	44%	13%	*	*	-	*	73%	38%	64%
STAAR Cumulative Met Standard														
	2017	81%	**83%**	**81%**	*	68%	93%	*	*	-	*	36%	72%	48%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	**81%**	**82%**	*	70%	93%	*	*	-	*	55%	75%	47%
Students Requiring Accelerated Instruction														
	2017	19%	**19%**	**18%**	*	30%	7%	*	*	-	*	45%	25%	53%
STAAR Cumulative Met Standard														
	2017	87%	**87%**	**88%**	*	78%	98%	*	*	-	*	67%	82%	61%

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TEXAS EDUCATION AGENCY
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		State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	76%	**80%**	**73%**	*	61%	84%	*	*	-	100%	34%	64%	30%
Students Requiring Accelerated Instruction														
	2017	24%	**20%**	**27%**	*	39%	16%	*	*	-	*	66%	36%	70%
STAAR Cumulative Met Standard														
	2017	85%	**87%**	**85%**	*	76%	93%	*	*	-	100%	63%	78%	48%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	**79%**	**73%**	*	66%	78%	*	*	*	*	32%	66%	41%
Students Requiring Accelerated Instruction														
	2017	25%	**21%**	**27%**	*	34%	22%	*	*	*	*	68%	34%	59%
STAAR Cumulative Met Standard														
	2017	85%	**87%**	**82%**	*	74%	89%	*	*	*	*	46%	75%	56%

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District Name: MARBLE FALLS ISD
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 13	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	77%	**72%**	54%	*	-	-	54%	40%	54%	37%	*	46%	46%
	2016	75%	78%	**74%**	55%	55%	-	-	-	40%	47%	37%	47%	46%	46%
Reading	2017	72%	75%	**70%**	58%	*	-	-	57%	33%	53%	27%	*	42%	42%
	2016	73%	77%	**73%**	56%	56%	-	-	-	38%	45%	35%	*	45%	45%
Mathematics	2017	79%	80%	**75%**	65%	*	-	-	65%	56%	71%	51%	*	60%	60%
	2016	76%	79%	**75%**	61%	61%	-	-	-	46%	53%	42%	*	52%	52%
Writing	2017	67%	68%	**65%**	47%	-	-	-	47%	20%	*	19%	*	34%	33%
	2016	69%	72%	**68%**	35%	35%	-	-	-	39%	40%	39%	*	37%	37%
Science	2017	79%	81%	**79%**	22%	-	-	-	22%	49%	40%	52%	*	40%	40%
	2016	79%	81%	**79%**	52%	52%	-	-	-	35%	43%	32%	*	41%	41%
Social Studies	2017	77%	80%	**71%**	-	-	-	-	-	20%	-	20%	*	20%	20%
	2016	77%	81%	**75%**	-	-	-	-	-	32%	-	32%	*	32%	36%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	53%	**45%**	24%	*	-	-	24%	7%	21%	*	*	13%	13%
	2016	45%	51%	**41%**	27%	27%	-	-	-	*	*	*	*	11%	11%
Reading	2017	48%	54%	**46%**	31%	*	-	-	31%	9%	30%	4%	*	18%	17%
	2016	46%	53%	**46%**	25%	25%	-	-	-	5%	*	*	*	11%	12%
Mathematics	2017	48%	51%	**42%**	33%	*	-	-	34%	14%	33%	9%	*	21%	22%
	2016	43%	48%	**41%**	40%	40%	-	-	-	12%	27%	8%	*	20%	19%
Writing	2017	38%	42%	**35%**	38%	-	-	-	38%	*	*	*	*	22%	22%
	2016	41%	46%	**35%**	*	*	-	-	-	*	*	*	*	*	*
Science	2017	52%	56%	**56%**	*	-	-	-	*	15%	*	16%	*	11%	11%
	2016	47%	53%	**53%**	18%	18%	-	-	-	14%	*	*	-	16%	16%
Social Studies	2017	51%	57%	**44%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	54%	**41%**	-	-	-	-	-	*	-	*	*	*	*

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 13	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	24%	**17%**	13%	*	-	-	13%	5%	9%	3%	*	8%	8%
	2016	18%	22%	**16%**	13%	13%	-	-	-	3%	6%	*	*	7%	6%
Reading	2017	19%	24%	**16%**	16%	*	-	-	17%	5%	14%	*	*	9%	9%
	2016	17%	22%	**15%**	15%	15%	-	-	-	*	*	*	*	7%	7%
Mathematics	2017	23%	26%	**17%**	19%	*	-	-	19%	7%	10%	6%	*	12%	12%
	2016	19%	23%	**15%**	16%	16%	-	-	-	4%	*	*	*	9%	8%
Writing	2017	12%	15%	**8%**	*	-	-	-	*	*	*	*	*	*	*
	2016	15%	18%	**11%**	*	*	-	-	-	*	*	*	*	5%	5%
Science	2017	19%	24%	**21%**	*	-	-	-	*	*	*	*	*	*	*
	2016	16%	22%	**21%**	*	*	-	-	-	*	*	*	*	*	*
Social Studies	2017	27%	33%	**22%**	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	28%	**20%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	62%	**58%**	64%	*	-	-	64%	50%	60%	47%	*	56%	56%
	2016	62%	63%	**56%**	52%	52%	-	-	-	51%	53%	50%	*	51%	51%
Reading	2017	59%	61%	**59%**	61%	-	-	-	61%	48%	51%	46%	*	53%	53%
	2016	60%	62%	**58%**	45%	45%	-	-	-	52%	48%	53%	*	49%	49%
Mathematics	2017	64%	63%	**58%**	67%	*	-	-	67%	53%	69%	47%	*	59%	59%
	2016	63%	64%	**55%**	57%	57%	-	-	-	50%	58%	47%	*	53%	52%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	20%	**17%**	20%	*	-	-	20%	11%	21%	8%	*	15%	15%
	2016	17%	18%	**16%**	22%	22%	-	-	-	14%	20%	12%	*	17%	17%
Reading	2017	17%	19%	**16%**	20%	-	-	-	20%	10%	14%	9%	*	14%	14%
	2016	16%	17%	**16%**	20%	20%	-	-	-	17%	16%	18%	*	18%	18%

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Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 13	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Mathematics	2017	20%	21%	**17%**	20%	*	-	-	20%	12%	29%	7%	*	15%	15%
	2016	17%	19%	**16%**	24%	24%	-	-	-	11%	23%	6%	*	17%	16%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	34%	**35%**	17%	-	-	-	17%	27%	33%	25%	*	24%	24%
	2016	35%	35%	**31%**	*	*	-	-	-	22%	*	25%	*	19%	18%
Mathematics	2017	43%	41%	**44%**	33%	-	-	-	33%	37%	55%	30%	*	35%	35%

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Participation

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	99%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	**95%**	99%	94%	96%	100%	92%	100%	86%	97%	95%	88%
Not Included in Accountability													
Mobile	4%	4%	**4%**	1%	3%	4%	0%	6%	0%	14%	3%	3%	4%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	1%	0%	0%	0%	2%	7%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	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%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	96%	95%	95%	100%	84%	100%	98%	94%	95%	90%
Not Included in Accountability													
Mobile	4%	4%	**4%**	5%	4%	5%	0%	9%	0%	2%	6%	4%	6%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	6%	0%	0%	0%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	1%	0%	0%	0%	0%	0%

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Attendance and Postsecondary Readiness

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	95.8%	**96.0%**	96.1%	96.3%	95.8%	95.3%	98.1%	96.3%	95.9%	95.0%	95.7%	97.3%
2014-15	95.7%	95.7%	**95.9%**	96.0%	96.3%	95.6%	95.5%	97.5%	95.6%	95.9%	95.0%	95.8%	97.2%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.6%	**0.2%**	0.0%	0.2%	0.1%	0.0%	0.0%	*	0.0%	0.6%	0.1%	0.0%
2014-15	2.1%	1.5%	**0.3%**	0.0%	0.6%	0.1%	0.0%	0.0%	*	0.0%	1.3%	0.5%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	92.1%	**91.6%**	100.0%	92.2%	90.8%	*	*	-	100.0%	75.9%	88.5%	83.3%
Received GED	0.5%	0.4%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	4.2%	3.3%	**6.6%**	0.0%	5.2%	7.8%	*	*	-	0.0%	20.7%	10.1%	0.0%
Dropped Out	6.2%	4.1%	**1.7%**	0.0%	2.6%	1.3%	*	*	-	0.0%	3.4%	1.4%	16.7%
Graduates and GED	89.6%	92.6%	**91.6%**	100.0%	92.2%	90.8%	*	*	-	100.0%	75.9%	88.5%	83.3%
Grads, GED, & Cont	93.8%	95.9%	**98.3%**	100.0%	97.4%	98.7%	*	*	-	100.0%	96.6%	98.6%	83.3%
Class of 2015													
Graduated	89.0%	92.3%	**93.3%**	*	91.5%	94.0%	*	*	*	*	82.4%	89.1%	*
Received GED	0.6%	0.5%	**0.0%**	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Continued HS	4.1%	3.1%	**5.7%**	*	6.6%	5.4%	*	*	*	*	11.8%	8.7%	*
Dropped Out	6.3%	4.1%	**1.1%**	*	1.9%	0.6%	*	*	*	*	5.9%	2.2%	*
Graduates and GED	89.6%	92.8%	**93.3%**	*	91.5%	94.0%	*	*	*	*	82.4%	89.1%	*
Grads, GED, & Cont	93.7%	95.9%	**98.9%**	*	98.1%	99.4%	*	*	*	*	94.1%	97.8%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	93.9%	**98.5%**	*	98.1%	99.4%	*	*	*	*	96.7%	97.7%	*
Received GED	0.8%	0.7%	**0.0%**	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Continued HS	1.2%	1.1%	**0.7%**	*	0.0%	0.6%	*	*	*	*	0.0%	0.8%	*
Dropped Out	6.7%	4.3%	**0.7%**	*	1.9%	0.0%	*	*	*	*	3.3%	1.5%	*
Graduates and GED	92.1%	94.6%	**98.5%**	*	98.1%	99.4%	*	*	*	*	96.7%	97.7%	*
Grads, GED, & Cont	93.3%	95.7%	**99.3%**	*	98.1%	100.0%	*	*	*	*	96.7%	98.5%	*
Class of 2014													
Graduated	90.4%	93.2%	**95.6%**	85.7%	93.8%	97.6%	*	*	-	*	92.3%	93.5%	60.0%
Received GED	1.0%	0.9%	**0.4%**	0.0%	1.0%	0.0%	*	*	-	*	0.0%	0.7%	0.0%
Continued HS	1.3%	1.2%	**1.1%**	0.0%	0.0%	1.8%	*	*	-	*	3.8%	1.4%	0.0%
Dropped Out	7.2%	4.8%	**2.9%**	14.3%	5.2%	0.6%	*	*	-	*	3.8%	4.3%	40.0%
Graduates and GED	91.5%	94.1%	**96.0%**	85.7%	94.8%	97.6%	*	*	-	*	92.3%	94.2%	60.0%
Grads, GED, & Cont	92.8%	95.2%	**97.1%**	85.7%	94.8%	99.4%	*	*	-	*	96.2%	95.7%	60.0%

TEXAS EDUCATION AGENCY

District Name: MARBLE FALLS ISD
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Texas Academic Performance Report
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	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	93.5%	**97.4%**	85.7%	95.8%	99.4%	*	*	-	*	96.2%	96.3%	60.0%
Received GED	1.2%	1.0%	**0.4%**	0.0%	1.1%	0.0%	*	*	-	*	0.0%	0.7%	0.0%
Continued HS	0.6%	0.7%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	4.7%	**2.2%**	14.3%	3.2%	0.6%	*	*	-	*	3.8%	2.9%	40.0%
Graduates and GED	92.2%	94.6%	**97.8%**	85.7%	96.8%	99.4%	*	*	-	*	96.2%	97.1%	60.0%
Grads, GED, & Cont	92.8%	95.3%	**97.8%**	85.7%	96.8%	99.4%	*	*	-	*	96.2%	97.1%	60.0%
Class of 2013													
Graduated	90.9%	93.0%	**96.8%**	*	93.9%	98.3%	*	*	-	*	96.2%	95.4%	*
Received GED	1.4%	1.3%	**0.4%**	*	0.0%	0.6%	*	*	-	*	0.0%	0.0%	*
Continued HS	0.6%	0.8%	**0.4%**	*	1.0%	0.0%	*	*	-	*	3.8%	0.8%	*
Dropped Out	7.2%	4.9%	**2.5%**	*	5.1%	1.2%	*	*	-	*	0.0%	3.8%	*
Graduates and GED	92.3%	94.3%	**97.2%**	*	93.9%	98.8%	*	*	-	*	96.2%	95.4%	*
Grads, GED, & Cont	92.8%	95.1%	**97.5%**	*	94.9%	98.8%	*	*	-	*	100.0%	96.2%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	92.1%	**90.4%**	100.0%	92.2%	88.6%	*	*	-	100.0%	69.7%	87.5%	83.3%
Class of 2015	89.0%	92.3%	**92.9%**	*	91.5%	93.4%	*	*	*	*	80.0%	88.5%	*
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	93.9%	**97.1%**	*	98.1%	96.9%	*	*	*	*	88.2%	95.6%	*
Class of 2014	90.4%	93.2%	**95.3%**	75.0%	93.8%	97.6%	*	*	-	*	92.3%	92.9%	60.0%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	93.5%	**96.4%**	75.0%	95.9%	98.2%	*	*	-	*	92.6%	95.0%	60.0%
Class of 2013	90.9%	93.0%	**96.1%**	*	93.0%	97.7%	*	*	-	*	96.2%	94.7%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	90.2%	**13.0%**	*	*	20.0%	-	-	-	-	0.0%	6.7%	-
Class of 2015	86.1%	89.3%	**18.6%**	*	11.1%	23.1%	-	-	-	-	0.0%	18.4%	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	6.3%	**0.8%**	*	2.0%	0.0%	*	*	-	0.0%	0.0%	0.9%	0.0%
Class of 2015	3.5%	9.7%	**0.0%**	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	52.5%	**88.7%**	*	80.4%	94.4%	*	*	-	100.0%	38.5%	83.6%	100.0%
Class of 2015	38.7%	47.7%	**87.7%**	*	83.5%	90.6%	*	*	*	*	45.5%	82.4%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	88.0%	**82.8%**	42.9%	79.2%	86.3%	*	*	-	100.0%	22.7%	75.6%	100.0%
Class of 2015	84.1%	87.7%	**72.2%**	*	70.1%	73.7%	*	*	*	*	17.9%	62.6%	*

TEXAS EDUCATION AGENCY

District Name: MARBLE FALLS ISD
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	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	87.8%	**13.9%**	*	0.0%	22.7%	-	-	-	-	0.0%	11.1%	-
2014-15	84.3%	87.1%	**12.1%**	*	5.0%	17.1%	-	-	-	-	0.0%	11.1%	-
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	6.7%	**0.8%**	*	1.9%	0.0%	*	*	-	0.0%	0.0%	0.8%	0.0%
2014-15	3.5%	9.9%	**0.0%**	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	50.2%	**87.8%**	*	79.2%	94.4%	*	*	-	100.0%	33.3%	81.8%	100.0%
2014-15	37.3%	46.2%	**87.7%**	*	83.5%	90.6%	*	*	*	*	40.0%	82.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	85.6%	**79.0%**	42.9%	73.5%	83.7%	*	*	-	100.0%	17.4%	69.6%	100.0%
2014-15	82.2%	85.4%	**71.0%**	40.0%	67.7%	73.7%	*	*	*	*	13.3%	60.0%	*
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	57.9%	**46.0%**	38.5%	43.2%	48.9%	*	66.7%	*	25.0%	19.7%	38.2%	33.3%
2014-15	54.5%	58.7%	**44.1%**	0.0%	37.7%	50.5%	*	40.0%	*	54.5%	14.5%	31.4%	40.0%
English Language Arts													
2015-16	30.1%	35.2%	**23.7%**	0.0%	11.8%	34.4%	*	0.0%	*	12.5%	0.0%	9.5%	0.0%
2014-15	29.0%	35.1%	**25.0%**	0.0%	10.6%	36.7%	*	20.0%	*	27.3%	0.0%	9.2%	0.0%
Mathematics													
2015-16	43.1%	45.7%	**27.0%**	9.1%	18.1%	35.1%	*	40.0%	*	16.7%	21.4%	16.6%	0.0%
2014-15	43.8%	47.8%	**20.3%**	0.0%	11.7%	27.0%	*	*	*	30.0%	0.0%	10.0%	0.0%
Science													
2015-16	12.2%	14.7%	**19.9%**	*	14.6%	24.1%	*	*	*	*	0.0%	13.0%	*
2014-15	12.7%	14.5%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Social Studies													
2015-16	29.0%	32.7%	**33.8%**	25.0%	23.7%	41.6%	*	50.0%	*	25.0%	5.5%	22.3%	0.0%
2014-15	28.4%	32.9%	**33.3%**	0.0%	20.9%	43.2%	*	40.0%	*	54.5%	7.4%	19.3%	10.0%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	38.3%	**24.0%**	13.5%	22.5%	25.9%	0.0%	33.3%	*	16.7%	9.9%	19.0%	9.6%
2014-15	34.6%	36.8%	**22.5%**	0.0%	21.6%	24.3%	0.0%	18.2%	*	33.3%	7.0%	15.3%	20.0%
English Language Arts													
2015-16	16.2%	17.8%	**10.7%**	0.0%	5.2%	15.8%	0.0%	0.0%	*	5.6%	0.0%	4.1%	0.0%
2014-15	15.7%	17.5%	**11.6%**	0.0%	5.1%	16.6%	0.0%	10.0%	*	18.8%	0.0%	3.8%	0.0%
Mathematics													
2015-16	19.3%	20.8%	**11.4%**	2.9%	7.7%	14.8%	0.0%	18.2%	*	6.3%	7.0%	6.6%	0.0%
2014-15	19.4%	21.5%	**8.9%**	0.0%	5.4%	11.5%	0.0%	11.1%	*	20.0%	0.0%	4.0%	0.0%

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	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Science													
2015-16	5.1%	6.0%	**5.8%**	3.6%	4.1%	7.3%	0.0%	0.0%	*	0.0%	0.0%	3.3%	0.0%
2014-15	5.2%	5.8%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Social Studies													
2015-16	20.8%	24.5%	**18.0%**	8.8%	12.4%	22.7%	0.0%	25.0%	*	16.7%	3.6%	11.2%	2.1%
2014-15	19.5%	23.2%	**16.3%**	0.0%	10.9%	20.5%	0.0%	22.2%	*	42.9%	3.7%	8.5%	3.4%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	61.9%	**59.8%**	50.0%	44.3%	72.4%	*	*	-	42.9%	6.3%	49.6%	33.3%
2014-15	42.0%	56.0%	**56.0%**	*	47.0%	60.0%	-	*	*	*	0.0%	46.0%	*
Mathematics													
2015-16	44.6%	56.0%	**50.2%**	16.7%	36.3%	63.2%	*	*	-	28.6%	7.1%	39.4%	16.7%
2014-15	38.0%	51.0%	**51.0%**	*	39.0%	56.0%	-	*	*	*	20.0%	38.0%	*
Both Subjects													
2015-16	38.7%	51.1%	**43.8%**	16.7%	29.4%	57.1%	*	*	-	14.3%	7.1%	33.1%	16.7%
2014-15	35.0%	49.0%	**47.0%**	*	37.0%	51.0%	-	*	*	*	0.0%	36.0%	*
Either Subject													
2015-16	56.4%	66.7%	**66.0%**	50.0%	50.9%	78.4%	*	*	-	57.1%	6.3%	55.7%	33.3%
2014-15	45.0%	58.0%	**60.0%**	*	49.0%	65.0%	-	*	*	*	20.0%	48.0%	*
College and Career Ready Graduates													
2015-16	75.9%	77.2%	**89.3%**	71.4%	89.7%	89.1%	*	*	-	100.0%	73.9%	85.8%	100.0%
2014-15	74.5%	75.6%	**79.0%**	80.0%	78.8%	78.9%	*	*	*	*	66.7%	75.7%	*
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	23.1%	**47.0%**	42.9%	40.2%	51.7%	*	*	-	42.9%	4.3%	42.6%	33.3%
2014-15	10.6%	11.3%	**13.0%**	20.0%	15.2%	11.8%	*	*	*	*	0.0%	13.9%	*
Mathematics													
2015-16	18.1%	18.3%	**35.6%**	14.3%	29.1%	41.5%	*	*	-	28.6%	4.3%	31.8%	16.7%
2014-15	7.1%	7.2%	**9.2%**	20.0%	10.1%	8.6%	*	*	*	*	3.3%	9.6%	*
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	53.0%	**38.1%**	0.0%	27.4%	48.3%	*	*	-	42.9%	13.0%	26.4%	16.7%
2014-15	48.1%	53.3%	**42.0%**	0.0%	35.4%	46.7%	*	*	*	*	10.0%	27.0%	*
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	8.8%	**13.9%**	0.0%	5.1%	22.4%	*	*	-	0.0%	0.0%	5.4%	0.0%
2014-15	10.6%	8.5%	**19.1%**	0.0%	6.1%	27.0%	*	*	*	*	0.0%	8.7%	*
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	51.6%	**45.9%**	14.3%	41.9%	50.3%	*	*	-	57.1%	13.0%	37.2%	66.7%
2014-15	43.4%	50.1%	**42.4%**	0.0%	42.4%	44.1%	*	*	*	*	16.7%	32.2%	*

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CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	43.8%	**81.9%**	71.4%	87.2%	76.9%	*	*	-	100.0%	73.9%	84.5%	100.0%
2014-15	46.6%	42.5%	**61.5%**	80.0%	60.6%	61.8%	*	*	*	*	63.3%	60.9%	*
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	31.9%	**18.1%**	0.0%	13.0%	22.9%	*	0.0%	*	14.3%	n/a	8.7%	n/a
2015	24.9%	31.5%	**14.0%**	0.0%	11.2%	16.8%	*	20.0%	*	10.0%	n/a	7.0%	n/a
English Language Arts													
2016	15.5%	19.9%	**10.5%**	0.0%	5.9%	14.6%	*	0.0%	*	0.0%	n/a	3.1%	n/a
2015	15.1%	19.1%	**5.5%**	0.0%	2.1%	8.3%	*	20.0%	*	0.0%	n/a	1.7%	n/a
Mathematics													
2016	6.8%	10.9%	**7.1%**	0.0%	2.5%	10.5%	*	0.0%	*	14.3%	n/a	2.5%	n/a
2015	6.8%	10.5%	**5.0%**	0.0%	3.9%	5.9%	*	20.0%	*	0.0%	n/a	2.1%	n/a
Science													
2016	10.4%	13.6%	**9.8%**	0.0%	5.0%	13.9%	*	0.0%	*	0.0%	n/a	3.4%	n/a
2015	10.2%	13.1%	**5.1%**	0.0%	1.7%	7.9%	*	20.0%	*	0.0%	n/a	1.7%	n/a
Social Studies													
2016	14.8%	17.8%	**10.2%**	0.0%	5.9%	13.9%	*	0.0%	*	0.0%	n/a	4.4%	n/a
2015	14.4%	17.8%	**9.4%**	0.0%	5.6%	12.5%	*	20.0%	*	10.0%	n/a	3.8%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	62.3%	**58.9%**	-	48.4%	63.5%	-	-	*	*	n/a	46.4%	n/a
2015	49.1%	60.3%	**64.6%**	-	65.4%	64.7%	-	*	-	*	n/a	85.0%	n/a
English Language Arts													
2016	43.3%	59.0%	**69.4%**	-	50.0%	74.5%	-	-	*	-	n/a	50.0%	n/a
2015	43.7%	58.1%	**67.7%**	-	60.0%	68.0%	-	*	-	-	n/a	60.0%	n/a
Mathematics													
2016	54.0%	65.8%	**40.5%**	-	0.0%	47.1%	-	-	*	*	n/a	12.5%	n/a
2015	51.7%	63.7%	**75.0%**	-	55.6%	83.3%	-	*	-	-	n/a	66.7%	n/a
Science													
2016	35.1%	50.4%	**25.9%**	-	16.7%	26.7%	-	-	*	-	n/a	18.2%	n/a
2015	35.4%	49.3%	**48.3%**	-	*	41.7%	-	*	-	-	n/a	80.0%	n/a
Social Studies													
2016	41.6%	55.1%	**28.3%**	-	21.4%	28.9%	-	-	*	-	n/a	7.1%	n/a
2015	40.1%	50.8%	**47.2%**	-	38.5%	50.0%	-	*	-	*	n/a	63.6%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	74.4%	**49.1%**	14.3%	33.3%	62.6%	*	*	-	57.1%	n/a	33.8%	n/a
Class of 2015	68.3%	69.3%	**57.6%**	20.0%	48.5%	64.5%	*	*	*	*	n/a	44.6%	n/a

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Attendance and Postsecondary Readiness

	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
At/Above Criterion													
Class of 2016	22.5%	34.4%	**27.5%**	*	12.8%	35.9%	-	*	-	*	n/a	12.0%	n/a
Class of 2015	24.3%	36.8%	**31.1%**	*	22.9%	33.7%	-	*	*	*	n/a	22.2%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1482	**1448**	*	1348	1518	-	*	-	*	n/a	1359	n/a
Class of 2015	1394	1505	**1452**	*	1370	1487	-	*	*	*	n/a	1387	n/a
English Language Arts and Writing													
Class of 2016	903	973	**947**	*	876	997	-	*	-	*	n/a	885	n/a
Class of 2015	912	985	**952**	*	895	975	-	*	*	*	n/a	909	n/a
Mathematics													
Class of 2016	472	509	**502**	*	472	523	-	*	-	*	n/a	476	n/a
Class of 2015	482	520	**500**	*	475	511	-	*	*	*	n/a	478	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	22.0	**21.6**	-	18.5	22.6	-	*	-	*	n/a	18.5	n/a
Class of 2015	20.6	22.3	**21.5**	*	20.5	21.7	-	*	*	*	n/a	20.8	n/a
English Language Arts													
Class of 2016	19.8	21.6	**21.3**	-	17.5	22.5	-	*	-	*	n/a	17.4	n/a
Class of 2015	20.1	21.9	**21.2**	*	19.9	21.5	-	*	*	*	n/a	20.5	n/a
Mathematics													
Class of 2016	20.5	22.2	**21.9**	-	19.8	22.6	-	*	-	*	n/a	19.7	n/a
Class of 2015	20.9	22.6	**21.2**	*	21.0	21.2	-	*	*	*	n/a	20.8	n/a
Science													
Class of 2016	20.5	22.1	**21.3**	-	18.3	22.3	-	*	-	*	n/a	18.9	n/a
Class of 2015	20.7	22.4	**21.9**	*	21.0	22.2	-	*	*	*	n/a	20.9	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	55.7%	**49.6%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	56.4%	**52.9%**	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													
2014-15	55.6%	67.3%	**66.9%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	77.7%	**65.7%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Profile

Student Information	District Count	District Percent	State Count	State Percent
Total Students:	4,271	100.0%	5,343,834	100.0%
Students by Grade:				
Early Childhood Education	14	0.3%	13,821	0.3%
Pre-Kindergarten	246	5.8%	223,833	4.2%
Kindergarten	272	6.4%	371,682	7.0%
Grade 1	322	7.5%	395,568	7.4%
Grade 2	306	7.2%	408,582	7.6%
Grade 3	313	7.3%	412,581	7.7%
Grade 4	304	7.1%	410,882	7.7%
Grade 5	326	7.6%	400,016	7.5%
Grade 6	306	7.2%	398,017	7.4%
Grade 7	326	7.6%	396,001	7.4%
Grade 8	290	6.8%	392,231	7.3%
Grade 9	363	8.5%	431,486	8.1%
Grade 10	330	7.7%	395,057	7.4%
Grade 11	289	6.8%	363,655	6.8%
Grade 12	264	6.2%	330,422	6.2%
Ethnic Distribution:				
African American	88	2.1%	673,291	12.6%
Hispanic	1,962	45.9%	2,802,180	52.4%
White	2,087	48.9%	1,499,559	28.1%
American Indian	13	0.3%	20,701	0.4%
Asian	41	1.0%	224,834	4.2%
Pacific Islander	15	0.4%	7,687	0.1%
Two or More Races	65	1.5%	115,582	2.2%
Economically Disadvantaged	2,772	64.9%	3,155,117	59.0%
Non-Educationally Disadvantaged	1,499	35.1%	2,188,717	41.0%
English Language Learners (ELL)	647	15.1%	1,010,168	18.9%
Students w/ Disciplinary Placements (2015-2016)	100	2.2%	74,803	1.4%
At-Risk	1,996	46.7%	2,685,789	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	473		467,611	
By Type of Primary Disability				
Students with Intellectual Disabilities	252	53.3%	207,935	44.5%
Students with Physical Disabilities	96	20.3%	102,283	21.9%
Students with Autism	38	8.0%	58,444	12.5%
Students with Behavioral Disabilities	82	17.3%	93,082	19.9%
Students with Non-Categorical Early Childhood	5	1.1%	5,867	1.3%

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Profile

Student Information	District Count	District Percent	State Count	State Percent
Graduates (Class of 2016):				
Total Graduates	281	100.0%	324,311	100.0%
By Ethnicity (incl. Special Ed.):				
African American	7	2.5%	41,084	12.7%
Hispanic	117	41.6%	157,633	48.6%
White	147	52.3%	104,551	32.2%
American Indian	1	0.4%	1,280	0.4%
Asian	2	0.7%	13,481	4.2%
Pacific Islander	0	0.0%	449	0.1%
Two or More Races	7	2.5%	5,833	1.8%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	31	11.0%	42,804	13.2%
Recommended H.S. Program/DAP	5	1.8%	254,625	78.5%
Foundation High School Plan (No Endorsement)	28	10.0%	11,477	3.5%
Foundation High School Plan (Endorsement)	2	0.7%	1,501	0.5%
Foundation High School Plan (DLA)	215	76.5%	13,904	4.3%
Special Education Graduates	23	8.2%	23,325	7.2%

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Profile

Student Information	- Non-Special Education Rates - District	State	- Special Education Rates - District	State
Retention Rates by Grade:				
Kindergarten	1.9%	1.8%	3.6%	7.7%
Grade 1	4.1%	3.8%	4.0%	6.8%
Grade 2	2.6%	2.4%	0.0%	3.1%
Grade 3	1.6%	1.6%	2.3%	1.2%
Grade 4	0.4%	0.8%	0.0%	0.7%
Grade 5	0.0%	0.4%	2.7%	0.7%
Grade 6	0.0%	0.6%	0.0%	0.7%
Grade 7	0.0%	0.7%	0.0%	0.8%
Grade 8	0.0%	0.5%	0.0%	0.9%

	---------- District ---------- Count	Percent	---------- State ---------- Count	Percent
Data Quality:				
Underreported Students	0	0.0%	6,686	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	18.2	18.8
Grade 1	18.2	18.8
Grade 2	18.1	18.9
Grade 3	17.2	19.0
Grade 4	16.3	19.0
Grade 5	18.8	20.9
Grade 6	18.5	20.4
Secondary:		
English/Language Arts	16.2	16.8
Foreign Languages	19.9	18.7
Mathematics	17.3	18.0
Science	19.2	19.0
Social Studies	21.4	19.4

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Profile

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	639.5	100.0%	705,007.9	100.0%
Professional Staff:	400.2	62.6%	451,253.5	64.0%
Teachers	314.8	49.2%	352,756.1	50.0%
Professional Support	60.3	9.4%	70,392.1	10.0%
Campus Administration (School Leadership)	16.1	2.5%	20,492.1	2.9%
Central Administration	9.0	1.4%	7,613.2	1.1%
Educational Aides:	63.2	9.9%	67,934.0	9.6%
Auxiliary Staff:	176.1	27.5%	185,820.3	26.4%
Total Minority Staff:	135.9	21.2%	346,378.5	49.1%
Teachers by Ethnicity and Sex:				
African American	2.0	0.6%	35,986.3	10.2%
Hispanic	37.5	11.9%	93,694.5	26.6%
White	270.3	85.9%	211,028.1	59.8%
American Indian	4.0	1.3%	1,243.7	0.4%
Asian	0.0	0.0%	5,383.5	1.5%
Pacific Islander	0.0	0.0%	1,521.6	0.4%
Two or More Races	1.0	0.3%	3,898.4	1.1%
Males	71.5	22.7%	83,544.8	23.7%
Females	243.3	77.3%	269,211.3	76.3%
Teachers by Highest Degree Held:				
No Degree	9.4	3.0%	4,333.3	1.2%
Bachelors	242.7	77.1%	262,745.0	74.5%
Masters	62.7	19.9%	83,426.6	23.6%
Doctorate	0.0	0.0%	2,251.2	0.6%
Teachers by Years of Experience:				
Beginning Teachers	29.4	9.3%	27,413.0	7.8%
1-5 Years Experience	73.0	23.2%	98,846.9	28.0%
6-10 Years Experience	63.1	20.0%	73,646.0	20.9%
11-20 Years Experience	102.9	32.7%	98,156.2	27.8%
Over 20 Years Experience	46.4	14.7%	54,694.0	15.5%
Number of Students per Teacher	13.6	n/a	15.1	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Profile

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	19.6	19.5
Average Years Experience of Principals with District	6.1	12.2
Average Years Experience of Assistant Principals	19.3	15.7
Average Years Experience of Assistant Principals with District	6.9	10.1
Average Years Experience of Teachers:	11.2	10.9
Average Years Experience of Teachers with District:	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$38,698	$46,199
1-5 Years Experience	$44,462	$48,779
6-10 Years Experience	$45,372	$51,184
11-20 Years Experience	$51,114	$54,396
Over 20 Years Experience	$57,752	$60,913
Average Actual Salaries (regular duties only):		
Teachers	$48,240	$52,525
Professional Support	$56,994	$61,728
Campus Administration (School Leadership)	$72,563	$76,471
Central Administration	$103,440	$100,397
Instructional Staff Percent:	61.2%	64.6%
Turnover Rate for Teachers:	23.4%	16.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,112.5
Educational Aides	0.0	216.4
Auxiliary Staff	1.0	454.3
Contracted Instructional Staff:	0.0	2,110.5

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Profile

Program Information	District Count	District Percent	State Count	State Percent
Student Enrollment by Program:				
Bilingual/ESL Education	641	15.0%	1,005,219	18.8%
Career & Technical Education	1,137	26.6%	1,336,684	25.0%
Gifted & Talented Education	295	6.9%	415,641	7.8%
Special Education	473	11.1%	467,611	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	26.1	8.3%	21,143.9	6.0%
Career & Technical Education	16.4	5.2%	15,992.3	4.5%
Compensatory Education	16.6	5.3%	9,777.0	2.8%
Gifted & Talented Education	6.7	2.1%	6,556.8	1.9%
Regular Education	212.3	67.4%	256,918.3	72.8%
Special Education	27.4	8.7%	30,361.9	8.6%
Other	9.2	2.9%	12,005.8	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016Financial Actual Report

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'^' 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.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

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2016-17 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **MARBLE FALLS MIDDLE**

Campus Number: **027904041**

2017 Accountability Rating: **Met Standard**

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TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 922
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 Approaches Grade Level or Above Grade 6														
Reading	2017	69%	65%	**65%**	75%	50%	74%	*	*	-	*	26%	53%	33%
	2016	69%	67%	**67%**	*	51%	80%	-	*	*	*	26%	54%	21%
Mathematics	2017	76%	75%	**75%**	63%	64%	82%	*	*	-	*	45%	69%	55%
	2016	72%	71%	**71%**	*	62%	78%	-	*	*	*	22%	64%	30%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	68%	**68%**	*	57%	80%	-	*	*	*	23%	59%	21%
	2016	71%	62%	**62%**	*	54%	71%	*	*	-	*	27%	52%	24%
Mathematics	2017	70%	49%	**49%**	*	46%	52%	-	*	*	*	23%	46%	41%
	2016	69%	49%	**49%**	*	49%	51%	*	*	-	*	30%	46%	26%
Writing	2017	70%	71%	**71%**	*	60%	83%	-	*	*	*	26%	61%	18%
	2016	69%	71%	**71%**	*	67%	77%	*	*	-	*	38%	64%	38%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	86%	**86%**	*	77%	93%	*	*	-	100%	67%	79%	50%
	2016	87%	89%	**89%**	82%	86%	94%	-	*	*	*	55%	86%	76%
Mathematics	2017	85%	83%	**83%**	*	75%	89%	*	*	*	*	51%	76%	58%
	2016	82%	86%	**86%**	73%	83%	91%	-	*	*	63%	48%	81%	68%
Science	2017	76%	76%	**76%**	*	66%	84%	*	*	-	*	39%	65%	41%
	2016	75%	75%	**75%**	64%	64%	86%	-	*	*	*	43%	65%	28%
Social Studies	2017	63%	51%	**51%**	*	40%	63%	*	*	-	*	21%	41%	*
	2016	63%	64%	**64%**	55%	52%	75%	-	*	*	*	30%	53%	34%
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	79%	**98%**	-	100%	98%	-	-	-	*	-	100%	-
	2016	78%	76%	**99%**	-	100%	98%	-	-	-	-	-	100%	-

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 922
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 Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**71%**	81%	60%	80%	100%	75%	100%	76%	36%	62%	36%
	2016	75%	74%	**72%**	64%	64%	80%	*	72%	100%	58%	37%	64%	37%
Reading	2017	72%	70%	**73%**	85%	61%	82%	*	80%	*	90%	40%	63%	34%
	2016	73%	73%	**73%**	78%	64%	82%	*	71%	*	64%	38%	65%	39%
Mathematics	2017	79%	75%	**73%**	69%	64%	81%	*	90%	*	80%	40%	66%	51%
	2016	76%	75%	**73%**	61%	67%	79%	*	86%	*	50%	35%	66%	40%
Writing	2017	67%	65%	**71%**	*	60%	83%	-	*	*	*	26%	61%	18%
	2016	69%	68%	**71%**	*	67%	77%	*	*	-	*	38%	64%	38%
Science	2017	79%	79%	**76%**	*	66%	84%	*	*	-	*	39%	65%	41%
	2016	79%	79%	**75%**	64%	64%	86%	-	*	*	*	43%	65%	28%
Social Studies	2017	77%	71%	**51%**	*	40%	63%	*	*	-	*	21%	41%	*
	2016	77%	75%	**64%**	55%	52%	75%	-	*	*	*	30%	53%	34%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	45%	**35%**	38%	24%	44%	*	*	*	*	14%	23%	*
	2016	45%	41%	**36%**	47%	23%	47%	*	*	*	36%	*	22%	*
Reading	2017	48%	46%	**39%**	54%	27%	49%	*	*	*	50%	13%	27%	*
	2016	46%	46%	**39%**	47%	25%	51%	*	*	*	43%	7%	26%	*
Mathematics	2017	48%	42%	**38%**	46%	29%	45%	*	63%	*	*	17%	27%	8%
	2016	43%	41%	**39%**	47%	30%	46%	*	*	*	36%	*	28%	8%
Writing	2017	38%	35%	**37%**	*	29%	43%	-	*	*	*	*	28%	*
	2016	41%	35%	**34%**	*	22%	46%	*	*	-	*	*	22%	*
Science	2017	52%	56%	**51%**	*	39%	63%	*	*	-	*	29%	36%	*
	2016	47%	53%	**49%**	*	35%	63%	-	*	*	*	*	34%	*

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 922
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 Meets Grade Level														
All Grades														
Social Studies	2017	51%	44%	**18%**	*	10%	25%	*	*	-	*	*	10%	*
	2016	47%	41%	**27%**	*	14%	38%	-	*	*	*	*	14%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	17%	**14%**	28%	7%	19%	*	25%	*	*	3%	6%	3%
	2016	18%	16%	**15%**	13%	7%	23%	*	*	*	22%	4%	8%	*
Reading	2017	19%	16%	**16%**	*	8%	23%	*	*	*	*	*	7%	*
	2016	17%	15%	**17%**	*	9%	24%	*	*	*	36%	*	9%	*
Mathematics	2017	23%	17%	**12%**	*	6%	16%	*	*	*	*	*	5%	4%
	2016	19%	15%	**12%**	*	4%	18%	*	*	*	*	5%	6%	*
Writing	2017	12%	8%	**9%**	*	6%	13%	-	*	*	*	*	5%	*
	2016	15%	11%	**9%**	*	*	15%	*	*	-	*	*	4%	*
Science	2017	19%	21%	**19%**	*	10%	25%	*	*	-	*	*	8%	*
	2016	16%	21%	**25%**	*	12%	38%	-	*	*	*	*	16%	*
Social Studies	2017	27%	22%	**10%**	*	6%	14%	*	*	-	*	*	4%	*
	2016	22%	20%	**16%**	*	9%	24%	-	*	*	*	*	10%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**55%**	*	55%	54%	*	*	*	*	57%	52%	53%
	2016	62%	56%	**53%**	*	49%	56%	*	*	*	61%	50%	50%	47%
Reading	2017	59%	59%	**57%**	*	56%	56%	*	*	*	*	54%	56%	50%
	2016	60%	58%	**55%**	*	51%	58%	*	*	*	*	50%	51%	51%
Mathematics	2017	64%	58%	**53%**	*	53%	52%	*	*	*	*	59%	49%	55%
	2016	63%	55%	**51%**	*	47%	53%	*	*	*	*	51%	49%	44%

TEXAS EDUCATION AGENCY

District Name: MARBLE FALLS ISD
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Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 922
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	2017	19%	17%	**12%**	*	10%	13%	*	*	*	*	8%	10%	8%
	2016	17%	16%	**10%**	*	10%	10%	*	*	*	21%	8%	9%	10%
Reading	2017	17%	16%	**14%**	*	13%	15%	*	*	*	*	11%	13%	11%
	2016	16%	16%	**14%**	*	15%	13%	*	*	*	*	11%	14%	15%
Mathematics	2017	20%	17%	**9%**	*	6%	12%	*	*	*	*	5%	6%	6%
	2016	17%	16%	**6%**	*	4%	8%	*	*	*	*	5%	5%	5%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	35%	**38%**	*	32%	48%	-	*	-	*	28%	37%	24%
	2016	35%	31%	**28%**	*	29%	28%	-	*	-	*	12%	27%	24%
Mathematics	2017	43%	44%	**38%**	*	33%	46%	-	*	-	*	20%	35%	29%

District Name: MARBLE FALLS ISD
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Campus Number: 027904041

Total Students: 922
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 Approaches Grade Level on First STAAR Administration														
	2017	76%	73%	**73%**	*	61%	84%	*	*	-	100%	34%	64%	30%
Students Requiring Accelerated Instruction														
	2017	24%	27%	**27%**	*	39%	16%	*	*	-	*	66%	36%	70%
STAAR Cumulative Met Standard														
	2017	85%	85%	**85%**	*	76%	93%	*	*	-	100%	63%	78%	48%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	73%	**73%**	*	66%	78%	*	*	*	*	32%	66%	41%
Students Requiring Accelerated Instruction														
	2017	25%	27%	**27%**	*	34%	22%	*	*	*	*	68%	34%	59%
STAAR Cumulative Met Standard														
	2017	85%	82%	**82%**	*	74%	89%	*	*	*	*	46%	75%	56%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 922
Grade Span: 06 - 08
(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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**71%**	-	-	-	-	-	37%	*	36%	*	37%	36%
	2016	75%	74%	**72%**	-	-	-	-	-	38%	-	38%	*	38%	37%
Reading	2017	72%	70%	**73%**	-	-	-	-	-	34%	*	34%	*	34%	34%
	2016	73%	73%	**73%**	-	-	-	-	-	39%	-	39%	*	39%	39%
Mathematics	2017	79%	75%	**73%**	-	-	-	-	-	51%	*	51%	*	51%	51%
	2016	76%	75%	**73%**	-	-	-	-	-	40%	-	40%	*	40%	40%
Writing	2017	67%	65%	**71%**	-	-	-	-	-	19%	-	19%	*	19%	18%
	2016	69%	68%	**71%**	-	-	-	-	-	39%	-	39%	*	39%	38%
Science	2017	79%	79%	**76%**	-	-	-	-	-	42%	-	42%	*	42%	41%
	2016	79%	79%	**75%**	-	-	-	-	-	28%	-	28%	-	28%	28%
Social Studies	2017	77%	71%	**51%**	-	-	-	-	-	*	-	*	*	*	*
	2016	77%	75%	**64%**	-	-	-	-	-	34%	-	34%	-	34%	34%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	45%	**35%**	-	-	-	-	-	*	*	*	*	*	*
	2016	45%	41%	**36%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	48%	46%	**39%**	-	-	-	-	-	*	*	*	*	*	*
	2016	46%	46%	**39%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	48%	42%	**38%**	-	-	-	-	-	8%	*	8%	*	8%	8%
	2016	43%	41%	**39%**	-	-	-	-	-	8%	-	8%	*	8%	8%
Writing	2017	38%	35%	**37%**	-	-	-	-	-	*	-	*	*	*	*
	2016	41%	35%	**34%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	52%	56%	**51%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	53%	**49%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	51%	44%	**18%**	-	-	-	-	-	*	-	*	*	*	*
	2016	47%	41%	**27%**	-	-	-	-	-	*	-	*	-	*	*

TEXAS EDUCATION AGENCY

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Campus Number: 027904041

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 922
Grade Span: 06 - 08
(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 Masters Grade Level															
All Grades															
All Subjects	2017	20%	17%	**14%**	-	-	-	-	-	3%	*	3%	*	3%	3%
	2016	18%	16%	**15%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	19%	16%	**16%**	-	-	-	-	-	*	*	*	*	*	*
	2016	17%	15%	**17%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	17%	**12%**	-	-	-	-	-	5%	*	5%	*	5%	4%
	2016	19%	15%	**12%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	12%	8%	**9%**	-	-	-	-	-	*	-	*	*	*	*
	2016	15%	11%	**9%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	21%	**19%**	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	21%	**25%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	27%	22%	**10%**	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	20%	**16%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**55%**	-	-	-	-	-	52%	*	52%	*	52%	52%
	2016	62%	56%	**53%**	-	-	-	-	-	55%	-	55%	*	55%	54%
Reading	2017	59%	59%	**57%**	-	-	-	-	-	50%	*	50%	*	50%	50%
	2016	60%	58%	**55%**	-	-	-	-	-	56%	-	56%	*	56%	56%
Mathematics	2017	64%	58%	**53%**	-	-	-	-	-	55%	*	55%	*	55%	55%
	2016	63%	55%	**51%**	-	-	-	-	-	53%	-	53%	*	53%	52%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	17%	**12%**	-	-	-	-	-	8%	*	8%	*	8%	8%
	2016	17%	16%	**10%**	-	-	-	-	-	14%	-	14%	*	14%	14%
Reading	2017	17%	16%	**14%**	-	-	-	-	-	11%	*	11%	*	11%	11%
	2016	16%	16%	**14%**	-	-	-	-	-	21%	-	21%	*	21%	21%

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Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 922
Grade Span: 06 - 08
(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 Exceeded Progress															
All Grades															
Mathematics	2017	20%	17%	**9%**	-	-	-	-	-	5%	*	5%	*	5%	5%
	2016	17%	16%	**6%**	-	-	-	-	-	6%	-	6%	*	6%	6%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	35%	**38%**	-	-	-	-	-	24%	*	25%	*	24%	24%
	2016	35%	31%	**28%**	-	-	-	-	-	25%	-	25%	*	25%	24%
Mathematics	2017	43%	44%	**38%**	-	-	-	-	-	30%	*	30%	*	30%	29%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 922
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	99%	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	95%	**95%**	100%	96%	95%	100%	100%	100%	79%	98%	95%	91%
Not Included in Accountability													
Mobile	4%	4%	**4%**	0%	3%	5%	0%	0%	0%	21%	1%	3%	4%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	0%	0%	0%	0%	1%	4%
Not Tested	1%	0%	**0%**	0%	0%	1%	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	**0%**	0%	0%	1%	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
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%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 922
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													
2015-16	95.8%	96.0%	**96.6%**	97.3%	96.9%	96.2%	*	98.2%	*	96.3%	95.8%	96.4%	97.5%
2014-15	95.7%	95.9%	**96.3%**	97.4%	96.8%	95.7%	*	*	*	95.8%	95.5%	96.1%	97.3%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%

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Total Students: 922
Grade Span: 06 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students:	922	100.0%	4,271	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	5.8%	4.2%
Kindergarten	0	0.0%	6.4%	7.0%
Grade 1	0	0.0%	7.5%	7.4%
Grade 2	0	0.0%	7.2%	7.6%
Grade 3	0	0.0%	7.3%	7.7%
Grade 4	0	0.0%	7.1%	7.7%
Grade 5	0	0.0%	7.6%	7.5%
Grade 6	306	33.2%	7.2%	7.4%
Grade 7	326	35.4%	7.6%	7.4%
Grade 8	290	31.5%	6.8%	7.3%
Grade 9	0	0.0%	8.5%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	6.8%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	13	1.4%	2.1%	12.6%
Hispanic	417	45.2%	45.9%	52.4%
White	467	50.7%	48.9%	28.1%
American Indian	2	0.2%	0.3%	0.4%
Asian	10	1.1%	1.0%	4.2%
Pacific Islander	2	0.2%	0.4%	0.1%
Two or More Races	11	1.2%	1.5%	2.2%
Economically Disadvantaged	572	62.0%	64.9%	59.0%
Non-Educationally Disadvantaged	350	38.0%	35.1%	41.0%
English Language Learners (ELL)	122	13.2%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	32	3.2%	2.2%	1.4%
At-Risk	463	50.2%	46.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	114			
By Type of Primary Disability				
Students with Intellectual Disabilities	81	71.1%	53.3%	44.5%
Students with Physical Disabilities	*	*	20.3%	21.9%
Students with Autism	**	**	8.0%	12.5%
Students with Behavioral Disabilities	19	16.7%	17.3%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.3%

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Total Students: 922
Grade Span: 06 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	112	11.1%	13.9%	16.2%
By Ethnicity:				
African American	3	0.3%		
Hispanic	40	4.0%		
White	64	6.4%		
American Indian	2	0.2%		
Asian	1	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.2%		

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Total Students: 922
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Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.9%	1.8%	-	3.6%	7.7%
Grade 1	-	4.1%	3.8%	-	4.0%	6.8%
Grade 2	-	2.6%	2.4%	-	0.0%	3.1%
Grade 3	-	1.6%	1.6%	-	2.3%	1.2%
Grade 4	-	0.4%	0.8%	-	0.0%	0.7%
Grade 5	-	0.0%	0.4%	-	2.7%	0.7%
Grade 6	0.0%	0.0%	0.6%	0.0%	0.0%	0.7%
Grade 7	0.0%	0.0%	0.7%	0.0%	0.0%	0.8%
Grade 8	0.0%	0.0%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	18.2	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.1	18.9
Grade 3	-	17.2	19.0
Grade 4	-	16.3	19.0
Grade 5	-	18.8	20.9
Grade 6	18.5	18.5	20.4
Secondary:			
English/Language Arts	16.5	16.2	16.8
Foreign Languages	20.0	19.9	18.7
Mathematics	17.1	17.3	18.0
Science	21.3	19.2	19.0
Social Studies	22.8	21.4	19.4

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

Total Students: 922
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	82.5	100.0%	100.0%	100.0%
Professional Staff:	73.8	89.4%	62.6%	64.0%
Teachers	62.8	76.1%	49.2%	50.0%
Professional Support	8.0	9.7%	9.4%	10.0%
Campus Administration (School Leadership)	3.0	3.6%	2.5%	2.9%
Educational Aides:	8.7	10.6%	9.9%	9.6%
Total Minority Staff:	7.0	8.5%	21.2%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	1.6%	0.6%	10.2%
Hispanic	3.0	4.8%	11.9%	26.6%
White	56.8	90.5%	85.9%	59.8%
American Indian	2.0	3.2%	1.3%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	17.3	27.6%	22.7%	23.7%
Females	45.5	72.4%	77.3%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	3.0%	1.2%
Bachelors	50.7	80.7%	77.1%	74.5%
Masters	12.1	19.3%	19.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	4.8%	9.3%	7.8%
1-5 Years Experience	16.2	25.8%	23.2%	28.0%
6-10 Years Experience	9.0	14.3%	20.0%	20.9%
11-20 Years Experience	23.5	37.4%	32.7%	27.8%
Over 20 Years Experience	11.1	17.7%	14.7%	15.5%
Number of Students per Teacher	14.7	n/a	13.6	15.1

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

Total Students: 922
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	27.0	19.6	19.5
Average Years Experience of Principals with District	1.0	6.1	12.2
Average Years Experience of Assistant Principals	20.5	19.3	15.7
Average Years Experience of Assistant Principals with District	7.0	6.9	10.1
Average Years Experience of Teachers:	12.2	11.2	10.9
Average Years Experience of Teachers with District:	6.3	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$42,500	$38,698	$46,199
1-5 Years Experience	$43,193	$44,462	$48,779
6-10 Years Experience	$45,422	$45,372	$51,184
11-20 Years Experience	$49,850	$51,114	$54,396
Over 20 Years Experience	$57,436	$57,752	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$48,488	$48,240	$52,525
Professional Support	$56,099	$56,994	$61,728
Campus Administration (School Leadership)	$73,384	$72,563	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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

Total Students: 922
Grade Span: 06 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	119	12.9%	15.0%	18.8%
Career & Technical Education	0	0.0%	26.6%	25.0%
Gifted & Talented Education	95	10.3%	6.9%	7.8%
Special Education	114	12.4%	11.1%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	3.2%	8.3%	6.0%
Career & Technical Education	0.0	0.0%	5.2%	4.5%
Compensatory Education	1.0	1.6%	5.3%	2.8%
Gifted & Talented Education	2.7	4.3%	2.1%	1.9%
Regular Education	44.6	71.0%	67.4%	72.8%
Special Education	12.5	19.9%	8.7%	8.6%
Other	0.0	0.0%	2.9%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

2016-17 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **MARBLE FALLS H S**

Campus Number: **027904001**

2017 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

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 1,201
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 Approaches Grade Level or Above														
End of Course														
English I	2017	64%	63%	**63%**	65%	49%	79%	*	*	*	63%	28%	55%	17%
	2016	65%	65%	**65%**	35%	57%	76%	*	*	*	100%	32%	56%	23%
English II	2017	66%	65%	**65%**	58%	52%	79%	*	*	*	*	27%	55%	19%
	2016	67%	75%	**75%**	75%	66%	83%	*	71%	*	*	28%	69%	29%
Algebra I	2017	83%	79%	**75%**	73%	69%	82%	*	*	*	100%	53%	70%	50%
	2016	78%	76%	**70%**	77%	66%	75%	*	*	*	*	35%	63%	52%
Biology	2017	86%	90%	**90%**	86%	84%	96%	-	*	*	83%	60%	86%	63%
	2016	87%	88%	**88%**	83%	80%	95%	*	*	*	*	63%	81%	*
U.S. History	2017	91%	89%	**90%**	63%	83%	97%	*	86%	-	*	53%	82%	46%
	2016	91%	88%	**87%**	71%	82%	92%	*	*	*	-	44%	82%	*
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**76%**	69%	66%	86%	71%	77%	86%	79%	42%	68%	37%
	2016	75%	74%	**76%**	66%	68%	84%	64%	53%	83%	90%	38%	68%	37%
Reading	2017	72%	70%	**64%**	62%	50%	79%	*	*	*	64%	27%	55%	18%
	2016	73%	73%	**71%**	55%	62%	80%	*	55%	*	83%	30%	63%	26%
Mathematics	2017	79%	75%	**75%**	73%	69%	82%	*	*	*	100%	53%	70%	50%
	2016	76%	75%	**70%**	77%	66%	75%	*	*	*	*	35%	63%	52%
Science	2017	79%	79%	**90%**	86%	84%	96%	-	*	*	83%	60%	86%	63%
	2016	79%	79%	**88%**	83%	80%	95%	*	*	*	*	63%	81%	*
Social Studies	2017	77%	71%	**90%**	63%	83%	97%	*	86%	-	*	53%	82%	46%
	2016	77%	75%	**87%**	71%	82%	92%	*	*	*	-	44%	82%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	45%	**59%**	41%	45%	71%	*	63%	*	56%	24%	48%	*
	2016	45%	41%	**46%**	38%	32%	57%	*	*	*	60%	5%	34%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 1,201
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 Meets Grade Level														
All Grades														
Reading	2017	48%	46%	**56%**	38%	40%	71%	*	*	*	62%	21%	43%	*
	2016	46%	46%	**55%**	48%	44%	65%	*	*	*	60%	9%	45%	*
Mathematics	2017	48%	42%	**32%**	*	27%	36%	*	*	*	*	15%	27%	*
	2016	43%	41%	**27%**	*	21%	35%	-	*	*	*	*	23%	*
Science	2017	52%	56%	**72%**	62%	58%	87%	-	*	*	*	32%	61%	21%
	2016	47%	53%	**69%**	75%	57%	77%	*	*	*	*	18%	57%	*
Social Studies	2017	51%	44%	**71%**	*	61%	79%	*	*	-	*	35%	67%	*
	2016	47%	41%	**57%**	*	43%	68%	*	*	*	-	*	51%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	17%	**15%**	*	8%	23%	*	24%	*	34%	3%	10%	4%
	2016	18%	16%	**13%**	*	6%	19%	*	*	*	*	4%	7%	*
Reading	2017	19%	16%	**7%**	*	3%	10%	*	*	*	*	*	3%	*
	2016	17%	15%	**8%**	*	4%	12%	*	*	*	*	*	4%	*
Mathematics	2017	23%	17%	**10%**	*	4%	17%	*	*	*	*	*	8%	*
	2016	19%	15%	**4%**	*	3%	6%	*	*	*	*	*	4%	*
Science	2017	19%	21%	**25%**	*	13%	38%	-	*	*	*	*	18%	*
	2016	16%	21%	**27%**	*	11%	37%	*	*	*	*	13%	17%	*
Social Studies	2017	27%	22%	**33%**	*	22%	42%	*	*	-	*	*	23%	*
	2016	22%	20%	**24%**	*	13%	34%	*	*	*	-	*	14%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**46%**	*	38%	54%	*	*	*	*	*	39%	35%
	2016	62%	56%	**44%**	*	38%	*	*	*	*	*	*	40%	*
Reading	2017	59%	59%	*	*	*	*	-	*	*	*	*	*	*
	2016	60%	58%	*	*	*	*	*	*	-	*	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 1,201
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 Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	58%	**34%**	*	29%	39%	*	*	*	*	*	29%	*
	2016	63%	55%	**28%**	*	25%	*	-	*	*	*	*	26%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	17%	**5%**	*	3%	5%	*	*	*	*	*	5%	6%
	2016	17%	16%	**2%**	*	3%	*	*	*	*	*	*	2%	*
Reading	2017	17%	16%	*	*	*	*	-	*	*	*	*	*	*
	2016	16%	16%	*	*	*	*	*	*	-	*	*	*	*
Mathematics	2017	20%	17%	**9%**	*	6%	12%	*	*	*	*	*	9%	*
	2016	17%	16%	**5%**	*	6%	*	-	*	*	*	*	5%	*

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 1,201
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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**76%**	-	-	-	-	-	37%	-	37%	*	37%	37%
	2016	75%	74%	**76%**	-	-	-	-	-	35%	*	36%	*	35%	37%
Reading	2017	72%	70%	**64%**	-	-	-	-	-	18%	-	18%	*	18%	18%
	2016	73%	73%	**71%**	-	-	-	-	-	25%	*	26%	*	25%	26%
Mathematics	2017	79%	75%	**75%**	-	-	-	-	-	50%	-	50%	-	50%	50%
	2016	76%	75%	**70%**	-	-	-	-	-	50%	*	52%	*	50%	52%
Science	2017	79%	79%	**90%**	-	-	-	-	-	62%	-	62%	*	62%	63%
	2016	79%	79%	**88%**	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	77%	71%	**90%**	-	-	-	-	-	46%	-	46%	-	46%	46%
	2016	77%	75%	**87%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	45%	**59%**	-	-	-	-	-	*	-	*	*	*	*
	2016	45%	41%	**46%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2017	48%	46%	**56%**	-	-	-	-	-	*	-	*	*	*	*
	2016	46%	46%	**55%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	48%	42%	**32%**	-	-	-	-	-	*	-	*	-	*	*
	2016	43%	41%	**27%**	-	-	-	-	-	*	*	*	*	*	*
Science	2017	52%	56%	**72%**	-	-	-	-	-	19%	-	19%	*	19%	21%
	2016	47%	53%	**69%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	51%	44%	**71%**	-	-	-	-	-	*	-	*	-	*	*
	2016	47%	41%	**57%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	17%	**15%**	-	-	-	-	-	4%	-	4%	*	4%	4%
	2016	18%	16%	**13%**	-	-	-	-	-	*	*	*	*	*	*

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 1,201
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 Masters Grade Level															
All Grades															
Reading	2017	19%	16%	**7%**	-	-	-	-	-	*	-	*	*	*	*
	2016	17%	15%	**8%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	23%	17%	**10%**	-	-	-	-	-	*	-	*	-	*	*
	2016	19%	15%	**4%**	-	-	-	-	-	*	*	*	*	*	*
Science	2017	19%	21%	**25%**	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	21%	**27%**	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2017	27%	22%	**33%**	-	-	-	-	-	*	-	*	-	*	*
	2016	22%	20%	**24%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**46%**	-	-	-	-	-	30%	-	30%	*	30%	31%
	2016	62%	56%	**44%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2017	59%	59%	*	-	-	-	-	-	*	-	*	*	*	*
	2016	60%	58%	*	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	64%	58%	**34%**	-	-	-	-	-	*	-	*	-	*	*
	2016	63%	55%	**28%**	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	17%	**5%**	-	-	-	-	-	7%	-	7%	*	7%	7%
	2016	17%	16%	**2%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2017	17%	16%	*	-	-	-	-	-	*	-	*	*	*	*
	2016	16%	16%	*	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2017	20%	17%	**9%**	-	-	-	-	-	*	-	*	-	*	*
	2016	17%	16%	**5%**	-	-	-	-	-	*	*	*	*	*	*

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 1,201
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**99%**	100%	100%	99%	100%	100%	100%	100%	100%	99%	100%
Included in Accountability	94%	95%	**94%**	100%	93%	96%	100%	85%	100%	100%	97%	94%	75%
Not Included in Accountability													
Mobile	4%	4%	**3%**	0%	2%	3%	0%	12%	0%	0%	2%	2%	5%
Other Exclusions	1%	1%	**2%**	0%	4%	0%	0%	4%	0%	0%	0%	3%	21%
Not Tested	1%	0%	**1%**	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%
Absent	1%	0%	**1%**	0%	0%	1%	0%	0%	0%	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
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%

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TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 1,201
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													
2015-16	95.8%	96.0%	**95.0%**	94.6%	95.2%	94.8%	95.1%	98.2%	*	95.5%	94.2%	94.3%	95.4%
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%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	0.2%	**0.2%**	0.0%	0.2%	0.1%	0.0%	0.0%	*	0.0%	0.6%	0.1%	0.0%
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%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	91.6%	**95.3%**	100.0%	94.6%	96.2%	*	*	-	100.0%	80.0%	93.8%	83.3%
Received GED	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	4.2%	6.6%	**3.1%**	0.0%	2.7%	3.1%	*	*	-	0.0%	16.0%	4.7%	0.0%
Dropped Out	6.2%	1.7%	**1.6%**	0.0%	2.7%	0.8%	*	*	-	0.0%	4.0%	1.6%	16.7%
Graduates and GED	89.6%	91.6%	**95.3%**	100.0%	94.6%	96.2%	*	*	-	100.0%	80.0%	93.8%	83.3%
Grads, GED, & Cont	93.8%	98.3%	**98.4%**	100.0%	97.3%	99.2%	*	*	-	100.0%	96.0%	98.4%	83.3%
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%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	98.5%	**99.6%**	*	98.9%	100.0%	*	*	*	*	96.3%	99.0%	*
Received GED	0.8%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Continued HS	1.2%	0.7%	**0.0%**	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Dropped Out	6.7%	0.7%	**0.4%**	*	1.1%	0.0%	*	*	*	*	3.7%	1.0%	*
Graduates and GED	92.1%	98.5%	**99.6%**	*	98.9%	100.0%	*	*	*	*	96.3%	99.0%	*
Grads, GED, & Cont	93.3%	99.3%	**99.6%**	*	98.9%	100.0%	*	*	*	*	96.3%	99.0%	*
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%

District Name: MARBLE FALLS ISD
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Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 1,201
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 2014													
Graduated	90.9%	97.4%	**98.3%**	100.0%	96.5%	99.3%	*	*	-	*	95.8%	96.6%	60.0%
Received GED	1.2%	0.4%	**0.4%**	0.0%	1.2%	0.0%	*	*	-	*	0.0%	0.8%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	2.2%	**1.2%**	0.0%	2.3%	0.7%	*	*	-	*	4.2%	2.5%	40.0%
Graduates and GED	92.2%	97.8%	**98.8%**	100.0%	97.7%	99.3%	*	*	-	*	95.8%	97.5%	60.0%
Grads, GED, & Cont	92.8%	97.8%	**98.8%**	100.0%	97.7%	99.3%	*	*	-	*	95.8%	97.5%	60.0%
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%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	90.4%	**93.9%**	100.0%	94.6%	93.4%	*	*	-	100.0%	71.4%	92.4%	83.3%
Class of 2015	89.0%	92.9%	**96.2%**	*	95.7%	96.2%	*	*	*	*	80.6%	92.5%	*
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	97.1%	**98.3%**	*	98.9%	97.7%	*	*	*	*	87.1%	97.1%	*
Class of 2014	90.4%	95.3%	**97.9%**	100.0%	96.5%	98.6%	*	*	-	*	92.0%	95.8%	60.0%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	96.4%	**97.9%**	100.0%	96.5%	98.6%	*	*	-	*	92.0%	96.6%	60.0%
Class of 2013	90.9%	96.1%	**98.4%**	*	97.7%	98.6%	*	*	-	*	95.8%	97.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	13.0%	**0.0%**	*	*	0.0%	-	-	-	-	0.0%	0.0%	-
Class of 2015	86.1%	18.6%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	0.8%	**0.9%**	*	2.0%	0.0%	*	*	-	0.0%	0.0%	0.9%	0.0%
Class of 2015	3.5%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	88.7%	**88.9%**	*	80.2%	95.0%	*	*	-	100.0%	38.5%	84.1%	100.0%
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 2016	85.1%	82.8%	**85.8%**	60.0%	79.0%	91.3%	*	*	-	100.0%	25.0%	79.3%	100.0%
Class of 2015	84.1%	72.2%	**79.2%**	*	74.2%	82.8%	*	*	*	*	20.0%	71.4%	*

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RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	13.9%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
2014-15	84.3%	12.1%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	0.8%	**0.8%**	*	1.9%	0.0%	*	*	-	0.0%	0.0%	0.8%	0.0%
2014-15	3.5%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	87.8%	**88.0%**	*	79.0%	95.1%	*	*	-	100.0%	33.3%	82.2%	100.0%
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)													
2015-16	83.3%	79.0%	**83.6%**	50.0%	76.6%	89.9%	*	*	-	100.0%	18.2%	76.0%	100.0%
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													
2015-16	55.0%	46.0%	**49.4%**	50.0%	45.1%	53.4%	*	66.7%	*	25.0%	21.4%	41.3%	33.3%
2014-15	54.5%	44.1%	**47.6%**	0.0%	39.9%	55.0%	*	40.0%	*	60.0%	15.6%	34.2%	40.0%
English Language Arts													
2015-16	30.1%	23.7%	**24.9%**	0.0%	12.0%	36.7%	*	0.0%	*	12.5%	0.0%	10.0%	0.0%
2014-15	29.0%	25.0%	**26.3%**	0.0%	11.0%	39.0%	*	20.0%	*	30.0%	0.0%	9.6%	0.0%
Mathematics													
2015-16	43.1%	27.0%	**27.7%**	11.1%	18.3%	36.4%	*	40.0%	*	16.7%	22.0%	17.3%	0.0%
2014-15	43.8%	20.3%	**21.1%**	0.0%	12.0%	28.2%	*	*	*	33.3%	0.0%	10.4%	0.0%
Science													
2015-16	12.2%	19.9%	**20.7%**	*	14.9%	25.5%	*	*	*	*	0.0%	13.8%	*
2014-15	12.7%	0.0%	**0.0%**	*	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Social Studies													
2015-16	29.0%	33.8%	**35.6%**	30.0%	24.3%	44.6%	*	50.0%	*	25.0%	5.9%	23.7%	0.0%
2014-15	28.4%	33.3%	**35.8%**	0.0%	22.0%	46.9%	*	40.0%	*	60.0%	7.8%	20.9%	10.0%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	24.0%	**24.9%**	14.7%	23.0%	27.2%	0.0%	33.3%	*	16.7%	10.3%	19.8%	9.6%
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%
English Language Arts													
2015-16	16.2%	10.7%	**10.9%**	0.0%	5.3%	16.4%	0.0%	0.0%	*	5.6%	0.0%	4.2%	0.0%
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%
Mathematics													
2015-16	19.3%	11.4%	**11.5%**	3.0%	7.7%	15.1%	0.0%	18.2%	*	6.3%	7.1%	6.8%	0.0%
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%

TEXAS EDUCATION AGENCY

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Total Students: 1,201
Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Science													
2015-16	5.1%	5.8%	**5.8%**	3.6%	4.1%	7.5%	0.0%	0.0%	*	0.0%	0.0%	3.4%	0.0%
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%
Social Studies													
2015-16	20.8%	18.0%	**18.6%**	9.4%	12.6%	23.6%	0.0%	25.0%	*	16.7%	3.7%	11.6%	2.1%
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%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	59.8%	**60.7%**	50.0%	44.2%	75.0%	*	*	-	42.9%	6.3%	50.8%	33.3%
2014-15	42.0%	56.0%	**57.0%**	*	48.0%	61.0%	-	*	*	*	0.0%	48.0%	*
Mathematics													
2015-16	44.6%	50.2%	**51.3%**	16.7%	35.6%	66.7%	*	*	-	28.6%	7.1%	40.3%	16.7%
2014-15	38.0%	51.0%	**52.0%**	*	40.0%	57.0%	-	*	*	*	20.0%	38.0%	*
Both Subjects													
2015-16	38.7%	43.8%	**45.0%**	16.7%	28.7%	61.0%	*	*	-	14.3%	7.1%	34.5%	16.7%
2014-15	35.0%	47.0%	**48.0%**	*	38.0%	52.0%	-	*	*	*	0.0%	37.0%	*
Either Subject													
2015-16	56.4%	66.0%	**66.8%**	50.0%	51.0%	80.6%	*	*	-	57.1%	6.3%	56.6%	33.3%
2014-15	45.0%	60.0%	**61.0%**	*	50.0%	67.0%	-	*	*	*	20.0%	50.0%	*
College and Career Ready Graduates													
2015-16	75.9%	89.3%	**94.9%**	83.3%	92.8%	96.9%	*	*	-	100.0%	77.3%	93.0%	100.0%
2014-15	74.5%	79.0%	**83.8%**	*	81.1%	85.4%	*	*	*	*	66.7%	81.5%	*
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	47.0%	**49.6%**	50.0%	41.4%	55.8%	*	*	-	42.9%	4.5%	46.5%	33.3%
2014-15	10.6%	13.0%	**14.8%**	*	16.7%	13.8%	*	*	*	*	0.0%	17.4%	*
Mathematics													
2015-16	18.1%	35.6%	**37.9%**	16.7%	29.7%	45.7%	*	*	-	28.6%	4.5%	34.9%	16.7%
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)													
2015-16	48.7%	38.1%	**41.8%**	0.0%	28.8%	55.0%	*	*	-	42.9%	13.6%	30.2%	16.7%
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													
2015-16	12.2%	13.9%	**15.2%**	0.0%	5.4%	25.6%	*	*	-	0.0%	0.0%	6.2%	0.0%
2014-15	10.6%	19.1%	**21.8%**	*	6.7%	31.5%	*	*	*	*	0.0%	10.9%	*
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	45.9%	**49.2%**	16.7%	42.3%	56.6%	*	*	-	57.1%	13.6%	41.1%	66.7%
2014-15	43.4%	42.4%	**47.2%**	*	46.7%	49.2%	*	*	*	*	16.7%	39.1%	*

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CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	81.9%	**87.1%**	83.3%	90.1%	83.7%	*	*	-	100.0%	77.3%	91.5%	100.0%
2014-15	46.6%	61.5%	**63.8%**	*	61.1%	65.4%	*	*	*	*	63.3%	63.0%	*
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	18.1%	**20.1%**	0.0%	14.1%	25.8%	*	0.0%	*	14.3%	n/a	10.0%	n/a
2015	24.9%	14.0%	**14.9%**	0.0%	11.6%	18.3%	*	20.0%	*	10.0%	n/a	7.6%	n/a
English Language Arts													
2016	15.5%	10.5%	**11.6%**	0.0%	6.4%	16.4%	*	0.0%	*	0.0%	n/a	3.6%	n/a
2015	15.1%	5.5%	**5.8%**	0.0%	2.2%	9.0%	*	20.0%	*	0.0%	n/a	1.9%	n/a
Mathematics													
2016	6.8%	7.1%	**7.9%**	0.0%	2.7%	11.8%	*	0.0%	*	14.3%	n/a	2.9%	n/a
2015	6.8%	5.0%	**5.3%**	0.0%	4.0%	6.5%	*	20.0%	*	0.0%	n/a	2.3%	n/a
Science													
2016	10.4%	9.8%	**10.9%**	0.0%	5.5%	15.7%	*	0.0%	*	0.0%	n/a	3.9%	n/a
2015	10.2%	5.1%	**5.5%**	0.0%	1.8%	8.6%	*	20.0%	*	0.0%	n/a	1.9%	n/a
Social Studies													
2016	14.8%	10.2%	**11.3%**	0.0%	6.4%	15.7%	*	0.0%	*	0.0%	n/a	5.0%	n/a
2015	14.4%	9.4%	**10.0%**	0.0%	5.8%	13.6%	*	20.0%	*	10.0%	n/a	4.2%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	58.9%	**58.9%**	-	48.4%	63.5%	-	-	*	*	n/a	46.4%	n/a
2015	49.1%	64.6%	**64.6%**	-	65.4%	64.7%	-	*	-	*	n/a	85.0%	n/a
English Language Arts													
2016	43.3%	69.4%	**69.4%**	-	50.0%	74.5%	-	-	*	-	n/a	50.0%	n/a
2015	43.7%	67.7%	**67.7%**	-	60.0%	68.0%	-	*	-	-	n/a	60.0%	n/a
Mathematics													
2016	54.0%	40.5%	**40.5%**	-	0.0%	47.1%	-	-	*	*	n/a	12.5%	n/a
2015	51.7%	75.0%	**75.0%**	-	55.6%	83.3%	-	*	-	-	n/a	66.7%	n/a
Science													
2016	35.1%	25.9%	**25.9%**	-	16.7%	26.7%	-	-	*	-	n/a	18.2%	n/a
2015	35.4%	48.3%	**48.3%**	-	*	41.7%	-	*	-	-	n/a	80.0%	n/a
Social Studies													
2016	41.6%	28.3%	**28.3%**	-	21.4%	28.9%	-	-	*	-	n/a	7.1%	n/a
2015	40.1%	47.2%	**47.2%**	-	38.5%	50.0%	-	*	-	*	n/a	63.6%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	49.1%	**53.1%**	0.0%	35.1%	70.5%	*	*	-	57.1%	n/a	36.9%	n/a
Class of 2015	68.3%	57.6%	**65.1%**	*	53.3%	73.8%	*	*	*	*	n/a	54.1%	n/a

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SAT/ACT Results													
At/Above Criterion													
Class of 2016	22.5%	27.5%	**27.2%**	-	12.8%	35.2%	-	*	-	*	n/a	12.5%	n/a
Class of 2015	24.3%	31.1%	**31.5%**	*	22.9%	34.4%	-	*	*	*	n/a	22.6%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1448	**1452**	-	1348	1520	-	*	-	*	n/a	1363	n/a
Class of 2015	1394	1452	**1455**	*	1369	1493	-	*	*	*	n/a	1388	n/a
English Language Arts and Writing													
Class of 2016	903	947	**947**	-	876	995	-	*	-	*	n/a	883	n/a
Class of 2015	912	952	**954**	*	895	980	-	*	*	*	n/a	911	n/a
Mathematics													
Class of 2016	472	502	**505**	-	472	525	-	*	-	*	n/a	480	n/a
Class of 2015	482	500	**501**	*	474	513	-	*	*	*	n/a	477	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	21.6	**21.5**	-	18.5	22.6	-	*	-	*	n/a	18.5	n/a
Class of 2015	20.6	21.5	**21.6**	*	20.5	21.8	-	*	*	*	n/a	20.8	n/a
English Language Arts													
Class of 2016	19.8	21.3	**21.3**	-	17.5	22.5	-	*	-	*	n/a	17.4	n/a
Class of 2015	20.1	21.2	**21.3**	*	19.9	21.5	-	*	*	*	n/a	20.5	n/a
Mathematics													
Class of 2016	20.5	21.9	**21.9**	-	19.8	22.6	-	*	-	*	n/a	19.7	n/a
Class of 2015	20.9	21.2	**21.3**	*	21.0	21.2	-	*	*	*	n/a	20.8	n/a
Science													
Class of 2016	20.5	21.3	**21.3**	-	18.3	22.3	-	*	-	*	n/a	18.9	n/a
Class of 2015	20.7	21.9	**22.0**	*	21.0	22.2	-	*	*	*	n/a	20.9	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	49.6%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	66.9%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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

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

Total Students: 1,201
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students:	1,201	100.0%	4,271	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	5.8%	4.2%
Kindergarten	0	0.0%	6.4%	7.0%
Grade 1	0	0.0%	7.5%	7.4%
Grade 2	0	0.0%	7.2%	7.6%
Grade 3	0	0.0%	7.3%	7.7%
Grade 4	0	0.0%	7.1%	7.7%
Grade 5	0	0.0%	7.6%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.6%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	363	30.2%	8.5%	8.1%
Grade 10	321	26.7%	7.7%	7.4%
Grade 11	274	22.8%	6.8%	6.8%
Grade 12	243	20.2%	6.2%	6.2%
Ethnic Distribution:				
African American	35	2.9%	2.1%	12.6%
Hispanic	516	43.0%	45.9%	52.4%
White	614	51.1%	48.9%	28.1%
American Indian	5	0.4%	0.3%	0.4%
Asian	11	0.9%	1.0%	4.2%
Pacific Islander	3	0.2%	0.4%	0.1%
Two or More Races	17	1.4%	1.5%	2.2%
Economically Disadvantaged	698	58.1%	64.9%	59.0%
Non-Educationally Disadvantaged	503	41.9%	35.1%	41.0%
English Language Learners (ELL)	78	6.5%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	63	4.9%	2.2%	1.4%
At-Risk	546	45.5%	46.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	143			
By Type of Primary Disability				
Students with Intellectual Disabilities	96	67.1%	53.3%	44.5%
Students with Physical Disabilities	8	5.6%	20.3%	21.9%
Students with Autism	10	7.0%	8.0%	12.5%
Students with Behavioral Disabilities	29	20.3%	17.3%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.3%

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

Total Students: 1,201
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	153	12.0%	13.9%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	61	4.8%		
White	85	6.7%		
American Indian	1	0.1%		
Asian	4	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.2%		
Graduates (Class of 2016):				
Total Graduates	256	100.0%	281	324,311
By Ethnicity (incl. Special Ed.):				
African American	6	2.3%	7	41,084
Hispanic	111	43.4%	117	157,633
White	129	50.4%	147	104,551
American Indian	1	0.4%	1	1,280
Asian	2	0.8%	2	13,481
Pacific Islander	0	0.0%	0	449
Two or More Races	7	2.7%	7	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	15	5.9%	31	42,804
Recommended H.S. Program/DAP	0	0.0%	5	254,625
Foundation High School Plan (No Endorsement)	27	10.5%	28	11,477
Foundation High School Plan (Endorsement)	2	0.8%	2	1,501
Foundation High School Plan (DLA)	212	82.8%	215	13,904
Special Education Graduates	22	8.6%	23	23,325

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

Total Students: 1,201
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	-	18.2	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.1	18.9
Grade 3	-	17.2	19.0
Grade 4	-	16.3	19.0
Grade 5	-	18.8	20.9
Grade 6	-	18.5	20.4
Secondary:			
English/Language Arts	16.9	16.2	16.8
Foreign Languages	21.9	19.9	18.7
Mathematics	17.9	17.3	18.0
Science	20.2	19.2	19.0
Social Studies	22.0	21.4	19.4

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

Total Students: 1,201
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	115.1	100.0%	100.0%	100.0%
Professional Staff:	101.3	88.0%	62.6%	64.0%
Teachers	86.3	74.9%	49.2%	50.0%
Professional Support	10.9	9.5%	9.4%	10.0%
Campus Administration (School Leadership)	4.1	3.6%	2.5%	2.9%
Educational Aides:	13.9	12.0%	9.9%	9.6%
Total Minority Staff:	11.8	10.3%	21.2%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	1.2%	0.6%	10.2%
Hispanic	5.8	6.8%	11.9%	26.6%
White	78.4	90.9%	85.9%	59.8%
American Indian	0.0	0.0%	1.3%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	1.2%	0.3%	1.1%
Males	43.9	50.8%	22.7%	23.7%
Females	42.4	49.2%	77.3%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	1.2%	3.0%	1.2%
Bachelors	56.8	65.9%	77.1%	74.5%
Masters	28.4	33.0%	19.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	9.0	10.4%	9.3%	7.8%
1-5 Years Experience	18.6	21.6%	23.2%	28.0%
6-10 Years Experience	18.4	21.3%	20.0%	20.9%
11-20 Years Experience	28.8	33.3%	32.7%	27.8%
Over 20 Years Experience	11.5	13.3%	14.7%	15.5%
Number of Students per Teacher	13.9	n/a	13.6	15.1

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

Total Students: 1,201
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	22.0	19.6	19.5
Average Years Experience of Principals with District	4.0	6.1	12.2
Average Years Experience of Assistant Principals	18.0	19.3	15.7
Average Years Experience of Assistant Principals with District	5.7	6.9	10.1
Average Years Experience of Teachers:	11.0	11.2	10.9
Average Years Experience of Teachers with District:	4.9	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$43,006	$38,698	$46,199
1-5 Years Experience	$43,173	$44,462	$48,779
6-10 Years Experience	$46,339	$45,372	$51,184
11-20 Years Experience	$54,502	$51,114	$54,396
Over 20 Years Experience	$58,390	$57,752	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$49,634	$48,240	$52,525
Professional Support	$58,409	$56,994	$61,728
Campus Administration (School Leadership)	$78,093	$72,563	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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

Total Students: 1,201
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	77	6.4%	15.0%	18.8%
Career & Technical Education	1,114	92.8%	26.6%	25.0%
Gifted & Talented Education	95	7.9%	6.9%	7.8%
Special Education	143	11.9%	11.1%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	1.3	1.5%	8.3%	6.0%
Career & Technical Education	16.4	19.0%	5.2%	4.5%
Compensatory Education	1.0	1.2%	5.3%	2.8%
Gifted & Talented Education	0.0	0.0%	2.1%	1.9%
Regular Education	50.9	59.0%	67.4%	72.8%
Special Education	7.5	8.7%	8.7%	8.6%
Other	9.2	10.7%	2.9%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

2016-17 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **FALLS CAREER H S**

Campus Number: **027904002**

2017 Accountability Rating: **Met Alternative Standard**
(evaluated with alternative education accountability provisions)

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 45
Grade Span: 10 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
End of Course														
English I	2017	64%	63%	*	-	*	*	-	-	-	-	*	*	*
	2016	65%	65%	*	-	*	*	-	-	-	-	-	*	-
English II	2017	66%	65%	**63%**	-	*	*	-	-	-	-	*	*	*
	2016	67%	75%	**92%**	*	*	86%	-	-	-	*	*	88%	-
Algebra I	2017	83%	79%	*	-	*	*	-	-	-	-	*	*	*
	2016	78%	76%	*	-	-	*	-	-	-	-	-	*	-
Biology	2017	86%	90%	*	-	*	*	-	-	-	-	*	*	-
	2016	87%	88%	*	-	-	*	-	-	-	-	-	*	-
U.S. History	2017	91%	89%	**70%**	-	*	86%	-	-	-	-	*	63%	*
	2016	91%	88%	**94%**	*	*	100%	-	-	-	*	*	92%	-
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	72%	**72%**	-	55%	83%	-	-	-	-	*	70%	*
	2016	75%	74%	**86%**	*	*	88%	-	-	-	*	100%	83%	-
Reading	2017	72%	70%	**58%**	-	*	71%	-	-	-	-	*	56%	*
	2016	73%	73%	**81%**	*	*	80%	-	-	-	*	*	75%	-
Mathematics	2017	79%	75%	*	-	*	*	-	-	-	-	*	*	*
	2016	76%	75%	*	-	-	*	-	-	-	-	-	*	-
Science	2017	79%	79%	*	-	*	*	-	-	-	-	*	*	-
	2016	79%	79%	*	-	-	*	-	-	-	-	-	*	-
Social Studies	2017	77%	71%	**70%**	-	*	86%	-	-	-	-	*	63%	*
	2016	77%	75%	**94%**	*	*	100%	-	-	-	*	*	92%	-
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	45%	**42%**	-	*	*	-	-	-	-	*	*	*
	2016	45%	41%	**52%**	*	*	67%	-	-	-	*	*	44%	-

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

Total Students: 45
Grade Span: 10 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	46%	*	-	*	*	-	-	-	-	*	*	*
	2016	46%	46%	**60%**	*	*	75%	-	-	-	-	*	*	-
Mathematics	2016	43%	41%	*	-	-	*	-	-	-	-	-	*	-
Science	2017	52%	56%	*	-	-	*	-	-	-	-	*	*	-
	2016	47%	53%	*	-	-	*	-	-	-	-	-	*	-
Social Studies	2017	51%	44%	*	-	*	*	-	-	-	-	*	*	*
	2016	47%	41%	**50%**	*	*	70%	-	-	-	*	*	42%	-
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	17%	*	-	*	*	-	-	-	-	*	*	*
	2016	18%	16%	*	*	*	*	-	-	-	*	*	*	-
Reading	2017	19%	16%	*	-	*	*	-	-	-	-	*	*	*
	2016	17%	15%	*	*	*	*	-	-	-	*	*	*	-
Mathematics	2017	23%	17%	*	-	*	*	-	-	-	-	*	*	*
	2016	19%	15%	*	-	-	*	-	-	-	-	-	*	-
Science	2017	19%	21%	*	-	*	*	-	-	-	-	*	*	-
	2016	16%	21%	*	-	-	*	-	-	-	-	-	*	-
Social Studies	2017	27%	22%	*	-	*	*	-	-	-	-	*	*	*
	2016	22%	20%	*	*	*	*	-	-	-	*	*	*	-
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	*	-	-	*	-	-	-	-	*	*	-
	2016	62%	56%	*	-	-	*	-	-	-	-	*	*	-
Reading	2017	59%	59%	*	-	-	*	-	-	-	-	*	*	-
	2016	60%	58%	*	-	-	*	-	-	-	-	*	*	-

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 45
Grade Span: 10 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	17%	*	-	-	*	-	-	-	-	*	*	-
	2016	17%	16%	*	-	-	*	-	-	-	-	*	*	-
Reading	2017	17%	16%	*	-	-	*	-	-	-	-	*	*	-
	2016	16%	16%	*	-	-	*	-	-	-	-	*	*	-

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 45
Grade Span: 10 - 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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**72%**	-	-	-	-	-	*	-	*	-	*	*
	2016	75%	74%	**86%**	-	-	-	-	-	-	-	-	-	-	-
Reading	2017	72%	70%	**58%**	-	-	-	-	-	*	-	*	-	*	*
	2016	73%	73%	**81%**	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2017	79%	75%	*	-	-	-	-	-	*	-	*	-	*	*
	2016	76%	75%	*	-	-	-	-	-	-	-	-	-	-	-
Science	2017	79%	79%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	79%	79%	*	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2017	77%	71%	**70%**	-	-	-	-	-	*	-	*	-	*	*
	2016	77%	75%	**94%**	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	45%	**42%**	-	-	-	-	-	*	-	*	-	*	*
	2016	45%	41%	**52%**	-	-	-	-	-	-	-	-	-	-	-
Reading	2017	48%	46%	*	-	-	-	-	-	*	-	*	-	*	*
	2016	46%	46%	**60%**	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2016	43%	41%	*	-	-	-	-	-	-	-	-	-	-	-
Science	2017	52%	56%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	47%	53%	*	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2017	51%	44%	*	-	-	-	-	-	*	-	*	-	*	*
	2016	47%	41%	**50%**	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	17%	*	-	-	-	-	-	*	-	*	-	*	*
	2016	18%	16%	*	-	-	-	-	-	-	-	-	-	-	-
Reading	2017	19%	16%	*	-	-	-	-	-	*	-	*	-	*	*
	2016	17%	15%	*	-	-	-	-	-	-	-	-	-	-	-

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

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 45
Grade Span: 10 - 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 Masters Grade Level															
All Grades															
Mathematics	2017	23%	17%	*	-	-	-	-	-	*	-	*	-	*	*
	2016	19%	15%	*	-	-	-	-	-	-	-	-	-	-	-
Science	2017	19%	21%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	16%	21%	*	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2017	27%	22%	*	-	-	-	-	-	*	-	*	-	*	*
	2016	22%	20%	*	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	62%	56%	*	-	-	-	-	-	-	-	-	-	-	-
Reading	2017	59%	59%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	60%	58%	*	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	17%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	17%	16%	*	-	-	-	-	-	-	-	-	-	-	-
Reading	2017	17%	16%	*	-	-	-	-	-	-	-	-	-	-	-
	2016	16%	16%	*	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 45
Grade Span: 10 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**98%**	-	100%	96%	-	-	-	-	100%	97%	*
Included in Accountability	94%	95%	**71%**	-	65%	75%	-	-	-	-	67%	74%	*
Not Included in Accountability													
Mobile	4%	4%	**27%**	-	35%	21%	-	-	-	-	33%	23%	*
Other Exclusions	1%	1%	**0%**	-	0%	0%	-	-	-	-	0%	0%	*
Not Tested	1%	0%	**2%**	-	0%	4%	-	-	-	-	0%	3%	*
Absent	1%	0%	**2%**	-	0%	4%	-	-	-	-	0%	3%	*
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	*
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%	-

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 45
Grade Span: 10 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.0%	**91.3%**	*	90.0%	91.7%	-	-	-	-	*	91.3%	-
2014-15	95.7%	95.9%	**90.9%**	*	90.3%	90.9%	-	-	-	*	92.1%	91.4%	-
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	0.2%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
2014-15	2.1%	0.3%	**5.2%**	*	15.8%	1.9%	-	*	-	*	25.0%	7.4%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	91.6%	**57.1%**	*	*	59.1%	-	-	-	-	*	52.6%	-
Received GED	0.5%	0.0%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
Continued HS	4.2%	6.6%	**39.3%**	*	*	36.4%	-	-	-	-	*	47.4%	-
Dropped Out	6.2%	1.7%	**3.6%**	*	*	4.5%	-	-	-	-	*	0.0%	-
Graduates and GED	89.6%	91.6%	**57.1%**	*	*	59.1%	-	-	-	-	*	52.6%	-
Grads, GED, & Cont	93.8%	98.3%	**96.4%**	*	*	95.5%	-	-	-	-	*	100.0%	-
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%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	98.5%	**93.0%**	*	90.9%	96.7%	-	-	-	*	*	93.3%	-
Received GED	0.8%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Continued HS	1.2%	0.7%	**4.7%**	*	0.0%	3.3%	-	-	-	*	*	3.3%	-
Dropped Out	6.7%	0.7%	**2.3%**	*	9.1%	0.0%	-	-	-	*	*	3.3%	-
Graduates and GED	92.1%	98.5%	**93.0%**	*	90.9%	96.7%	-	-	-	*	*	93.3%	-
Grads, GED, & Cont	93.3%	99.3%	**97.7%**	*	90.9%	100.0%	-	-	-	*	*	96.7%	-
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%	-

TEXAS EDUCATION AGENCY

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Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 45
Grade Span: 10 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	97.4%	**89.3%**	*	88.9%	100.0%	-	-	-	*	*	94.1%	-
Received GED	1.2%	0.4%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Continued HS	0.6%	0.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Dropped Out	7.2%	2.2%	**10.7%**	*	11.1%	0.0%	-	-	-	*	*	5.9%	-
Graduates and GED	92.2%	97.8%	**89.3%**	*	88.9%	100.0%	-	-	-	*	*	94.1%	-
Grads, GED, & Cont	92.8%	97.8%	**89.3%**	*	88.9%	100.0%	-	-	-	*	*	94.1%	-
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%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	90.4%	**58.6%**	*	40.0%	59.1%	-	-	-	-	60.0%	55.0%	-
Class of 2015	89.0%	92.9%	**77.1%**	*	61.5%	82.4%	-	-	-	-	*	75.8%	-
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	97.1%	**90.9%**	*	90.9%	93.5%	-	-	-	*	*	90.3%	-
Class of 2014	90.4%	95.3%	**75.0%**	*	72.7%	88.9%	-	-	-	*	*	75.0%	-
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	96.4%	**84.4%**	*	90.9%	94.4%	-	-	-	*	*	85.0%	-
Class of 2013	90.9%	96.1%	**82.1%**	-	64.3%	92.0%	-	-	-	-	*	82.6%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	13.0%	**25.0%**	*	-	30.0%	-	-	-	-	*	14.3%	-
Class of 2015	86.1%	18.6%	**29.7%**	*	25.0%	32.1%	-	-	-	-	*	28.0%	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	0.8%	*	-	*	*	-	-	-	-	-	*	-
Class of 2015	3.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	88.7%	*	-	*	*	-	-	-	-	-	*	-
Class of 2015	38.7%	87.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	82.8%	**37.5%**	*	*	38.5%	-	-	-	-	*	30.0%	-
Class of 2015	84.1%	72.2%	**29.7%**	*	25.0%	32.1%	-	-	-	-	*	28.0%	-

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	13.9%	**23.8%**	*	0.0%	33.3%	-	-	-	-	*	18.8%	-
2014-15	84.3%	12.1%	**21.2%**	*	11.1%	27.3%	-	-	-	-	-	17.4%	-
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	0.8%	*	-	*	*	-	-	-	-	-	*	-
2014-15	3.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	87.8%	*	-	*	*	-	-	-	-	-	*	-
2014-15	37.3%	87.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	79.0%	**32.0%**	*	16.7%	38.9%	-	-	-	-	*	26.3%	-
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													
2015-16	55.0%	46.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
2014-15	54.5%	44.1%	**2.0%**	*	0.0%	3.3%	-	-	-	*	0.0%	0.0%	-
English Language Arts													
2015-16	30.1%	23.7%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
2014-15	29.0%	25.0%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Mathematics													
2015-16	43.1%	27.0%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
2014-15	43.8%	20.3%	**3.8%**	*	0.0%	5.9%	-	-	-	*	*	0.0%	-
Science													
2015-16	12.2%	19.9%	**0.0%**	-	*	0.0%	-	-	-	-	*	0.0%	-
2014-15	12.7%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Social Studies													
2015-16	29.0%	33.8%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
2014-15	28.4%	33.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	24.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
2014-15	34.6%	22.5%	**1.6%**	*	0.0%	2.4%	-	-	-	*	0.0%	0.0%	-
English Language Arts													
2015-16	16.2%	10.7%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
2014-15	15.7%	11.6%	**0.0%**	*	0.0%	0.0%	-	-	-	*	*	0.0%	-
Mathematics													
2015-16	19.3%	11.4%	**0.0%**	*	*	0.0%	-	-	-	-	*	0.0%	-
2014-15	19.4%	8.9%	**3.1%**	*	0.0%	4.5%	-	-	-	*	0.0%	0.0%	-

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Science													
2015-16	5.1%	5.8%	**0.0%**	-	*	0.0%	-	-	-	-	*	0.0%	-
2014-15	5.2%	0.0%	**0.0%**	*	*	0.0%	-	-	-	*	*	0.0%	-
Social Studies													
2015-16	20.8%	18.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
2014-15	19.5%	16.3%	**0.0%**	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	59.8%	**41.7%**	-	*	40.0%	-	-	-	-	-	33.3%	-
2014-15	42.0%	56.0%	**20.0%**	-	*	*	-	-	-	-	-	*	-
Mathematics													
2015-16	44.6%	50.2%	**27.3%**	-	*	20.0%	-	-	-	-	-	25.0%	-
2014-15	38.0%	51.0%	**20.0%**	-	*	*	-	-	-	-	-	*	-
Both Subjects													
2015-16	38.7%	43.8%	**18.2%**	-	*	10.0%	-	-	-	-	-	12.5%	-
2014-15	35.0%	47.0%	**20.0%**	-	*	*	-	-	-	-	-	*	-
Either Subject													
2015-16	56.4%	66.0%	**50.0%**	-	*	50.0%	-	-	-	-	-	44.4%	-
2014-15	45.0%	60.0%	**20.0%**	-	*	*	-	-	-	-	-	*	-
College and Career Ready Graduates													
2015-16	75.9%	89.3%	**32.0%**	*	33.3%	33.3%	-	-	-	-	*	36.8%	-
2014-15	74.5%	79.0%	**45.5%**	*	55.6%	40.9%	-	-	-	-	-	52.2%	-
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	47.0%	**20.0%**	*	16.7%	22.2%	-	-	-	-	*	15.8%	-
2014-15	10.6%	13.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	-
Mathematics													
2015-16	18.1%	35.6%	**12.0%**	*	16.7%	11.1%	-	-	-	-	*	10.5%	-
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)													
2015-16	48.7%	38.1%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
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													
2015-16	12.2%	13.9%	**0.0%**	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
2014-15	10.6%	19.1%	**0.0%**	*	0.0%	0.0%	-	-	-	-	-	0.0%	-
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	45.9%	**12.0%**	*	33.3%	5.6%	-	-	-	-	*	10.5%	-
2014-15	43.4%	42.4%	**9.1%**	*	0.0%	13.6%	-	-	-	-	-	4.3%	-

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CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	81.9%	**28.0%**	*	33.3%	27.8%	-	-	-	-	*	36.8%	-
2014-15	46.6%	61.5%	**45.5%**	*	55.6%	40.9%	-	-	-	-	-	52.2%	-
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	18.1%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
2015	24.9%	14.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
English Language Arts													
2016	15.5%	10.5%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
2015	15.1%	5.5%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
Mathematics													
2016	6.8%	7.1%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
2015	6.8%	5.0%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
Science													
2016	10.4%	9.8%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
2015	10.2%	5.1%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
Social Studies													
2016	14.8%	10.2%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
2015	14.4%	9.4%	**0.0%**	*	0.0%	0.0%	-	-	-	-	n/a	0.0%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	49.1%	**12.0%**	*	0.0%	11.1%	-	-	-	-	n/a	11.1%	n/a
Class of 2015	68.3%	57.6%	**9.1%**	*	11.1%	9.1%	-	-	-	-	n/a	8.7%	n/a
At/Above Criterion													
Class of 2016	22.5%	27.5%	*	*	-	*	-	-	-	-	n/a	*	n/a
Class of 2015	24.3%	31.1%	*	-	*	*	-	-	-	-	n/a	*	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1448	*	*	-	*	-	-	-	-	n/a	*	n/a
Class of 2015	1394	1452	*	-	*	*	-	-	-	-	n/a	*	n/a
English Language Arts and Writing													
Class of 2016	903	947	*	*	-	*	-	-	-	-	n/a	*	n/a
Class of 2015	912	952	*	-	*	*	-	-	-	-	n/a	*	n/a
Mathematics													
Class of 2016	472	502	*	*	-	*	-	-	-	-	n/a	*	n/a
Class of 2015	482	500	*	-	*	*	-	-	-	-	n/a	*	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	21.6	*	-	-	*	-	-	-	-	n/a	-	n/a
Class of 2015	20.6	21.5	*	-	-	*	-	-	-	-	n/a	-	n/a

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

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 45
Grade Span: 10 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Average ACT Score													
English Language Arts													
Class of 2016	19.8	21.3	*	-	-	*	-	-	-	-	n/a	-	n/a
Class of 2015	20.1	21.2	*	-	-	*	-	-	-	-	n/a	-	n/a
Mathematics													
Class of 2016	20.5	21.9	*	-	-	*	-	-	-	-	n/a	-	n/a
Class of 2015	20.9	21.2	*	-	-	*	-	-	-	-	n/a	-	n/a
Science													
Class of 2016	20.5	21.3	*	-	-	*	-	-	-	-	n/a	-	n/a
Class of 2015	20.7	21.9	*	-	-	*	-	-	-	-	n/a	-	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	49.6%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	66.9%	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 45
Grade Span: 10 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students:	45	100.0%	4,271	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	0	0.0%	5.8%	4.2%
Kindergarten	0	0.0%	6.4%	7.0%
Grade 1	0	0.0%	7.5%	7.4%
Grade 2	0	0.0%	7.2%	7.6%
Grade 3	0	0.0%	7.3%	7.7%
Grade 4	0	0.0%	7.1%	7.7%
Grade 5	0	0.0%	7.6%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.6%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	0	0.0%	8.5%	8.1%
Grade 10	9	20.0%	7.7%	7.4%
Grade 11	15	33.3%	6.8%	6.8%
Grade 12	21	46.7%	6.2%	6.2%
Ethnic Distribution:				
African American	1	2.2%	2.1%	12.6%
Hispanic	10	22.2%	45.9%	52.4%
White	33	73.3%	48.9%	28.1%
American Indian	0	0.0%	0.3%	0.4%
Asian	0	0.0%	1.0%	4.2%
Pacific Islander	0	0.0%	0.4%	0.1%
Two or More Races	1	2.2%	1.5%	2.2%
Economically Disadvantaged	33	73.3%	64.9%	59.0%
Non-Educationally Disadvantaged	12	26.7%	35.1%	41.0%
English Language Learners (ELL)	1	2.2%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	4	4.9%	2.2%	1.4%
At-Risk	34	75.6%	46.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	7			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	53.3%	44.5%
Students with Physical Disabilities	0	0.0%	20.3%	21.9%
Students with Autism	0	0.0%	8.0%	12.5%
Students with Behavioral Disabilities	*	*	17.3%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.3%

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

Total Students: 45
Grade Span: 10 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	69	86.3%	13.9%	16.2%
By Ethnicity:				
African American	3	3.8%		
Hispanic	21	26.3%		
White	45	56.3%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		
Graduates (Class of 2016):				
Total Graduates	25	100.0%	281	324,311
By Ethnicity (incl. Special Ed.):				
African American	1	4.0%	7	41,084
Hispanic	6	24.0%	117	157,633
White	18	72.0%	147	104,551
American Indian	0	0.0%	1	1,280
Asian	0	0.0%	2	13,481
Pacific Islander	0	0.0%	0	449
Two or More Races	0	0.0%	7	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	16	64.0%	31	42,804
Recommended H.S. Program/DAP	5	20.0%	5	254,625
Foundation High School Plan (No Endorsement)	1	4.0%	28	11,477
Foundation High School Plan (Endorsement)	0	0.0%	2	1,501
Foundation High School Plan (DLA)	3	12.0%	215	13,904
Special Education Graduates	1	4.0%	23	23,325

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

Total Students: 45
Grade Span: 10 - 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	-	18.2	18.8
Grade 1	-	18.2	18.8
Grade 2	-	18.1	18.9
Grade 3	-	17.2	19.0
Grade 4	-	16.3	19.0
Grade 5	-	18.8	20.9
Grade 6	-	18.5	20.4
Secondary:			
English/Language Arts	5.5	16.2	16.8
Foreign Languages	1.3	19.9	18.7
Mathematics	6.7	17.3	18.0
Science	2.2	19.2	19.0
Social Studies	8.8	21.4	19.4

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

Total Students: 45
Grade Span: 10 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	11.7	100.0%	100.0%	100.0%
Professional Staff:	9.8	83.8%	62.6%	64.0%
Teachers	6.8	58.1%	49.2%	50.0%
Professional Support	2.0	17.1%	9.4%	10.0%
Campus Administration (School Leadership)	1.0	8.6%	2.5%	2.9%
Educational Aides:	1.9	16.2%	9.9%	9.6%
Total Minority Staff:	2.2	18.4%	21.2%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.2%
Hispanic	1.2	17.0%	11.9%	26.6%
White	5.6	83.0%	85.9%	59.8%
American Indian	0.0	0.0%	1.3%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	3.3	48.2%	22.7%	23.7%
Females	3.5	51.8%	77.3%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	3.0%	1.2%
Bachelors	3.7	54.2%	77.1%	74.5%
Masters	3.1	45.8%	19.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	9.3%	7.8%
1-5 Years Experience	0.1	1.7%	23.2%	28.0%
6-10 Years Experience	2.7	39.9%	20.0%	20.9%
11-20 Years Experience	1.2	17.0%	32.7%	27.8%
Over 20 Years Experience	2.8	41.4%	14.7%	15.5%
Number of Students per Teacher	6.6	n/a	13.6	15.1

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

Total Students: 45
Grade Span: 10 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	22.0	19.6	19.5
Average Years Experience of Principals with District	15.0	6.1	12.2
Average Years Experience of Assistant Principals	0.0	19.3	15.7
Average Years Experience of Assistant Principals with District	0.0	6.9	10.1
Average Years Experience of Teachers:	16.9	11.2	10.9
Average Years Experience of Teachers with District:	11.8	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$38,698	$46,199
1-5 Years Experience	$43,300	$44,462	$48,779
6-10 Years Experience	$44,103	$45,372	$51,184
11-20 Years Experience	$49,828	$51,114	$54,396
Over 20 Years Experience	$60,556	$57,752	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$51,876	$48,240	$52,525
Professional Support	$43,000	$56,994	$61,728
Campus Administration (School Leadership)	$86,436	$72,563	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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

Total Students: 45
Grade Span: 10 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	1	2.2%	15.0%	18.8%
Career & Technical Education	23	51.1%	26.6%	25.0%
Gifted & Talented Education	0	0.0%	6.9%	7.8%
Special Education	7	15.6%	11.1%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	8.3%	6.0%
Career & Technical Education	0.0	0.0%	5.2%	4.5%
Compensatory Education	0.0	0.0%	5.3%	2.8%
Gifted & Talented Education	0.0	0.0%	2.1%	1.9%
Regular Education	6.8	100.0%	67.4%	72.8%
Special Education	0.0	0.0%	8.7%	8.6%
Other	0.0	0.0%	2.9%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

2016-17 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **COLT EL**

Campus Number: **027904102**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Student Progress

Postsecondary Readiness

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TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 619
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 Approaches Grade Level or Above Grade 3														
Reading	2017	73%	63%	**70%**	*	67%	72%	-	*	*	*	*	71%	85%
	2016	73%	70%	**63%**	-	59%	65%	*	-	*	*	*	51%	68%
Mathematics	2017	78%	63%	**69%**	*	67%	75%	-	*	*	*	60%	62%	85%
	2016	75%	69%	**64%**	-	59%	67%	*	-	*	*	*	55%	53%
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	69%	**66%**	-	55%	72%	*	-	*	*	33%	53%	47%
	2016	75%	73%	**73%**	*	62%	81%	*	-	-	*	*	66%	41%
Mathematics	2017	76%	79%	**82%**	-	68%	91%	*	-	*	*	73%	76%	47%
	2016	73%	72%	**76%**	*	65%	85%	*	-	-	*	*	76%	41%
Writing	2017	65%	58%	**56%**	-	42%	63%	*	-	*	*	33%	47%	26%
	2016	69%	65%	**63%**	*	54%	69%	*	-	-	*	*	58%	*
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	82%	**84%**	*	71%	92%	*	*	-	*	60%	76%	50%
	2016	81%	81%	**76%**	*	74%	75%	*	*	-	-	*	66%	75%
Mathematics	2017	87%	89%	**95%**	*	90%	98%	*	*	-	*	100%	92%	72%
	2016	86%	92%	**96%**	*	100%	94%	*	*	-	-	*	95%	100%
Science	2017	74%	68%	**79%**	*	63%	88%	*	*	-	*	56%	69%	33%
	2016	74%	73%	**76%**	*	74%	77%	*	*	-	-	*	70%	75%
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**76%**	100%	66%	82%	100%	100%	63%	75%	54%	68%	56%
	2016	75%	74%	**73%**	67%	65%	77%	75%	83%	*	100%	27%	66%	52%
Reading	2017	72%	70%	**74%**	*	65%	80%	*	*	*	*	40%	67%	61%
	2016	73%	73%	**71%**	*	63%	74%	*	*	*	*	*	61%	59%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 619
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 Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	75%	**83%**	*	75%	90%	*	*	*	*	77%	77%	68%
	2016	76%	75%	**78%**	*	70%	82%	*	*	*	*	38%	73%	57%
Writing	2017	67%	65%	**56%**	-	42%	63%	*	-	*	*	33%	47%	26%
	2016	69%	68%	**63%**	*	54%	69%	*	-	-	*	*	58%	*
Science	2017	79%	79%	**79%**	*	63%	88%	*	*	-	*	56%	69%	33%
	2016	79%	79%	**76%**	*	74%	77%	*	*	-	-	*	70%	75%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	45%	**49%**	*	39%	56%	*	*	*	*	23%	40%	16%
	2016	45%	41%	**40%**	*	32%	42%	*	*	*	*	*	32%	*
Reading	2017	48%	46%	**52%**	*	42%	58%	*	*	*	*	32%	45%	22%
	2016	46%	46%	**40%**	*	30%	43%	*	*	*	*	*	31%	*
Mathematics	2017	48%	42%	**59%**	*	51%	64%	*	*	*	*	32%	53%	27%
	2016	43%	41%	**50%**	*	44%	51%	*	*	*	*	*	43%	*
Writing	2017	38%	35%	**35%**	-	23%	38%	*	-	*	*	*	30%	*
	2016	41%	35%	**35%**	*	38%	31%	*	-	-	*	*	35%	-
Science	2017	52%	56%	**61%**	*	44%	72%	*	*	-	*	*	49%	*
	2016	47%	53%	**49%**	*	28%	53%	*	*	-	-	*	36%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	17%	**28%**	*	24%	30%	*	*	*	*	6%	23%	18%
	2016	18%	16%	**18%**	*	12%	21%	*	*	*	*	*	13%	11%
Reading	2017	19%	16%	**29%**	*	26%	31%	*	*	*	*	*	22%	19%
	2016	17%	15%	**17%**	*	10%	21%	*	*	*	*	*	13%	*
Mathematics	2017	23%	17%	**32%**	*	27%	36%	*	*	*	*	*	31%	26%
	2016	19%	15%	**23%**	*	18%	25%	*	*	*	*	*	17%	18%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 619
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 Masters Grade Level														
All Grades														
Writing	2017	12%	8%	**6%**	-	*	*	*	-	*	*	*	*	*
	2016	15%	11%	**8%**	*	*	*	*	-	-	*	*	*	*
Science	2017	19%	21%	**32%**	*	20%	40%	*	*	-	*	*	25%	*
	2016	16%	21%	**20%**	*	*	26%	*	*	-	-	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**75%**	*	76%	75%	*	*	*	*	69%	74%	71%
	2016	62%	56%	**63%**	*	63%	62%	*	*	-	*	60%	60%	59%
Reading	2017	59%	59%	**71%**	*	73%	71%	*	*	*	*	63%	67%	65%
	2016	60%	58%	**59%**	*	62%	56%	*	*	-	*	*	58%	60%
Mathematics	2017	64%	58%	**79%**	*	79%	79%	*	*	*	*	75%	81%	77%
	2016	63%	55%	**67%**	*	65%	68%	*	*	-	*	73%	62%	58%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	17%	**37%**	*	37%	36%	*	*	*	*	38%	35%	30%
	2016	17%	16%	**26%**	*	30%	24%	*	*	-	*	30%	27%	25%
Reading	2017	17%	16%	**30%**	*	30%	30%	*	*	*	*	33%	28%	27%
	2016	16%	16%	**21%**	*	25%	19%	*	*	-	*	*	22%	26%
Mathematics	2017	20%	17%	**43%**	*	44%	41%	*	*	*	*	42%	42%	33%
	2016	17%	16%	**31%**	*	35%	29%	*	*	-	*	40%	32%	24%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	35%	**27%**	*	*	33%	*	-	-	-	26%	23%	*
	2016	35%	31%	**31%**	*	*	40%	-	-	-	-	*	33%	*
Mathematics	2017	43%	44%	**67%**	*	57%	74%	*	-	-	-	76%	59%	39%

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

Total Students: 619
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 Approaches Grade Level on First STAAR Administration														
	2017	72%	72%	**79%**	*	68%	85%	*	*	-	*	56%	72%	44%
Students Requiring Accelerated Instruction														
	2017	28%	28%	**21%**	*	33%	15%	*	*	-	*	*	28%	56%
STAAR Cumulative Met Standard														
	2017	81%	81%	**83%**	*	70%	92%	*	*	-	*	56%	75%	50%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	82%	**87%**	*	78%	93%	*	*	-	*	89%	84%	44%
Students Requiring Accelerated Instruction														
	2017	19%	18%	**13%**	*	23%	*	*	*	-	*	*	16%	56%
STAAR Cumulative Met Standard														
	2017	87%	88%	**95%**	*	90%	98%	*	*	-	*	100%	92%	72%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 619
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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**76%**	58%	*	-	-	58%	*	*	-	-	56%	56%
	2016	75%	74%	**73%**	53%	53%	-	-	-	*	*	-	-	52%	52%
Reading	2017	72%	70%	**74%**	64%	*	-	-	63%	*	*	-	-	61%	61%
	2016	73%	73%	**71%**	61%	61%	-	-	-	*	*	-	-	59%	59%
Mathematics	2017	79%	75%	**83%**	70%	*	-	-	71%	*	*	-	-	68%	68%
	2016	76%	75%	**78%**	59%	59%	-	-	-	*	*	-	-	57%	57%
Writing	2017	67%	65%	**56%**	29%	-	-	-	29%	*	*	-	-	26%	26%
	2016	69%	68%	**63%**	*	*	-	-	-	-	-	-	-	*	*
Science	2017	79%	79%	**79%**	33%	-	-	-	33%	-	-	-	-	33%	33%
	2016	79%	79%	**76%**	71%	71%	-	-	-	*	*	-	-	75%	75%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	45%	**49%**	16%	*	-	-	17%	-	-	-	-	16%	16%
	2016	45%	41%	**40%**	*	*	-	-	-	*	*	-	-	*	*
Reading	2017	48%	46%	**52%**	22%	*	-	-	19%	-	-	-	-	22%	22%
	2016	46%	46%	**40%**	*	*	-	-	-	*	*	-	-	*	*
Mathematics	2017	48%	42%	**59%**	27%	*	-	-	28%	-	-	-	-	27%	27%
	2016	43%	41%	**50%**	*	*	-	-	-	*	*	-	-	*	*
Writing	2017	38%	35%	**35%**	*	-	-	-	*	-	-	-	-	*	*
	2016	41%	35%	**35%**	-	-	-	-	-	-	-	-	-	-	-
Science	2017	52%	56%	**61%**	*	-	-	-	*	-	-	-	-	*	*
	2016	47%	53%	**49%**	*	*	-	-	-	*	*	-	-	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	17%	**28%**	18%	*	-	-	19%	*	*	-	-	18%	18%
	2016	18%	16%	**18%**	10%	10%	-	-	-	*	*	-	-	11%	11%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 619
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 Masters Grade Level															
All Grades															
Reading	2017	19%	16%	**29%**	21%	*	-	-	21%	*	*	-	-	19%	19%
	2016	17%	15%	**17%**	*	*	-	-	-	*	*	-	-	*	*
Mathematics	2017	23%	17%	**32%**	26%	*	-	-	27%	*	*	-	-	26%	26%
	2016	19%	15%	**23%**	17%	17%	-	-	-	*	*	-	-	18%	18%
Writing	2017	12%	8%	**6%**	*	-	-	-	*	*	*	-	-	*	*
	2016	15%	11%	**8%**	*	*	-	-	-	-	-	-	-	*	*
Science	2017	19%	21%	**32%**	*	-	-	-	*	-	-	-	-	*	*
	2016	16%	21%	**20%**	*	*	-	-	-	*	*	-	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**75%**	71%	-	-	-	71%	*	*	-	-	68%	68%
	2016	62%	56%	**63%**	61%	61%	-	-	-	*	*	-	-	58%	58%
Reading	2017	59%	59%	**71%**	65%	-	-	-	65%	*	*	-	-	62%	62%
	2016	60%	58%	**59%**	63%	63%	-	-	-	*	*	-	-	59%	59%
Mathematics	2017	64%	58%	**79%**	77%	-	-	-	77%	*	*	-	-	75%	75%
	2016	63%	55%	**67%**	59%	59%	-	-	-	*	*	-	-	57%	57%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	17%	**37%**	30%	-	-	-	30%	*	*	-	-	28%	28%
	2016	17%	16%	**26%**	27%	27%	-	-	-	*	*	-	-	25%	25%
Reading	2017	17%	16%	**30%**	28%	-	-	-	28%	*	*	-	-	26%	26%
	2016	16%	16%	**21%**	26%	26%	-	-	-	*	*	-	-	24%	24%
Mathematics	2017	20%	17%	**43%**	32%	-	-	-	32%	*	*	-	-	31%	31%
	2016	17%	16%	**31%**	27%	27%	-	-	-	*	*	-	-	25%	25%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	35%	**27%**	*	-	-	-	*	*	*	-	-	*	*
	2016	35%	31%	**31%**	*	*	-	-	-	-	-	-	-	*	*

		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
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Mathematics	2017	43%	44%	**67%**	38%	-	-	-	38%	*	*	-	-	39%	39%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 619
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	95%	**93%**	100%	88%	98%	100%	100%	100%	73%	93%	93%	93%
Not Included in Accountability													
Mobile	4%	4%	**6%**	0%	12%	2%	0%	0%	0%	27%	6%	7%	7%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
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%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.0%	**96.5%**	99.1%	96.9%	96.2%	*	*	*	95.5%	95.8%	96.1%	97.2%
2014-15	95.7%	95.9%	**96.2%**	*	96.5%	95.9%	*	*	*	96.7%	94.9%	96.0%	97.3%

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

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	619	100.0%	4,271	5,343,834
Students by Grade:				
Early Childhood Education	14	2.3%	0.3%	0.3%
Pre-Kindergarten	61	9.9%	5.8%	4.2%
Kindergarten	75	12.1%	6.4%	7.0%
Grade 1	86	13.9%	7.5%	7.4%
Grade 2	91	14.7%	7.2%	7.6%
Grade 3	93	15.0%	7.3%	7.7%
Grade 4	93	15.0%	7.1%	7.7%
Grade 5	106	17.1%	7.6%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.6%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	0	0.0%	8.5%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	6.8%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	4	0.6%	2.1%	12.6%
Hispanic	275	44.4%	45.9%	52.4%
White	320	51.7%	48.9%	28.1%
American Indian	4	0.6%	0.3%	0.4%
Asian	5	0.8%	1.0%	4.2%
Pacific Islander	3	0.5%	0.4%	0.1%
Two or More Races	8	1.3%	1.5%	2.2%
Economically Disadvantaged	417	67.4%	64.9%	59.0%
Non-Educationally Disadvantaged	202	32.6%	35.1%	41.0%
English Language Learners (ELL)	123	19.9%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	2.2%	1.4%
At-Risk	267	43.1%	46.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	75			
By Type of Primary Disability				
Students with Intellectual Disabilities	19	25.3%	53.3%	44.5%
Students with Physical Disabilities	31	41.3%	20.3%	21.9%
Students with Autism	*	*	8.0%	12.5%
Students with Behavioral Disabilities	17	22.7%	17.3%	19.9%
Students with Non-Categorical Early Childhood	**	**	1.1%	1.3%

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

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	79	16.0%	13.9%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	30	6.1%		
White	48	9.7%		
American Indian	0	0.0%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

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

Total Students: 619
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	1.4%	1.9%	1.8%	20.0%	3.6%	7.7%
Grade 1	8.8%	4.1%	3.8%	0.0%	4.0%	6.8%
Grade 2	5.1%	2.6%	2.4%	0.0%	0.0%	3.1%
Grade 3	4.3%	1.6%	1.6%	0.0%	2.3%	1.2%
Grade 4	0.0%	0.4%	0.8%	0.0%	0.0%	0.7%
Grade 5	0.0%	0.0%	0.4%	0.0%	2.7%	0.7%
Grade 6	-	0.0%	0.6%	-	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	0.0%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.4	18.2	18.8
Grade 1	17.9	18.2	18.8
Grade 2	18.0	18.1	18.9
Grade 3	16.7	17.2	19.0
Grade 4	17.5	16.3	19.0
Grade 5	19.9	18.8	20.9
Grade 6	-	18.5	20.4
Secondary:			
English/Language Arts	-	16.2	16.8
Foreign Languages	-	19.9	18.7
Mathematics	-	17.3	18.0
Science	-	19.2	19.0
Social Studies	-	21.4	19.4

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

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	70.8	100.0%	100.0%	100.0%
Professional Staff:	56.5	79.8%	62.6%	64.0%
Teachers	46.5	65.6%	49.2%	50.0%
Professional Support	8.0	11.3%	9.4%	10.0%
Campus Administration (School Leadership)	2.0	2.8%	2.5%	2.9%
Educational Aides:	14.3	20.2%	9.9%	9.6%
Total Minority Staff:	18.7	26.5%	21.2%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.2%
Hispanic	10.8	23.3%	11.9%	26.6%
White	34.6	74.5%	85.9%	59.8%
American Indian	1.0	2.2%	1.3%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	1.0	2.2%	22.7%	23.7%
Females	45.5	97.8%	77.3%	76.3%
Teachers by Highest Degree Held:				
No Degree	2.8	6.1%	3.0%	1.2%
Bachelors	39.0	83.8%	77.1%	74.5%
Masters	4.7	10.0%	19.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.8	12.6%	9.3%	7.8%
1-5 Years Experience	9.7	20.8%	23.2%	28.0%
6-10 Years Experience	9.0	19.3%	20.0%	20.9%
11-20 Years Experience	18.0	38.7%	32.7%	27.8%
Over 20 Years Experience	4.0	8.6%	14.7%	15.5%
Number of Students per Teacher	13.3	n/a	13.6	15.1

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

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	22.0	19.6	19.5
Average Years Experience of Principals with District	18.0	6.1	12.2
Average Years Experience of Assistant Principals	28.0	19.3	15.7
Average Years Experience of Assistant Principals with District	3.0	6.9	10.1
Average Years Experience of Teachers:	10.0	11.2	10.9
Average Years Experience of Teachers with District:	6.2	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$36,105	$38,698	$46,199
1-5 Years Experience	$43,465	$44,462	$48,779
6-10 Years Experience	$44,191	$45,372	$51,184
11-20 Years Experience	$49,858	$51,114	$54,396
Over 20 Years Experience	$54,268	$57,752	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$46,088	$48,240	$52,525
Professional Support	$54,758	$56,994	$61,728
Campus Administration (School Leadership)	$66,087	$72,563	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	122	19.7%	15.0%	18.8%
Career & Technical Education	0	0.0%	26.6%	25.0%
Gifted & Talented Education	40	6.5%	6.9%	7.8%
Special Education	75	12.1%	11.1%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	10.4	22.4%	8.3%	6.0%
Career & Technical Education	0.0	0.0%	5.2%	4.5%
Compensatory Education	2.0	4.3%	5.3%	2.8%
Gifted & Talented Education	1.0	2.2%	2.1%	1.9%
Regular Education	30.6	65.8%	67.4%	72.8%
Special Education	2.5	5.4%	8.7%	8.6%
Other	0.0	0.0%	2.9%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

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2016-17 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **MARBLE FALLS EL**

Campus Number: **027904101**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Student Progress

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 625
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 Approaches Grade Level or Above Grade 3														
Reading	2017	73%	63%	**58%**	*	61%	61%	-	*	*	*	*	53%	*
	2016	73%	70%	**72%**	*	67%	75%	-	*	*	*	*	63%	*
Mathematics	2017	78%	63%	**51%**	*	43%	59%	-	*	*	*	*	43%	*
	2016	75%	69%	**75%**	*	60%	81%	-	-	*	*	*	65%	*
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	69%	**66%**	*	50%	75%	-	*	*	*	*	57%	*
	2016	75%	73%	**84%**	*	80%	87%	-	*	-	-	*	76%	*
Mathematics	2017	76%	79%	**75%**	*	56%	84%	-	*	*	*	38%	64%	*
	2016	73%	72%	**71%**	*	63%	77%	-	*	-	-	*	63%	*
Writing	2017	65%	58%	**52%**	*	33%	61%	-	*	*	*	*	41%	*
	2016	69%	65%	**67%**	*	53%	79%	-	*	-	-	*	55%	*
STAAR Percent at Approaches Grade Level or Above Grade 5 * **														
Reading	2017	82%	82%	**88%**	*	80%	92%	-	*	-	-	*	81%	*
	2016	81%	81%	**85%**	*	71%	92%	-	*	-	-	67%	79%	*
Mathematics	2017	87%	89%	**98%**	*	100%	98%	-	*	-	-	80%	97%	100%
	2016	86%	92%	**92%**	83%	93%	92%	-	*	-	-	87%	89%	83%
Science	2017	74%	68%	**70%**	*	63%	75%	-	*	-	-	*	60%	*
	2016	74%	73%	**68%**	*	48%	75%	-	*	-	-	57%	58%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**70%**	42%	64%	76%	-	91%	75%	*	36%	63%	53%
	2016	75%	74%	**77%**	67%	67%	83%	-	85%	88%	*	57%	70%	49%
Reading	2017	72%	70%	**70%**	43%	66%	76%	-	*	83%	*	32%	64%	54%
	2016	73%	73%	**81%**	67%	74%	86%	-	*	*	*	56%	74%	47%

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

Total Students: 625
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 Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	75%	**74%**	36%	68%	81%	-	*	83%	*	45%	68%	85%
	2016	76%	75%	**81%**	67%	75%	84%	-	*	*	*	68%	75%	67%
Writing	2017	67%	65%	**52%**	*	33%	61%	-	*	*	*	*	41%	*
	2016	69%	68%	**67%**	*	53%	79%	-	*	-	-	*	55%	*
Science	2017	79%	79%	**70%**	*	63%	75%	-	*	-	-	*	60%	*
	2016	79%	79%	**68%**	*	48%	75%	-	*	-	-	57%	58%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	45%	**34%**	*	27%	41%	-	*	*	*	23%	26%	*
	2016	45%	41%	**39%**	*	25%	48%	-	*	*	*	*	26%	*
Reading	2017	48%	46%	**41%**	*	27%	50%	-	*	*	*	16%	32%	*
	2016	46%	46%	**48%**	*	36%	55%	-	*	*	*	*	30%	*
Mathematics	2017	48%	42%	**43%**	*	31%	52%	-	*	*	*	26%	32%	*
	2016	43%	41%	**44%**	*	31%	52%	-	*	*	*	*	32%	*
Writing	2017	38%	35%	**26%**	*	*	31%	-	-	*	*	*	17%	*
	2016	41%	35%	**35%**	*	26%	41%	-	*	-	-	*	27%	*
Science	2017	52%	56%	**43%**	*	43%	45%	-	*	-	-	*	30%	*
	2016	47%	53%	**34%**	*	*	46%	-	*	-	-	*	18%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	17%	**19%**	*	14%	24%	-	*	*	*	*	12%	*
	2016	18%	16%	**19%**	*	10%	23%	-	38%	*	*	*	9%	*
Reading	2017	19%	16%	**25%**	*	16%	30%	-	*	*	*	*	16%	*
	2016	17%	15%	**22%**	*	16%	25%	-	*	*	*	*	10%	*
Mathematics	2017	23%	17%	**20%**	*	14%	25%	-	*	*	*	*	12%	*
	2016	19%	15%	**20%**	*	9%	25%	-	*	*	*	*	11%	*

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

Total Students: 625
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 Masters Grade Level														
All Grades														
Writing	2017	12%	8%	*	*	*	*	-	*	*	*	*	*	*
	2016	15%	11%	**17%**	*	*	21%	-	*	-	-	*	*	*
Science	2017	19%	21%	**16%**	*	*	20%	-	*	-	-	*	9%	*
	2016	16%	21%	**9%**	*	*	14%	-	*	-	-	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**71%**	56%	66%	76%	-	*	*	*	60%	67%	73%
	2016	62%	56%	**73%**	70%	72%	74%	-	*	-	-	75%	74%	75%
Reading	2017	59%	59%	**65%**	*	52%	73%	-	*	*	*	*	61%	*
	2016	60%	58%	**73%**	*	74%	72%	-	*	-	-	72%	72%	*
Mathematics	2017	64%	58%	**77%**	*	80%	79%	-	*	*	*	57%	73%	92%
	2016	63%	55%	**74%**	*	69%	76%	-	*	-	-	78%	75%	73%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	17%	**31%**	31%	25%	33%	-	*	*	*	26%	27%	31%
	2016	17%	16%	**36%**	30%	33%	37%	-	*	-	-	47%	34%	28%
Reading	2017	17%	16%	**29%**	*	24%	32%	-	*	*	*	*	27%	*
	2016	16%	16%	**32%**	*	27%	34%	-	*	-	-	33%	31%	*
Mathematics	2017	20%	17%	**32%**	*	26%	34%	-	*	*	*	33%	27%	38%
	2016	17%	16%	**40%**	*	39%	41%	-	*	-	-	61%	38%	33%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	35%	**35%**	*	*	50%	-	*	-	*	*	32%	*
	2016	35%	31%	**50%**	*	41%	63%	-	-	-	-	*	47%	*
Mathematics	2017	43%	44%	**63%**	*	60%	76%	-	-	*	-	43%	59%	*

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

Total Students: 625
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 Approaches Grade Level on First STAAR Administration														
	2017	72%	72%	**81%**	*	67%	88%	-	*	-	-	*	72%	*
Students Requiring Accelerated Instruction														
	2017	28%	28%	**19%**	*	33%	12%	-	*	-	-	78%	28%	*
STAAR Cumulative Met Standard														
	2017	81%	81%	**88%**	*	80%	92%	-	*	-	-	*	81%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	82%	**93%**	*	93%	94%	-	*	-	-	56%	89%	86%
Students Requiring Accelerated Instruction														
	2017	19%	18%	**7%**	*	*	*	-	*	-	-	*	11%	*
STAAR Cumulative Met Standard														
	2017	87%	88%	**98%**	*	100%	98%	-	*	-	-	78%	96%	100%

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

Total Students: 625
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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**70%**	-	-	-	-	-	53%	53%	-	-	53%	53%
	2016	75%	74%	**77%**	-	-	-	-	-	48%	48%	-	*	48%	49%
Reading	2017	72%	70%	**70%**	-	-	-	-	-	54%	54%	-	-	54%	54%
	2016	73%	73%	**81%**	-	-	-	-	-	44%	44%	-	*	44%	47%
Mathematics	2017	79%	75%	**74%**	-	-	-	-	-	85%	85%	-	-	85%	85%
	2016	76%	75%	**81%**	-	-	-	-	-	64%	64%	-	*	64%	67%
Writing	2017	67%	65%	**52%**	-	-	-	-	-	*	*	-	-	*	*
	2016	69%	68%	**67%**	-	-	-	-	-	*	*	-	*	*	*
Science	2017	79%	79%	**70%**	-	-	-	-	-	*	*	-	-	*	*
	2016	79%	79%	**68%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	45%	**34%**	-	-	-	-	-	*	*	-	-	*	*
	2016	45%	41%	**39%**	-	-	-	-	-	*	*	-	*	*	*
Reading	2017	48%	46%	**41%**	-	-	-	-	-	*	*	-	-	*	*
	2016	46%	46%	**48%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	48%	42%	**43%**	-	-	-	-	-	*	*	-	-	*	*
	2016	43%	41%	**44%**	-	-	-	-	-	*	*	-	*	*	*
Writing	2017	38%	35%	**26%**	-	-	-	-	-	*	*	-	-	*	*
	2016	41%	35%	**35%**	-	-	-	-	-	*	*	-	*	*	*
Science	2017	52%	56%	**43%**	-	-	-	-	-	*	*	-	-	*	*
	2016	47%	53%	**34%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	17%	**19%**	-	-	-	-	-	*	*	-	-	*	*
	2016	18%	16%	**19%**	-	-	-	-	-	*	*	-	*	*	*

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 625
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 Masters Grade Level															
All Grades															
Reading	2017	19%	16%	**25%**	-	-	-	-	-	*	*	-	-	*	*
	2016	17%	15%	**22%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	23%	17%	**20%**	-	-	-	-	-	*	*	-	-	*	*
	2016	19%	15%	**20%**	-	-	-	-	-	*	*	-	*	*	*
Writing	2017	12%	8%	*	-	-	-	-	-	*	*	-	-	*	*
	2016	15%	11%	**17%**	-	-	-	-	-	*	*	-	*	*	*
Science	2017	19%	21%	**16%**	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	21%	**9%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**71%**	-	-	-	-	-	75%	75%	-	-	75%	75%
	2016	62%	56%	**73%**	-	-	-	-	-	77%	77%	-	*	77%	75%
Reading	2017	59%	59%	**65%**	-	-	-	-	-	*	*	-	-	*	*
	2016	60%	58%	**73%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	64%	58%	**77%**	-	-	-	-	-	92%	92%	-	-	92%	92%
	2016	63%	55%	**74%**	-	-	-	-	-	79%	79%	-	*	79%	73%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	17%	**31%**	-	-	-	-	-	33%	33%	-	-	33%	33%
	2016	17%	16%	**36%**	-	-	-	-	-	30%	30%	-	*	30%	28%
Reading	2017	17%	16%	**29%**	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	16%	**32%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	20%	17%	**32%**	-	-	-	-	-	42%	42%	-	-	42%	42%
	2016	17%	16%	**40%**	-	-	-	-	-	36%	36%	-	*	36%	33%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	35%	**35%**	-	-	-	-	-	*	*	-	-	*	*
	2016	35%	31%	**50%**	-	-	-	-	-	*	*	-	-	*	*

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

Total Students: 625
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
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Mathematics	2017	43%	44%	**63%**	-	-	-	-	-	*	*	-	-	*	*

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 625
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
2017 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%**	97%	96%	95%	-	85%	100%	100%	97%	95%	95%
Not Included in Accountability													
Mobile	4%	4%	**4%**	3%	3%	5%	-	15%	0%	0%	3%	5%	0%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	0%	0%	0%	0%	0%	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%
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%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 625
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													
2015-16	95.8%	96.0%	**96.7%**	96.8%	96.2%	97.0%	-	98.4%	95.4%	94.6%	95.1%	96.5%	97.7%
2014-15	95.7%	95.9%	**96.3%**	96.0%	96.5%	96.3%	-	*	95.7%	95.7%	95.1%	96.2%	97.5%

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

Total Students: 625
Grade Span: PK - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	625	100.0%	4,271	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	70	11.2%	5.8%	4.2%
Kindergarten	85	13.6%	6.4%	7.0%
Grade 1	107	17.1%	7.5%	7.4%
Grade 2	83	13.3%	7.2%	7.6%
Grade 3	103	16.5%	7.3%	7.7%
Grade 4	81	13.0%	7.1%	7.7%
Grade 5	96	15.4%	7.6%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.6%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	0	0.0%	8.5%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	6.8%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	24	3.8%	2.1%	12.6%
Hispanic	223	35.7%	45.9%	52.4%
White	342	54.7%	48.9%	28.1%
American Indian	1	0.2%	0.3%	0.4%
Asian	13	2.1%	1.0%	4.2%
Pacific Islander	6	1.0%	0.4%	0.1%
Two or More Races	16	2.6%	1.5%	2.2%
Economically Disadvantaged	415	66.4%	64.9%	59.0%
Non-Educationally Disadvantaged	210	33.6%	35.1%	41.0%
English Language Learners (ELL)	27	4.3%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	1	0.2%	2.2%	1.4%
At-Risk	227	36.3%	46.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	52			
By Type of Primary Disability				
Students with Intellectual Disabilities	25	48.1%	53.3%	44.5%
Students with Physical Disabilities	10	19.2%	20.3%	21.9%
Students with Autism	6	11.5%	8.0%	12.5%
Students with Behavioral Disabilities	11	21.2%	17.3%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.3%

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

Total Students: 625
Grade Span: PK - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	78	15.4%	13.9%	16.2%
By Ethnicity:				
African American	2	0.4%		
Hispanic	25	4.9%		
White	50	9.9%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

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

Total Students: 625
Grade Span: PK - 05
School Type: Elementary

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.5%	1.9%	1.8%	0.0%	3.6%	7.7%
Grade 1	1.4%	4.1%	3.8%	16.7%	4.0%	6.8%
Grade 2	1.1%	2.6%	2.4%	0.0%	0.0%	3.1%
Grade 3	1.4%	1.6%	1.6%	0.0%	2.3%	1.2%
Grade 4	1.3%	0.4%	0.8%	0.0%	0.0%	0.7%
Grade 5	0.0%	0.0%	0.4%	0.0%	2.7%	0.7%
Grade 6	-	0.0%	0.6%	-	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	0.0%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.0	18.2	18.8
Grade 1	21.5	18.2	18.8
Grade 2	20.8	18.1	18.9
Grade 3	20.1	17.2	19.0
Grade 4	18.7	16.3	19.0
Grade 5	23.2	18.8	20.9
Grade 6	-	18.5	20.4
Secondary:			
English/Language Arts	-	16.2	16.8
Foreign Languages	-	19.9	18.7
Mathematics	-	17.3	18.0
Science	-	19.2	19.0
Social Studies	-	21.4	19.4

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

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 625
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	59.8	100.0%	100.0%	100.0%
Professional Staff:	49.8	83.3%	62.6%	64.0%
Teachers	40.8	68.2%	49.2%	50.0%
Professional Support	7.0	11.7%	9.4%	10.0%
Campus Administration (School Leadership)	2.0	3.3%	2.5%	2.9%
Educational Aides:	10.0	16.7%	9.9%	9.6%
Total Minority Staff:	8.8	14.8%	21.2%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.2%
Hispanic	2.8	6.9%	11.9%	26.6%
White	37.0	90.6%	85.9%	59.8%
American Indian	1.0	2.4%	1.3%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	2.0	4.9%	22.7%	23.7%
Females	38.8	95.1%	77.3%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.8	4.5%	3.0%	1.2%
Bachelors	35.0	85.7%	77.1%	74.5%
Masters	4.0	9.8%	19.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.8	4.5%	9.3%	7.8%
1-5 Years Experience	9.0	22.0%	23.2%	28.0%
6-10 Years Experience	7.0	17.1%	20.0%	20.9%
11-20 Years Experience	13.0	31.8%	32.7%	27.8%
Over 20 Years Experience	10.0	24.5%	14.7%	15.5%
Number of Students per Teacher	15.3	n/a	13.6	15.1

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

Total Students: 625
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	19.6	19.5
Average Years Experience of Principals with District	2.0	6.1	12.2
Average Years Experience of Assistant Principals	9.0	19.3	15.7
Average Years Experience of Assistant Principals with District	2.0	6.9	10.1
Average Years Experience of Teachers:	14.2	11.2	10.9
Average Years Experience of Teachers with District:	9.3	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$23,228	$38,698	$46,199
1-5 Years Experience	$43,122	$44,462	$48,779
6-10 Years Experience	$45,518	$45,372	$51,184
11-20 Years Experience	$50,728	$51,114	$54,396
Over 20 Years Experience	$58,283	$57,752	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$48,774	$48,240	$52,525
Professional Support	$49,558	$56,994	$61,728
Campus Administration (School Leadership)	$67,449	$72,563	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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

Total Students: 625
Grade Span: PK - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	27	4.3%	15.0%	18.8%
Career & Technical Education	0	0.0%	26.6%	25.0%
Gifted & Talented Education	28	4.5%	6.9%	7.8%
Special Education	52	8.3%	11.1%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	8.3%	6.0%
Career & Technical Education	0.0	0.0%	5.2%	4.5%
Compensatory Education	4.8	11.8%	5.3%	2.8%
Gifted & Talented Education	1.0	2.4%	2.1%	1.9%
Regular Education	32.0	78.4%	67.4%	72.8%
Special Education	3.0	7.3%	8.7%	8.6%
Other	0.0	0.0%	2.9%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

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2016-17 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **HIGHLAND LAKES EL**

Campus Number: **027904103**

2017 Accountability Rating: **Met Standard**

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 660
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 Approaches Grade Level or Above Grade 3														
Reading	2017	73%	63%	**50%**	-	47%	56%	-	-	-	-	*	48%	43%
	2016	73%	70%	**73%**	*	73%	74%	-	-	-	*	*	66%	70%
Mathematics	2017	78%	63%	**56%**	-	55%	59%	-	-	-	-	*	57%	53%
	2016	75%	69%	**65%**	*	68%	67%	-	-	-	*	50%	60%	65%
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	69%	**67%**	*	66%	76%	-	-	-	*	*	62%	66%
	2016	75%	73%	**60%**	*	54%	79%	-	-	-	*	*	55%	37%
Mathematics	2017	76%	79%	**75%**	*	77%	80%	-	-	-	*	*	71%	78%
	2016	73%	72%	**64%**	*	59%	79%	-	-	-	*	42%	59%	49%
Writing	2017	65%	58%	**59%**	*	55%	72%	-	-	-	*	*	51%	53%
	2016	69%	65%	**56%**	*	48%	79%	-	-	-	*	*	51%	45%
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	82%	**68%**	*	61%	91%	-	-	-	-	*	60%	45%
	2016	81%	81%	**73%**	*	68%	82%	-	-	-	*	*	67%	50%
Mathematics	2017	87%	89%	**72%**	*	65%	95%	-	-	-	-	43%	65%	53%
	2016	86%	92%	**85%**	*	82%	89%	-	-	-	*	*	82%	63%
Science	2017	74%	68%	**48%**	*	39%	73%	-	-	-	-	36%	38%	23%
	2016	74%	73%	**77%**	*	68%	93%	-	-	-	*	*	73%	48%
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**62%**	*	58%	74%	-	-	-	*	29%	57%	53%
	2016	75%	74%	**69%**	70%	64%	81%	-	-	-	70%	39%	63%	54%
Reading	2017	72%	70%	**63%**	*	59%	73%	-	-	-	*	24%	57%	53%
	2016	73%	73%	**69%**	*	65%	78%	-	-	-	*	31%	63%	53%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 660
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 Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	75%	**69%**	*	66%	77%	-	-	-	*	35%	65%	63%
	2016	76%	75%	**71%**	*	69%	78%	-	-	-	*	48%	66%	58%
Writing	2017	67%	65%	**59%**	*	55%	72%	-	-	-	*	*	51%	53%
	2016	69%	68%	**56%**	*	48%	79%	-	-	-	*	*	51%	45%
Science	2017	79%	79%	**48%**	*	39%	73%	-	-	-	-	36%	38%	23%
	2016	79%	79%	**77%**	*	68%	93%	-	-	-	*	*	73%	48%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	45%	**34%**	*	29%	43%	-	-	-	*	19%	26%	29%
	2016	45%	41%	**35%**	*	28%	50%	-	-	-	*	*	29%	25%
Reading	2017	48%	46%	**42%**	*	38%	50%	-	-	-	*	22%	34%	37%
	2016	46%	46%	**43%**	*	35%	60%	-	-	-	*	*	34%	29%
Mathematics	2017	48%	42%	**40%**	*	36%	50%	-	-	-	*	19%	34%	39%
	2016	43%	41%	**40%**	*	35%	50%	-	-	-	*	*	34%	34%
Writing	2017	38%	35%	**38%**	*	39%	40%	-	-	-	*	*	33%	46%
	2016	41%	35%	**32%**	-	28%	39%	-	-	-	*	*	30%	*
Science	2017	52%	56%	**23%**	*	17%	36%	-	-	-	-	*	14%	*
	2016	47%	53%	**42%**	-	32%	67%	-	-	-	*	*	37%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	17%	**15%**	*	11%	25%	-	-	-	*	7%	10%	11%
	2016	18%	16%	**19%**	*	13%	33%	-	-	-	*	8%	14%	12%
Reading	2017	19%	16%	**18%**	*	14%	28%	-	-	-	*	*	13%	15%
	2016	17%	15%	**22%**	*	16%	39%	-	-	-	*	*	18%	15%
Mathematics	2017	23%	17%	**18%**	*	14%	26%	-	-	-	*	*	12%	13%
	2016	19%	15%	**20%**	*	14%	34%	-	-	-	*	*	14%	13%

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

Total Students: 660
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 Masters Grade Level														
All Grades														
Writing	2017	12%	8%	**6%**	*	*	*	-	-	-	*	*	*	*
	2016	15%	11%	**10%**	*	9%	*	-	-	-	*	*	9%	*
Science	2017	19%	21%	**9%**	*	*	23%	-	-	-	-	*	*	*
	2016	16%	21%	**15%**	*	9%	25%	-	-	-	*	*	8%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**63%**	*	63%	63%	-	-	-	*	52%	61%	60%
	2016	62%	56%	**63%**	*	58%	75%	-	-	-	*	*	57%	50%
Reading	2017	59%	59%	**55%**	*	57%	51%	-	-	-	*	*	54%	57%
	2016	60%	58%	**54%**	*	50%	67%	-	-	-	*	*	49%	39%
Mathematics	2017	64%	58%	**70%**	*	68%	76%	-	-	-	*	*	67%	64%
	2016	63%	55%	**70%**	*	66%	83%	-	-	-	*	*	65%	61%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	17%	**22%**	*	20%	28%	-	-	-	*	10%	20%	18%
	2016	17%	16%	**23%**	*	22%	27%	-	-	-	*	*	22%	19%
Reading	2017	17%	16%	**20%**	*	19%	24%	-	-	-	*	*	17%	16%
	2016	16%	16%	**20%**	*	19%	20%	-	-	-	*	*	19%	16%
Mathematics	2017	20%	17%	**23%**	*	22%	31%	-	-	-	*	*	23%	19%
	2016	17%	16%	**27%**	*	25%	35%	-	-	-	*	*	25%	21%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	35%	**22%**	*	20%	*	-	-	-	-	*	22%	19%
	2016	35%	31%	**22%**	*	19%	*	-	-	-	-	*	22%	*
Mathematics	2017	43%	44%	**36%**	*	36%	45%	-	-	-	*	*	34%	38%

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

Total Students: 660
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 Approaches Grade Level on First STAAR Administration														
	2017	72%	72%	**53%**	-	43%	86%	-	-	-	-	*	42%	28%
Students Requiring Accelerated Instruction														
	2017	28%	28%	**47%**	-	57%	*	-	-	-	-	92%	58%	72%
STAAR Cumulative Met Standard														
	2017	81%	81%	**66%**	-	59%	91%	-	-	-	-	*	58%	43%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	82%	**63%**	-	54%	91%	-	-	-	-	*	54%	40%
Students Requiring Accelerated Instruction														
	2017	19%	18%	**38%**	-	46%	*	-	-	-	-	67%	46%	60%
STAAR Cumulative Met Standard														
	2017	87%	88%	**69%**	-	62%	95%	-	-	-	-	*	62%	48%

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

Total Students: 660
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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**62%**	52%	*	-	-	52%	53%	53%	-	-	53%	53%
	2016	75%	74%	**69%**	56%	56%	-	-	-	44%	44%	-	-	54%	54%
Reading	2017	72%	70%	**63%**	54%	*	-	-	53%	48%	48%	-	-	53%	53%
	2016	73%	73%	**69%**	54%	54%	-	-	-	47%	47%	-	-	53%	53%
Mathematics	2017	79%	75%	**69%**	62%	*	-	-	61%	67%	67%	-	-	63%	63%
	2016	76%	75%	**71%**	62%	62%	-	-	-	42%	42%	-	-	58%	58%
Writing	2017	67%	65%	**59%**	55%	-	-	-	55%	*	*	-	-	53%	53%
	2016	69%	68%	**56%**	48%	48%	-	-	-	*	*	-	-	45%	45%
Science	2017	79%	79%	**48%**	16%	-	-	-	16%	*	*	-	-	23%	23%
	2016	79%	79%	**77%**	45%	45%	-	-	-	*	*	-	-	48%	48%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	45%	**34%**	28%	*	-	-	28%	38%	38%	-	-	29%	29%
	2016	45%	41%	**35%**	27%	27%	-	-	-	*	*	-	-	25%	25%
Reading	2017	48%	46%	**42%**	35%	*	-	-	36%	46%	46%	-	-	37%	37%
	2016	46%	46%	**43%**	30%	30%	-	-	-	*	*	-	-	29%	29%
Mathematics	2017	48%	42%	**40%**	37%	-	-	-	37%	46%	46%	-	-	39%	39%
	2016	43%	41%	**40%**	38%	38%	-	-	-	*	*	-	-	34%	34%
Writing	2017	38%	35%	**38%**	45%	-	-	-	45%	*	*	-	-	46%	46%
	2016	41%	35%	**32%**	*	*	-	-	-	*	*	-	-	*	*
Science	2017	52%	56%	**23%**	*	-	-	-	*	*	*	-	-	*	*
	2016	47%	53%	**42%**	*	*	-	-	-	*	*	-	-	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	17%	**15%**	11%	*	-	-	11%	10%	10%	-	-	11%	11%
	2016	18%	16%	**19%**	14%	14%	-	-	-	*	*	-	-	12%	12%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 660
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 Masters Grade Level															
All Grades															
Reading	2017	19%	16%	**18%**	14%	*	-	-	14%	*	*	-	-	15%	15%
	2016	17%	15%	**22%**	18%	18%	-	-	-	*	*	-	-	15%	15%
Mathematics	2017	23%	17%	**18%**	15%	*	-	-	15%	*	*	-	-	13%	13%
	2016	19%	15%	**20%**	15%	15%	-	-	-	*	*	-	-	13%	13%
Writing	2017	12%	8%	**6%**	*	-	-	-	*	*	*	-	-	*	*
	2016	15%	11%	**10%**	*	*	-	-	-	*	*	-	-	*	*
Science	2017	19%	21%	**9%**	*	-	-	-	*	*	*	-	-	*	*
	2016	16%	21%	**15%**	*	*	-	-	-	*	*	-	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**63%**	60%	*	-	-	60%	55%	55%	-	-	59%	59%
	2016	62%	56%	**63%**	46%	46%	-	-	-	38%	38%	-	-	45%	45%
Reading	2017	59%	59%	**55%**	58%	-	-	-	58%	*	*	-	-	55%	55%
	2016	60%	58%	**54%**	34%	34%	-	-	-	*	*	-	-	33%	33%
Mathematics	2017	64%	58%	**70%**	62%	*	-	-	62%	65%	65%	-	-	63%	63%
	2016	63%	55%	**70%**	56%	56%	-	-	-	*	*	-	-	55%	55%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	17%	**22%**	14%	*	-	-	15%	23%	23%	-	-	16%	16%
	2016	17%	16%	**23%**	20%	20%	-	-	-	15%	15%	-	-	19%	19%
Reading	2017	17%	16%	**20%**	15%	-	-	-	15%	*	*	-	-	15%	15%
	2016	16%	16%	**20%**	16%	16%	-	-	-	*	*	-	-	15%	15%
Mathematics	2017	20%	17%	**23%**	14%	*	-	-	14%	30%	30%	-	-	17%	17%
	2016	17%	16%	**27%**	23%	23%	-	-	-	*	*	-	-	22%	22%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	35%	**22%**	19%	-	-	-	19%	*	*	-	-	19%	19%
	2016	35%	31%	**22%**	*	*	-	-	-	*	*	-	-	*	*

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

Total Students: 660
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
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Mathematics	2017	43%	44%	**36%**	31%	-	-	-	31%	60%	60%	-	-	38%	38%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 660
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**94%**	100%	93%	100%	-	-	-	60%	96%	93%	90%
Not Included in Accountability													
Mobile	4%	4%	**3%**	0%	3%	0%	-	-	-	40%	2%	3%	3%
Other Exclusions	1%	1%	**3%**	0%	4%	0%	-	-	-	0%	2%	4%	7%
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%
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%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 660
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													
2015-16	95.8%	96.0%	**96.7%**	95.3%	97.0%	96.3%	-	-	-	96.4%	94.7%	96.7%	97.6%
2014-15	95.7%	95.9%	**96.6%**	94.4%	96.9%	96.0%	*	-	-	95.4%	94.9%	96.6%	97.1%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 660
Grade Span: PK - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	660	100.0%	4,271	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	98	14.8%	5.8%	4.2%
Kindergarten	86	13.0%	6.4%	7.0%
Grade 1	103	15.6%	7.5%	7.4%
Grade 2	85	12.9%	7.2%	7.6%
Grade 3	87	13.2%	7.3%	7.7%
Grade 4	101	15.3%	7.1%	7.7%
Grade 5	100	15.2%	7.6%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.6%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	0	0.0%	8.5%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	6.8%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	8	1.2%	2.1%	12.6%
Hispanic	476	72.1%	45.9%	52.4%
White	175	26.5%	48.9%	28.1%
American Indian	0	0.0%	0.3%	0.4%
Asian	0	0.0%	1.0%	4.2%
Pacific Islander	0	0.0%	0.4%	0.1%
Two or More Races	1	0.2%	1.5%	2.2%
Economically Disadvantaged	542	82.1%	64.9%	59.0%
Non-Educationally Disadvantaged	118	17.9%	35.1%	41.0%
English Language Learners (ELL)	280	42.4%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	2.2%	1.4%
At-Risk	405	61.4%	46.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	63			
By Type of Primary Disability				
Students with Intellectual Disabilities	21	33.3%	53.3%	44.5%
Students with Physical Disabilities	33	52.4%	20.3%	21.9%
Students with Autism	**	**	8.0%	12.5%
Students with Behavioral Disabilities	*	*	17.3%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.3%

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

Total Students: 660
Grade Span: PK - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	58	11.7%	13.9%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	34	6.9%		
White	24	4.9%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

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

Total Students: 660
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	1.0%	1.9%	1.8%	0.0%	3.6%	7.7%
Grade 1	2.5%	4.1%	3.8%	0.0%	4.0%	6.8%
Grade 2	1.4%	2.6%	2.4%	0.0%	0.0%	3.1%
Grade 3	0.0%	1.6%	1.6%	0.0%	2.3%	1.2%
Grade 4	0.0%	0.4%	0.8%	0.0%	0.0%	0.7%
Grade 5	0.0%	0.0%	0.4%	0.0%	2.7%	0.7%
Grade 6	-	0.0%	0.6%	-	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	0.0%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.0	18.2	18.8
Grade 1	16.8	18.2	18.8
Grade 2	17.0	18.1	18.9
Grade 3	15.0	17.2	19.0
Grade 4	13.2	16.3	19.0
Grade 5	17.1	18.8	20.9
Grade 6	-	18.5	20.4
Secondary:			
English/Language Arts	-	16.2	16.8
Foreign Languages	-	19.9	18.7
Mathematics	-	17.3	18.0
Science	-	19.2	19.0
Social Studies	-	21.4	19.4

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

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 660
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	74.4	100.0%	100.0%	100.0%
Professional Staff:	62.0	83.3%	62.6%	64.0%
Teachers	50.6	68.0%	49.2%	50.0%
Professional Support	8.4	11.3%	9.4%	10.0%
Campus Administration (School Leadership)	3.0	4.0%	2.5%	2.9%
Educational Aides:	12.4	16.7%	9.9%	9.6%
Total Minority Staff:	17.9	24.0%	21.2%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.2%
Hispanic	11.8	23.4%	11.9%	26.6%
White	38.8	76.6%	85.9%	59.8%
American Indian	0.0	0.0%	1.3%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	3.0	5.9%	22.7%	23.7%
Females	47.6	94.1%	77.3%	76.3%
Teachers by Highest Degree Held:				
No Degree	2.8	5.5%	3.0%	1.2%
Bachelors	38.5	76.1%	77.1%	74.5%
Masters	9.3	18.4%	19.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	6.8	13.4%	9.3%	7.8%
1-5 Years Experience	14.3	28.3%	23.2%	28.0%
6-10 Years Experience	13.0	25.7%	20.0%	20.9%
11-20 Years Experience	12.5	24.7%	32.7%	27.8%
Over 20 Years Experience	4.0	7.9%	14.7%	15.5%
Number of Students per Teacher	13.0	n/a	13.6	15.1

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

Total Students: 660
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	19.6	19.5
Average Years Experience of Principals with District	2.0	6.1	12.2
Average Years Experience of Assistant Principals	21.0	19.3	15.7
Average Years Experience of Assistant Principals with District	13.0	6.9	10.1
Average Years Experience of Teachers:	8.6	11.2	10.9
Average Years Experience of Teachers with District:	4.0	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$38,735	$38,698	$46,199
1-5 Years Experience	$49,553	$44,462	$48,779
6-10 Years Experience	$45,139	$45,372	$51,184
11-20 Years Experience	$48,888	$51,114	$54,396
Over 20 Years Experience	$57,914	$57,752	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$47,467	$48,240	$52,525
Professional Support	$55,901	$56,994	$61,728
Campus Administration (School Leadership)	$66,575	$72,563	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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

Total Students: 660
Grade Span: PK - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	280	42.4%	15.0%	18.8%
Career & Technical Education	0	0.0%	26.6%	25.0%
Gifted & Talented Education	21	3.2%	6.9%	7.8%
Special Education	63	9.5%	11.1%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	12.4	24.6%	8.3%	6.0%
Career & Technical Education	0.0	0.0%	5.2%	4.5%
Compensatory Education	4.8	9.4%	5.3%	2.8%
Gifted & Talented Education	1.0	2.0%	2.1%	1.9%
Regular Education	30.4	60.2%	67.4%	72.8%
Special Education	1.9	3.8%	8.7%	8.6%
Other	0.0	0.0%	2.9%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

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2016-17 Texas Academic Performance Report

District Name: **MARBLE FALLS ISD**

Campus Name: **SPICEWOOD EL**

Campus Number: **027904104**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 199
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 Approaches Grade Level or Above Grade 3														
Reading	2017	73%	63%	**93%**	-	89%	94%	*	*	-	*	*	83%	*
	2016	73%	70%	**82%**	-	83%	84%	-	*	*	-	*	75%	*
Mathematics	2017	78%	63%	**97%**	-	100%	94%	*	*	-	*	*	92%	*
	2016	75%	69%	**85%**	-	83%	84%	-	*	*	-	*	75%	*
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	69%	**90%**	-	71%	95%	-	*	*	-	*	79%	*
	2016	75%	73%	**85%**	-	*	91%	-	-	-	-	*	67%	*
Mathematics	2017	76%	79%	**90%**	-	71%	95%	-	*	*	-	*	79%	*
	2016	73%	72%	**89%**	-	*	95%	-	-	-	-	*	75%	*
Writing	2017	65%	58%	**72%**	-	*	80%	-	*	*	-	*	57%	*
	2016	69%	65%	**93%**	-	*	95%	-	-	-	-	*	83%	*
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	82%	**100%**	-	100%	100%	-	-	-	-	*	100%	*
	2016	81%	81%	**92%**	*	83%	93%	-	-	-	*	*	85%	*
Mathematics	2017	87%	89%	**96%**	-	*	100%	-	-	-	-	*	91%	*
	2016	86%	92%	**100%**	*	100%	100%	-	-	-	*	*	100%	*
Science	2017	74%	68%	**92%**	-	*	100%	-	-	-	-	*	82%	*
	2016	74%	73%	**77%**	*	*	80%	-	-	-	*	*	62%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	72%	**91%**	-	80%	95%	*	*	*	*	67%	82%	63%
	2016	75%	74%	**88%**	*	76%	90%	-	*	*	100%	25%	78%	59%
Reading	2017	72%	70%	**94%**	-	86%	96%	*	*	*	*	75%	86%	73%
	2016	73%	73%	**87%**	*	76%	90%	-	*	*	*	*	76%	55%

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

Total Students: 199
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 Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	75%	**94%**	-	86%	96%	*	*	*	*	63%	86%	73%
	2016	76%	75%	**92%**	*	82%	94%	-	*	*	*	*	83%	73%
Writing	2017	67%	65%	**72%**	-	*	80%	-	*	*	-	*	57%	*
	2016	69%	68%	**93%**	-	*	95%	-	-	-	-	*	83%	*
Science	2017	79%	79%	**92%**	-	*	100%	-	-	-	-	*	82%	*
	2016	79%	79%	**77%**	*	*	80%	-	-	-	*	*	62%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	45%	**49%**	-	53%	48%	*	*	*	*	*	44%	*
	2016	45%	41%	**55%**	*	47%	57%	-	-	*	*	*	38%	*
Reading	2017	48%	46%	**61%**	-	58%	63%	*	*	*	*	*	53%	*
	2016	46%	46%	**55%**	*	47%	57%	-	-	*	*	*	40%	*
Mathematics	2017	48%	42%	**67%**	-	68%	66%	*	*	*	*	*	56%	*
	2016	43%	41%	**64%**	*	60%	64%	-	-	*	*	*	48%	*
Writing	2017	38%	35%	**32%**	-	*	40%	-	-	*	-	*	*	*
	2016	41%	35%	**60%**	-	*	59%	-	-	-	-	*	64%	*
Science	2017	52%	56%	**33%**	-	*	37%	-	-	-	-	*	*	*
	2016	47%	53%	**41%**	*	*	47%	-	-	-	*	*	*	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	17%	**28%**	-	26%	29%	*	*	*	*	*	24%	*
	2016	18%	16%	**28%**	*	22%	29%	-	*	*	*	*	21%	*
Reading	2017	19%	16%	**37%**	-	33%	39%	*	*	*	*	*	30%	*
	2016	17%	15%	**35%**	*	*	38%	-	*	*	*	*	27%	*
Mathematics	2017	23%	17%	**28%**	-	29%	30%	*	*	*	*	*	27%	*
	2016	19%	15%	**30%**	*	*	31%	-	*	*	*	*	27%	*

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

Total Students: 199
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 Masters Grade Level														
All Grades														
Writing	2017	12%	8%	*	-	*	*	-	*	*	-	*	*	*
	2016	15%	11%	**22%**	-	*	*	-	-	-	-	*	*	*
Science	2017	19%	21%	*	-	*	*	-	-	-	-	*	*	*
	2016	16%	21%	*	*	*	*	-	-	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	58%	**62%**	-	*	58%	-	*	*	-	*	61%	*
	2016	62%	56%	**65%**	*	70%	64%	-	*	-	*	70%	61%	*
Reading	2017	59%	59%	**70%**	-	*	70%	-	*	*	-	*	*	*
	2016	60%	58%	**62%**	*	*	63%	-	*	-	*	*	*	*
Mathematics	2017	64%	58%	**55%**	-	*	46%	-	*	*	-	*	54%	*
	2016	63%	55%	**68%**	*	*	65%	-	*	-	*	*	65%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	17%	**21%**	-	*	23%	-	*	*	-	*	23%	*
	2016	17%	16%	**30%**	*	25%	34%	-	*	-	*	50%	22%	*
Reading	2017	17%	16%	**19%**	-	*	22%	-	*	*	-	*	*	*
	2016	16%	16%	**25%**	*	*	31%	-	*	-	*	*	*	*
Mathematics	2017	20%	17%	**23%**	-	*	24%	-	*	*	-	*	32%	*
	2016	17%	16%	**35%**	*	*	37%	-	*	-	*	*	30%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	35%	**75%**	-	*	*	-	*	-	-	*	71%	*
	2016	35%	31%	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2017	43%	44%	*	-	*	*	-	-	-	-	*	*	*

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

Total Students: 199
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 Approaches Grade Level on First STAAR Administration														
	2017	72%	72%	**88%**	-	*	89%	-	-	-	-	*	91%	*
Students Requiring Accelerated Instruction														
	2017	28%	28%	*	-	*	*	-	-	-	-	*	*	*
STAAR Cumulative Met Standard														
	2017	81%	81%	**100%**	-	100%	100%	-	-	-	-	*	100%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	82%	**92%**	-	*	95%	-	-	-	-	*	91%	*
Students Requiring Accelerated Instruction														
	2017	19%	18%	*	-	*	*	-	-	-	-	*	*	*
STAAR Cumulative Met Standard														
	2017	87%	88%	**96%**	-	*	100%	-	-	-	-	*	91%	*

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 199
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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	72%	**91%**	-	-	-	-	-	63%	63%	-	-	63%	63%
	2016	75%	74%	**88%**	-	-	-	-	-	59%	59%	-	-	59%	59%
Reading	2017	72%	70%	**94%**	-	-	-	-	-	73%	73%	-	-	73%	73%
	2016	73%	73%	**87%**	-	-	-	-	-	55%	55%	-	-	55%	55%
Mathematics	2017	79%	75%	**94%**	-	-	-	-	-	73%	73%	-	-	73%	73%
	2016	76%	75%	**92%**	-	-	-	-	-	73%	73%	-	-	73%	73%
Writing	2017	67%	65%	**72%**	-	-	-	-	-	*	*	-	-	*	*
	2016	69%	68%	**93%**	-	-	-	-	-	*	*	-	-	*	*
Science	2017	79%	79%	**92%**	-	-	-	-	-	*	*	-	-	*	*
	2016	79%	79%	**77%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	45%	**49%**	-	-	-	-	-	*	*	-	-	*	*
	2016	45%	41%	**55%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2017	48%	46%	**61%**	-	-	-	-	-	*	*	-	-	*	*
	2016	46%	46%	**55%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	48%	42%	**67%**	-	-	-	-	-	*	*	-	-	*	*
	2016	43%	41%	**64%**	-	-	-	-	-	*	*	-	-	*	*
Writing	2017	38%	35%	**32%**	-	-	-	-	-	*	*	-	-	*	*
	2016	41%	35%	**60%**	-	-	-	-	-	*	*	-	-	*	*
Science	2017	52%	56%	**33%**	-	-	-	-	-	*	*	-	-	*	*
	2016	47%	53%	**41%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	17%	**28%**	-	-	-	-	-	*	*	-	-	*	*
	2016	18%	16%	**28%**	-	-	-	-	-	*	*	-	-	*	*

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 199
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 Masters Grade Level															
All Grades															
Reading	2017	19%	16%	**37%**	-	-	-	-	-	*	*	-	-	*	*
	2016	17%	15%	**35%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	23%	17%	**28%**	-	-	-	-	-	*	*	-	-	*	*
	2016	19%	15%	**30%**	-	-	-	-	-	*	*	-	-	*	*
Writing	2017	12%	8%	*	-	-	-	-	-	*	*	-	-	*	*
	2016	15%	11%	**22%**	-	-	-	-	-	*	*	-	-	*	*
Science	2017	19%	21%	*	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	21%	*	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	58%	**62%**	-	-	-	-	-	*	*	-	-	*	*
	2016	62%	56%	**65%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2017	59%	59%	**70%**	-	-	-	-	-	*	*	-	-	*	*
	2016	60%	58%	**62%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	64%	58%	**55%**	-	-	-	-	-	*	*	-	-	*	*
	2016	63%	55%	**68%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	17%	**21%**	-	-	-	-	-	*	*	-	-	*	*
	2016	17%	16%	**30%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2017	17%	16%	**19%**	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	16%	**25%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	20%	17%	**23%**	-	-	-	-	-	*	*	-	-	*	*
	2016	17%	16%	**35%**	-	-	-	-	-	*	*	-	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	35%	**75%**	-	-	-	-	-	*	*	-	-	*	*
	2016	35%	31%	*	-	-	-	-	-	*	*	-	-	*	*

		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
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Mathematics	2017	43%	44%	*	-	-	-	-	-	*	*	-	-	*	*

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 199
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	-	100%	100%	*	100%	*	*	100%	100%	100%
Included in Accountability	94%	95%	**96%**	-	96%	95%	*	100%	*	*	100%	98%	100%
Not Included in Accountability													
Mobile	4%	4%	**4%**	-	4%	5%	*	0%	*	*	0%	2%	0%
Other Exclusions	1%	1%	**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%
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%

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 199
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													
2015-16	95.8%	96.0%	**96.3%**	*	96.9%	96.0%	*	*	*	97.4%	95.7%	96.0%	98.2%
2014-15	95.7%	95.9%	**96.2%**	*	96.6%	96.1%	*	*	*	*	95.0%	96.0%	97.6%

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

Total Students: 199
Grade Span: PK - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	199	100.0%	4,271	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.3%
Pre-Kindergarten	17	8.5%	5.8%	4.2%
Kindergarten	26	13.1%	6.4%	7.0%
Grade 1	26	13.1%	7.5%	7.4%
Grade 2	47	23.6%	7.2%	7.6%
Grade 3	30	15.1%	7.3%	7.7%
Grade 4	29	14.6%	7.1%	7.7%
Grade 5	24	12.1%	7.6%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.6%	7.4%
Grade 8	0	0.0%	6.8%	7.3%
Grade 9	0	0.0%	8.5%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	6.8%	6.8%
Grade 12	0	0.0%	6.2%	6.2%
Ethnic Distribution:				
African American	3	1.5%	2.1%	12.6%
Hispanic	45	22.6%	45.9%	52.4%
White	136	68.3%	48.9%	28.1%
American Indian	1	0.5%	0.3%	0.4%
Asian	2	1.0%	1.0%	4.2%
Pacific Islander	1	0.5%	0.4%	0.1%
Two or More Races	11	5.5%	1.5%	2.2%
Economically Disadvantaged	95	47.7%	64.9%	59.0%
Non-Educationally Disadvantaged	104	52.3%	35.1%	41.0%
English Language Learners (ELL)	16	8.0%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	2.2%	1.4%
At-Risk	54	27.1%	46.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	19			
By Type of Primary Disability				
Students with Intellectual Disabilities	**	**	53.3%	44.5%
Students with Physical Disabilities	10	52.6%	20.3%	21.9%
Students with Autism	*	*	8.0%	12.5%
Students with Behavioral Disabilities	0	0.0%	17.3%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	1.1%	1.3%

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

Total Students: 199
Grade Span: PK - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	15	7.7%	13.9%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	3	1.5%		
White	12	6.2%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

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

Total Students: 199
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	5.3%	1.9%	1.8%	0.0%	3.6%	7.7%
Grade 1	2.6%	4.1%	3.8%	0.0%	4.0%	6.8%
Grade 2	3.4%	2.6%	2.4%	0.0%	0.0%	3.1%
Grade 3	0.0%	1.6%	1.6%	33.3%	2.3%	1.2%
Grade 4	0.0%	0.4%	0.8%	0.0%	0.0%	0.7%
Grade 5	0.0%	0.0%	0.4%	25.0%	2.7%	0.7%
Grade 6	-	0.0%	0.6%	-	0.0%	0.7%
Grade 7	-	0.0%	0.7%	-	0.0%	0.8%
Grade 8	-	0.0%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	13.0	18.2	18.8
Grade 1	13.6	18.2	18.8
Grade 2	15.7	18.1	18.9
Grade 3	15.0	17.2	19.0
Grade 4	14.5	16.3	19.0
Grade 5	12.0	18.8	20.9
Grade 6	-	18.5	20.4
Secondary:			
English/Language Arts	-	16.2	16.8
Foreign Languages	-	19.9	18.7
Mathematics	-	17.3	18.0
Science	-	19.2	19.0
Social Studies	-	21.4	19.4

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

Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 199
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	28.0	100.0%	100.0%	100.0%
Professional Staff:	26.0	92.9%	62.6%	64.0%
Teachers	21.0	75.0%	49.2%	50.0%
Professional Support	4.0	14.3%	9.4%	10.0%
Campus Administration (School Leadership)	1.0	3.6%	2.5%	2.9%
Educational Aides:	2.0	7.1%	9.9%	9.6%
Total Minority Staff:	3.0	10.7%	21.2%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.6%	10.2%
Hispanic	2.0	9.5%	11.9%	26.6%
White	19.0	90.5%	85.9%	59.8%
American Indian	0.0	0.0%	1.3%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.3%	1.1%
Males	1.0	4.8%	22.7%	23.7%
Females	20.0	95.2%	77.3%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	4.8%	3.0%	1.2%
Bachelors	19.0	90.5%	77.1%	74.5%
Masters	1.0	4.8%	19.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	14.3%	9.3%	7.8%
1-5 Years Experience	5.0	23.8%	23.2%	28.0%
6-10 Years Experience	4.0	19.0%	20.0%	20.9%
11-20 Years Experience	6.0	28.6%	32.7%	27.8%
Over 20 Years Experience	3.0	14.3%	14.7%	15.5%
Number of Students per Teacher	9.5	n/a	13.6	15.1

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

Total Students: 199
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	19.0	19.6	19.5
Average Years Experience of Principals with District	1.0	6.1	12.2
Average Years Experience of Assistant Principals	0.0	19.3	15.7
Average Years Experience of Assistant Principals with District	0.0	6.9	10.1
Average Years Experience of Teachers:	9.7	11.2	10.9
Average Years Experience of Teachers with District:	5.4	6.0	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$36,406	$38,698	$46,199
1-5 Years Experience	$43,180	$44,462	$48,779
6-10 Years Experience	$44,813	$45,372	$51,184
11-20 Years Experience	$49,311	$51,114	$54,396
Over 20 Years Experience	$56,513	$57,752	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$46,180	$48,240	$52,525
Professional Support	$48,535	$56,994	$61,728
Campus Administration (School Leadership)	$74,764	$72,563	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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

Total Students: 199
Grade Span: PK - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	15	7.5%	15.0%	18.8%
Career & Technical Education	0	0.0%	26.6%	25.0%
Gifted & Talented Education	16	8.0%	6.9%	7.8%
Special Education	19	9.5%	11.1%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	8.3%	6.0%
Career & Technical Education	0.0	0.0%	5.2%	4.5%
Compensatory Education	3.0	14.3%	5.3%	2.8%
Gifted & Talented Education	1.0	4.8%	2.1%	1.9%
Regular Education	17.0	81.0%	67.4%	72.8%
Special Education	0.0	0.0%	8.7%	8.6%
Other	0.0	0.0%	2.9%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 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.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

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Glossary

October 2017

2016–17 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 *2017 Accountability Manual*, available at http://tea.texas.gov/2017accountabilitymanual.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 28, 2016* 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 28, 2016* 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 district performance results to vary from the aggregate of its campuses' results.

*In the case of STAAR End-of-Course exams administered in July 2016, the accountability subset date is for the prior year, October 30, 2015.

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

Appendix B lists all courses identified as advanced courses. 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 Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

Any Subject

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for least one course in 2015–16}}$$

English Language Arts

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in ELA}}{\textbf{number of students in grades 11–12 who received credit for least one course in ELA in 2015–16}}$$

Mathematics

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in mathematics}}{\textbf{number of students in grades 11–12 who received credit for least one course in mathematics in 2015–16}}$$

Science

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in science}}{\textbf{number of students in grades 11–12 who received credit for least one course in science in 2015–16}}$$

Social Studies

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in social studies}}{\textbf{number of students in grades 11–12 who received credit for least one course in social studies in 2015–16}}$$

This indicator was used in awarding distinction designations to high schools in 2017. For a detailed explanation of distinction designations, see Chapter 5 of the *2017 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
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2015–16 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2015–16 school year}}$$

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

$$\frac{\textbf{number of dropouts in grades 9 through 12 during the 2015–16 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2015–16 school year}}$$

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 calculations.

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, 2015–16* 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 2017 Accountability Manual. See also *Dropout and Leaver Record. (Source of data: PEIMS; 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 International Baccalaureate (IB) course in the 2012–13 to 2015–16 school years.

$$\frac{\textbf{number of 2015–16 annual graduates who completed at least one AP or IB course in the 2012–13 to 2015–16 school years}}{\textbf{Number of 2015–16 annual graduates}}$$

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.

All Subjects

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination}}{\textbf{total students enrolled in 11th and 12th grades}}$$

English Language Arts

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in ELA}}{\textbf{total students enrolled in 11th and 12th grades}}$$

Mathematics

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in mathematics}}{\textbf{total students enrolled in 11th and 12th grades}}$$

Science

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in science}}{\textbf{total students enrolled in 11th and 12th grades}}$$

Social Studies

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in social studies}}{\textbf{total students enrolled in 11th and 12th grades}}$$

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.

All Subjects

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

English Language Arts

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

Mathematics

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

Science

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

Social Studies

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

This indicator was used in determining the 2017 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2017 Accountability Manual*. *(Sources of data: The College Board, Nov. 2015, Nov. 2016; The International Baccalaureate Organization, Feb. 2016, Feb. 2017; 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).

$$\frac{\textbf{number of students in the 2015–16 school year considered as at risk}}{\textbf{total number of students}}$$

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

Attendance Rate: The percentage of days that students were present in 2015–16 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:

$$\frac{\textbf{total number of days that students in grade 1–12 were present in 2015–16}}{\textbf{total number of days that students in grade 1–12 were in membership in 2015–16}}$$

This indicator was used in awarding distinction designations in 2017. For a detailed explanation of distinction designations, see Chapter 5 of the *2017 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 TSDS PEIMS employment and payroll records who are not reported in the TSDS 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 percentage 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 TSDS PEIMS role IDs included in each category.

- *Teachers*. Teachers, special duty teachers, and substitute teachers. Substitute teachers 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 *Texas Education Data Standards,* available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

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 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 number 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 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 as 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 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2016. 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 annual 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
Mathematics	at least 350 on Mathematics	OR	at least 500 on Mathematics AND at least 1070 Total	OR	at least 19 on Mathematics AND at least 23 Composite

* For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

Performance is shown for school years 2014-15 and 2015-16. The percentages are calculated as follows:

English Language Arts.

number of graduates who scored at or above the *college-ready* criterion for ELA in 2015–16

number of 2015–16 annual graduates with ELA results to evaluate

Mathematics.

number of graduates who scored at or above the *college-ready* criterion for mathematics in 2015–16

number of 2015–16 annual graduates with ELA results to evaluate

Both Subjects.

number of graduates who scored at or above the *college-ready* criteria on *both* ELA & mathematics in 2015–16

number of 2015–16 annual graduates with results in both subjects to evaluate

Either Subject.

number of graduates who scored at or above the *college-ready* criteria on *either* ELA or mathematics in 2015–16

number of 2015–16 annual graduates with results in either subject to evaluate

(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2016, ACT, Inc. Oct. 2015, Oct. 2016)

College and Career Ready Graduates: The number of 2015–16 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 2014–15 or 2015–16 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 during the 2015–16 school year (This includes the CTE Tech Prep Program)

(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.

number of 2015–16 annual graduates who completed 2 or more advanced/dual-credit courses in the current and/or prior school year

Number of 2015–16 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 2012–13 to 2015–16 school years.

$$\frac{\text{number of 2015–16 annual graduates who completed 12 or more hours of postsecondary credit in the 2012–13 to 2015–16 school years}}{\text{Number of 2015–16 annual graduates}}$$

(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.

$$\frac{\text{number of 2015–16 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits *}}{\text{number of 2015–16 annual graduates}}$$

* This includes the CTE Tech Prep Program.

(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 the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th 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 2015–16, the end of the school-start window was September 30, 2016.) (For a more complete definition of leavers, see *Leaver Records*.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2015–16 school year}}$$

(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)

The 2016–17 TAPR provides the Distinction Designations for eligible districts and campuses on the cover page of the report. 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 of the *2017 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 TSDS 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.

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

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 TSDS 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 *2017 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/.

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

- *Average Years as Principal:* The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each principal's FTE coefficient (1 for a full-time principal, .75 for a three-quarter-time principal, and .5 for a half-time principal, for example) by his or her years of experience. These amounts are added together and divided by the sum of all principals' FTE coefficients.

- *Average Years as Principal with District:* The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each principal'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 principal's coefficients.
- *Average Years as Assistant Principal:* The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each principal's FTE coefficient by his or her years of experience. These amounts are added together and divided by the sum of all assistant principals' FTE coefficients.
- *Average Years as Assistant Principal with District:* The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each assistant principal'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 assistant principal's coefficients.

(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)

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 TSDS 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 2015–16 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 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2016 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2016 with reported FHSP graduation plans}}$$

- FHSP-E Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2016 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2016 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2016 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2016 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016) 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.

$$\frac{\textbf{number of graduates from the Class of 2016 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2016 with reported graduation plans}}$$

- FHSP-DLA Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2015–16 who earn an FHSP-DLA}}{\textbf{number of graduates in school year (SY) 2015-16 with reported FHSP graduation plans}}$$

- FHSP-E Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2015–16 who earn an FHSP-E}}{\textbf{number of graduates in SY 2015–16 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2015–16 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 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.

$$\frac{\textbf{number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2015–16 with reported graduation plans}}$$

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, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the Texas Education Data Standards for more information. Results are shown for the Class of 2015 and the Class of 2016. 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.

$$\frac{\textbf{number of graduates during the 2014–15 school year who attended a public or independent college or university in Texas in the 2015–16 academic year}}{\textbf{number of graduates during the 2014–15 school year}}$$

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.

$$\frac{\text{number of graduates during the 2014–15 school year who enrolled in a public college or university in Texas for the school year following the year they graduated } \textit{and} \text{ met the } \textit{Texas Success Initiative} \text{ requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2014–15 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

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 2017)*

Graduation Rate: Please see *Longitudinal Rates.*

Instructional Expenditure Ratio (2015–16): 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 2015–16 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 TSDS 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, 2015–16, 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 2012–13. They are followed through their expected graduation with the class of 2016.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2011–12. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2015.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2010–11. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2014.

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 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the class of 2016. 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, 2016 for the 2016 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2016 cohort*}}$$

(2) *Received GED:* For the 2016 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2016 cohort*}}$$

(3) *Continued High School:* The percentage of the 2016 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2016 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\textbf{number of students in the 2016 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2016 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2016 cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2016 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2016 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016 plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2016 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2016, for the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2015 cohort*}}$$

(2) *Received GED:* For the 2015 cohort, the percentage who received a GED certificate by August 31, 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2015 cohort*}}$$

(3) *Continued High School:* The percentage of the 2015 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2015 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\textbf{number of students in the 2015 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2015 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016 plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2015 cohort*}}$$

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2016, for the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2014 cohort*}}$$

(2) *Received GED:* For the 2014 cohort, the percentage who received a GED certificate by August 31, 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2014 cohort*}}$$

(3) *Continued High School:* The percentage of the 2014 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2014 cohort who dropped out and did not return by the fall of the2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\textbf{number of students in the 2014 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2014 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016 plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2014 cohort*}}$$

* 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 2012–13. They are followed through their expected graduation with the class of 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2016 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2011–12. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2015 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2010–11. They are followed for six years to see if they graduated within two years after their expected graduation with the class of 2014. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2014 cohort**}}$$

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

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, 2015–16. (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).

$$\frac{\textbf{number of mobile students in 2015–16}}{\textbf{number of students who were in membership at any time during the 2015–16 school year}}$$

This rate is calculated at the campus level and disaggregated by race/ethnicity. 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 *2017 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 TSDS 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 *(Percentage 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 Alternate 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2017, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched students who did not reach the satisfactory standard in 2016 but passed in 2017}}{\textbf{number of matched students who did not reach the satisfactory standard in 2016}}$$

For 2017, students in grades 4–8 included in these measures are those who

- took the spring 2017 STAAR (with or without accommodations) or STAAR Alternate 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 2017 accountability subset;
- can be matched to the spring 2016 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 2016 STAAR administration of ELA/reading and/or mathematics.

Note this item does not apply to mathematics in 2016, because grade 3–8 mathematics was not included in 2015 accountability.

(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 2016 in the same grade in which they were reported for the last six-week period of the prior school year (2015–16).

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

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, 2015–16,* 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.

Nine 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):

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

(3) *Average SAT Score (All Subjects):* 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 SAT Score (English Language Arts):* The average score for the SAT critical reading and writing combined. The maximum score is 1600. It is calculated as follows:

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

(5) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800. It is calculated as follows:

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

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

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

(7) *Average ACT Score (English Language Arts):* The average score for the ELA ACT. The maximum score is 36. It is calculated as follows:

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

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

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

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

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

Note: For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

See also *Criterion Score. (Sources: The College Board, Aug. 2015, Sep. 2016; ACT, Inc. (ACT) Jul. 2015, Jul. 2016; and PEIMS; Record 203, Student – School Leaver and Graduation Program, Submission 1)*

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 TSDS PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see Chapter 2 of the *2017 Accountability Manual*.

Snapshot Date: The first submission of data to TSDS PEIMS of a new school year. Enrollment information submitted for this date is used for accountability. It is the last Friday of October. October 28, 2016, is the TSDS PEIMS snapshot date for the 2016–17 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 2016–17 school year, a student in special education may have been administered the STAAR (with or without accommodations) or STAAR Alternate 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 the *Profile* section of the report has student counts and percentages disaggregated by primary disability type. Also, in the *Profile* section 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 2016–17 TAPR provides the 2016–17 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 2016–17 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 to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- '**' Indicates that when only one group is masked, then the second smallest group is masked (regardless of size).
- '-' 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.

For more information, see the *Explanation of Masking* at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/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 (1st and 2nd administration cumulative), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading, mathematics (1st and 2nd 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 Approaches Grade Level 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 Meets Grade Level Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Meets Grade Level 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 Meets Grade Level Standard or better and 2) students who scored at the Meets Grade Level Standard or better on two or more assessments. A student who took more than one assessment and scored at the Meets Grade Level Standard 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 Masters Grade Level Standard.* The percentage of tests that met the Masters Grade Level 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 *2017 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 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 *2017 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 (with and without accommodations) and STAAR Alternate 2 results are included in all indices.
- *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/2017/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 (with and without accommodations), STAAR Alternate 2, and TELPAS. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents [STAAR (with and without accommodations), STAAR Alternate 2, TELPAS] with a score code of "S", 2) STAAR Alternate 2 testers with a score code of "N", 3) STAAR (with and without accommodations), 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 TSDS PEIMS submission dates (October 28, 2016, or October 30, 2015 for summer 2016 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 Alternate 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 TSDS 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 2017, the TAPR shows the following for each SSI grade:

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

$$\frac{\textbf{number of students who met Approaches Grade Level in the first administration}}{\textbf{number of students tested in the first administration}}$$

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

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

(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:

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

The SSI grade-advancement requirement was suspended for the 2015–16 school year, and the June administrations of STARR for grade 5 and grade 8 were cancelled. As a result, Information on prior-year non-proficient students is unavailable.

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 Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13), Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09), Students with Autism (TSDS PEIMS disability code 10), Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07), and Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14). *(Source of data: PEIMS; Record 163, Student – Special Education Program)*

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:

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

For 2016–17, 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 percentage 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.

$$\frac{\textbf{number of 2015–16 annual graduates who met the TSI criteria on the TSIA}}{\textbf{number of 2015–16 annual graduates}}$$

(Source of data: THECB [applicable scores from June 2011 through October 2016] 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 percentage 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 28, 2016, 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 2015–16 who were not employed in the district in the fall of 2016–17. 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 2016–17, divided by the total teacher FTE count for the fall of 2015–16. 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	Special Populations	(512) 463-9414
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 Populations	(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
TAIS	Texas Accountability Intervention System	(512) 463-9414
TELPAS	Student Assessment	(512) 463-9536

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

Advanced Academic Courses
2016–17 Texas Academic Performance Reports

- All courses shown were for the 2015–16 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
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
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
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
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL

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 IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
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.)

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

Other

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

2015-2016 Actual Financial data

Totals for Marble Falls ISD (027904)

Total Enrolled Students in Membership: 4,163

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Receipts									
Total Revenue	36,259,848	100.00%	8,710	50,310,286	100.00%	12,085	58,796,907,294	100.00%	11,133
Local Tax	31,346,672	86.45%	7,530	38,671,160	76.87%	9,289	26,455,661,555	44.99%	5,009
Other Local and Intermediate	495,168	1.37%	119	1,393,964	2.77%	335	2,349,072,062	4.00%	445
State	3,487,478	9.62%	838	3,915,566	7.78%	941	24,001,676,516	40.82%	4,545
Federal	930,530	2.57%	224	6,329,596	12.58%	1,520	5,990,497,161	10.19%	1,134
Total Receipts	38,367,246	100.00%	9,216	71,709,510	100.00%	17,225	79,076,472,196	100.00%	14,973
Total Revenue	36,259,848	94.51%	8,710	50,310,286	70.16%	12,085	58,796,907,294	100.00%	11,133
Recapture	2,107,398	5.49%	506	2,107,398	2.94%	506	1,659,235,826	2.10%	314
Total Other Resources	0	0.00%	0	19,291,826	26.90%	4,634	18,620,329,076	23.55%	3,526
Fund Balances (for ISDs)									
Total Fund Balance**	13,815,544	38.10%	3,319	22,754,389	45.23%	5,466	31,967,587,564	56.70%	6,346
Nonspendable Fund Balance	86,112	0.24%	21	120,377	0.24%	29	218,493,906	0.39%	43
Restricted Fund Balance	0	0.00%	0	8,904,580	17.70%	2,139	14,718,290,785	26.11%	2,922
Committed Fund Balance	0	0.00%	0	0	0.00%	0	3,375,181,653	5.99%	670
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,279,728,046	4.04%	453
Unassigned Fund Balance	13,729,432	37.86%	3,298	13,729,432	27.29%	3,298	11,375,893,174	20.18%	2,258
Disbursements									
Total Expenditures									
BY OBJECT	34,624,811	100.00%	8,317	49,269,844	100.00%	11,835	64,767,380,510	100.00%	12,264
Payroll (Objects 6100)	29,012,894	83.79%	6,969	32,260,792	65.48%	7,749	38,907,642,648	60.07%	7,367
Other Operating (Objects 6200-6400)	5,535,438	15.99%	1,330	8,393,918	17.04%	2,016	10,955,841,240	16.92%	2,074
Debt Service (Objects 6500)	0	0.00%	0	6,988,072	14.18%	1,679	7,300,880,526	11.27%	1,382
Capital Outlay (Objects 6600)	76,479	0.22%	18	1,627,062	3.30%	391	7,603,016,096	11.74%	1,440

BY FUNCTION (Objects 6100-6400 only)									
Debt Service (71)	0		0	0		0	149,281		0
Facilities Acquisition & Construction (81)	25,944		6	26,967		6	363,840,575		69
Total Operating Expenditures	34,522,388	100.00%	8,293	40,627,743	100.00%	9,759	49,499,494,032	100.00%	9,373
Instruction (11,95)	18,707,320	54.19%	4,494	21,530,679	53.00%	5,172	28,078,212,757	56.72%	5,317
Instructional Res Media (12)	391,827	1.13%	94	448,179	1.10%	108	596,968,139	1.21%	113
Curriculum/Staff Develop (13)	512,800	1.49%	123	813,784	2.00%	195	1,079,964,071	2.18%	204
Instructional Leadership (21)	797,193	2.31%	191	977,099	2.41%	235	756,662,275	1.53%	143
School Leadership (23)	2,037,131	5.90%	489	2,072,535	5.10%	498	2,871,203,149	5.80%	544
Guidance Counseling Svcs (31)	1,066,046	3.09%	256	1,083,045	2.67%	260	1,764,695,464	3.57%	334
Social Work Services (32)	47,328	0.14%	11	47,328	0.12%	11	131,529,766	0.27%	25
Health Services (33)	386,656	1.12%	93	408,568	1.01%	98	496,777,676	1.00%	94
Transportation (34)	1,562,838	4.53%	375	1,637,779	4.03%	393	1,406,946,577	2.84%	266
Food (35)	0	0.00%	0	2,300,092	5.66%	553	2,794,517,327	5.65%	529
Extracurricular (36)	1,562,987	4.53%	375	1,579,763	3.89%	379	1,452,331,030	2.93%	275
General Administration (41,92)	1,293,183	3.75%	311	1,382,771	3.40%	332	1,545,042,287	3.12%	293
Plant Maint/Operation (51)	4,206,621	12.19%	1,010	4,382,483	10.79%	1,053	4,902,348,081	9.90%	928
Security/Monitoring (52)	118,217	0.34%	28	118,408	0.29%	28	443,468,185	0.90%	84
Data Processing Services (53)	1,755,058	5.08%	422	1,755,058	4.32%	422	956,927,919	1.93%	181
Community Services (61)	77,183	0.22%	19	90,172	0.22%	22	221,899,329	0.00%	42
Total Disbursements	37,365,593	100.00%	8,976	73,368,146	100.00%	17,624	76,944,709,361	100.00%	14,569
Total Expenditures	34,624,811	92.66%	8,317	49,269,844	67.15%	11,835	64,767,380,510	100.00%	12,264
Recapture	2,107,398	5.49%	506	2,107,398	2.94%	506	1,659,235,826	2.10%	314
Total Other Uses	2,000	0.01%	0	20,600,926	28.08%	4,949	9,922,469,353	12.90%	1,879
Intergovernmental Charge	631,384	1.69%	152	1,389,978	1.89%	334	595,623,672	1.20%	113

Program Expenditures

Operating Expenditures - Program	25,487,262	100.00%	6,122	29,664,379	100.00%	7,126	36,778,299,808	100.00%	6,964
Regular	16,199,683	63.56%	3,891	16,602,179	55.97%	3,988	22,101,503,025	60.09%	4,185
Gifted and Talented	227,344	0.89%	55	227,468	0.77%	55	412,775,016	1.12%	78
Career and Technical	998,851	3.92%	240	1,170,394	3.95%	281	1,403,587,116	3.82%	266
Students with Disabilities	3,969,726	15.58%	954	4,692,325	15.82%	1,127	5,595,169,798	15.21%	1,059
Accelerated Education	545,083	2.14%	131	2,353,919	7.94%	565	1,773,289,297	4.82%	336
Bilingual	182,753	0.72%	44	242,632	0.82%	58	836,638,263	2.27%	158
Nondisc Alt Ed-AEP Basic Serv	794,044	3.12%	191	794,044	2.68%	191	143,556,319	0.39%	27
Disc Alt Ed-DAEP Basic Serv	1,352	0.01%	0	1,352	0.00%	0	223,027,599	0.61%	42
Disc Alt Ed-DAEP Supplemental	118,832	0.47%	29	118,832	0.40%	29	26,121,857	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	1,011,112	3.41%	243	1,947,322,924	5.29%	369
Athletics/Related Activities	1,336,819	5.25%	321	1,336,819	4.51%	321	970,746,104	2.64%	184
High School Allotment	381,124	1.50%	92	381,124	1.28%	92	446,570,319	1.21%	85
Prekindergarten	731,651	2.87%	176	732,179	2.47%	176	897,992,171	2.44%	170

	District	State
Instructional Expenditure Ratio	58.5%	63.6%

Tax Rates

2015 (current tax year) Tax Rates		
Maintenance and Operations	1.0533	1.0812
Interest and Sinking Funds	0.2267	0.1991
Total Tax Rate	1.2800	1.2803

2014 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	3,024,408,067	N/A	2,035,667,288,244	N/A
Property Value per pupil	726,497	N/A	404,762	N/A
Property Value by category:				
Business	557,359,514	18.17%	782,956,483,668	35.20%
Residential	2,255,919,521	73.53%	1,212,041,953,115	54.50%
Land	233,007,311	7.59%	58,960,007,888	2.65%
Oil and Gas	76,668	0.00%	158,021,121,792	7.11%
Other	21,775,170	0.71%	12,102,856,856	0.54%

Unassigned Fund Balance percentage of total budgeted expenditures

2015-2016 School Districts' General Fund Unassigned Fund Balance***	13,729,432	11,332,627,827
2015-2016 School Districts' General Fund Total Budgeted Expenditures	34,108,662	42,855,266,369
2015-2016 School Districts' Percent of Total Budgeted Expenditures	40.3%	26.4%

** 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.

2016-2017 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2016-2017 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2016-2017 Accreditation Status | Reason For Status | Notes

Show 100 entries

Search: 027904

CDN	Name	ESC	2016 FIRST Rating	2016 Accountability Rating	2016-2017 Accreditation Status	Reason For Status	Notes
027904	MARBLE FALLS ISD	13	A - Superior	Met Standard	ACCREDITED		

Marble Falls Independent School District
District Improvement Plan

2017-2018

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

Kevin Naumann - President
Karl Westerman - Vice-President
Lee Ann Johnson - Secretary
Alex Payson - Member
Kevin Virdell - Member
Gary Boshears - Member
Larry Berkman - Member

Love and Inspire

Marble Falls ISD
District Educational Improvement Committee

NAME	POSITION Parent, Business, Community, 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	
Tiffany Hamilton	Community Member	
Susie Baskin	Parent	
Sandra Vasquez	Parent	
Cory Hanneman	Businessman	
Lenwood Nelson	Businessman	
Mickey Hughes	Administrator	
Clayton Patterson	At-Large Teacher	
Marcy Mueller	Non-Teaching Professional	
Lisa Persyn	Non-Teaching Professional	
Linda Angelosante	Non-Teaching Professional	
Johnny Mitchell	Teacher	
Jennifer Virdell	Teacher	
Matt Turner	Teacher	

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
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	
Judith Large	Teacher	
Christina Hartley	Teacher	
Vonda Orton	Teacher	
Audrey Beltran	Teacher	
Jody Fruge	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
Tiffany Hamilton	☑ Campus Parent Participation
Susie Baskin	☐ Failure Rates
Sandra Vasquez	☑ Parent Survey
Cory Hanneman	☑ TELPAS Data
Lenwood Nelson	☑ Achievement Test Data
Mickey Hughes	☐ TBA Data
Clayton Patterson	☑ DRA, BAS, or Other Reading
Marcy Mueller	☑ Pre AP / AP Scores
Lisa Persyn	☑ PSAT / SAT / ACT Scores
Linda Angelosante	☑ Completion Rate
Johnny Mitchell	☑ Federal Accountability Data
Jennifer Virdell	☐ Other
Matt Turner	
Jeannette Gegogeine	
Gaynelle Mandel	
Mary Pond	
Debby Phillips	**List Other Data Here**
Charles Ewing	
Mary Groth	

Participants in Attendance	Data Sources Examined	
Tamra Chance		
Bea Jakubec		
Nora Carrizales		
Judith Large		
Christina Hartley		
Vonda Orton		
Audrey Beltran		
Jody Fruge		

MFISD
Comprehensive Needs Assessment Summary

Number of Students served in 2017-2018 - 4122; 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

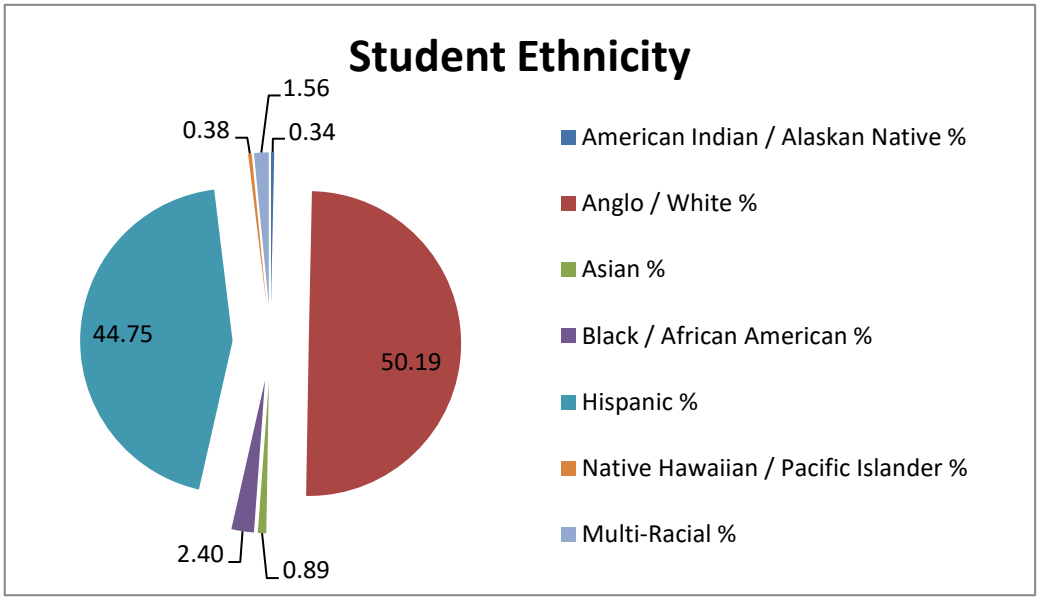
Strengths: The 2017- 2018 will continue to see a plethora of instructional technology used in our classrooms, due to our district being a 1:1 district. Due to this technology, training will be held during collaborative planning. Campus based training will include introduction to the use of Chrome notebooks, iPads and content-specific implementation in the classroom.

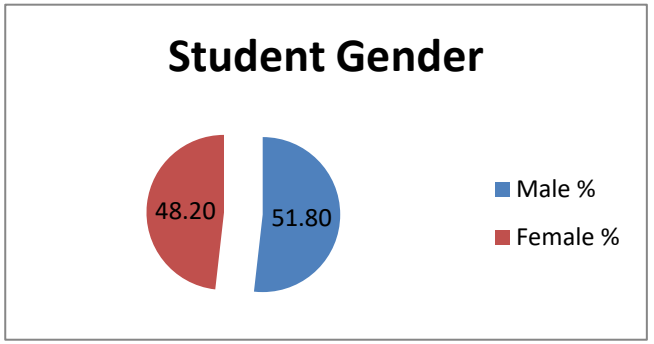
Needs: A spotlight "tech challenge" of the month for iPads or Chrome notebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum. Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize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

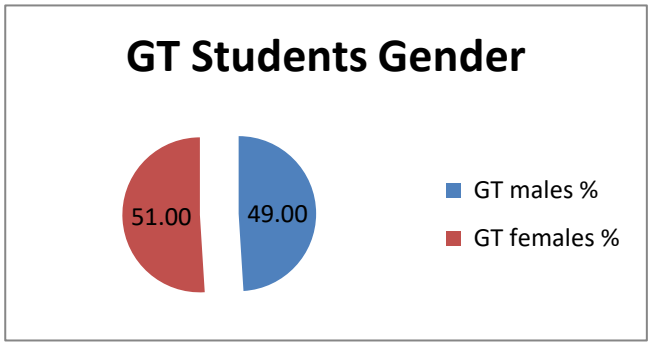
MFISD GENERAL INFO		2017-2018
Campus Name		MFISD
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	4142
grade level	text	EE-12
5 year prior enrollment	#	4065
increase in enrollment	%	1.89

STUDENT DEMOGRAPHICS		August, 2017
American Indian / Alaskan Native	%	0.34
Anglo / White	%	50.19
Asian	%	0.89
Black / African American	%	2.40
Hispanic	%	44.75
Native Hawaiian / Pacific Islander	%	0.38
Multi-Racial	%	1.56
Male	%	51.80
Female	%	48.20
Low SES	%	66.25

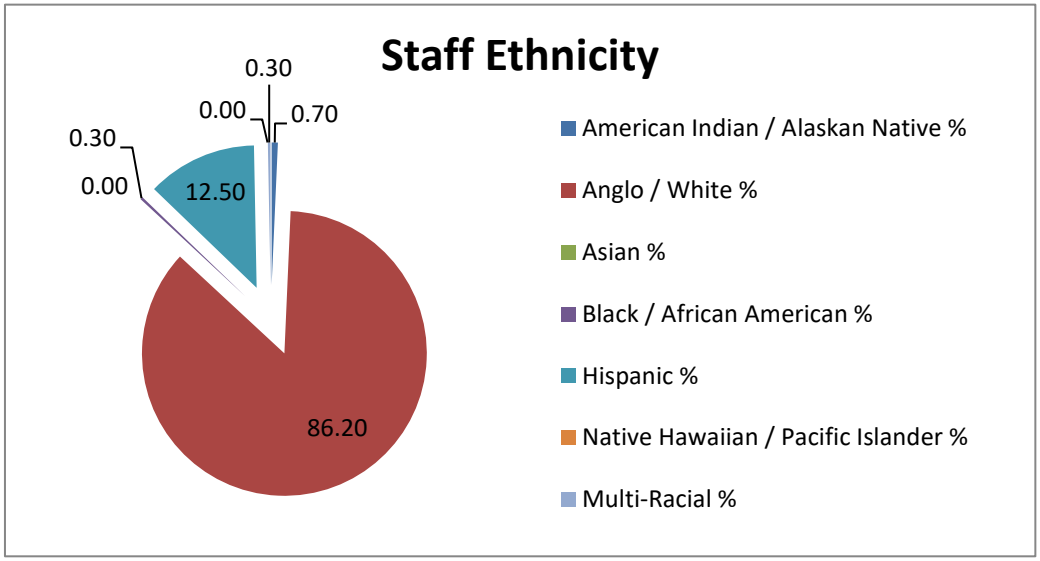
STAFF DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.70
Anglo / White	%	86.20
Asian	%	0.00
Black / African American	%	0.30
Hispanic	%	12.50
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.30
Male	%	20.60
Female	%	79.40
Average years of experience	#	12.10
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00

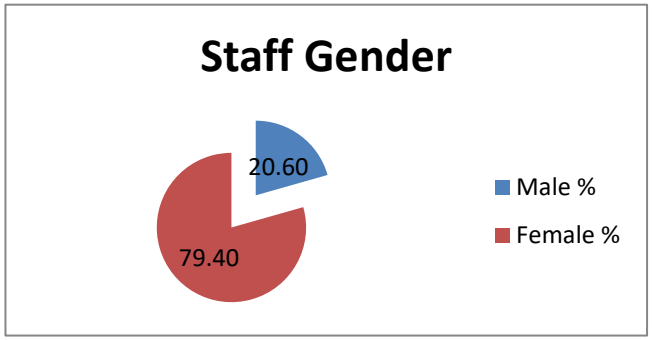






CAMPUS CHARACTERISTICS		2015-2016
Average daily attendance for students	%	95.70
# of discipline referrals in 2016-2017	#	1861
# of discipline referrals in 2015-2016	#	1940
# English Language Learners (LEP)	#	547
# GT students	#	303
GT males	%	49.00
GT females	%	51.00
# students in 504 program	#	267
# SPED students	#	437
# students tested/not qualified for SPED	#	139/27
LEP students	%	13.21
change in discipline referrals	%	-4.07
served through SPED services	%	10.55





District Performance Objectives - All Students
Marble Falls ISD

Math	Total Students	Approaches		Masters	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	2110	71.70%	76.79%	15.73%	15.31%
At Risk	1134	55.73%	60.22%	6.34%	3.54%
Economic Disadvantage	1323	65.07%	70.74%	10.05%	9.78%
Am Indian/Alaska Native	6	83.33%	80.00%	16.66%	20.00%
Asian	22	86.36%	87.50%	31.81%	37.50%
Black/African American	37	54.05%	68.89%	10.81%	11.11%
Hispanic	988	63.46%	70.30%	9.51%	8.00%
Hawaiian/Pacific Islander	13	69.23%	100.00%	38.46%	28.57%
Multi-racial	32	68.75%	63.33%	12.50%	20.00%
White	1009	79.88%	82.80%	21.50%	21.23%
Gifted Talented	203	99.50%	99.25%	59.11%	61.65%
LEP	637	52.04%	52.67%	7.35%	6.49%
Special Ed	303	27.39%	41.94%	1.33%	1.94%

Science	Total Students	Approaches		Masters	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	996	70.48%	80.99%	20.78%	21.65%
At Risk	507	61.73%	63.25%	5.12%	3.58%
Economic Disadvantage	599	69.28%	72.76%	13.50%	12.72%
Am Indian/Alaska Native	2	100.00%	100.00%	0.00%	0.00%
Asian	9	66.66%	71.43%	22.22%	0.00%
Black/African American	20	80.00%	81.48%	5.00%	18.52%
Hispanic	474	68.35%	71.76%	11.68%	9.51%
Hawaiian/Pacific Islander	2	50.00%	100.00%	0.00%	50.00%
Multi-racial	13	53.84%	91.67%	38.46%	25.00%
White	475	88.21%	87.37%	30.31%	30.95%
Gifted Talented	96	100.00%	100.00%	58.33%	62.22%
LEP	143	37.76%	45.59%	0.00%	0.00%
Special Ed	106	45.28%	46.77%	3.77%	1.61%

Social Studies	Total Students	Approaches		Masters	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	535	69.53%	80.00%	21.30%	21.26%
At Risk	278	52.87%	65.80%	8.27%	5.95%
Economic Disadvantage	305	59.67%	72.67%	13.11%	12.11%
Am Indian/Alaska Native	3	66.66%	100.00%	0.00%	0.00%
Asian	8	75.00%	66.67%	37.50%	0.00%
Black/African American	8	75.00%	78.57%	25.00%	7.14%
Hispanic	229	58.95%	71.00%	13.10%	10.82%
Hawaiian/Pacific Islander	0		100.00%		50.00%
Multi-racial	9	55.55%	75.00%	33.33%	12.50%
White	278	78.05%	87.12%	27.33%	30.51%
Gifted Talented	54	85.18%	100.00%	51.85%	75.00%
LEP	46	17.39%	45.83%	2.00%	0.00%
Special Ed	57	26.31%	53.33%	1.00%	3.33%

Reading	Total Students	Approaches		Masters	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	2553	63.84%	73.39%	16.45%	16.16%
At Risk	1317	45.86%	52.64%	4.78%	3.99%
Economic Disadvantage	1528	56.93%	64.58%	9.94%	10.14%
Am Indian/Alaska Native	6	83.33%	71.43%	0.00%	14.29%
Asian	25	60.00%	68.00%	32.00%	12.00%
Black/African American	53	58.49%	64.29%	9.40%	10.71%
Hispanic	1041	71.56%	63.56%	14.02%	9.04%
Hawaiian/Pacific Islander	16	62.50%	87.50%	25.00%	50.00%
Multi-racial	39	71.79%	75.68%	20.51%	18.92%
White	1244	78.53%	82.27%	22.66%	22.39%
Gifted Talented	239	98.74%	99.44%	65.56%	55.56%
LEP	381	33.07%	40.75%	6.56%	5.33%
Special Ed	274	23.72%	34.13%	1.45%	2.99%

Writing	Total Students	Approaches		Masters	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	1323	64.09%	67.49%	7.18%	10.25%
At Risk	666	40.69%	46.38%	0.45%	1.64%
Economic Disadvantage	770	53.89%	58.15%	2.98%	4.89%
Am Indian/Alaska Native	2	50.00%	100.00%	50.00%	0.00%
Asian	12	50.00%	40.00%	16.66%	40.00%
Black/African American	34	58.82%	44.44%	2.90%	11.11%
Hispanic	606	50.82%	58.40%	3.46%	5.34%
Hawaiian/Pacific Islander	13	69.23%	0.00%	23.07%	0.00%
Multi-racial	18	83.33%	62.50%	11.11%	12.50%
White	635	77.00%	77.14%	10.86%	14.29%
Gifted Talented	113	100.00%	100.00%	33.62%	53.57%
LEP	186	22.04%	33.33%	53.00%	0.00%
Special Ed	148	77.70%	23.08%	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:
    - State's academic content standards
    - State's process standards
    - State and local assessments
    - How to monitor their child's progress
    - 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 2017-2018

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 • SSA Meeting Agenda • PFS Action Plan • NGS Updates
(2) Update parents on the academic progress of their children	Ongoing, as needed	Teachers and appropriate District Staff Region 13 Migrant Staff	• District student progress reports and report cards • District Parent/Teacher communications • 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 • 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 • E-mail communications • Campus and Home visits • 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 • E-mail communication • 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 2017-2018

Back to School Professional Learning - August 2017

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	Increase the level of differentiation in classrooms
Strategy	Provide training for teachers on differentiation strategies for all learners

Need	
Strategy	

MFISD District Professional Learning 2017-2018

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. 16, Jan. 8, March 14

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 68 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	Increase of 11% from Previous Year	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, III & Title IV 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; Expansion to Pre-K Program	10% Increase in Head Start Programming	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	Principals, Asst. Principals, and IC's will be proviced ongoing training on curriculum & instruction management and facilitation of PLC's based on Focus TEKS	Superintendent, Superintendents Cabinet	Agendas / Monthly Meetings	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 Focus on "The Ideal Team Player" by Patrick Lencioni	Superintendent, Central Office, Administrators	Increased leadership exhibited by campus staff	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 continue in 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, Advisory Period at MFMS	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, LEAD, SOS Update, 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 operate a more customer-friendly website that is efficient to utilize and access.	Central Office	Website Redesign Committee	Feedback from Community Stakeholders	Implemented		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

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 and social well being	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	MFISD will utilize the Marble Falls ISD Education Foundation to increase community support.	Central Office, MFISD Education Foundation Executive Director	Quarterly Reports	TASB Survey, Community Feedback, Account Figures	In Process		6, 2, 10

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	100% of Campuses Completed	100% of Staff Trained	10
4.1.2	MFISD will provide National Incident Management System Training to all new staff.	Central Office, Director of Security	Scheduled Trainings	NIMS Certificates	In Process	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 as a sub-committee of SHAC	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 continue to utilize the 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	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 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	Financial Reporting will be Publicly Available	Finance Office	Website	Website	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	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 Middle School

Campus Improvement Plan

2017-2018

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 Parent, Business, Community, Teacher, etc	SIGNATURE
Roger Barr	Chair	
Dr. Cunningham	C & I Representative	
Brenda Belk	At-Large Professional	
Joe Powell	MFMS Faculty	
Dale Heath	MFMS Faculty	
Stephanie Hatch	MFMS Faculty	
Greg Neill	Parent Representative	
Sarah Colland	Parent Representative	
David Crail and his designee, Corina Ramirez	Business Representative	
Kara Stewart	Community Representative	
Mihaela Hammond	MFMS Title 1 Representative	
Heather Rodgers	MFMS Title 1 Representative	
Kris Obermeyer	MFMS Title 1 Representative	
OPEN	Parent Title 1 Representative	
Sandy Garay	Parent Title 1 Representative	
OPEN	Parent Title 1 Representative	
Virginia Guerrero	Spanish Translator	
Melissa Fields	District Representative	
Gaynelle Mandel	DEIC Representative	

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Jeannette Gegogiene	DEIC Representative	

Marble Falls Middle School
COMPREHENSIVE NEEDS ASSESSMENT

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

Participants in Attendance	Data Sources Examined
Roger Barr	☑ TAPR
Melissa Fields	☑ Disaggregated STAAR / TAKS Data
Gaynelle Mandel	☑ Campus PEIMS Reports
Sarah Collard	☑ Student Attendance Data
Mihaela Hammond	☑ Truancy Data
Brenda Belk	☐ Referral % for SPED Students
Ray Sierra	☐ Campus Parent Participation
Kristin Obermeyer	☑ Failure Rates
Heather Rogers	☐ 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	
	Discipline	

Participants in Attendance	Data Sources Examined	
	Grade Alignment	
	Grading Policies	
	AR Data	
	Staff Input	

Marble Falls Middle School
Comprehensive Needs Assessment Summary

Number of Students served, compared to previous year.

Classroom Organization (Grades 6, 7, 8)

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 MFMS.

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: MFMS 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 and this 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 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: MFMS 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

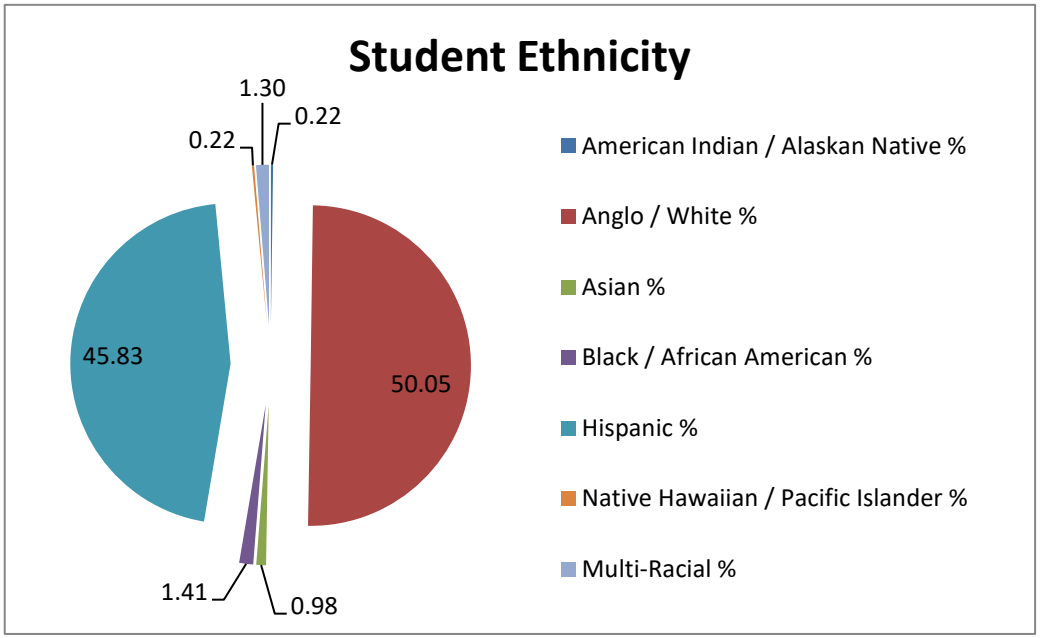
Strengths: The 2017-2018 school year provided a wealth of technology due to our district being a 1:1 district. Due to this technology, training was held during collaborative planning. Campus based training included introduction to the use of Chrome notebooks, iPads and content-specific implementation in the classroom. As both staff and students become more adept and acclimated to using this technology, it is expected that academic achievement will be enhanced and improved.

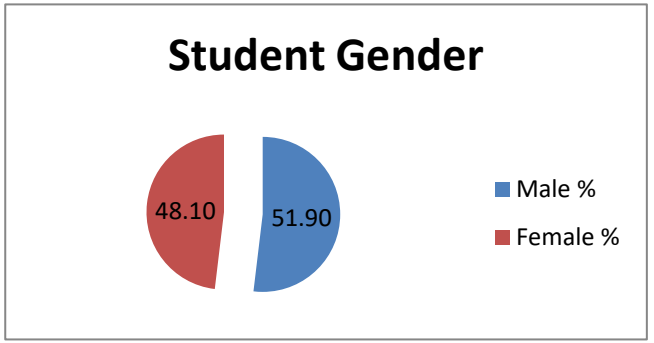
CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Marble Falls Middle School
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	948
grade level	text	6-8
5 year prior enrollment	#	916
increase in enrollment	%	3.49

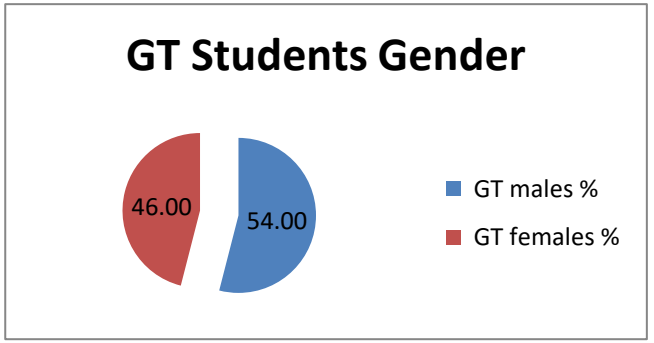
STUDENT DEMOGRAPHICS		2016-17
American Indian / Alaskan Native	%	0.22
Anglo / White	%	50.05
Asian	%	0.98
Black / African American	%	1.41
Hispanic	%	45.83
Native Hawaiian / Pacific Islander	%	0.22
Multi-Racial	%	1.30
Male	%	51.90
Female	%	48.10
Low SES	%	62.08

STAFF DEMOGRAPHICS		2016-17
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

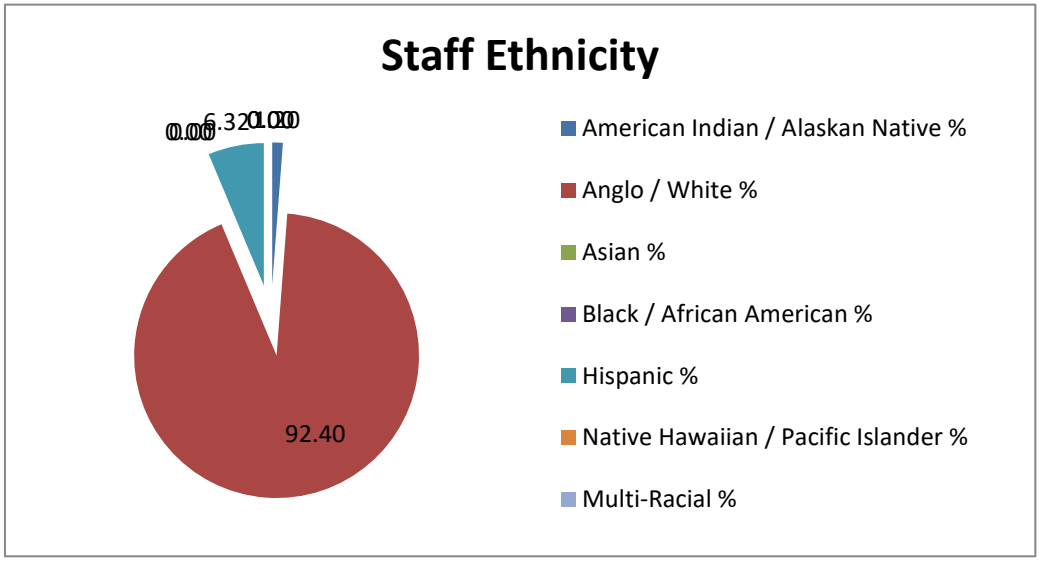
CAMPUS CHARACTERISTICS	2016-17

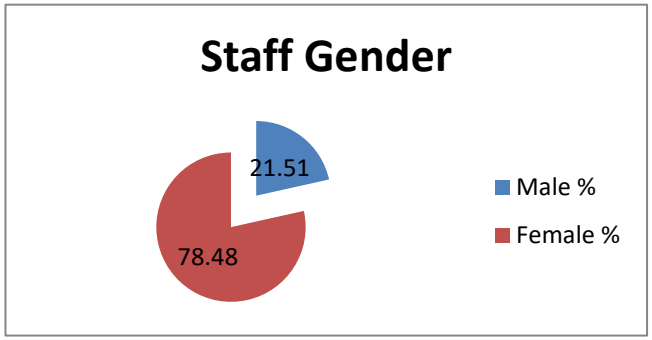






Average daily attendance for students	%	96.23
# of discipline referrals in 2016-2017	#	789
# of discipline referrals in 2015-2016	#	680
# English Language Learners (LEP)	#	102
# GT students	#	92
GT males	%	54.00
GT females	%	46.00
# students in 504 program	#	100
# SPED students	#	115
# students tested/not qualified for SPED	#	7/0
LEP students	%	10.76
change in discipline referrals	%	16.03
served through SPED services	%	12.13





Marble Falls Middle School

Math	Total Students	Approaches	Met / Satisfactory	Advanced
		2017 Actual	2016 Actual	2016 Actual
All Students	843	70.34%	75.23%	11.87%
At Risk	445	54.83%	56.96%	1.30%
Economic Disadvantage	524	63.74%	69.16%	6.54%
Am Indian/Alaska Native	2		100.00%	0.00%
Asian	10		85.71%	42.86%
Black/African American	11	66.66%	66.67%	13.33%
Hispanic	390	61.02%	69.77%	4.28%
Hawaiian/Pacific Islander	2		100.00%	33.33%
Multi-racial	11	83.33%	52.96%	17.65%
White	416	77.88%	81.03%	18.03%
Gifted Talented	69	94.20%	98.51%	52.24%
LEP	121	48.30%	42.70%	2.25%
Special Ed	93	32.25%	38.98%	1.69%

Science	Total Students	Did Not Meet	Approaches	Met / Satisfactory	Meets	Masters	Advanced
		2017 Actual	2017 Actual	2016 Actual	2017 Actual	2017 Actual	2016 Actual
All Students	278	25.00%	75.00%	78.98%	48.00%	17.00%	25.76%
At Risk	152	44.00%	56.00%	60.96%	23.00%	4.00%	3.42%
Economic Disadvantage	168	36.00%	64.00%	70.56%	35.00%	8.00%	16.67%
Am Indian/Alaska Native	1	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Asian	2	0.00%	0.00%	100.00%	0.00%	0.00%	25.00%
Black/African American	1	0.00%	0.00%	75.00%	0.00%	0.00%	12.50%
Hispanic	125	36.00%	64.00%	68.22%	35.00%	10.00%	12.40%
Hawaiian/Pacific Islander	0	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Multi-racial	6	17.00%	83.00%	83.33%	33.00%	23.00%	16.67%
White	143	16.00%	84.00%	87.92%	59.00%	23.00%	38.92%
Gifted Talented	31	0.00%	100.00%	100.00%	94.00%	61.00%	100.00%
LEP	35	63.00%	37.00%	31.58%	14.00%	0.00%	0.00%
Special Ed	34	68.00%	32.00%	55.56%	21.00%	0.00%	0.00%

Social Studies	Total Students	Did Not Meet	Approaches	Met / Satisfactory	Meets	Masters	Advanced
		2017 Actual	2017 Actual	2016 Actual	2017 Actual	2017 Actual	2016 Actual
All Students	276	50.00%	50.00%	67.47%	16.00%	9.00%	16.78%
At Risk	151	73.00%	27.00%	45.83%	3.00%	3.00%	4.17%
Economic Disadvantage	167	60.00%	40.00%	57.87%	9.00%	4.00%	10.11%
Am Indian/Alaska Native	1	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Asian	2	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Black/African American	1	0.00%	0.00%	62.50%	0.00%	0.00%	12.50%
Hispanic	126	63.00%	37.00%	55.47%	8.00%	5.00%	8.59%
Hawaiian/Pacific Islander	0	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Multi-racial	6	67.00%	61.00%	66.67%	33.00%	0.00%	0.00%
White	140	39.00%	61.00%	77.55%	23.00%	14.00%	25.17%
Gifted Talented	31	6.00%	94.00%	100.00%	65.00%	39.00%	100.00%
LEP	35	91.00%	9.00%	42.11%	0.00%	0.00%	0.00%
Special Ed	35	89.00%	11.00%	31.25%	0.00%	0.00%	0.00%

Reading	Total Students	Approaches	Met / Satisfactory	Advanced
		2017 Actual	2016 Actual	2016 Actual
All Students	902	72.60%	75.23%	11.87%
At Risk	447	55.25%	54.75%	3.53%
Economic Disadvantage	539	62.70%	66.60%	10.06%
Am Indian/Alaska Native	2		100.00%	0.00%
Asian	8		83.33%	0.00%
Black/African American	11	83.00%	85.71%	21.43%
Hispanic	404	59.90%	64.48%	9.07%
Hawaiian/Pacific Islander	2		100.00%	66.67%
Multi-racial	13	75.00%	75.00%	31.25%
White	459	79.50%	84.52%	26.67%
Gifted Talented	97	96.90%	98.51%	65.67%
LEP	91	31.09%	30.85%	1.06%
Special Ed	93	18.82%	44.19%	4.65%

Writing	Total Students	Did Not Meet	Approaches	Met / Satisfactory	Meets	Masters	Advanced
		2017 Actual	2017 Actual	2016 Actual	2017 Actual	2017 Actual	2016 Actual
All Students	323	30.00%	70.00%	71.54%	33.00%	8.00%	8.99%
At Risk	160	53.00%	48.00%	52.90%	11.00%	0.00%	0.65%
Economic Disadvantage	191	40.00%	60.00%	62.50%	25.00%	4.00%	2.98%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	4	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Black/African American	4	0.00%	0.00%	50.00%	0.00%	0.00%	25.00%
Hispanic	159	43.00%	57.00%	65.85%	25.00%	5.00%	2.44%
Hawaiian/Pacific Islander	2	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Multi-racial	4	0.00%	0.00%	50.00%	0.00%	0.00%	16.67%
White	150	18.00%	82.00%	79.39%	41.00%	12.00%	14.50%
Gifted Talented	36	0.00%	100.00%	100.00%	81.00%	50.00%	51.61%
LEP	40	88.00%	13.00%	35.29%	0.00%	0.00%	0.00%
Special Ed	31	84.00%	16.00%	31.58%	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.

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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 2017-2018

Back to School Professional Learning - August 2017

Need	Increase focus on standards
Strategy	Provide training to all staff on expectations for common planning

Need	Respond to Faculty and Staff input on desired training
Strategy	A variety of PD is available through Summer 2017 for Facutly and Staff based on their own professional goals and desires

Need	
Strategy	

Need	
Strategy	

Need	
Strategy	

Marble Falls Middle School Professional Learning 2017-2018

Campus Professional Learning - Job Embedded

Need	Increase Literacy 6 - 8
Strategy	Provide teaching tips and resources through ICs and Faculty Meetings

Need	Increase Relationship Building with students
Strategy	Provide Advisory time with students to bond and build relationships; ICs are available to help with strategies; use faculty meetings to discuss strategies

Need	Increase familiarity with TEKS and increase discussion of best instructional delivery practices
Strategy	Weekly PLC meetings with the Instructional Leadership Team

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	Continue work on 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	Continuous Improvement	8% Increase in STAAR Data Across Each Grade Level, Each Subject	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	Continuous Improvement	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	Made part of Master Schedule	4,5
1.1.4	Focus on equitibility of planning team and classroom-to-classroom lesson and learning expectations.	Curriculum & Instruction, ICs, Planning Teams	Planning Template Focused on Standards, Collaborative Planning Time	Planning Team Syllabi	Planning	Increase in classroo-to-classroom equitability; reduction in parent concerns	1,2,4,8

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.**					
1.1.5	Focus on alignment of "A" and "B" level letter grades with mastery of skills leading to "passing" and "commended" STAAR scores.	Curriculum & Instruction, ICs, Planning Teams	Planning Template Focused on Standards, Collaborative Planning Time, Math tools to process data	Planning	Planning	Increase alignment of final student performance as indicated on STAAR and classroom performance.	1,2,4,8
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**
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 Standards 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**	**Marble Falls Middle School will structure time and resources to support increase in campus literacy.**

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.

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	Provide structured time for reading, explore focused reading activiites and incentives, i.e., school-wide reading project, rewards for reading, etc.	Advisory and classroom teachers.	Advisory participation, library check-out rates	TELPAS Data, STAAR Data	Planning; Master Schedule	10% Increase in STAAR Data and TELPAS Data	1,3,4,8
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 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	Opportunities for faculty and staff to schedule and visit other classrooms and campuses to increase their exposure to and discuss best practices.	Principal, Assistant Principals, Instructional Coaches, Curriculum and Instruction	Master Schedules, ILT meetings, PLC Schedules	Reflections; Goal-Setting Agendas	Planning	Meet at each campus in MFISD at least two times	3,5
2.1.2	ILT 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							

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 (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 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	Research and adopt resources, for example: Leader in Me, Character Counts, or other	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/Quarterly Campus Newsletters	Principal, Creative Writing Teachers, Staff	Curriculum Documents, School Messenger, Newsletters	Community Feedback, including Parent and Family	Continuous Improvement	Monthly	6,7
3.1.2	Video Announcements linked to the website	Campus Technology, Multimedia teacher	Curriculum Documents, School Messenger, Website	Community Feedback, including Parent and Family	Continuous Improvement	Weekly	6,7

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	Consistent parent & family meetings throughout the year to celebrate student learning	Administration, Teachers	Open House, Meet the Teacher, Parent Conferences	Partcipation in community and family events; Parent Survey Results, CaSE	Continuous Improvement	10% Increase in parent & family member participation	6,7
3.2.2	Multimedia students will create slides for announcements in the cafeteria (Sports Heroes)	Campus Technology, Multimedia Teacher	Curriculum Documents, School Messenger, Website	Community Feedback, including Parent and Family	Planning	Weekly	1,6,7

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.**					
3.2.3							
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 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	Continuous Improvement	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	Continuous Improvement	100% of Staff Trained; 25% increase on survey results	1,5,10
4.1.3	Explore how to educate parents and student on character education	Assistant Principals, Counselors	Central Office, CEIC	Plan presented to CEIC and MFMS Staff	Continuous Improvement		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	Surveillance Cameras will be utilized to ensure a safe environment	Principal, Central Office, Safe and Drug Free Schools Coordinator	Technology Department; Director of Security	Plan presented to CEIC and MFMS Staff, and to Central Office	Planning		5,10

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)	Assistant Principals	Discipline Records; TAC 37; Faculty Meetings; Handbooks & Student Code of Conduct	Safety Audits;Discipline Records; PBMAS	Continuous Improvement	100% of Staff Trained; 25% increase on survey results	1,5,10
4.2.3	Continue to build positive a positive campus culture.	Principal, APs, Counselors, ICs, Faculty, and Staff	Positive referrals, student celebrations, Students of the Month	Input from CEIC and MFMS Faculty	Planning		2, 5, 6
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	Involvement of teachers in hiring process; Rubric Utilized in Hiring Decisions	Principal, Staff	Rubric used in hiring decisions; Aligned interview questions	Retention Rate	Continuous Improvement	90% Retention Rate of new staff	3,5,7
5.1.2	Living the Vision Monthly Recognition	MFMS Staff Nominations and voting, Principal	Campus Materials; Faculty Meetings	Nominations/Voting	In Process	25% Increase on Survey Results	3,5,7
5.1.3	Visit Hiring Fairs, actively recruit	HR & Principal	Area and Regional Hiring Fairs	Retention Rate	In Process	25% Increase on Survey Results	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 Middle School will recruit, develop and retain highly qualified and effective personnel**

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 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	Explore how to reduce energy usage by 5% (thermostats, lights, computers, etc.); Explore a plan to place blinds on exterior windows	Principal, Safe & Drug Free Schools Coordinator; Maintenance Dept.	Budget Guidelines; CEIC; A-Team	Development of Plan to CEIC, MFMS Staff, and Central Office	Planning		5,9,1
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, CIP, DIP	Adopted Budget	Planning		9,1
6.1.3	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
6.2	**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	Two yearly meetings to discuss budgetary process	Principal	Staff, CEIC, ILT; Agendas	Survey	Planning	25% Increase in Survey Results	1,9
6.2.2							
6.2.3							
6.3	**Objective 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							

Marble Falls High School

Campus Improvement Plan

2017-2018

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
Damon Adams	Principal/Administrator	
	Administrator/ Co-Chair	
Heather Metzgar	District Representative	
Amanda Fulton	MFHS ACE Site Coordinator/Non-Teaching Professional	
Bonner Butler	ELA Teacher	
Michelle Hinojosa	Science Teacher	
Tim Richter	Social Studies Teacher/Coach	
Anthony Torns	Sped Teacher	
Jessica Tellez	Non-Teaching Staff	
	Parent	
	Parent	
	Community Member	
	Community Member	
	Business Member	
OPEN	Business Member	

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE

MFHS
COMPREHENSIVE NEEDS ASSESSMENT

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

Participants in Attendance
Lauren Berkman
Emily Kunkel
Diane Woods
Shawn Reed
Susie Baskin
Bryce Gage

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	

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.

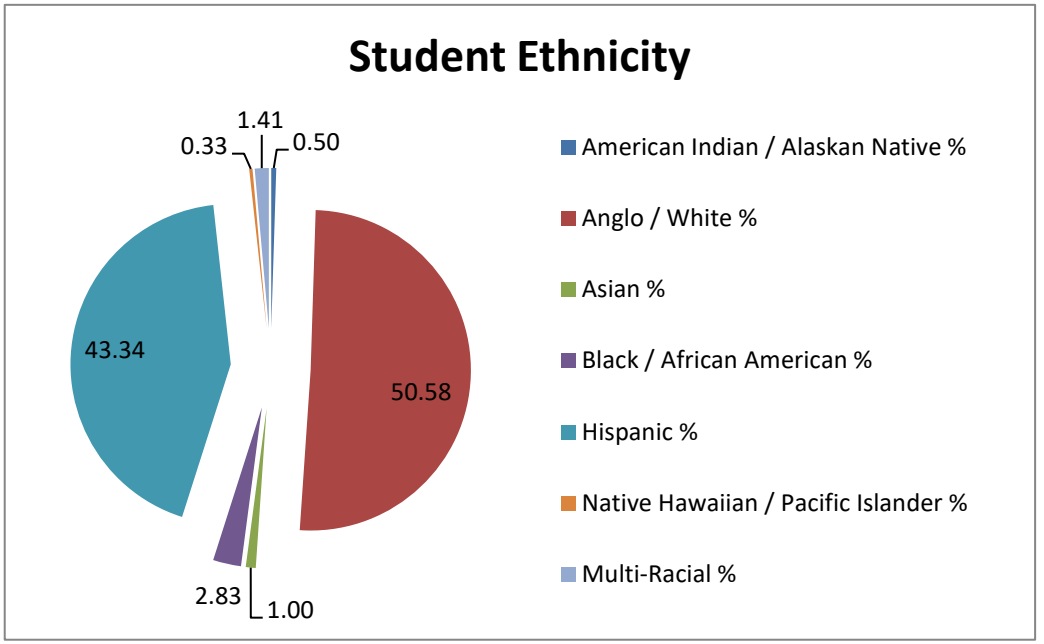
Needs: A spotlight "tech challenge" of the month for Chromebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum. Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize parents with the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

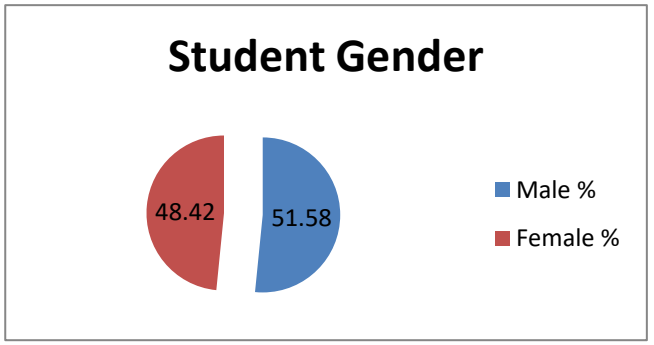
CAMPUS GENERAL INFO		2017-2018
Campus Name		MFISD Marble Falls High School
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	1202
grade level	text	9-12
5 year prior enrollment	#	1105
increase in enrollment	%	8.78

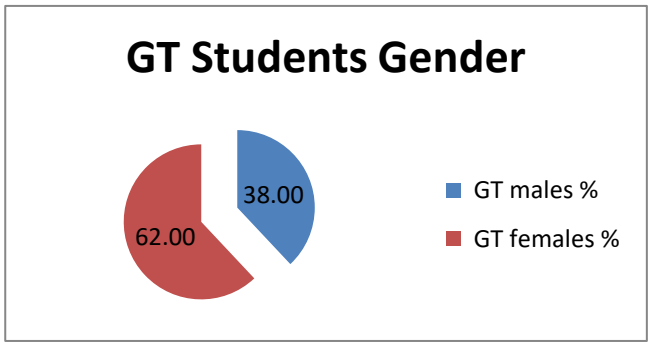
STUDENT DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.50
Anglo / White	%	50.58
Asian	%	1.00
Black / African American	%	2.83
Hispanic	%	43.34
Native Hawaiian / Pacific Islander	%	0.33
Multi-Racial	%	1.41
Male	%	51.58
Female	%	48.42
Low SES	%	58.07

STAFF DEMOGRAPHICS		2017-2018
American Indian / Alaskan Native	%	0.00
Anglo / White	%	84.75
Asian	%	0.80
Black / African American	%	4.20
Hispanic	%	10.16
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	54.00
Female	%	93.00
highly qualified teachers	%	97.00
highly qualified paraprofessionals	%	100.00

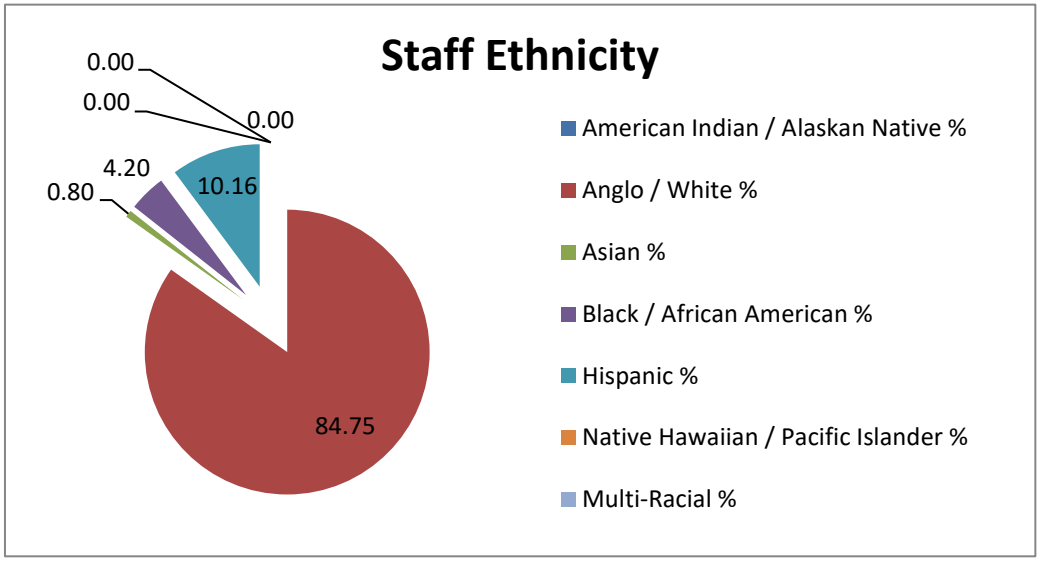
CAMPUS CHARACTERISTICS		2016-2017

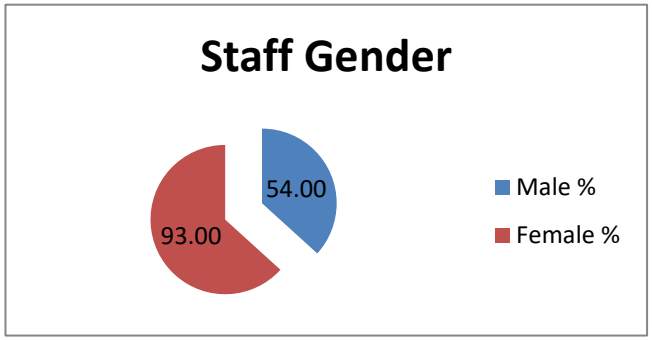






Average daily attendance for students	%	94.68
# of discipline referrals in 2016-2017	#	985
# of discipline referrals in 2015-2016	#	1027
# English Language Learners (LEP)	#	77
# GT students	#	95
GT males	%	38.00
GT females	%	62.00
# students in 504 program	#	68
# SPED students	#	166
# students tested/not qualified for SPED	#	4/2
LEP students	%	6.41
change in discipline referrals	%	-4.09
served through SPED services	%	13.81





Campus Performance Objectives
Marble Falls High School

Math	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	332	77.41%	74.78%	17.47%	5.31%
At Risk	176	72.00%	60.63%	5.00%	0.79%
Economic Disadvantage	203	49.34%	69.43%	8.87%	4.46%
Am Indian/Alaska Native	2	50.00%	0.00%	0.00%	0.00%
Asian	3	100.00%	0.00%	33.33%	0.00%
Black/African American	9	77.78%	83.33%	0.00%	0.00%
Hispanic	174	67.82%	70.69%	7.47%	4.31%
Hawaiian/Pacific Islander	1	100.00%	100.00%	100.00%	0.00%
Multi-racial	6	100.00%	100.00%	50.00%	25.00%
White	137	88.32%	78.26%	29.20%	6.52%
Gifted Talented	9	89.00%	100.00%	44.00%	0.00%
LEP	51	39.22%	52.63%	5.88%	0.00%
Special Ed	40	52.50%	40.74%	0.00%	4.76%

Science	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	373	90.35%	91.37%	25.47%	27.34%
At Risk	197	79.00%	82.95%	8.00%	6.20%
Economic Disadvantage	218	86.24%	85.52%	19.27%	15.86%
Am Indian/Alaska Native	0	0.00%	100.00%	0.00%	0.00%
Asian	4	100.00%	50.00%	25.00%	0.00%
Black/African American	12	91.67%	83.33%	0.00%	25.00%
Hispanic	187	83.42%	88.24%	12.83%	10.78%
Hawaiian/Pacific Islander	2	100.00%	100.00%	0.00%	100.00%
Multi-racial	6	83.33%	100.00%	50.00%	50.00%
White	162	98.15%	94.23%	41.36%	37.82%
Gifted Talented	22	100.00%	100.00%	59.00%	72.00%
LEP	40	55.00%	66.67%	2.50%	0.00%
Special Ed	36	66.67%	60.00%	5.56%	5.00%

Social Studies	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	234	92.31%	93.93%	35.04%	26.32%
At Risk			88.60%		26.32%
Economic Disadvantage	129	86.82%	90.98%	26.36%	14.29%
Am Indian/Alaska Native	2	100.00%	100.00%	0.00%	0.00%
Asian	5	100.00%	50.00%	40.00%	0.00%
Black/African American	7	71.43%	100.00%	14.29%	0.00%
Hispanic	95	88.42%	91.00%	26.32%	13.00%
Hawaiian/Pacific Islander	0	0.00%	100.00%	0.00%	100.00%
Multi-racial	3	100.00%	100.00%	100.00%	0.00%
White	122	95.90%	96.35%	41.80%	37.23%
Gifted Talented			100.00%		76.00%
LEP	7	57.14%	60.00%	0.00%	0.00%
Special Ed	19	47.37%	75.00%	5.26%	8.33%

ELA I	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	372	61.29%	63.37%	6.45%	5.25%
At Risk	242	39.00%	44.96%	4.40%	0.29%
Economic Disadvantage	225	52.00%	59.55%	2.67%	3.02%
Am Indian/Alaska Native	2	50.00%	50.00%	0.00%	0.00%
Asian	4	75.00%	50.00%	25.00%	0.00%
Black/African American	14	64.29%	52.10%	0.00%	0.00%
Hispanic	185	44.86%	58.08%	1.62%	2.06%
Hawaiian/Pacific Islander	2	50.00%	50.00%	0.00%	0.00%
Multi-racial	7	57.14%	83.30%	14.29%	8.33%
White	158	80.38%	78.90%	12.03%	8.56%
Gifted Talented	24	100.00%	100.00%	7.50%	27.08%
LEP	52	11.54%	17.02%	1.92%	0.00%
Special Ed	48	25.00%	33.33%	0.00%	0.00%

ELA II	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	303	64.69%	77.62%	7.59%	3.81%
At Risk	159	33.00%	45.00%	1.00%	0.00%
Economic Disadvantage	170	52.94%	71.68%	3.53%	2.65%
Am Indian/Alaska Native	0	0.00%	50.00%	0.00%	0.00%
Asian	3	0.00%	60.00%	0.00%	0.00%
Black/African American	9	55.56%	83.33%	11.11%	0.00%
Hispanic	148	49.32%	64.37%	2.70%	1.15%
Hawaiian/Pacific Islander	2	100.00%	0.00%	0.00%	0.00%
Multi-racial	5	80.00%	100.00%	20.00%	25.00%
White	136	82.35%	88.68%	12.50%	5.66%
Gifted Talented	21	100.00%	25.00%	38.00%	8.00%
LEP	30	13.33%	0.00%	0.00%	0.00%
Special Ed	34	23.53%	25.00%	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.

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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 2017

Need	Renewed focus on District Vision
Strategy	Provide training to all staff on expectations relatled to living the vision.

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 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	
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 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	Increase administrator pressence in classrooms and provide quality feedback to teachers.	Administrators	Strive	Eduphoria	In Process	50% increase in walkthrough counts	1,3,4,8
1.1.3	Develop and conduct focused walkthoughs that evaluate implementation of campus professional development activities.	Administrators and Instructional coaches	Strive	Eduphoria	In Process	50% increase in walkthrough counts	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**
1.2.1	Highlight and recognize successful classroom practice/ implementation models showing student learning behaviors.	Administration, IC's, Department Chairs 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

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**					
1.2.2	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, IC's, Department Chairs 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, IC's, Department Chairs and IT's	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	In Process	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**
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

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**						
1.3.2	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	Provide training and support to teachers related to the High Impact Instructional Strategy of Effective Questioning Strategies.	Administrators, Instructonal Coaches, and Department Chairs	High Impact Instruction by Jim Knight	Survey Data and focused walkthrough data	In Process	October PD & Ongoing	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	Department chairs will meet weekly to address campus needs.	Campus Principal	Meeting agendas	Meeting agendas and notes	In Process		8

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	Marble Falls High School will identify and invest in the continuous development of leaders who will inspire and support others to improve student achievement.

2.3	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	Parent Link	Parent Link records	In Process	10% Increase in parent & family member participation in school events	6,7
3.1.2	MFHS teachers will create and maintain personal websites for their courses.	Teachers	Blackboard Website	Administrator review of teacher websites.	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.	Principal, Counselors, Athletics	Twitter, Google	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**	**MFHS staff will callobrate with decision making as it relates to school operations and instructional programming.**

	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	Instuctional Leadership Team will meet weekly to discuss PLC progress and instructional goals.	Administrators, Instructional coaches, and Dir. Of Secondary Education	Meeting time	Meeting notes and agendas	In process		8

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.**					
3.2.2	Campus Education Improvement Committee will meet a minimum of 4 times throughout the year to discuss campus goals, progress, and budgetary information.	Administrators, Teachers, community partners, parents, and a district representative	Meeting time	Meeting notes and agendas	In process		8
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**						

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.

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							

Falls Career High School (MFISD)

Campus Improvement Plan

2017-2018

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)
COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee on 9/15/2017

Participants in Attendance	Data Sources Examined
Chess Long	☑ TAPR
Peggy Little	☐ Disaggregated STAAR / TAKS Data
Mike Saenz	☑ 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	
	At-Risk Report	
	Homeless Report	

Participants in Attendance	Data Sources Examined	

Falls Career High School (MFISD)

Comprehensive Needs Assessment Summary

Number of Students served, compared to previous year. 125 / 120

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.

Needs: FCHS STAAR EOC data is lower than expected in the area of Reading, see the Performance Objective Tab

FAMILY AND COMMUNITY INVOLVEMENT

Strengths: FCHS takes a proactive approach to keeping families informed and involved. Parents feel well informed, admin is accessible, and they trust the classroom teachers. Open house attendance continues to be well supported by parents, grandparents, guardians, and siblings. Families are encouraged to visit the campus at any time to check on the progress of their students, eat lunch, or address any questions or concernsThis allows for parents and students to both be involved and increases attendance.

Needs: FCHS has partnered with non-profit organizations in the past to volunteer to give back to the community. More work needs to be done to involve business members to support the career aspect of our campus.

STAFF QUALITY, RECRUITMENT AND RETENTION

Strengths: At FCHS, we are fortunate to have certified teachers in every classroom. Our teachers work collaboratively to build writing-intensive, cross-curricular projects that broaden the students' depth of learning, problem-solving skills, organizational skills, and higher-order thinking. 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. Faculty meetings are used as continuing professional development within all curriculum areas, in which teachers learn more about supporting students with behavioral issues, history of trauma, Special Ed, Dyslexia, and ESL.

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. 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, parent pick-up, and student parking areas) are in need of closer 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 will 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: Through the use of Odysseyware, our online learning program, our teachers ensure that the assignments are aligned to the TEKS standards at the level of depth and complexity required to meet the expectations of the STAAR ECO, TSI, ACT, and SAT exams. The Teacher Authoring Tools within the program allow our teachers to enhance learning and to meet the needs of our students. 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. A focus on the standards has aided teachers in pre-determining what is essential to improve teacher instruction.

Needs: FCHS students are experiencing difficulty in the areas of reading and writing. 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 staff at FCHS have viewed several different and varied forms of data collection. After reviewing this data, we found a few encouraging signs of growth for our students. Our approach to the RTI process is an essential component in student success. Most encouraging is that a student's ethnicity or home language does not impact his or her ability to be successful.

Needs: FCHS staff recommend several and varied approaches to aid student achievement. Among our suggestions include: focus on the content standards, continued training on Trauma Informed Care, streamlined follow through with implementation of RTI, and a continued focus on data and researched based interventions to support academic success.

TECHNOLOGY

Strengths: FCHS has been a 1:1 campus for the past 5 years. Our staff works collaboratively with Odysseyware Web Developers to enhance student experiences with the online program. Improved district bandwidth has allowed student and staff to access more information from a greater variety of media and devices without delays or interruptions. All students and staff have access to Google Drive accounts which allows us to communicate and share information instantly. This helps us to reduce paper usage and eliminates lost assignments. All FCHS staff have access to Go Guardian, a web-based computer monitoring system, that allows us to carefully XXXX student computer activity and history. This allows us to ensure that students are on task, creating authentic work, and learning is occurring.

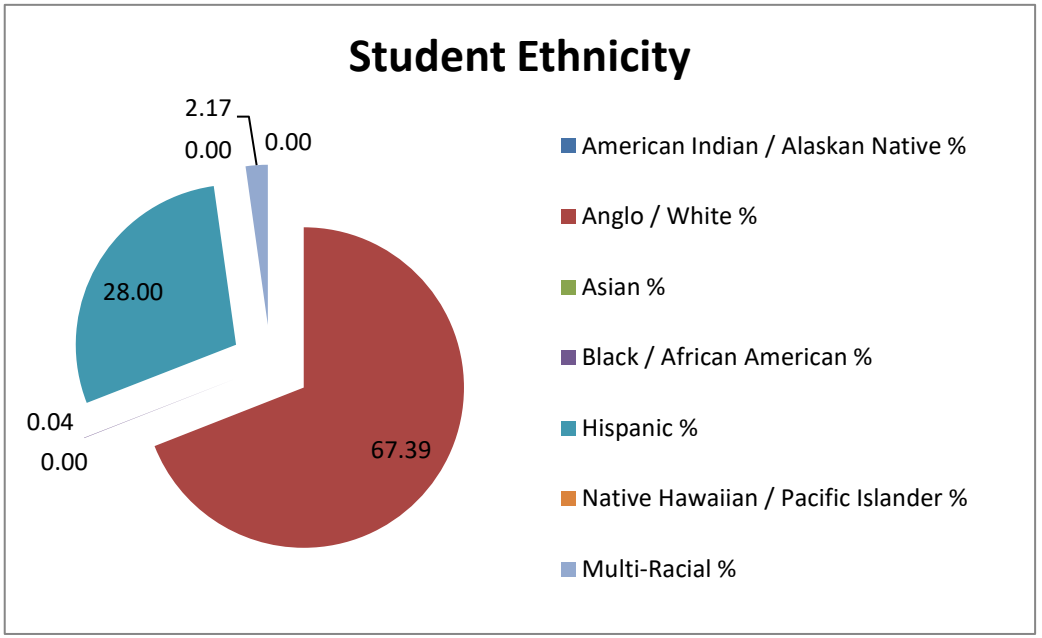
Needs: A spotlight "tech challenge" of the month for iPads or Chrome notebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum. Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize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

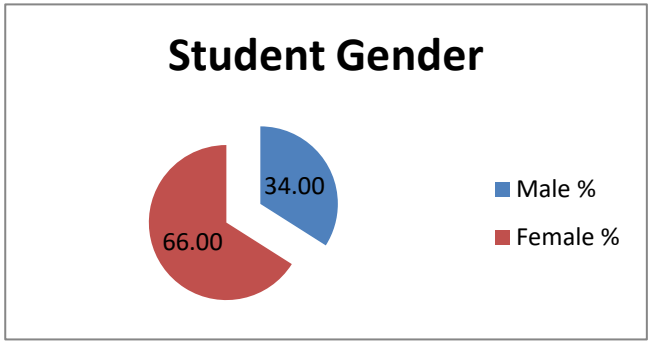
CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Falls Career High School
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	50
grade level	text	9-12
5 year prior enrollment	#	39
increase in enrollment	%	28.21

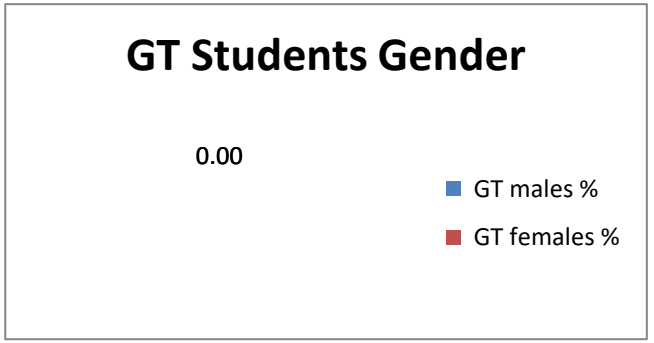
STUDENT DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.00
Anglo / White	%	67.39
Asian	%	0.00
Black / African American	%	0.04
Hispanic	%	28.00
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	2.17
Male	%	34.00
Female	%	66.00
Low SES	%	78.00

STAFF DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.00
Anglo / White	%	70.59
Asian	%	0.00
Black / African American	%	5.88
Hispanic	%	23.53
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	52.94
Female	%	47.06
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00

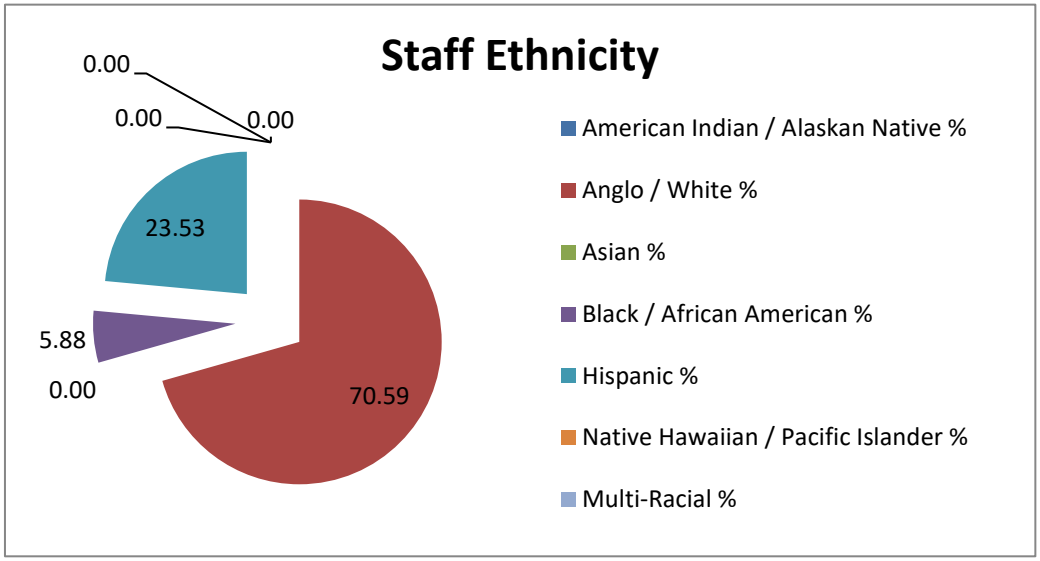
CAMPUS CHARACTERISTICS	216-2017

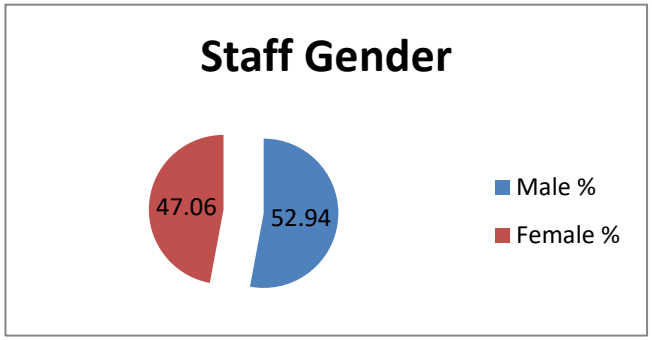






Average daily attendance for students	%	92.17
# of discipline referrals in 2016-2017	#	4
# of discipline referrals in 2015-2016	#	5
# English Language Learners (LEP)	#	0
# GT students	#	0
GT males	%	0.00
GT females	%	0.00
# students in 504 program	#	5
# SPED students	#	10
# students tested/not qualified for SPED	#	0
LEP students	%	1
change in discipline referrals	%	-20
served through SPED services	%	20





Campus Performance Objectives
MFISD Campus Name

Math	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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%

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.

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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 2017-2018

Back to School Professional Learning - August 2017

Need	Increase focus on standards
Strategy	Provide training to all staff on expectations for common planning

Need	Enforce Student Code of Conduct consistently across the campuses.
Strategy	Provide training for all staff to review the Student Code of Conduct and discipline at school.

Need	Improve teacher pedagogical practices and the collaboration between administrators and teachers using T-TESS
Strategy	Provide teacher trainings on the purposes and requirements of T-TESS.

Need	Comlete annual compliance requirements for the state and district.
Strategy	Use of online modules through Eduhero to complete and document compliance.

Need	Communication of all campus safety and security procedures.
Strategy	Provide training on Crisis Prevention Plan and all safety and security procedures as well as conduct regular drills.

Falls Career High School Professional Learning 2017-2018

Campus Professional Learning - Job Embedded

Need	Increase student achievement in all content areas.
Strategy	Increased use of the Teacher Authoring Tools within Odysseyware to better align learning to the depth and complexity of STAAR EOC, TSI, ACT, and SAT standards.

Need	Increase teacher efficacy and improve campus culture.
Strategy	Provide teachers with the tools and autonomy to customize coursework to better serve our students in ways that are more relevant and relatable to each student and their individual life experiences.

Need	Improve behavioral outcomes for students in the Disciplinary Alternative Education Placement.
Strategy	Train staff in the implementation Trauma Informed Care practices.

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**
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**
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**	**FCHS will ensure that all students have access to all MFISD CTE Programs**					
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	Provide coordination with MFHS Couselors and CTE teachers and transportaion department staff to ensure FCHS students can participate in all MFISD CTE Program classes.	Administration	Course enrollment, transportation arrangements, and attendance.	Documentation and Teacher Feedback	In Process	100% enrollment of FCHS students whose graduation plan requires CTE classes.	
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**						

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							

Colt Elementary School (MFISD)

Campus Improvement Plan

2017-2018

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 Campus Mission

We Love. We Inspire. We Achieve. We are Colt.

Colt Elementary Campus Vision

Colt Elementary School will remain committed to providing a loving environment that inspires students to explore, learn and achieve.

Colt Elementary School (MFISD)
Campus Educational Improvement Committee

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Erika O'Connor	Chairperson	
Melissa Fletcher	Administrator	
Laura Powell	PK Teacher	
Dixie Bobeck	Kinder Teacher	
Joni Wollek	1st grade Teacher	
Dawn Vincent	2nd grade Teacher	
Marla Debons	3rd grade Teacher	
Holley Gray	4th grade Teacher	
Gena Reven	5th grade Teacher	
Terry Layton	Paraprofessional	
Chrystal Whiteside	Interventionist	
Bea Jakubec	Special Education	
Debby Johnson	Specials	
Lenore Weihs	Library	
Kelly Martin	Parent Representative	
Dorothy Sizenbach	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
Erika O'Connor	☑ TAPR
Melissa Fletcher	☑ Disaggregated STAAR / TAKS Data
Christina DeLoach	☑ Campus PEIMS Reports
Maria Uvalle	☑ Student Attendance Data
Laura Powell	☑ Truancy Data
Dixie Bobeck	☑ Referral % for SPED Students
Joni Wollek	☑ Campus Parent Participation
Dawn Vincent	☑ Failure Rates
Marla Debons	☑ Parent Survey
Holley Gray	☑ TELPAS Data
Gena Reven	☑ Achievement Test Data
Terry Layton	☑ TBA Data
Chrystal Whiteside	☑ DRA, BAS, or Other Reading
Bea Jakubec	☐ Pre AP / AP Scores
Lenore Weihs	☐ PSAT / SAT / ACT Scores
Kelly Martin	☐ Completion Rate
Joe Debons	☐ 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 640 students through classroom teachers, an instructional coach, a math specialist, two english reading specialists (who serve Tier 3 and dyslexia students), one bilingual reading specialist, one counselor, an assistant principal, an LSSP, a shared LSSP, a shared behavior specialist, 2 1/2 resource teachers, one speech pathologist, one shared bilingual speech pathologist, one nurse, one registrar, a campus secretary, two BEST paraprofessional and various other paraprofessionals.

DEMOGRAPHICS

Strengths: Met standard for accountability rating with 5 distinctions.

Needs: We will continue to close performance gaps for our at risk and economic disadvantaged students expanding on the use of the classroom profile and data sheet to foster an awareness of our needs.

FAMILY AND COMMUNITY INVOLVEMENT

Strengths: We are fortunate to have a diverse population. We have a supportive PTO that is highly involved in 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 and activities that will benefit all students will continue to be a major focus for Colt. Faculty meetings and PLCs are used as continuing professional development within all curriculum areas, in which teachers learn more about their content as well as math, social emotional learning, setting goals, and using their data. 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 with Santa, Academic Showcase 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. The campus has embraced a 212° mindset and uses it to encourage student success.

Needs: We will continue to consistently enforcement the student code of conduct in order to provide a safe environment for all students. Restorative discipline and an emphasis on enhancing social emotional developmeent will be a focus for our staff. 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. The campus will improve student learniing by maintaing the focus on quality tier one instruction through the use of a guaranteed viable curriculum. There is a continued need to maintain a focus on standards, which we will do through PLCs. PLCs will be structured to provide time for discussion on the overall needs of students as well as reflection on instructional practices and the TEKS. We will further continue our focus on literacy in K-2 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, TELPAS data, RTI and SST data, and other data. After reviewing this data, we have found some encouraging signs of growth such as earning two more distinctions on the State accountability than the previous year as well as meeting our goal of having 70% of students on grade level in reading in grades K-2 and 80% of students at low risk for failure as evidened in Aimsweb.

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 a 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.

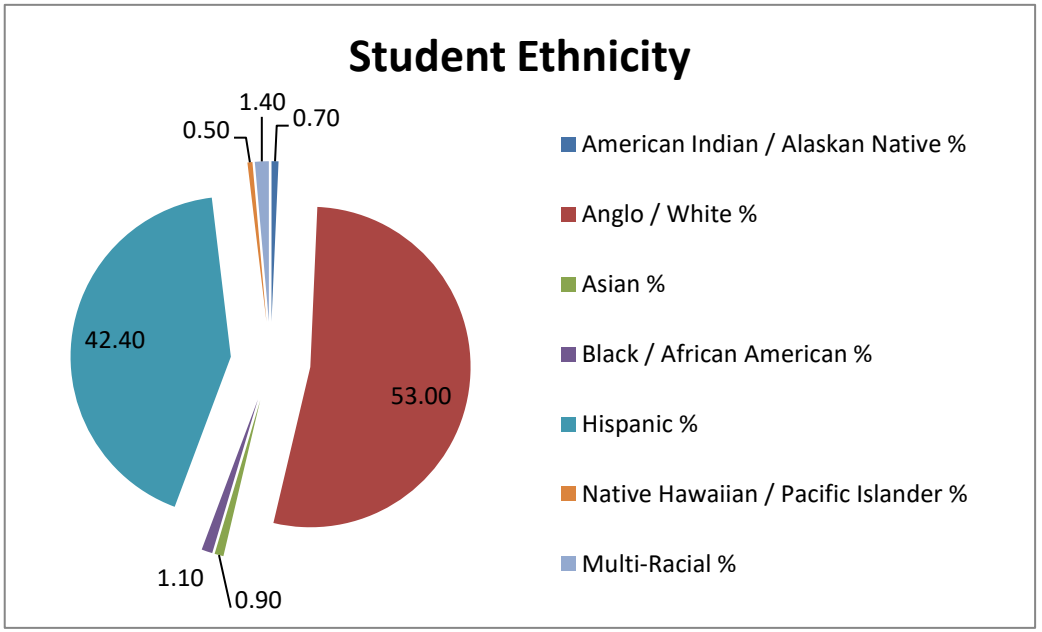
Needs: Technology needs to be incorporated into campus events and other parent nights to familiarize parents with the technology that their students are currently using in the classroom. Showcase digital resources for teachers to use in the classroom at faculty meetings. Digital Citizenship and appropriatness of device use will be reinforced.

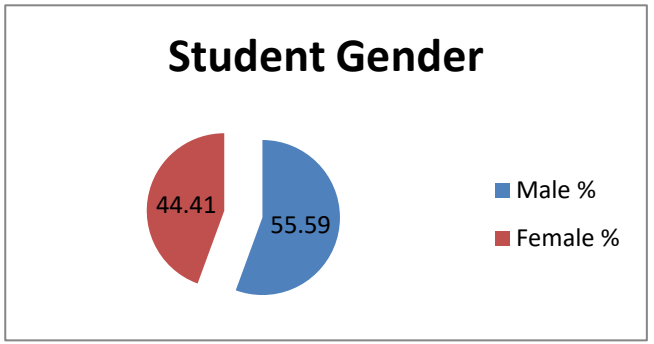
CAMPUS GENERAL INFO		2017-2018
Campus Name		Colt Elementary School (MFISD)
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	601
grade level	text	EE - 5
5 year prior enrollment	#	578
increase in enrollment	%	1.04

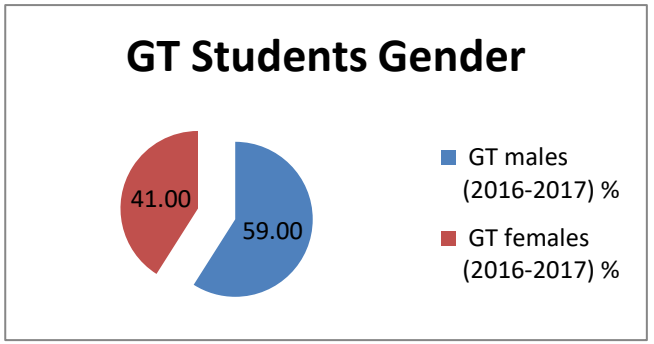
STUDENT DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	0.70
Anglo / White	%	53.00
Asian	%	0.90
Black / African American	%	1.10
Hispanic	%	42.40
Native Hawaiian / Pacific Islander	%	0.50
Multi-Racial	%	1.40
Male	%	55.59
Female	%	44.41
Low SES	%	67.10

STAFF DEMOGRAPHICS		2015-2016
American Indian / Alaskan Native	%	2.30
Anglo / White	%	78.90
Asian	%	0.00
Black / African American	%	0.00
Hispanic	%	18.80
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.00
Male	%	2.30
Female	%	97.70
highly qualified teachers	%	100.00
highly qualified paraprofessionals	%	100.00

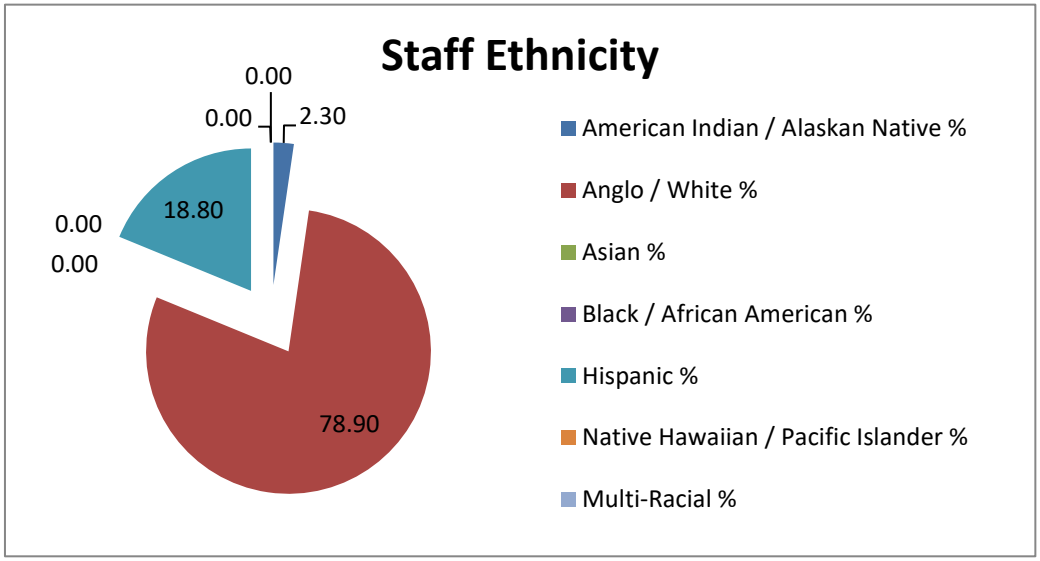
CAMPUS CHARACTERISTICS	2015-2016

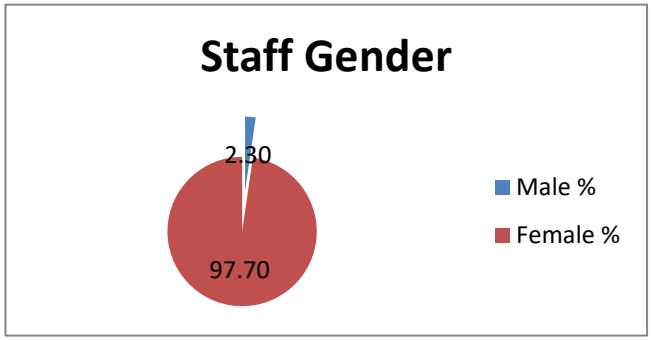






Average daily attendance for students	%	96.20
# of discipline referrals in 2016-2017	#	70
# of discipline referrals in 2015-2016	#	40
# English Language Learners (LEP)	#	107
# GT students (2016-2017)	#	44
GT males (2016-2017)	%	59.00
GT females (2016-2017)	%	41.00
# students in 504 program (2016-2017)	#	33
# SPED students	#	98
# students tested/not qualified for SPED	#	47/6
LEP students	%	18.9
change in discipline referrals	%	75
served through SPED services	%	10.2





Campus Performance Objectives
Colt Elementary School (MFISD)

Math	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2017 Actual	2016 Actual	2017 Actual
All Students	289	82.00%	79.00%	23.00%	29.00%
At Risk	136	64.00%	66.00%	10.00%	14.00%
Economic Disadvantage	177	77.00%	74.00%	17.00%	26.00%
Am Indian/Alaska Native	1	50.00%	0.00%	50.00%	0.00%
Asian	2	0.00%	0.00%	0.00%	0.00%
Black/African American	2	0.00%	0.00%	0.00%	0.00%
Hispanic	125	73.00%	71.00%	16.00%	22.00%
Hawaiian/Pacific Islander	1	0.00%	0.00%	0.00%	0.00%
Multi-racial	4	0.00%	0.00%	0.00%	0.00%
White	151	86.00%	87.00%	27.00%	34.00%
Gifted Talented	32	100.00%	100.00%	85.00%	70.00%
LEP	54	59.00%	67.00%	11.00%	40.00%
Special Ed	32	46.00%	65.00%	0.00%	10.00%

Science	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2017 Actual	2016 Actual	2017 Actual
All Students	108	78.00%	80.00%	20.00%	31.00%
At Risk	43	67.00%	58.00%	5.00%	9.00%
Economic Disadvantage	64	71.00%	70.00%	11.00%	23.00%
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	45	68.00%	67.00%	5.00%	20.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	0	0.00%	0.00%	0.00%	0.00%
White	59	82.00%	88.00%	27.00%	39.00%
Gifted Talented	14	100.00%	100.00%	75.00%	57.00%
LEP	18	75.00%	44.00%	0.00%	0.00%
Special Ed	9	0.00%	44.00%	0.00%	22.00%

Reading	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2017 Actual	2016 Actual	2017 Actual
All Students	287	75.00%	72.00%	19.00%	28.00%
At Risk	134	53.00%	54.00%	5.00%	15.00%
Economic Disadvantage	175	65.00%	65.00%	13.00%	20.00%
Am Indian/Alaska Native	2	50.00%	0.00%	50.00%	0.00%
Asian	2	0.00%	0.00%	0.00%	0.00%
Black/African American	2	0.00%	0.00%	0.00%	0.00%
Hispanic	123	69.00%	63.00%	10.00%	23.00%
Hawaiian/Pacific Islander	0	0.00%	0.00%	0.00%	0.00%
Multi-racial	4	0.00%	0.00%	0.00%	0.00%
White	151	78.00%	77.00%	23.00%	31.00%
Gifted Talented	32	100.00%	100.00%	65.00%	88.00%
LEP	52	61.00%	58.00%	5.00%	23.00%
Special Ed	32	20.00%	32.00%	0.00%	13.00%

Writing	Total Students	Met / Satisfactory		Advanced	
		2016 Actual	2017 Actual	2016 Actual	2017 Actual
All Students	84	64.00%	56.00%	9.00%	5.00%
At Risk	35	24.00%	31.00%	3.00%	0.00%
Economic Disadvantage	52	59.00%	46.00%	5.00%	2.00%
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	27	55.00%	41.00%	9.00%	7.00%
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%	62.00%	8.00%	4.00%
Gifted Talented	10	100.00%	100.00%	50.00%	30.00%
LEP	13	11.00%	23.00%	0.00%	0.00%
Special Ed	14	0.00%	21.00%	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.

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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 2017-2018

Back to School Professional Learning - August 2017

Need	Increase focus on standards
Strategy	Provide overview of Summer CAP work and develop a shared understanding of what is meant by a Guaranteed and Viable Curriclum. Review the TTESS rubric to set goals for increasing rigor and maintaing a focus on instruction.

Need	Build Community, Increase culture of student success
Strategy	Build on the work from *212°* through the use of the Ripple Effect, *Love Your People* booklet and TedTalk of *The Happiness Advantage* by Shawn Achor. Develop a plan to provide opportunities to showcase student empathy

Need	Develop Shared understanding of Restorative Discipline
Strategy	Review adjustments made to the Campus Behavior Plan including changes made to Level 2 and 3 behaviors. An emphasis is being made on Restorative Discipline while incorporating Social Emotional Learning into morning routines

Need	Focus on Instruction; Understand needs of diverse population
Strategy	Carousel of Support Services share student needs and accommodations as well as discussion on how to increase teacher self- reflection and make learning visible

Need	Increase awareness of instructional materials
Strategy	Motivation math Presenter, overview of Reading A-Z, Star AR, istation, BAS, TPRI

Colt Elementary School Professional Learning 2017-2018

Campus Professional Learning - Job Embedded

Need	Increase literacy PK-5
Strategy	Provide support in the use of the guided reading spiral to enhance guided reading groups, and provide guided reading template to be submitted weekly. Encourage teachers to help students set goals that they monitor themselves to increase their growth in reading

Need	Needs of Diverse Population
Strategy	Restorative Discipline Practices, Social Emotinal Learning Strategies tied to Character Pillars

Need	Increase culture of student success
Strategy	Build on *212°*. Highlight students for showing empathy as well as meeting goals. Continue having monthly Popcorn with the Principal and distribute of Spirit Tags for incentives. Administrators will read a book to each class once a month highlighting an SEL strategy.

Need	Impact Instruction
Strategy	Math Fluency, Number Talks, Guided Math, Writing strategies, Lucy Calkins, Rubrics, Reading strategies, Differentiation, using resources

Need	Increase teacher capacity
Strategy	Timely feedback from walk throughs, instructional coaching, PLC collaboration, displaying student work- in various stages- in the hallways to allow for teacher reflection

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.	Common assessments, STAAR , BAS, TPRI, Aimsweb, T-TESS Feedback; Student Behavior Data	In Progress	100% of Planning is centered on TEKS. 75% of students on gradelevel -BAS 5% Increase in STAAR Scores in Every Grade, Every Subject	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; educational journals, Reading Strategies and Writing Strategies book by Jennifer Serravillo	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	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**	

			Resources /	Formative and/or	Beginning of Year	Target Goal	

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	Implementation Evidence	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	25% increase	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 Social Emotional Stratgies and implement the campus behavior plan with fidelity.	Teachers, ILT, Counselors	Leader in Me; Character Counts; Restorative Discipline Practices and Social Emotional Learning	Observation Data	In Progress	100% of Colt Elementary Stakeholders will act according to the character guidelines	1,6
2.1.3	All staff will reflect on their practices using the 212° book as well as Love Your People booklet	Administration, Teachers	212 Book Love your People 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 during back to school in-service to welcome them to the new schoolyear, to lay a foundation for a productive working relationship. Thereafter, teachers will make a positive contact by either calling or hainge a parent conference with each family once per nine weeks.	Teachers, Instructional Staff	Teacher Script; Teacher Communication Log	Teacher Communication Log- submitted no later that one week prior to the end of the nine weeks	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	100% of Bilingual Parents will be given the opportunity to participate	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**

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.**					
3.2.1							
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	**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	Highlight student participation in extracurricular activities such as choir, safety patrol, and student council	Teachers & Sponsors	Newsletters; Sign In Sheets	Organization Rosters; Survey Results	In Progress	Increased feeling of pride and self-worth of participants	1,2,6,10
4.1.2	Provide opportunties for students to set goals for themselves and learn how their actions impact others at large	Teachers & Sponsors	SEL strategies; videos to show at Friday Assemblies	Observation	In Progress	Increase in acts of empathy	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**	

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.

	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	**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	Balanced Budget	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	Balanced Budget	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**	

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.

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							

Highland Lakes Elementary School (MFISD)

Campus Improvement Plan

2017-2018

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 Parent, Business, Community, Teacher, etc	SIGNATURE
Bethany Birdwell	Principal	
Stacy Lashbrook	Assistant Principal	
LeeAnn Harkins	Assistant Principal	
Mandy Warren	Counselor	
Candace Thompson	Teacher	
Marcela Jenks	Teacher	
Mickie Brown	Teacher	
Nora Carrizales	Teacher	
Lori Deeds	Teacher	
Christina Hartley	Teacher	
Crissy McDonald	Teacher	
Rebecca Rios	Teacher	
Allison Ueckert	Teacher	
John Brantley	Parent	
Margarita Dominguez	Business Representative	
Ken Nickel	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
Candace Thompson	☑ Referral % for SPED Students
Mickie Brown	☑ Campus Parent Participation
Lori Deeds	☑ Failure Rates
Christina Hartley	☑ Parent Survey
Marcela Jenks	☑ TELPAS Data
Crissy McDonald	☑ Achievement Test Data
Rebecca Rios	☑ TBA Data
Allison Ueckert	☑ DRA, BAS, or Other Reading
John Brantley	☐ Pre AP / AP Scores
Ken Nickel	☐ 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 2016-2017 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.

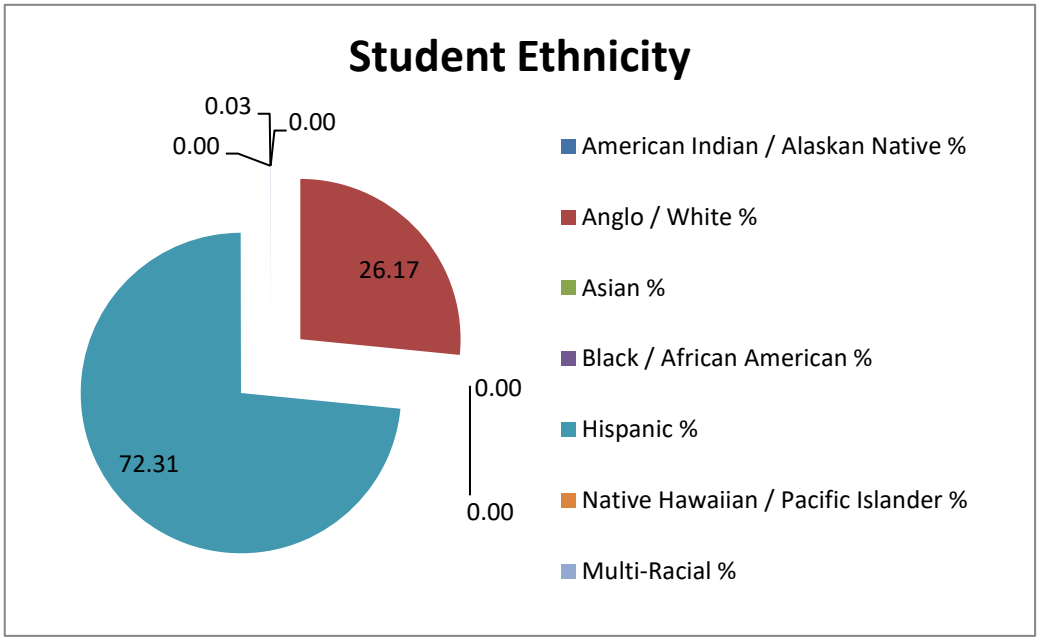
Needs: A spotlight "tech challenge" of the month for iPads or Chrome notebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum. Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize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

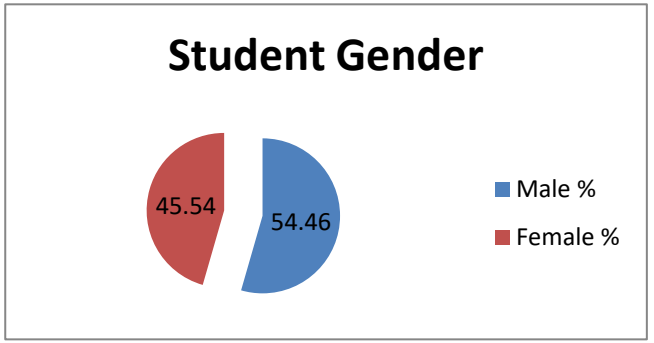
CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Highland Lakes Elementary
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	661
grade level	text	EE - 5
5 year prior enrollment	#	667
increase in enrollment	%	-0.9

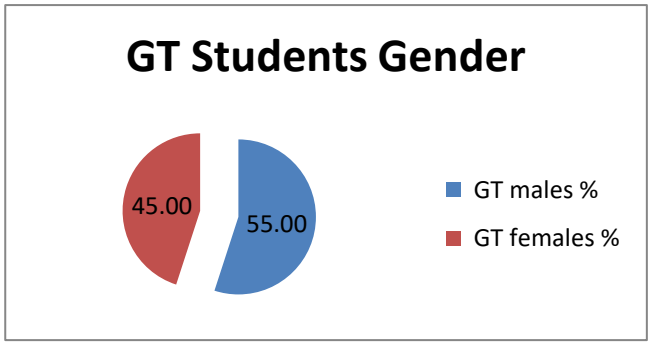
STUDENT DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.00
Anglo / White	%	26.17
Asian	%	0.00
Black / African American	%	0.00
Hispanic	%	72.31
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	0.03
Male	%	54.46
Female	%	45.54
Low SES	%	46.95

STAFF DEMOGRAPHICS		2016-2017
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

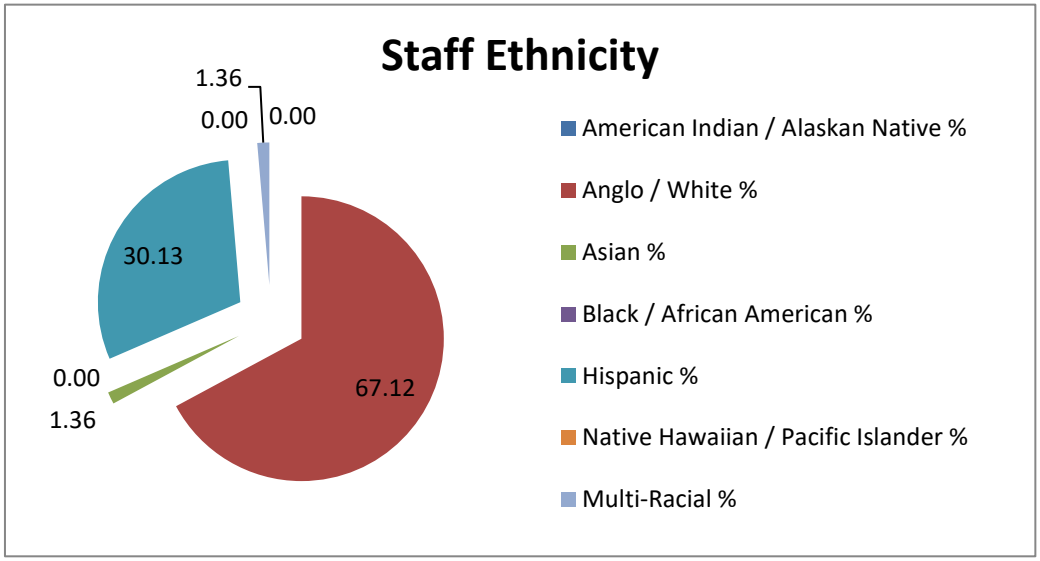
CAMPUS CHARACTERISTICS	2016-2017

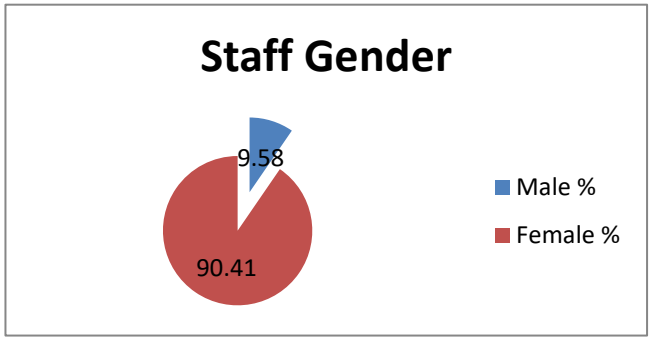






Average daily attendance for students	%	95.75
# of discipline referrals in 2016-2017	#	29
# of discipline referrals in 2015-2016	#	36
# English Language Learners (LEP)	#	64
# GT students	#	29
GT males	%	55.00
GT females	%	45.00
# students in 504 program	#	21
# SPED students	#	34
# students tested/not qualified for SPED	#	4
LEP students	%	9.68
change in discipline referrals	%	-19.44
served through SPED services	%	5.14





Campus Performance Objectives
Highland Lakes Elementary School (MFISD)

Math	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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	
		2017 Actual	2016 Actual	2017 Actual	2016 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.

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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 2017-2018

Back to School Professional Learning - August 2017

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 integrated throughout PD on classroom instruction and the lesson cycle.

Need	
Strategy	TTESS training

Need	Positive Behavior Support integrated with Instruction
Strategy	PBIS (Positive Behavior Interventions and Support)

Need	
Strategy	

Highland Lakes Elementary School Professional Learning 2017-2018

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 monthly at faculty meeting

Need	Increase focus on student subpopulations
Strategy	Trainings on ELPS, RTI, SpEd, behavior

Need	Trauma Informed Training
Strategy	Continue with staff training on strategies to help students that have experienced trauma.

Need	Positive Behavior Interventions and Support (PBIS)
Strategy	Continual training on PBIS.

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	Implement the Curriculum Alignment Project throughout the campus.	Curriculum & Instruction, ILT, Teachers	Forethought, Collaborative Planning, Walk-through data, Lesson plans	Collaborative Planning Documentation, Walk-through data, Lesson plans	In Process	5% 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, vertical planning, campus book study	TBA, STAAR , Google Classroom Rubrics, T-TESS Feedback; Student Behavior Data, PBL, Kagan structure of the month	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.	ILT, Teachers, Instructional Staff	American Reading Company; Instructional Resources; Wilson Materials; SSI Guidelines; AIMS WEB,	TBA's, STAAR, Classroom Grades; TAPR Reports, ERLA/ENIL (School Pace), BAS, TPRI/Tejas Lee	In Process	Decreased number of students in Tier 2 & 3	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, Academy time	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, Academy time	TBA, STAAR , Google Classroom Rubrics, T-TESS Feedback; Student Data, classroom walkthroughs	In Process	10% Increase in STAAR Data; TPRI Data; BAS Data; AIMS Web Data Through the Year	1,2,3,8
1.2.3	Foster and increase literacy growth for students and teachers	Curriculum & Instruction, ILT, Teachers, Reading Specialists	Instructional Resources; literacy mentoring, literacy handbook, guided reading training	BAS, ARC, STAR, TPRI/Tejas Lee, classroom walkthroughs, STAAR	In Process	Student growth in literacy as measured by BAS, ARC, STAR, TPRI/Tejas Lee, STAAR	1,2,3,8
1.2.4	Increased math fluency	Curriculum & Instruction, ILT, Teachers, Math Specialist	Instructional Resources; Kicking it Math;	formative assessments (TEKs based), STAAR, AIMS Web,	In Process	Student growth in math as measured by AIMS web, STAAR	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	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, PBIS (Positive Behavior Interventions and Supports), and Character Counts for all students, and recognition of students who demonstrate these character traits.	Teachers, Administration, ILT, Counselor	Leader in Me Books, PBIS, Character Counts 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, Student Ambassadors	Schedule, Student Meetings, Peer Leaders, Classroom Jobs	Duty Rosters, minutes from Student Council meetings	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							

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.**					
2.2.3							
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	**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

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 every 9 weeks; 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, including accomplishments in reading and math.	Administration, ILT, Teachers, ACE, AR Training	Model Mustangs; Round-Up; AR, Kicking it Math, Prodigy, Mustang Recognition	Survey Results, AR Reports	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**	**HLES 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
5.2.1	Team Building Activities	Administration; ILT; hospitality committee, team leaders					
5.2.2	Mentor Teachers	Administration; ILT					
5.2.2	New Staff Forum	Administration; ILT					

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.**					
5.2.3	Celebrations/ positive notes	Administration; ILT					
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							
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**	

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.

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 Elementary School

Campus Improvement Plan

2017-2018

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!

Marble Falls Elementary School
Campus Educational Improvement Committee

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE
Michael Haley	Chairperson	
Kendra Thompson	Parent	
	Parent	
	Parent	
Leslie Baty	Admin - District Level	
Jennifer Lockner	Administrator At-Large	
Diane Arredondo	Teacher At-Large	
Courtney Stevens	Non-Teaching Professional	
Sherry Stevenson	Teacher	
Mary Pond	Teacher	
Carrie Rice	Teacher	
Neesha Leon	Teacher	
Demi Moore	Teacher	
Jill Watson	Teacher	
Sara Gray	Teacher	
Tina Van Gundy	Teacher	

NAME	POSITION Parent, Business, Community, Teacher, etc	SIGNATURE

Marble Falls Elementary School
COMPREHENSIVE NEEDS ASSESSMENT

A Comprehensive Needs Assessment was conducted with the Campus Educational Improvement Committee on 11/1/2016

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

594 students served, compared to 610 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.

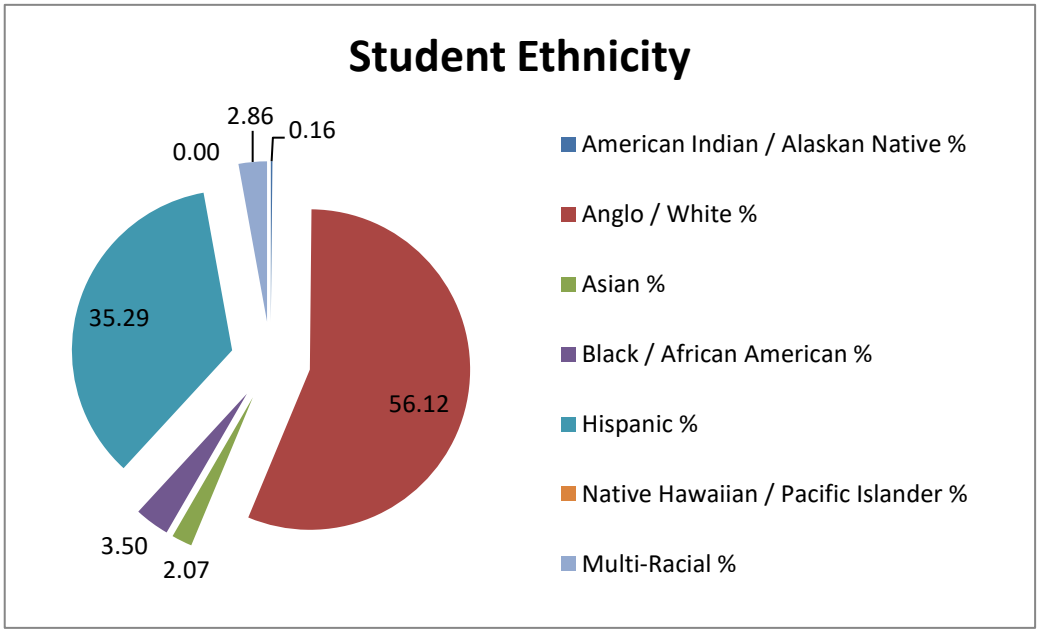
Needs: A spotlight "tech challenge" of the month for iPads or Chrome notebooks will be implemented to familiarize staff with new apps and programs that can be integrated into content areas of curriculum. Technology needs to be incorporated into Curriculum Night and other parent nights to familiarize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

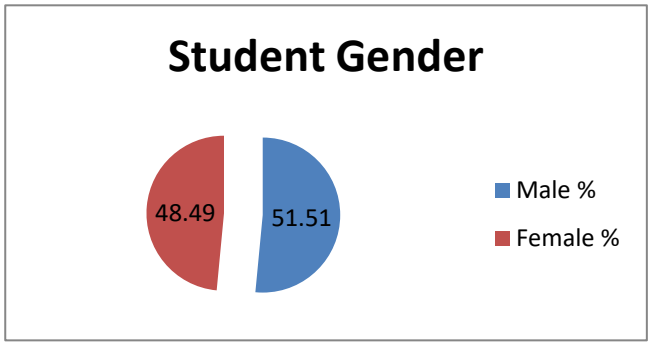
CAMPUS GENERAL INFO		2017-18
Campus Name		MFISD Marble Falls Elementary
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	629
grade level	text	EE - 5
5 year prior enrollment	#	539
increase in enrollment	%	16.7

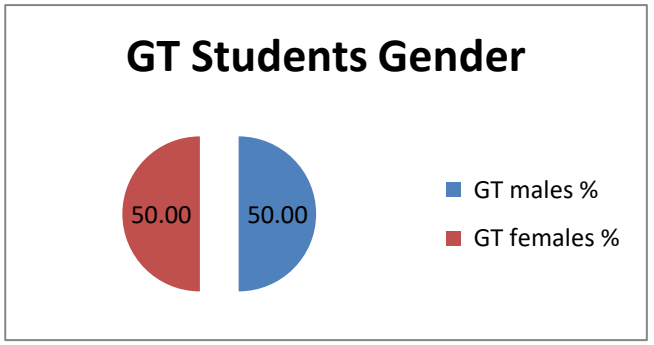
STUDENT DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.16
Anglo / White	%	56.12
Asian	%	2.07
Black / African American	%	3.50
Hispanic	%	35.29
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	2.86
Male	%	51.51
Female	%	48.49
Low SES	%	66.14

STAFF DEMOGRAPHICS		2016-2017
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

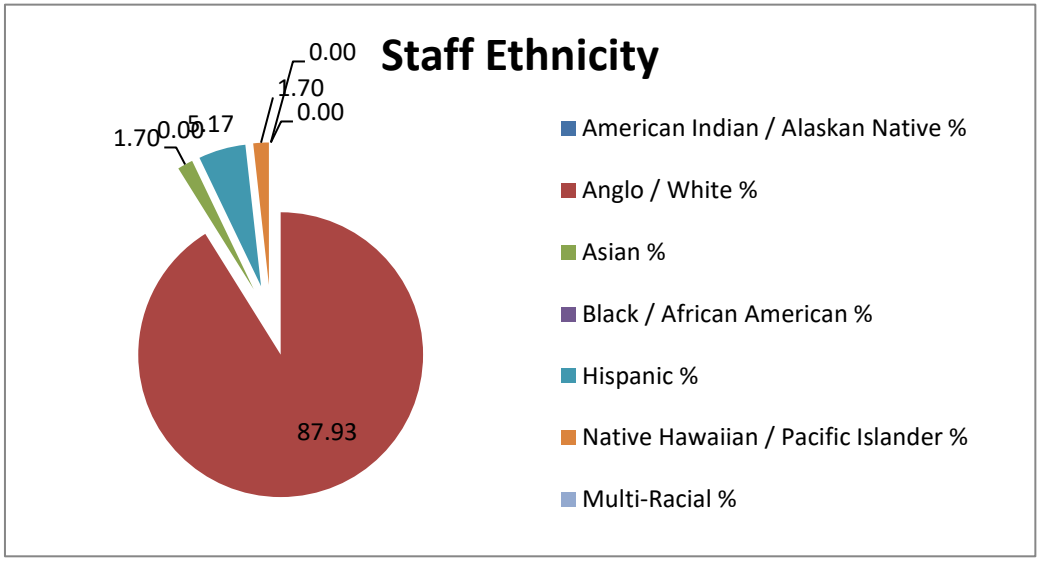
CAMPUS CHARACTERISTICS	2015-2016

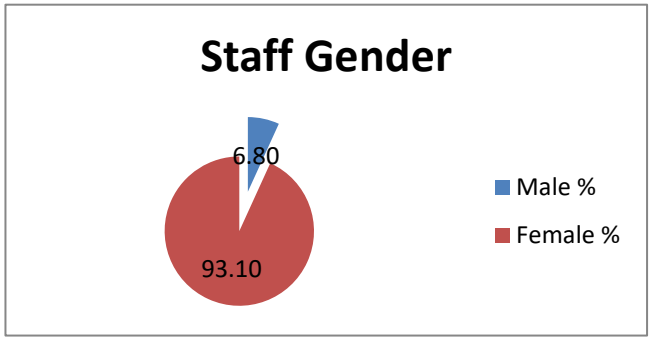






Average daily attendance for students	%	96.33
# of discipline referrals in 2016-2017	#	28
# of discipline referrals in 2015-2016	#	147
# English Language Learners (LEP)	#	27
# GT students	#	28
GT males	%	50.00
GT females	%	50.00
# students in 504 program	#	46
# SPED students	#	56
# students tested/not qualified for SPED	#	35/12
LEP students	%	4.29
change in discipline referrals	%	-80.95
served through SPED services	%	8.9





Campus Performance Objectives
Marble Falls Elementary School

Math	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	267	74.00%	79.00%	42.00%	19.00%
At Risk	131	82.00%	69.00%	22.00%	4.00%
Economic Disadvantage	165	68.00%	71.00%	32.00%	11.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	5	100.00%	100.00%	0.00%	0.00%
Black/African American	8	36.00%	42.00%	0.00%	14.00%
Hispanic	78	68.00%	72.00%	31.00%	10.00%
Hawaiian/Pacific Islander	6	83.00%	0.00%	0.00%	0.00%
Multi-racial	6	33.00%	100.00%	0.00%	0.00%
White	159	81.00%	83.00%	43.00%	24.00%
Gifted Talented	22	100.00%	100.00%	100.00%	62.00%
LEP	14	85.00%	50.00%	21.00%	0.00%
Special Ed	24	45.00%	52.00%	0.00%	0.00%

Science	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	87	70.00%	66.00%	40.00%	9.00%
At Risk	39	44.00%	54.00%	18.00%	2.00%
Economic Disadvantage	57	60.00%	56.00%	27.00%	5.00%
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	4	50.00%	75.00%	0.00%	0.00%
Hispanic	30	63.00%	48.00%	41.00%	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	51	75.00%	73.00%	43.00%	14.00%
Gifted Talented	13	100.00%	100.00%	100.00%	10.00%
LEP	7	29.00%	43.00%	0.00%	0.00%
Special Ed	10	30.00%	45.00%	0.00%	0.00%

Reading	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	267	70.00%	80.00%	40.00%	22.00%
At Risk	131	55.00%	65.00%	21.00%	8.00%
Economic Disadvantage	165	64.00%	72.00%	31.00%	11.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	5	100.00%	100.00%	0.00%	50.00%
Black/African American	8	43.00%	57.00%	0.00%	14.00%
Hispanic	78	66.00%	58.00%	26.00%	17.00%
Hawaiian/Pacific Islander	6	83.00%	0.00%	0.00%	0.00%
Multi-racial	6	17.00%	0.00%	0.00%	0.00%
White	159	76.00%	76.00%	48.00%	41.00%
Gifted Talented	22	100.00%	100.00%	91.00%	62.00%
LEP	14	54.00%	44.00%	21.00%	5.00%
Special Ed	24	32.00%	47.00%	0.00%	5.00%

Writing	Total Students	Met / Satisfactory		Advanced	
		2017 Actual	2016 Actual	2017 Actual	2016 Actual
All Students	79	49.00%	66.00%	20.00%	16.00%
At Risk	30	20.00%	42.00%	3.00%	0.00%
Economic Disadvantage	44	38.00%	52.00%	11.00%	8.00%
Am Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%
Asian	1	0.00%	50.00%	0.00%	0.00%
Black/African American	4	50.00%	50.00%	0.00%	0.00%
Hispanic	18	29.00%	53.00%	6.00%	10.00%
Hawaiian/Pacific Islander	4	50.00%	0.00%	0.00%	0.00%
Multi-racial	1	0.00%	0.00%	0.00%	0.00%
White	51	58.00%	75.00%	26.00%	20.00%
Gifted Talented	13	100.00%	100.00%	75.00%	62.00%
LEP	5	0.00%	25.00%	0.00%	0.00%
Special Ed	13	0.00%	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.

Marble Falls Elementary School Professional Learning 2016-2017

Back to School Professional Learning - August 2017

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 K-2 staff training using Lucy Calkins Units of Study.

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	Improved writing instruction
Strategy	Provide ongoing K-2 staff training, reflections, and norming meetings to support Calkins writing.

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 as well as Book Studies on Growth Mindset, The Seven Habits of Highly Effective Teens, and The Whole Brain Child.

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.**					
1.1	**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	Staff will be trained in and implement Lucy Calkins Units of Study in grades K-2 with additional writing support in 3-5.	Teachers, Instructional Staff, Administrators, Reading Specialists	Campus	Student Writing Samples	In Process	80% of students score Level 3 or higher on the post assessment of the last unit of study.	1,2
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

2.2	**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	**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, Blackboard, 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, , Watch D.O.G.S, Reading Buddies	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							

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**					
3.2.3							
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 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 recruit, develop, and retain highly qualified and effective personnel.**					
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
5.1.4	MFES will establish and carry out the MFISD Mentor Program	Administration; ILT; Mentor Teachers	Campus	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							

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.**					
5.2.3							
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	**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	

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.

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							

Spicewood Elementary School (MFISD)

Campus Improvement Plan

2017-2018

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 Parent, Business, Community, Teacher, etc	SIGNATURE
Susan Cox	Principal	
Allison Smith	Counselor	
Sonya Smith	Instructional Coach	
Judie Jenkins	Teacher	
Kalika Turner	Teacher	
Mike Fruge	Community Member	
	Business Member	
Jeannie Jett	Parent	

NAME	POSITION Parent, Business, Community, 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
Susan Cox	☑ TAPR
Delight Dehorty	☑ Disaggregated STAAR / TAKS Data
Dana Zamarippa	☑ Campus PEIMS Reports
Sonya Smith	☑ Student Attendance Data
Allsion Smith	☑ Truancy Data
Leslie Baty	☑ 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. 207/203

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 reading 5-5th and math 3-5th and science. All classroom teachers are ESL certified.

Needs: Campus STAAR data is lower than expected in writing. 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 campus will conduct regular and ongoing professional development such as book studies and coaching cycles to provide opportunities for professional growth. We consistently work with teachers to develop and improve systems to review data and increase student mastery and instructional focus.

Needs: We will implement a redesigned 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 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: SWE has weeklystructured PLC Meetings to continue our focus on student learning and the standards which has solidified who we are as a campus. By implementing planning for learning in order to meet the needs of every student we feel all students are showing growth. Regular collaborative conversation impact student learning. 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 writing and reading, will be specifically addressed. SWE will improve the use of student data, focus on effective Tier I instruction, consistently use of the Curriculum Alignment Project documents and procedures, and progress monitoring student/campus 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 learners. 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 BAS/TPRI levels, AIMSweb reports, TELPAS, RtI, 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 will be an area of focus and we continue to have our district ESL Coordinator, Deb Canup, train 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 receieved training and support for technolgy and develop integrated lessons. Our instructional coach, Sonya Smith, assists teachers in the integration and several teachers are developing Google classrooms. We are 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.

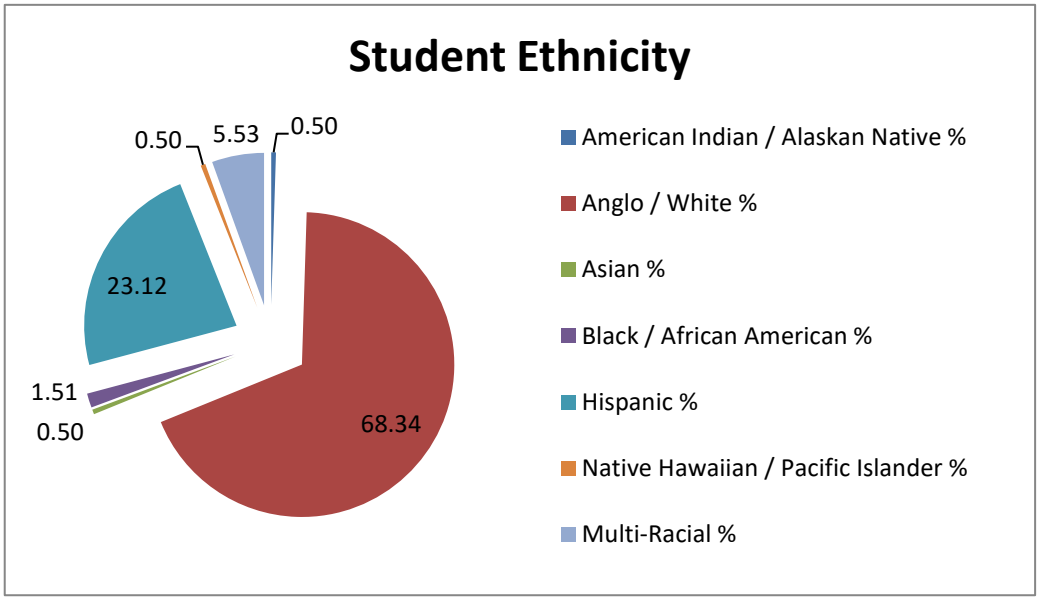
Needs: We will work to make technology integration meaningful and to connect with knowledge and experiences that would be unavailble without the technology tool.

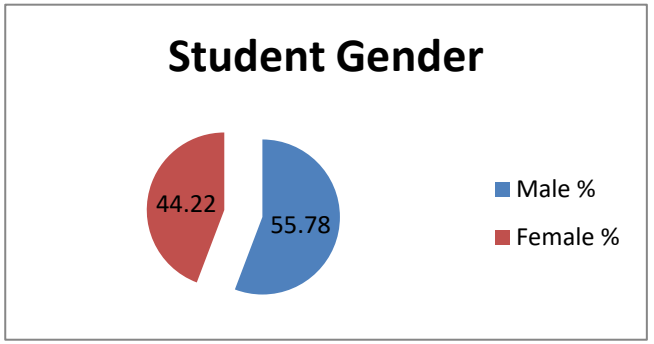
CAMPUS GENERAL INFO		2016-17
Campus Name		MFISD Spicewood
# of campuses in district	#	7
type of families (i.e. middle class working)		lower to middle class
current enrollment	#	199
grade level	text	PKN - 5
5 year prior enrollment	#	220
increase in enrollment	%	-9.55

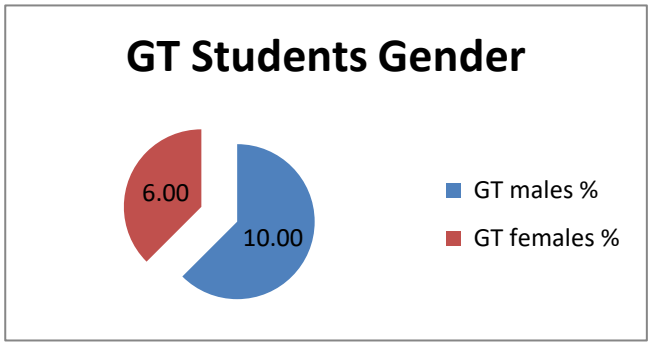
STUDENT DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.50
Anglo / White	%	68.34
Asian	%	0.50
Black / African American	%	1.51
Hispanic	%	23.12
Native Hawaiian / Pacific Islander	%	0.50
Multi-Racial	%	5.53
Male	%	55.78
Female	%	44.22
Low SES	%	47.74

STAFF DEMOGRAPHICS		2016-2017
American Indian / Alaskan Native	%	0.00
Anglo / White	%	100.00
Asian	%	0.00
Black / African American	%	0.00
Hispanic	%	10.00
Native Hawaiian / Pacific Islander	%	0.00
Multi-Racial	%	10.00
Male	%	3.00
Female	%	97.00
highly qualified paraprofessionals	%	100.00

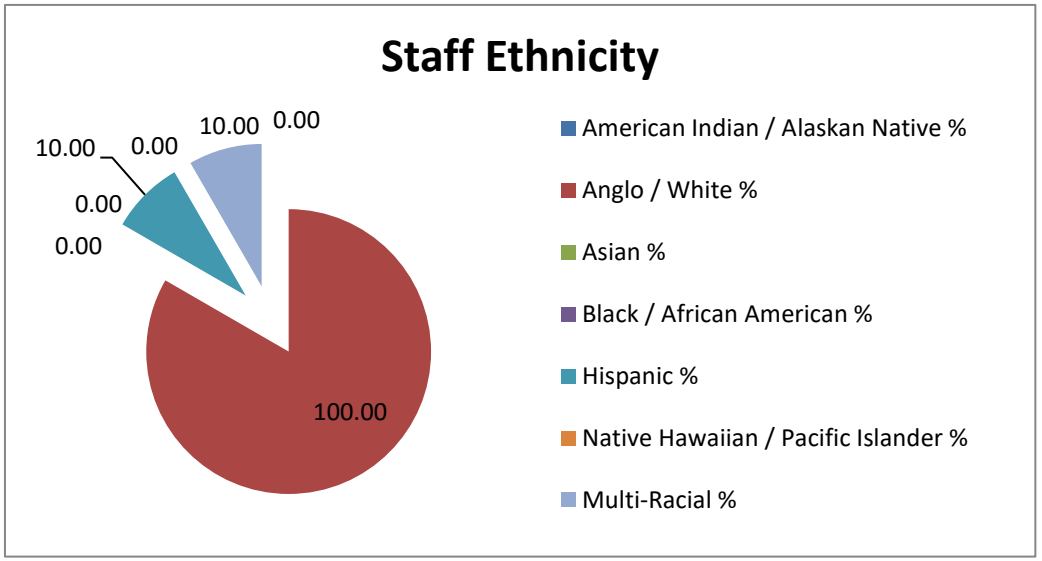
CAMPUS CHARACTERISTICS		2016-2017
Average daily attendance for students	%	96.31
# of discipline referrals in 2016-2017	#	14

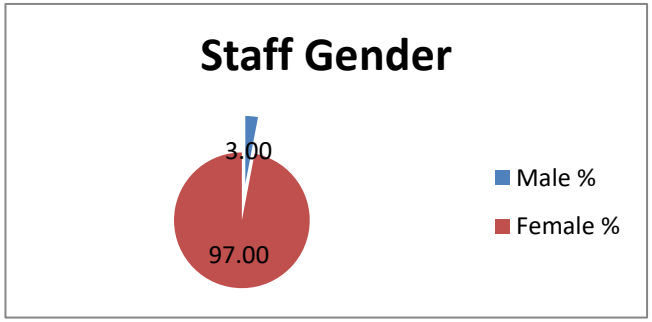






# of discipline referrals in 2015-2016	#	5
# English Language Learners (LEP)	#	16
# GT students	#	16
GT males	%	10.00
GT females	%	6.00
# students in 504 program	#	14
# SPED students	#	19
# students tested/not qualified for SPED	#	12/3
LEP students	%	8.04
change in discipline referrals	%	180
served through SPED services	%	9.55





Campus Performance Objectives
Spicewood Elementary School

Math	Total Students	Approaches/Met		Masters/Advanced	
		2017	2016	2017	2016
All Students	87		90.00%		29.00%
At Risk	24		60.55%		6.42%
Economic Disadvantage	38		72.00%		26.00%
Am Indian/Alaska Native	1		0.00%		0.00%
Asian	2		0.00%		0.00%
Black/African American	0		100.00%		100.00%
Hispanic	21	86.00%	68.00%	29.00%	16.00%
Hawaiian/Pacific Islander	1		0.00%		0.00%
Multi-racial	1		100.00%		0.00%
White	61	96.00%	90.00%	30.00%	37.00%
Gifted Talented	17		80.00%		53.00%
LEP	11		55.00%		0.00%
Special Ed	7		25.00%		0.00%

Science	Total Students	Approaches/Met		Masters/Advanced	
		2017	2016		2016
All Students	26	92.00%	76.00%		5.00%
At Risk	10	80.00%	33.00%		0.00%
Economic Disadvantage	11	82.00%	57.00%		0.00%
Am Indian/Alaska Native	0		0.00%		0.00%
Asian	0		0.00%		0.00%
Black/African American	0		100.00%		0.00%
Hispanic	5	60.00%	43.00%		0.00%
Hawaiian/Pacific Islander	0		0.00%		0.00%
Multi-racial	0		100.00%		0.00%
White	21	100.00%	81.00%		6.00%
Gifted Talented	6	100.00%	100.00%		33.00%
LEP	4		0.00%		0.00%
Special Ed	3		0.00%		0.00%

Reading	Total Students	Approaches/Met		Masters/Advanced	
		2017	2016	2017	2016
All Students	87		85.00%		33.00%
At Risk	24		70.00%		7.00%
Economic Disadvantage	38		79%		26.00%
Am Indian/Alaska Native	1		0.00%		0.00%
Asian	2		0.00%		0.00%
Black/African American	0		100.00%		100.00%
Hispanic	21		74.00%		21.00%
Hawaiian/Pacific Islander	1		0.00%		0.00%
Multi-racial	1		50.00%		0.00%
White	61		94.00%		30.00%
Gifted Talented	17		80.00%		67.00%
LEP	11		73.00%		9.00%
Special Ed	7		25.00%		0.00%

Writing	Total Students	Approaches/Met		Masters/Advanced	
		2017	2016	2017	2016
All Students	29	72.00%	93.00%	10.00%	19.00%
At Risk	8	38.00%	75.00%	0.00%	0.00%
Economic Disadvantage	14	57.00%	83.00%	0.00%	8.00%
Am Indian/Alaska Native	0		0.00%		0.00%
Asian	1		0.00%		0.00%
Black/African American	0		0.00%		0.00%
Hispanic	7	57.00%	80.00%	0.00%	20.00%
Hawaiian/Pacific Islander	1		0.00%		0.00%
Multi-racial			0.00%		0.00%
White	20	80.00%	95.00%	15.00%	18.00%
Gifted Talented	5	100.00%	100.00%	60.00%	67.00%
LEP	4		75.00%		0.00%
Special Ed	2		50.00%		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.

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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 2017-2018

Back to School Professional Learning - August 2017

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	Discussion about Code of Conduct, expectations and continue discline committee

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 2017-2018

Campus Professional Learning - Job Embedded

Need	Increase or continue literacy PK-5
Strategy	Facilitate book study on guided reading, showcase strategies during faculty meetings, review Literacy Handbook and Lucy Calkins strategiess K-2

Need	Positive Behavior Supports
Strategy	Facilitate book study on Conscious Discipline and continue to support a discipline committee

Need	RtI and Intervention
Strategy	Provide training on SMART goals and documentation and develop a support team for campus RtI

Need	Differentiation and Instruction
Strategy	Provide professional development on differentation and strategies for working with special populations and facilitate a book study on best practices for enagaging all learners

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	Implement the Curriculum Alignment Project throughout the campus including newly created year at a glance.	Instructional Coach, 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 effective and relevant professional learning opportunities for staff, job-embedded professional learning, and collaborative instructional planning that directly impacts classroom instruction.	Curriculum & Instruction, Instructional Coach, Instructional Technologist, Administration, Counselor	Eduphoria, Collaborative Planning, Walk-through data, Lesson plans, campus book study	TBA, STAAR, Classroom Grades, T-TESS Feedback, RtI Documentation, survey data	In Process	Positive response on surveys and student achvievement	1,3,4,8
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, RtI Teams, Counselor, Administration	Instructional Resources; Wilson Materials; SSI Guidelines; Challenge Lab; AIMSWeb; BAS; TPRI; TBAs	TBAs, STAAR, Classroom Grades, 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**	**All students will be successful learners in the curriculum as 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		**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	CAP discussion will help teacher to develop and implement innovative approaches to meeting the needs of every child.	Curriculum & Instruction, Instructional Coach, Administration, Teachers	Instructional Resources; LLI; Challenge Lab; AIMSWeb; BAS; TPRI; TBAs	TBA, STAAR, Classroom Walkthroughs, T-TESS Feedback, student data	In Process	Increase in all students performing on level in all academic areas	1,2,3,8
1.2.2	Staff will utilize best practice and innovative approaches to ensure all students attain curriculum concepts by providing appropriate and timely remediation and challenge.	Administration, Curriculum and Instruction, Instructional Coach, ILT, RtI Team, Teachers, Counselor	Instructional Resources, Book Studies, CAP, Learning Academy, GT, RtI Planning, Literacy 2020	TBA, STAAR, Classroom Walkthroughs, T-TESS Feedback, student data	In Process	Increase in all students performing on level in all academic areas	1,2,3,8
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 and staff using the concepts from The Leader in Me, Character Counts Programs 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	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	Feedback from teachers, parents, and students	In Process	10% Increase from previous year's data	1,2, 6,9
2.1.3	Administration and Instructional Coach will facilitate individual growth and leadership of staff at the campus level.	Administration, Instuctional Coach, ILT, Counselor, Teachers	ILT Meetings, Book Studies, CAP/PLC	Feedback from staff	In Process	Increase in staff leadership roles on campus	3,5

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							

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.**
2.3	**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		**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**	**Spicewood Elementary will provide parent and community support through educational opportunities at school.**					
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 a schedule and facilitate scheduled learning opportunites for community and parent outreach.	Administration, Teachers, Counselor, IC	PTO will support with funding	Parent Surveys	Planning	Regular community participation	6,7
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		**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.**					
3.2.3							
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	**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 mentoring program that provides regular and ongoing professional support for 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, Administration	Monthly newsletters	Newsletters going out monthly	In Process		3, 5, 7

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.	Administration	documentation from mentor meetings	Survey of mentor and mentored staff	In Process		3, 5, 7
5.2.3	SWES will offer coaching cycles through teachers observing teachers and other innovative approaches in order to increase teacher effectiveness and develop leadership skills in all staff	Administration, ILT, Mentor Teachers	Book Studies, Google Classroom	Staff Survey	In Process		3, 5, 7
5.3	**Performance Objective 3**	**SWES will maintain a positive campus culture.**					
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	Team building/ Culture building activities	Administration, ILT, Counselor, IC	Kagan and other team buidling supports	Staff Survey	In Process		3, 5, 7
5.3.2	Celebrations of staff achievement	Administration, ILT, Counselor, IC	Calendar of events and schedules	Staff Survey	In Process		3, 5, 7
5.3.3	Positive/encouraging notes	Administration, Staff	Calendar of events and schedules	Staff Survey	In Process		3, 5, 7

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**						

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.

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							

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2016-17 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	1,202	45	923	624	661	629	199	4,283
	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 FY2015
Enrolled in Texas Public or Independent Higher Education in FY 2016

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	2						
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	0						
		Not Trackable	0						
		Not Found	29						
		Total High School Graduates	33						
	027904001	MARBLE FALLS H S							
		Four-Year Public University	66	14	7	15	12	18	0
		Two-Year Public Colleges	51	12	11	6	13	5	4
		Independent Colleges & Universities	9						
		Not Trackable	6						
		Not Found	97						
		Total High School Graduates	229						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Marble Falls ISD

Statement of Revenues and Expenditures - General Fund

As of December 31, 2017

50%	Of Fiscal Year	CURRENT YEAR YTD				CURRENT MONTH		
REVENUES		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	MONTH ACTIVITY	% OF BUDGET
5710	LOCAL TAX REVENUES	$ 38,233,639	$ 16,589,779	$ 21,643,860	43.39%	$ 38,233,639	$ 13,189,316	34.50%
57XX	OTHER LOCAL REVENUES	$ 491,507	$ 308,131	$ 183,376	62.69%	$ 491,507	$ 79,201	16.11%
58XX	STATE PROG. REVENUES	$ 4,381,193	$ 2,198,972	$ 2,182,221	50.19%	$ 4,381,193	$ 75,417	1.72%
5900	FEDERAL REVENUE	$ 960,000	$ 589,699	$ 370,301	61.43%	$ 960,000	$ 35,421	3.69%
	TOTAL REVENUE	$ 44,066,339	$ 19,686,581	$ 24,379,758	44.67%	$ 44,066,339	$ 13,379,355	30.36%
EXPENDITURES								
11	INSTRUCTION	$ 21,136,033	$ 7,167,049	$ 13,968,984	33.91%	$ 21,136,033	$ 1,698,058	8.03%
12	LIBRARY	$ 454,929	$ 145,024	$ 309,905	31.88%	$ 454,929	$ 31,236	6.87%
13	STAFF DEVELOPMENT	$ 408,099	$ 248,305	$ 159,794	60.84%	$ 408,099	$ 21,804	5.34%
21	INST ADMINISTRATION	$ 1,024,264	$ 481,206	$ 543,058	46.98%	$ 1,024,264	$ 72,211	7.05%
23	SCHOOL ADMINISTRATION	$ 2,203,390	$ 914,383	$ 1,289,007	41.50%	$ 2,203,390	$ 170,058	7.72%
31	GUID AND COUNSELING	$ 1,162,639	$ 443,436	$ 719,203	38.14%	$ 1,162,639	$ 90,857	7.81%
32	SOCIAL WORK SERVICES	$ 62,872	$ 24,249	$ 38,623	38.57%	$ 62,872	$ 3,766	5.99%
33	HEALTH SERVICES	$ 390,340	$ 129,580	$ 260,760	33.20%	$ 390,340	$ 30,022	7.69%
34	PUPIL TRANSP - REGULAR	$ 2,013,409	$ 819,653	$ 1,193,756	40.71%	$ 2,013,409	$ 143,843	7.14%
36	CO-CURRICULAR ACT	$ 1,611,559	$ 539,439	$ 1,072,120	33.47%	$ 1,611,559	$ 96,965	6.02%
41	GEN ADMINISTRATION	$ 1,466,189	$ 738,926	$ 727,263	50.40%	$ 1,466,189	$ 107,329	7.32%
51	PLANT MAINT & OPERATION	$ 4,987,637	$ 2,391,304	$ 2,596,333	47.94%	$ 4,987,637	$ 343,378	6.88%
52	SECURITY & MONITORING	$ 130,778	$ 36,761	$ 94,017	28.11%	$ 130,778	$ 9,051	6.92%
53	DATA PROCESSING	$ 1,991,727	$ 1,367,619	$ 624,108	68.66%	$ 1,991,727	$ 57,809	2.90%
61	COMMUNITY SERVICES	$ 57,511	$ 15,575	$ 41,936	27.08%	$ 57,511	$ 4,251	7.39%
71	DEBT SERVICE	$ -	$ 139,720	$ (139,720)		$ -	$ -	
81	FACILITIES ACQ & CONST	$ 600,000	$ -	$ 600,000	0.00%	$ 600,000	$ -	0.00%
91	STUDENT ATTENDANCE CR	$ 4,628,118	$ (4,339)	$ 4,632,457	-0.09%	$ 4,628,118	$ (4,339)	-0.09%
99	PURCHASES & CONT SRVS	$ 646,749	$ 333,093	$ 313,656	51.50%	$ 646,749	$ 173,752	26.87%
	TOTAL EXPENDITURES	$ 44,976,242	$ 15,930,983	$ 29,045,259	35.42%	$ 44,976,242	$ 3,050,051	6.78%
7000	Other Sources	$ 419,160	$ 419,160				$ -	
8000	Other Uses	$ -	$ -				$ -	
		Budget	**Actual**				**Month Actual**	
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	**$ (490,743)**	$ 4,174,758	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES			$ 10,329,304	
3000	BEG FUND BAL 07/01/17	$ 13,980,959						
	BUDGETED FUND BALANCE	**$ (490,743)**						
3000	END FUND BAL 08/31/18	$ 13,490,216	Unaudited					

Marble Falls ISD

Statement of Revenues and Expenditures - Food Service

As of December 31, 2017

50%	Of Fiscal Year	CURRENT YEAR YTD				CURRENT MONTH		
REVENUES		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	MONTH ACTIVITY	% OF BUDGET
57XX	LOCAL REVENUES	$ 695,140	$ 314,567	$ 380,573	45.25%	$ 695,140	$ 60,315	8.68%
58XX	STATE PROG. REVENUES	$ 11,621	$ 141	$ 11,480	1.22%	$ 11,621	$ -	0.00%
59xx	FEDERAL REVENUE	$ 1,815,468	$ 626,222	$ 1,189,246	34.49%	$ 1,815,468	$ 360,158	19.84%
	TOTAL REVENUE	$ 2,522,229	$ 940,930	$ 1,581,299	37.31%	$ 2,522,229	$ 420,473	16.67%
EXPENDITURES								
61	PAYROLL COST	$ 942,819	$ 477,809	$ 465,010	50.68%	$ 942,819	$ 81,967	8.69%
62	PURCHASE & CONTRACTED	$ 99,619	$ 48,720	$ 50,899	48.91%	$ 99,619	$ 5,840	5.86%
63	SUPPLIES AND MATERIALS	$ 1,393,160	$ 546,608	$ 846,552	39.24%	$ 1,393,160	$ 130,937	9.40%
64	OTHER OPERATING EXP	$ 16,438	$ 4,954	$ 11,484	30.14%	$ 16,438	$ 2,325	14.14%
66	CPTL OUTLAY	$ -	$ -	$ -	0.00%	$ -	$ -	0.00%
	TOTAL EXPENDITURES	$ 2,452,036	$ 1,078,091	$ 1,373,945	43.97%	$ 2,452,036	$ 221,069	9.02%
7000	Other Sources		$ -				$ -	
8000	Other Uses		$ -				$ -	
		Budget	**Actual**				**Month Actual**	
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	$ 70,193	$ (137,161)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES			$ 199,404	
3000	BEG FUND BAL 07/01/17	$ 550,233						
3000	END FUND BAL 08/31/18	$ 620,426	Unaudited					

Marble Falls ISD
Statement of Revenues and Expenditures - Debt Service
As of December 31, 2017

50%	Of Fiscal Year	CURRENT YEAR YTD				CURRENT MONTH		
REVENUES		BUDGET	YTD ACTIVITY	BALANCE	% OF BUDGET	BUDGET	MONTH ACTIVITY	% OF BUDGET
57XX	LOCAL TAX REVENUES	$ 7,948,326	$ 4,337,128	$ 3,611,198	54.57%	$ 7,948,326	$ -	0.00%
58XX	STATE PROG. REVENUES	$ 108,975	$ 115,381	$ (6,406)	105.88%	$ 108,975	$ -	0.00%
59xx	FEDERAL REVENUE	$ -	$ -	$ -	0.00%	$ -	$ -	0.00%
	TOTAL REVENUE	$ 8,057,301	$ 4,452,509	$ 3,604,792	55.26%	$ 8,057,301	$ -	0.00%
EXPENDITURES								
65	DEBT SERVICE	$ 6,737,558	$ 5,227,417	$ 1,510,141	77.59%	$ 6,737,558	$ -	0.00%
	TOTAL EXPENDITURES	$ 6,737,558	$ 5,227,417	$ 1,510,141	77.59%	$ 6,737,558	$ -	0.00%
7000	Other Sources		$ -				$ -	
8000	Other Uses		$ -				$ -	

		Budget	**Actual**		**Month Actual**
1200	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	$ 1,319,743	$ (774,908)	EXCESS (DEFICIENCY) OF REVENUES OVER 0	$ -
3000	BEG FUND BAL 07/01/17	$ 7,287,215	0		
3000	END FUND BAL 08/31/18	$ 8,606,958	Unaudited		

Marble Falls Independent School District

Financial Report

January 15, 2018

Check Payment Fund Summary

Expenditure to Budget Report

Check Payment Fund Summary

For Bills Paid

December 1 – December 31, 2017

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	69.30	69.30
199	GENERAL FUND	11,244.20	996.31	725,362.55	737,603.06
211	TITLE I PART A, BASIC PROGRAMS	0.00	0.00	9,014.91	9,014.91
224	IDEA PART B FORMULA	0.00	0.00	22,279.56	22,279.56
240	FOOD SERVICE	0.00	186.45	188,626.59	188,813.04
244	VOC. ED.-BASIC GRANT	0.00	0.00	3,492.10	3,492.10
255	TITLE II PART A TCHR & PRINCPL	0.00	0.00	2,700.00	2,700.00
352	21st CENTURY COMM LEARNING CEN	0.00	0.00	87,806.18	87,806.18
410	INSTRUCTIONAL MATERIALS ALLOTM	0.00	0.00	1,863.57	1,863.57
622	CPF - CATE	0.00	0.00	2,497.81	2,497.81
636	CPF - BAND	0.00	0.00	105,600.00	105,600.00
651	CPF - MAINTENANCE	0.00	0.00	1,351.31	1,351.31
*** Fund Summary Totals ***		11,244.20	1,182.76	1,150,663.88	1,163,090.84

********** End of report **********

Expenditure to Budget Report

January 15, 2018

General Operating Fund

Food Service Fund

Capital Projects

	Obj	Obj	2017-18 ESTIMATED REVENUE	December 2017-18 MTHLY ACTIVITY	2017-18 Activity	REVENUE BALANCE	PERCENT REALIZED	2017-18 YTD %
199		GENERAL FUND						
5700		REVENUE-LOCAL & INTERMED						
	571-	LOCAL REAL-PROPERTY TAXES	38,233,639.00	13,189,315.72	16,589,779.10	21,643,859.90	52.76	43.39
	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	9,973.45	33,044.45	68,955.55	32.40	32.40
	574-	TRANS FROM WITHIN STATE	267,622.50	64,757.33	178,032.38	89,590.12	66.52	66.52
	575-	ENTERPRISING ACTIVITIES	118,570.00	4,470.90	97,053.95	21,516.05	81.85	81.85
	57--	REVENUE-LOCAL & INTERMED	38,725,146.50	13,268,517.40	16,897,909.88	21,827,236.62	52.89	43.64
5800		STATE PROGRAM REVENUES						
	581-	PER CAPITA-FOUNDATION REV	2,714,750.00	75,417.00	1,779,421.00	935,329.00	65.55	65.55
	582-	STATE REVENUE DISTRBTD BY TEA	5,000.00	0.00	0.00	5,000.00	0.00	0.00
	583-	TRS ON BEHALF BENEFIT	1,661,443.00	0.00	419,551.19	1,241,891.81	25.25	25.25
	58--	STATE PROGRAM REVENUES	4,381,193.00	75,417.00	2,198,972.19	2,182,220.81	50.19	50.19
5900		FEDERAL PROGRAM REVENUES						
	591-	FEDERALLY DIST REVENUES	40,000.00	0.00	0.00	40,000.00	0.00	0.00
	592-		120,000.00	-154.42	59,345.62	60,654.38	49.45	49.45
	593-	VOC ED NON FOUNDATION	800,000.00	35,575.34	530,353.78	269,646.22	66.55	66.29
	59--	FEDERAL PROGRAM REVENUES	960,000.00	35,420.92	589,699.40	370,300.60	61.64	61.43
7900		OTHER RESOURCES						
	791-		419,159.70	0.00	419,159.70	0.00	100.00	100.00
	79--	OTHER RESOURCES	419,159.70	0.00	419,159.70	0.00	100.00	100.00
	----	GENERAL FUND	44,485,499.20	13,379,355.32	20,105,741.17	24,379,758.03	53.26	45.20

	Obj	Obj	2017-18 ESTIMATED REVENUE	December 2017-18 MTHLY ACTIVITY	2017-18 Activity	REVENUE BALANCE	PERCENT REALIZED	2017-18 YTD %
240		FOOD SERVICE						
5700		REVENUE-LOCAL & INTERMED						
	574-	TRANS FROM WITHIN STATE	1,500.00	248.33	954.66	545.34	63.64	63.64
	575-	ENTERPRISING ACTIVITIES	693,640.00	60,066.52	313,612.60	380,027.40	45.21	45.21
	57--	REVENUE-LOCAL & INTERMED	695,140.00	60,314.85	314,567.26	380,572.74	45.25	45.25
5800		STATE PROGRAM REVENUES						
	582-	STATE REVENUE DISTRBTD BY TEA	11,621.00	0.00	141.42	11,479.58	1.22	1.22
	58--	STATE PROGRAM REVENUES	11,621.00	0.00	141.42	11,479.58	1.22	1.22
5900		FEDERAL PROGRAM REVENUES						
	592-		1,815,468.00	360,158.52	626,221.93	1,189,246.07	34.49	34.49
	59--	FEDERAL PROGRAM REVENUES	1,815,468.00	360,158.52	626,221.93	1,189,246.07	34.49	34.49
	----	FOOD SERVICE	2,522,229.00	420,473.37	940,930.61	1,581,298.39	37.31	37.31

Number of Accounts: 53

********** End of report **********

	Obj	Obj	2017-18 ESTIMATED REVENUE	December 2017-18 Monthly Activity	2017-18 Activity	REVENUE BALANCE	2017-18 YTD %
199		GENERAL FUND					
	5---	REVENUE	44,066,339.50	13,379,355.32	19,686,581.47	24,379,758.03	44.67
	7---	OTHER RESOURCES	419,159.70	0.00	419,159.70	0.00	100.00
	----	GENERAL FUND	44,485,499.20	13,379,355.32	20,105,741.17	24,379,758.03	45.20
240		FOOD SERVICE					
	5---	REVENUE	2,522,229.00	420,473.37	940,930.61	1,581,298.39	37.31
	----	FOOD SERVICE	2,522,229.00	420,473.37	940,930.61	1,581,298.39	37.31

Number of Accounts: 53

********** End of report **********

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	December 2017-18 ACTIVITY	BALANCE	2017-18 YTD %
199		GENERAL FUND						
11		INSTRUCTION						
	61--	PAYROLL COSTS	20,211,717.59	0.00	6,794,548.17	1,583,071.95	13,417,169.42	33.62
	62--	PURCHASE & CONTRACTED SVS	273,798.95	61,492.53	154,690.71	21,920.31	57,615.71	56.50
	63--	SUPPLIES AND MATERIALS	481,818.47	29,392.04	141,368.71	20,666.52	311,057.72	29.34
	64--	OTHER OPERATING EXPENSES	40,351.58	884.51	6,660.73	2,617.80	32,806.34	16.51
	66--	CPTL OUTLY LAND BLDG & EQ	128,347.00	58,565.00	69,781.03	69,781.03	0.97	54.37
	----	INSTRUCTION	21,136,033.59	150,334.08	7,167,049.35	1,698,057.61	13,818,650.16	33.91
12		INST. RESOURCES & MEDIA SVCS						
	61--	PAYROLL COSTS	360,978.32	0.00	121,437.09	26,717.21	239,541.23	33.64
	62--	PURCHASE & CONTRACTED SVS	38,083.00	251.25	6,587.75	558.75	31,244.00	17.30
	63--	SUPPLIES AND MATERIALS	49,812.00	12,435.47	13,868.26	3,960.59	23,508.27	27.84
	64--	OTHER OPERATING EXPENSES	6,056.00	0.00	3,130.97	0.00	2,925.03	51.70
	----	INST. RESOURCES & MEDIA S	454,929.32	12,686.72	145,024.07	31,236.55	297,218.53	31.88
13		CURRICULUM DEV & INST STFF DEV						
	61--	PAYROLL COSTS	165,678.61	0.00	95,546.09	8,147.02	70,132.52	57.67
	62--	PURCHASE & CONTRACTED SVS	90,750.00	0.00	75,104.20	3,000.00	15,645.80	82.76
	63--	SUPPLIES AND MATERIALS	79,111.60	3,162.11	57,827.94	2,416.25	18,121.55	73.10
	64--	OTHER OPERATING EXPENSES	72,558.40	10,173.33	19,826.45	8,240.71	42,558.62	27.32
	----	CURRICULUM DEV & INST STF	408,098.61	13,335.44	248,304.68	21,803.98	146,458.49	60.84
21		INSTRUCTIONAL LEADERSHIP						
	61--	PAYROLL COSTS	881,145.29	0.00	422,847.36	70,667.16	458,297.93	47.99
	62--	PURCHASE & CONTRACTED SVS	104,336.00	3,569.09	50,478.62	1,398.52	50,288.29	48.38
	63--	SUPPLIES AND MATERIALS	24,637.05	275.36	2,457.51	144.99	21,904.18	9.97
	64--	OTHER OPERATING EXPENSES	14,145.95	3,521.24	5,422.56	0.00	5,202.15	38.33
	----	INSTRUCTIONAL LEADERSHIP	1,024,264.29	7,365.69	481,206.05	72,210.67	535,692.55	46.98

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	December 2017-18 ACTIVITY	BALANCE	2017-18 YTD %
199		GENERAL FUND						
23		SCHOOL LEADERSHIP						
	61--	PAYROLL COSTS	2,115,611.83	0.00	874,071.20	164,704.25	1,241,540.63	41.32
	62--	PURCHASE & CONTRACTED SVS	34,716.15	17,552.70	17,400.15	2,432.81	-236.70	50.12
	63--	SUPPLIES AND MATERIALS	35,371.06	1,917.52	15,194.43	1,488.12	18,259.11	42.96
	64--	OTHER OPERATING EXPENSES	17,690.79	6,191.73	7,717.02	1,432.64	3,782.04	43.62
	----	SCHOOL LEADERSHIP	2,203,389.83	25,661.95	914,382.80	170,057.82	1,263,345.08	41.50
31		GUIDANCE & COUNSELING						
	61--	PAYROLL COSTS	1,125,777.67	0.00	430,501.00	89,563.20	695,276.67	38.24
	62--	PURCHASE & CONTRACTED SVS	8,030.00	0.00	349.31	0.00	7,680.69	4.35
	63--	SUPPLIES AND MATERIALS	18,324.00	743.16	8,028.52	688.48	9,552.32	43.81
	64--	OTHER OPERATING EXPENSES	10,507.00	1,223.60	4,556.87	605.73	4,726.53	43.37
	----	GUIDANCE & COUNSELING	1,162,638.67	1,966.76	443,435.70	90,857.41	717,236.21	38.14
32		SOCIAL WORK SERVICES						
	61--	PAYROLL COSTS	50,871.56	0.00	24,248.56	3,765.79	26,623.00	47.67
	62--	PURCHASE & CONTRACTED SVS	12,000.00	0.00	0.00	0.00	12,000.00	0.00
	----	SOCIAL WORK SERVICES	62,871.56	0.00	24,248.56	3,765.79	38,623.00	38.57
33		HEALTH SERVICES						
	61--	PAYROLL COSTS	378,365.53	0.00	126,270.45	29,550.78	252,095.08	33.37
	62--	PURCHASE & CONTRACTED SVS	540.00	0.00	200.00	0.00	340.00	37.04
	63--	SUPPLIES AND MATERIALS	10,399.00	571.11	3,109.11	470.88	6,718.78	29.90
	64--	OTHER OPERATING EXPENSES	1,035.00	0.00	0.00	0.00	1,035.00	0.00
	----	HEALTH SERVICES	390,339.53	571.11	129,579.56	30,021.66	260,188.86	33.20
34		PUPIL TRANSPORTATION						
	61--	PAYROLL COSTS	1,298,705.21	0.00	665,491.91	113,052.99	633,213.30	51.24
	62--	PURCHASE & CONTRACTED SVS	33,625.00	6,892.55	16,037.34	3,936.83	10,695.11	47.69
	63--	SUPPLIES AND MATERIALS	345,770.00	52,132.09	157,316.23	16,978.31	136,321.68	45.50

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	December 2017-18 ACTIVITY	BALANCE	2017-18 YTD %
199		GENERAL FUND						
34		PUPIL TRANSPORTATION						
	64--	OTHER OPERATING EXPENSES	-94,600.00	617.35	-38,791.32	-9,723.67	-56,426.03	41.01
	66--	CPTL OUTLY LAND BLDG & EQ	429,909.00	410,310.00	19,599.00	19,599.00	0.00	4.56
	----	PUPIL TRANSPORTATION	2,013,409.21	469,951.99	819,653.16	143,843.46	723,804.06	40.71
36		COCURR./EXTRACURR.ACTIVITIES						
	61--	PAYROLL COSTS	985,555.97	0.00	299,325.73	65,421.88	686,230.24	30.37
	62--	PURCHASE & CONTRACTED SVS	145,963.97	9,663.41	50,121.07	13,774.86	86,179.49	34.34
	63--	SUPPLIES AND MATERIALS	152,564.00	20,776.34	57,068.98	2,902.09	74,718.68	37.41
	64--	OTHER OPERATING EXPENSES	327,475.03	29,264.22	132,923.44	14,866.40	165,287.37	40.59
	----	COCURR./EXTRACURR.ACTIVIT	1,611,558.97	59,703.97	539,439.22	96,965.23	1,012,415.78	33.47
41		GENERAL ADMINISTRATION						
	61--	PAYROLL COSTS	1,139,490.33	0.00	542,053.43	88,255.53	597,436.90	47.57
	62--	PURCHASE & CONTRACTED SVS	110,169.60	25,851.97	73,756.48	7,450.08	10,561.15	66.95
	63--	SUPPLIES AND MATERIALS	103,282.00	4,709.83	52,374.54	2,157.95	46,197.63	50.71
	64--	OTHER OPERATING EXPENSES	113,246.90	10,932.37	70,741.09	9,464.99	31,573.44	62.47
	----	GENERAL ADMINISTRATION	1,466,188.83	41,494.17	738,925.54	107,328.55	685,769.12	50.40
51		PLANT MAINTENANCE & OPERATIONS						
	61--	PAYROLL COSTS	2,376,010.55	0.00	1,215,615.73	191,025.18	1,160,394.82	51.16
	62--	PURCHASE & CONTRACTED SVS	1,480,353.18	75,098.73	670,720.43	120,140.60	734,534.02	45.31
	63--	SUPPLIES AND MATERIALS	610,307.00	83,605.19	289,089.76	31,976.04	237,612.05	47.37
	64--	OTHER OPERATING EXPENSES	166,400.00	3,090.50	177,764.80	235.95	-14,455.30	106.83
	66--	CPTL OUTLY LAND BLDG & EQ	354,566.00	460.46	38,113.54	0.00	315,992.00	10.75
	----	PLANT MAINTENANCE & OPERA	4,987,636.73	162,254.88	2,391,304.26	343,377.77	2,434,077.59	47.94

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	December 2017-18 ACTIVITY	BALANCE	2017-18 YTD %
199		GENERAL FUND						
52		SECURITY & MONITORING SERVICES						
	61--	PAYROLL COSTS	69,777.53	0.00	31,018.10	5,420.94	38,759.43	44.45
	62--	PURCHASE & CONTRACTED SVS	56,500.00	0.00	4,130.00	3,630.00	52,370.00	7.31
	63--	SUPPLIES AND MATERIALS	4,500.00	0.00	1,613.00	0.00	2,887.00	35.84
	----	SECURITY & MONITORING SER	130,777.53	0.00	36,761.10	9,050.94	94,016.43	28.11
53		DATA PROCESSING SERVICES						
	61--	PAYROLL COSTS	680,462.12	0.00	296,686.58	45,953.99	383,775.54	43.60
	62--	PURCHASE & CONTRACTED SVS	430,512.22	10,088.40	412,553.05	3,171.10	7,870.77	95.83
	63--	SUPPLIES AND MATERIALS	457,055.25	24,007.13	237,609.29	8,684.37	195,438.83	51.99
	64--	OTHER OPERATING EXPENSES	4,537.75	0.00	1,610.73	0.00	2,927.02	35.50
	66--	CPTL OUTLY LAND BLDG & EQ	419,159.70	0.00	419,159.70	0.00	0.00	100.00
	----	DATA PROCESSING SERVICES	1,991,727.04	34,095.53	1,367,619.35	57,809.46	590,012.16	68.66
61		COMMUNITY SERVICES						
	61--	PAYROLL COSTS	37,098.52	0.00	15,064.32	4,250.87	22,034.20	40.61
	62--	PURCHASE & CONTRACTED SVS	20,000.00	0.00	0.00	0.00	20,000.00	0.00
	64--	OTHER OPERATING EXPENSES	412.00	0.00	510.98	0.00	-98.98	124.02
	----	COMMUNITY SERVICES	57,510.52	0.00	15,575.30	4,250.87	41,935.22	27.08
71		DEBT SERVICES						
	65--	DEBT SERVICE	0.00	0.00	139,719.90	0.00	-139,719.90	0.00
	----	DEBT SERVICES	0.00	0.00	139,719.90	0.00	-139,719.90	0.00
81		FACILITIES ACQ. & CONSTRUCTION						
	66--	CPTL OUTLY LAND BLDG & EQ	600,000.00	0.00	0.00	0.00	600,000.00	0.00
	----	FACILITIES ACQ. & CONSTRU	600,000.00	0.00	0.00	0.00	600,000.00	0.00

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	December 2017-18 ACTIVITY	BALANCE	2017-18 YTD %
199		GENERAL FUND						
91		INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	4,628,118.00	0.00	-4,339.00	-4,339.00	4,632,457.00	-0.09
	----	INTERGOVERNMENTAL CHARGES	4,628,118.00	0.00	-4,339.00	-4,339.00	4,632,457.00	-0.09
99		OTHR INTERGOVERNMENTAL CHARGES						
	62--	PURCHASE & CONTRACTED SVS	646,749.00	0.00	333,092.77	173,752.21	313,656.23	51.50
	----	OTHR INTERGOVERNMENTAL CH	646,749.00	0.00	333,092.77	173,752.21	313,656.23	51.50
	----	GENERAL FUND	44,976,241.23	979,422.29	15,930,982.37	3,050,050.98	28,065,836.57	35.42

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	December 2017-18 ACTIVITY	BALANCE	2017-18 YTD %
240		FOOD SERVICE						
35		FOOD SERVICES						
	61--	PAYROLL COSTS	942,819.00	0.00	477,809.14	81,966.57	465,009.86	50.68
	62--	PURCHASE & CONTRACTED SVS	99,619.05	15,198.20	48,719.55	5,839.65	35,701.30	48.91
	63--	SUPPLIES AND MATERIALS	1,393,159.95	555,571.73	546,608.01	130,937.24	290,980.21	39.24
	64--	OTHER OPERATING EXPENSES	16,438.00	1,438.97	4,953.84	2,325.11	10,045.19	30.14
	----	FOOD SERVICES	2,452,036.00	572,208.90	1,078,090.54	221,068.57	801,736.56	43.97
	----	FOOD SERVICE	2,452,036.00	572,208.90	1,078,090.54	221,068.57	801,736.56	43.97

Number of Accounts: 2116

********** End of report **********

	Obj	Obj	2017-18 BUDGET	ENCUMBRANCE YTD	2017-18 EXPENDITURES	December 2017-18 ACTIVITY	BALANCE	2017-18 YTD %
199		GENERAL FUND						
	6---	EXPENDITURES	44,976,241.23	979,422.29	15,930,982.37	3,050,050.98	28,065,836.57	35.42
	----	GENERAL FUND	44,976,241.23	979,422.29	15,930,982.37	3,050,050.98	28,065,836.57	35.42
240		FOOD SERVICE						
	6---	EXPENDITURES	2,452,036.00	572,208.90	1,078,090.54	221,068.57	801,736.56	43.97
	----	FOOD SERVICE	2,452,036.00	572,208.90	1,078,090.54	221,068.57	801,736.56	43.97

Number of Accounts: 2116

********** 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					
12/01/17	AP		JB	FOXWORTH-GALBRAITH LUMBER CO	221800009	CONSTRUCTION TRADES TINY HOME PROJECT OPEN PO	18454993	12/01/17	1602	12/01/17	1,041.60
12/06/17	AP		JB	HOME DEPOT CREDIT SERVICES	221800010	CONSTRUCTION TRADES TINY HOUSE OPEN PO	2190455	12/05/17	1607	12/08/17	103.92
12/14/17	AP		JB	HOME DEPOT CREDIT SERVICES	221800010	CONSTRUCTION TRADES TINY HOUSE OPEN PO	5123949	12/13/17	1610	12/15/17	197.95
						December					1,343.47

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
221800009	2017	CONSTRUCTION TRADES TINY HOME	FOXWORTH-GALBRAITH L	08/28/2017	7,248.86	7,248.86	1,330.49	0.00	5,918.37	O
221800010	2017	CONSTRUCTION TRADES TINY HOUSE	THE HOME DEPOT	08/28/2017	5,358.31	5,358.31	3,071.05	0.00	2,287.26	O
221800011	2017	CONSTRUCTION TRADES TINY HOME	AMAZON.COM	08/28/2017	5,611.00	5,611.00	0.00	0.00	5,611.00	O
				*Total	18,218.17	18,218.17	4,401.54	0.00	13,816.63	
				*622 E 11 6399 05 001 0 22 0 00					1,343.47	
				*Accounts Payable					1,343.47	

622 E 11 63-- -- --- - -- - -- CPF - CATE
622 E 11 ---- -- --- - -- - -- CPF - CATE
622 - -- ---- -- --- - -- - -- CPF - CATE

Date	Src	Sub	Batch	Vendor Name/Ref	PO#/Line#	Description	Inv#/Desc2	Inv Date	Chk#/Rec#	Check Date	Amount
636 E 36 6619 00 001 0 91 0 00 CPF - BAND						LAND PURCHASE & IMPROVEMENTS					
12/06/17	AP		JB	TEXAS MULTI-CHEM LTD	6001800009	BASEBALL FIELD RENOVATION	7223	12/05/17	1608	12/08/17	102,600.00
12/19/17	AP		JB	TEXAS MULTI-CHEM LTD	6001800021	MAINT-HS/BBF-RENOVATION	7309	12/19/17	1611	12/20/17	3,000.00
						December					105,600.00

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001800009	2017	BASEBALL FIELD RENOVATION	TEXAS MULTI-CHEM LTD	08/28/2017	278,000.00	278,000.00	240,850.55	0.00	37,149.45	O
				*Total	278,000.00	278,000.00	240,850.55	0.00	37,149.45	
				*636 E 36 6619 00 001 0 91 0 00					105,600.00	
				*Accounts Payable					105,600.00	

636 E 36 66-- -- --- - -- - -- CPF - BAND
636 E 36 ---- -- --- - -- - -- CPF - BAND
636 - -- ---- -- --- - -- - -- CPF - BAND

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651 E 51 6299 42 934 0 99 0 00 CPF - MAINTENANCE MISC. CONTRACTED SERVICES

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001800012	2017	MT - BUS BARN RELOCATION RFP N	THE HIGHLANDER	09/07/2017	165.00	165.00	0.00	0.00	165.00	O
6001800015	2017	MT - BUS BARN RELOCATION RFP N	THE HIGHLANDER	10/03/2017	165.00	165.00	0.00	0.00	165.00	O
				*Total	330.00	330.00	0.00	0.00	330.00	
				*651 E 51 6299 42 934 0 99 0 00					0.00	

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* The Year column displays the first year of the fiscal year pair (2017 for 2017-2018).

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 51 6299 62 001 0 99 0 00 CPF - MAINTENANCE						MISC. CONTRACTED SERVICES					

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
9511800142	2017	WO#4287-HS COURTYARD EDGING	LOWE'S OF MARBLE FAL	08/11/2017	443.15	443.15	309.51	0.00	133.64	O
				*Total	443.15	443.15	309.51	0.00	133.64	
				*651 E 51 6299 62 001 0 99 0 00						0.00

651 E 51 62-- -- --- - -- - -- CPF - MAINTENANCE
651 E 51 ---- -- --- - -- - -- CPF - MAINTENANCE

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651 E 81 6629 42 934 0 99 0 00 CPF - MAINTENANCE						BUILDING PURCHASE/CONST/IMPRVM					
12/06/17	AP	JB		CITY OF MARBLE FALLS	6001800018	W.O. #5690 - TD RELOCATION ELECTRICAL	MFISD	12/06/17			160.00
12/06/17	AP	JB		ELLIOTT ELECTRIC SUPPLY	6001800020	WO#5690-MT-TD RELOCATION	362428601	12/05/17	1606	12/08/17	62.56
12/07/17	AP	JB		CITY OF MARBLE FALLS	6001800018	W.O. #5690 - TD RELOCATION ELECTRICAL	MFISD	*12/06/17			-160.00
12/07/17	AP	JB		CITY OF MARBLE FALLS	6001800018	W.O. #5690 - TD RELOCATION ELECTRICAL	MFISD PERMIT	12/06/17			160.00
12/07/17	AP	JB		CITY OF MARBLE FALLS	6001800018	W.O. #5690 - TD RELOCATION ELECTRICAL	MFISD PERMIT	*12/06/17			-160.00
12/07/17	AP	JB		CITY OF MARBLE FALLS	6001800018	W.O. #5690 - TD RELOCATION ELECTRICAL	MFISD PERMIT	12/06/17	1605	12/08/17	160.00
12/14/17	AP	JB		THE HIGHLANDER	6001800019	MT - TD RELOCATION RFP AD	rc0287	12/14/17	1609	12/15/17	1,128.75
						December					1,351.31

P.O. #	*Year	Description	Vendor	P.O. Date	PO Amount	PO Enc Amount	Liquidated	Adj Enc Amount	Amount Open	Sts
6001800014	2017	MT - TRANSPORTATION SITE RELOC	EXCELL FUELING SYSTE	09/22/2017	372,307.76	372,307.76	0.00	0.00	372,307.76	O
6001800016	2017	MT - TRANSPORTATION SITE RELOC	CITY OF MARBLE FALLS	10/17/2017	350.00	350.00	0.00	0.00	350.00	O
6001800019	2017	MT - TD RELOCATION RFP AD	THE HIGHLANDER	11/28/2017	1,500.00	1,500.00	1,128.75	0.00	371.25	O
6001800020	2017	WO#5690-MT-TD RELOCATION	ELLIOTT ELECTRIC SUP	11/30/2017	5,000.00	5,000.00	62.56	0.00	4,937.44	O
6001800022	2017	MT - TD RELOCATION RFP ADS	THE HIGHLANDER	12/15/2017	806.25	806.25	0.00	0.00	806.25	O
6001800023	2017	WO#5690-MT-TRANSP RELOCATION	FOXWORTH-GALBRAITH L	12/19/2017	200.00	200.00	0.00	0.00	200.00	O
				*Total	380,164.01	380,164.01	1,191.31	0.00	378,972.70	
				*651 E 81 6629 42 934 0 99 0 00						1,351.31
				*Accounts Payable						1,351.31

651 E 81 66-- -- --- - -- - -- CPF - MAINTENANCE
651 E 81 ---- -- --- - -- - -- CPF - MAINTENANCE
651 - -- ---- -- --- - -- - -- CPF - MAINTENANCE

Total for Accounts Payable	108,294.78
Grand Total	108,294.78

** The report displays only accounts with activity in the date range selected.

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

Number of Accounts: 5

********** **End of report** **********

Marble Falls Independent School District
Investment Report
For The Quarter Ended December 31, 2017

Investment Description	Average Yield	Maturity Date	Beginning Market Value	Accrued / Paid Interest	Deposits & Withdrawals	Ending Market Value
General Fund:						
FSB - Finance	0.50%	Liquid	$ 338,530.76	$ 363.20	$ (192,366.22)	$ 146,527.74
FSB - Money Market	0.50%	Liquid	$ 1,449,884.60	$ 1,812.10	$ (149,891.23)	$ 1,301,805.47
FSB - Payroll	0.50%	Liquid	$ 723,839.52	$ 979.48	$ 37,149.29	$ 761,968.29
Lone Star	1.39%	Liquid	$ 7,109,457.07	$ 23,444.66	$ 11,560,101.96	$ 18,693,003.69
Total General Fund			**$ 9,621,711.95**	**$ 26,599.44**	**$ 11,254,993.80**	**$ 20,903,305.19**
Debt Service Fund:						
FSB - Debt Service	0.50%	Liquid	$ 5,246.42	$ 20.15	$ (261.36)	$ 5,005.21
Lone Star	1.39%	Liquid	$ 1,990,841.77	$ 8,637.02	$ 1,265,196.88	$ 3,264,675.67
*CD - 1 Year	1.10%	10/12/17	$ 249,000.00	$ 245.59	$ (249,000.00)	$ -
Total Debt Service Fund			**$ 2,245,088.19**	**$ 8,902.76**	**$ 1,015,935.52**	**$ 3,269,680.88**
Capital Projects Fund:						
FSB - Capital Projects	0.50%	Liquid	$ 536,417.10	$ 543.07	$ (250,316.70)	$ 286,643.47
Total Capital Projects Fund			**$ 536,417.10**	**$ 543.07**	**$ (250,316.70)**	**$ 286,643.47**
Total Investments			**$ 12,403,217.24**	**$ 36,045.27**	**$ 12,020,612.62**	**$ 24,459,629.54**

*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

Melissa Lafferty
Executive Director of Finance

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:
January 15, 2018

Meeting Type:
- (•) Regular Meeting
- ( ) Special Meeting/Workshop
- ( ) Hearing

Date Submitted: January 9, 2018

Agenda Placement:
- ( ) Public Hearing
- ( ) Information Items
- (•) Presentation/Discussion Items
- ( ) Consideration Items
- ( ) Consent Agenda

Subject:
Marble Falls High School Thespian Out of State Travel Request

Executive Summary:

The MFHS Theatre Department hopes to travel to Nebraska to compete in the International Thespian Society Festival and Competition in June, 2018. Along with their two sponsors, eleven students earned the right to compete in this competition as a result of competition earlier this year. We are asking for your approval for this out-of-state travel request and are also requesting district funding in the amount of approximately $18,124. This price is inclusive of air and ground transportation, food, lodging, and fees. This presentation is for information purposes and we will formally ask for your approval at the next board meeting.

Fiscal Impact:

Cost:
- ( ) Recurring
- (•) One-Time
- ( ) No Fiscal Impact

Funding Source:
- (•) General Fund
- ( ) Grant Funds
- ( ) Bond Funds
- ( ) Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ( ) Yes
- (•) No

Administration's Recommendation:

This is for information purposes.

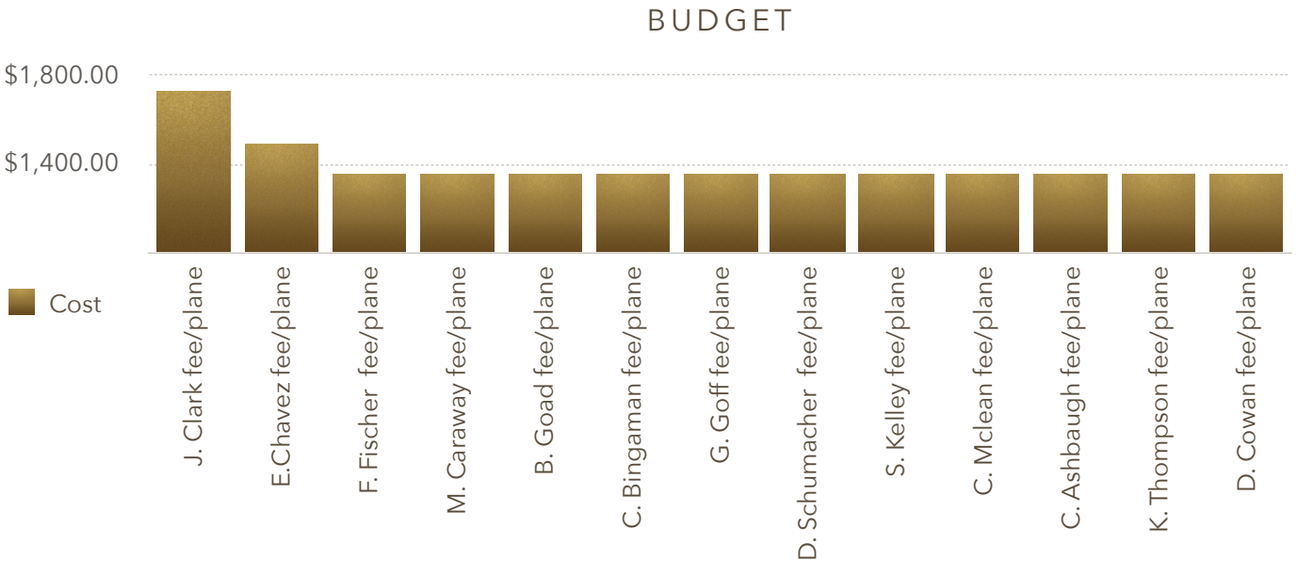
Submitted By:

Wes Cunningham

Board Approval Required: ( ) Yes (•) No

INTERNATIONAL THESPIAN SOCIETY FESTIVAL BUDGET

Festival fees include housing and all meals. Airplane tickets are roundtrip. Students and Director will cover travel expenses to and from airport. * Clark fees are higher because the fees for the I.E. competitions are under head director's registration.



SUMMARY BY EXPENSE

Attendee & Fee		Cost
J. Clark festival fee/plane ticket	* $1,170/$564.17	$1,734.17
E. Chavez festival fee/plane ticket	$930/$564.17	$1,494.17
F. Fischer festival fee/plane ticket	$790/$564.17	$1,354.17
M. Caraway festival fee/plane ticket	$790/$564.17	$1,354.17
B. Goad festival fee/plane ticket	$790/$564.17	$1,354.17
C. Bingaman festival fee/plane ticket	$790/$564.17	$1,354.17
G.Goff festival fee/plane ticket	$790/$564.17	$1,354.17
D. Schumacher festival fee/plane ticket	$790/$564.17	$1,354.17
S. Kelley festival fee/plane ticket	$790/$564.17	$1,354.17
C. McLean festival fee/plane ticket	$790/$564.17	$1,354.17
C. Ashbaugh festival fee/plane ticket	$790/$564.17	$1,354.17
K. Thompson festival fee/plane ticket	$790/$564.17	$1,354.17
D. Cowan festival fee/plane ticket	$790/$564.17	$1,354.17
	Total	$18,124.21

MFHS Theatre Travel Itinerary

Purpose: International Thespian Festival
Destination: University of Nebraska at Lincoln

Trip Start: Monday June 25th, 2018
Trip End: Sunday July 1st, 2018

DISTRICT SUBURBANS

Date	Departure	Location	Arrival	Destination
6/25	5:00am	Marble Falls HS	6:00am	ABIA, Austin TX
7/1	10:29pm	ABIA, Austin TX	11:30pm	Marble Falls HS

DEPARTING FLIGHT

Date	Departs	Airline	Confirm #	Departure	Flight #	Arrives	Arrival	More Info
6/25	9:00am	United	JR9WC0	ABIA	UA1472	10:14am	DEN	3:46 layover in DEN
6/25	2:00pm	United	JR9WC0	DEN	UA4706	4:19pm	LNK	:15 taxi to UNL

EXPENSES

Amount	Expense	Additional Information
$25 (x2)	1st bag	Paid to United Airlines at ABIA, Bags will be charged for departing AND returning flight ($50 total)
$25	Taxi service	To and from LNK airport and any incidental travel fees

HOUSING

6/25-6/30	University of Nebraska in Lincoln	1400 R Street	Lincoln, NE	Dorms TBA

PERFORMANCES/ PRESENTATIONS

Date	Start	Venue	End	Student(s)	Event
6/26-6/27	TBA	TBA	TBA	Christine Ashbaugh, Kali Thompson	Duet Musical
6/26-6/27	TBA	TBA	TBA	Charles McLean, David Cowan	Duet Acting
6/26-6/27	TBA	TBA	TBA	Sydney Kelley, Gigi Goff	Duet Acting
6/26-6/27	TBA	TBA	TBA	Madisyn Caraway	Costume Design
6/26-6/27	TBA	TBA	TBA	Derek Schumacher	Set Design
6/26-6/27	TBA	TBA	TBA	Connor Bingaman	Set Design
6/26-6/27	TBA	TBA	TBA	Ben Goad	Lighting Design
6/26-6/27	TBA	TBA	TBA	Finnigan Fischer	Costume Construction

RETURNING FLIGHT

Date	Departs	Airline	Confirm #	Departure	Flight #	Arrives	Arrival	More Info
7/1	3:09pm	United	JR9WC0	LNK	UA5301	4:46pm	CHI	2:59 Layover in CHI
7/1	7:45pm	United	JR9WC0	CHI	UA511	10:29pm	ABIA	District Suburbans back to MFHS, arrival at 11:30am

ALL TIMES ARE APPROXIMATE

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:
January 15, 2018

Meeting Type:
- (•) Regular Meeting
- ( ) Special Meeting/Workshop
- ( ) Hearing

Date Submitted: January 9, 2018

Agenda Placement:
- ( ) Public Hearing
- ( ) Information Items
- (•) Presentation/Discussion Items
- ( ) Consideration Items
- ( ) Consent Agenda

Subject:
MFISD ACE Program Update

Executive Summary:

This presentation is designed to share a brief overview of the programming provided by the ACE Program for students in MFISD and the Sustainability plans currently being researched and developed.

Fiscal Impact:

Cost:
- ( ) Recurring
- ( ) One-Time
- (•) No Fiscal Impact

Funding Source:
- ( ) General Fund
- ( ) Grant Funds
- ( ) Bond Funds
- ( ) Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ( ) Yes
- (•) No

Administration's Recommendation:

This is for a presentation to the board, no action is needed.

Submitted By:

Wes Cunningham

Board Approval Required: ( ) Yes (•) No

ACE Update

MFISD Board Presentation

January 2018

ACE

- 21st CCLC Grant funded for 5 years
- Current year is fifth and final year
- Sustainability attempt is required by the grant
- TEA's goal is for programs to sustain after 21st CCLC grant (use grant as seed money)

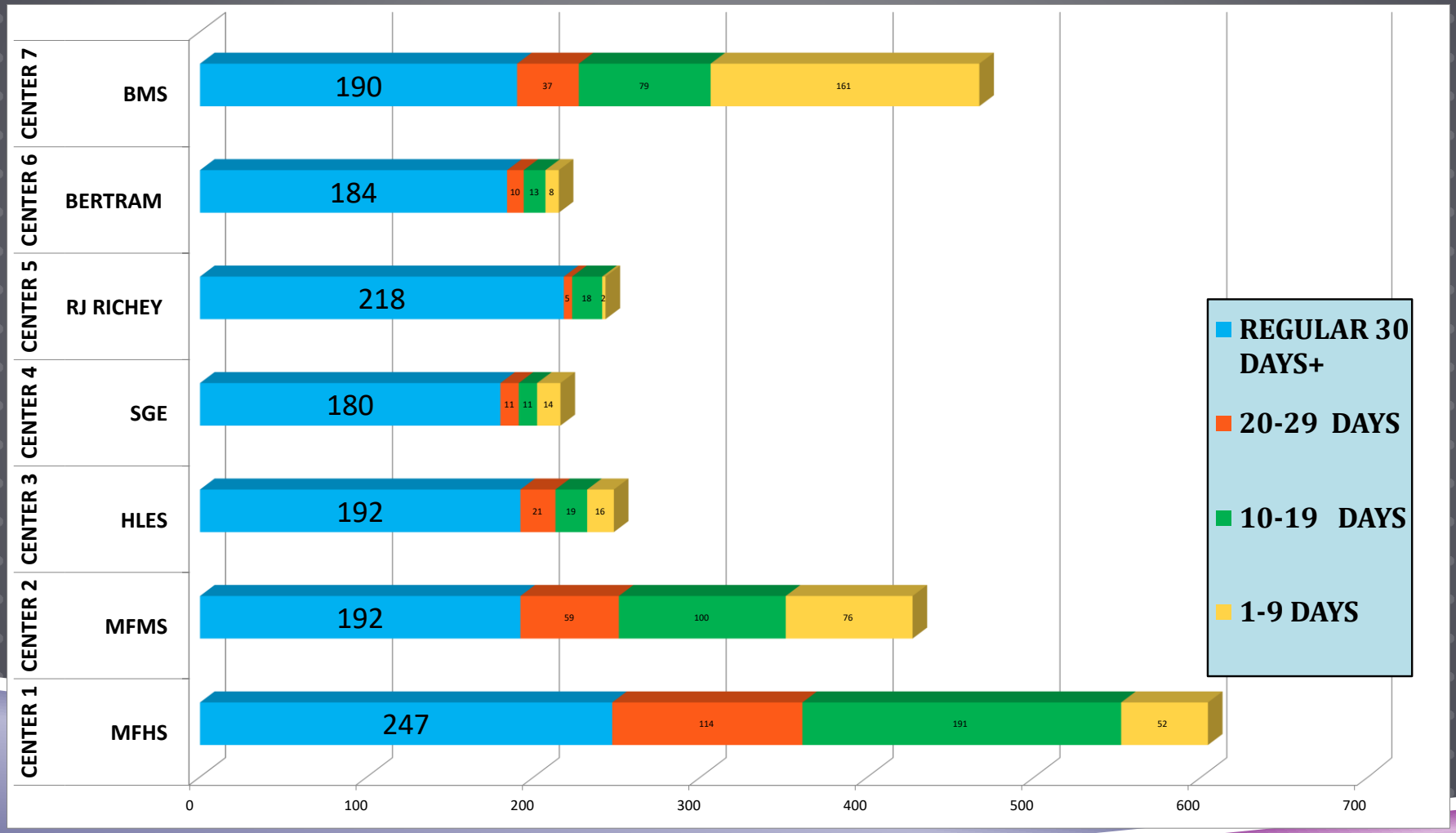
ACE Components and Goals

- **Components of ACE**
  - College and Career Readiness
  - Parent Involvement
  - Provide Enrichment
  - Academic Support
- **Goals of ACE**
  - Improve Academics
  - Improve Behavior
  - Improve Attendance
  - Improve Promotion
  - Graduation Rates

- **Grant Parameters**
  - Serve 180 students for a minimum of 30 days
  - Serve 30 parents per site
  - 32 weeks of service after school / 6 weeks in summer

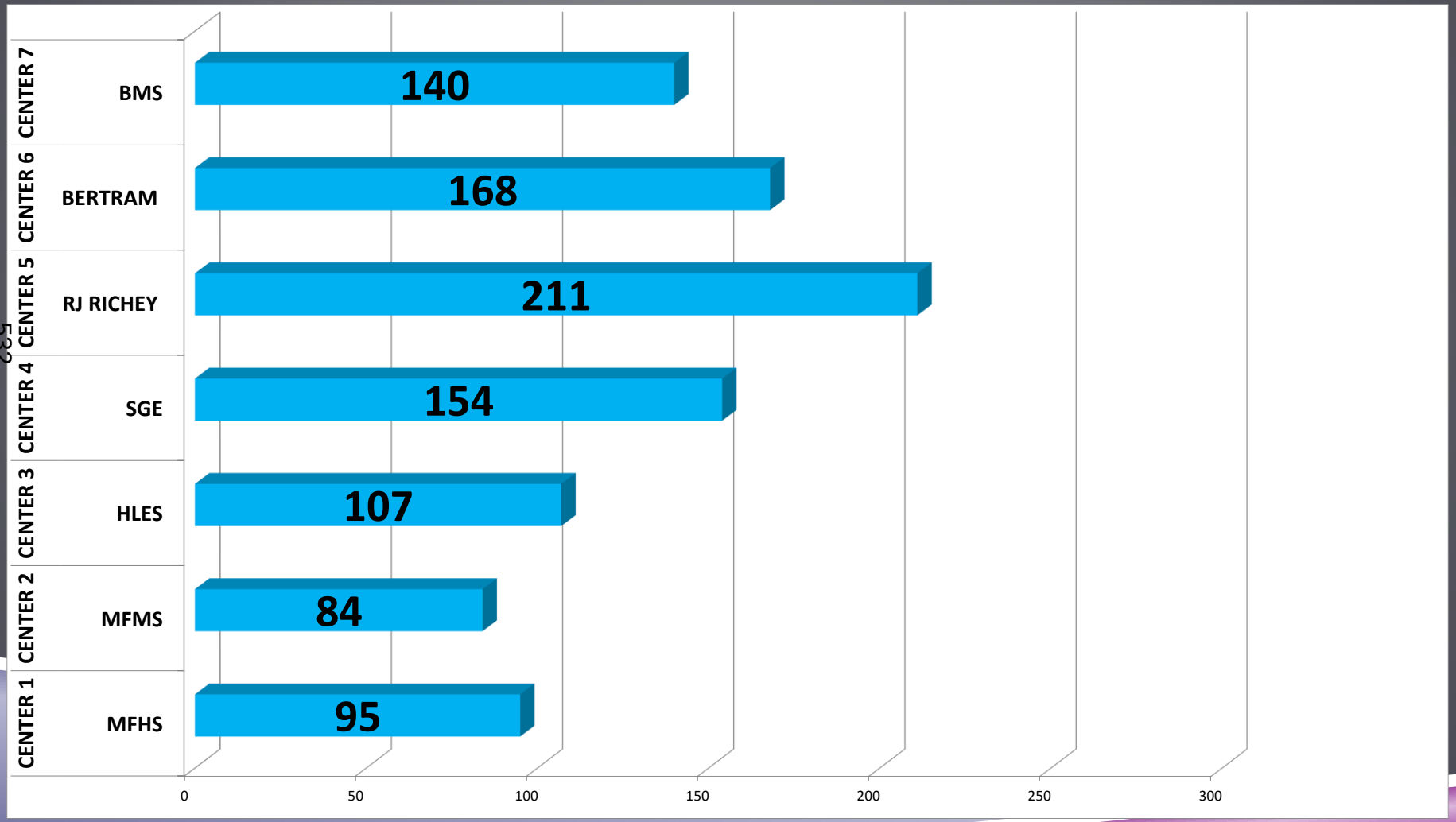
ACE Student Attendance Data

End of Year 2016-2017

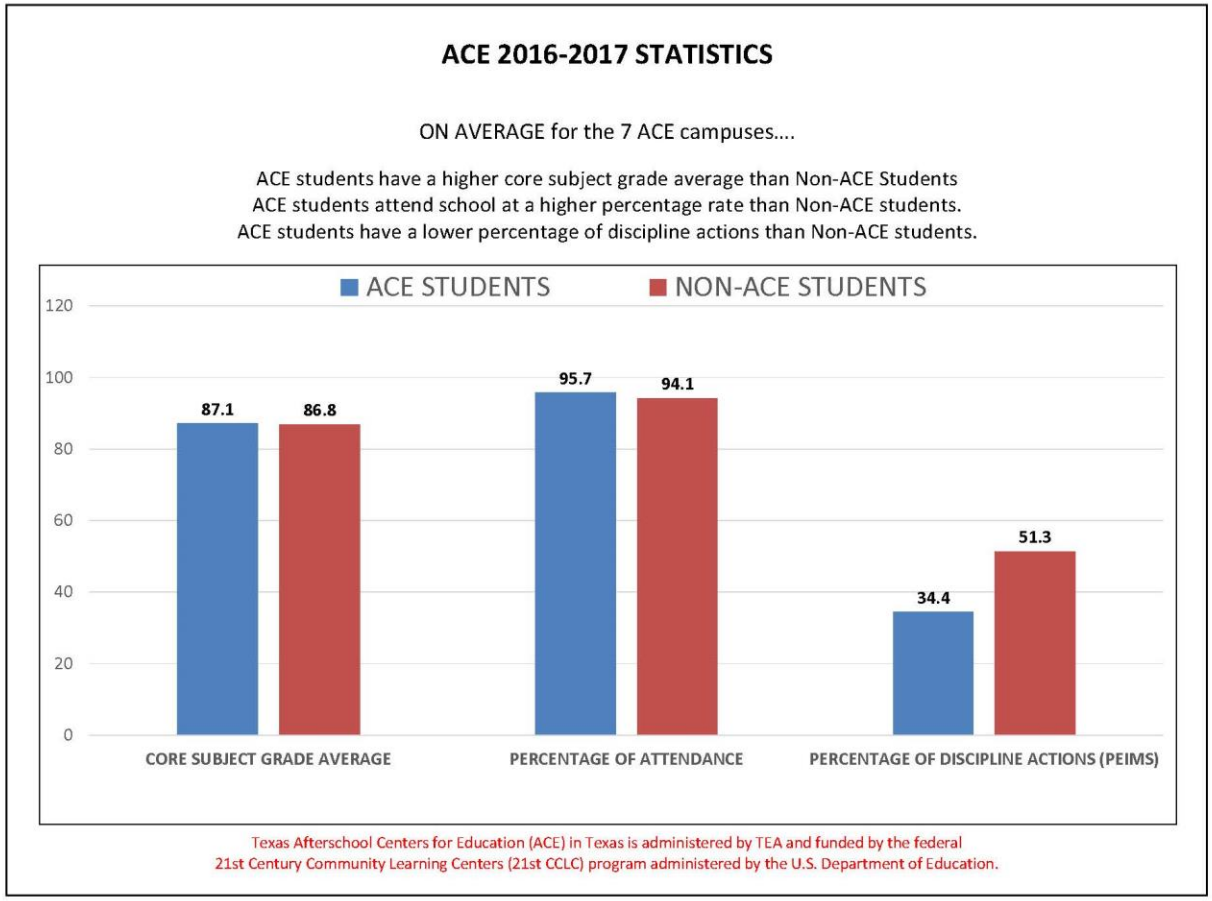


ACE Parent Attendance Data

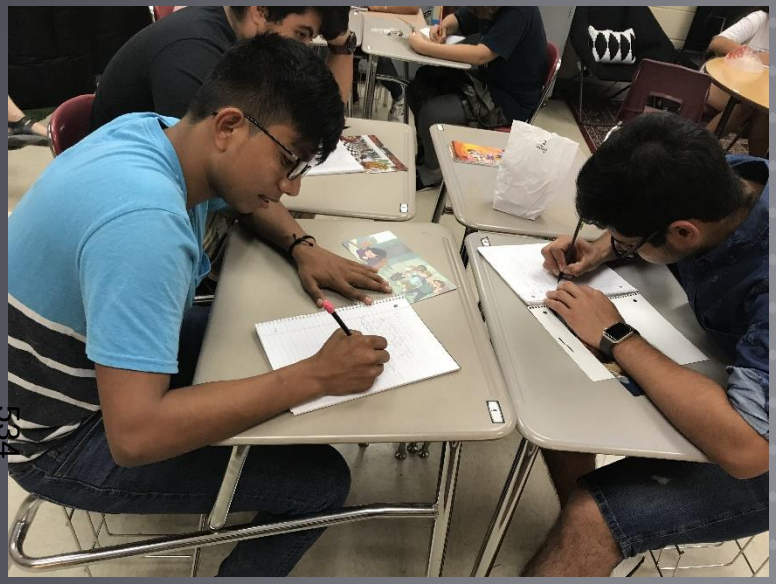
End of Year 2016-2017



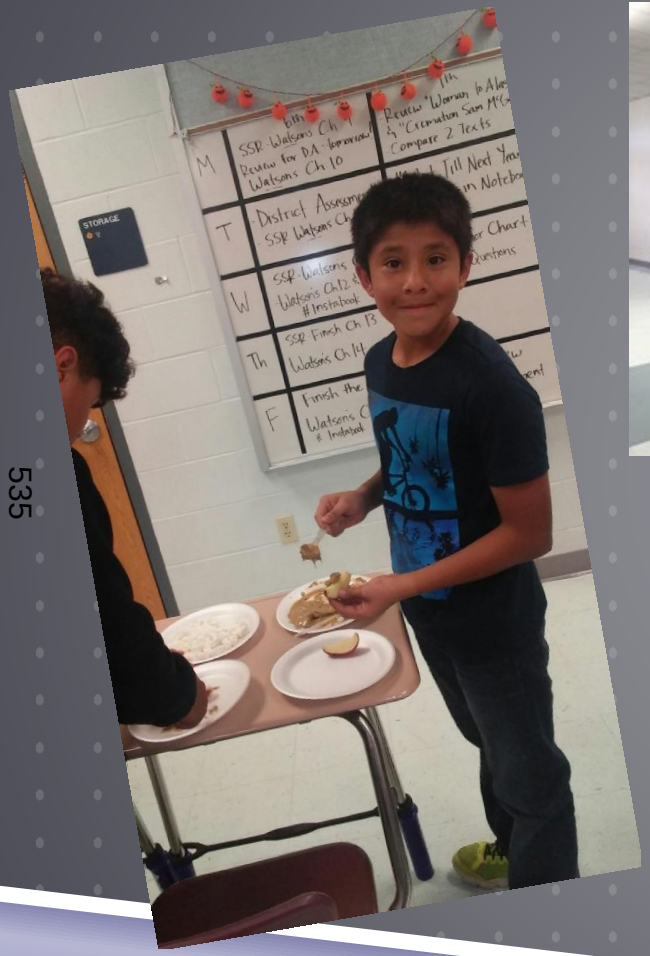
Success of ACE



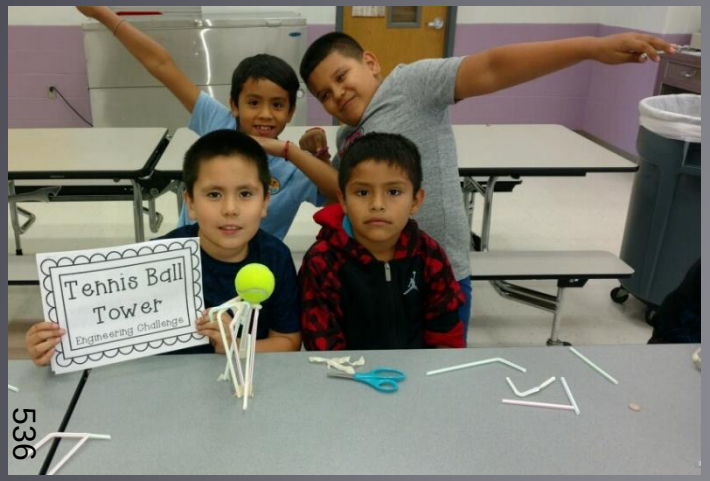
Marble Falls High School

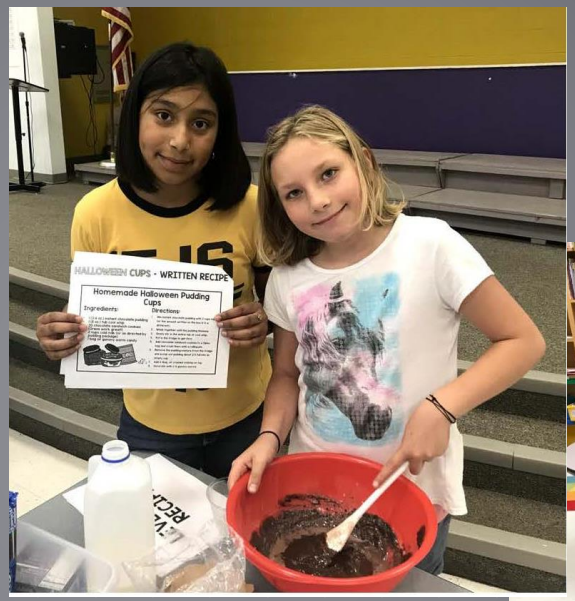


Marble Falls Middle School



Highland Lakes Elementary School





Parent Feedback

- Conducted a Parent Survey/Needs Assessment of current ACE Parents in December
- Plan to meet with parents at Spicewood, Colt, and Marble Falls Elementary Schools to gauge interest in ACE on those campuses

Components of Sustained Programs

- Plano – Elementary parent funded program
- Bastrop – Elementary parent funded program; Middle School and High School district funded programs
- Northside, San Antonio – Elementary parent funded program

Sustainability Plan for MFISD

- 1. Apply for Cycle 10 of 21st CCLC grant – February 2018
  - Notification in July 2018
  - Adhere to grant rules and requirements
  - Limits the number of campuses allowed
  - Highly competitive – Cycle 9: 138 applied and 32 awarded
  - Funding available at the beginning of year pending continuation grant approval

- 2. Design a fee-based program
  - Uncertainty of number of families who would participate
  - Able to expand to all schools
  - More freedom to adjust the program to meet district and family needs
  - Apply for various smaller grants and/or seek out additional funding sources to alleviate some of the cost for parents

Priorities for ACE Sustainability

- Create a safe program for our students to be cared for in the afterschool hours.
- Create a program that is economical for our families.
- Create a program that assists our families with caring for their children. This will also support our local businesses since employees will know their children are safe and at the school receiving academic support and enrichment.
- Create a program that supports the school by providing academic support as well as academic-based enrichment activities.

LEARNERS TODAY, LEADERS TOMORROW, MUSTANGS FOREVER!

Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:
January 15, 2018

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- ( ) Special Meeting/Workshop
- ( ) Hearing

Date Submitted: January 9, 2018

Agenda Placement:
- ( ) Public Hearing
- ( ) Information Items
- (•) Presentation/Discussion Items
- ( ) Consideration Items
- ( ) Consent Agenda

Subject:
MFISD District of Innovation Process Update

Executive Summary:

This presentation is designed to share a brief overview of the work completed by the Local District of Innovation Committee and the remaining steps in the process to becoming a District of Innovation.

Fiscal Impact:

Cost:
- ( ) Recurring
- ( ) One-Time
- (•) No Fiscal Impact

Funding Source:
- ( ) General Fund
- ( ) Grant Funds
- ( ) Bond Funds
- ( ) Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ( ) Yes
- (•) No

Administration's Recommendation:

This is for a presentation to the board, no action is needed.

Submitted By:

Wes Cunningham

Board Approval Required: ( ) Yes (•) No

Marble Falls ISD
Proposal to Become a District of Innovation - Update

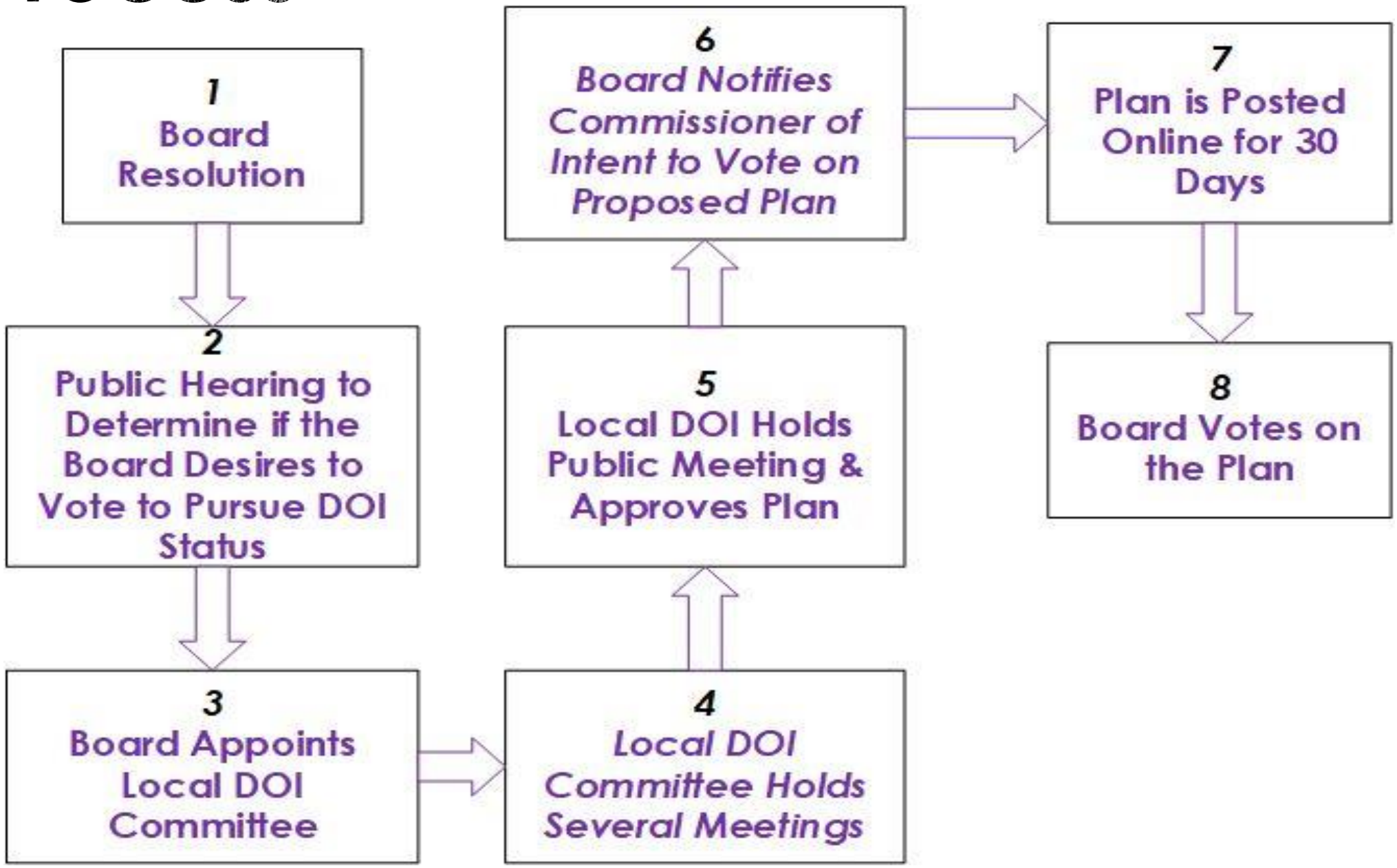
Love and Inspire

What is a District of Innovation?

- A provision within the law that allows a district to exempt out of certain provisions within statutes
- There are very few requirements associated with these exemptions
- Once given the designation, a district may customize the local plan
- The purpose is to allow a district to meet the unique needs of its' school community
- This would allow Marble Falls ISD to continue to think differently about meeting the needs of our students – as we love and inspire them to achieve their fullest potential

Love and Inspire

Process


1
Board Resolution
2
Public Hearing to Determine if the Board Desires to Vote to Pursue DOI Status
3
Board Appoints Local DOI Committee
4
Local DOI Committee Holds Several Meetings
5
Local DOI Holds Public Meeting & Approves Plan
6
Board Notifies Commissioner of Intent to Vote on Proposed Plan
7
Plan is Posted Online for 30 Days
8
Board Votes on the Plan

Where are we now?

- The local committee has met five times
- We sent an invitation to the entire district as well as to 15 community members at large who responded to our initial call for participation.
- The committee began with 52 members; we averaged 28 members with 38 as our high and 23 as our low.
- The committee started with the entire list of exemptions and narrowed them down to 15 and then to 7.

Love and Inspire

Exemptions being drafted

25.0811	Instructional Calendar
25.092	Minimum Attendance
21.352	Teacher Appraisal System
25.081	Minimum Minutes
37.0012	Campus Behavior Coordinator
21.102(b)	Probationary Teacher Contracts
11.253	Site Based Decision Making Process

Love and Inspire

Local Committee Additions

- A plan for a required annual review by an ad-hoc local DOI committee
- A plan for how to respond to any changes in the upper administration of MFISD

Love and Inspire

Next Steps

- A public meeting of the DOI Committee to vote on the proposed DOI plan (tentatively scheduled for January 17)
- Upon approval by the DOI Committee, MFISD would post the proposed plan online for public comment and notify the commissioner of the intent to seek designation as a District of Innovation
- After the proposed plan is posted for 30 days, the Board of Trustees may vote on the proposed plan

Love and Inspire

Questions? Comments?

Love and Inspire

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Marble Falls ISD
Board of Trustees
Agenda Item Information

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January 15, 2018

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- (•) Regular Meeting
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Date Submitted: January 9, 2018

Agenda Placement:
- ( ) Public Hearing
- ( ) Information Items
- (•) Presentation/Discussion Items
- ( ) Consideration Items
- ( ) Consent Agenda

Subject:
MFISD Instructional Calendar Drafts for 2018-2019

Executive Summary:
This presentation is designed to share the DEIC recommended drafts for the 2018-2019 instructional calendar as well as our process for the development of the drafts.

Fiscal Impact:

Cost:
- ( ) Recurring
- ( ) One-Time
- (•) No Fiscal Impact

Funding Source:
- ( ) General Fund
- ( ) Grant Funds
- ( ) Bond Funds
- ( ) Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ( ) Yes
- (•) No

Administration's Recommendation:
This is for a presentation to the board, no action is needed.

Submitted By:
Wes Cunningham

Board Approval Required: ( ) Yes (•) No

Marble Falls Independent School District

2018-2019 Instructional Calendar
DRAFT 1 - NO DOI

August 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	31		5

Instructional Days 172
1st Semester = 78 2nd Semester = 94

September 18

Su	M	Tu	W	Th	F	Sa	
						1	
2	3	4	5	6	7	8	4
9	10	11	12	13	14	15	5
16	17	18	19	20	21	22	5
23	24	25	26	27	28	29	5
30							

October 18

Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	5
7	8	9	10	11	12	13	4
14	15	16	17	18	19	20	5
21	22	23	24	25	26	27	5
28	29	30	31				

November 18

Su	M	Tu	W	Th	F	Sa	
				1	2	3	5
4	5	6	7	8	9	10	5
11	12	13	14	15	16	17	5
18	19	20	21	22	23	24	
25	26	27	28	29	30		5

December 18

Su	M	Tu	W	Th	F	Sa	
						1	
2	3	4	5	6	7	8	5
9	10	11	12	13	14	15	5
16	17	18	19	20	**21**	22	5
23	24	25	26	27	28	29	
30	31						

January 19

Su	M	Tu	W	Th	F	Sa	
		1	2	3	4	5	
6	7	8	9	10	11	12	4
13	14	15	16	17	18	19	5
20	21	22	23	24	25	26	4
27	28	29	30	31			5

February 19

Su	M	Tu	W	Th	F	Sa	
					1	2	
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			5

March 19

Su	M	Tu	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	5
10	11	12	13	14	15	16	5
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	5
31							

April 19

Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	5
7	8	9	10	11	12	13	5
14	15	16	17	18	19	20	4
21	22	23	24	25	26	27	5
28	29	30					

May 19

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	5
26	27	28	29	***30***	31		3

June 19

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 19

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	31			

Instructional Calendar

New Employee Inservice	
Prior to School In-Service (Convocation, Work Days, Prof. Learning, Etc.)	7
August 27 - First day of school	
May 30 - Last day of school	
End of Grading Period	
8 wks; 8 wks (78) / 10 wks; 10wks (94)	
Holiday	
Sept. 3: Labor Day	
Nov. 22 - 23: Thanksgiving	
Dec. 24 - Jan. 4 - Christmas Break	
March 18-22: Spring Break	
April 19: Good Friday	
May 27: Memorial Day	
Staff Inservice / Student Holiday	
October 8: Instructional Planning	1
January 7: Instructional Planning	1
January 21: Martin Luther King Jr.	1
February 18: Instructional Planning	1
Early Release Day	
December 21: Student Early Release	
May 30: Student Early Release	
Bad Weather Day / Staff Inservice	
May 31: Bad Weather / Staff Inservice	1
"Comp" Days / Student Holiday	
November 19-21 (2 Days of Non-Contract Professional Learning and 1 Day of Edu-Hero)	3
Staff Duty Days =	187

Marble Falls Independent School District

2018-2019 Instructional Calendar
DRAFT 2 - w/DOI

August 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	*3*
26	27	28	29	30	31		*5*

Instructional Days 172
1st Semester = 81 2nd Semester = 91

September 18

Su	M	Tu	W	Th	F	Sa	
						1	
2	3	4	5	6	7	8	*4*
9	10	11	12	13	14	15	*5*
16	17	18	19	20	21	22	*5*
23	24	25	26	27	28	29	*5*
30							

October 18

Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	*5*
7	8	9	10	11	12	13	*5*
14	15	16	17	18	19	20	*5*
21	22	23	24	25	26	27	*4*
28	29	30	31				

November 18

Su	M	Tu	W	Th	F	Sa	
				1	2	3	*5*
4	5	6	7	8	9	10	*5*
11	12	13	14	15	16	17	*5*
18	19	20	21	22	23	24	
25	26	27	28	29	30		*5*

December 18

Su	M	Tu	W	Th	F	Sa	
						1	
2	3	4	5	6	7	8	*5*
9	10	11	12	13	14	15	*5*
16	17	18	19	20	**21**	22	*5*
23	24	25	26	27	28	29	
30	31						

January 19

Su	M	Tu	W	Th	F	Sa	
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13	14	15	16	17	18	19	*5*
20	21	22	23	24	25	26	*4*
27	28	29	30	31			*5*

February 19

Su	M	Tu	W	Th	F	Sa	
					1	2	
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			*5*

March 19

Su	M	Tu	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	*5*
10	11	12	13	14	15	16	*5*
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	*5*
31							

April 19

Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	*5*
7	8	9	10	11	12	13	*5*
14	15	16	17	18	19	20	*4*
21	22	23	24	25	26	27	*5*
28	29	30					

May 19

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	*5*
26	27	28	29	30	31		

June 19

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 19

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	31			

Instructional Calendar

New Employee Inservice	
Prior to School In-Service	*7*
(Convocation, Work Days, Prof. Learning, Etc.)	
August 22 - First day of school	
May 24 - Last day of school	
End of Grading Period	
9 wks; 8 wks (81) / 9 wks; 11wks (91)	
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Sept. 3: Labor Day	
Nov. 22 - 23: Thanksgiving	
Dec. 24 - Jan. 4 - Christmas Break	
March 18-22: Spring Break	
April 19: Good Friday	
May 27: Memorial Day	
Staff Inservice / Student Holiday	
October 22: Instructional Planning	*1*
January 7: Instructional Planning	*1*
January 21: Martin Luther King Jr.	*1*
February 18: Instructional Planning	*1*
Early Release Day	
December 21: Student Early Release	
May 24: Student Early Release	
Bad Weather Day / Staff Inservice	
May 25: Bad Weather / Staff Inservice	*1*
"Comp" Days / Student Holiday	
November 19-21 (2 Days of Non-Contract	*3*
Professional Learning and 1 Day of Edu-Hero)	
Staff Duty Days =	*187*

Marble Falls Independent School District

2018-2019 Instructional Calendar
DRAFT 3 - w/DOI

August 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	*3*
26	27	28	29	30	31		*5*

Instructional Days 173
1st Semester = 80 2nd Semester = 93

September 18

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						1	
2	3	4	5	6	7	8	*4*
9	10	11	12	13	14	15	*5*
16	17	18	19	20	21	22	*5*
23	24	25	26	27	28	29	*5*
30							

October 18

Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	*5*
7	8	9	10	11	12	13	*4*
14	15	16	17	18	19	20	*5*
21	22	23	24	25	26	27	*4*
28	29	30	31				

November 18

Su	M	Tu	W	Th	F	Sa	
				1	2	3	*5*
4	5	6	7	8	9	10	*5*
11	12	13	14	15	16	17	*5*
18	19	20	21	22	23	24	
25	26	27	28	29	30		*5*

December 18

Su	M	Tu	W	Th	F	Sa	
						1	
2	3	4	5	6	7	8	*5*
9	10	11	12	13	14	15	*5*
16	17	18	19	20	**21**	22	*5*
23	24	25	26	27	28	29	
30	31						

January 19

Su	M	Tu	W	Th	F	Sa	
		1	2	3	4	5	
6	7	8	9	10	11	12	*4*
13	14	15	16	17	18	19	*5*
20	21	22	23	24	25	26	*4*
27	28	29	30	31			*5*

February 19

Su	M	Tu	W	Th	F	Sa	
					1	2	
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			*5*

March 19

Su	M	Tu	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	*5*
10	11	12	13	14	15	16	*5*
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	*4*
31							

April 19

Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	*5*
7	8	9	10	11	12	13	*5*
14	15	16	17	18	19	20	*4*
21	22	23	24	25	26	27	*5*
28	29	30					

May 19

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	*5*
26	27	28	29	***30***	31		*3*

June 19

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 19

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	31			

Instructional Calendar

New Employee Inservice	
Prior to School In-Service	*7*
(Convocation, Work Days, Prof. Learning, Etc.)	
August 22 - First day of school	
May 30 - Last day of school	
End of Grading Period	
8 wks; 9 wks (80) / 10 wks; 10wks (93)	

Holiday
Sept. 3: Labor Day
Oct. 8: Student / Staff Holiday
Nov. 22 - 23: Thanksgiving
Dec. 24 - Jan. 4 - Christmas Break
January 21: Martin Luther King Jr.
Feb. 18 - Student / Staff Holiday
March 18-22: Spring Break
April 19: Good Friday
May 27: Memorial Day

Staff Inservice / Student Holiday	
October 22: Instructional Planning	*1*
January 7: Instructional Planning	*1*
March 25: Instructional Planning	*1*

Early Release Day
December 21: Student Early Release
May 30: Student Early Release

Bad Weather Day / Staff Inservice	
May 31: Bad Weather / Staff Inservice	*1*

"Comp" Days / Student Holiday	
November 19-21 (2 Days of Non-Contract	*3*
Professional Learning and 1 Day of Edu-Hero)	
Staff Duty Days =	*187*

Marble Falls ISD Instructional Calendar Drafts for 2018-2019

Love and *Inspire*

Instructional Calendar Considerations

- **Start of School Regulation vs. DOI Possibility**
- **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**

Love and Inspire

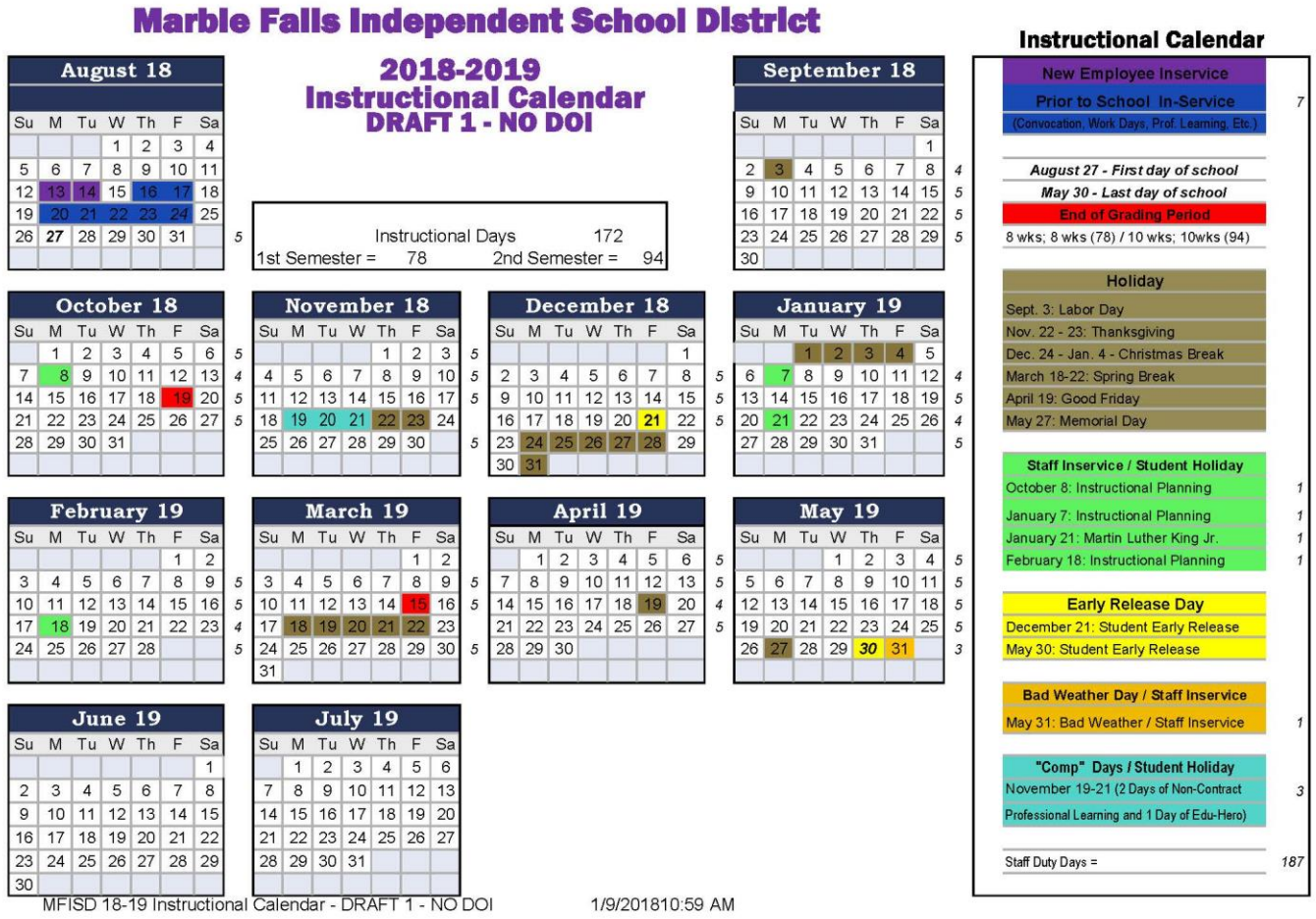
Instructional Calendar Development

- **Over 2 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, 3 options were developed**
- **We are still in the process of gaining feedback through a district-wide survey and consultations with community members**

Love and Inspire

Draft "1"

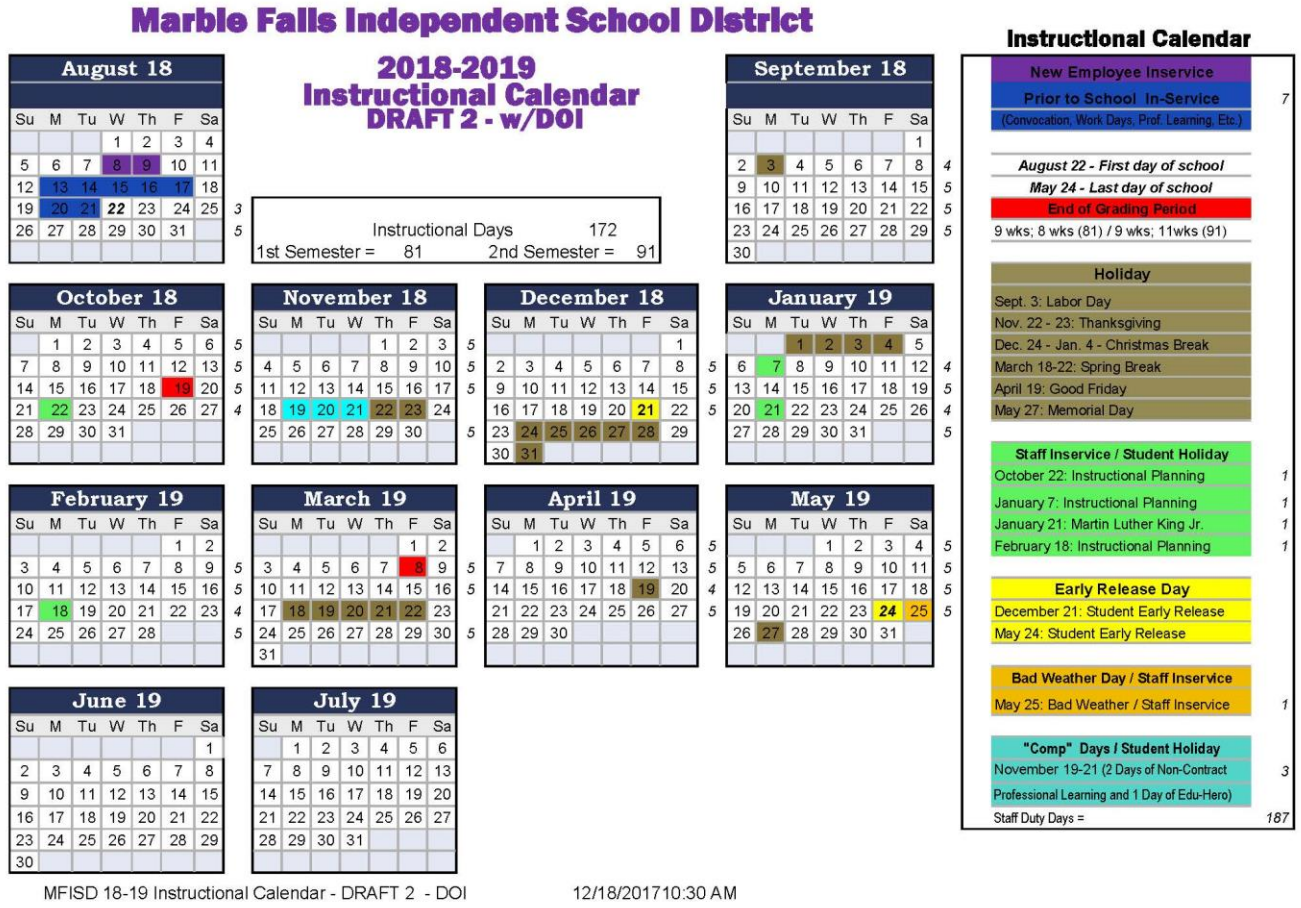
- Similar to current calendar
- Three "comp" days
- Instructional Planning Days
- Start of School: August 27
- End of School: May 30
- 1 Bad Weather / Inservice Day



Love and Inspire

Draft "2"

- Three "comp" days
- Instructional Planning Days
- Start of School: August 22 (Wednesday)
- End of School: May 24 (Before Memorial Day)
- 1 Bad Weather / Inservice Day (Saturday)



Marble Falls Independent School District

2018-2019 Instructional Calendar DRAFT 2 - w/DOI

Instructional Days 172
1st Semester = 81 2nd Semester = 91

August 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	3
26	27	28	29	30	31		5

September 18

Su	M	Tu	W	Th	F	Sa	
						1	
2	3	4	5	6	7	8	4
9	10	11	12	13	14	15	5
16	17	18	19	20	21	22	5
23	24	25	26	27	28	29	5
30							

October 18

Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	5
7	8	9	10	11	12	13	5
14	15	16	17	18	19	20	5
21	22	23	24	25	26	27	4
28	29	30	31				

November 18

Su	M	Tu	W	Th	F	Sa	
				1	2	3	5
4	5	6	7	8	9	10	5
11	12	13	14	15	16	17	5
18	19	20	21	22	23	24	
25	26	27	28	29	30		5

December 18

Su	M	Tu	W	Th	F	Sa	
						1	
2	3	4	5	6	7	8	5
9	10	11	12	13	14	15	5
16	17	18	19	20	21	22	5
23	24	25	26	27	28	29	
30	31						

January 19

Su	M	Tu	W	Th	F	Sa	
		1	2	3	4	5	
6	7	8	9	10	11	12	4
13	14	15	16	17	18	19	5
20	21	22	23	24	25	26	4
27	28	29	30	31			5

February 19

Su	M	Tu	W	Th	F	Sa	
					1	2	
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			5

March 19

Su	M	Tu	W	Th	F	Sa	
					1	2	
3	4	5	6	7	8	9	5
10	11	12	13	14	15	16	5
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	5
31							

April 19

Su	M	Tu	W	Th	F	Sa	
	1	2	3	4	5	6	5
7	8	9	10	11	12	13	5
14	15	16	17	18	19	20	4
21	22	23	24	25	26	27	5
28	29	30					

May 19

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	5
26	27	28	29	30	31		

June 19

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 19

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	31				

Instructional Calendar

New Employee Inservice	
Prior to School In-Service	7
(Convocation, Work Days, Prof. Learning, Etc.)	
August 22 - First day of school	
May 24 - Last day of school	
End of Grading Period	
9 wks; 8 wks (81) / 9 wks; 11wks (91)	
Holiday	
Sept. 3: Labor Day	
Nov. 22 - 23: Thanksgiving	
Dec. 24 - Jan. 4 - Christmas Break	
March 18-22: Spring Break	
April 19: Good Friday	
May 27: Memorial Day	
Staff Inservice / Student Holiday	
October 22: Instructional Planning	1
January 7: Instructional Planning	1
January 21: Martin Luther King Jr.	1
February 18: Instructional Planning	1
Early Release Day	
December 21: Student Early Release	
May 24: Student Early Release	
Bad Weather Day / Staff Inservice	
May 25: Bad Weather / Staff Inservice	1
"Comp" Days / Student Holiday	
November 19-21 (2 Days of Non-Contract	3
Professional Learning and 1 Day of Edu-Hero)	
Staff Duty Days =	187

MFISD 18-19 Instructional Calendar - DRAFT 2 - DOI 12/18/201710:30 AM

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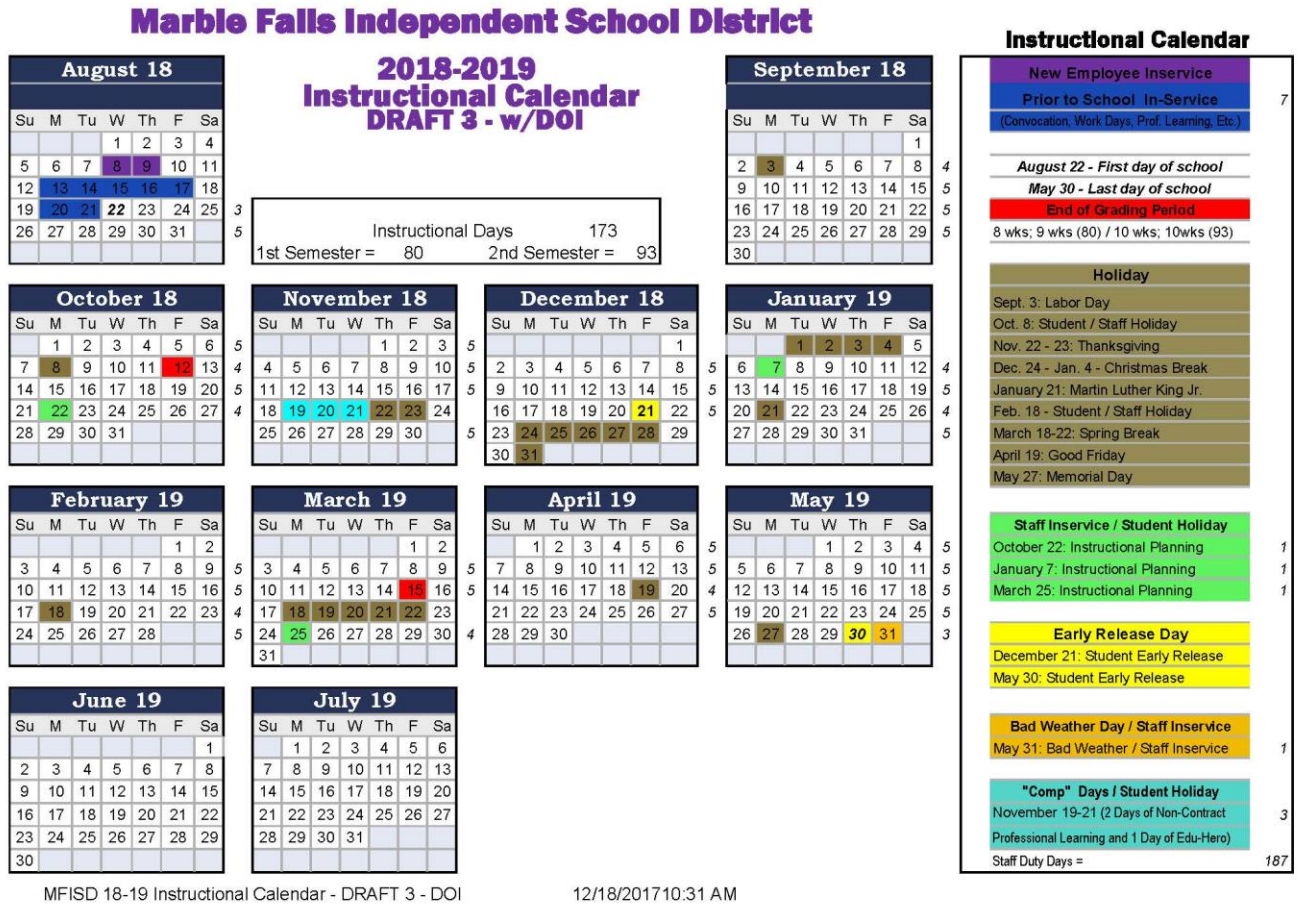
Draft "3"

- Three "comp" days
- Instructional Planning Days
- Start of School: August 22 (Wednesday)
- End of School: May 30 (Before Memorial Day)
- 3 Additional Staff/Student Holidays



Love and Inspire

Questions?

Love and Inspire

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:
January 15, 2018

Meeting Type:
- (•) Regular Meeting
- ( ) Special Meeting/Workshop
- ( ) Hearing

Date Submitted: January 9, 2018

Agenda Placement:
- ( ) Public Hearing
- ( ) Information Items
- (•) Presentation/Discussion Items
- ( ) Consideration Items
- ( ) Consent Agenda

Subject:
MFISD STEAM Presentation

Executive Summary:

This presentation is designed to share a brief update of the communication plan and the progress being made in the implementation of the MFISD STEAM Academy for the 2018-2019 school year.

Fiscal Impact:

Cost:
- ( ) Recurring
- ( ) One-Time
- (•) No Fiscal Impact

Funding Source:
- ( ) General Fund
- ( ) Grant Funds
- ( ) Bond Funds
- ( ) Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ( ) Yes
- (•) No

Administration's Recommendation:

This is for information purposes.

Submitted By:

Wes Cunningham

Board Approval Required: ( ) Yes (•) No

STEAM in Marble Falls ISD

Love and *Inspire*

Purpose of Presentation

- Share where we are currently in our process
- Share next steps in our process

Campus / Internal Communication

- All Campuses – Faculty Meetings
  - Presentations
  - Q&A Sessions
- DEIC
- DOI

Typical Feedback & Responses

- Questions about PD and how all can participate
- Desire to go ahead and do something STEAM related / PBL related in their classrooms now
- Questions about teacher Selection
- Questions about student Selection
- Questions about extracurricular participation

Love and Inspire

Next Steps

- Name STEAM Director
- Create Task Groups
- Public Meeting
- Continuous Communication with our Entire Community

Task Groups

Logistics Task Group
- Transportation
- Facility Arrangement
- Members

Application Task Group
- Develop Process for fair and equitable application
- Communication of Process
- Members

Teaching & Learning Task Group
- Design Implementation of STEAM Curriculum
- Professional Development
- Members

Secondary Site Visits

- 2nd Week in February
  - Little Elm ISD
  - Grand Prarie ISD
  - Round Rock ISD
- Some Committee Members
- STEAM Director
- C&I Staff
- Board Members

Robust Communication with Community

- Continuously Updated Webpage – marblefallisd.org/STEAM
- Newspaper Articles
- Short Videos Hosted on our Website
- Community Information Meeting – Feb 21 in the MFMS Cafeteria at 6:30 PM
- Facebook Live

Questions?

Love and *Inspire*

LEARNERS TODAY, LEADERS TOMORROW, MUSTANGS FOREVER!

Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:
January 15, 2018

Meeting Type:
- (•) Regular Meeting
- ( ) Special Meeting/Workshop
- ( ) Hearing

Date Submitted: 1/8/18

Agenda Placement:
- ( ) Public Hearing
- ( ) Information Items
- (•) Presentation/Discussion Items
- ( ) Consideration Items
- ( ) Consent Agenda

Subject:
Branding and Marketing of Marble Falls ISD Discussion

Executive Summary:

Marble Falls ISD has begun work with an outside company to develop designs in order to better brand and market the district. The district does not have a standardized look on items such as letterhead, business cards, or marketing materials. The goal of this work is to develop a "brand" that when seen will be recognizable as Marble Falls ISD. The presentation will be to show you the work that has taken place and get feedback from the Board.

Fiscal Impact:

Cost:
- ( ) Recurring
- ( ) One-Time
- (•) No Fiscal Impact

Funding Source:
- (•) General Fund
- ( ) Grant Funds
- ( ) Bond Funds
- ( ) Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ( ) Yes
- (•) No

Administration's Recommendation:

Presentation item only

Submitted By:

Jeff Gasaway

Board Approval Required: ( ) Yes (•) No

Revised 2.16.16

Marble Falls ISD

Branding and Marketing of Marble Falls ISD

January 15, 2018

Why Brand and Market?

- Marble Falls ISD wants to have a lasting impression with people who have contact with the District.
- Branding conveys “a uniform quality, credibility, and experience.” – Scott Goodson, Author
- We want people to recognize our District by a common look which we do not currently have. Each campus/department has different letterheads, different business cards, and a different look.

What work have we done?

- Through a partnership with Lifetouch (school pictures), we have worked with Waterboy Graphics on creating a brand.
- The different designs were discussed by groups.
- Now we want to show the Board some of the work that has been done.

Professional Design

Sports/Alternative Designs

Questions?

Sports/Alternative Design

Sports/Alternative Design

Sports/Alternative Design

Sports/Alternative Design

582

QUANTITY: n/a

SIZE: n/a

MATERIAL: n/a

COLOR(S): full color

IMPRINT: single-sided

NOTES: Logo Option 1

W 512.688.5656
waterboygraphics.com

ORDER#: 785

583

QUANTITY: n/a

SIZE: n/a

MATERIAL: n/a

COLOR(S): full color

IMPRINT: single-sided

NOTES: Logo Option 1

W 512.688.5656
waterboygraphics.com

ORDER#: 785

584

QUANTITY: n/a

SIZE: n/a

MATERIAL: n/a

COLOR(S): full color

IMPRINT: single-sided

NOTES: Logo Option 1

512.688.5656
waterboygraphics.com

ORDER#: 785

585

QUANTITY: n/a

SIZE: n/a

MATERIAL: n/a

COLOR(S): full color

IMPRINT: single-sided

NOTES: Logo Option 1

512.688.5656
waterboygraphics.com

ORDER#: 785

586

QUANTITY: n/a

SIZE: n/a

MATERIAL: n/a

COLOR(S): full color

IMPRINT: single-sided

NOTES: Logo Option 2

512.688.5656
waterboygraphics.com

ORDER#: 785

LEARNERS TODAY, LEADERS TOMORROW, MUSTANGS FOREVER!

Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:
January 15, 2018

Meeting Type:
- (•) Regular Meeting
- ( ) Special Meeting/Workshop
- ( ) Hearing

Date Submitted: 1/8/2018

Agenda Placement:
- ( ) Public Hearing
- ( ) Information Items
- (•) Presentation/Discussion Items
- ( ) Consideration Items
- ( ) Consent Agenda

Subject:
High School and Middle School Security Cameras

Executive Summary:

Discussion to consider the installation of security cameras in the interior of the high school and middle school locations identified as security concerns. The cost for the additional cameras will be $66,270. This would allow for 37 security cameras at the high school and 31 security cameras at the middle school.

In February, we will be asking the Board for approval.

Fiscal Impact:

Cost:
- ( ) Recurring
- (•) One-Time
- ( ) No Fiscal Impact

Funding Source:
- (•) General Fund
- ( ) Grant Funds
- ( ) Bond Funds
- ( ) Other Funds (Specify)

Fiscal Year: 2017-18

Amendment Required?
- (•) Yes
- ( ) No

Administration's Recommendation:

First reading and discussion only

Submitted By:

Nathan Fink/Jeff Gasaway

Board Approval Required: ( ) Yes (•) No

Revised 2.16.16

Quote#: 74196-REV1
658 Alliance Pkwy, Hewitt, TX 76643
Ph: 254.741.2724 Fax: 254.741.2779
Brandon Troyer, Cable & Security Estimator
Certified WBENC Women's Business Enterprise

To: Marble Falls ISD

Date: January 8, 2018

Attn: Nathan Fink

RE: Middle School - Interior Axis Cameras and Lincensing - Revised

Qty	Part #	Description	Price Each	Extended
Internal Cameras				
31	0990-001	P3224-LV MKII 1080P DOME	$ 425.29	$ 13,183.99
31	CEI	Salient CompleteView ENTERPRISE	$ 152.00	$ 4,712.00
1	TFE-LAB-CS3	Camera Installation and Configuration	$ 5,184.01	$ 5,184.01
31	TFE-CAT6	Category 6 Network Drop	$ 230.00	$ 7,130.00
			Total	**$ 30,210.00**

Terms and Conditions

* Pricing is based on an eight (8) hour workday, Monday through Friday, 8:00 AM to 5:00 PM.
* If required, customer will provide all installation personnel with access badges, keys, and/or escorts in order to perform the work in a timely manner.
* Customer will have a designated Project Manager to answer any/all questions that might arise during the project installation.
* Customer will provide an area, of adequate size, for storage of materials.
* Return trips for operational verification of other vendors' equipment will be at billable rates should there be no fault found with the cabling installation.
* Any customer requested work and/or materials beyond the original scope of work described in this proposal are subject to additional charges. An authorized signature is required before any additional work will be performed. Due to time constraints, any changes in the scope of work may require additional time to complete the project.
* TFE will not rough-in any cable until site is determined ready by TFE. (ie. paint, electrical, secure facility, ect.)
* Cable color is specified by TFE unless previously agreed upon between customer and TFE.
* Payment for material is due upon delivery.
* Customer is responsible for any applicable sales and/or use tax.

Quote#: 74177-REV1
658 Alliance Pkwy, Hewitt, TX 76643
Ph: 254.741.2724 Fax: 254.741.2779
Brandon Troyer, Cable & Security Estimator

Certified WBENC Women's Business Enterprise

To: Marble Falls ISD

Date: January 8, 2018

Attn: Nathan Fink

RE: High School - Interior Axis Cameras and Lincensing - Revised

Qty	Part #	Description	Price Each	Extended
Internal Cameras				
37	0990-001	P3224-LV MKII 1080P DOME	$ 425.29	$ 15,735.73
37	CEI	Salient CompleteView ENTERPRISE	$ 152.00	$ 5,624.00
1	TFE-LAB-CS3	Camera Installation and Configuration	$ 6,190.27	$ 6,190.27
37	TFE-CAT6	Category 6 Network Drop	$ 230.00	$ 8,510.00
			Total	**$ 36,060.00**

Terms and Conditions

* Pricing is based on an eight (8) hour workday, Monday through Friday, 8:00 AM to 5:00 PM.
* If required, customer will provide all installation personnel with access badges, keys, and/or escorts in order to perform the work in a timely manner.
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* TFE will not rough-in any cable until site is determined ready by TFE. (ie. paint, electrical, secure facility, ect.)
* Cable color is specified by TFE unless previously agreed upon between customer and TFE.
* Payment for material is due upon delivery.
* Customer is responsible for any applicable sales and/or use tax.

Marble Falls Independent School District
Board Meeting Minutes
December 18, 2017

Kevin Naumann, President, called the regular meeting to order at 6:02 p.m. at the Marble Falls ISD Administration Building. A quorum was present; notice of this meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

Board Members Present:	Kevin Naumann, Kevin Virdell, Lee Ann Johnson, Larry Berkman, Alex Payson, Gary Boshears and Karl Westerman
Board Members Absent:	None
Administrators Present:	Dr. Chris Allen, Dr. Wes Cunningham, Jeff Gasaway, Kay Kizziar, Dr. Susan Maughan, Shana Bunch-Fancher, Nathan Fink, Bruce Peckover, Mike Haley, Bethany Birdwell, Susan Cox, Pam Parkman, Erika O'Connor, Michael Phillips, Leslie Baty, Roger Barr, Soor-el Puga, Damon Adams and Heather Metzgar.
Members of the Press:	Richard Zowie, The Highlander News

Special Recognitions
Superintendent's Award
Susan Cox, Spicewood Elementary Principal, recognized fourth graders; Marissa Nichols and Fisher Kanka, with a video created with pictures of the students, gave them each a book and read comments made by the Spicewood staff.

Living the Vision Award
Michael Phillips, Director of Maintenance, explained the many reasons why his team, Jose Arguello-Martinez and Sam McCrocklin deserved the recognition. Mr. McCrocklin and Mr. Arguello-Martinez were each given a certificate and gift card.

Interim Executive Director of Finance- Kay Kizziar
Dr. Chris Allen, Superintendent, recognized Kay Kizziar for her time and effort spent serving the District as its interim Executive Director of Finance. Ms. Kizziar was given a certificate of thanks

The Board took a recess at 6:19 p.m. to celebrate Dr. Chris Allen's birthday.
The Board reconvened at 6:31 p.m.

Citizens Comments
No one asked to speak.

Information Items
Financial Report
-General Fund Summary
-Expenditure Report
-2018-2019 Budget Calendar

Presentation/Discussion Items and Possible Action

Announcement of Continuing Education Hours

Kevin Naumann, Board President, read the Board of Trustees continuing education hours to the public.

Order of Election for the May 5, 2018 School Board Trustee Election for Positions Designated as Place 5 and Place 6 and Place 7

Jeff Gasaway, Assistant Superintendent, presented to the Board the Order of Election for the May 5, 2018 School Board election.

Update 109 affecting local policies BBE, CDA, CKC, CNA, CO, DF, DH, EHBAF, FEA, FFAA, FFF, FFI, GBAA, GKA, GKC and GKE

Dr. Chris Allen, Superintendent, explained to the Board changes from TASB within Update 109 along with explanations from Dr. Wes Cunningham, Kay Kizziar, Dr. Susan Maughan and Jeff Gasaway.

Consider and Possible Approval of Action

Consent Agenda

Upon a motion by Karl Westerman, second by Alex Payson, the Board approved the minutes from the Regular Board Meeting held on November 13, 2017.

For:	Karl Westerman, Lee Ann Johnson, Larry Berkman, Kevin Naumann, Alex Payson and Kevin Virdell
Against:	None
Abstained:	Gary Boshears

Upon a motion by Gary Boshears, second by Karl Westerman, the Board approved the minutes from the Special Board Meeting held on November 16, 2017.

For:	Karl Westerman, Lee Ann Johnson, Larry Berkman, Gary Boshears, Alex Payson and Kevin Virdell
Against:	None
Abstained:	Kevin Naumann

Upon a motion by Gary Boshears, second by Lee Ann Johnson, the Board approved the following:

- Budget Amendments
- Resolutions Providing for the Sale of Property Acquired by Burnet Central Appraisal District at Delinquent Tax Sale - 8 Bids
- Purchase of Maintenance Vehicles

For: 7 Against: 0 Absent: 0

Capital Lease Purchase of iPads

Upon a motion by Kevin Virdell, second by Lee Ann Johnson, the Board approved the purchase of 400 iPads from Apple in the total cost of $132,943.41.

For: 7 Against: 0 Absent: 0

Upcoming Meetings

Monday, January 15, 2018 – Regular Board Meeting
Monday, February 19, 2018 – Regular Board Meeting
Tuesday, March 20, 2018 - Regular Board Meeting

Executive Session
At 6:51 p.m., the Board adjourned into executive session to discuss professional personnel (TX Govt. Code 551.074) and real property (TX Govt. Code 551.072).

The Board reconvened from executive session at 7:21 p.m.

Discussion and Possible Approval of Action Arising from Executive Session
Possible Approval of Marble Falls High School Head Football Coach
Upon a motion by Karl Westerman, second by Gary Boshears, the Board approved Mike Birdwell as the Marble Falls ISD Head Football Coach and Boys Coordinator.

For:	7	Against:	0	Absent:	0

Possible Approval of Marble Falls ISD Athletic Director
Upon a motion by Karl Westerman, second by Lee Ann Johnson, the Board approved Rick Hoover as the Marble Falls ISD Athletic Director and Head Soccer Coach.

For:	7	Against:	0	Absent:	0

Possible Approval of Executive Director of Finance
Upon a motion by Karl Westerman, second by Alex Payson, the Board approved Melissa Lafferty as the Executive Director of Finance.

For:	7	Against:	0	Absent:	0

Executive Session
At 7:23 p.m., the Board adjourned into executive session to discuss Superintendent's Self-Evaluation (TX Govt. Code 551.074).

The Board reconvened from executive session at 8:24 p.m.

Discussion and Possible Approval of Action Arising from Executive Session
Order of Election for the May 5, 2018 School Board Trustee Election for Positions Designated as Place 5 and Place 6 and Place 7
Upon a motion by Kevin Virdell, second by Gary Boshears, the Board approved the Order of Election for the May 5, 2018 School Board election.

For:	7	Against:	0	Absent:	0

Adjournment
Hearing no objection, the Board adjourned at 8:26 p.m.

Approved:

_____
Kevin Naumann, President

_____
Lee Ann Johnson, Secretary

Marble Falls Independent School District

INTEROFFICE MEMORANDUM

Date: January 10, 2018

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):

17-00026	Allocate budget for supplies - $200
17-00027	Allocate budget for staff travel - $100
17-00028	Increase budget for capital lease - $130,480

MARBLE FALLS ISD
BUDGET AMENDMENT

Batch #:	17-000216	Reason for amendment:	TRANSFER FUNDS FROM TRAVEL ACCOUNT TO REGULAR SUPPLY ACCOUNT
Fiscal Year:	2017-2018		

	Account Number	Account Description	Debit	Credit
EXPENDITURES			**Increase**	**Decrease**
1	199 E 13 6411 00 041 0 99 M 00	TRANSFER FUNDS TO SUPPLY ACCOUNT		200.00
2	199 E 11 6399 00 041 0 11 M 00	RECEIVE FUNDS FROM TRAVEL ACCOUNT	200.00	
3				
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30				
31				
32				
33				
REVENUE			**Decrease**	**Increase**
34				
35				
36				
37				
38				
Totals			- 200.00	200.00

Board Approval Required	Prepared by:	Approved by:	Reviewed by:	Entered by:
☑ Yes ☐ No	Date: 12/08/17	Date: 12/8/17	Date: 12/15/17	Date: 12-15-17

Revised 7-25-17

MARBLE FALLS ISD
BUDGET AMENDMENT

Batch #:	17-00027	Reason for amendment:	TRANSFER FUNDS FROM GENERAL SUPPLIES TO TRAVEL ACCOUNT
Fiscal Year:	2017-2018		

	Account Number	Account Description	Debit	Credit
EXPENDITURES			**Increase**	**Decrease**
1	199 E 11 6399 00 041 0 11 0 00	TRANSFER FUNDS TO COVER TRAVEL EXPENSES		100.00
2	199 E 13 6411 00 041 0 99 M 00	RECEIVE FUNDS TO COVER TRAVEL EXPENSES	100.00	
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33				
REVENUE			**Decrease**	**Increase**
34				
35				
36				
37				
38				
Totals			- 100.00	100.00

Board Approval Required	Prepared by:	Approved by:	Reviewed by:	Entered by:
☑ Yes ☐ No	Date: 12/08/17	Date: 12-8-17	Date: 12/5/17	Date: 12-5-17

Revised 7-25-17

MARBLE FALLS ISD
BUDGET AMENDMENT

Batch #:	17-00028	Reason for Amendment:	Capital lease for devices
Fiscal Year:	2017-2018		

	Account Number	Account Description	Debit	Credit
EXPENDITURES			**Increase**	**Decrease**
1	199-53-6659-00-953-099-000	Capital Lease of Equipment	130,480.00	
2	199-00-7913-00-000-000-000	Proceeds from Capital Lease		130,480.00
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REVENUE			**Decrease**	**Increase**
34				
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Totals			- 130,480.00	130,480.00

Board Approval Required	Prepared by:	Approved by:	Reviewed by:	Entered by:
☑Yes ☐No	Date: 1/9/18	Date: 1/9/18	Date:	Date: 1/9/18

Revised 10-05-17

LEARNERS TODAY, LEADERS TOMORROW, MUSTANGS FOREVER!

Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:
January 15, 2018

Meeting Type:
- (•) Regular Meeting
- ( ) Special Meeting/Workshop
- ( ) Hearing

Date Submitted: December 18, 2017

Agenda Placement:
- ( ) Public Hearing
- ( ) Information Items
- ( ) Presentation/Discussion Items
- ( ) Consideration Items
- (•) Consent Agenda

Subject:
Resolutions for the Sale of Properties Acquired by the Burnet CAD

Executive Summary:
7 Resolutions are being presented for consideration. Supporting documents are attached as background information for the following properties:

Lot 23, Live Oak Section, Sherwood Shores, City of Granite Shoals, Burnet Co. Texas
Lots 24 & 25, Live Oak Section, Sherwood Shores, City of Granite Shoals, Burnet Co. Texas
Lot K7198, Plat K7.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet Co. Texas
Lot K7051, Plat K7.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet Co. Texas
Lot K6092, Plat K6.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet Co. Texas
Lot K7016, Horseshoe Bay South, City of Horseshoe Bay, Burnet Co. Texas
Lot K1136, Plat K1, Horseshoe Bay South, City of Horseshoe Bay, Burnet Co. Texas

Fiscal Impact:

Cost:
- ( ) Recurring
- ( ) One-Time
- (•) No Fiscal Impact

Funding Source:
- ( ) General Fund
- (•) Grant Funds
- (•) Bond Funds
- (•) Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ( ) Yes
- (•) No

Administration's Recommendation:

Approve the resolutions providing for the sale of properties acquired by the Burnet CAD as presented.

Submitted By:
Jeff Gasaway, Assistant Superintendent

Board Approval Required: (•) Yes ( ) No

BURNET CENTRAL APPRAISAL DISTRICT

P.O. Box 908/223 South Pierce
Burnet, Texas 78611
(512) 756-8291 Telephone
(512 756-7873 Fax
December 6, 2017

Kevin Naumann
President, Board of Trustees
Marble Falls Independent School District
1800 Colt Circle
Marble Falls, TX 78654

RE: Lot K1136, Plat K1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas Account # 21104 (2017 Assessed Value = $3,000)

Dear President Naumann,

Enclosed is information on a bid we received for the above referenced property. Please schedule time at your next Board of Trustees meeting to discuss this bid.

If the bid is approved, please return the dated and signed Resolution to the Burnet Central Appraisal District, Attn: Joy. If the bid is not approved, please call us at 512-756-8291 ext. 39 to inform us of the Board's decision.

The distribution of the monies will be as follows if all entities approve the sale at the offered amount:

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	$ 32.00	Burnet Co. Clerk
Court Costs:	$ 840.00	Burnet Co. Dist. Clerk
Abstract Fee:	$ 150.00	MVBA
Court Costs (Sec of State fee):	$ 55.00	
Due to Burnet Central Appraisal District		
City of Horseshoe Bay/MLB/MLBD/MLBW	$ 138.46	Burnet CAD
Burnet County	$ 66.71	
Burnet County Special	$ 7.23	
Emergency Services District #1	$ 5.07	
Water Conservation District	$ 1.87	
Marble Falls ISD	$ 253.66	
TOTAL MONIES DISBURSED	$ 1,550.00	

Additional information on properties included in this bid:

- **This is the first time this property has been presented to the school board for re-sale consideration.**
- **The total amount due to Marble Falls ISD is $1,852.00 for tax years 2000-2016.**
- **An aerial map has been included with this packet.**

Thank you for your attention to this matter. Please call us with any questions you may have.
Sincerely,
Stan Hemphill
Chief Appraiser
Enc.

PID 21104- Lot K1136, HSB South

RESOLUTION PROVIDING FOR THE SALE OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT AT DELINQUENT TAX SALE

WHEREAS, Lot K1136, Plat K1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas, being that property more particularly described in Volume 714, Page 473 of the Deed Records of Burnet County, Texas was offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to a judgment of foreclosure for delinquent taxes by the District Court; and

WHEREAS, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District, Trustee, pursuant to TEX.PROP.TAX CODE Section 34.01(j); and

WHEREAS, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of ONE THOUSAND, FIVE HUNDRED, FIFTY AND NO/100 DOLLARS ($1,550.00) has been made by ERIC R. CARDENAS, said bid being less than the taxes due, and

THEREFORE, BE IT HEREBY RESOLVED by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lot K1136, Plat K1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas to ERIC R. CARDENAS, for the sum of ONE THOUSAND, FIVE HUNDRED, FIFTY AND NO/100 DOLLARS ($1,550.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

PASSED, APPROVED AND ADOPTED THIS _____ day of _____, 20___.

_____

Kevin Naumann
President, Board of Trustees
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BURNET COUNTY EDUCATION DISTRICT

BURNET CENTRAL APPRAISAL DISTRICT

P.O. Box 908/223 South Pierce
Burnet, Texas 78611
(512) 756-8291 Telephone
(512 756-7873 Fax
December 6, 2017

Kevin Naumann
President, Board of Trustees
Marble Falls Independent School District
1800 Colt Circle
Marble Falls, TX 78654

RE: Lot K6092, Plat K6.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas Account # 21620 (2017 Assessed Value = $2,000)

Dear President Naumann,

Enclosed is information on a bid we received for the above referenced property. Please schedule time at your next Board of Trustees meeting to discuss this bid.

If the bid is approved, please return the dated and signed Resolution to the Burnet Central Appraisal District, Attn: Joy. If the bid is not approved, please call us at 512-756-8291 ext. 39 to inform us of the Board's decision.

The distribution of the monies will be as follows if all entities approve the sale at the offered amount:

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	$ 32.00	Burnet Co. Clerk
Court Costs:	$ 281.00	Burnet Co. Dist. Clerk
Abstract Fee:	$ 175.00	MVBA
Due to Burnet Central Appraisal District		
City of Horseshoe Bay/MLB	$ 206.74	Burnet CAD
Burnet County	$ 216.21	
Burnet County Special	$ 22.56	
Emergency Services District #1	$ 17.75	
Water Conservation District	$ 6.52	
Marble Falls ISD	$ 842.22	
TOTAL MONIES DISBURSED	$ 1,800.00	

Additional information on properties included in this bid:

- **This is the first time this property has been presented to the school board for re-sale consideration.**
- **The total amount due to Marble Falls ISD is $1,458.96 for tax years 2002-2016.**
- **An aerial map has been included with this packet.**

Thank you for your attention to this matter. Please call us with any questions you may have.
Sincerely,
Stan Hemphill
Chief Appraiser
Enc.

PID 21620 - Lot K6092, HSB South

602

RESOLUTION PROVIDING FOR THE SALE OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT AT DELINQUENT TAX SALE

WHEREAS, Lot K6092, Plat K6.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas, being that property more particularly described in Volume 1199, Page 139 of the Deed Records of Burnet County, Texas was offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to a judgment of foreclosure for delinquent taxes by the District Court; and

WHEREAS, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District, Trustee, pursuant to TEX.PROP.TAX CODE Section 34.01(j); and

WHEREAS, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of ONE THOUSAND, EIGHT HUNDRED AND NO/100 DOLLARS ($1,800.00) has been made by JOHN HAWTHORNE, said bid being less than the taxes due, and

THEREFORE, BE IT HEREBY RESOLVED by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lot K6092, Plat K6.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas to JOHN HAWTHORNE, for the sum of ONE THOUSAND, EIGHT HUNDRED AND NO/100 DOLLARS ($1,800.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

PASSED, APPROVED AND ADOPTED THIS _____ day of _____, 20___.

_____

Kevin Naumann
President, Board of Trustees
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BURNET COUNTY EDUCATION DISTRICT

BURNET CENTRAL APPRAISAL DISTRICT

P.O. Box 908/223 South Pierce
Burnet, Texas 78611
(512) 756-8291 Telephone
(512 756-7873 Fax
December 6, 2017

Kevin Naumann
President, Board of Trustees
Marble Falls Independent School District
1800 Colt Circle
Marble Falls, TX 78654

RE: Lot K7016, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas Account # 21663 (2017 Assessed Value = $2,000)

Dear President Naumann,

Enclosed is information on a bid we received for the above referenced property. Please schedule time at your next Board of Trustees meeting to discuss this bid.

If the bid is approved, please return the dated and signed Resolution to the Burnet Central Appraisal District, Attn: Joy. If the bid is not approved, please call us at 512-756-8291 ext. 39 to inform us of the Board's decision.

The distribution of the monies will be as follows if all entities approve the sale at the offered amount:

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	$ 32.00	Burnet Co. Clerk
Court Costs:	$ 356.00	Burnet Co. Dist. Clerk
Abstract Fee:	$ 175.00	MVBA
Attorney ad Litem Fee:	$ 250.00	
Due to Burnet Central Appraisal District		
City of Horseshoe Bay/MLB	$ 257.37	Burnet CAD
Burnet County	$ 143.46	
Burnet County Special	$ 15.30	
Emergency Services District #1	$ 11.53	
Water Conservation District	$ 4.46	
Marble Falls ISD	$ 554.88	
TOTAL MONIES DISBURSED	$ 1,800.00	

Additional information on properties included in this bid:

- **This is the first time this property has been presented to the school board for re-sale consideration.**
- **The total amount due to Marble Falls ISD is $1,433.22 for tax years 2003-2016.**
- **An aerial map has been included with this packet.**

Thank you for your attention to this matter. Please call us with any questions you may have.
Sincerely,
Stan Hemphill
Chief Appraiser
Enc.

PID 21663 - Lot K7016, HSB South

S09

RESOLUTION PROVIDING FOR THE SALE OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT AT DELINQUENT TAX SALE

WHEREAS, Lot K7016, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas, being that property more particularly described in Volume 1215, Page 60 of the Deed Records of Burnet County, Texas was offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to a judgment of foreclosure for delinquent taxes by the District Court; and

WHEREAS, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District, Trustee, pursuant to TEX.PROP.TAX CODE Section 34.01(j); and

WHEREAS, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of ONE THOUSAND, EIGHT HUNDRED AND NO/100 DOLLARS ($1,800.00) has been made by JOHN HAWTHORNE, said bid being less than the taxes due, and

THEREFORE, BE IT HEREBY RESOLVED by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lot K7016, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas to JOHN HAWTHORNE, for the sum of ONE THOUSAND, EIGHT HUNDRED AND NO/100 DOLLARS ($1,800.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

PASSED, APPROVED AND ADOPTED THIS _____ day of _____, 20___.

_____

Kevin Naumann
President, Board of Trustees
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BURNET COUNTY EDUCATION DISTRICT

BURNET CENTRAL APPRAISAL DISTRICT

P.O. Box 908/223 South Pierce
Burnet, Texas 78611
(512) 756-8291 Telephone
(512 756-7873 Fax

December 6, 2017

Kevin Naumann
President, Board of Trustees
Marble Falls Independent School District
1800 Colt Circle
Marble Falls, TX 78654

RE: Lots 24 & 25, Live Oak Section, Sherwood Shores, City of Granite Shoals, Burnet County, Texas Account #s 26860 & 26861 [2017 Assessed Value = $4,185 (Lot 24) & $3,893 (Lot 25)]

Dear President Naumann,

Enclosed is information on a bid we received for the above referenced property. Please schedule time at your next Board of Trustees meeting to discuss this bid.

For your information: A previous bid of $1,401.00, on the property referenced above was approved by some entities involved in October, 2017. The bidder formally withdrew his bid on December 5, 2017 and, therefore, the sale was unable to be completed.

If the new bid of $3,333.00 is approved, please return the dated and signed Resolution to the Burnet Central Appraisal District, Attn: Joy. If the bid is not approved, please call us at 512-756-8291 ext. 39 to inform us of the Board's decision.

The distribution of the monies would be as follows if all entities approve the sale at the offered amount:

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	$ 28.00	Burnet Co. Clerk
Court Costs:	$ 312.00	Burnet Co. Dist. Clerk
Attorney ad Litem fee:	$ 250.00	Natalie Bennett
Abstract Fee:	$ 100.00	MVBA
Citation by Publication Fee:	$ 236.00	
Due to Burnet Central Appraisal District		
City of Granite Shoals	$ 372.77	Burnet CAD
Burnet County	$ 377.62	
Burnet County Special	$ 30.72	
Water Conservation District	$ 4.78	
Marble Falls EBU	$ 64.94	
Marble Falls ISD	$ 1,556.17	
TOTAL MONIES DISBURSED	$ 3,333.00	

Additional information on properties included in this bid:

- **The total amount due to Marble Falls ISD is $2,205.02 for tax years 1992-2008.**
- **An aerial map has been included with this packet.**

Thank you for your attention to this matter. Please call us with any questions you may have.

Sincerely,

Stan Hemphill
Chief Appraiser

Enc.

PIDS 26860 + 26861 - Lots 24 + 25, Live Oak Section

609

RESOLUTION PROVIDING FOR THE SALE OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT AT DELINQUENT TAX SALE

WHEREAS, Lots 24 & 25, Live Oak Section, Sherwood Shores, City of Granite Shoals, Burnet County, Texas, being that property more particularly described in Volume 499, Page 534 of the Deed Records of Burnet County, Texas were offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to judgments of foreclosure for delinquent taxes by the District Court; and

WHEREAS, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District, Trustee, pursuant to TEX.PROP.TAX CODE Section 34.01(j); and

WHEREAS, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of THREE THOUSAND, THREE HUNDRED, THIRTY-THREE AND NO/100 DOLLARS ($3,333.00) has been made by WOODVIEW PROPERTIES, LLC, said bid being less than the taxes due, and

THEREFORE, BE IT HEREBY RESOLVED by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lots 24 & 25, Live Oak Section, Sherwood Shores, City of Granite Shoals, Burnet County, Texas to WOODVIEW PROPERTIES, LLC, for the sum of THREE THOUSAND, THREE HUNDRED, THIRTY-THREE AND NO/100 DOLLARS ($3,333.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

PASSED, APPROVED AND ADOPTED THIS _____ day of _____, 20___.

_____

Kevin Naumann
President, Board of Trustees
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

BURNET CENTRAL APPRAISAL DISTRICT

P.O. Box 908/223 South Pierce
Burnet, Texas 78611
(512) 756-8291 Telephone
(512 756-7873 Fax

December 6, 2017

Kevin Naumann
President, Board of Trustees
Marble Falls Independent School District
1800 Colt Circle
Marble Falls, TX 78654

RE: Lot K7051, Plat K7.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas Account # 21697 (2017 Assessed Value = $2,000)

Dear President Naumann,

Enclosed is information on a bid we received for the above referenced property. Please schedule time at your next Board of Trustees meeting to discuss this bid.

For your information: A previous bid of $612.00, on the property referenced above was approved by all entities involved in September/October, 2015. The bidder has not remitted the agreed upon monies after multiple contacts between October 2015 and July 2016 and, therefore, the sale was unable to be completed.

If the new bid of $1,800.00 is approved, please return the dated and signed Resolution to the Burnet Central Appraisal District, Attn: Joy. If the bid is not approved, please call us at 512-756-8291 ext. 39 to inform us of the Board's decision.

The distribution of the monies would be as follows if all entities approve the sale at the offered amount:

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	$ 32.00	Burnet Co. Clerk
Court Costs:	$ 462.00	Burnet Co. Dist. Clerk
Abstract Fee:	$ 150.00	MVBA
Due to Burnet Central Appraisal District		
City of Horseshoe Bay/MLB/MLBD	$ 341.72	Burnet CAD
Burnet County	$ 159.08	
Burnet County Special	$ 16.54	
Emergency Services District #1	$ 13.12	
Water Conservation District	$ 4.81	
Marble Falls ISD	$ 620.73	
TOTAL MONIES DISBURSED	$ 1,800.00	

Additional information on properties included in this bid:

- **The total amount due to Marble Falls ISD is $1,432.56 for tax years 2002-2014.**
- **An aerial map has been included with this packet.**

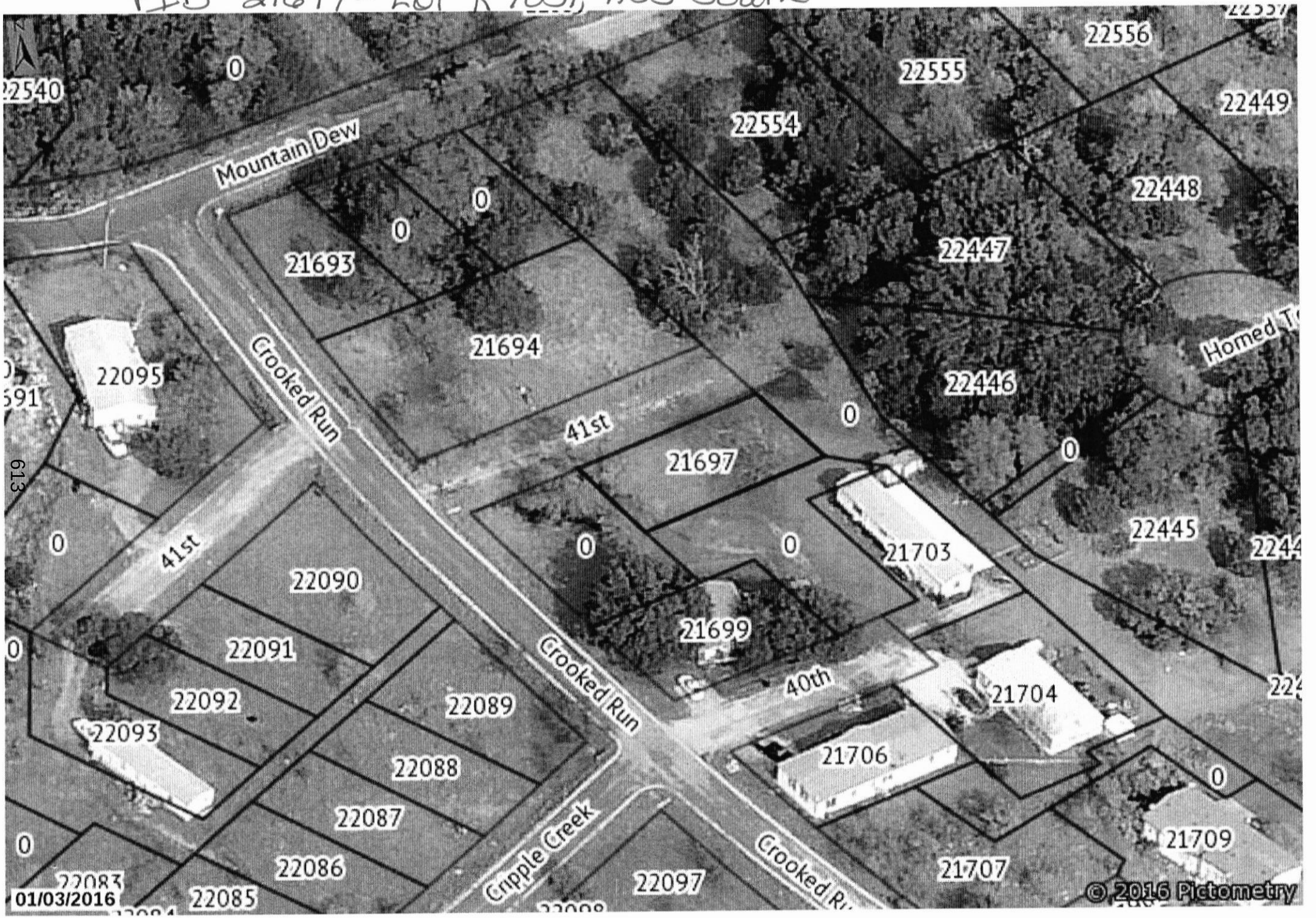
Thank you for your attention to this matter. Please call us with any questions you may have.

Sincerely,

Stan Hemphill
Chief Appraiser

Enc.

PID 21697 - Lot K7051, HSB South



RESOLUTION PROVIDING FOR THE SALE OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT AT DELINQUENT TAX SALE

WHEREAS, Lot K7051, Plat K7.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas, being that property more particularly described in Volume 1050, Page 389 of the Deed Records of Burnet County, Texas was offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to a judgment of foreclosure for delinquent taxes by the District Court; and

WHEREAS, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District, Trustee, pursuant to TEX.PROP.TAX CODE Section 34.01(j); and

WHEREAS, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of ONE THOUSAND, EIGHT HUNDRED AND NO/100 DOLLARS ($1,800.00) has been made by JOHN HAWTHORNE, said bid being less than the taxes due, and

THEREFORE, BE IT HEREBY RESOLVED by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lot K7051, Plat K7.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas to JOHN HAWTHORNE, for the sum of ONE THOUSAND, EIGHT HUNDRED AND NO/100 DOLLARS ($1,800.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

PASSED, APPROVED AND ADOPTED THIS _____ day of _____, 20___.

_____

Kevin Naumann
President, Board of Trustees
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BURNET COUNTY EDUCATION DISTRICT

BURNET CENTRAL APPRAISAL DISTRICT

P.O. Box 908/223 South Pierce
Burnet, Texas 78611
(512) 756-8291 Telephone
(512 756-7873 Fax
December 6, 2017

Kevin Naumann
President, Board of Trustees
Marble Falls Independent School District
1800 Colt Circle
Marble Falls, TX 78654

RE: Lot K7198, Plat K7.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas Account # 21844 (2017 Assessed Value = $2,000)

Dear President Naumann,

Enclosed is information on a bid we received for the above referenced property. Please schedule time at your next Board of Trustees meeting to discuss this bid.

If the bid is approved, please return the dated and signed Resolution to the Burnet Central Appraisal District, Attn: Joy. If the bid is not approved, please call us at 512-756-8291 ext. 39 to inform us of the Board's decision.

The distribution of the monies will be as follows if all entities approve the sale at the offered amount:

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	$ 32.00	Burnet Co. Clerk
Court Costs:	$ 268.00	Burnet Co. Dist. Clerk
Abstract Fee:	$ 150.00	MVBA
Due to Burnet Central Appraisal District		
City of Horseshoe Bay/MLB/MLBD	$ 458.46	Burnet CAD
Burnet County	$ 173.90	
Burnet County Special	$ 18.22	
Emergency Services District #1	$ 14.40	
Water Conservation District	$ 5.42	
Marble Falls ISD	$ 679.60	
TOTAL MONIES DISBURSED	$ 1,800.00	

Additional information on properties included in this bid:

- **This is the first time this property has been presented to the school board for re-sale consideration.**
- **The total amount due to Marble Falls ISD is $1,349.16 for tax years 2001-2014.**
- **An aerial map has been included with this packet.**

Thank you for your attention to this matter. Please call us with any questions you may have.
Sincerely,
Stan Hemphill
Chief Appraiser
Enc.

PID 21844- Lot K7198, HSB South

616

RESOLUTION PROVIDING FOR THE SALE OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT AT DELINQUENT TAX SALE

WHEREAS, Lot K7198, Plat K7.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas, being that property more particularly described in Volume 1240, Page 407 of the Deed Records of Burnet County, Texas was offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to a judgment of foreclosure for delinquent taxes by the District Court; and

WHEREAS, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District, Trustee, pursuant to TEX.PROP.TAX CODE Section 34.01(j); and

WHEREAS, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of ONE THOUSAND, EIGHT HUNDRED AND NO/100 DOLLARS ($1,800.00) has been made by JOHN HAWTHORNE, said bid being less than the taxes due, and

THEREFORE, BE IT HEREBY RESOLVED by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lot K7198, Plat K7.1, Horseshoe Bay South, City of Horseshoe Bay, Burnet County, Texas to JOHN HAWTHORNE, for the sum of ONE THOUSAND, EIGHT HUNDRED AND NO/100 DOLLARS ($1,800.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

PASSED, APPROVED AND ADOPTED THIS _____ day of _____, 20___.

_____

Kevin Naumann
President, Board of Trustees
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT
BURNET COUNTY EDUCATION DISTRICT

BURNET CENTRAL APPRAISAL DISTRICT

P.O. Box 908/223 South Pierce
Burnet, Texas 78611
(512) 756-8291 Telephone
(512 756-7873 Fax

December 6, 2017

Kevin Naumann
President, Board of Trustees
Marble Falls Independent School District
1800 Colt Circle
Marble Falls, TX 78654

RE: Lot 23, Live Oak Section, Sherwood Shores, City of Granite Shoals, Burnet County, Texas Account # 26859 (2017 Assessed Value = $4,455)

Dear President Naumann,

Enclosed is information on a bid we received for the above referenced property. Please schedule time at your next Board of Trustees meeting to discuss this bid.

For your information: A previous bid of $1,000.00, on the property referenced above was approved by some entities involved in October, 2017. The bidder formally withdrew his bid on December 5, 2017 and, therefore, the sale was unable to be completed.

If the new bid of $1,667.00 is approved, please return the dated and signed Resolution to the Burnet Central Appraisal District, Attn: Joy. If the bid is not approved, please call us at 512-756-8291 ext. 39 to inform us of the Board's decision.

The distribution of the monies would be as follows if all entities approve the sale at the offered amount:

FEES:	AMOUNT:	TO WHOM:
Deed Recording Fee:	$ 28.00	Burnet Co. Clerk
Court Costs:	$ 278.00	Burnet Co. Dist. Clerk
Abstract Fee:	$ 150.00	MVBA
Attorney ad Litem fee:	$ 250.00	
Citation by Publication Fee:	$ 226.40	
Due to Burnet Central Appraisal District		
City of Granite Shoals	$ 124.86	Burnet CAD
Burnet County	$ 115.58	
Burnet County Special	$ 11.94	
Water Conservation District	$ 1.88	
Marble Falls EBU	$ 19.32	
Marble Falls ISD	$ 461.02	
TOTAL MONIES DISBURSED	$ 1,667.00	

Additional information on properties included in this bid:

- **The total amount due to Marble Falls ISD is $2,343.45 for tax years 1983-2013.**
- **An aerial map has been included with this packet.**

Thank you for your attention to this matter. Please call us with any questions you may have.

Sincerely,

Stan Hemphill
Chief Appraiser

Enc.

PID 26859- Lot 23, Live Oak Section

620

RESOLUTION PROVIDING FOR THE SALE OF PROPERTY ACQUIRED BY THE BURNET CENTRAL APPRAISAL DISTRICT AT DELINQUENT TAX SALE

WHEREAS, Lot 23, Live Oak Section, Sherwood Shores, City of Granite Shoals, Burnet County, Texas, being that property more particularly described in Volume 141, Page 22 of the Deed Records of Burnet County, Texas was offered for sale by the Sheriff at Burnet County, Texas at public auction pursuant to judgments of foreclosure for delinquent taxes by the District Court; and

WHEREAS, no sufficient bid was received and the property was struck off to the Burnet Central Appraisal District, Trustee, pursuant to TEX.PROP.TAX CODE Section 34.01(j); and

WHEREAS, TEX.PROP.TAX CODE Section 34.05(a) provides that we may accept a sufficient bid. A bid of ONE THOUSAND, SIX HUNDRED, SIXTY-SEVEN AND NO/100 DOLLARS ($1,667.00) has been made by WOODVIEW PROPERTIES, LLC, said bid being less than the taxes due, and

THEREFORE, BE IT HEREBY RESOLVED by Board of Trustees of the Marble Falls Independent School District, that the President of the Board of Trustees of the Marble Falls Independent School District is hereby authorized to convey Lot 23, Live Oak Section, Sherwood Shores, City of Granite Shoals, Burnet County, Texas to WOODVIEW PROPERTIES, LLC, for the sum of ONE THOUSAND, SIX HUNDRED, SIXTY-SEVEN AND NO/100 DOLLARS ($1,667.00) payable to the Chief Appraiser of Burnet Central Appraisal District for distribution as provided by law.

PASSED, APPROVED AND ADOPTED THIS _____ day of _____, 20___.

_____
Kevin Naumann
President, Board of Trustees
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT

LEARNERS TODAY,
LEADERS TOMORROW,
MUSTANGS FOREVER!

Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:
1.15.2018

Meeting Type:
- (•) Regular Meeting
- ( ) Special Meeting/Workshop
- ( ) Hearing

Date Submitted: 1.10.18

Agenda Placement:
- ( ) Public Hearing
- ( ) Information Items
- ( ) Presentation/Discussion Items
- (•) Consideration Items
- ( ) Consent Agenda

Subject:
Policy Update 109 Affecting Local Policies: BBE, CDA, CKC, CNA, CO, DF, DH, EHBAF, EJ, FEA, FFAA, FFF, FFI, GBAA, GKA, GKC, GKE

Executive Summary:
TASB regularly sends updates of legal and local Board policy reflective of changes initiated by state and federal legislation, case law, and Commissioner Rulings. Update 109 provides such amended legal and local policy.

Fiscal Impact:

Cost:
- ( ) Recurring
- ( ) One-Time
- (•) No Fiscal Impact

Funding Source:
- ( ) General Fund
- ( ) Grant Funds
- ( ) Bond Funds
- ( ) Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ( ) Yes
- (•) No

Administration's Recommendation:
To approve as presented.

Submitted By:
Chris Allen

Board Approval Required: (•) Yes ( ) No

LEARNERS TODAY, LEADERS TOMORROW, MUSTANGS FOREVER!

Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:
January 15, 2018

Meeting Type:
- (•) Regular Meeting
- ( ) Special Meeting/Workshop
- ( ) Hearing

Date Submitted: January 9, 2018

Agenda Placement:
- ( ) Public Hearing
- ( ) Information Items
- ( ) Presentation/Discussion Items
- (•) Consideration Items
- ( ) Consent Agenda

Subject:
Appointment of MFISD Investment Officers

Executive Summary:

According to Board policy CDA local, the Board is to designate by resolution, the investment officer(s) of the District. The investment officer shall invest District funds as directed by the Board and in accordance with the District's written investment policy.

Fiscal Impact:

Cost:
- ( ) Recurring
- ( ) One-Time
- (•) No Fiscal Impact

Funding Source:
- ( ) General Fund
- ( ) Grant Funds
- ( ) Bond Funds
- ( ) Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ( ) Yes
- (•) No

Administration's Recommendation:

Approve the appointment designating Melissa Lafferty, Executive Director of Finance and David Hemmond, Accounting Supervisor, as the District's investment officers.

Submitted By:

Melissa Lafferty

Board Approval Required: (•) Yes ( ) No

LEARNERS TODAY, LEADERS TOMORROW, MUSTANGS FOREVER!

Marble Falls ISD
Board of Trustees
Agenda Item Information

Meeting Date:
January 15, 2018

Meeting Type:
- (•) Regular Meeting
- ( ) Special Meeting/Workshop
- ( ) Hearing

Date Submitted: January 9, 2018

Agenda Placement:
- ( ) Public Hearing
- ( ) Information Items
- ( ) Presentation/Discussion Items
- (•) Consideration Items
- ( ) Consent Agenda

Subject:
Addition of Authorized Representative to Lone Star Investment Pool.

Executive Summary:
Approval is needed to add the Executive Director of Finance as an authorized representative to the Lone Star Investment Pool accounts.

Fiscal Impact:

Cost:
- ( ) Recurring
- ( ) One-Time
- (•) No Fiscal Impact

Funding Source:
- ( ) General Fund
- ( ) Grant Funds
- ( ) Bond Funds
- ( ) Other Funds (Specify)

Fiscal Year:
Amendment Required?
- ( ) Yes
- (•) No

Administration's Recommendation:
Approve the Executive Director of Finance, Melissa Lafferty, as an authorized representative of the Lone Star Investment Pool.

Submitted By:
Melissa Lafferty

Board Approval Required: (•) Yes ( ) No

Authorized Representative Add Form

Name of Participant Marble Falls Independent School District

Addition of Authorized Representative

The following officers, officials, or employees of the Participant are hereby designated as Authorized Representatives within the meaning of the Inter-local Agreement (Agreement), with full power and authority to execute the Agreement and any other documents, as may be required to deposit money to and withdraw money from the Participant's Lone Star Investment Pool (Lone Star) account from time to time in accordance with the Agreement and the Information Statement and take all other actions deemed necessary or appropriate for the investment of local funds of the Participant:

	Rep #1	Rep #2	Rep #3
Printed Name	Melissa Lafferty		
Title	Executive Director of Finance		
E-mail address	mlafferty@mfisd.txed.net		
Signature			

In accordance with Lone Star procedures, an Authorized Representative shall promptly notify Lone Star of any changes in who is serving as Authorized Representative.

In addition to the foregoing Authorized Representative, each Investment Officer of Lone Star appointed by the Lone Star Investment Pool Board of Trustees from time to time is hereby designated as an investment officer of the Government Entity and, as such, shall have responsibility for investing the share of Lone Star assets representing local funds of the Government Entity.

PASSED AND APPROVED this 15th **day of** January **, 20** 18 .

By: _____ By: _____

Kevin Naumann — *Printed Name, Board President*

Lee Ann Johnson — *Printed Name, Board Secretary*

State of Texas,

County of _____

Before me, _____, on this day personally appeared _____, known to
(name of notary) *(name of President and Secretary)*
me (or proved to me on the oath of _____) or through _____ to be the person(s)
(person providing oath) *(identification item)*
whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.
Given under my hand and seal of office this _____ day of _____, 20••___,

(Personalized Seal)

_____
Notary Public's Signature